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Analyzing the effects of non-monetary motivation measures on teachers in government schools: A case study of selected schools in Lusaka

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Abstract

The challenge of motivating teachers in government schools is critical for enhancing educational performance and student outcomes. This study investigates the impact of non-monetary motivation measures on teachers, focusing on several key.

Objectives: Identifying the non-monetary incentives available to secondary school teachers, exploring management strategies to enhance these incentives, assessing challenges in their provision, and examining the relationship between non-monetary incentives and teacher performance. Employing a qualitative descriptive research approach, data were collected from 60 participants, including teachers and school managers from three schools: Munali Girls Secondary, Munali Boys Secondary, and Vera Chiluba Primary. The findings revealed that school managers utilize various non-monetary incentives such as recognition cards, verbal praise, special assignments, and gifts to motivate teachers. Strategies for enhancing these incentives include evaluating teacher performance, monitoring student outcomes, and fostering teacher loyalty and commitment. However, challenges persist in effectively implementing these incentives due to issues related to teacher evaluation processes and resource allocation. Notably, a positive correlation was found between non-monetary incentives and teacher performance; motivated teachers tend to perform better, which positively influences student achievement. The study recommends that schools enhance non-monetary ensuring job security and recognizing high-performing teachers through formal acknowledgment programs. Additionally, addressing hygiene factors such as working conditions and administrative support is essential for reducing dissatisfaction among staff. By improving motivational strategies and fostering a supportive work environment, schools can significantly boost teacher job satisfaction and retention rates. Ultimately, prioritizing non-monetary motivation can lead to a more engaged teaching workforce and improved educational outcomes.

Keywords: Non-monetary incentives, teacher motivation, educational performance, qualitative research, job satisfaction, retention strategies

1. Introduction

1.1 Background

Education is a fundamental pillar for national development, significantly influencing political stability and economic growth. The Ministry of Education (MOE) underscores the necessity of supportive conditions for education to thrive, with teacher competence and commitment being critical to success. Research indicates that teacher motivation and job satisfaction are paramount; a lack of these can lead to decreased engagement and educational quality (Bennel, 2004; Masaiti & Naluyeke, 2011) ^[3, 23]. Job dissatisfaction correlates with high turnover rates among educators, adversely affecting student learning outcomes. Non-monetary incentives such as recognition, professional development, and flexible working conditions are essential for enhancing teacher productivity without incurring significant costs. Effective school management should implement strategic incentive systems that prioritize non-monetary rewards.

In Zambia, many teachers experience low morale due to inadequate support and recognition for their efforts (Bennel, 2004) ^[3]. This demotivation manifests through poor professional conduct, high absenteeism, and reliance on outdated teaching methods. The urgent need for effective non-monetary incentive strategies is evident, as motivated teachers are more likely to excel and contribute positively to their institutions.

However, existing literature reveals a significant gap in research regarding the impact of non-monetary incentives on teacher job satisfaction in Zambia. Theory and Maslow's Hierarchy of Needs as frameworks. By exploring these dynamics, the research seeks to contribute valuable insights into improving educational outcomes while addressing the pressing need for motivated educators.

1.2 Statement of the problem

The study will assess the effect of non-financial incentives on teacher job satisfaction. However, a number of studies have also done on teacher job satisfaction (Bennel 2004; Aacha 2005; Masaiti and Naluyele 2011; Chongo 2013) ^[3, 1, 23, 5], but not much has been done on the effect of non-financial incentives, particularly promotion, material rewards and job autonomy. This has therefore led to an increase in deteriorating standards of professional conduct which includes serious misbehaviour (in and outside of work), poor preparation of teaching materials especially lesson plans, lack of continuous pupil assessment and general poor professional performance. Teacher absenteeism is also very high and rising and teachers are not showing any innovativeness in teaching methods, but instead they rely much on teacher cantered.

1.3 Specific objectives

- Identify non-monetary incentives provided to teachers in secondary schools to enhance performance.
- Establish strategies used by management in enhancing non-monetary incentives to teachers.
- Establish the relationship between non-monetary incentives and teacher performance in schools.

1.4 Theoretical framework

1.4.1 Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory

Job satisfaction is a vital aspect of teacher motivation, inherently linking the two concepts. This study will explore the effects of non-financial motivation on job satisfaction among secondary school teachers in Lusaka, utilizing Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs as theoretical frameworks. According to Maslow (1943), individuals possess innate desires that must be satisfied progressively; physiological needs such as food and shelter must be met before higher-level needs can be addressed. In this context, non-monetary incentives can fulfill these higher-level needs, including safety, esteem, and self-actualization. Maslow AH, (1943).

Herzberg's theory (1968) ^[9] posits that true motivation stems from factors like achievement and recognition rather than financial rewards alone. Many educators experience demotivation due to poor working conditions, leading to decreased morale and increased turnover rates. Therefore, effective school management must provide both hygiene factors essential for preventing dissatisfaction and motivating factors that foster engagement (John, 2010) ^[13].

