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The Impact of Non-Monetary Motivation Measures on Teacher Performance and Job Satisfaction in Government Schools: A Case Study of Kabwe

[1] Innocent Mumba, [2] Mwenya Pious
[1] ICT Instructor, Kabwe Skills Training Institute, Kabwe District, Zambia
[2] Head Teacher, Kenani Secondary School, Nchelenge District, Zambia

Corresponding Author: **Innocent Mumba**

Abstract
The study investigated the impact of non-monetary motivation measures on teachers in government schools in Kabwe. Non-monetary motivation referred to factors such as recognition, professional development opportunities, work-life balance, and overall job satisfaction. These elements were considered critical in enhancing teacher performance, improving morale, and ultimately contributing to the quality of education. To achieve this, the research employed a case study approach targeting selected government schools in Kabwe. Data was gathered through a combination of surveys, interviews, and observations to understand how non-monetary motivation was being applied and how it influenced teachers' levels of motivation and satisfaction in their roles. The study identified specific non-monetary measures that significantly affected teachers and explored both the challenges and potential associated with implementing such strategies. It also assessed how these measures could be improved to better support and sustain teacher motivation. The findings provided useful insights for policymakers, school administrators, and other educational stakeholders. These insights were expected to inform the development of more effective strategies and policies aimed at boosting teacher motivation, job satisfaction, and overall educational outcomes, not only in Kabwe but in similar educational environments as well.

Keywords: Non-Monetary Motivation, Teacher Motivation, Job Satisfaction, Teacher Performance, Government Schools, Professional Development, Recognition and Appreciation, Job Autonomy, Career Progression, Decision-Making Participation

1. Introduction

1.1 Overview

This chapter provides a clear overview of the problem statement, objectives, research question, and hypothesis that will be addressed in the study. It also discusses the primary assumptions, limitations, and significance of the research. Additionally, key terminology used throughout the study will be defined within their relevant contexts.

1.2 Background of the Study

Education had long been recognized as a fundamental pillar for national development (UNESCO, 2015) [39]. It directly influenced a country's political and economic progress and was viewed both as a right and a shared responsibility (World Bank, 2018; UNESCO, 2015) [41, 39]. Societal well-being and quality of life improved through education, but this required supportive conditions to ensure its effectiveness (MOE, 1996; Bennel, 2004 [3]).

Teachers played a vital role in delivering knowledge, shaping moral character, and building the credibility of education systems (Masaiti & Naluyele, 2011; Bennel, 2004) [23, 3]. Their competence and commitment were central to achieving quality education, and those who were satisfied and motivated showed stronger professional dedication (Masaiti & Naluyele, 2011; UNESCO, 2015) [23, 39]. Job satisfaction was closely linked to teacher motivation. When teachers lacked satisfaction, their performance and dedication declined, but conducive work environments and incentives enhanced their delivery of quality education (Sabina *et al*., 2015; Mwanza, 2010 [28]; Saari & Judge, 2004 [34]).

Non-monetary incentives such as social recognition, career growth opportunities, and flexible schedules were found to be effective in raising teacher productivity and satisfaction (Ballentine *et al*., 2009) [2]. These incentives aligned personal and institutional goals and supported professional growth. Although financial rewards met basic needs, research showed that non-

monetary factors became more significant motivators once subsistence was secured (Zaman, 2011; Kosfeld, 2008) [44, 20]. Overemphasis on money could even reduce motivation, while non-financial rewards often led to meaningful engagement and higher performance (Bright, 2009) [7].

In Zambia, teacher motivation remained a serious concern, particularly in government schools, due to widespread dissatisfaction, poor morale, absenteeism, and reduced professional standards (Bennel, 2004; Mwanza, 2010) [3, 28]. Despite this, limited research had been done on how non-monetary incentives affected job satisfaction among teachers. This gap pointed to the need for further studies focused on schools in Kabwe to inform policies that could enhance motivation and improve educational outcomes.

1.3 Statement of the Problem

This study explores the impact of non-monetary motivation measures on teacher motivation, job satisfaction, and performance in government schools in Kabwe. Despite the acknowledged importance of such incentives, there is limited research on how they specifically affect teachers in this context. Challenges like low morale, dissatisfaction, and retention issues persist in Kabwe's government schools, often worsened by limited resources and organizational barriers. The research seeks to understand how non-monetary incentives influence teachers, how they perceive these measures, and what obstacles hinder their effective implementation. By addressing these questions through a case study approach, the study aims to provide insights and recommendations to improve teacher motivation, enhance job satisfaction, and ultimately raise the quality of education in Kabwe's government schools.

1.4 Aim

The aim of this study is to analyze the effects of non-monetary motivation measures on teachers in government schools, focusing on a case study of selected schools in Kabwe.

1.4.1 Specific Objectives

1. Identify non-monetary incentives provided to enhance teacher performance in secondary schools.
2. Examine the strategies employed by school management to enhance non-monetary incentives for teachers.
3. Identify the challenges associated with the provision of non-monetary incentives in secondary schools.
4. Establish the relationship between non-monetary incentives and teacher performance in secondary schools.

1.5 Research Questions

1. What are the specific non-monetary incentives provided to enhance teacher performance in secondary schools?
2. How do school management strategies contribute to enhancing non-monetary incentives for teachers in secondary schools?
3. What are the challenges faced in the provision of non-monetary incentives in secondary schools?
4. What is the relationship between non-monetary incentives and teacher performance in secondary schools?

1.6 Theoretical Framework

Job satisfaction is a crucial aspect of motivation, and theories of motivation can be seen as theories of job satisfaction. Therefore, the relationship between motivation and job satisfaction is closely intertwined. In this study, the effects of non-financial motivation were examined through the lenses of Herzberg's Two-Factor Theory of Motivation and Maslow's Hierarchy of Needs Theory, specifically focusing on incentives for job satisfaction among selected secondary school teachers in the Kabwe district.

According to Maslow's Hierarchy of Needs Theory (1943), human beings have innate desires to fulfill a set of needs. Maslow proposed that each level of needs must be satisfied before those at higher levels can be met. In the context of this study, while physiological needs such as food, clothing, shelter, and water are typically met through salary in school organizations, the remaining needs can be fulfilled through non-monetary incentives. The study draws on Maslow's hierarchy of needs to investigate how safety needs, esteem needs, love and belongingness, and self-actualization contribute to teachers' retention.

Herzberg's Two-Factor Theory (1968) suggests that individuals are genuinely motivated by factors they perceive as true motivators, such as achievement, advancement, and personal development. Money, on the other hand, is not considered a primary motivator for most people. When individuals feel that they are working in unfavorable conditions, their effort and morale may decrease, leading to potential turnover. Therefore, school management can attract and retain their best teachers by providing both hygiene factors (such as pleasant working conditions) and motivating factors (such as opportunities for growth) (John, 2010). According to Herzberg's theory, there are larger and more sustainable motivators than money for all individuals. Consequently, financial incentives alone are insufficient to attract and retain teachers in their profession.

By incorporating the theoretical frameworks of Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory, this study aims to examine the influence of non-financial motivation on job satisfaction among selected secondary school teachers in the Kabwe district. It recognizes that meeting teachers' needs beyond monetary compensation is crucial for their retention and overall job satisfaction. Understanding the underlying motivational factors can provide valuable insights for school management and policymakers in designing effective strategies to enhance teacher motivation and improve the quality of education in government schools.

1.7 The significance of this study

The significance of this study lay in its potential to contribute to the field of education and teacher motivation in government schools. By analyzing the effects of non-monetary motivation measures on teachers in selected schools in Kabwe, the study provided valuable insights and recommendations for educational policymakers, school administrators, and other stakeholders involved in teacher development and support. The findings informed the design and implementation of policies and programs aimed at enhancing teacher motivation in government schools. By understanding the effectiveness of non-monetary motivation measures, policymakers were able to make informed decisions regarding resource allocation and interventions to create more conducive work environments for teachers.

The study's insights into non-monetary incentives and their impact on teacher job satisfaction helped schools identify

and implement strategies to improve teacher retention rates. Understanding the factors that contributed to teacher satisfaction led to higher job commitment, reduced turnover, and ultimately a more stable teaching workforce. Since teacher motivation played a crucial role in student learning outcomes, enhancing teacher motivation through non-monetary measures positively impacted the quality of education in government schools. Motivated teachers were more likely to be engaged, dedicated, and effective in the classroom, resulting in improved student achievement.

Non-monetary motivation measures also presented cost-effective alternatives to monetary incentives. The findings highlighted the effectiveness of these strategies in motivating teachers, allowing schools to optimize resource allocation by focusing on measures that had a substantial impact on teacher motivation and job satisfaction. Although the study focused on selected schools in Kabwe, the findings and recommendations offered insights applicable to similar educational contexts both within Zambia and in other developing countries, broadening the potential impact of the research beyond its immediate setting.

1.8 Scope of the Study

This study aimed to assess the impact of non-monetary motivation measures on teachers in government schools, using selected schools in Kabwe as a case study. It focused on professional development, recognition, job autonomy, career progression, and participatory decision-making as key incentives. Participants included teachers, administrators, and policymakers, with data gathered through surveys, interviews, focus groups, and classroom observations. Both qualitative and quantitative methods were used, with statistical and thematic analysis applied to interpret findings. Although limited to government schools in Kabwe, the study offered valuable insights into how non-monetary incentives influence teacher motivation, job satisfaction, and performance. It concluded with practical recommendations for improving these strategies within the education sector.

2. Literature Review

2.1 Overview

In the exploration of the effects of non-monetary motivation measures on teachers in government schools, it is imperative to delve into the existing body of literature that underscores the intricate relationship between job satisfaction, motivation, and teacher performance. This literature review seeks to illuminate various thematic areas relevant to the study's objectives, beginning with the examination of non-monetary incentives provided to enhance teacher performance in secondary schools.

