EXPLORATION OF HEAD TEACHERS' PERCEPTIONS ON THE USE OF NON-MONETARY INCENTIVES TO MOTIVATE TEACHERS: A CASE OF SELECTED PUBLIC SECONDARY SCHOOLS IN KARONGA DISTRICT

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DECLARATION

I, the undersigned hereby declare that the Master of Education thesis entitled **Exploration of Head teachers' perceptions on the use of non-monetary incentives to motivate teachers: A case of selected public secondary schools in Karonga district** is my original work which has not been submitted, and will not be submitted to any other institution for similar purposes. Where other people's work has been used, acknowledgements have been made.

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DEDICATION

This thesis is dedicated to my wife, Danile, children, mum, late father, and relatives who saw value in my studies and offered their prayers and encouragement. My late father kept on inspiring me while struggling with life till his last breath on 9th February, 2020. I pray for his inspiring soul to rest in eternal peace. May the rest continue to be motivational.

ABSTRACT

The purpose of this study was to explore the perceptions that head teachers have on the use of non-monetary incentives to motivate teachers. It mostly focused on establishing the value that head teachers attach to the use of non-monetary incentives, the non-monetary incentives they provide, the contributions of non-monetary incentives, challenges they face when providing non-monetary incentives to teachers, and the possible solutions to the challenges they face.

The study was guided by the Herzberg (1968) Two-Factor Theory of motivation. This study involved eight (8) head teachers from eight public secondary schools in Karonga district in the Northern Education Division of Malawi, and employed the qualitative case study approach within the interpretivism paradigm. Purposive and simple random sampling techniques were used to select the schools from which participants were drawn. The data used for the study were collected through face-to-face in-depth interviews and document analysis.

The findings reveal that all the eight head teachers have great value for the use of non-monetary incentives. These incentives include teacher participation in decision making, delegation, recognition, and praise. Non-monetary incentives have positive contributions such as creating sense of belonging and ownership, and unity in the schools, which lead to good performance and success. It is also revealed that head teachers face challenges such as individual differences, monotony and eligibility in the process of providing non-monetary incentives. It is recommended that head teachers have to be objective and consistent when providing incentives. They should also use a variety of non-monetary incentives to avoid monotony and meet individual differences. Monetary incentives are also needed to sustain motivation. The Ministry of Education should also consider offering special attention to the use of non-monetary incentives in its policies.

LIST OF ABBREVIATIONS

CDSS	**:**	Community Day Secondary School
EDM	**:**	Education Division Manager
HOD	**:**	Head of Department
HT	**:**	Head teacher
INSET	**:**	In-Service Training
MSCE	**:**	Malawi School Certificate of Education
OECD	**:**	Organisation for Economic Co-operation and Development
PTA	**:**	Parent-Teacher Association
SMC	**:**	School Management Committee
TPD	**:**	Teacher Professional Development
UNESCO	**:**	United Nations Educational, Scientific, and Cultural Organisation
USAID	**:**	United States Agency for International Development
VSO	**:**	Volunteer Services Overseas

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CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter discusses issues related to the background of the research and problem statement. It also presents the rationale, purpose, objectives, significance, theoretical framework, and delimitations of the study.

1.2 Background

Education is the vehicle through which every citizen could realise his or her potential and contribute to national development (Malawi Government, 2013). In Malawi, the vision of the education sector is to be a catalyst for socio-economic development, industrial growth, and a tool for empowering the poor, the weak and the voiceless. Its mission is to provide quality and relevant education to Malawians in various educational institutions.

Like any other organisation, educational institutions need human resource that is well managed in order to achieve the set goals. Human resource ranks first in any organisation. It is human beings that make organisations exist. As opposed to the other resources, the management of human resource has additional demands. Cole (2004) says “people are the greatest single asset available to an enterprise.” He further refers to people as an organisation. This entails that in the absence of people, organisations cannot be there. It is the human resource that leads to the realisation of goals of organisations, by placing other necessary resources such as land, machines, finance and materials into greatest use (Cole, 2004).

Coming to an educational organisation, human resource includes teachers, non-teaching staff and learners. Teachers rate the highest in this group (Ukki, 2013). According to UNESCO (2011), a country needs to

have good teachers in order to have a strong education system, and that without this, no country can provide quality life to its citizenry. It is the quality and effectiveness of teachers that determine how efficiently human capital is developed.

In a related manner, Mullins and Christy (2016) point out that human activity and the energies that employees put into work, are what successful performance of organisations depends on. They also say that the way the organisation is structured, the way it is led, and the job design and content have very great influence on staff motivation and job satisfaction. They, thus at the end, say that in order to achieve goals and objectives of their institutions, leaders should have good knowledge of how to motivate their subordinates so that they cooperate and put all their efforts on work.

Like any other employee, teachers need to be motivated for their continued effective performance. According to Lameck (2011), motivation is a significant weapon for the management of workers' performance as it inspires them to work in the most desired manner and encourage the others too. Motivating teachers is critical to their effectiveness in delivering instruction (UNESCO, 2016). Teacher motivation is also necessary in their role of motivating learners in their education. It follows that it is motivated leaders that excite the others (OECD, 2009). This implies that it is motivated teachers that will ably motivate learners towards achieving their educational goals.

According to Armstrong (2003), behavioural scientists say that it is difficult to tell what makes employees get motivated to work successfully. He continues to say that the connection between the theory of motivation and the practice of management is critical to the success of managers. In case of educational institutions, there is need for managers to employ an effective incentive system that can assist them get and maintain effective members of staff, positively reward productive staff, and continue getting best results

from them in the institutions. Armstrong says that it is a requirement that managers study their employees and make proper adjustments on their incentives. This is because people are different in terms of character, beliefs, capabilities, and desires, and therefore, can react differently to the incentives provided. Thus, managers have the task to select suitable incentives for their subordinates so that they stay motivated and continue performing well.

Motivation and retention of teachers in schools is a long standing issue in many countries. According to Han and Yin (2016), lack of teacher motivation leads to shortage of teachers in many western countries such as the United States of America, Australia and other European countries like the United Kingdom, Germany, and Norway. The situation is worse in developing countries like South Africa, Zambia, New Guinea and Malawi (Tambulasi & Kayuni, 2007). In these countries the shortage of teachers is attributed to increased turnover, stress, low salaries, and general working conditions. In view of these factors, it is necessary to motivate teachers because this has an impact on student outcomes, teacher psychological fulfillment and wellbeing. In Malawi, the problem was still significant much as the government proposed a number of motivations, such as the construction of teachers houses' with priority to rural areas, teachers located in rural remote schools being provided with hardship allowances, promoting teachers along their career path based on their performance as shown through clearly outlined criteria, allocating or posting teachers fairly so that schools in rural areas are not at a disadvantage, improving supervision and professional support to teachers, and ensuring that schools have sufficient teaching and learning materials (Kadzamira, 2006). According to UNESCO (2017), Nigerian and Zambian governments were in critical search for ways of motivating teachers, the problem that characterised much of the 1990s. In the study conducted later by the Volunteer Service Overseas (VSO), Malawi was again found to be one of the countries with low teacher motivation (UNESCO, 2017). This was after attempts to use some ways which were mainly monetary. For example, as mentioned earlier, the government constructed teachers' houses

with priority to rural areas, providing hardship allowances to teachers located in rural remote schools, and ensuring that schools have sufficient teaching and learning materials (Kadzamira, 2006). Similarly, Kayuni and Tambulasi (2007) found that the government had introduced distance learning for underqualified teachers as a means of promoting career development as well as career path and provision of rural hardship allowance to teachers through an increase in budget allocation to the education sector. However, Herzberg (1968) describes non-monetary incentives as effective motivators that influence employees to work with commitment, yielding positive results in an organisation. In a related manner, Williamson and Blackburn (2017) found out that use of non-monetary incentives such as involving teachers in school activities like planning made teachers work with commitment. Johnson and Kritsonis (2007) discovered that in the United States of America, empowering and recognising teachers lead to their job satisfaction.

Hence, this study aimed at exploring the perceptions of head teachers on the use of non-monetary incentives to motivate teachers in their schools so that they are retained and remain committed to their work.

1.3 Problem statement

People are the most important resource in an organisation. Therefore, employees' motivation is crucial in terms of success and failure of an organisation. Motivation of teachers is important for them to be effective in their profession. Among other things, motivating teachers is critical because it helps them to deliver instruction effectively (UNESCO, 2016). Much as teacher motivation is important, it has been a big problem in many countries, including Malawi. According to Kadzamila (2006), some of the motivational issues the government of Malawi noted about teachers in the country's schools were low pay, heavy workloads, large classes, inadequate teaching and learning materials, harsh living conditions, and narrow and restrictive career path. Thus, in attempt to solve the problem of low teacher motivation, the government of Malawi proposed a number of ways such as construction of teachers houses with priority to rural areas, teachers

located in rural remote schools being provided with hardship allowances, promoting teachers along their career path based on their performance as shown through clearly outlined criteria, allocating or posting teachers fairly such that schools in rural areas are not at a disadvantage, improving supervision and professional support to teachers, and ensuring that schools have sufficient teaching and learning materials. Even though the government is doing all this, teachers still remain less motivated (UNESCO, 2017). Such scenario where teachers are unmotivated and have low job satisfaction in most public secondary schools brings the feeling that maybe non-monetary incentives could serve as a solution to the problem. This study therefore, aimed at exploring the perceptions of head teachers who are in close contact with teachers, on the use of non-monetary incentives to motivate teachers in their schools.

1.4 Rationale of the study

Most studies have looked at how governments as employers motivate and need to motivate teachers in public schools. The focus has mainly been on use of either direct or indirect monetary incentives. Not much has been explored on teacher motivation using purely non-monetary incentives at school level. For example, Kadzamila (2006) looked at the effects of the employment of incentives such as construction of teachers' houses, teachers located in rural remote schools being provided with hardship allowances, promoting teachers, improving supervision and professional support to teachers, and ensuring that schools have sufficient teaching and learning materials, which involve money. Kayuni and Tambulasi (2007) also looked at the impacts of the monetary incentives such as distance learning for underqualified teachers as a means of promoting career development as well as career path and provision of rural hardship allowance to teachers through an increase in budget allocation to the education sector. The studies showed that the employment of these incentives did not motivate teachers. It is this situation that necessitated this study so as to explore head teachers' perceptions on the use of non-monetary incentives to motivate teachers.

1.5 Purpose of the study

The purpose of this study was to explore the head teachers' perceptions on the use of non-monetary incentives to motivate teachers in their schools.

1.6 Objectives

The study was carried out specifically:

(a) To solicit non-monetary incentives that head teachers provide to their teachers.

(b) To analyse the contribution of non-monetary incentives for teacher motivation.

(c) To identify the challenges that head teachers face when using non-monetary incentives to motivate teachers.

1.7 Significance of the study

The outcomes of the study will act as a guideline for school based policy on the motivation of teachers. The findings of the study may also stimulate conversation among various stakeholders in education on the course of action to take, with benefits likely to motivate teachers and finally providing to teachers the incentives found to be most effective. Finally, the results of the study will increase school administrators' knowledge on how to motivate teachers using non-monetary incentives.

1.8 Theoretical framework

This study was guided by the Herzberg's (1968) Two-Factor theory of motivation. Herzberg splits his theory into two parts. There are "motivators", which bring satisfaction and "hygiene factors", which bring dissatisfaction (Cole, 2004). Examples of motivators are recognition for one's achievement, challenging work, sense of importance to an organisation, opportunity to do something meaningful, responsibility, and involvement in decision making. Hygiene factors include salary, job security, work conditions, fringe

benefits, paid insurance, good pay, and vacations (Ibid). Herzberg (1968) argues through his research findings that motivators and hygiene factors do not interfere with each other. They rather work independent of each other in the way they influence workers. He says that much as both motivators and hygiene factors are important to employees, motivators lead to job satisfaction. Hence motivation to performance and has very little contribution to dissatisfaction. Hygiene factors contribute very little to job satisfaction. He looked at motivators as elements which stimulate workers to perform their job proficiently. Factors of motivation are constructed on the desire of workers for personal growth. Presence of motivation factors assist employees to attain satisfaction in their job. When motivation factors are provided and are effective, workers are motivated and therefore, direct all their efforts to their work, leading to high performance (Chu & Kuo, 2015).

In relation to Herzberg's view, unsafe working conditions and lack of fringe benefits or poor salary for teachers will make them feel dissatisfied with their job. On the other hand, if teachers are given challenging work, autonomy on work and given responsibilities, they will be motivated and be satisfied with their job. Herzberg argues that when motivators are absent, workers are neutral towards work. But when motivators are present, workers are highly stimulated to excel in their work. In contrast, hygiene factors can only work to prevent job dissatisfaction. Herzberg further says that a lot of hygiene factors will not necessarily result into employees' job satisfaction. Motivation factors need to be provided so that workers improve in their performance. In this case, it can be observed that motivators and hygiene factors are two different factors (Samson & Daft, 2012). Looking at what the theory says, teachers must be provided with enough hygiene factors in order to satisfy their basic requirements and to prevent them from being dissatisfied with the job. Furthermore, to satisfy high-level requirements of teachers, motivation factors which are intrinsic to the job must be incorporated. Again, this goes a long way driving workers to higher performance and job satisfaction.