The study aims to analyze the impact of incentives on teacher retention and motivation levels.

Performance. Despite previous research on job satisfaction (Bennel, 2004) ^[3], limited focus has been placed on non-financial factors such as promotion and job autonomy. Addressing these gaps is crucial, as deteriorating professional standards among educators threaten the quality of education in Zambia. By investigating these dynamics,

the research seeks to contribute insights that can enhance teacher motivation and retention through targeted non-monetary incentives, Kombo KD & Trom DL, (2006) ^[18].

2. Literature Review

The literature review investigates the impact of non-monetary motivation measures on teachers, highlighting their importance in enhancing job satisfaction and performance within educational settings. This chapter synthesizes research from global, African, regional, and Zambian contexts to provide a comprehensive understanding of the topic. Motivation is fundamental in education, particularly regarding teacher performance and job satisfaction. Numerous studies indicate that motivated teachers exhibit greater commitment and effectiveness. Non-monetary incentives, such as recognition, professional development opportunities, and flexible working conditions, are crucial for fostering this motivation, Hakielimu, (2011) ^[6]. When teachers feel appreciated through means other than financial compensation, they engage positively with their work and students.

Globally, there is increasing recognition of non-monetary incentives in education. Research from developed countries shows that various forms of recognition like awards or public. Acknowledges significant impact teachers while financial compensation is essential, it is not the sole determinant of teacher motivation; factors such as job autonomy and supportive work environments play vital roles in enhancing morale. McBeth M, (2012) ^[28].

In Africa, the situation differs due to economic challenges. Many nations struggle to provide adequate financial compensation for teachers, making non-monetary incentives even more critical. Mertler H (1992) ^[30], Studies from Kenya and Nigeria demonstrate that recognition programs and professional development initiatives can improve teacher retention rates and classroom performance, Kothari, CR (2004) ^[20].

Regional studies further emphasize non-monetary incentives' role in promoting teacher effectiveness. Research in Southern Africa indicates that teachers receiving regular feedback and recognition from management report higher job satisfaction levels. Kothari CR, (1990) ^[19]. This feedback fosters a culture of appreciation, encouraging teachers to invest more effort into their work, John M, (2010) ^[13].

Focusing on Zambia reveals concerning trends regarding teacher motivation and job satisfaction. Many Zambian teachers experience low morale due to inadequate support systems and recognition (Bennel, 2004) ^[3]. The lack of non-monetary incentives exacerbates dissatisfaction, contributing to high turnover rates and declining professional standards. Addressing these issues through targeted non-monetary incentives is crucial for improving educational outcomes and retaining motivated educators, Maniram R, (2007) ^[22].

3. Research Methodology

The methodology section of this study outlines the research design, sampling techniques, data collection methods, and analytical approaches used to explore the effects of non-monetary motivation measures on teachers in government schools. Adopting a qualitative approach, this research is well-suited for understanding the complex dynamics of teacher motivation and job satisfaction.

A descriptive qualitative research design was employed to capture the intricacies of human experiences related to non-monetary incentives in education. Mbwambo EE (2005) [26]. This approach facilitates an in-depth exploration of how such incentives impact teachers' performance and job satisfaction, providing valuable insights into the educational context in Zambia.

The study involved a sample of 100 participants, including teachers and school managers from three schools: Munali Girls Secondary School, Munali Boys Secondary School, and Vera Chiluba Primary School. This diverse representation ensures that findings reflect a broad perspective on non-monetary incentives across different educational settings.

Data collection utilized semi-structured interviews and questionnaires. Semi-structured interviews allowed flexibility in responses while covering key topics, enabling participants to express their views regarding non-monetary incentives. Questionnaires gathered quantitative data on specific aspects of these measures.

Ethical considerations were prioritized by obtaining informed consent from participants, ensuring confidentiality and scheduling interviews at convenient times. Data analysis involved thematic analysis for qualitative data, identifying patterns related to the research questions. Quantitative data were analysed using descriptive statistics to summarize key findings about non-monetary incentives.

This methodology aims to provide insights into challenges associated with implementing non-monetary incentives in schools and establish a relationship between these incentives and teacher performance.

4. Results/Findings

4.1 Demographics

| Gender of respondents | Percentage |
|-----------------------|------------|
| Male | 48% |
| Female | 52% |

The sample consists of 52% female and 48% of male respondents, including a higher percentage of female in the work force. There could be several reasons why the sample consists of 52% female and 48% male respondents, with a higher percentage.

In recent years, there has been a global shift towards greater female participation in the workforce. Females may have had greater access to education and skills training, making them more likely to be employed.

Changes in population demographics, such as aging populations and declining birth rates, may have led to a higher proportion of females in the workforce. The sample may not have been randomly selected, leading to a biased representation of the population. Females may have been more likely to participate in the survey or study, leading to an overrepresentation of females.

Certain occupations may be more attractive to females or have more flexible working arrangements, leading to a higher proportion of females in those occupations. Cultural or social norms may influence the likelihood of females participating in the workforce or responding to surveys. Economic conditions, such as unemployment rates or economic opportunities, may also impact the proportion of females in the workforce.

