

**THE INVESTIGATION OF THE EFFECT OF NON-FINANCIAL
MOTIVATION ON PERFORMANCE OF PUBLIC PRIMARY
SCHOOL TEACHERS IN TANZANIA**

A Case of Ubungo Municipality

By

Happy Rebman Kombe

**Master Degree in Strategic Human Resource Management
Institute of Social Work**

November 2024

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**Dissertation Submitted in Partial Fulfillment of the Requirements for the
Award of Master Degree in Strategic Human Resource Management of the
Institute of Social Work**

November 2024

CERTIFICATION

The undersigned certifies that he/she has read and hereby recommends for acceptance by the Institute of Social Work Dar es Salaam a dissertation titled: "***The Investigation of the Effect of Non-Financial Motivation on Performance of Public Primary School Teachers in Tanzania, A Case of Ubungo Municipality***" a fulfillment of the requirements for the Master Degree in Strategic Human Resource Management of Institute of Social Work.

.....

Dr. Joseph Pessa
(Supervisor)

Date.....

DECLARATION AND COPYRIGHT

I, **Happy Rebman Kombe**, do hereby declare that this dissertation is my original work and has not been presented and will not be presented to any Institute, college, or university for similar or any other award.

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I would also like to express my gratitude to my supervisor, Dr. Joseph Pessa, for his excellent supervision throughout the study by offering insightful comments that improved the study. Furthermore, I would like to express my gratitude to the editors, panellists, and peer reviewers for their editing and comments that were made intentionally to improve my work.

DEDICATION

This dissertation is dedicated to my entire family: Mr & Mrs Rebman Kombe, my sisters Ruwa-aich Rebman and Emmaglory Rebman, my brother-in-law Emmanuel Mniken, my children Amanda Emmanuel, Khristen Emmanuel and Rodgers Emmanuel who encourage and support me to make sure that all the things related to my education are possible. I have nothing to offer them but say, may God the creator bless them for me.

ABSTRACT

The general objective of this research was to Investigate the Effect of Non-Financial Motivation on the performance of public primary school teachers in Tanzania, A case of Ubungo Municipal in Dar es Salaam. The specific objectives of this study were To examine the influence of employee promotion on the performance of public primary school teachers in Ubungo Municipality, to assess the influence of employee recognition on the performance of public primary school teachers in Ubungo Municipality and to examine the influence of working condition on performance of Public Primary School Teachers in Ubungo Municipality.

The study adopted a quantitative approach with a cross-sectional research design. The population of this study was public primary school teachers working at Ubungo Municipality in Dar es Salaam, with a total number of 339. The sample size of the study was 183 teachers from six primary schools. Respondents were selected using a simple random sampling technique where the study involved primary sources of data, and data were collected through structured questionnaires that were distributed to teachers who were selected as samples. The collected data were entered into an SPSS version 27 and analysed using a linear regression technique to give out the intended results.

The findings from this study revealed that non-financial motivation generally affects the performance of public primary school teachers. The study specifically found that employee promotion and employee recognition have an influence on the performance of public primary school teachers at $P=0.000$ and 0.0000 , respectively, while working conditions were found to not influence the performance of public primary school teachers at $P=0.927$.

The study recommended that since employee promotion and employee recognition have influences on the performance of public primary school teachers, employers should take into account the implementation of promotion to teachers in public primary schools once they are in need to improve their teacher's performance. Also, employers should take time to appreciate, value and recognise the contribution that teachers make in their daily responsibilities this also will help to improve their performance.

In primary schools, working conditions should not be the way to improve teachers' performance since the majority of respondents concluded that it does not add value to their performance. Further investigation should be done specifically on working conditions using other areas to examine their influence on performance to extend more knowledge on why working conditions do not influence performance under the study area.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION AND COPYRIGHT	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES.....	ix
LIST OF FIGURES	x
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.1 Chapter Overview.....	1
1.2 Background to the study.....	1
1.3 Statement of the Problem	5
1.3 Objectives of the Study	6
1.3.1 General Objective	6
1.3.2 Specific Objectives	6
1.4 Significance of the Study.....	6
1.5 Contribution of the Study	7
1.6 Scope of the Study.....	7
CHAPTER TWO.....	9
LITERATURE REVIEW	9
2.1 Introduction	9
2.2 Description of Key Terms	9
2.2.1 Performance	9
2.2.2 Motivation.....	9
2.2.3 Non-Financial Motivation.....	9
2.2.4 Promotion.....	10
2.1.5 Recognition	10
2.1.6 Working Condition	10
2.3 Theoretical Review.....	11
2.3.1 Social Exchange Theory	11
2.4 Empirical Literature Review	12
2.4.1 Employee Promotion and Performance of Primary School Teachers.....	12
2.4.2 Employee Recognition and Performance of Primary School Teachers	13
2.3.3 Working Conditions and Performance of Primary School Teachers	15