According to Herzberg, motivation factors which are the drivers of human behaviour, are related to the intrinsic nature of the work but not necessarily the surrounding circumstances or environment. But hygiene factors are the contingent factors which may demotivate but cannot themselves, provide lasting motivation (Herzberg, 1971). Thus, factors such as achievement, recognition, responsibility, work itself, and advancement are necessary as motivators. With reference to Herzberg, interesting and challenging work satisfy them. They are also motivated and satisfied with the work they consider valuable. This implies that teachers can be motivated with work itself, so long it incorporates motivators that arouse intrinsic motivation. In relation to this study, the implication of this theory is that authorities in education must provide necessary incentives that will trigger intrinsic motivation in teachers so that they have job satisfaction. According to Herzberg, motivators that lead to job satisfaction are non- monetary while hygiene factors include money. This shows that it is possible for head teachers to use non-monetary incentives in attempt to motivate teachers at school level. Thus, this study aimed at exploring head teachers' perceptions on the use of non-monetary ways of motivating teachers, guided by the Herzberg's Two-Factor theory of motivation.

1.9 Delimitations

The study involved head teachers of various public secondary schools in Karonga district. It targeted head teachers because they have the role to motivate their teachers for good performance in order to achieve the institutional goals, and thus, must have some knowledge to share on the use of non-monetary incentives to motivate them. The head teachers are also considered to be credible and would provide information that is trustworthy regarding their experiences on teacher motivation.

1.10 Chapter summary

This chapter has narrated the information relating to the topic of the study and stated the problem statement. In addition, the rationale, purpose, objectives, significance, theoretical framework, and delimitations of the study have been highlighted.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter aims at reviewing the existing literature on the problem under study. It covers motivation, teacher motivation, concepts on incentives, and non-monetary incentives, non-monetary incentives in relation to teacher motivation, empirical studies on non-monetary incentives to teachers, and challenges faced in using non-monetary incentives.

2.2 Motivation

Motivation is a condition inside an individual which stimulates and guides a behaviour, and sustains it (Woolfolk, 2007). Thus, in an organisation, a motivated person has his or her efforts energised in the direction that benefits the organisation through persistence and consistency with the organisational goals. They work hard and are persistent to achieve organisational goals. In a related way, Ravishanker and Mishra (2002), define motivation as a psychological process that provides behaviour a drive and course or a predisposition to behave in an intended manner to attain particular, unfulfilled desires.

Motivation is categorised into two groups, namely; extrinsic and intrinsic motivation. Extrinsic motivation comprises all external conditions that influence employees, such as rewards (benefits) and directives. Extrinsic motivation produces short-term results compared to intrinsic motivation. For sustained bearing, leaders need to stimulate their employees' intrinsic motivation in order for them to perform meritoriously. This would lead to admiration and collaboration of colleagues at work (Williamson & Blackburn, 2017). On the other hand**, i**ntrinsic motivation, takes place when people do things willingly, with no reward attached from outside. This type of motivation (intrinsic) originates from inside an employee or individual. However,

some extrinsic motivation can lead to intrinsic motivation through the observable successes achieved through initial extrinsic motivation (Bartlet & Burton, 2012).

For the success of any organisation, motivation of people involved is indispensable. This therefore, requires that leaders motivate their followers. If leaders do not motivate their followers, organisational goals may not be achieved. Samson and Daft (2012), say that motivation of employees is an ingredient behind the achievements made by businesses of different sizes. However, they also lament that some organisations fail to balance the motivation of workers and the set objectives or targets. Thus, such organisations have employees who start work with all the vigour and passion, but get put off on the way due to lack of motivation. Motivation could be achieved through the provision of incentives.

2.3 Teacher motivation

Like in any other organisation where employee motivation is necessary for its success, teacher motivation is very important for the success of schools. In relation to this, Williamson and Blackburn (2017) state that the improvement of the school goes together with the motivation of teachers. They say that it is the motivated teachers that will commit themselves to work and bring success to their schools. According to Save the Children (2011), a motivated teacher matters a lot to the learning process. It is easy to achieve learning objectives when teachers are motivated. There are positive learning outcomes. Iliya (2015) further points out that motivated teachers will always dedicate themselves and want to use relevant strategies to teach their learners. The level of motivation they receive helps them to decide how much they commit themselves to teaching.

Carson and Chase (2009) also explain that in a classroom situation, the motivation of a teacher has great influence on how effective the teaching is. This takes into consideration the fact that achievement of

teaching objectives are related to good teaching practices. Thus, a motivated teacher, will exhibit all the good practices, such as relevant teaching methods (Butler & Shibaz, 2014; Retelsdolf & Gunther, 2011). This emphasises how important teacher motivation is in the profession. Thus teachers commit themselves to work and perform well when they are motivated.

Teachers must be provided with the capacity, autonomy, and support to use their autonomy to focus on the responsibilities most conducive to improving student outcomes (OECD, 2013). There should also be job satisfaction, self-efficacy and personal achievement (UNESCO, 2017). Noll (2008), states that teachers need the satisfaction of needs as in Maslow's (1970) hierarchy, which ascend from basic to complex needs such as advancement, growth and achievement where money, benefits, and job security appear at the lower end of the hierarchy.

Motivated teachers will also provide autonomy-support to students (Reeve & Jang, 2006; Reeve, et al., 2004). Autonomy-support behaviour of motivated teachers is essential when it comes to the transmission of what learners are supposed to get from their teachers in the process of teaching and learning. Teachers with autonomous support are usually in good relationship with their students, leading to positive educational outcomes. These motivated teachers are characterised with consideration of what learners like and they provide them with inspiration, giving chance for independent working, praising the quality of performance, providing rationale for tasks and allowing discussions. On the other hand, teachers that are not motivated will not motivate their learners, leading to negative educational outcomes (UNESCO, 2017).

According to Williamson and Blackburn (2017), teachers that are motivated from inside, like their work without looking at potential personal benefits like money. These teachers find pleasure in their work. They also take their teaching work as a platform to discover, study, and increase their capabilities. Further,

according to Han and Yin (2016), teacher motivation is considered to be founded on people's fundamental morals to join the teaching profession and remain there. These teachers are eager to learn and happy with achievements through the services they provide. They have high esteem and are ready to encounter complex assignments. They would always want to do something they are aware of its importance, thus, would also want to take part in planning what they are to implement (Williamson & Blackburn, 2017). They would also want to be active participants in trainings meant for their professional development. Their involvement in such activities also makes them own them. In such a way, these motivated teachers work with commitment for the good of their students and schools.

According to Williamson and Blackburn (2017), teacher motivation also comes when they see that they will ably carry out the assigned work. They say that this could be easily done if there could be good correlation between the complexity of the task assigned to them and their capabilities or potentials. They further say that this calls for a good link between what teachers are going to do and what is taught during their training. Otherwise, if there is no link, teachers will find it difficult to accomplish the work and end up getting frustrated. It should also be born in mind that teachers require relevant assistance at the work place in order to easily execute their job (ibid).

Sharing success is another way of motivating teachers (Williamson & Blackburn, 2017). They argue that people are intrinsically motivated and have it nurtured when there is reinforcement. It is in this case that authorities at school have to try as much as possible to reinforce achievements that teachers make. This maintains and even adds to the motivation.

2.4 The concept of incentive

An incentive is anything, be it in form of money or non-monetary with which a person is delighted and made to pursue a certain type of activity, or counts as a reason for a person to prefer one choice to the alternatives (Armstrong, 2003). Puhanayak (2005) adds by saying that an incentive is a reward given by an employer to his or her employee for the work well done, by their choice and not as a legal requirement. The incentive is meant to inspire the employee so that he or she can work even better.

2.5 The concept of non-monetary incentive

Non-monetary incentives refer to those incentives that are not in form of money, given to employees in order to gratify their self-worth. There is no price tagged to non-monetary incentives. They play a big role in fostering higher levels of personality, such as self-esteem in employees, and stimulate their desires to perform brilliantly for their happiness (Macbeth, 2012). Some of the examples of non-monetary incentives are respect from peers and supervisors, public recognition, status, opportunity for personal growth, and interesting and challenging job. They have no financial attachment as monetary incentives do. These are intrinsic incentives made up of social rewards and task or self-rewards, and also status symbol (Puhanayak, 2005). Firth and Mellow (2004) add by explaining that non-monetary incentives refer to rewards that employees provide themselves with, like self-esteem, which make them feel that they have the ability to do something and eventually perform to the satisfaction of the employer who will in turn reward them further.

According to Herzberg (1968), non-monetary incentives are intrinsic factors while monetary incentives are extrinsic factors. Firth and Mellow (2004) simply say non-monetary incentives are intrinsic motivation factors. While extrinsic factors eliminate job dissatisfaction, intrinsic factors provide satisfaction. Intrinsic

factors bring about good feelings about someone's work and come up with gratification or satisfaction on the part of the worker

Harunavamwe and Kanengoni (2013) did a study on the impact of using monetary and non-monetary rewards on motivation of workers in retail shops. It was discovered that non-monetary incentives were also essential and even played a role that monetary incentives could not. Other studies have shown that in some circumstances, non-monetary incentives can beat monetary incentives. For example, this was observed in a pilot study conducted by the Zambian government in partnership with the United States Agency for International Development (USAID) which measured health-care workers motivation levels in Chongwe and Luwangwa district health centres (Furth, 2006). Workers at Chongwe were given financial rewards while those at Luwangwa were given non-financial rewards after achieving set objectives. It was observed that both kinds of rewarding systems motivated health workers. It was also revealed that non-monetary reward system was as effective as monetary reward system, if not more.

Findings of a study conducted by Jeffrey (2003) were in agreement with those of the study conducted in Zambia by the government and USAID, and further argue that non-financial rewards can be equivalent to monetary rewards especially when the reward given is unique, and cannot be easily purchased or acquired through other ways. Jeffrey further observed that non-financial rewards made recipients prestigious such that many people would feel more comfortable talking about the awards attained compared to when given cash. Showing off a trophy is easier than cash prize in many societies. As a way of enhancing the value employees hold for non-monetary incentives, Jeffrey recommended that the awards should be made unique to the interest of the recipient such that the award is sought of priceless.

Yavuz (2004) in his study to determine how widespread was the use of non-monetary incentives and their capability to increasing employees motivation in Turkey's public sector, found out that non-monetary incentives such as verbal or written recognition of good work, participation in decision making etc., were the commonly used non-monetary incentives, but were underutilised. The findings also revealed that employees valued both non-monetary incentives and monetary incentives.

On the use of monetary incentives, Mullins and Christy (2016) argue in certain situations such as where employees are not being offered opportunities for career adjustments and where workers do not find pleasure in their work, the efficient way to motivate them is by giving monetary incentives. They further argue that for many employees, the feeling of being valued and recognised at a work place motivates them more compared to monetary rewards.

Further, Mullins and Christy (2016) point out that money is sometimes a trivial motivator at a workplace, and may even demotivate under certain circumstances. Extrinsic incentives such as monetary rewards may quench intrinsic rewards such as job satisfaction and engagement. According to them, people are far more sensitive to a negative action, such as deduction of their earnings than an addition to their earnings. They may not be very happy when their salaries have been increased, but very annoyed and frustrated when their salaries have been reduced. Thus, money will bring dissatisfaction and not satisfaction, and therefore not a motivator.

Silverman (2004) says that expectations of workers have shifted to a position where they would rather have things that are noticeable and remain in their memories for a long time than getting money, which can easily vanish. He says non-financial rewards have the capability of being remembered for a very long time.

These non-financial incentives can be given in an easy and unceremonious manner or formally. Examples of such non-financial incentives are:

- Verbally giving a word of thanks to a worker who has done well.
- Authorities officially writing an employee to thank him or her for outstanding work.
- Institutional authorities writing performing employees in recognition of the achievement they have made.
- Publicising an achievement made by an employee. This can be in places where teachers and other stakeholders in education meet or in newspapers, just to mention a few.

2.6 Non-monetary incentives and teacher motivation

According to Chapman (2009), there are three types of incentives that have specific significance to the teaching profession and these are monetary, non-monetary, and perverse incentives. On monetary incentives there are direct and indirect monetary incentives.

Direct monetary incentives comprise things such as salaries, and various types of allowances; while indirect ones comprise all other incentives with monetary value that are provided to teachers, for example:

(a) Professional support, which encompasses pre- and in-service training for teacher professional development, teaching materials, clinical supervision, and inspection.

(b) Personal support which includes things like being put on a medical scheme, having accommodation and transport paid for or subsidised.

Both direct and indirect monetary incentives have an element of some money used and thus referred to as monetary incentives.

Non-monetary incentives are those that do not have any financial attachment, such as involvement in decision making, being respected by colleagues and authorities at work, being recognised publicly, engaging in interesting and challenging job, status, and opportunity for personal growth.

The perverse incentives are those that are not always positive such as reliance on private tutoring. Much as teachers would be finding extra money from private teaching, the goals of the core organisational business are not being achieved.

Below is an elaboration of some non-monetary incentives for teacher motivation:

2.6.1 Teacher participation in decision making

With reference to this undertaking, teacher participation in decision making can be seen as a course in which people, in this case teachers who are part of the school are provided chance to look together with their leaders, at school business and come up with a common stand as to what is required of their school (Evarard, Morris, & Wilson, 2004). When teachers are taken on board to look at issues pertaining to their institutions and make decisions together on the same, they feel greatly honoured, and they get motivated to work in unity for the good of their school (ibid). In organisations, people in most cases are eager to follow and implement decisions that they took part in making. They prefer and are happy to work on issues that they know they are part of and will benefit them and their institution. Ssennyonga (2006) also stresses that people's participation in making decisions of their institutions makes them more united and set to work for the achievement of their common goal. Liontos (2004) adds that involvement of teachers in decision making makes them own the decision and dedicate themselves toward the implementation and achievement of what they decided on. Teachers are satisfied with their job and work happily with dedication because they are part of the decision making process on what they are to implement.