3.1.1 Name of Institutions

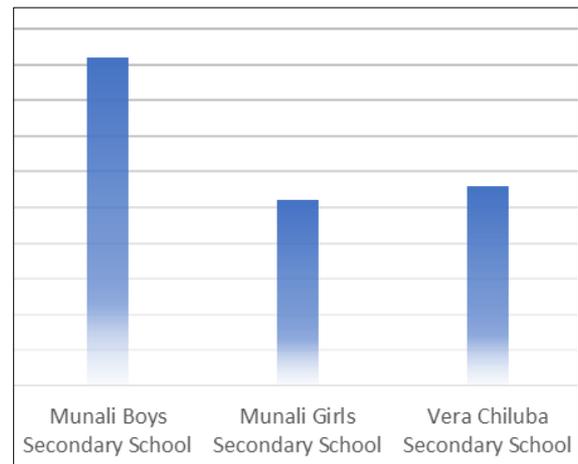


Figure The above table is the representation of the institutions that part in the study. According to the results given 3 institutions participated in the study, the table shows Munali Boys Secondary School with a frequency of 23 and a percentage of 46%, Munali Girls Secondary School with a frequency of 13 holding a percentage of 26% and lastly Vera Chiluba Secondary School with a frequency of 14 and a percentage of 28%.

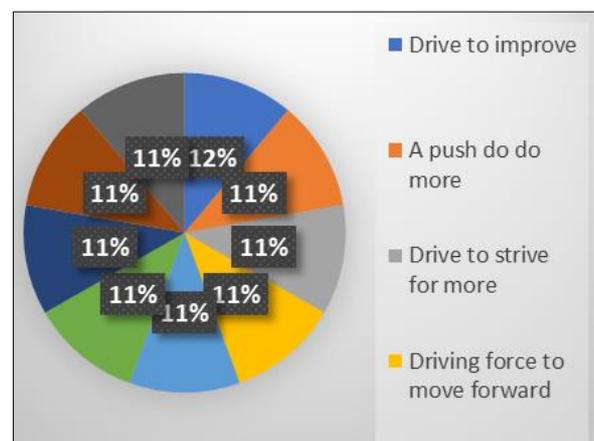
Munali Boys Secondary School has the highest frequency (23) and percentage (46%). This could be due to the school's proximity to the research location or its accessibility.

The participation rate might have varied among the schools. Munali Boys Secondary School might have had a higher response rate or been more enthusiastic about participating in the study.

The student population size of each school might differ. Munali Boys Secondary School might have a larger student population, leading to a higher frequency and percentages. The frequency and percentage of Munali Boys Secondary School (23, 46%) are nearly double those of Munali Girls Secondary School (13, 26%). This could indicate differences in participation rates or student population sizes between the two schools.

Vera Chiluba Secondary School has a frequency (14) and percentage (28%) closer to Munali Girls Secondary School. This might suggest similarities in participation rates or student population sizes between these two schools.

3.1.2 Understanding of motivation



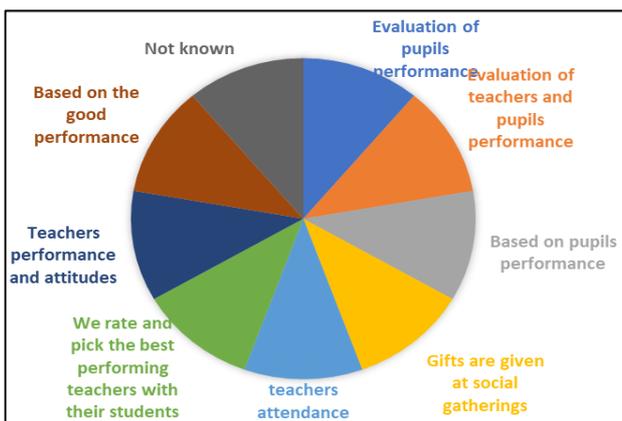
Figure, The above table is the representation of all the different answers that were given after the question. From your understanding what is motivation? The answers are presented in the table below for validity.

3.1.3 Type of Non-monetary Incentives available “What type of non-monetary incentive are available at your school?”



The above chart shows different types of non-monetary incentives that are available in the schools were data was collected from. Meaning schools do perform various steps in order to appraise teachers also as a sign to encourage and motivate the average teacher whose performance doesn't catch up to standard.