Effect of Non-Financial Incentives on Teachers' Performance in Private Agha Khan Schools in Chitral Siraj Uddina, Muhammad Ashfaque (2019) Non-financial incentives have a big influence on teacher's performance than other things that organizations need to understand the preferences and needs of teachers and offer more than a good paycheck. The affecting expectations of teachers present various challenges to managers. The teachers look for valuable and inspiring opportunities, the relationship between individual and organization values as well as determination to individual preferences and differences. Payment is important for the teachers, but what really effect teachers on a routine basis are the quality of their work experience.

Young (2017) [42] argues that motivating factors are intrinsic and related to non-monetary. They promote a sense of achievement among employees by making employees feel proud of their accomplishments. In schools, teachers need to be given that sense of achievement so that they are satisfied with their job. The second is recognition whereby the job must provide an employee with praise and recognition of their successes. This recognition should come from both the superiors and peers. When teachers are recognized, they feel valued hence become motivated. On the other hand, poor hygiene factors decrease employees' job satisfaction.

According to Bušatlić and Mujabašić (2018) [8], inappropriate extrinsic or hygiene factors cause employees to be unhappy with their job. They include company policies whereby the policies should be fair and clear to every employee. Furthermore, there should be sound relationships between peers, superiors and subordinates. Working areas should be safe, fit for purpose and hygienic. Further, the pay structure (salary) should be fair and reasonable. It should also be competitive with other schools such as private schools in the same educational sector. Therefore, Herzberg Two Factor Theory was suitable in explaining the teachers' nonmonetary motivational factors on job satisfaction among public secondary schools in Arusha District.

Zingheim and Schuster (2012) identified in his study The Different Motivational Factors that affect performance, define rewards as the thing that increases the frequency of an employee's action. This definition leads toward a clear outcome of rewards and recognition: to improve performance. Compensation, on the other hand, is a contractual reward provided to any employee in case of suffering loss or physical disability while in the line of his duty. To make the teaching and performance more effective, the researcher intended to investigate on non-monetary strategies: recognition, communication, promotion and job enrichment; as possible means of motivating teachers other than money.

McBeth, (2012) studied that Non-monetary incentives refer to non-financial incentives which can satisfy the ego and self-actualization needs of employees. The incentives which cannot be measured in terms of money are under the category of non-monetary incentives. Non-monetary rewards increase employees' motivation to work by raising their self esteem and can satisfy employees professional ambitions and personal fulfillment.

Chkravarthy, (2014) identified in his study the non-monetary incentive which satisfies the ego needs of the employees. The employees will respond more to praise and try to give the best of their abilities to a concern. Recognizing and appreciating efforts by school staff done by using words of praise and encouragement and rewarding those who do well. Moreover, appreciation seems to be the chief ways of recognition to motivate the hard work done by an employee. For example, a pat on the back for doing work in an efficient way will bring more happiness to the employee than the increment in pay.

Harish, K.A. & Jeyaprabha (2018) conducted a study on the occupational stress and job satisfaction of teachers in private and government sectors. A sample size of 500 was taken for the study and the population was identified within the teachers of Chennai and its outskirts of both private and government schools. The study revealed that the teachers working in private secondary schools had substantially higher levels of occupational stress as compared to their

counterparts working in government aided secondary schools.

Nonmonetary motivational factors have been observed to be more effective than the monetary motivational factors towards teacher's job satisfaction. This is supported by studies conducted in various countries in the world. Outside Africa, various studies have shown the influence of non-monetary factors on teachers' job satisfaction. A study by Ystad (2018) [43] on the promotion of the status and quality of teachers in the United Kingdom revealed that teacher motivation and satisfaction are inextricably linked as one influences the other. The study further indicated that despite the significance of salaries for teachers, nonmonetary factors such as promotion have proven to be more effective in making teachers satisfied.

Another study done in Romania on teachers' satisfaction with life, job satisfaction and their emotional intelligence by Ignat and Clipa (2011) [15] revealed that teachers who are motivated feel they live a meaningful life and they share goals and values which are important for them. They mentioned nonmonetary motivational factors like recognition, promotions and career development as key issues towards a high level of motivation among teachers.

In the context Africa, various studies have shown the link between non-monetary factors and job satisfaction. For instance, Niwamanya (2016) [31] studied the effects of financial and non-financial motivation on performance of teachers in Uganda and found that recognition and reward programs are important to keep high spirit and boost up performance and motivation of teachers.

Furthermore, the findings from a study done in North West Nigeria about teachers' motivation and job satisfaction by Nwakasi and Cummins (2018) [32] affirmed that factors like normal class size, effective administrative supervision, government support, presence of teaching incentives, adequate teaching materials and sound teaching conditions enhanced teachers job satisfaction. In Kenya, a study by King'oo (2016) [19] analyzed the factors that influence job satisfaction among teachers. The study found that despite the low pay, nonmonetary factors such as normal load, normal class size, school environment, school rules, educational policies and adequate resources motivated teachers and led to job satisfaction. The findings complement with those by Gatsinzi, Jesse and Makewa (2014) [13] whose study on work and school related variables in teacher motivation in Rwanda revealed that motivation of public primary school teachers in Gasabo District is due to work supervision, responsibility assignment and how teacher effort is acknowledged and respected.

In the context of Tanzania, studies have also shown the influence of non-monetary factors on job satisfaction. For example, Mark (2015) [22] when examining the factors influencing teachers' motivation and job performance in Kibaha District found that career and professional growth among teachers motivated them as they were able to add new skills, develop their experience and cope with the changing world. The findings further revealed that the nonmonetary motivational factors not only influenced job performance but also job satisfaction. While the study by Mark (2015) [22] focused on Kibaha District, its findings are no satisfactory to provide understanding about other districts in Tanzania such as Arusha. Therefore this study has covered the gap by analyzing the effects of nonmonetary factors on job satisfaction among public secondary school teachers in Arusha District.

Job satisfaction is the combination of emotional and psychological factors of employee's experiences at work. It expresses the relationship between expectations and actual achievements. Job satisfaction is also an emotional state resulting from a person's appreciation of his/her own job or experience levels (Demirtas, 2010; Nigama *et al*, 2018) [12, 30]. Job satisfaction is influenced by motivational factors available at work which are in the form of monetary and non-monetary. Specifically, nonmonetary are intrinsic motivational factors that promote employees' excellent job performance. The non-monetary incentives further include pleasant work environment, flexible work hours, training, new and challenging opportunities as well as such factors like free telephone calls, free fuel and fringe benefits such as leave, extra days off for excellent employees, pension, free lunch, and health insurance (Niwamanya, 2016; Imbahal, 2016) [31, 16].

In the context of education, teachers' motivation and job satisfaction are essentials for the growth and sustainability of the teaching and learning processes. Motivation can influence both effective performance and job satisfaction among teachers (Kimutai, Kiptum & Chege, 2016; Mangaleswarasharma, 2017) [18, 21].

Benrazavi (2013) [6] also argues that any work cannot be effectively done without satisfaction. Therefore, teachers would get interested to teach their students effectively when they are satisfied with their jobs. According to Hoy and Miskel (2013) [14], teachers' job satisfaction can be enhanced by self-developmental opportunities, short term courses, seminars, workshops, high appreciation and rewards for commendable work. Teachers' motivation is a global agenda. United Nations Educational, Scientific and Cultural Organization (UNESCO) and International Labour Organization (ILO) emphasize on teachers' motivation for delivery of quality education. Teachers should be motivated through adequate salaries, provision of bonuses and pleasant work environments with sufficient teaching facilities (UNESCO & ILO, 2012) [38]. Teachers are central to achievement of the current global agenda of 2030 Sustainable Development Goals (SDGs). They arealso important for achieving the SDG 4 which is formulated to 'Ensure inclusive and quality education for all and to promote lifelong learning (UNESCO-IICBA, 2017) [40]. Despite the importance of motivation, teachers working in African countries are de-motivated by unpleasant working environments and low salaries (Bennell & Akyeampong, 2007) [5]. The problem of demotivation has resulted into low teachers' commitment, teachers' strikes, poor instructional preparation, underutilization of teaching time and job dissatisfaction (Muvunyi, 2016) [27].

In the context of Tanzania, studies have shown the prevalence of the problem of de-motivation among teachers working in government secondary schools. The challenge prevails in low pay, inadequate teaching facilities or poor school leadership (Bennel & Mukyanuzi, 2005; Mkumbo, 2011; Kalega, 2016; Nyamubi, 2017) [4, 25, 17, 33]. As a result teachers working in government schools are dissatisfied with their jobs. Globally, much has been investigated about teachers' motivational factors and job satisfaction. For instance, a study on job satisfaction among school teachers in India by Nigama, *et al*, (2018) [30] confirmed that teacher's relationship with the administration and working environment were the factors that affected their job

satisfaction. The findings further indicated that factors that motivated teachers were the same that made them satisfied in their teaching profession.

In Pakistan, the study by Sahito and Vaisanen (2017) [35] revealed that factors of job satisfaction were found to be salary, career prospects, supervision, management, working environment and culture. The study further proved and accepted that highly motivated staff were satisfied and performed their jobs better than poorly motivated ones. This gives an expression that there is a potential existence of the relationship between teachers' motivational factors and job satisfaction.

Different researchers in Africa have investigated the teachers' motivational factors on job satisfaction. For instance, a study on analysis of teacher's motivation on the overall performance of public basic schools in Ghana by Shafiwu and Salakpi (2013) [36] indicated that working conditions, the workload, availability of opportunities for professional upgrading, promotion and the existence of community support and recognition were the factors for teachers towards their job satisfaction and performance.

Similarly, a study carried out in Zimbabwe on job satisfaction levels and motivation among teachers by Nhunta and Nhuta (2017) [29] reported that a variety of factors such as salary, job security, physical conditions, promotion, recognition and others, do influence teachers' job satisfaction. Therefore, where there is poor motivation, teachers are usually dissatisfied (Kimutai, Kiptum & Chege, 2016) [18].