2.4 Research Gap	16
2.5 Conceptual Framework	17
CHAPTER THREE.....	18
RESEARCH METHODOLOGY	18
3.1 Introduction	18
3.2 Research Approach	18
3.3 Research Design.....	18
3.4 Area of the Study.....	18
3.5 Population of the Study	19
3.6 Sampling technique	19
3.6.1 Sample Size	19
3.7 Unit of analysis.....	20
3.8 Unit of Enquiry.....	20
3.9 Sources of data	20
3.10 Methods of data collection	20
3.10.1 Tool for data collection.....	21
3.11 Measurement of Variables	21
3.12 Data Analysis	22
3.12.1 Regression Analysis.....	22
3.13 Reliability and Validity of Data	23
3.13.1 Data Reliability	23
3.13.2 Validity	23
3.14 Ethical Consideration	23
CHAPTER FOUR.....	25
DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS	25
4.1 Introduction	25
4.2 Response Rate	25
4.3 Demographic Information	25
4.3.1 Age group.....	25
4.3.2 Gender Group	27
4.3.3 Education level	27
4.3.4 Tenure of Service	28
4.4 Reliability Analysis	29
4.5 Testing of Primary assumptions of linear regression analysis	30
4.5.1 The normal distribution of data	30
4.5.2 The Linear relationship between the variables	31

4.5.3 Multicollinearity Test.....	31
4.5.4 Outliers.....	32
4.6 Linear Regression Analysis (LRA)	32
4.6.1 Determination of how well the model fit	33
4.5.2 Statistical significance of the model	34
4.6.3 Evaluation of the Contribution of each non-financial Motivation Factor on teacher's performance	35
4.6.4 Evaluation of the statistical significance of each non-financial motivation element on teacher's performance	36
4.6.6 Estimated Model Coefficient	36
4.7 Hypotheses Testing	38
4.8 The Influence of Non-Financial Motivation on Teacher's Performance.....	39
4.8.1 The Influence of Employee Promotion on Teacher's Performance	39
4.8.2 The Influence of Employee Recognition on Teacher's Performance	40
4.8.3 The Influence of Working Conditions on Teacher's Performance	41
4.8 The Linkage of the Study to the Social Exchange Theory	41
CHAPTER FIVE	43
SUMMARY, CONCLUSION AND RECOMMENDATIONS	43
5.1 Introduction	43
5.2 Summary of the study.....	43
5.3 Conclusion.....	44
5.3.1 The Influence of employee promotion on teacher's performance.....	44
5.3.2 The influence of employee recognition on teacher's performance	44
5.3.3 The Influence of working Conditions on teacher's performance.....	45
5.4 Implications and contribution of the study findings	45
5.4.1 Theoretical implications.....	45
5.4.2 Practical implications.....	46
5.5 Recommendations of the study	46
5.6 Limitations of the study.....	47
5.7 Areas for further research.....	47
REFERENCES.....	48
APPENDICES	59

LIST OF TABLES

Table 3.1:	Measurement of variables.....	22
Table 4.1:	Response rate.....	25
Table 4.2:	Age group	26
Table 4.3:	Gender Group	27
Table 4.4:	Education level	28
Table 4.5:	Tenure of Service.....	29
Table 4.6:	Reliability analysis.....	30
Table 4.7:	Normality Tests	31
Table 4.8:	Multicollinearity Test	32
Table 4.9:	Model Summary	33
Table 4.10:	ANOVA.....	34
Table 4.11:	Evaluation of the contribution of each non-financial motivation on the performance of primary school teachers.....	36
Table 4.12:	Estimated Model Coefficients	37
Table 4.13:	Hypotheses testing.....	39

LIST OF FIGURES

Figure 2.1: Conceptual Framework.....	17
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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Chapter Overview

This Chapter presented the background of the study, a statement of the research problems, the main objective and specific objectives, the significance of the study, and the scope related to the study.