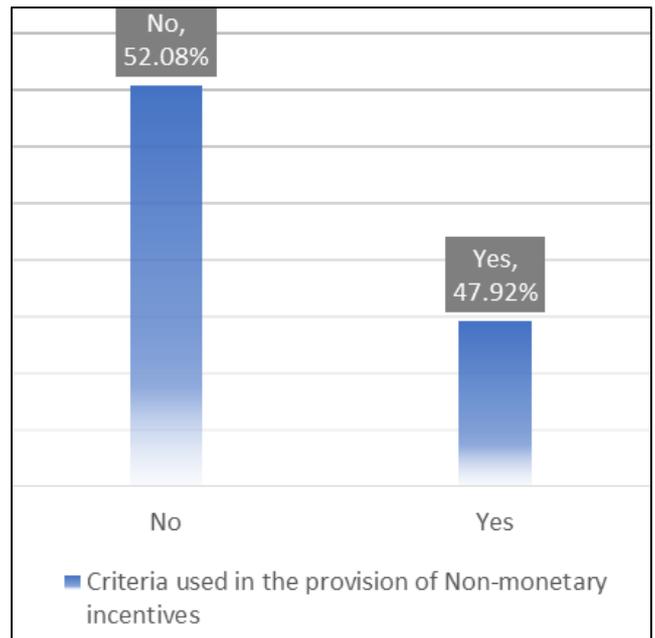
3.2.1 Methods used in the provision of non-monetary incentives “What method does your school use to provide non-monetary incentives?”



The above pie chart presents all methods that are used by school managers to provide non-monetary incentives to teachers as outline by the teachers. This is clearly presented in the table below for clarity and validity. Recognizing employees' achievements publicly through awards, certificates, or announcements. Offering extra time off, flexible hours, or work-from-home options. Providing training, workshops, or conferences to enhance employees'

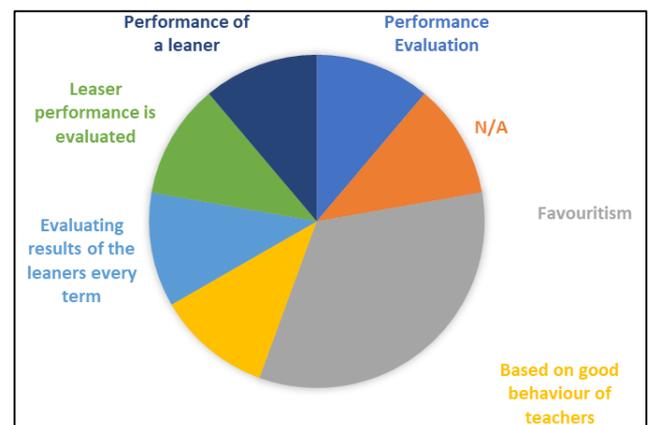
skills and knowledge. Offering promotions or new responsibilities to motivated employees. Allowing employees to adjust their schedules or work environment to suit their needs. Offering wellness initiatives, such as mental health support, fitness classes, or healthy snacks. Giving employees more control over their work and projects. Organizing social events, team outings, or volunteer opportunities to foster camaraderie. Pairing experienced employees with new staff to provide guidance and support. Celebrating milestones, birthdays, or significant career achievements with rewards or ceremonies.

3.2.2 Are you aware of the criteria used by school manages to provide non-monetary incentives?



According to the graph that has been presented above, 52% of the participants were aware of the criteria that their school management utilizes in the provision of non-monetary incentives whilst 48% of the total participants were unaware.

3.2.3 If yes to the previous question, what is the criteria used in the provision of non-monetary incentive?



The above chart shows the tabulated answers that were given by the participants about whether if they were aware or knowledgeable about the criteria that the school

government utilised to provide the non-monetary incentives. The table below shows the answers that were given. One significant strategy is the evaluation of teacher performance. School managers assess various aspects of teachers' work, including their effectiveness in delivering lessons, the discipline of students they manage, and their overall commitment to their roles. This evaluation process allows school administrators to identify high-performing teachers who deserve recognition. By systematically evaluating teachers, schools can ensure that those who excel in their duties receive appropriate acknowledgment, thereby fostering a culture of appreciation.

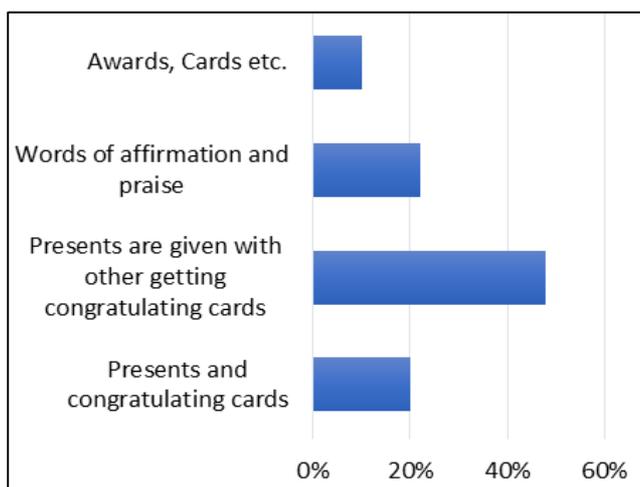
Another strategy involves recognizing teachers through verbal praise and formal awards. School managers often publicly acknowledge the efforts of teachers during staff meetings or school events, which serves to boost morale and reinforce positive behaviors. This recognition not only motivates the individual teacher but also sets a standard for others, encouraging a competitive yet supportive environment among staff members.