In Tanzania, a number of studies have been conducted on motivational factors that can amplify teachers' job satisfaction. For instance, Mark (2015) [22] while examining the factors influencing teachers' motivation and job performance in Kibaha District, the study found that teachers' motivation is influenced by job security, pleasant working conditions, recognition of the best performance, respecting the teaching profession, good pay, fringe benefits, available training opportunity, good interpersonal relationship and available promotion opportunities.

Another study by Mkumbo (2016) [26] analyzed job satisfaction and motivation of primary school teachers in Tanzania and found out that teachers who were motivated through nonmonetary factors such as housing, interpersonal relationships with fellow teachers, administrators and students as well as job security were more satisfied in their job than those who were not.

Similarly, a study on motivation and job satisfaction among secondary school teachers in Kinondoni Municipality by Shenyagwa (2014) [37] revealed that teachers in public secondary schools were satisfied with their job because of some motivating factors such as recognition from their supervisors, health and safety schemes, protection schemes, employment security as well as training and development. The study further postulated that some teachers were satisfied and motivated as their employers managed to recognize their presence and roles through the provision of various fringe benefits.

Outside Africa, various studies have shown the influence of non-monetary factors on teachers' job satisfaction. A study by Ystad (2018) [43] on the promotion of the status and quality of teachers in the United Kingdom revealed that teacher motivation and satisfaction are inextricably linked as one influences the other. The study further indicated that despite the significance of salaries for teachers, nonmonetary factors such as promotion have proven to be more effective in making teachers satisfied.

Another study done in Romania on teachers' satisfaction with life, job satisfaction and their emotional intelligence by Ignat and Clipa (2011) [15] revealed that teachers who are motivated feel they live a meaningful life and they share goals and values which are important for them. They mentioned nonmonetary motivational factors like recognition, promotions and career development as key issues towards a high level of motivation among teachers.

Job satisfaction, as a complex interplay of emotional and psychological components, is significantly shaped by motivational factors available at work (Demirtas, 2010; Nigama *et al*., 2018) [12, 30]. These factors encompass both monetary and non-monetary dimensions. Non-monetary incentives emerge as intrinsic motivators that foster exceptional job performance among employees (Niwamanya, 2016; Imbahal, 2016) [31, 16]. Within the educational context, non-monetary incentives hold immense potential in enhancing teachers' job satisfaction and, consequently, their performance.

Non-monetary incentives go beyond financial rewards, encompassing aspects like a congenial work environment, flexible work hours, opportunities for training and development, and novel challenges (Niwamanya, 2016; Imbahal, 2016) [31, 16]. These incentives, including fringe benefits such as leave entitlements, additional days off for exemplary employees, pension schemes, complimentary meals, and health insurance, form a comprehensive framework aimed at elevating teacher satisfaction and engagement (Niwamanya, 2016; Imbahal, 2016) [31, 16].

Studies within different educational contexts affirm the substantial impact of non-monetary incentives on job satisfaction and performance among teachers. For instance, research in Tanzania by Mkumbo (2016) [26] underscores the significance of non-monetary factors, such as housing, interpersonal relationships, and job security, in amplifying teachers' job satisfaction. Similarly, findings by Shenyagwa (2014) [37] in Tanzania illuminate how non-monetary incentives, including recognition from supervisors and protection schemes, contribute to teachers' contentment and motivation.

The influence of non-monetary incentives on teachers' performance transcends regional boundaries. A study conducted in India by Nigama *et al*. (2018) [30] highlights the relationship between teachers' motivation and job satisfaction. The study underscores that factors motivating teachers are often congruent with those contributing to their overall satisfaction. Additionally, research in Ghana by Shafiwu and Salakpi (2013) [36] emphasizes the role of non-monetary incentives, such as community support, recognition, and opportunities for professional growth, in shaping teachers' job satisfaction and performance.

The exploration of the thematic area concerning non-monetary incentives and teacher performance within the literature underscores the vital role played by intrinsic motivators in enhancing job satisfaction and engagement among teachers. Non-monetary incentives extend beyond financial rewards, encompassing various elements that contribute to a fulfilling work environment. These insights pave the way for a deeper understanding of the effects of non-monetary motivation measures on teachers within the study's context, shedding light on the intricate relationship between incentives and enhanced teacher performance.

The quest to enhance teacher satisfaction and performance extends beyond monetary rewards, with school management implementing diverse strategies to cultivate an environment that resonates with teachers' intrinsic motivations. This thematic area scrutinizes these strategies, revealing the intricate interplay between effective management practices and the promotion of non-monetary incentives for teachers.

Training and Professional Development: An integral strategy employed by school management involves investing in teachers' continuous learning and professional development. Research by Hoy and Miskel (2013) [14] emphasizes the impact of training initiatives, such as workshops, seminars, and short courses, in enriching teachers' skills and enhancing their job satisfaction. These opportunities not only upgrade pedagogical proficiency but also signify an institution's commitment to its educators' growth.

Recognition and Appreciation: The significance of acknowledging teachers' contributions cannot be overstated. Regular recognition and appreciation, whether in the form of awards, commendations, or simple expressions of gratitude, form a critical strategy. Shenyagwa's study (2014) [37] underscores that such gestures nurture a sense of value and belonging, effectively elevating teachers' motivation levels and job satisfaction.

Supportive Work Environment: School administrators play a crucial role in crafting a supportive work environment that fosters non-monetary incentives. Nigama *et al*. (2018) [30] highlight the importance of providing teachers with the necessary tools, resources, and infrastructure to execute their roles effectively. Such measures communicate that the institution values its educators and is dedicated to facilitating their success.

Career Growth Opportunities: Creating clear pathways for career advancement is another pivotal strategy. Shafiwu and Salakpi's research (2013) [36] elucidates how opportunities for promotions and professional growth propel teachers to excel in their roles. These avenues not only acknowledge exemplary performance but also inspire educators to continually enhance their skills, contributing to an environment of excellence.

Balancing Workload: Effective management involves maintaining a balanced workload for teachers. Shafiwu and Salakpi (2013) [36] emphasize that overburdening teachers with excessive tasks can lead to burnout and reduced job satisfaction. Hence, strategic workload distribution ensures that educators can dedicate ample time and energy to their responsibilities, ultimately boosting their overall job contentment.

The exploration of strategies for enhancing non-monetary incentives to teachers unveils the instrumental role of school management in shaping the educational landscape. By implementing a range of strategies that encompass training, recognition, support, career growth, and workload balance, institutions set the stage for a work environment that resonates with teachers' intrinsic motivations. This thematic area enriches the comprehension of management's role in amplifying non-monetary incentives, which in turn contributes to teacher motivation, job satisfaction, and enhanced performance.

The implementation of non-monetary incentives in educational institutions is not without its share of challenges. This thematic area critically examines the obstacles and complexities that schools might encounter when striving to provide non-monetary incentives effectively. The exploration of these challenges provides valuable insights into the nuanced landscape of incentive administration within the realm of secondary education.

Limited Resource Allocation: The allocation of resources, both financial and non-financial, forms a cornerstone for the success of non-monetary incentives. Research by Bennell and Akyeampong (2007) [5] highlights that schools often operate within budget constraints, making it difficult to allocate sufficient resources for training, professional development, and other non-monetary benefits. This limitation can hinder the comprehensive implementation of incentives, potentially affecting their impact on teacher motivation and job satisfaction.

Inequitable Distribution: The challenge of ensuring equitable distribution of non-monetary incentives is a pertinent issue. As underscored by Shafiwu and Salakpi (2013) [36], uneven access to opportunities for growth or recognition can lead to feelings of inequity among teachers. This can erode the positive impact of these incentives, fostering a sense of division and dissatisfaction within the teaching community.

Resistance to Change: The introduction of new non-monetary incentive programs often encounters resistance from multiple stakeholders. Bennell and Akyeampong (2007) [5] observe that educators might be hesitant to embrace new approaches, and administrators might encounter challenges in garnering support for these initiatives. This resistance can hinder the successful integration of non-monetary incentives into the school culture.

Lack of Awareness and Communication: Effective communication is vital for the success of non-monetary incentives. Sahito and Vaisanen (2017) [35] emphasize that if teachers are not well-informed about available opportunities or the benefits they bring, engagement with these programs might be limited. Inadequate communication can also lead to misconceptions, reducing the perceived value of the incentives.

Administrative Bureaucracy: Administrative processes within educational institutions can pose obstacles to the implementation of non-monetary incentives. The studies by Bennel and Akyeampong (2007) [5] and Shafiwu and Salakpi (2013) [36] shed light on the administrative red tape that can slow down the execution of incentive programs. Bureaucratic hurdles can frustrate teachers and delay the realization of the intended benefits.

The exploration of challenges associated with non-monetary incentives in secondary schools highlights the intricate nature of incentive implementation. These challenges, encompassing resource allocation, equitable distribution, resistance to change, communication barriers, and administrative bureaucracy, underscore the need for comprehensive planning and strategic solutions. By addressing these challenges, educational institutions can create an environment where non-monetary incentives effectively contribute to teacher motivation, job satisfaction, and ultimately, enhanced performance.

The objective of establishing the relationship between non-monetary incentives and teacher performance delves into a crucial aspect of educational management. This thematic area scrutinizes existing literature to uncover the intricate connections between non-monetary incentives and the overall performance of teachers in secondary schools.

Understanding this relationship is fundamental for educational institutions striving to enhance both teacher satisfaction and student outcomes.

Intrinsic Motivation and Performance: Research by Kimutai, Kiptum & Chege (2016) [18] underscores the intrinsic motivation generated by non-monetary incentives. The provision of a pleasant work environment, flexible hours, training, and challenging opportunities fosters a sense of intrinsic motivation among teachers. This motivation, in turn, is linked to improved teacher performance, as educators are more likely to invest their best efforts when their intrinsic needs are met.

Recognition and Performance: The link between recognition and enhanced performance is a recurring theme. Sahito and Vaisanen (2017) [35] affirm that teachers who feel recognized and appreciated through non-monetary incentives are more likely to exhibit improved performance. Regular acknowledgment of teachers' efforts creates a positive feedback loop where recognition fuels heightened dedication to teaching tasks.