Gabriel (2010) stresses that leaders can arouse motivation in their subordinates if they give a feeling that performance and achievements of their organisation or institution is due to their contributions leading to decisions on which the success of their organisation comes. This implies that if teachers are involved in planning and decision making, they become motivated, their performance increases and positively affects the school.

Salfi (2011) in his study also found that most institutions that were performing were in good collaboration with their members of staff; they shared ideas and made decisions together, for the good of their institutions. Harris and Muijs (2004) discovered that there was a good link between the involvement of teachers in making school decisions and performance of students. Joint decision making would motivate teachers who in turn would dedicate themselves to teaching, leading to high students' performance.

Thus, it is seen that involving teachers in making decisions is important, and consequently, the authorities in the education system have to incorporate or embrace it.

2.6.2 Praise

Praise is a sign of appreciation. It is also a way of rewarding non-monetarily to satisfy the self-worth desires of employees. It may look simple but very powerful. When employees, like any other people, are praised for something they have done well, they are happy and geared to do even much better. According to MANTEP (1995), it is important to recognise and appreciate efforts by school staff with words of praise and encouragement, and rewarding those who do well. This makes them feel proud of their performance and they would want to work even more and better. Silverman (2004) says that praise is a very basic non-financial incentive that leaders can offer to subordinates that have performed well. He says that such an utterance like "thank you" is very significant to someone's motivation. It is further said that people are happy

when their efforts are being recognised and appreciated, and praise is one of the ways this is done (MANTEP, 1995). Thus, it is important that head teachers need to praise teachers for the good work done, for continuation and even much better performance.

2.6.3 Communication

Good communication is important in an organisation. Success of an organisation relies to a greater extent on how leaders are good at communication (Ukki, 2013). According to Liontos (2004), successful schools are usually those that have leaders that are good at communication. The leaders of these schools freely interact with their followers and are good listeners. Good communication enhances sound relationship between leaders and followers. With the existence of good relationship in a school, the environment becomes very conducive for work and thus teachers are motivated for their work.

2.6.4 Job enrichment

This is another way in which employees can be motivated non-monetarily. In this case, employees, especially those that are efficient are given more responsibilities in terms of designation and type, and amount of work. According to Herzberg (1971), the design of a job is a solution to motivation problem. In job enrichment, the job design makes the work more challenging, interesting and meaningful. Job designed in such a way satisfies those people who are enthusiastic and dynamic in encountering the challenging assignments.

2.6.5 Equal and fair treatment of teachers

This is another important non-monetary incentive that can be provided to teachers. If there is unequal and unfair treatment of teachers where they actually deserve the same, the determination for work for those receiving poor treatment lowers since they have got the feeling that their managers do not value them. This

results into job dissatisfaction on the part of teachers. On a positive note, teachers who are fairly and equally treated, develop a good feeling about their work place and become more committed to their job, resulting into improved performance. John (2010) discovered that teachers in secondary schools were not happy and got frustrated due to unfair and unequal treatment exhibited by their leaders. Thus, for teacher motivation and commitment to work, they need fair and equal treatment. This also falls within the Equity theory of motivation which hinges on the point that fairness when dealing with different people, motivates them. When people at work observe that they are being treated unequally, they, especially the disadvantaged, will make the necessary adjustments to relate with the treatment they are provided, in this case, reduce their effort. For example, when a worker finds that his or her payment is less than what a colleague carrying out the same work, those who are paid less will make a deliberate downward adjustment in the way they work so that they match the payment. In this case, they will have created fairness. In a social setting, people look for equity in what they are given for what they do (Daft, 2011). If they see that they are rewarded equally for similar amount of work, they will appreciate that there is equal treatment and their motivation will go up. On the other hand, if they observe that there is a difference in the rewards they receive on the same work, there will be a fall in motivation.

2.7 Empirical studies on non-monetary incentives and teacher motivation

Several studies related to this have been done in different countries, both developed and developing ones, including Malawi. Below is a narration of some of the studies that have been done.

2.7.1 Non-monetary incentives and teacher motivation in developed countries

Looking at different studies which have been carried out in developed countries, there is an indication of a link between lack or availability of incentives and teacher motivation. For instance, there is a lower percentage of teachers that would want to continue with the teaching profession due to lack of incentives,

compared to other professionals, in Portugal. Majority of teachers would want to go for other professions (De Jesus & Conboy, 2001).

In a related manner, a study in the United States of America showed that 16 to 20 percent of teachers were not happy with their profession and wanted to quit as their government did not show commitment on how to sustain them happily (Garcia, Slate, & Delgado, 2009). However, another study in the same country (United States of America) indicated that empowering teachers, recognising and rewarding them, were great motivators leading to teachers' job satisfaction (Johnson & Kritsonis, 2007). Teachers are given chance to participate in making school decisions and have voice in the decisions that affect them. This is good as opposed to the leadership that is top down and autocratic, ending up diminishing teachers' willingness to work (ibid). Teachers are recognised publicly for their achievements. They are involved in professional development programmes and allowed to make presentations at conferences.

In Taiwan, a study found out that achievement, autonomy, challenging work, and professional growth were among the major teacher motivating factors among the elementary school teachers (Chu, & Kuo, 2015).

Studies done in Australia and Norway show that small pupil-teacher ratio plays a very big role in teacher motivation (O'Neill, 2016). For example, Australia has a pupil-teacher ratio of 14:1 and Norway of 9:1. This enables teachers to have adequate time to give individual assistance to learners. It also allows teachers to thoroughly administer assessments. Thus, teachers work comfortably with small numbers of learners.

2.7.2 Non-monetary incentives and teacher motivation in developing countries

Studies in developing countries show that teachers meet a lot of problems that many would want to go for other jobs where they would find life better. Some teachers would even want to engage in other activities as

a source of income and improving their welfare (Tumaini, 2015). According to the study conducted by Save the Children, it was established that most developing countries, especially those in Africa and Latin America, have teachers with very low motivation for their work (Save the Children, 2011). Teachers suffer from, among other things, heavy workloads, poor remuneration, not being heard, lack of recognition and prestige, lack of teaching and learning materials, and lack of career development. It was to this effect that the study proposed improvements in the areas of concern with special attention to those which do not require finances. Thus, besides attempts to improve remuneration, Save the Children countries were advised to have teachers' voice heard in decision making, recognise and reward teachers, exempt teachers from doing work that is not their responsibility at school, have community members assisting teachers in class, coming up with guidelines that protect the rights of teachers who are vulnerable, such as those with disabilities and females, and also providing teachers with greater autonomy in classroom pedagogy if their qualification, experience and school environment allow (Save the Children, 2011). Much as most of these incentives are not financial, they have the value that teachers would be motivated with.

According to Save the Children (2011), much as financial incentives are needed, the proposed motivational strategies aim at ensuring that there is a balance between extrinsic and intrinsic motivational support while prioritising intrinsic support as the most effective. In relation to this, Iliya (2015) adds by saying that much as teachers need basic needs to stimulate them towards working for the attainment and improvement of their professionalism and personal achievement, these needs are still external factors which may not bring the same results like those from intrinsic factors. According to Iliya, these basic needs are short term satisfiers while for long term motivation, there is need for intrinsic factors. Herzberg (1968) looks at factors like recognition, achievement, responsibility, advancement and work itself as the ones that can keep employees motivated for a long time. The basic ones such as pay and working conditions are short term.

Therefore, teachers need factors that will stimulate intrinsic motivation and keep them motivated for a long time so that continued outstanding performance is sustained.

Furthermore, according to Maniram (2007), there have been reports of poor working conditions for teachers in the government of Nigeria, where teachers seem to be unhappy due to low payments, limited chances of career advancement, heavy workloads, lack of recognition, and unavailability of tangible incentives. The presence of such deficiencies made a large number of teachers quit teaching. In order to control the situation, non-monetary incentives such as establishing good relationship between authorities and followers, were introduced. These proved to work quite well. Teachers could stay in their profession. In her study in Tanzania, Tumaini (2015), also observed that institutions that in most cases engaged their staff in making decisions registered more of success than those that did not. She further says that, non-monetary incentives play a very significant role in maintaining gifted employees in institutions, thus, making them more competitive.

2.7.3 Non-monetary incentives and teacher motivation in Malawi

Like other developing countries, Malawi has a history of teacher motivation problem. This has among other things led to teacher absenteeism, not being confident, unpredictable commitment to professionalism, and having a sense of being powerless to improve students' results and their own situations (UNESCO, 2017). Various ways to improve teacher motivation have been employed, but the problem still stands.

In his study, Kadzamila found that there were grave problems affecting teacher motivation in schools, at both primary and secondary levels (Kadzamila, 2006). There was very low teacher motivation. Factors contributing to low teacher motivation included low teachers' pay, large classes, overloading, unconducive living conditions, especially for teachers in rural schools, expensive accommodation for teachers in urban

schools, inadequate supply of teaching and learning resources and prohibitive conditions to teacher professional advancement. The study, however, also noted that the government made some attempts to work out the problems, through suggestions made in both the national education conference and the draft education sector. These suggestions included:

(a) Construction of teacher houses giving priority to rural areas,

(b) Increasing the supply of teaching and learning materials to schools,

(c) Scaling up the supervision of teachers,

(d) Attaching rural hardship allowances to teachers working in remote schools,

(e) Promoting teachers in a credible and transparent manner,

(f) Deploying teachers in such a way that all schools whether in urban or rural, were equally and well considered.

Much as there was some implementation of the proposed ways, which mostly involved money, teacher motivation was still low (Kadzamila, 2006)

In a related study, Kayuni and Tambulasi (2007) noticed that the government had introduced the following measures to improve teacher motivation:

(a) decentralisation of management of education services, enabling effective monitoring of teachers, and pay them in time,

(b) distance learning for underqualified teachers as a means of promoting career development as well as career path,

(c) provision of rural hardship allowance to teachers through an increase in budget allocation to the education sector,

(d) programmes reinforcing the relationship between teachers and the surrounding communities,

(e) negotiations with development partners for increase in assistance for education facilities and teacher professional advancement.

However, with the provision of the suggested incentives of which most involve money, teacher motivation in Malawi is still low (UNESCO, 2017). Teachers are not happy with their profession. There is still a great flow of teachers into other professions where they feel they can have job satisfaction. They need things that are lacking in the teaching profession for them to be satisfied with it.

2.8 Challenges in using non-monetary incentives

Studies have also shown that employment of non-monetary incentives has its own challenges of which some are as explained below:

2.8.1 Need for associated monetary incentives

According to Thumbran (2010), organisations need to thoroughly consider the financial stand of their employees for them to efficiently use non-monetary incentives. This can help to determine the priorities of employees in terms of the incentives to offer. Some may in the first place need to satisfy their basic requirements which need money, before the non-monetary ones. This therefore, becomes a very big challenge to managers who do not know the workers' priorities and institutions with financial constraints, to use non-monetary incentives.

2.8.2 Coming up with challenging work

Herzberg's (1968) Two-Factor Theory says that much as hygiene factors are required in preventing job dissatisfaction, it is also important to have work activities that are stimulating and satisfying, making the worker wanting to work even more and better. This is what is needed for people that have the potential, and

it is achieved by giving them challenging activities (ibid). However, it is at times difficult for institutions to come up with such type of motivator i.e. challenging, stimulating and satisfying activities. Thus, teacher motivation and job satisfaction are not sustained.

2.8.3 Poor motivational schemes

For good administration of motivational incentives, a well outlined schedule of such activities is needed to act as a guide. There is need for a school based policy guiding the implementation of some of the activities related to teacher motivation. However, some schools do not have such mechanisms (Tumaini, 2015). For example, some schools do not hold graduation ceremonies where high performing teachers could be recognised and awarded with certificates.

2.8.4 Failure to use school based appraisals for teacher promotion

According to Tumaini (2015), teachers expect that their performance appraisals done by their head teachers be contributory to their promotions as intended. However, things are not so in many cases. As a result, teachers do not work hard since they see that their good performance does not contribute to their promotion. In the long run, from such negative experiences, teachers tend not to value the other non-monetary incentives as well.

2.9 Chapter summary

This chapter aimed at looking at what motivation and teacher motivation are, the concepts of incentives, non-monetary incentives, and non-monetary incentives in relation to teachers. In a special way, the review was done to look at non-monetary incentives that leaders and institutions have ever used to motivate employees, there contributions and challenges faced in using them. This was done for easy analysis of the

perceptions that head teachers have on the use of non-monetary incentives to motivate teachers, which is the topic under study.

The review has revealed different types of non-monetary incentives that have been in use, of which some are; providing teachers with autonomy at work, providing challenging work, and recognition of good performance. Contributions of non-monetary incentives such as building self-esteem in teachers and enabling teachers to provide autonomous support to students have also been revealed in the review.

Literature has also shown that non-monetary incentives are essential and cannot be avoided. They play a role that monetary incentives cannot; they do much more than what financial rewards can do in certain situations.

Some of the challenges faced when non-monetary incentives are being offered, as revealed by literature, include poor motivational schemes and problems in coming up with challenging work for employees.

In view of persistent low teacher motivation in Malawi, after attempts to use monetary incentives have been made, this study wanted to gather more data from heads of schools pertaining to how they perceive the motivation of teachers using non-monetary incentives, with special attention to how they (non-monetary incentives) contribute to teacher motivation.

CHAPTER 3: METHODOLOGY

3.1 Introduction

This chapter looks at the research design, area of study, study population, and sampling. It further looks at data collection tools and how data were analysed. It also looks at how rigorous the research was, and the ethics under consideration in the study.