The assignment of special projects or responsibilities is also a prevalent strategy. Teachers who demonstrate exceptional performance may be entrusted with additional responsibilities or leadership roles within the school. This not only recognizes their capabilities but also provides them with opportunities for professional growth and development. By empowering teachers in this way, schools enhance their job satisfaction and commitment to the institution.

Professional development opportunities are another critical component of the non-monetary incentive strategies employed by schools. Management often organizes training sessions, workshops, and seminars aimed at enhancing teachers' skills and knowledge. These opportunities not only contribute to teachers' professional growth but also signal that the school values their development and is invested in their success.

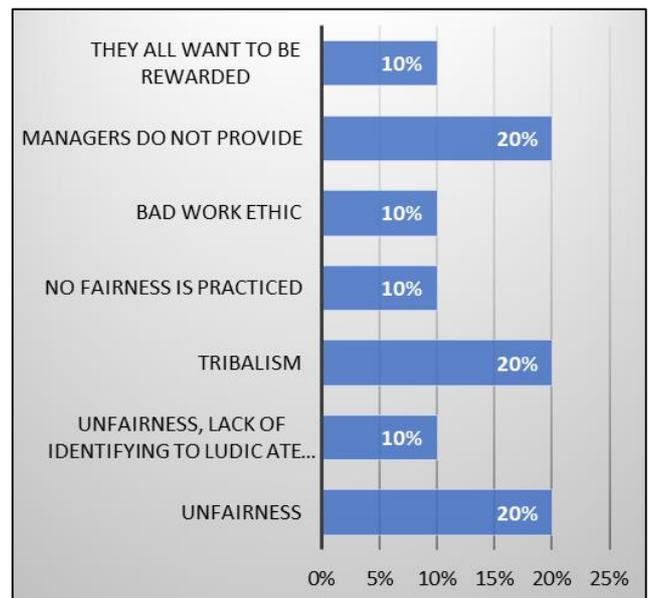
Furthermore, schools utilize informal recognition methods such as thank-you notes or small tokens of appreciation to acknowledge teachers' hard work. These gestures, while simple, can have a profound impact on teacher morale and motivation. When teachers feel appreciated for their contributions, they are more likely to remain engaged and committed to their roles.

3.2.4 Type of non-monetary incentive provided, “What type of non-monetary incentives are available at your school?”



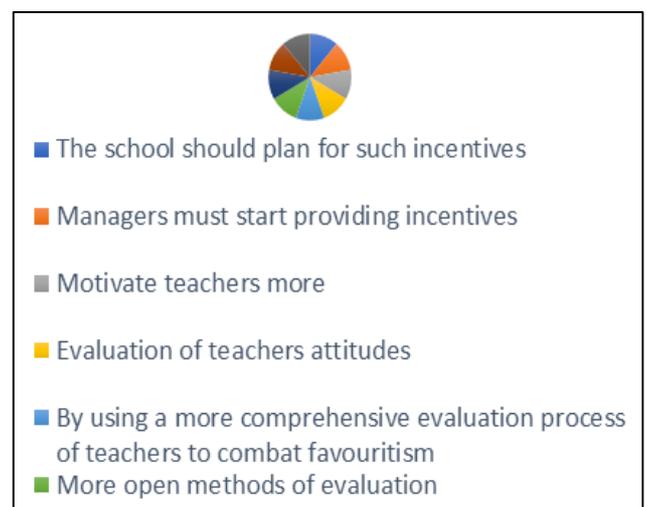
The above bar chart provides the different types of non-monetary incentives provided in the school where data was collected from as outlined by the school and the managers includes senior teachers, HODs, supervisors and Deputy/Head teachers. The following are different types of non-monetary incentives provided in the table

3.3.1 Establish the relationship between non-monetary incentives and teacher performance in schools. Challenges faced by teachers in accessing non-monetary incentives. “What type of challenges are faced by the teachers in the access of non-monetary incentives and what are the implications?”



The Chart above presents all the answers that were given by the respondents after the question. What are the challenges faced by the teachers in accessing the non-monetary incentives. The answers are presented in the table below

3.3.2 What should be done to mitigate challenges faced by teachers in accessing non-monetary incentives?”



The above pie presents different solution that can used to deal curb the challenges teachers face in accessing non-monetary incentives as outline by all the participant teachers that participated in the study. In addition.

One of the primary solutions is to establish a structured evaluation process for recognizing teacher performance consistently. School management should develop clear criteria and guidelines for evaluating teachers, ensuring that all educators are assessed fairly and transparently. This structured approach can help eliminate feelings of favoritism or unfairness that may arise when recognition programs are inconsistently applied. By implementing a standardized evaluation system, schools can ensure that high-performing teachers receive the acknowledgment they deserve, thereby motivating them to continue excelling in their roles, MANTEP Institute (1995).

Furthermore, it is essential to provide adequate training for school administrators on effective recognition strategies. Training programs can equip school leaders with the skills necessary to implement non-monetary incentive programs successfully. This training should focus on best practices for recognizing teacher achievements, fostering a positive school culture, and creating an environment where teachers feel supported and appreciated. By enhancing the capabilities of school management, schools can improve the overall effectiveness of their incentive programs.