Professional Development and Performance: Non-monetary incentives that facilitate professional growth also impact performance. Nigama *et al*. (2018) [30] emphasize that opportunities for training and skill enhancement motivate teachers to continuously develop their teaching prowess. This ongoing development translates into improved pedagogical strategies and classroom outcomes.

Job Satisfaction and Performance: The nexus between job satisfaction and performance is a cornerstone of this relationship. Shafiwu and Salakpi (2013) [36] suggest that non-monetary incentives that enhance job satisfaction lead to a more engaged teaching force. Satisfied teachers are more likely to invest their energies in teaching tasks, leading to heightened performance and better learning outcomes for students.

Institutional Commitment and Performance: The commitment of educational institutions to providing non-monetary incentives has a direct bearing on teacher performance. As highlighted by Bennell and Akyeampong (2007) [5], schools that prioritize non-monetary benefits demonstrate their investment in teacher well-being, fostering a culture of commitment and excellence among educators

The exploration of the relationship between non-monetary incentives and teacher performance illuminates the intricate connections between teacher motivation, job satisfaction, and overall effectiveness in the classroom. The synthesis of existing research underscores that non-monetary incentives contribute to intrinsic motivation, recognition, professional growth, job satisfaction, and institutional commitment. This, in turn, influences teacher performance, ultimately shaping the educational landscape by elevating both educator and student outcomes.

2.2 Personal Critique of Literature Review

The literature review provides a thorough overview of the relationship between non-monetary incentives and teacher performance and job satisfaction in secondary schools. It effectively identifies key motivational factors that influence teacher effectiveness. However, the review could be strengthened by placing greater emphasis on the specific context of Kabwe to enhance the study's relevance and applicability. Tailoring the literature to reflect the unique challenges and educational environment in Kabwe would offer a deeper, more contextualized understanding of how non-monetary incentives operate within this particular setting.

Additionally, while the review highlights the positive impacts of non-monetary incentives, it would benefit from a more balanced discussion that also considers potential drawbacks or limitations. Exploring circumstances where such incentives may not lead to the desired outcomes or may even have unintended negative effects would provide a more holistic and realistic perspective.

Cultural sensitivity is another important area for enhancement. Since the literature draws from diverse international contexts, integrating cultural nuances specific to Kabwe could help anticipate potential challenges or barriers to effective implementation of non-monetary motivation measures. Understanding how local cultural values and perceptions shape teachers' responses to these incentives is crucial for successful application.

The review also needs stronger synthesis and integration of the various studies and theories it presents. By connecting the dots between different research findings and highlighting their interrelationships, the review could offer a more coherent narrative that guides the reader clearly through the evolution of thought in this area.

Lastly, the review would benefit from a section on emerging trends and recent developments in non-monetary motivation strategies. Including this would update the literature base, reflect current thinking, and potentially introduce innovative approaches relevant to teacher motivation and retention in Kabwe.

2.3 Establishment of Research Gaps

The literature review provides a solid overview of how non-monetary incentives affect teacher performance, but several research gaps remain. One major gap is the lack of focused studies on the Zambian education system, especially in Kabwe. Research tailored to this local context is needed to better understand how these incentives work in Kabwe's government schools. Cultural factors are mentioned in the literature, but little is known about how Kabwe's specific cultural values influence teachers' responses to non-monetary incentives. Exploring these cultural nuances would help design more effective motivation strategies.

Most studies focus on the short-term benefits of incentives, with limited insight into their long-term effects on teacher motivation and performance. Longitudinal research could reveal whether these benefits are sustainable over time. Additionally, existing research mainly considers teachers' perspectives, often missing input from school administrators, policymakers, and students. Including these stakeholders would provide a more complete understanding of incentive effectiveness.

There is also a lack of systematic cost-benefit analyses of non-monetary incentives, which are important for schools to make informed decisions about resource allocation. Furthermore, the literature tends to focus on traditional incentives and overlooks innovative approaches that might better suit Kabwe's unique context. Addressing these gaps through focused, culturally sensitive research in Kabwe would offer valuable insights for policymakers and school leaders looking to improve teacher motivation and satisfaction.

3. Research Methodology

3.1 Overview

This chapter outlines the research methodology employed to investigate the effects of non-monetary motivation measures on teachers in government schools in Lusaka. The methodology delineates the research design, target population, sampling approach, sample size determination, data collection methods, data analysis techniques, triangulation, limitations of the study, and ethical considerations.

3.2 Research Design

In pursuing an understanding of the relationship between non-monetary incentives and teacher performance in government schools in Kabwe, a well-structured research design was employed. The study adopted a quantitative research approach, known for its effectiveness in systematically investigating complex phenomena through structured data collection, analysis, interpretation, and presentation. This approach, as defined by Creswell (2014) [10], involved methodical data gathering and statistical analysis to empirically test relationships among variables. It was particularly suited to examining how non-monetary incentives influenced teacher performance, providing quantifiable insights and minimizing subjective bias.

The quantitative design enabled objective evaluation of the causal links between non-monetary incentives and teacher outcomes, thereby forming a strong foundation for the study's aims. By applying this approach, the research sought to generate reliable, generalizable findings relevant to educational settings in Kabwe.

3.3 Target Population

The study focused on teachers in government schools within the Kabwe region. This population was chosen due to teachers' critical role in implementing educational policies and shaping student outcomes. Concentrating on Kabwe government schools provided geographical specificity, ensuring that the findings would accurately reflect local socio-economic and educational dynamics. This focus allowed for capturing a diverse range of teacher experiences, enriching the depth and relevance of the study.

Understanding teachers' perceptions and challenges within this context was central to informing policy and school management strategies aimed at improving motivation and performance.

3.4 Sampling Design

A stratified random sampling technique was employed to select participants. This method involved dividing the target population into subgroups based on school type (e.g., primary and secondary) and location (urban vs. rural). Random samples were then drawn from each stratum, ensuring proportional and representative coverage across different school categories.

This sampling approach minimized selection bias and enhanced the generalizability of results by accounting for the diversity within Kabwe's government school system. It also enabled meaningful comparisons between strata, enriching the analysis of how non-monetary incentives affected teachers across varied contexts.

3.5 Sample Size Determination

The study combined qualitative and quantitative sampling methods to determine the appropriate sample size. For qualitative data, purposive sampling identified key informants with relevant experience and insights, while convenience sampling captured readily available participants to broaden qualitative input.

Quantitative data collection followed a statistically grounded sample size calculation, considering confidence levels and margins of error to ensure sufficient power for detecting meaningful effects. This balance ensured that the sample was neither too small to compromise validity nor unnecessarily large to waste resources.

The combined sampling strategy allowed for a comprehensive exploration of the research questions, integrating rich qualitative insights with statistically robust quantitative data.

3.6 Data Collection Methods

Selecting appropriate data collection methods was pivotal to ensuring the successful acquisition of relevant and insightful information. This study adopted a multifaceted approach, employing structured questionnaires, semi-structured interviews, and focus group discussions to capture the nuances and complexities of the research topic.

For the quantitative aspect, structured questionnaires were administered. These instruments were carefully designed to gather quantitative data on non-monetary incentives and their perceived impact on teacher performance. The structured format ensured consistent data collection, enabling direct comparisons and statistical analysis. The questionnaires covered various dimensions of non-monetary incentives to provide a comprehensive understanding of teachers' perceptions and experiences.

Complementing this, qualitative data were collected through semi-structured interviews and focus group discussions. These methods allowed deeper exploration of participants' perspectives, uncovering underlying motivations, challenges, and aspirations. Semi-structured interviews provided flexibility to probe interesting responses for rich, detailed narratives. Focus group discussions fostered dynamic interaction, encouraging diverse viewpoints and collective insights.

By integrating quantitative and qualitative methods, the study strengthened its ability to holistically address the research objectives, combining statistical rigor with exploratory depth. The chosen methods centered on capturing the voices and experiences of teachers in government schools within Kabwe, ensuring that findings reflected the realities of those at the core of the education system.

3.7 Data Analysis

Data analysis involved systematically examining the collected information to uncover meaningful patterns and insights. A twofold approach was applied to handle both quantitative and qualitative data.

Quantitative data from the questionnaires were analyzed using descriptive statistics. Measures such as mean, median, mode, and standard deviation summarized teachers' perceptions of non-monetary incentives and their influence on performance. This analysis quantified the strength and direction of relationships, providing empirical evidence to support or refute the hypotheses.

Qualitative data from interviews and focus groups were analyzed thematically. Thematic analysis involved

familiarization with the data, generating initial codes, identifying and reviewing themes, and producing an analytical report. This process transformed qualitative responses into meaningful insights, revealing the intricate layers of teachers' experiences and motivations related to non-monetary incentives.

Combining quantitative statistical techniques with qualitative thematic analysis enabled a comprehensive examination of the topic. Triangulating findings enhanced the validity and reliability of results, offering a nuanced understanding of the relationship between non-monetary incentives and teacher performance.

3.8 Triangulation

Triangulation, rooted in cross-validation principles, played a key role in enhancing the credibility and robustness of the study's findings. Methodological triangulation was achieved by harmonizing quantitative data from questionnaires with qualitative data from interviews and focus groups.

This integration overcame limitations inherent in relying on a single data type, enriching understanding by bringing diverse perspectives together. Cross-referencing quantitative and qualitative findings allowed exploration of consistencies and discrepancies, deepening interpretation.

Triangulation improved internal validity by confirming the authenticity of results and enhanced external validity by increasing the applicability of findings to similar educational contexts. Overall, this approach reinforced methodological rigor and contributed to a holistic understanding of how non-monetary incentives influenced teacher performance in Kabwe government schools.