3.2 Research design

A research design is a scheme for obtaining answers to research questions and addressing different issues so that the study comes out as a success (Polit & Beck, 2008). In this research the qualitative case study approach within the interpretivism paradigm was employed. This paradigm looks at the world as not being straightforwardly perceivable because it is constructed by different people, differently (Thomas, 2013). A case study is defined as a thorough analysis of a single subject or a particular incident (Bogdan & Biklen, 2007). Denscombe (2010) defines case study as an in-depth or detailed study of an individual, a group, a procedure, incident, a condition, a programme, a community, an organisation, or any other social unit. The approach allows to dig deep to get a thorough understanding of the phenomenon being studied. According to Creswell (2014), a qualitative research enables someone carrying out the study to explore and explain phenomena and come up with a theory. In this case, this research approach gave the opportunity to explore, establish, and describe the perceptions that head teachers have on the use of non-monetary incentives to motivate teachers at school level.

3.3 Area of research

This study was carried out in Karonga district amongst head teachers of public secondary schools. The researcher considered to do the study in this area because it provided almost all the categories of secondary schools of the country from which data was expected to be collected.

3.4 Study population

According to Mertler (2014), study population is a group of individuals sharing one or more features, which the researcher is interested in. This is where a study sample is taken from. A sample is a representative subset of the population (ibid). The researcher works directly with the sample. In the study at hand, the population that the researcher wanted was that of head teachers of public secondary schools in Karonga district in the Northern Education Division of Malawi. These participants were chosen because they are leaders who have the role of motivating their staff.

3.5 Sampling

It is the choosing of participants or subjects for the study from a bigger population (Flick, 2009). In other words, through this process, a sample is drawn (Mills & Gay, 2016).

3.5.1 Sample size

Sample size is the number of individuals representing the targeted population from which they are selected (Gay & Airasian, 2000). The size of sample involved may differ from one study to another depending on the extent of the representativeness of the population concerned and the nature of study (Cohen, Manion, & Morrison, 2011). The size of sample used for this study was eight (8), made up of head teachers from eight public secondary schools.

3.5.2 Sampling technique

Much as qualitative research uses non-probability sampling as it does not aim at producing a statistical representative sample or draw statistical inference (Burton, Brundrett, & Jones, 2014), in this study, simple random sampling was used besides the non-probability purposive sampling. Simple random sampling was used to select one of the eight participants. Purposive sampling was used to select seven of the eight participants.

Purposive sampling involves simply the pursuit of the kind of subjects in whom the researcher is interested (Thomas, 2013); or where the researcher makes his or her own judgement in the selection of participants who they believe, based on prior information, will provide the data they need (Fraenkel, Wallen, & Hyun, 2015). Flick (2009) further says that purposive sampling, especially the primary selection, integrates participants that among other things have the necessary knowledge and experience of the issue or object at their disposal for answering the questions in the interview or in observational studies, for performing the actions of interest.

Although representativeness and generalisability of the findings in such a qualitative research are less relevant (Cohen, Manion, & Morrison, 2011), the researcher saw it important to do the study in schools of different categories of secondary schools in the country, namely, Community day, District day, District boarding, and National boarding secondary schools, available in Karonga district, and from both urban and rural locations. Having head teachers from schools in all these categories and locations, allowed the researcher to obtain views of head teachers regardless of the categorical and locational distinct settings of the country's schools for its own sake, even though all schools in the country are under one education system, and generally subjected to similar conditions that a reader or practitioner may apply the findings (Fraenkel, Wallen, & Hyun, 2015). Thus, purposive sampling was used to select the two National boarding, two district boarding, and two district day secondary schools available in the district, one from urban and

the other from the rural area; and also choosing one urban Community Day Secondary School, besides the choice of categories. Simple random sampling was used to pick one out of the eighteen rural Community Day Secondary schools. All head teachers were purposively chosen as they were thought to have the information in pursuit. Furthermore, the study was done in Karonga district because all the categories of secondary schools are available in the district.

3.6 Data collection tools

The data in this study were collected through face to face in-depth interviews and document analysis.

3.6.1 Interview

An interview is one of the common methods of collecting data in qualitative research. There is exchange of ideas between two or more individuals on topics of common interest and sees the importance of human interaction in the production of new ideas that form research data (Cohen, Manion, & Morrison, 2011). It is argued that an interview allows participants to give out their versions of the world in which they live, and to define the way they regard the condition from their view point (Cohen, Manion, & Morrison, 2011). Thus, in this study interviews allowed head teachers to freely express their perceptions on the use of non-monetary incentives to motivate teachers. The interviews were done following a semi-structured interview schedule or guide (Appendix 5). An interview schedule is an outline of issues that lead to potential questions, leading to possible follow up questions, leading to probes (Thomas, 2013). This enables that each interview covers significantly the same topics. However the guide is supposed to be a flexible tool and not a rigid script (Remler & Van Ryzin, 2015). An audio recorder was used while recording the interview data.

3.6.2 Document analysis

A document is a written or recorded material which is prepared not considering purpose of the person asking for it (Kothari, 2004). Document analysis gets into consideration critical examination of documentations with the aim of either understanding what is contained or get out more of a situation (Cohen, Manion, & Morrison, 2011). This study employed document analysis as another main source of data (Appendix 6). The reasoning behind employing the technique was to assist in checking the uniformity of information and enhance the capturing of information which the other tool of collecting data might not have achieved (Kothari, 2004). Among the documents used in this study were administrative documents such as time books, period registers, assembly books, staff responsibility allocations, staff meeting minutes, IPC files, payment vouchers, In-service training programme schedules, school calendars of activities, and staff reports. For example, staff meeting and IPC minutes show involvement of teachers in planning and decision making; and staff responsibility allocations list confirms appointment of teachers to various responsibilities. Note taking was used to capture data on document analysis.

3.7 Data analysis

Data analysis is a process in which the collected data or information is edited, coded, classified and tabulated (Kothari, 2004). The data analysis approach to be used is mainly determined by the design of the research. As for this study, the Inductive thematic data analysis approach was employed in analysing data that was gathered. This involved reduction of volume of information the researcher had collected by identifying and organising data into important patterns and themes in order to construct some sort of framework for presenting the key findings of the study (Mertler, 2014, p. 163). It is a means in which the collected data in the study is analytically arranged and presented in ways that ease the understanding of the data. The analysis is guided by specific objectives (Thomas, 2006).

According to Parsons and Brown (2002), the Inductive analysis approach is a three-step process involving organising, describing, and interpreting. The organisational step of Inductive analysis which was the first, involved the reduction of the potentially massive amounts of narrative data in the form of interview transcripts. This was accomplished through the development of a system of categorisation, often referred to as a coding scheme, which is used to group data that provide similar types of information.

The second step in the analysis is to describe the main features or characteristics of the categories resulting from the coding of data. This began with making connections between data and the original or emerging questions in the study. The categories were reflected (once again) and described in terms of their connection to or ability to answer the research questions.

The last step is to interpret what has been simplified and organised. At this stage, examination of events and behaviours, as represented in the coded categories for relationships, similarities, and contradictions, was done. Descriptions and concrete examples to accompany the interpretations to prevent the researcher's interference (background, experience and expertise) in the interpretation, were as well used.

3.8 Ethical considerations

Much as people conducting research are full of excitement and eager to have the desired information from people serving as subjects, they should always remember to treat them with dignity despite the outcome they get (Salkind, 2006). Creswell (2014) states that researchers' duty to protect their subjects and build good relationship with them, makes them treat the research with the honour it deserves; researchers should act in such a way that they also protect the image of their institutions. They should also be able to handle problems they meet during the research. He further states that researchers should be able to answer ethical questions related to personal disclosure, legitimacy and reputation of the study report.

Cohen, Manion, and Morrison (2011) explain that the main ethical challenge is the conflict between what is required of researchers as professionals and the values and rights of participants. There is need to balance up so that no side suffers. The problems being investigated and the methods employed in data collection may result into possible ethical issues. They proceed by giving an example of nature of a research project as a source of an ethical problem. A study topic such as investigating the level of school achievement among ethnic groups, in an ethnic group with higher crime rates, researchers need to be mindful that the methods employed for data collection do not result into anxiety. They also caution researchers on how the data they have collected need to be handled, published, and reported without offending participants. Therefore, for the good of both, the researcher and subjects in this research, some guiding research ethics were followed, and these are as follows:

3.8.1 Informed consent

In social research, it is necessary to obtain consent and cooperation of the institutions with research facilities and the participants involved in the study before it commences (Cohen, Manion, & Morrison, 2011). Participants have the right to choose whether to participate in the study or not, hence the need to obtain their consent before hand.

Informed consent is defined as the procedures in which potential participants are informed of what is involved in the study so that they are able to decide whether to take part or not (ibid). The definition encompasses factors such as capabilities, willingness, full information, and understanding of the topic by the participant. Besides protecting and respecting participants' rights of self-determination, informed consent ensures that participants are liable to some of the problems that may arise during the study. In this research, subjects had full information about the investigation so that they could make their own decisions whether to participate or not (Appendices 3 & 4).

3.8.2 Access and acceptance into research area

This involves obtaining permission from relevant authorities to conduct a study in an area with the target population (Cohen, Manion, & Morrison, 2011). Researchers approach authorities for access and acceptance with well clarified nature and scope of the research, which include: objectives of the study, possible applications, the research procedures to be used, the nature and sample size., how data will be collected, timeframe, extent of interruption, how the results will be disseminated, and whether the institution will be required to provide any other support.

This type of arrangement enables both the person conducting the research and the involved institutions, have knowledge of what is required of both the institutions and participants for the success of the study. In the case of this research, access and acceptance to carry out the study in the various secondary schools was obtained from the Northern Education Division Manager (EDM) (Appendix 2).

3.8.3 Privacy

Privacy in research pertains to the notion of not revealing individuals' conditions or circumstances which they do not need to be publicised (Cohen, Manion, & Morrison, 2011). It gives individuals the liberty to make their own decisions as to whether their conditions or circumstances be known to the public or not or to what extent and under what conditions should they be known. It is therefore important for researchers to bear in mind the sensitivity of the information being sought or given, the setting in which the research takes place and the dissemination of the information so that the subject's privacy is not violated. Publicising such things without their consent jeopardises the participant's right to privacy and leads to the loss of their integrity.

Privacy is also related to confidentiality, which entails that the information collected from participants should not be disclosed to other people in such a way that it leads to their identity (Cohen, Manion, & Morrison,

2011). According to Cohen, Manion, and Morrison, much as researchers have full knowledge of the participants from whom they collected data or are able to make a link between the data and the source, they should not disclose such links to the public. In this research, the position of confidentiality was made clear at both access stage and data collection point. Letters were used for names of participants, thus A, B, C, D, E, F, G, and H were used as names of the eight head teachers involved in the study, besides not publicising or revealing what individuals do not need to be publicized.

3.9 Chapter summary

The work covered in the methodology chapter has clearly shown how the study was conducted in order for it to be a success. Therefore, with all this systematic approach, it can be concluded that the findings of this study are accurate, credible and trustworthy.

CHAPTER 4: FINDINGS AND DISCUSSION

4.1 Introduction

This chapter discusses the findings of the study in relation to the objectives. Firstly, it looks at the non-monetary incentives that head teachers provide to teachers in order to motivate them. It then presents the contribution of non-monetary incentives to teacher motivation. Finally, the chapter looks at the challenges that head teachers face when using non-monetary incentives and the efforts they take to overcome the challenges. However, prior to collecting data to address the objectives of the study, demographic information of participants was collected, as presented herein.

4.2. Demographic information of participants

In this study six (6) participants were male and two (2) were female. Thus, the findings are from both male and female head teachers. All the participants were of the ages ranging from 51 to 60. This shows that the participants were mature adults. Two respondents were Master's degree holders, four were Bachelor's degree holders, and two were Diploma holders. This shows that all the participants were well educated, eligible for secondary school teaching. As such, they could easily understand secondary school staff demands or requirements. Coming to work experience as head teachers, it was found that two participants had 1 to 5 years of work experience as head teachers, three had 6 to 10 years, one had 11 to 15 years, another one had 16 to 20 years, and the last one, had over 21 years of experience. This shows that Secondary schools under study had head teachers with a range of experiences in terms of years in their headship positions. This implies that they might also have had various knowledge on non-monetary incentives of motivating teachers basing on what they had come across in the profession.

4.3. Non-monetary incentives that head teachers use to motivate teachers

Head teachers were interviewed and supporting documents were analysed in order to get the non-monetary incentives that they provide to their teachers in order to motivate them. The following incentives were identified: involvement of teachers in managerial activities, provision of good welfare to teachers and rewards for good performance.

4.3.1 Involvement of teachers in managerial activities

The findings reveal that all the eight head teachers value involvement of teachers in managerial activities and find it instrumental in teacher motivation for work. The head teachers pointed out that delegation, appointing teachers to various responsibilities, and joint planning and decision making are some of the ways in which they involve teachers in managerial activities.

According to head teachers, involvement of teachers in such activities was a sign of recognition that the teachers matter and belong to the institution. It also shows that they own the institution. Teachers were also given the autonomy which was necessary when they worked with learners. The practice led to professional and career growth as well. As such, teachers were dedicated to their work. Below is a discussion of the managerial activities in which head teachers involved teachers.