Resource allocation is another critical factor in mitigating challenges related to non-monetary incentives. Schools should prioritize budgeting for recognition initiatives and allocate resources specifically for implementing these programs. This may include funding for awards, certificates, or professional development opportunities that recognize teachers' contributions. By ensuring that adequate resources are available, schools can create meaningful recognition experiences that resonate with educators, Masaiti N & Naluyele S (2011) [23].

Additionally, fostering a culture of appreciation within schools is vital for enhancing non-monetary incentives. School management should encourage regular expressions of gratitude and recognition among staff members. This can be achieved through informal methods such as thank-you notes, shout-outs during staff meetings, or peer recognition programs where teachers can acknowledge each other's efforts. Creating an environment where appreciation is part of the school culture reinforces the importance of recognizing teachers' contributions and motivates them to continue performing at high levels.

Engaging teachers in discussions about their preferences for non-monetary incentives can also lead to more effective implementation of these measures. Schools should conduct surveys or focus groups to gather feedback from educators regarding what forms of recognition they value most. By involving teachers in the decision-making process, schools can tailor their incentive programs to meet the specific needs and preferences of their staff. This participatory approach fosters a sense of ownership among educators and increases the likelihood that they will respond positively to recognition efforts.

Moreover, addressing hygiene factors-such as job security, working conditions, and administrative support-is crucial in reducing dissatisfaction among teachers. Ensuring that these

basic needs are met creates a foundation upon which non-monetary incentives can be effectively implemented. When teachers feel secure in their positions and supported by their administration, they are more likely to respond positively to recognition efforts.

3.3.3 Types of non-monetary incentives available (School Mangers)

| | |
|--|-----|
| Presents and congratulating cards | 10% |
| Presents are given with other getting congratulating cards | 10% |
| Congratulating cards | 10% |
| Words of affirmation and praise | 10% |
| Presents and congratulating cards | 10% |
| Congratulating cards | 10% |
| Words of affirmation and praise | 10% |
| Awards, Cards etc. | 10% |
| Presents | 20% |

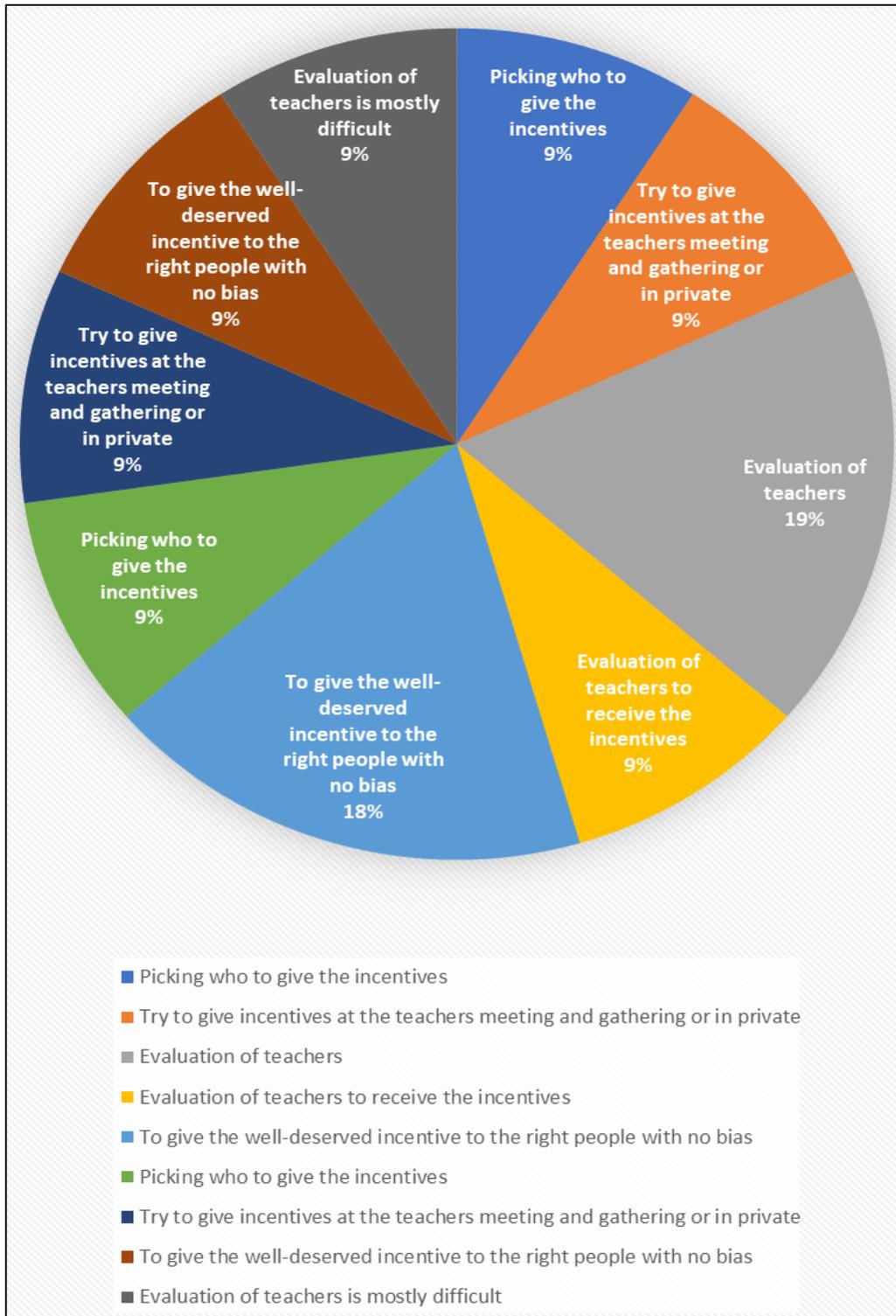
3.3.4 Challenges faced in the provision on non-monetary incentives. "What challenges do you face in the provision of non-monetary incentives?"