3.9 Limitations of the Study

While the study aimed to provide valuable insights, several limitations were acknowledged. First, the reliance on self-reported data introduced the risk of response bias, as participants might have given socially desirable answers or unintentionally misrepresented their true views. To reduce this, confidentiality and anonymity were strictly maintained. Second, the collection of qualitative data was time-consuming, and the limited time available may have restricted the depth and richness of interviews and discussions. Third, focusing solely on government schools in Kabwe limited the ability to generalize the findings to other regions, given the differences in educational systems, cultural contexts, and socio-economic conditions across areas. Lastly, teacher performance and motivation are shaped by a variety of factors beyond non-monetary incentives, such as leadership quality, school culture, and economic circumstances, which this study did not fully explore. Acknowledging these limitations helped ensure transparency and provided important context for interpreting the results.

3.10 Ethical Considerations

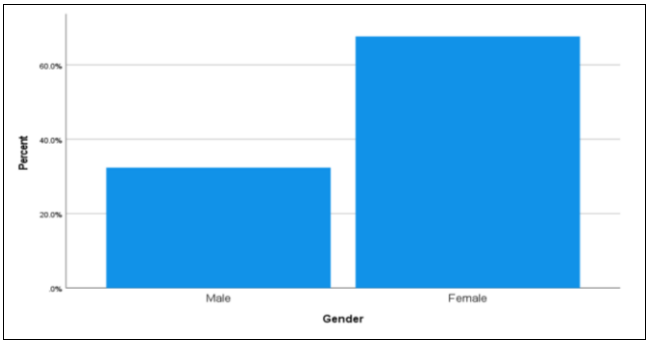
Ethical standards were rigorously maintained throughout the study to protect the rights and dignity of all participants. Informed consent was obtained after participants were thoroughly briefed on the study's objectives, procedures, potential risks, and benefits. To ensure privacy, anonymity and confidentiality were strictly upheld by removing personal identifiers or replacing them with pseudonyms, with access to raw data limited solely to the research team. The study adhered to institutional ethical guidelines and secured clearance from the relevant review boards. Potential risks, including emotional discomfort or breaches of privacy, were carefully minimized through thoughtful planning. These measures collectively safeguarded participants and upheld the integrity of the research process.

4. Presentation of Research Findings and Discussion of Results

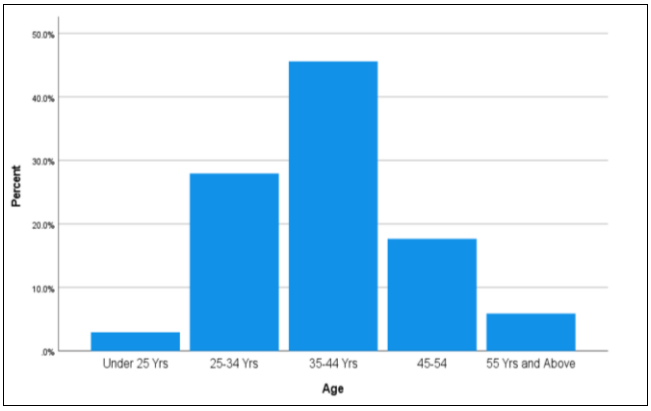
4.1 Overview

This chapter serves as the platform for the presentation and discussion of the research findings, offering an in-depth analysis of the effects of non-monetary motivation measures on teachers in government schools within the Lusaka region. The data collected through both quantitative and qualitative methods will be carefully examined to address the research objectives. The chapter will delve into the interpretation of patterns, trends, and themes that emerge from the analysis, shedding light on the complex relationship between non-monetary incentives and teacher performance. Through this exploration, the study aims to provide valuable insights that contribute to a deeper understanding of the dynamics at play in enhancing teacher motivation and performance.

4.2 Presentation of results on background characteristics of the respondents

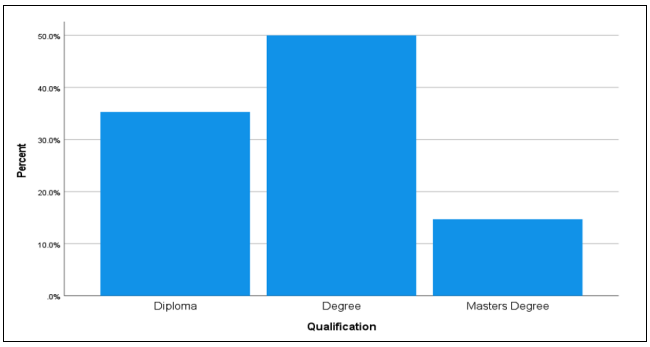


The dataset includes 68 teachers divided into two gender categories: male and female. Males account for 22 individuals, representing about 32.4% of the sample, indicating a notable male presence. Females make up the majority with 46 individuals, approximately 67.6% of the total, showing a predominant female representation. Together, these percentages total 100%, providing a clear picture of the gender composition within the group of educators studied.

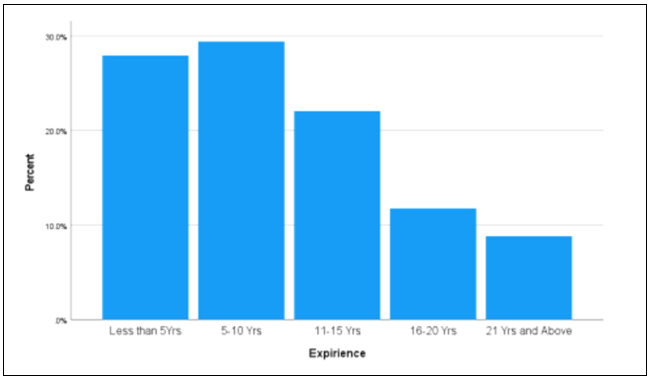


The dataset consists of 68 educators categorized by age groups, revealing the age distribution within the sample. The

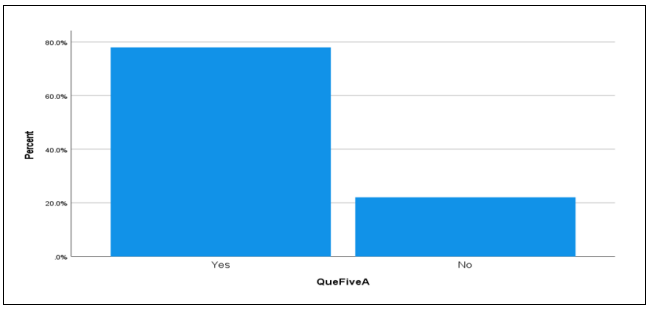
smallest group is "Under 25 Yrs," with 2 individuals (2.9%), indicating a limited presence of younger educators. The "25-34 Yrs" group includes 19 individuals (27.9%), showing a significant proportion in this age range. The largest group is "35-44 Yrs," with 31 individuals (45.6%), highlighting that most educators fall within this middle age bracket. The "45-54 Yrs" category has 12 individuals (17.6%), while those "55 Yrs and Above" number 4 (5.9%), representing smaller segments of the sample. The cumulative data shows that by the "35-44 Yrs" group, about 76.5% of the sample's ages are accounted for, offering a clear overview of the age composition across the educators studied.



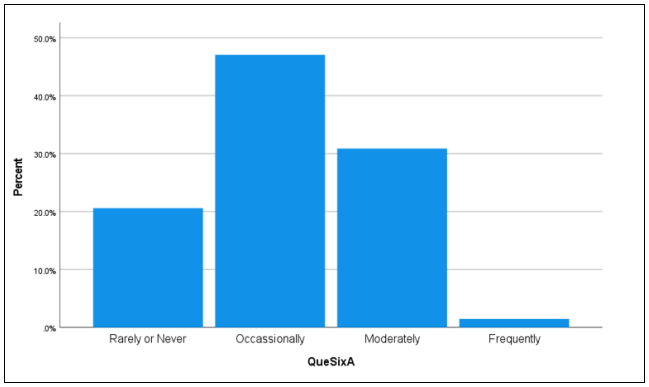
The dataset of 68 individuals reveals a diverse range of educational qualifications. Twenty-four participants, representing about 35.3% of the sample, hold a diploma as their highest qualification. The largest group, comprising 34 individuals or 50% of the sample, have completed a degree, highlighting the prominence of degree holders in the cohort. Additionally, 10 individuals, about 14.7%, have attained a master's degree, indicating a smaller but notable presence of advanced qualifications. The cumulative data shows that by the degree level, approximately 85.3% of the sample's educational qualifications are covered, offering a clear overview of the educational backgrounds within this group.



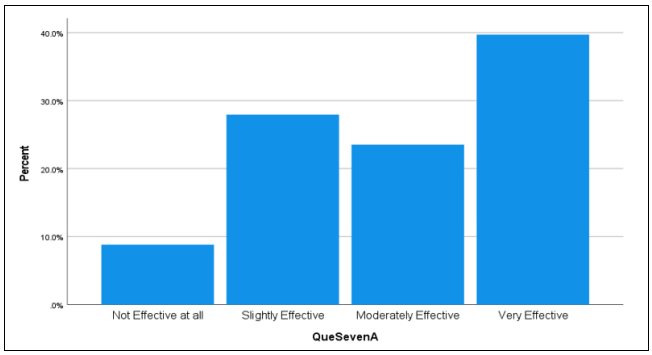
The dataset of 68 individuals shows a wide range of professional experience among educators. Nineteen individuals, about 27.9% of the sample, have less than five years of experience, representing early-career teachers. The largest group, with 20 individuals or 29.4%, falls within the 5 to 10 years range, indicating mid-career professionals. Fifteen educators (22.1%) have between 11 and 15 years of experience, bringing significant expertise to their roles. Eight individuals, making up 11.8%, have 16 to 20 years of experience, reflecting a long-term commitment to teaching. Lastly, six educators (8.8%) have 21 years or more, representing highly seasoned professionals. Cumulatively, by the 11-15 years category, the dataset accounts for 79.4% of the total experience distribution, highlighting a diverse and well-balanced mix of experience levels within the group.