4.3.1.1 Delegation

The findings indicate that all the eight head teachers see that delegating some of their roles to teachers cultivated great motivation in them. They said that teachers felt proud and valued in the management of the school. They also gained expertise in school management. Head teacher A said:

> *We motivate teachers through delegation. Sometimes when you delegate teachers, when they never expected to be delegated, they become so proud. For example, if you are leaving the school going somewhere, then you tell that particular teacher, especially when the head teacher and deputy head teacher are away, HODs are away, then you tell him to remain in the office, they become so happy and motivated.*

Head teacher D narrated:

> *Sometimes as head teacher you delegate them to attend meetings which are held outside the school. These could be official meetings. Let them go and attend those meetings. It would be an indication that they are being recognised amongst their friends.*

To support the fact mentioned by head teachers that they delegated, one of them, Head teacher D, produced payment vouchers for travel costs of delegated teachers as evidence. In a related manner, Head teacher B brought an assembly announcements book where different teachers who he delegated to address students during assembly had written the announcements. The document further indicated that this head teacher made normal assembly announcements at the beginning and end of the term. For the other assembly days, announcements were made by the other teachers, one at a time.

Head teachers said that in response to delegation, teachers worked hard and became loyal to the head teachers. They also felt that the school belonged to all of them. Teachers were motivated for their work. They observed punctuality, prepared their work thoroughly and did not miss classes anyhow, leading to the schools' successes. This, according to Herzberg (1968) is an expected result of motivators. Fritz, et al. (1999) also point out that among other things, delegation motivates other people. The findings show that delegation is an important element in teacher motivation and therefore, head teachers need to practice it for the success of their institutions.

On the other hand, while agreeing that delegation of work to teachers was good, two head teachers also pointed out some setbacks of delegation. Head teacher C said that while delegation was meant to motivate teachers, some delegated teachers abused it and even demotivated other teachers. Some of the delegated teachers did not work in good faith. They were not positive and sincere in the way they captured and

reported what took place where they were delegated, such as at meetings. Head teacher H lamented about some teachers' reluctance to write reports on delegated duties, especially those without financial benefits. This implies that delegation on its own is not an all-round motivational incentive. These teachers needed other things for them to be fully motivated. Thus, head teachers have to consider a number of factors, such as personality, interest, and capability when delegating for motivation, to satisfy Herzberg's (1968) two factor theory that involving subordinates in various activities motivates them.

4.3.1.2 Appointing teachers to various responsibilities

Related to delegation of duties where teachers work on behalf of the head teacher, all the respondents said that teachers get motivated when entrusted with responsibilities. They are happy when they are overseeing activities in the different departments, committees or sections of the school. They are able to use their expertise, autonomy and also gain more knowledge and skills, which is good at work. Through such involvement, they also see their recognition and value, and develop a sense of belonging and ownership as well. Head teacher A emphasised:

> *We make sure that we allocate the responsibilities to all the teachers so that every teacher has something to do at school. With such recognition that they have been given a position or such a role, a teacher is motivated.*

The findings further reveal that when teachers are given responsibilities, they try to work hard to the perfection of the activities. Head teacher G cited good work done by students under the supervision of one of the teachers in his school, as an example. He said that the work was done much better than expected. The head teacher said that this was possible because responsibility gave the teacher trust and autonomy.

Head teacher D attributed improved behaviour and dedication to work by some teachers following their appointments to responsibilities or positions, as quoted below:

> *What I have seen is, I have a lot of teachers who were misbehaving so much, I had about four teachers who were drinking heavily. Unfortunately, the other one passed away and then I am remaining with about three. Out of the three, two have changed and one has completely changed from bad behaviour because of being given a position. I gave him the position of Head of Science Department***.**

In all the eight schools under study, records of members of staff responsibilities, duty rosters, and calendars of school events with responsible officers were observed on the head teachers' notice boards. In one school the head teacher brought a time book which showed improvement on punctuality of a certain teacher after being offered a position of chairperson of staffroom affairs.

In relation to the findings, Herzberg (1968) says that recognition and responsibility are more effective long-run motivators than pay. The findings also correlate with those of Salfi (2011) in his study in Pakistan where it was found that the main focus of successful schools was on the distribution of leadership responsibilities to the personnel of school community. Salfi found out that the majority of head teachers of successful schools empowered others to lead. Furthermore, empowerment provides strong motivation because it meets higher needs of individuals such as self-efficacy, which is the capacity to produce results (Daft, 2011). According to Reeve, et al. (2004) and Reeve and Jang (2006), responsibility given to teachers with relevant qualification and experience provides autonomy to teachers who in turn, provide autonomous support to learners. Thus, the findings imply that sharing of responsibilities to teachers is good as the responsibilities motivate them and feel trusted, recognised and empowered. Responsibilities given to teachers make them feel committed to their work

However, the findings also reveal that the distribution of responsibilities cannot yield the expected results of motivation at times. For example, in understaffed schools, distribution of responsibilities may not be done basing on merit and the interest of teachers. Teachers may be appointed to various positions without relevant qualifications or interest. To such teachers, the appointment may not be a motivator. They will not be working comfortably since they do not have the competencies. Thus, to avoid being embarrassed, they may even want to be posted away or even quit the profession. As observed on staff responsibility allocation list of one school, due to understaffing, some teachers were appointed to several positions, which according to the head teacher, was also a burden to some teachers. Such overloaded teachers were not motivated for their work. In this case being given responsibilities was not an incentive for motivation to these teachers. Kadzamila (2006) cites teachers' heavy workload as one of the reasons why they were not motivated for their work in Malawi. This implies that appointing teachers to responsibilities will properly work as a motivator if other relevant factors such as workload and potentials, just to mention a few, are considered.

4.3.1.3 Joint planning and decision making

All the eight head teachers stated that they involved teachers in planning and making most of the decisions concerning them and the school as a whole. They said the implementation of what had been agreed upon by all or majority of them was easy. Teachers put their efforts towards achieving what had been agreed upon by all or majority of them. This concurs with the findings of Liontos (2004) who in a study, observed that when head teachers involved teachers in planning and decision making; they were committed to doing what had been agreed upon. They were motivated and worked with commitment. Head teacher B further said that as head teachers, they needed to ensure that what had been agreed upon to be done by their office was implemented, as failure to do so would render teachers' contributions useless. As a result, teachers would not actively participate in the other discussions and perform their duties with commitment.

The findings furthermore reveal that, besides the easy implementation of what had been agreed upon, teachers were happy and motivated for their work when involved in sorting out challenges facing the schools, as alluded to in the following statements by two head teachers. Head teacher B reported:

> *Whenever there is something that has happened in the school, you involve them in decision making, they feel they are part and parcel of the school. So in that way they become really motivated.*

Head teacher G stressed:

> *As a school we expect to have some challenges, so work is very important. Sometimes involve these teachers to assist.*

All the head teachers that were interviewed were able to produce at least a document with records of teachers' involvement in dealing with issues that affected them, students or school as a whole. These included staff meeting minutes. For example, Head teacher A brought staff meeting minutes where they agreed upon end of term examinations marking logistics. Head teacher H showed minutes where they all as teaching staff agreed on enforcing "English speaking policy" among their students while at school. In addition, Head teacher B showed staff meeting minutes where they agreed upon a type of school vehicle to be bought. At a higher level, Head teacher F had to show management meeting minutes where management team came up with ways of diffusing an alleged fracas planned by learners.

The findings imply that with such involvement, teachers are able to see their value to the school and therefore, work responsibly, leading to the success of the school. These findings are similar to those got by Ingersoll (1995) that the rate at which teachers left their employment in schools had greatly reduced where leaders involved their subordinates in planning and making decisions about themselves and their

institutions as a whole. Teachers were motivated and therefore, could stay on at a school. Johnson and Kritsonis (2007), Salfi (2011) and Tumaini (2015) also established that schools which greatly involved staff in the making of decisions were more successful than those which did not involve their staff.

However, to the contrary, Head teacher E said that there were some teachers who could not do things as expected. They could take part in planning and deciding on what they were supposed to do, but could not honour what they had planned and decided. The head teacher gave an example of some teachers taking part in making a programme for marking examinations, but they did not abide by that. According to the head teacher these teachers did not provide any good explanation for not doing things as agreed. This shows that their participation in the planning and decision making had not raised their motivation. Thus, whereas Herzberg (1968) states that people are motivated when involved in planning and making decisions, this may not be a stand-alone factor and may not work equally to all. Therefore, head teachers have to find more of the other ways to motivate different types of people.

4.3.2 Good staff welfare

The study findings reveal that all the eight respondents considered teacher's welfare as an important element when it came to teacher motivation. They said that good staff welfare led to happiness of teachers who in turn did not want to work to the disappointment of the head teacher. A number of ways of motivating teachers under this umbrella were gathered from head teachers, as follows: respecting teachers and their families, being friendly and approachable to teachers, cheering the sick and consoling the bereaved staff, and disciplining students.

4.3.2.1 Respecting teachers and their families

The findings reveal how important respect for teachers was and some of the ways in which it was expressed. Head teacher G said that teachers felt good when respected by the head teacher and other members of staff. As a result this made them work happily and they dedicated themselves to their work, leading to good performance. Head teacher C cited correcting teachers' wrong deeds when in conflict with learners, in privacy as an example of respect. The head teacher said the following:

> *Many times learners come into conflict with teachers. So teachers bring problems to the head teacher that such, such, a learner is a problem. Even if you can know that at times teachers are on the wrong, you need to back up that teacher. Reprimand him when probably, you are alone. You can just advise him by supporting him and reprimanding the learner.*

He said in this case, the teacher values the honour provided by the head teacher by not exposing his or her weaknesses in the presence of learners and he or she would not want to work to the disappointment of the head teacher and the school as a whole. Parker and Stone (2003) concur that private constructive criticism by leaders satisfies the team's needs. Public criticism embarrasses and such a situation would demoralise teachers because they would choose not to cooperate.

In a related manner, Head teacher B expressed that recognition of and respect for teachers' spouses was also important for teacher motivation. He said that teachers became happy when they saw that their spouses were respected. They were happy with the value given to their spouses and in turn they worked happily and with dedication. With reference to Herzberg's (1968) Two Factor Theory, respect given to teachers and their families showed teachers' sense of importance to the school, which motivated them, leading to high performance.

The head teachers' attributes of respect for teachers is also reflected in the findings of Ukki (2013), where it is noted that the value the have and their popular perception has a significant part to play on the way they perceive their jobs and has an impact on students' achievements. Workers would want to see that there are people who are caring. It is also important that they feel that they have an essential portion of public service. This implies that, if teachers are not recognised and respected, they become disappointed and frustrated. Their performance goes down and may as well ask for postings to other schools. They may even look for other jobs where they think they would be well recognised and respected. Thus, the respect bestowed on a teacher and his or her family members motivates teacher performance. He or she loves his or her work and so, works with dedication.

4.3.2.2 Being friendly and approachable to teachers

The study reveals that when the head teachers are friendly and approachable, teachers are happy. Two of the eight head teachers said that friendliness and approachability of head teachers expressed the teachers' importance to the head teachers and the school as a whole. People who are happy with leadership of an organisation would usually dedicate themselves to work in an attempt to achieve the organisation's goals. Head teacher C stressed as follows:

> *Money cannot buy anything, happiness and so and so forth, but at times, joking around with them is enough to motivate them. It is not always true that where you are, you should be feared as a head and that you should always be in seclusion. Be with them, go and greet them, shake hands, joke with them. If there is any kind of a game you can play with them, do it, then they will be motivated.*

Head teacher A added that it is good that he and his management are friendly to the teachers in order to motivate them for good performance. He narrated:

> *Management is very friendly and approachable to teachers. This is another motivation. So, whenever they have a problem or an issue to discuss with management, they find it very easy to come and discuss it with management. Once it is resolved, the teacher is motivated and feels recognised that indeed management has helped. So, he goes to class to teach with motivation, in high spirit, happy and comfortable.*

Head teacher C made an effort to back up his practice by bringing minutes of the meetings of three different departments at which he was in attendance upon invitation. This was to show his free interaction with teachers. Head teacher A called for a social welfare file which revealed that in most cases, he attended welfare meetings. The file also showed that the head teacher was a member of the teachers' tea club. These documents revealed that head teachers were free to mix and collaborate with all teachers.

The findings echo those of Mulford and Edmunds (2009) that schools whose leaders promoted a culture of collegiality, collaboration, support and trust, and took this culture as part of their self-governing values and beliefs, were successful. The findings imply that, it is necessary that head teachers should be flexible enough and interact freely with their teachers for their happiness and good performance at work. Happy teachers will dedicate themselves to their work. Therefore, it really requires that head teachers be friendly and approachable to make teachers happy and perform well. However, it should also be borne in mind that much as head teachers need to be friendly and approachable, social distance needs to be observed so that their dignity is maintained.

4.3.2.3 Cheering the sick and consoling the bereaved staff

During interviews with head teachers, it was revealed by two of them those cheering teachers, their spouses and dependents who are sick, whether at home or hospitals, and consoling bereaved teachers, were other motivational factors. Head teachers said that they are in the forefront doing this and they encourage the practice among staff. According to head teachers, these acts were valued by teachers and felt that they were being cared for. This further gave them sense of belonging. With such sense of importance and belonging, teachers were motivated in their work and so worked with commitment. On this point, Head teacher A said the following:

> *Whenever a teacher is sick, a group of teachers would go and visit him or her. While alone, feels that the school is caring and once he or she recovers goes to class with that strength that at this school we care for each other.*

The head teacher further said that he was in full support of the Social Welfare Committee which assisted his office in looking after the welfare of members of staff and their families.

The issue of good teacher welfare for good execution of their work is really important as indicated by Tumaini (2015), who in a study found that establishment of social welfare in schools was very instrumental to teachers' happiness. Teachers were able to assist each other in both exciting and sorrowful times. They have a sense of belonging to the institution. According to Herzberg (1968), the sense of belonging that employees have in an organisation is a sign that they are important to that organisation. As a result, they love their work and so work with dedication. The finding implies that teachers are happy when they see that they are part and parcel of the organisation. They are also happy when they get support from head teachers and other staff members. In this case, teachers get motivated to work and stay longer in a school.