The above chart presents all the answers that were given after the question, what challenges you face in the provision of non-monetary incentives. The answers are directly provided in the table. However, determining which non-monetary incentives are most effective in motivating employees can be difficult. While non-monetary incentives may not require a direct financial outlay, they can still require resources, such as time and personnel. Employees may not perceive non-monetary incentives as valuable or meaningful, reducing their effectiveness.

What motivates one employee may not motivate another. Cultural or individual differences can make it challenging to find non-monetary incentives that resonate with all employees. Non-monetary incentives may lose their effectiveness over time if not regularly updated or refreshed. Failing to understand what motivates and engages employees can lead to ineffective non-monetary incentives. Poor communication about non-monetary incentives can lead to a lack of awareness or understanding among employees. Inconsistent application of non-monetary incentives can create perceptions of unfairness or favoritism. Relying on the same non-monetary incentives can become stale and ineffective. A lack of creativity in designing new incentives can exacerbate this issue.

Difficulty in measuring the effectiveness of non-monetary incentives can make it challenging to assess their impact and make adjustments. However, challenges can be overcome by doing regularly survey employees to understand what motivates and engages them. Clearly communicate non-monetary incentives and their value to employees. Create a positive work culture that supports employee growth, recognition, and well-being.

Encourage employee feedback and suggestions for new non-monetary incentives. Regularly monitor the effectiveness of non-monetary incentives and make adjustments as needed.



3.3.5 How do you solve the challenges faced in the provision of non-monitory?

| How do you solve the challenges faced in the provision of non-monetary incentives? | Percentages |
|--|-------------|
| We rate and pick the best performing teachers with their students | 10% |
| The criteria have been working for us for now | 10% |
| Using their students' performance over a given period of time | 10% |
| Using their student overall performance | 10% |
| Overall evaluation of both their students and the teacher | 10% |
| We rate and pick the best performing teachers with their students | 10% |
| The criteria have been working for us for now | 10% |
| Using their students' performance over a given period of time | 10% |
| Overall evaluation of both their students and the teacher | 10% |
| By using comprehensive measure where teachers are involved in the process | 10% |

The study on the effects of non-monetary motivation measures on teachers in government schools provides valuable insights into how these incentives influence teacher performance and job satisfaction. The research aimed to identify non-monetary incentives, explore management strategies for enhancing these incentives, assess challenges in their implementation, and examine the relationship between non-monetary incentives and teacher performance. The first objective was to identify the non-monetary incentives provided to teachers. The study revealed that school managers employ various strategies to motivate teachers beyond financial rewards. Common non-monetary incentives included verbal praise, recognition through awards or certificates, special assignments, and opportunities for professional development. Informal recognition methods, such as acknowledging teachers' efforts during staff meetings or school events, contribute to boosting morale and fostering a positive work environment. The second objective focused on understanding management strategies used to enhance these incentives. Effective management practices were found to be crucial in implementing non-monetary incentives. School administrators evaluated teacher performance through metrics such as student grades and classroom discipline, allowing them to recognize high-performing teachers and provide appropriate support.

The third objective sought to identify challenges associated with providing non-monetary incentives in secondary schools. The study uncovered barriers hindering effective implementation, notably the lack of structured evaluation processes for recognizing teacher performance consistently. Resource constraints also posed difficulties in organizing incentive programs.

The final objective examined the relationship between non-monetary incentives and teacher performance. Findings indicated a positive correlation between motivation levels and teacher effectiveness; teachers who received regular recognition demonstrated higher engagement levels, leading to improved student outcomes.

Furthermore the study emphasizes the importance of implementing structured non-monetary motivation measures within government schools in Zambia. By prioritizing these incentives alongside hygiene factors like job security and favourable working conditions, educational stakeholders can create an environment conducive to teaching excellence, ultimately leading to improved educational outcomes for students.