The survey asked whether secondary schools provide non-monetary incentives to teachers. Out of 68 respondents, 53 (about 77.9%) confirmed that their schools do offer such incentives, while 15 respondents (around 22.1%) indicated that their schools do not. This shows that the majority of teachers surveyed experience non-monetary incentives in their schools, highlighting the common use of these incentives in the sampled secondary schools.



The survey explored how often non-monetary incentives are provided to teachers in their schools. Nearly half of the respondents (47.1%) said these incentives are given occasionally, indicating they are somewhat available but not regularly. About 30.9% reported a moderate frequency of provision, suggesting a balanced but not overwhelming presence of incentives in their schools. On the other hand, 20.6% of respondents indicated that such incentives are rarely or never offered, highlighting a gap in accessibility in some schools. Only a small fraction, 1.5%, said non-monetary incentives are provided frequently, showing that regular provision is uncommon. The cumulative data reveals that by the time we include those who receive incentives occasionally, 67.6% of respondents experience non-monetary incentives to some degree. This paints a detailed picture of how these incentives vary across different educational environments.

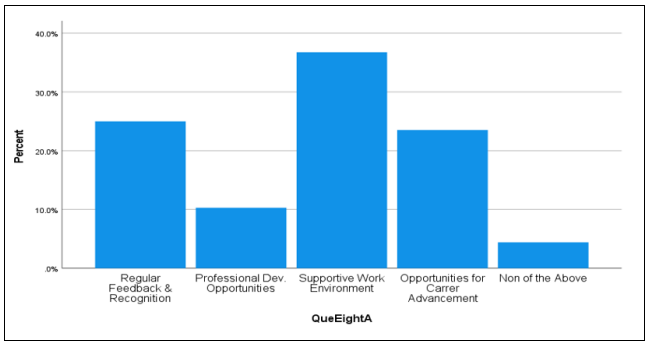


The survey inquired about respondents' perceptions regarding the effectiveness of non-monetary incentives, aiming to gauge how these incentives impact teachers. The range of responses provided valuable insights into the perceived effectiveness of such incentives. A significant majority of respondents, specifically 67.6% when combining those who rated non-monetary incentives as "Moderately Effective" and "Very Effective," believe that these incentives do have a positive impact on teacher motivation and performance. This suggests that a substantial portion of the surveyed individuals recognizes the value and efficacy of non-monetary incentives in enhancing the teaching environment.

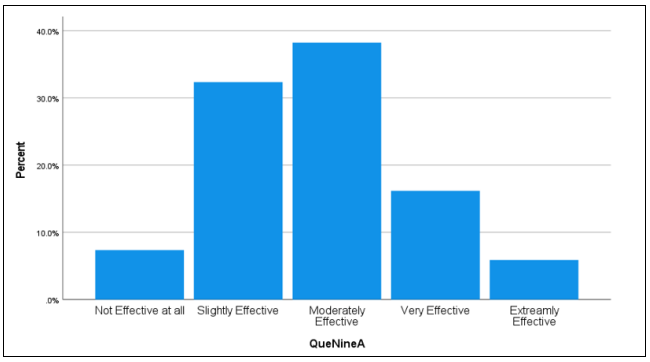
In contrast, a smaller yet noteworthy portion, comprising 27.9% of respondents, rated these incentives as "Slightly Effective." While not fully dismissing their impact, this group perceives the effects of non-monetary incentives as more limited or subtle in comparison to the majority.

Lastly, a very small fraction, accounting for 8.8% of the total respondents, expressed a belief that non-monetary incentives are "Not Effective at all." This indicates a minority perspective that questions the effectiveness of these incentives in positively influencing teacher performance.

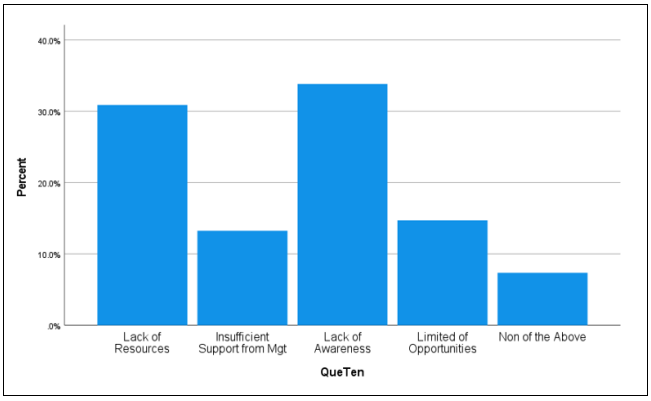
The "Cumulative Percent" column in the data table further aids in understanding the overall distribution of responses. When considering the "Moderately Effective" and "Very Effective" ratings together, it becomes evident that a substantial proportion of respondents acknowledge the positive impact of non-monetary incentives, underscoring their importance in the educational context.



The survey aimed to uncover the different non-monetary incentives teachers receive in their workplaces. Results showed that a large portion, 36.8%, identified a "Supportive Work Environment" as a key incentive. This highlights the importance of a positive and encouraging atmosphere in motivating teachers. "Regular Feedback & Recognition" was the next most common incentive, mentioned by 25% of respondents. This reflects how acknowledging teachers' efforts can boost their motivation and sense of value. Additionally, 23.5% of teachers reported having "Opportunities for Career Advancement," showing that some schools provide clear paths for professional growth, which can help retain staff. A smaller group, 10.3%, cited "Professional Development Opportunities," indicating some access to training and skill-building activities. Notably, 4.4% of respondents felt none of these incentives applied to their context, suggesting a gap for some teachers. Overall, the data underscores that supportive environments and recognition are the most prevalent non-monetary incentives in these schools, playing a crucial role in teacher motivation.



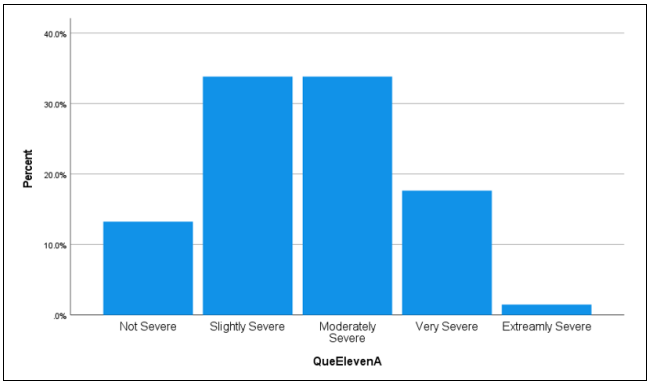
The survey explored how teachers perceive the effectiveness of management strategies in promoting non-monetary incentives. A large portion, 38.2%, rated these strategies as "Moderately Effective," suggesting that while they have a noticeable impact, improvements are still needed. Close behind, 32.4% of respondents described the strategies as "Slightly Effective," indicating limited success in meeting teachers' expectations. This points to potential weaknesses in how these strategies are designed or communicated. On a more encouraging note, 16.2% of teachers considered the strategies "Very Effective," showing that some schools are achieving positive outcomes. A smaller group, 5.9%, even rated them as "Extremely Effective," signaling strong satisfaction in a few cases. However, 7.4% of respondents found the strategies "Not Effective at All," highlighting dissatisfaction in certain schools and the need for targeted improvements.



The survey revealed several key challenges that hinder the provision of non-monetary incentives to teachers in secondary schools, each offering insight into institutional and systemic barriers. The most reported challenge was lack of awareness, cited by 33.8% of respondents. This suggests that many teachers are not fully informed about the incentives available to them. Poor communication from school leadership or limited visibility of such programs may

prevent educators from accessing or taking advantage of existing incentives, ultimately undermining their purpose. Close behind, lack of resources was identified by 30.9% of respondents. This reflects the financial and logistical constraints many schools face in trying to implement or sustain meaningful non-monetary incentive schemes. Without adequate funding or infrastructure, schools may struggle to provide professional development, recognition programs, or conducive work environments.

Another 14.7% of participants pointed to limited opportunities as a concern. This implies that even where schools intend to offer incentives, the range and frequency of such offerings may be too narrow to have a meaningful impact on teacher motivation and retention. This limitation may stem from rigid institutional structures or a lack of innovation in designing diverse incentive models. Insufficient support from management was flagged by 13.2% of respondents. This points to a leadership gap where administrators may either undervalue non-monetary incentives or fail to integrate them meaningfully into the school's culture. Such lack of buy-in from top-level leadership can severely limit implementation, regardless of available resources or policy intent. A smaller segment, 7.4%, selected "None of the Above," indicating either satisfaction with current practices or a perception that other unlisted challenges are more pressing.

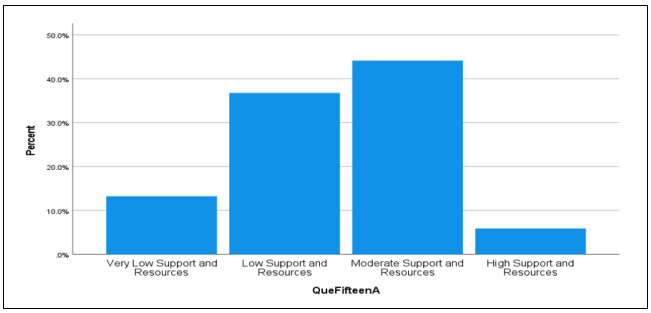


Not Severe (13.2%): A small percentage of respondents indicated that the challenges they face in relation to non-monetary incentives are not severe. This suggests that for some teachers, the obstacles they encounter in accessing or benefiting from these incentives are relatively minor or manageable. Slightly Severe (33.8%): The most common perception among respondents is that the challenges are slightly severe. This indicates that a significant portion of teachers recognizes the presence of challenges, but they may not consider them overwhelmingly problematic. These challenges may cause some inconvenience but may not be perceived as insurmountable.

Moderately Severe (33.8%): An equal percentage of respondents also considered the challenges as moderately severe. This suggests that a substantial portion of teachers views the challenges associated with non-monetary incentives as having a more significant impact on their ability to benefit from these incentives. These challenges likely require more substantial efforts to address.