1.2 Background to the study

Historical background over the world indicates that sustainable development in the social aspect, economic aspect, political aspect, and cultural aspect all over since then up to today is the result of knowledge from teacher's commitment (Berhanu, 2024). Every success depends upon a good primary stage that human beings have created, a good primary stage leads to simple development of the advanced stage, and therefore primary teachers who impact primary knowledge to human beings are very important in creating a strong community that comes to make simple development from primary knowledge impacted by primary teachers (Asiati, 2023). This implies that a teacher's performance is important in creating a successful community that can facilitate the development of all aspects of human beings around the world (Mumo, 2024).

However, teacher's performance depends on how well the teachers themselves are motivated in the way that they can offer their commitment upon accomplishment of their daily activities acceptably for providing knowledge to the students (Ekdemir, 2020). The performance that teachers offer to the community needs to have feedback on their life by being recognised for their commitment, being promoted from one stage to another, experiencing good working conditions, training that focuses on improving their knowledge, career development, and good compensation for them to prolong on having a sense of commitment for their daily activities (Wartenberg *et al.*, 2023). Unfortunately, teachers' motivation, specifically non-financial motivation worldwide has become a major concern to scholars since most teachers are facing serious problems related to poor motivation that do not influence them to perform at an extraordinary level of performance (Alade & Okeke, 2021).

From the world perspective, motivation initially was more focused on economic incentives that organisations used to motivate their employee to perform better, but as time went on, theories related to employee motivation started to emerge in the world (Mansaray-Pearce *et al.*, 2019). The emergence of theories related to motivation, like social exchange theory developed in 1958, started to illustrate that

humans are well committed to work if they perceive that there is a relationship between what they offer and what they get from what they offer, simply known as cost-benefit analysis, this facilitated on a more holistic knowledge on understanding to human behaviour and their driver at workplace in developed countries from where the organisation started to offer non-financial motivation that likely to grow their employee, recognising their important contribution in the community, offering them supportive working condition and career development (Berhanu and Sabanci, 2019).

In developed countries, understanding of human behaviour that resulted from the emergence of theories helped an early adoption of cost-benefit analysis among organisations, and employers started to use them to motivate their employees to perform in a good manner (Wartenberg *et al.*, 2023). Non-financial factors such as improved working environment, recognition, career development, and on and off-the-job training prevailed and mostly become strategies for motivating employees in developed countries, and it is believed to help in improving the performance of employees in working places (Perla *et al.*, 2023). Non-financial motivation, as referred to by Grynko *et al.* (2017), is the approach that is used to motivate employees using various benefits other than money; it includes job enlargement, job enrichment, recognition, career growth, improved working environment, and training.

The study conducted in Indonesia by Werang *et al.* (2022) on teachers' teaching performance provided that in most developed countries, teachers are well motivated since most teachers perform at the level that facilitates students' performance, this is due to different motivation made to teachers including non-financial motivation factors. Ansari *et al.* (2022) conducted a study in Pakistan and provided the same result that teacher performance in Pakistan schools is high, the study further advocated that non-financial motivation, such as a good working environment, facilitated good performance among teachers in the study area. This result provides evidence that a well and improved performance in developed countries is due to reasonable non-financial motivation teachers receive from their employers that fetch their willingness to work hard to accomplish duties (Pido *et al.*, 2023).

In the African context, teacher performance is still a huge debate that is associated with many challenges that, to some incidents, are related to poor non-financial motivation (Gregory & Jegede, 2021). Most organisations mainly focus on motivating employees from a momentary package, which is found to leave aside factors related to non-financial motivation, such as working conditions, recognition,

promotion, and or training that, in return, affect the performance of teachers in African primary schools (Innocent, 2021). In the study done in Nigeria by Dahiru *et al.* (2024) on effective educational planning on teaching staff performance, the study showed that teachers' performance in Nigeria is associated with poor education planning that does not consider essential issues like working environment among school teachers, this catalyst a limited performance among teachers in most schools.

Siachifuwe (2017) did a study in Zambia to assess teachers' factors influencing academic performance and found that teachers lack motivation, such as teaching aids that encourage teachers to underperform in most schools in Zambia. The implication of this result indicates that non-motivation factors like workplaces have a significant relationship between teacher and employees in African schools. Non-financial motivation, as examined by Nduhura *et al.* (2022) in Uganda schools, the study educated that among other factors that influence teacher's performance in Uganda schools, non-financial motivation is among them. Since financial motivation has been found to have a relationship with employee performance by various scholars, low teacher performance in African schools may be affected by lack of recognition, poor promotion, and or unsupported working environment among schools in Africa, as agreed by Mola and Dagnew (2020) in Ethiopia schools that the situation of motivation specifically non-financial motivation is not taken into account in most school, as a result, affect the performance of teachers.