On the other hand, the findings reveal that there were some teachers who were discontented with how the social welfare committee works at their school. The head teacher of one school lamented that some teachers accused the welfare committee and even the office of the head teacher, of being selective in performing their role. The head teacher said that teachers claimed that they were not given equal treatment. This implies that the disgruntled teachers did not fully dedicate themselves to work. Hence, head teachers need to be extra careful, especially by being impartial when handling welfare issues.

4.3.2.4 Disciplining students

The findings also reveal that instilling discipline in learners was vital to teacher motivation. Two head teachers raised this point. Head teacher H declared:

> *Instilling good discipline in students it motivates teachers. They go to class and find students that are well disciplined, so they get motivated. Unlike when teachers go to class and find students that are naughty, not well-disciplined, a teacher becomes less motivated. Good discipline on the part of students is a motivation to teachers.*

It was explained that disciplined students made teachers happy. As a result, these teachers went to teach with peace of mind. The head teachers pointed out that they themselves were in the forefront in disciplining students, as observed in the following statement from Head teacher F:

> *The head teacher is in the forefront instilling this discipline. Actually, the head teacher is in the forefront. When we have assembly, like in about 30 minutes' time, we will have an assembly, I go there and talk to my students about good discipline, being punctual for classes, and teachers should not find them scattered. That is a big motivation. The head teacher is in the forefront instilling discipline, and the other teachers follow suit.*

Head teacher F displayed his assembly book, pointing at what he had prepared to announce to students on that day about discipline. Additionally, Head teacher H produced the whole students' discipline file to show corrective measures issued to culprits in various indiscipline cases. The head teacher further said that due to this, indiscipline cases had been reduced at that school: teachers worked happily and the school had improved in examination results.

Head teachers said that such acts of disciplining students were good in that they built confidence in the teachers. They freely exercised their autonomy since they were already supporting them. OECD (2013) emphasises the fact that teachers have to be provided with capacity, autonomy, and support to use their autonomy to focus on the responsibilities most conducive to improving student outcomes. Autonomy of employees at work motivates them (Herzberg, 1968). The finding is also supported by Brighouse (2013) who says that head teachers have the role of securing and enhancing the learning environment. In disciplining students, the head teacher provides a good teaching environment for teachers as well as a good learning ground for students. Thus, the disciplining of students by the head teacher is necessary. It sets a conducive environment for teachers to exercise their autonomy.

4.3.3 Rewarding teachers

The findings reveal that rewards lead to repetition of desirable practices and even improvement on them. All the eight head teachers pointed out that non-monetary rewards provided to teachers for good performance acted as incentives for teachers to continue doing well and even better. They also made the others admire and emulate the commitment and hard-working spirit, if they were properly administered. They all cited different rewards that they provided to teachers, which included verbal praises, appointing teachers to higher responsibilities and recommending them to higher authorities for their recognition in the education system.

4.3.3.1 Verbal praises

The findings reveal that verbal praises to teachers on good performance motivated them. Head teacher E revealed the following:

> *Usually, we make verbal appraisals. We can call a teacher on one to one, and then praise him for may be, a job well done and sometimes it is a group appraisal because it is involving all members of staff. For example, sometimes you are talking about MSCE results and the results have been very good. You could have a group appraisal to say look at the results, what we have done as a team is very important. This encourages teachers to work even harder.*

According to Herzberg (1968), recognition and appreciation for good performance motivates people. This finding also concurs with Nene (2002) who argues that offering of money is not the only way in which someone can be recognised. It can as well be done by simply inviting a performing staff and say a word of gratitude for the job well done. This means that praising a teacher for a job well done makes him or her happy and satisfied with the job. Thus, it is important for the head teachers to praise teachers for the good work done, for the maintenance of good and even better performance.

However, during interviews two head teachers mentioned that while teachers welcomed praises, they complained about use of praises without any tangible reward that could assist them and their families. They said, one of the reasons for people to get employed was to earn money for their living. This implies that job satisfaction cannot be achieved and maintained by only praising teachers. They also need money. Otherwise, they would choose to go and do other activities that earn them money and other things to support their families, instead of dedicating all that time to work at school.

4.3.3.2 Appointing teachers to higher positions and recommending them to higher authorities

During the interview, two head teachers said that hard working teachers with potential to handle delicate and more complex work were given higher positions in the school and recommended them for such duties in higher offices to the higher authorities, as a way of rewarding them. It was revealed that a performing teacher was administratively given a non-monetary higher position in the school. For example, they were appointed as heads of departments or chairpersons of committees. As such, they were happy and continued working hard since such a gesture showed recognition and appreciation of what they were doing. Head teacher B was quoted saying:

> *Normally, when a teacher is doing very well he or she feels like he or she should be recognised and this recognition is achieved by giving him or her a certain position in the school. We give him or her a position, something that is in form of leadership and among others he or she should be able to lead and advise.*

On the recommendation of performing teachers to higher authorities, Head teacher D said:

> *You can even go and sell their names to the higher authorities, especially at the Division. The Division is there to see who the performers are. And if you go and inform the Division that such and such a teacher are doing very well; actually it is very good because when the Division is appointing teachers to head different institutions, they actually base on the recommendations from heads of different institutions in the division.*

The two head teachers provided appointment letters that were written to teachers appointed to various positions or responsibilities. The appointments were also observed in documents of staff responsibilities.

Head teacher D presented a list of invigilators and supervisors for National Examinations appointed basing on recommendations from the head teacher.

The head teachers said that the positions or responsibilities were related to one's field of performance and capabilities. They further said that with such recommendations and appointments, teachers were able to see their professional and career growth. Their new, higher and challenging work was a great motivator. This finding is similar to that of Chu and Kuo (2015), who found that challenging work and professional growth were among the major teacher motivating factors among the elementary school teachers. Hertzberg (1968) also points at higher responsibilities and challenging work as being motivational to enthusiastic and dynamic people. This implies that teachers, like any other employees, rewarded with higher responsibilities and challenging work, get motivated to work even harder.

On the other hand, similar to delegation, Head teacher D said that much as teachers were happy with administrative appointments by head teachers to the various responsibilities, teachers felt that the government needed to as well promote them with monetary attachment, after some time, basing on the head teachers' recommendations. This would make teachers remain motivated even when initially holding higher responsibilities without money. Otherwise, head teachers saw that teachers were being abused when they held such responsibilities, such as heads of departments, for a long time, without monetary attachment. This shows that there was a limit to which this incentive worked on its own. Teachers would be happier and remain motivated if such appointments could lead to substantive promotions with monetary attachment.

Head teacher D, furthermore pointed out that while the provision of responsibilities in this case was meant to make teachers happy, some of the teachers who were not given responsibilities tended to hold grudges

against the head teacher, accusing him of biasness and favouritism. This implies that while some teachers get motivated with appointments the others get demotivated in the process. This further implies that head teachers have much more to do when making appointments and recommendations for the happiness of all the teachers.

4.3.3.3 Publicising teachers' achievements

The findings also reveal that teachers were very motivated to work if their good work was recognised and appreciated by people other than head teachers, at school and beyond. The study found that two of the respondents had the practice of publicising such teachers' outstanding works to fellow teachers at school during open days and also asking them to facilitate what they knew better and did well during trainings. Head teacher D reported:

> *If I have found a teacher very successful, probably in Mathematics, and I am praising him as a way of incentivising him non-monetarily, it is at times important that that the teacher should be asked to present his or her paper to the rest of the teachers so that he or she gains confidence. Let that teacher present his or her methods of teaching to fellow teachers at a formal seminar.*

Head teachers C and D were able to give programmes of activities in which their performing teachers facilitated lessons in both school and Cluster based In-service trainings (INSETs).

The head teachers said that through publicity of their achievements, teachers received honour and respect, which was desirable. The teachers were motivated to work even harder for continued honour and respect. These findings are similar to those of Johnson and Kritsonis (2007), in their study in the United States of America, where teachers were motivated through public recognition for their achievements by being allowed to make presentations at conferences. They also echo the words of

Williams (2010), who says that if a worker sees that the work he or she has done is given value and appreciation, chances are very high that their standards of working will be maintained or improved. Williams points out that public recognition of employees brings supreme influence and provides an inspiration to other workers. Workers also see that what they are doing is taken note of and not simply let go. He further says that when these types of awards have become part of the institution, their value goes up and they will be in great demand. Thus, looking at all these benefits of publicising performing employees and their achievements, it implies that publicity of teachers' professional achievements is important in teacher motivation.

4.4 Contribution of non-monetary incentives to teacher motivation

All the head teachers said that non-monetary incentives contributed a lot to teacher motivation. Some of the head teachers referred to non-monetary incentives as even better than monetary ones. They based their argument on the ways in which non-monetary incentives positively affected teachers, leading to their high performance. Head teachers gave different ways in which the non-monetary incentives they provided to teachers made them get committed to their work and perform well. The findings reveal a number of indicators showing teachers' commitment and good performance which were attributed to a greater extent to the influence of non-monetary incentives that head teachers provided as motivators. These include increased students' pass rates at Malawi School Certificate of Education (MSCE) examinations, reduced occurrences of students' and teachers' indiscipline cases, high attendance in school activities, punctuality, constructive contributions in institutional discussions, and active participation in other assigned activities by teachers. Three head teachers produced examination results files which showed improvement in the Malawi School Certificate of Education (MSCE) examinations for three consecutive years. Four head teachers brought time books and period registers which showed teachers' punctuality and class attendance, respectively. Three head teachers tendered staff meeting minutes. The other two head

teachers brought reports from teachers showing the successful implementation of assigned activities. The solicited ways in which non-monetary incentives contributed to teacher motivation and good performance included the creation of sense of belonging and ownership, sustainability of good performance, and promotion of unity among teachers**.**

4.4.1 Creation of sense of belonging and ownership

During the interviews, head teachers mentioned that some of the non-monetary incentives which head teachers provided to teachers made them get convinced that they were liked and were part and parcel of the school. In other words, they had a sense of belonging. The head teachers also mentioned that in turn teachers also loved and took the school as their own property. They worked hard. On the relationship between recognition as a non-monetary incentive and sense of belonging, Head teacher B said:

> *It motivates teachers in general, all in all, in that they have that sense of belonging to the school. Once they have that sense of belonging, even if you do not give them anything, that recognition is enough to motivate them.*

Head teacher F explained:

> *Because you involve them, there is participation of teachers and usually when they are given such responsibilities or tasks, they feel that they are also being taken as members of that staff. Otherwise, if you leave them automatically you create problems. So, they feel that what they are doing is theirs, and it is for their benefit, and to the benefit of their learners as well."*

Yet, Head teacher H said that friendliness of the head teacher to teachers made them forgo the monetary incentives, and took the work as theirs. They did not want to disappoint their good head teacher. The head teacher was quoted saying:

> *The issues of money, teachers forget if you are very friendly. They say our head teacher is very good, or our deputy is very good, let us not disappoint them. Our heads of departments are very good, let us not disappoint them, let us go to class and work, so that is very good.*

When teachers have the sense of belonging and ownership of the work, certainly they will build intrinsic motivation for their work (Firth & Mellow, 2004). Firth and Mellow explain that teachers are happy when they see that they are part and parcel of the organisation and they also get support from other staff members. In this case, teachers can be motivated to work and stay longer in a school. Thus, they will dedicate themselves to work. This finding is also in line with Han and Yin (2016) who say that teacher motivation is taken as reasons emanating from individuals' intrinsic values to choose and sustain teaching. Han and Yin further say that the intensity of teacher motivation which is indicated by effort expended on teaching, is influenced by a number of contextual factors. The sense of belonging and ownership teachers have are some of the influencing factors. The finding further concurs with Herzberg (1968) who points out that motivators make people intrinsically motivated for their work. Thus, in this case, non-monetary incentives as motivators, through the creation of sense of belonging and ownership in teachers, make teachers get motivated for their work. In a related manner, Daft (2011) points out that people always need to be acknowledged by colleagues, make friends, be loved and be part of a grouping. Thus, in organisations, such things call for sound relationship with the people you work with, good involvement in team work, and also a sound relationship with authorities. He further says that empowerment of employees results in a psychological commitment to the mission of the organisation, where members act as owners

rather than employees. Workers are motivated to give their best performance. In this case, the finding implies that the belonging and ownership the teacher has at his or her work motivates them to dedicate themselves to their work. Thus, it would be good for the head teachers to continue with the practice.

However, issues like those of favouritism and biasness in the provision of non-monetary incentives such as responsibilities and welfare services, as explained in this study, show that not all teachers had that sense of belonging in some institutions. This implies that the infringed teachers did not whole heartedly put their effort in team work. Thus, non-monetary incentives needed to be provided without biasness so that each and every teacher feel that he or she got what one deserved, and shared the belongingness to the institution.

4.4.2 Sustainability of good performance

Two head teachers argued that non-monetary incentives were the best teacher motivators as there was assurance of continued supply since they were in most cases, always available, unlike money which was scarce at times. Head teacher E said:

> *I think they are good because they are sustainable. Because, even if money is not available, you can still go on doing the same. But if it depends on only money, when money is not available, it becomes a problem.*

Head teacher H stressed:

> *To be very honest with you, my thinking is this is, the best motivation that as leaders we ought to use, in my understanding. I feel this monetary issue of motivation is like give and take. When you give, they will work, when you do not give, they will not because you have not given them. So, that is my worry. So, I feel that if I can emphasise much on these non-monetary incentives, I hope things will work out because that will arouse their intrinsic motivation.*

Similar to the head teachers' sentiments, Chapman (2009) encourages the use of such incentives which are easy to implement but with high impact. He says that non-monetary incentives can be easily found and be made available, but with wonderful results. According to Herzberg (1968), employees' motivation will always be high when motivators are there. Thus, with non-monetary incentives always available with head teachers, it is expected that teachers will always be motivated, leading to their continued dedication and success.