Very Severe (17.6%): Approximately one-fifth of respondents perceived the challenges as very severe. This indicates that a notable portion of teachers faces significant obstacles that have a substantial impact on their access to and utilization of non-monetary incentives. These challenges are likely to have a pronounced effect on teacher motivation and performance.

Extremely Severe (1.5%): A small percentage of respondents considered the challenges as extremely severe. While this group is relatively small, it suggests that for a few teachers, the challenges related to non-monetary incentives are perceived as highly detrimental, possibly to the extent of significantly affecting their job satisfaction and performance.

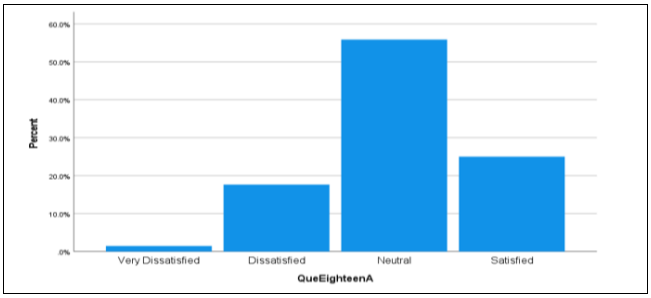


Very Low Support and Resources (13.2%): A small percentage of respondents indicated that they perceive very low levels of support and resources allocated by school administrations for the implementation of non-monetary incentives. This suggests that in some schools, there is a lack of commitment or resources to effectively implement non-monetary incentive programs. Teachers in these schools may face significant challenges in accessing and benefiting from such incentives.

Low Support and Resources (36.8%): The most common perception among respondents is that school administrations provide low levels of support and resources for non-monetary incentives. This implies that a significant portion of teachers feels that there is room for improvement in terms of the support and resources allocated by their schools. These schools may have some initiatives in place, but they are perceived as insufficient.

Moderate Support and Resources (44.1%): A substantial percentage of respondents believe that their schools provide a moderate level of support and resources for non-monetary incentives. This suggests that in these schools, efforts are being made to implement such programs, but there is still room for enhancement. Teachers may have access to some incentives, but there is a perceived need for further investment.

High Support and Resources (5.9%): A small percentage of respondents reported that their schools provide high levels of support and resources for non-monetary incentives. This indicates that in a few schools, there is a strong commitment to implementing and supporting these programs. Teachers in these schools are likely to have better access to non-monetary incentives and may perceive them as highly effective.



Teachers' overall satisfaction with non-monetary incentives varies, with most respondents (55.9%) expressing a neutral stance. This suggests that while some see value in the incentives offered, others remain unconvinced of their impact, leading to mixed or indifferent views. A quarter (25.0%) reported being satisfied, indicating that for these teachers, the incentives are meaningful and contribute positively to their motivation and job performance. Meanwhile, 17.6% were dissatisfied, likely due to perceptions that the incentives are either ineffective or insufficient. A very small group (1.5%) expressed strong dissatisfaction, pointing to deeper concerns about the lack or poor implementation of such incentives. Overall, the data reveals room for improvement in how non-monetary incentives are structured and communicated to better support teacher engagement and satisfaction.

4.3 Presentation of results based on a thematic area developed from objective one

This section delves into the findings pertaining to the first thematic area, which stems from objective one. The objective centers on examining the effects of non-monetary incentives on the performance of teachers in government schools located within the Kabwe District. The analysis aimed to unravel the perceptions and lived experiences of teachers concerning the influence of non-monetary incentives on their overall job performance. A comprehensive understanding of this topic was achieved through the utilization of both structured questionnaires and qualitative interviews.

4.3.1 Perception of Non-Monetary Incentives

Teachers' perception of non-monetary incentives is shaped by how frequently these incentives are offered, their perceived effectiveness, the types of incentives provided, and the support systems in place to implement them. While many teachers (47.1%) reported receiving such incentives occasionally, only a smaller percentage experienced them consistently, and some rarely or never received them at all. Despite this, a majority found these incentives to be at least somewhat effective, with 39.7% considering them very effective. Teachers particularly valued a supportive work environment, regular feedback, career advancement, and professional development opportunities. However, challenges such as lack of awareness, limited resources, and weak management support were noted as barriers to the full impact of these incentives. Most teachers expressed neutral satisfaction, indicating that although non-monetary incentives have potential, their current form may not be fully meeting teachers' expectations. Addressing these gaps through consistent implementation, better communication, and strategic management support could enhance their impact on teacher motivation and job satisfaction.

4.3.2 Influence on Job Engagement

Qualitative interviews revealed that a positive work environment marked by supportive colleagues and accessible leadership plays a vital role in boosting teacher job engagement. When teachers feel respected and valued, they show greater enthusiasm and commitment to their roles. This trend was consistent across schools in Kabwe. Data also show that the frequency and perceived effectiveness of non-monetary incentives influence engagement levels. Occasional or inconsistent provision may lead to fluctuating motivation, while their absence can foster disengagement. Teachers who view incentives as very effective tend to be more committed, whereas those who find them slightly or not effective report weaker engagement. Key motivators include a supportive atmosphere, regular feedback, career growth opportunities, and professional development. However, barriers such as lack of awareness, limited resources, and weak management support reduce the incentives' impact. Although most respondents were neutrally satisfied, the findings suggest that non-monetary incentives do contribute to job engagement, especially when combined with clear communication and effective leadership strategies tailored to teachers' needs.

4.3.3 Professional Growth and Development

The combination of qualitative and quantitative findings highlights the crucial role of professional growth opportunities in improving teacher performance in Kabwe. Teachers consistently pointed to workshops, seminars, and training sessions as powerful non-monetary incentives that boost both motivation and job satisfaction. These opportunities not only enhance teaching competencies but also keep educators updated with modern pedagogical approaches. Although only 10.3% of respondents specifically cited professional development opportunities, the influence of a supportive work environment (36.8%) and clear paths for career advancement (23.5%) also emerged as key drivers of professional growth. However, the impact of these incentives is closely tied to how consistently they are provided—47.1% reported they are offered occasionally—and how effective they are perceived to be, with 39.7% viewing them as very effective. Challenges such as lack of awareness (33.8%) and insufficient management support (13.2%) still hinder access and participation. While most teachers reported neutral satisfaction (55.9%), the overall evidence suggests that when well-implemented, non-monetary incentives can play a meaningful role in fostering continuous professional growth. Schools in Kabwe can strengthen these outcomes by offering such incentives consistently, improving communication, and supporting teachers' access to development resources.

4.3.4 Challenges and Recommendations

One significant challenge identified is the lack of awareness (33.8%) among teachers regarding the non-monetary incentives available to them. Many educators are not fully informed about existing professional development opportunities, pathways for career advancement, or supportive resources provided by their institutions. This gap in communication limits their ability to take advantage of available support systems. Another challenge is insufficient support from management, reported by 13.2% of respondents. This may manifest in limited access to resources, lack of encouragement to pursue training opportunities, or weak institutional backing for teachers' career development efforts. Without active support from leadership, even well-structured incentive programs may fail to motivate or empower teachers.

In addition, limited opportunities for non-monetary incentives were cited by 14.7% of respondents. Factors such as tight institutional budgets, absence of structured professional growth programs, or unclear advancement pathways can contribute to this limitation, leaving teachers without tangible ways to improve or be recognized for their work. To address these challenges, schools and educational authorities should improve communication by regularly disseminating information about available incentives

through meetings, newsletters, and notice boards. Orientation sessions and training programs can help both new and existing teachers understand the full range of non-monetary incentives available and how to access them.

It is also important to ensure fairness and transparency in how incentives are distributed. Clear criteria should be established to guide the allocation of incentives, and feedback mechanisms should be put in place so that teachers can express concerns or suggest improvements. This promotes trust and a sense of ownership. Investing consistently in professional development through workshops, seminars, and skill-building sessions is essential. Teachers should also be encouraged to create personalized development plans that reflect both their individual goals and the needs of their schools. This approach helps align personal growth with institutional improvement. Recognition should go beyond general appreciation to personalized acknowledgment of teachers' efforts and achievements. Simple acts like individualized praise or certificates can boost morale. Peer-to-peer recognition should also be encouraged, allowing teachers to celebrate each other's contributions and build a collaborative work culture.

Giving teachers professional autonomy can lead to innovation and a deeper sense of engagement in their work. When teachers are involved in decision-making related to teaching methods, curriculum, and resource use, they are more likely to feel valued and motivated.

Schools should also manage change effectively by providing support and training during transitions. Engaging teachers in open discussions about new initiatives and piloting programs before full implementation can reduce resistance and improve outcomes.

Lastly, administrative processes related to incentives should be made efficient and accessible. Reducing bureaucracy and clearly outlining application procedures will enhance teachers' experience and encourage more of them to participate. Implementing these recommendations can help schools address current challenges and create an environment where teachers feel supported, motivated, and empowered to grow professionally and contribute meaningfully to student success.

4.4 Presentation of results based on a thematic area developed from objective two

In this thematic presentation, we will delve into the insights gathered from the data regarding teachers' perceptions of non-monetary incentives and how these incentives influence their professional growth and development. The data collected provides valuable information in this context.

In our analysis of teachers' perceptions regarding non-monetary incentives, we found that these incentives are a prevalent aspect of their teaching environments. Nearly half of the respondents (47.1%) indicated that non-monetary incentives are provided occasionally, suggesting that schools and educational authorities do incorporate them to some extent. Around 30.9% of teachers reported a moderate provision of these incentives, indicating that they are a significant feature in teacher support systems. On the flip side, 20.6% of respondents noted that non-monetary incentives are rarely or never provided, indicating that there is room for improvement in making these incentives more consistent and accessible. Only a small fraction (1.5%) reported frequent provision of such incentives, suggesting that this practice is less common.