4. Discussion and Implication of Findings

The discussion and implications of the findings from the study on non-monetary motivation measures for teachers in government schools reveal significant insights into the relationship between teacher motivation, job satisfaction, and performance. The research identified various non-monetary incentives provided by school managers to enhance teacher performance, such as recognition through awards, verbal praise, and special assignments. These findings highlight the importance of creating a supportive environment that acknowledges teachers' contributions beyond financial compensation.

A key finding indicates a strong correlation between non-monetary incentives and teacher performance. Teachers who feel recognized and valued are more likely to demonstrate commitment to their roles, leading to improved educational

outcomes for students. This aligns with Herzberg's Two-Factor Theory, suggesting that recognition and achievement are essential for motivating individuals in their work. Mulford B & Silins H, (2001) ^[32]. When teachers operate in an environment that fosters appreciation, their performance improves, subsequently enhancing student engagement.

However, the study also highlighted challenges in implementing non-monetary incentives, including inadequate evaluation processes for recognizing performance and resource limitations. These challenges emphasize the need for structured systems to evaluate and reward teachers' efforts effectively.

The implications for educational policy and practice in Zambia are profound. Educational authorities must prioritize non-monetary incentives as part of their strategy to enhance teacher retention and performance. Establishing formal recognition programs can mitigate feelings of dissatisfaction among teachers.

Additionally, maintaining hygiene factors like job security and favourable working conditions is crucial for reducing dissatisfaction. Enhancing professional development opportunities can further drive job satisfaction by reinforcing teachers' value within the school community.

The research underscores the necessity for ongoing dialogue between school management and teachers regarding their needs related to non-monetary incentives. Engaging teachers in discussions about preferred forms of recognition can lead to more effective incentive programs tailored to their preferences.

This study emphasizes the critical role of non-monetary motivation measures in enhancing teacher job satisfaction and performance in government schools. The positive correlation between recognition and teacher effectiveness underscores the need for educational stakeholders to implement structured incentive systems that acknowledge contributions beyond financial compensation. By prioritizing these incentives alongside hygiene factors, schools can foster an environment conducive to teaching excellence, ultimately improving educational outcomes for students in Zambia's.

5. Conclusion

The study on the effects of non-monetary motivation measures on teachers in government schools has yielded significant insights into teacher motivation, job satisfaction, and educational quality in Zambia. Findings indicate that non-monetary incentives such as recognition, professional development opportunities, and supportive management practices play a crucial role in enhancing teacher performance and job satisfaction.

A primary conclusion drawn from the study is the positive correlation between non-monetary incentives and teacher performance. Teachers who feel appreciated are more engaged and committed to their roles, aligning with motivational theories like Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs. These theories emphasize that while financial compensation is important, factors such as recognition and professional growth are critical for fostering genuine motivation among educators. When teachers operate in an environment that acknowledges their contributions, they tend to perform better, improving student outcomes.

The research identified various non-monetary incentives employed by school management, including verbal praise,

certificates of recognition, special assignments, and professional development opportunities. These incentives not only enhance job satisfaction but also contribute to a positive school culture where educators feel valued.

However, challenges persist in implementing these incentives effectively. Issues like inadequate evaluation processes for recognizing teacher performance and resource constraints can hinder the successful application of incentive programs. This highlights the need for school management to develop structured systems for evaluating and rewarding teachers' efforts.

The implications for educational authorities in Zambia are profound. There is a clear need for a strategic approach to implementing non-monetary incentives within schools. Educational stakeholders must recognize that motivating teachers requires creating an environment where they feel valued. Establishing formal recognition programs can institutionalize appreciation practices, fostering a culture of motivation among educators.

Overall, this study emphasizes the critical role of non-monetary motivation measures in enhancing teacher job satisfaction and performance within government schools in Zambia. By prioritizing these incentives alongside hygiene factors, schools can create an environment conducive to teaching excellence, ultimately leading to improved educational outcomes for students.

6. Recommendations

Basing on the study findings, analysis and discussions, the following recommendations are made.

6.1 Recommendations for teachers' motivation schemes to the ministry of education

Teachers as human being they have their needs and expectations that they need to fulfil in their daily lives. It is therefore, recommended that the school management including the permanent secretary of the Ministry of Education and Vocational Training, DSEO, and Heads of schools ensure that they offer both non-financial and financial incentives to public school teachers so as to attract and retain them in a teaching profession. This will not only make teaching more attractive but will play a vital role in curbing the growing number of teachers who are leaving the profession. The school managers should promote positive attitudes towards teaching professions by enhancing orientation and mentorship training for new employees so as to create good relationship among school managers and staff members. This will make teachers feel a sense of belongingness. As the organizational members, they ought to be part and parcel of the teaching profession. The ministry of education and local government sectors should ensure that the policies governing teachers' job security and wellbeing are improved and clearly implemented to all teachers. This will make teachers work comfortably and will curb the problems of bias and favouritism at work. The school managers should encourage and facilitate the establishment of other sources of earning money so as to raise school funds. This will enable the school heads to solve different school problems instead of waiting for unreliable funds from the government.

7. Acknowledgments

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