In Tanzania particularly, cost-benefit analyses, specifically on non-financial motivation, are not well implemented, this is due to the poor working environment that teachers complain does not facilitate them to implement their tasks well, lack of recognition from their leader, and frustrating promotion among them since it is done on the wish of their employers and not on the bases of the policies (Abakunda *et al.*, 2023). A lack of implementation of non-financial motivation in Tanzania schools is said to be one of the catalysts among factors influencing low performance among teachers in public primary schools (Kahangwa & Kafanabo, 2023). The study conducted by Nzowa (2020) in Arusha district in Tanzania on non-momentary factors and job satisfaction in Public schools revealed that recognition, career, and professional growth, as well as working conditions not well practised in public schools have significant effects on teachers' performance, these results align with that of Kassim and Onyango (2022) who did their study in Ilemela district in Mwanza, Tanzania and concluded that non-financial incentives have a vital role on the performance of teachers.

Since in the current millennium, sophisticated organisations, including primary schools, require non-financial motivation like promotion, work-life balance, training and career development, recognition, working conditions, and job sharing, it was important for this study to include promotion, recognition, and working conditions as non-financial motives on teacher's performance in Tanzania. Promotion is considered as a vertical or horizontal increase of employee rank that is associated with high pay, responsibilities, and status (Sikira *et al.*, 2024). Promotion is the biggest concern among teachers in most schools, impacting them with a high commitment to the accomplishment of their daily schedules once implemented by their employers accordingly (Bala & Eli-jajah, 2019). In the study conducted by Ndiujye and Tandika (2019) on promotion as a motivation factor among per-primary school teachers, the study concluded that promotion has a significant effect on primary teachers in the study area.

On the other hand, recognition is one of the important strategies that most employees mostly require to hear from their employers; recognition is done to appreciate the contribution made by the employee in facilitating the desired vision of the institution (Patel & Chandra, 2022). According to Yang *et al.* (2022), recognition is an act indicating an appreciation and acknowledgement for an incredible input made by the employee to meet an organisation's purpose. Recognition is very important to be done by the employees about their jobs hence it creates a sense of commitment and belonging among employees in the organisation. As a result, improves performance (Okon *et al.*, 2023). Khaembe *et al.* (2024), in their study on recognition practice and teacher performance, concluded that recognition influence positively the performance of teachers in the involved schools.

Moreover, since teachers are not working in a vacuum but rather in the environment, they require a supportive environment with good working conditions that will assist them in accomplishing their jobs without any limitations (Sukarova, 2021). Working condition covers the organisation's working environment, including all facilities used for accomplishing tasks and all situations that are associated with employees during working time, it contains non and physical matters available in the working environment (Harerimana *et al.*, 2020). Myeya and Rupi (2022) on their study concluded that working condition has a significant relationship with teachers' job performance, the study further illustrated that working conditions with poor physical facilities and a high workload affect teachers' performance.

Therefore, non-financial motivation in regards to teacher performance can generally be understood that both relate and that performance of teachers to some extent is influenced by non-financial motivation as indicated in the study by Comighud and Arevalo (2020) who did their study on motivation related to teachers' performance and revealed that non-financial motivation like working condition and teacher's growth has a significant relationship with teacher's performance. The results go along with a study done by Harerimana *et al.* (2020) on teachers' motivation and performance, as it was revealed that non-financial motivation plays a greater role than financial motivation in the study area in improving the performance of teachers. The implication of this result indicates that non-financial motivation is well-desired by teachers in schools and that employers who consider the implementation of non-financial motivation enjoy improved performance from teachers (Rouadi *et al.*, 2020).

1.3 Statement of the Problem

Education institutions, specifically primary schools, are very important in creating a good foundation for the students for their education advancement. However, there is a serious problem of underperformance among many school teachers because most of them are not performing to the extent that does not facilitate the achievement of Sustainable Development Goal number 4, which is formulated to 'Ensure inclusive and quality education for all and to promote lifelong learning (Carlitz & McGee, 2023).

In Ubungo Municipality particularly, reports indicate that most primary school teachers perform at a low level, making the Municipality one of the municipalities that have the lowest performance of pupils among other Municipals in the DaS es Salaam region, this signifies that most teachers in primary school at Ubungo Municipal are not fulfilling well their responsibilities that in turn lead to low-performance student's results (Dar Education Annual Report, 2023).