The data also revealed valuable insights into how these non-monetary incentives impact teachers' professional growth and development. A majority of teachers (67.6%, when combining "Moderately Effective" and "Very Effective" ratings) perceive these incentives as positively influencing their professional growth. This finding underscores the importance of recognizing and valuing non-monetary rewards in the teaching profession. However, it's worth noting that nearly a third of respondents (27.9%) rated these incentives as slightly effective, indicating room for enhancement. A smaller group (8.8%) considered them not effective at all, highlighting the need for a more comprehensive approach to incentivizing professional development.

Several challenges came to light through the data analysis. Firstly, a notable percentage of teachers (33.8%) reported a lack of awareness about the non-monetary incentives available to them. This points to a communication gap between educational authorities and teachers that needs to be addressed. Additionally, some respondents (13.2%) mentioned insufficient support from management, indicating that the mere provision of incentives might not always align with adequate support for their utilization. Another challenge highlighted was the limited opportunities for non-monetary incentives, with 14.7% of respondents expressing concerns about this limitation within educational institutions. These challenges emphasize the need for a more holistic approach to non-monetary incentives.

To tackle these challenges effectively, schools and educational authorities should prioritize clear and consistent communication about the range of non-monetary incentives available to teachers. This could include regular orientation sessions and training programs to ensure teachers are well-informed. Equity and transparency should be central to the distribution of these incentives, with clear criteria for earning them and feedback mechanisms to gauge fairness. Furthermore, continuous investment in professional development opportunities, personalized acknowledgment of teachers' efforts, empowerment through professional autonomy, and effective change management strategies are vital to mitigating challenges and enhancing the positive impact of incentives on professional growth and development.

While non-monetary incentives are recognized as valuable contributors to professional growth and development among teachers, addressing challenges and implementing these recommendations will further optimize their effectiveness and impact in the teaching profession.

4.4.1 Presentation of Results: Strategies for Enhancing Non-Monetary Incentives

This section explores strategies used by school management in government schools in Kabwe to enhance non-monetary incentives for teachers, aiming to boost motivation and performance. Both quantitative and qualitative data highlight professional development programs such as workshops and seminars as a key approach, with 87% of teachers agreeing these initiatives significantly improve incentives and contribute to skill enhancement and job satisfaction. Teachers also emphasized the importance of transparent communication and collaborative decision-making, which foster trust, respect, and a sense of ownership in school success. Personalized recognition emerged as another powerful motivator, with 78% of

respondents affirming its positive impact on engagement. Furthermore, professional autonomy was valued by 72% of teachers, who noted that the freedom to tailor their instructional methods empowers them to better meet students' needs. The integration of quantitative findings and teachers' lived experiences underscores how these interconnected strategies—professional development, open communication, tailored acknowledgment, and autonomy—work together to create a motivating and supportive environment, ultimately enhancing the effectiveness of non-monetary incentives in Kabwe's government schools.

4.5 Presentation of Results: Challenges Associated with Non-Monetary Incentives in Secondary Schools

This section examines the various challenges faced in providing non-monetary incentives in secondary schools, highlighting barriers such as limited awareness among teachers, uneven distribution of incentives, unclear criteria for allocation, resistance to change, and administrative bureaucracy. Many teachers are unaware of the full range of incentives available due to poor communication, which restricts their ability to benefit from professional growth opportunities. The uneven distribution of incentives often leads to feelings of unfairness and demotivation, especially when clear guidelines and transparency are lacking. Resistance to new incentive initiatives arises from apprehensions about increased workload and unfamiliar teaching methods, while complex administrative procedures further discourage teachers from engaging with available incentives. To overcome these obstacles, teachers recommend establishing clear, transparent communication channels, standardizing incentive criteria, offering training to ease transitions, and streamlining administrative processes. Addressing these interconnected challenges is essential for creating a fair, motivating environment where non-monetary incentives can effectively enhance teacher performance and job satisfaction.

4.6 Presentation of Results: Relationship between Non-Monetary Incentives and Teacher Performance

This section thoroughly examined how non-monetary incentives influence teacher performance in secondary schools by integrating quantitative survey results with qualitative interview insights. The findings reveal that a significant majority of teachers recognize these incentives as powerful motivators that enhance their job effectiveness. Key factors such as access to professional development, personalized recognition, and a supportive work environment emerged as essential drivers of increased motivation, commitment, and job satisfaction. These incentives also promote continuous professional growth, equipping teachers with updated skills and innovative approaches that improve classroom practice. Beyond immediate effects, non-monetary incentives foster sustained teacher dedication and effectiveness over time, creating a positive cycle of ongoing improvement. The strong alignment between the quantitative and qualitative data highlights a complex but clearly beneficial relationship, emphasizing that non-monetary incentives are a vital component in shaping teacher performance and, by extension, the quality of education in secondary schools. This comprehensive understanding provides a valuable basis for developing strategies to further support and enhance teacher motivation and effectiveness.

4.7 Discussion of research findings

The research findings reveal a deep and interconnected relationship between non-monetary incentives and teacher performance in secondary schools. Teachers overwhelmingly recognize the importance of these incentives, especially when tied to a supportive work environment, opportunities for professional growth, and flexible work arrangements. Such factors consistently enhance motivation, job satisfaction, and commitment, as both quantitative data and qualitative insights affirm.

School management strategies like professional development programs, transparent communication, personalized recognition, and granting professional autonomy emerge as effective ways to boost teacher engagement and performance. Teachers feel more empowered and valued when involved in decision-making and when their efforts are openly acknowledged. However, challenges such as limited awareness of incentives, unequal distribution, unclear criteria, resistance to change, and bureaucratic hurdles present significant barriers to maximizing the benefits of these programs.

The qualitative feedback offers practical solutions, emphasizing the need for clearer communication channels, standardized and transparent criteria, streamlined administrative processes, and supportive change management. Together, these elements foster a fair, motivating, and growth-oriented environment.

Overall, the study paints a comprehensive picture of how non-monetary incentives influence multiple facets of teaching from motivation and professional growth to sustained effectiveness highlighting their essential role beyond just monetary compensation. These findings provide valuable guidance for policymakers, school leaders, and educators, emphasizing the importance of holistic and equitable approaches to teacher support. By addressing both the opportunities and challenges identified, educational systems can create more empowered teachers and, ultimately, better learning outcomes for students.

5. Conclusion and Recommendations

5.1 Overview

This final overview captures the core of the research, tracing the path from the initial objectives through the detailed findings and discussions to the conclusions and practical recommendations. The study has illuminated the significant role that non-monetary incentives play in shaping teacher performance within secondary schools in the Kabwe region. By combining quantitative data and qualitative insights, the research revealed that these incentives are widely recognized by teachers as powerful motivators that enhance their job satisfaction, professional growth, and sustained commitment. The exploration of challenges, such as limited awareness and administrative hurdles, alongside effective strategies like transparent communication and tailored recognition, provides a well-rounded understanding of the factors influencing the successful implementation of non-monetary incentives. Ultimately, this synthesis offers a comprehensive perspective that not only highlights the importance of non-monetary incentives but also lays a solid foundation for educational stakeholders to foster supportive environments where teachers can thrive and students can benefit. The study's insights are poised to guide future efforts toward strengthening teacher motivation and performance, contributing meaningfully to the advancement

of education in Kabwe and beyond.

5.2 Conclusion

In this study, we embarked on a comprehensive exploration of the impact of non-monetary incentives on teacher performance within secondary schools in the Lusaka region. Through a meticulously designed research methodology that combined quantitative analysis and qualitative insights, we uncovered valuable information about the perceptions, strategies, challenges, and relationships surrounding non-monetary incentives.

The research findings consistently underscored the significant role that non-monetary incentives play in shaping teacher performance. Teachers across various schools within the Lusaka region acknowledged the pivotal impact of these incentives on their motivation, commitment, job satisfaction, and professional growth. The quantitative data, supported by qualitative narratives, established a robust relationship between non-monetary incentives and sustained teacher performance.

Moreover, the study identified key strategies for enhancing the effectiveness of non-monetary incentives. Transparent communication, tailored recognition, professional development programs, and opportunities for professional autonomy emerged as critical strategies employed by school management to invigorate teacher motivation and commitment. However, the research also unveiled a range of challenges that can hinder the optimal implementation of these incentives, including limited awareness, uneven distribution, lack of clear criteria, resistance to change, and administrative bureaucracy.

5.3 Recommendations

Based on the study's insights, several key recommendations are offered to enhance the impact of non-monetary incentives on teacher performance. First, schools and education authorities should prioritize clear, consistent communication to raise teachers' awareness of available incentives through regular updates, workshops, and informational sessions. This will empower educators to engage fully with opportunities that support their professional growth.

Second, ensuring the equitable distribution of incentives is critical. Establishing transparent and standardized criteria for awarding incentives will foster fairness and inclusivity, thereby boosting teachers' motivation and trust in the system.

Third, ongoing investment in professional development programs remains essential. Workshops, seminars, and skill-building sessions not only equip teachers with updated pedagogical tools but also strengthen their commitment to continuous improvement, positively impacting classroom performance and student outcomes.

Fourth, school management should adopt personalized recognition practices that acknowledge each teacher's unique contributions. Tailored appreciation fosters a supportive work environment, increases job satisfaction, and inspires educators to maintain high performance.

Fifth, granting teachers professional autonomy by trusting their instructional decisions encourages innovation and responsiveness to student needs. When teachers feel respected and empowered, their motivation and effectiveness improve.

Sixth, addressing resistance to change requires effective change management strategies, including adequate training, open communication, and involving teachers in decision-making. This approach smooths transitions and increases acceptance of new initiatives.

Seventh, streamlining administrative processes to reduce bureaucracy is crucial. Simplified, transparent procedures make it easier for teachers to access incentives, minimizing frustration and allowing them to focus more on teaching.

In sum, these recommendations highlight the importance of integrated strategies that combine clear communication, fairness, professional growth opportunities, personalized recognition, autonomy, change management, and efficient administration. Together, they create an environment where teachers feel valued and supported, leading to enhanced motivation, commitment, and overall performance. Implementing these strategies will not only benefit teachers but also contribute to improved educational outcomes and a thriving school community.

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