However, one head teacher said that much as non-monetary incentives were free and always available, they did not satisfy all the needs of teachers for sustainability at work. He further said that teachers felt that there should also be a good supply of monetary incentives as well. This implies that motivation of teachers was genuinely sustained when there was reasonable provision of both non-monetary and monetary incentives. After all, people got employed to earn a living. Thus, teachers were going out to do other activities that gave them money when they were not satisfied with what they received from their work. In so doing their performance and school success were going down due to job dissatisfaction, emanating from the need for money. According to Herzberg (1968), money is a hygiene factor.

4.4.3 Promotion of unity among teachers

During the interviews, as opposed to accusations of alleged biasness and favouritism by head teachers of some schools, three head teachers pointed out that the provision of non-monetary incentives promoted unity in their schools as there would be no biasness in the provision because the incentives do not involve any money. They said that non-monetary incentives were not prohibitive since they were free of charge. They claimed that unlike money, the likelihood of fair and equal provision of the non-monetary incentives was high and hence, every teacher would be happy. Thus, with fair and equal treatment of teachers, there

was unity among them. Teachers would not be jealousy of one another because of the incentives. The head teachers claimed that to a larger extent, teachers worked with one spirit. Head teacher F claimed:

> *Unlike financial incentives, the non-financial incentives are actually good at improving togetherness, putting people together. There is nothing like one teacher saying, the head teacher is biased.*

The findings are also in line with the Equity Theory of motivation by Adams (1975) which is based on the idea that individuals are motivated by fairness. Non-monetary incentives lead people to work together for mutual benefit instead of seeing each other as opponents in a competition which is prevalent with the monetary incentives. This implies that teachers in schools with non-monetary incentives that were fairy distributed were motivated and worked in unity and same spirit. Indeed, non-monetary incentives were a solution to inequity and unfair treatment to teachers. These incentives were easily drawn and distributed since they did not cost any money. Therefore, head teachers could provide to each and every deserving teacher without much restrictions. In so doing teachers remained united and worked without grudges against each other. However, if there were discrepancies in the way the incentives were provided as alleged in the distribution of responsibilities and welfare services in some schools under study, unity among teachers could not be achieved. There could be hatred between the teachers that benefitted and those teachers who felt that they had been unjustifiably not been provided with the incentives.

4.5 Challenges that head teachers face in using non-monetary incentives to motivate teachers

The third objective sought to find out the challenges that head teachers faced in using non-monetary incentives to motivate teachers.

4.5.1 Identification of challenges that head teachers face when providing non-monetary incentives to teachers

This study also identified some challenges that head teachers faced in the process of providing non-monetary incentives to teachers. The challenges identified include the following: individual differences, monotony, and eligibility of beneficiaries.

4.5.1.1 Individual differences

This is the most prevalent challenge that all the head teachers that were interviewed met with regard to the provision of non-monetary incentives to teachers. The head teachers mentioned various factors pertaining to teacher differences, such as lack of interest, incompetence, addiction to money, arrogance, and lack of trust.

Two head teachers explained that it was difficult at times to provide some of the non-monetary incentives to teachers due to lack of interest and incompetence of some teachers. Head teacher A cited the following example:

> *For example, delegation. You find that there is may be a teacher who cannot fit anywhere, so how do you delegate a task to him or her? So it is very hard at times. You find that he or she is not interested in anything. So it is hard at times.*

Head teacher G said

> *When it comes to staff meetings, not all, everybody contributes, so it is a problem, it is a problem, such that you find that somebody does not contribute but has ideas.*

Such head teachers had difficulties in delegating and planning or making decisions together with the teachers.

Three head teachers alluded to addiction of some teachers to money as a big challenge. They said that there were some teachers who wanted a monetary attachment to each and every delegated activity. Head teacher E complained:

> *Challenges are there because we are living in an era where people feel everything should be attached to money. And for some, may be members of staff, if you send them and money is not attached, they cannot, you just send somebody else.*

Head teacher B said that his school had a good number of teachers who felt that giving them money was more important than the non-monetary incentives. They even turned down the appointment to delegation or responsibility because there was no financial benefit.

Furthermore, two head teachers attributed challenges of implementing non-monetary incentives to teachers to arrogance of some teachers. One of them, Head teacher D, said that there were some teachers who were fond of undermining their colleagues who had been appointed to higher responsibilities. He further complained of some arrogant teachers who allegedly accused him of appointing their colleagues to higher responsibilities on personal relations.

In a related manner, Head teacher H complained about pride exhibited by some teachers upon being praised or recognised for good performance. They started looking down upon their fellow teachers.

The head teachers further said that the differences in the needs and personalities of teachers caused great discomfort on the other teachers and interfered with their practice of providing non-monetary incentives to teachers. These findings are similar to those of Tumaini (2015) where it was found that teachers in Tanzania had different preferences on motivational factors.

These findings imply that not all teachers responded in the same way to one kind of incentive. People of different personalities and preferences need different types of incentives. Thus, motivating employees in an organisation is an issue of concern because people differ in their needs. Therefore, to satisfy teachers' needs requires recognition and knowing the relevant incentives. Providing motivators for the sake of doing so without considering different personalities and needs of individuals will not yield teacher motivation. In this case, Herzberg (1968) Two Factor Theory may not be complete in itself on motivation without considering individual differences.

4.5.1.2 Monotony

Two head teachers said that much as teachers appreciated the provision of non-monetary incentives, they also complained about the over use of such incentives. This made one of the head teachers, Head teacher C comment as follows:

> *At times, these become monotonous. Because daily you cannot say, let me incentivise this teacher by praising him or her. It becomes monotonous. They are limited.*

The head teachers said that there was a need to use a variety of non-monetary incentives as well as monetary ones to bring excitement to teachers. One type was boring and would not satisfy all their needs. The finding is related to Thumbran's (2010) that organisations need to thoroughly consider the financial stand of their employees for them to efficiently use non-monetary incentives.

The finding implies that individual teachers are not motivated by only a single type of non-monetary incentive or monetary incentive. They are excited and motivated by different types of non-monetary incentives and monetary ones. This is because as human beings, teachers also have preferences and different needs to be satisfied. Thus, a variety of incentives might try to satisfy their different needs. Once their needs are satisfied, they are motivated in their work. The finding further implies that much as non-

monetary incentives are valuable, they are not complete in themselves as there is also a need for some monetary incentives.

4.5.1.3 Eligibility of beneficiaries

This challenge questions the criteria used in providing different types of non-monetary incentives to teachers. Much as some head teachers were able to give examples of interest, competence, academic qualifications and interpersonal skills as some of the professional qualities to consider, Head teacher A said that he experienced a big challenge in social welfare. The issue or question was: which relations of a teacher had to benefit in terms of being visited and cheered officially by the head teacher or the Social Welfare Committee, when sick? When it came to condolences, on whose death should a teacher be officially condoled? The head teacher was quoted as follows:

> *Again, when it comes to condolences, there are conflicts at times or problems as to who the school should condole. We have talked of distant relatives as well as close relatives. Who is a distant relative or who is a close relative to the teacher? These are problematic to define.*

The finding implies that the provision of incentives without clear guidelines brings confusion and dissatisfaction at work. With proper guidelines followed in the provision of incentives in schools, teachers may not complain.

4.5.2 Efforts taken by head teachers to overcome challenges they faced in the provision of non- monetary incentives to teachers

Under the third objective, another question was asked to find out if there were any efforts that the head teachers made to overcome the challenges they were facing in providing non-monetary incentives to

teachers. In response, head teachers gave the following ways: exercising objectivity and consistency in the provision of incentives, guidance and counselling, and involving stakeholders.

4.5.2.1 Exercising objectivity and consistency in the provision of incentives

All the eight head teachers were of the view that the use of non-monetary incentives to motivate teachers could go on smoothly if the incentives were provided without biasness. They said that if there was a well laid down criterion for the provision of incentives and strictly followed, things would work out well. Every teacher needed to be considered for a particular incentive basing on the criterion befitting him or her. Head teacher E said the following on delegation:

> *When it comes to delegation, we try very hard to delegate tasks to teachers even if we see it as a challenge. We make sure that we give less work to a teacher who is not interested in anything to start with.*

Head teachers said that when delegating, they had to consider interest and capabilities of teachers. One head teacher mentioned that their school had a guiding constitution on the provision of non-monetary incentives. The head teacher said that with a clearly laid down and strictly followed criterion on the provision of incentives, teachers may not accuse anyone when those incentives are provided. This is similar to what Ukki (2013) found in schools in Tanzania where a Non-Financial Incentives Legal Frame Work guided the provision of such incentives to teachers. Fritz, et al. (1999) state that objectivity about the talents and shortcomings of others is key when delegating. This emphasises how important objectivity is in the provision of incentives. If there is unequal treatment and unfair provision of incentives to teachers, the work morale of teachers who are unfairly treated goes down since they feel they are not valued by the management. Unequal or unfair treatment creates job dissatisfaction. On the other hand, those teachers

who are given fair and equal treatment improve their job performance and create a positive attitude towards work environment.

These results are also similar to those of John (2010) where it was found that secondary school teachers in Tanzania were dissatisfied with unfairness and lack of equity maintained by their school managers. The finding is also in agreement with Adams' (1975) Equity Theory of motivation which says that employees' motivation is inspired by the level of equity they observe where they work. The theory maintains that motivation is a function of fairness and justice in the organisation, which is why employees develop job dissatisfaction when they feel inequitably treated. In the light of this study, teachers need fair and equal treatment so as to keep them motivated. Thus, head teachers really need to be objective when providing non-monetary incentives to teachers. This further calls for head teachers to be skilled in change management to move from a traditional manager's role to that of a leader with skills required for the dynamic nature of today's work place (Cole, 2004). Leaders have the capacity to maximise their output by motivating employees through the identification and provision of their proper needs. Lin (1995) in his study, found that the unified incentive and reward system used for motivating school teachers across Taiwan, was not a very good one as it was either over-motivating or under-motivating because it did not take an individual teacher's characteristics, or personal needs into consideration. This implies that teachers' individual differences have to be considered when providing non-monetary incentives.

On consistency, Head teachers C and E said that teacher motivation would be fine if every teacher was considered for both non-monetary and monetary incentives, if both were in use at a school. It was emphasised that it would be very unfair if some teachers were considered for non-monetary incentives only. They would not be truly or genuinely motivated. Head teacher C explained:

> *In the event that you use the non-monetary incentives to a teacher time and again, it might be good or it is good to use monetary incentives to that teacher again. He or she should not be sidelined just because this time around there is money.*

The finding implies that the idea that every teacher has to be considered for monetary incentives as well is important. This is because every person has needs that require the use of money. With such considerations, it is possible to have all teachers equally motivated for their work. Thus, hygiene factors are also needed to prevent job dissatisfaction.

4.5.2.2 Guidance and counselling

The findings also reveal that guidance and counselling play an important role in dealing with problems that head teachers encounter in the provision of non-monetary incentives. Three of the eight respondents alluded to this. They said, in order to clear misunderstandings met in the process, teachers were engaged in talks and then necessary explanations and advice were provided. Head teacher B said that issuance of a key note address on the core business of the institution is very important in the use of non-monetary incentives. The head teacher was quoted saying:

> *In order to overcome these challenges, we provide guidance and counselling, and at times, during staff meetings, as a head teacher I always give a key note address; that what we are providing to the institution is a service, and if we put the service in the forefront, other things should actually come later. Then by and by, the attitude of these teachers gradually changes.*

On arrogant or pompous teachers, Head teacher H said the following:

> *For the one who feels that he or she is the only one, we still advise all of them in the staffroom that we are equally good teachers, only that we lack a skill in this way or another, but together we succeed, not as an individual, and we see change.*

Akinade (2012) points out that guidance and counselling is important in that it helps people to understand themselves and how they react to the influences of their surroundings. It is also of help in that it makes a

person to make meaning out of what he or she has experienced in the environment and map the way to go for good living or success.

The findings imply that guidance and counselling is important to clear teachers' misunderstandings and change their behaviours for the better and smooth provision of incentives.

4.5.2.3 Involving stakeholders

During interviews, three head teachers said that they involved stakeholders such as School Management Committees (SMC), Parent-Teacher Association (PTA), and concerned teachers in sorting out problems associated with the provision of non-monetary incentives. Stakeholders mediated talks on the differences that arose. Head teacher E said the following:

> *Sometimes we involve stakeholders, like SMC, PTA, when we have may be more challenges so that they can bring us together and it works.*

On deviant teachers, Head teacher G narrated the following:

> *Since we are working with the community, whenever we face challenges, we involve stakeholders. We have the PTA, we have the School Management Committee, Mother group and local leaders. These ones, whenever we have challenges they always come to assist.*

Salfi (2011) shares similar sentiments on involvement of stakeholders. He says involvement of stakeholders, such as parents, local community and others, who may be able to help the school in the process of school improvement, is important. He advocates that head teachers must ensure the participation of the local community in school activities because high level local community involvement

may be of benefit for school improvement. The findings thus, imply that stakeholders are of help when it comes to sorting out problems associated with non-monetary incentives. Their involvement promotes unity which leads to good performance and success of schools.

4.6 Chapter summary

The chapter has looked at the non-monetary incentives which head teachers use to motivate teachers. These include involving teachers in managerial activities, providing good welfare to teachers and rewarding them for good performance. When these incentives are properly provided to teachers, they become happy and dedicated to their work. Schools with dedicated teachers become successful. These incentives make teachers have a sense of belonging and create unity in the school. Unlimited supply of these incentives to teachers sustain good performance. However, when there are discrepancies in the way the incentives are provided, teacher motivation goes low. The chapter has also presented challenges that head teachers face when using non-monetary incentives. These challenges include individual differences, monotony, and eligibility. The efforts that head teachers make in order to deal with the challenges they face when providing incentives have also been captured. These include objectivity and consistency in the provision of the incentives, provision of guidance and counselling to teachers, and involvement of stakeholders. The chapter has highlighted the fact that much as the use of non-monetary incentives is appreciated, there is also a need for monetary incentives so that teachers remain motivated.

It can finally be concluded from the study that non-monetary incentives play an important role in teacher motivation. However, on their own, they cannot sustain teacher motivation. Hence, there is also a need for the provision of monetary incentives (hygiene factors) like those which the government proposed to provide such as construction of teacher houses, giving priority to rural areas, providing hardship allowances for teachers working in the remote hard-to-reach rural areas, and increased provision of instructional materials, and better support and supervisory services.

CHAPTER 5: CONCLUSION

5.1 Introduction

The study sought to explore head teachers' perceptions on the use of non-monetary incentives to motivate teachers. It was conducted in eight selected public secondary schools in Karonga district. The study was guided by three objectives as stated in chapter 1, section 6. The Herzberg's (1968) Two-Factor theory of motivation and various literature were reviewed in order to easily analyse head teachers' perceptions on the use of non-monetary incentives to motivate teachers. This chapter therefore, presents a summary of the findings of the study and conclusions that have been made. It also presents the limitations of the study. Finally, the chapter presents the implications of the study and recommendations.

5.2 Summary of findings

All in all, in attempt to address the purpose of the study, which was to explore the perceptions of head teachers on the use of non-monetary incentives to motivate teachers, the study has revealed that head teachers value the use of non-monetary incentives. They see them bring positive results on teacher motivation. However, they also indicate that non-monetary incentives only work to the optimum when they are properly provided and there are also some monetary incentives. For example, there should not be biasness and monotony when providing them. When there is biasness some teachers are put off. Monotony in the incentives does not cater for individual differences and does not satisfy all the needs of an individual. Monetary incentives are needed so that teachers' basic needs are satisfied in order for them to easily and positively respond to the non-monetary incentives which are motivators. Thus for teachers to be motivated with non-monetary incentives there is need for proper distribution of the incentives and associated monetary incentives.

5.3 Limitations of the study

The study faced one major limitation that would have negatively affected it, if proper measures were not taken into consideration. This was the interference by the views of the researcher, who himself is a teacher as well as a head teacher. There were temptations of putting oneself at one point in the shoes of a teacher and at another point, in those of a head teacher. This was however, controlled by being guided by the principles of neutrality, beneficence and honesty. The principle of neutrality entails freedom from bias during the research process and results description, and refers to the degree to which the findings are a function solely of the informants and conditions of the research, and no other biases, motives or perspectives (Klopper, 2008). This was checked through confirmability, where there is a chain of evidence in the whole research process. For example, direct quotes of participants were included when presenting and discussing the findings.

The principles of beneficence and honesty state that research should be done in order to acquire knowledge about human beings and educational process and should not be done to suppress academic progress (Mertler, 2014). On honesty, Mertler (2014, p.112) states that collected data must not be tampered with, altered, or suppressed in any way. These ensure that the research is helpful to many people. Beneficence further protects participants from exploitation. The principle of honesty in this research, like that of neutrality, was also checked by presenting direct quotes of participants obtained during data collection, in the presentation and discussion of findings. The principle of beneficence was initially checked by exposing participants to what the research was all about and then get their informed consent. It was further checked by adhering to confidentiality so that participants would not be hurt with the way their information is dealt with e.g. disseminated or used. The use of letters for names of participants was also of great value in as far as the issue of confidentiality is concerned.

5.4 Implications of the study

The study has observed a number of ways in which non-monetary incentives affect teacher motivation. In respect to Herzberg's (1968) Two-Factor theory of motivation, when motivators are provided to employees, they lead to job satisfaction. However, the study also reveals that job satisfaction will be maintained when there are also hygiene factors provided, to prevent job dissatisfaction. It is also observed that individuals are not always motivated by a single type of incentive. They are motivated by a variety of motivators. They also need a variety of hygiene factors in order to sustain their motivation for work.

The study further finds that when providing incentives, both monetary and non-monetary, individual differences of recipients need to be considered. For example, preferences and capabilities of teachers need to be considered.

On the other hand, in practice, it is observed that the provision of non-monetary incentives to motivate teachers has not been very much emphasised by Ministry of Education, Science and Technology. Much effort has been on the provision of monetary incentives, such as provision of rural hardship allowances and good accommodation. Revelations of this study therefore, imply that it would be good if the Ministry of Education, Science and Technology would also incorporate and emphasise the use of non-monetary incentives at all levels in order to motivate teachers. For example, the Ministry should consider recognising performing teachers at national level and allow them to present at workshops. Gazetting them would also be good.

It is further suggested that leaders at different levels need to learn from this study that individuals are not always motivated by a single type of motivator and that the provision of motivators alone will not sustain teachers' motivation. There is need for a variety of motivators basing on the needs of individuals. There is also need for a variety of hygiene factors as well, to prevent job dissatisfaction or sustain the motivation.

The Ministry of Education, Science, and Technology should also consider personalities and capabilities besides academic qualifications when providing incentives. For example, such factors have to be considered when giving responsibilities to teachers. Appointments without such considerations bring frustration at work. These are common from one day interview appointment. The Ministry could improve on this by using performance appraisals done by authorities at school level as this carries true reflection of an individual at work.

The Ministry of Education, also needs to train head teachers on how to effectively use non-monetary incentives. They could be exposed to various types of non-monetary incentives and urged to be objective.

5.5 Recommendations

After looking at the findings of the study, a number of recommendations have been made as follows:

5.5.1 Recommendations for teacher motivation

- Head teachers should consider involving teachers in various managerial activities through delegation, appointments to responsibilities, and joint planning and decision making. These activities give teachers the sense of belonging to the school and they also own it, ending up dedicating themselves to work.
- Head teachers and other stakeholders should provide good welfare to teachers so that they are always happy and motivated for work.
- Head teachers and other stakeholders should always consider rewarding teachers in various ways such as recognition and promotion.

- Head teachers and other stakeholders should consider individual differences when providing incentives to teachers.
- Head teachers should have clearly stipulated guidelines for rewarding teachers and provision of other incentives. These lead to objectivity.
- Head teachers and other stakeholders should consider using monetary incentives besides non-monetary ones to avoid monotony, and cater for individual teachers' needs that require money.
- Head teachers should consider consulting stakeholders in issues beyond their capabilities, for the benefit of their schools.
- Head teachers should consider providing guidance and counselling to teachers on various misunderstandings and misconceptions that they have.

5.5.2 Recommendation for further studies

Looking at how important the findings of this research are and the area that the study covered, it is proposed that further studies could consider involving a larger sample, made up of head teachers and teachers. This study involved only eight secondary school head teachers in Karonga district. A larger sample would therefore bring out more knowledge regarding the provision of non-monetary incentives for teacher motivation in schools.

5.6 Chapter summary

This chapter has presented a summary of the findings and conclusions. It has also looked at implications of the study and has made recommendations for teacher motivation and for further studies. It is with great hope that if the findings and implications of the study could be properly observed and checked, teacher motivation will always be high. Further studies on the topic will increase knowledge on teacher motivation so that they are always happy and satisfied with their job.

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LIST OF APPENDICES

APPENDIX 1: LETTER OF AUTHORISATION TO COLLECT DATA

MZUZU UNIVERSITY

OFFICE OF THE DEAN
FACULTY OF EDUCATION

Private Bag 201
Luwinga
Mzuzu 2
MALAWI
Tel.: (265) 01 320 722/575
Fax: (265) 01 320 505

Ref.: MU/1/D3.0 **11th April 2019**

TO WHOM IT MAY CONCERN

Dear Sir/Madam

PERMISSION TO COLLECT RESEARCH DATA

Emmanuel Capewell Mwalilino is a registered Master of Education (Leadership and Management) Program student at Mzuzu University. He is supposed to collect research data for a study titled *Exploration of Head teachers' perceptions on the use of non-monetary incentives to motivate teachers: A case of selected public secondary schools in Karonga district.* The Faculty of Education at Mzuzu university has approved the research proposal.

Kindly assist him accordingly.

Yours faithfully,

Associate Professor Victor Mgomezulu
Dean, Faculty of Education.

APPENDIX 2: ACCESSIBILITY LETTER FROM THE EDM

Telephone: +265 1 312 144
+265 1 312 107
Fax: +265 1 312 640
In reply please quote:-Mzuzu

Communications should be addressed to
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
EDUCATION DIVISION MANAGER (NORTH)
P.O. BOX 133

Ref No: NED/2/1A

17TH April, 2019

TO : All Headteachers
Karonga Districts

Dear Sir/Madam,

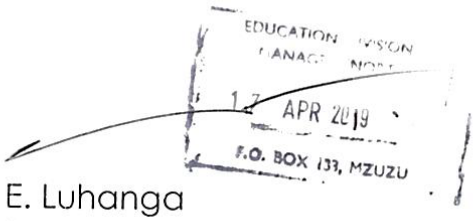
RE: PERMISSION TO CONDUCT RESERCH

The above captioned subject matter refers:

I write to inform you that permission is hereby granted to Mr Emmanuel C. Mwalilino to conduct a research at your school.

My writing therefore is to request you to arrange with him a time for the research which will not disturb school programmes.

Yours faithfully



E. Luhanga
For:EDUCATION DIVISION MANAGER(N)

APPENDIX 3: INFORMATION SHEET

I am **Emmanuel C. Mwalilino** a post graduate student at Mzuzu University, pursuing a Master of Education degree studies in Leadership and Management. I am carrying out a study on **head teachers' perceptions on the use of non-monetary incentives to motivate teachers in public secondary schools,** in partial fulfillment of the requirements for the award of Master's Degree. The data in the study will be collected through face to face interview and documentary analysis.

Information collected in this study will be treated with utmost confidentiality and will not be accessible to any person except me and my supervisor. Anonymity of the participants and their institutions will be highly observed as there will be no information leading to their identity. Letters will be used instead of the actual names of participants and schools. Participants will not be subjected to any foreseen harm. Therefore, the information will be used for academic purposes only. Participation in this study is voluntary. Any questions pertaining to the exercise are welcome.

_____ _____

RESEARCHER SUPERVISOR

APPENDIX 4: CONSENT FOR PARTICIPATION IN A RESEARCH

CONSENT FORM FOR PARTICIPATION IN A RESEARCH

Dear Sir/Madam, my name is **Emmanuel C. Mwalilino** a post graduate student at Mzuzu University. I am pursuing a Master of Education degree studies in Leadership and Management. I am carrying out a study on **head teachers' perceptions on the use of non-monetary incentives to motivate teachers in public secondary schools,** in partial fulfillment of the requirements of the award of the Master's Degree. The data in the study will be collected through face to face interview and documentary analysis.

The information you provide for this study will be treated with utmost confidentiality and will not be accessible to any person except me and my supervisor. The information will be used for academic purposes only.

Participation in this study is voluntary. For this reason, upon accepting to take part in this study, you are requested to sign in the spaces provided below.

Name: _____ **Signature:** _____

Date: _____

APPENDIX 5: INTERVIEW GUIDE

My name is Emmanuel Mwalilino, a Master of Education in Leadership and Management student at Mzuzu University. As part of my study, I am conducting a research on **head teachers' perceptions on the use of non-monetary incentives to motivate teachers, in some public secondary schools in Karonga District.** I would like to ask for your participation in the interview. The information collected in this study will remain confidential and shall be used for academic purposes only.

Instruction

Respond to questions 1-4 on demographic information by ticking in bracketed space provided.

Questions

Demographic information

1. Gender:

   Male ( )

   Female ( )

2. **Age (In years)**

   21-30 ( )

   31-40 ( )

   41-50 ( )

   51-60 ( )

3. **Educational qualification**

(i) Master's degree ( )

(ii) Bachelor's degree ( )

(iii) Diploma ( )

(iv) Others ( )

4**. Experience as Head teacher (In years)**

(i) 1 – 5 ( )

(ii) 6 – 10 ( )

(iii) 11 – 15 ( )

(iv) 16- 20 ( )

(v) 21 and above ( )

Topic questions

1. What is teacher motivation like at this school?
2. What do you do to motivate teachers at this school?
3. What non-monetary incentives are you using to motivate your teachers?
4. In your own opinion, how does the employment of non-monetary incentives motivate teachers?
5. What criteria do you use to provide these types of non-monetary incentives?
6. How frequently do you provide non-monetary incentives to teachers at your school?
7. How effective are the non-monetary incentives you are using for teacher motivation?
8. What challenges are you facing in providing non- monetary incentives to teachers?
9. What are the efforts that you take to overcome challenges in the provision of non- monetary incentives?

Thank You for Your Time

APPENDIX 6: DOCUMENTARY ANALYSIS

DOCUMENT	AVAILABLE	NOT AVALAIBLE
Meeting minutes		
Staff responsibilities lists		
Duty rosters		
Calendar of events		
Time books		
Period registers		
Examination files		
Staff reports		
Discipline files		
Schemes & records of work checklists		
Policy on motivation		