The Government, as the main sponsor of primary school teachers, has implemented many initiatives that focus mainly on improving the performance of teachers in public primary schools, including establishing performance appraisal, training teachers as the means of sharpening their skills, providing supportive learning materials such as iPads commonly known as Vishikwambi to facilitate learning and strategy for job satisfaction and improve compensation schemes among teachers, all these were done to improve teachers performance in public primary schools, but the

problem related to low performance among teachers in public primary school still exist (Kulwa & Mwila, 2022; Arumwene, 2018).

Since teacher's performance is influenced by many factors, including motivation at the workplace, financial motivation and non-financial motivation, it was seen as important by the researcher to raise intention to examine how teachers in primary sch, specifically at Ubungo Municipal, are motivated in the way that they can be committed to extraordinary performance, this study was mainly intended to study on Investigation of the effect of Non-financial motivation to gain an insight on how promotion, recognition and working condition decide the performance of public primary teachers in public primary schools using Ubungo Municipality as the case.

1.3 Objectives of the Study

This study comprised the general objective and specific objectives.

1.3.1 General Objective

This study generally Investigated the effect of non-financial motivation on the performance of public primary school teachers in Tanzania

1.3.2 Specific Objectives

- i) To examine the influence of employee promotion on the performance of public primary school teachers at Ubungo Municipality
- ii) To assess the influences of employee recognition on the performance of public primary school teachers at Ubungo Municipality
- iii) To examine the influence of working conditions on the performance of public primary school teachers at Ubungo Municipality

1.4 Significance of the Study

The findings of this study have significance to the policymakers as it will help them to improve policies and strategies that are used to guide employee motivation, specifically non-financial motivation factors, the study provides insight into the need to implement non-financial motivation schemes as an important factor for improving teacher's performance in the public sector.

Since most employers consider motivation as an expense and not an investment, from the findings of this study, employers understand the implementation of non-financial motivation for the benefit of their employees.

This study also carries an essential message to the government as the main employer of teachers in public primary schools that non-financial motivation, including

recognising their teachers' commitment, promoting them in regards to the policies, and improving them with acceptable working conditions, is a good strategy for improving their performance.

To the researchers, this study provides further areas for research and helps researchers to conduct similar studies in another part of the country to replicate or come up with different findings therefore, this study has to be used as a reference and judgmental to their scholarly studies.

The study findings also are useful to private organisations if there is a need for creating new employee motivation schemes specifically for teaching professionals. Finally, the study helped the researcher meet the academic requirements of the Institute of Social Work for the award of a Master's Degree in Strategic Human Resource Management.

1.5 Contribution of the Study

Knowledge

This study contributed to the existing body of knowledge that non-financial motivation is a good predictor for the occurrence of public teacher performance since the study found a cross relationship among the two variables that were included in this study non-financial motivation and Public Primary school teacher's performance.

Theoretical

Social exchange theory, which was the theory used to guide this study toward the achievement of the findings, managed to contribute to the theoretical gap by predicting reliable results on the Investigation of the effect of Non-financial motivation on public primary school teachers' performance as predicted in the study.

Methodologically

In considering various studies included in this study that did their study on similar topics to this study, many studies were found to be conducted in the private sector, and this study bridged a gap by providing findings using public sectors with a quantitative approach.

1.6 Scope of the Study

The study was limited to the Investigation of the effect of non-financial motivation on the performance of public primary school teachers at Ubungu municipality in Tanzania. The independent construct for this study was Non-financial motivation that

included variables such as promotion, recognition, and working conditions. Public teachers' performance was a dependent construct for this study.

The study was conducted in Dar es Salaam, Tanzania, where Ubungo Municipal was considered as the case for the study and from where primary data were collected from six primary schools, and primary school teachers were used as a unit of inquiry and analysed to obtain the intended results on the direct relationship between the two variables which was Non-financial motivation and Performance of Public primary school teachers.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented a review related to the study; it provides more information concerning the Investigation of the effect of non-financial motivation on the performance of public primary school teachers at Ubungu Municipality in Tanzania. The chapter organises a description of key terms, guided theory, empirical review, research gap, and conceptual framework

2.2 Description of Key Terms

2.2.1 Performance

Performance refers to the way an individual(s) accomplishes tasks or an assignment in the workplace (Rahman *et al.*, 2019). Performance is often described as the effectiveness and efficiency with which individuals carry out their job responsibilities (Kurniawan, 2023). Furthermore, performance encompasses how well teachers execute their tasks and assignments, which is influenced by various factors, including the work environment and recognition (Kurniawan, 2023). Moreover, performance is defined as how individuals or members of staff fulfill their job responsibilities, emphasising the interplay of various factors that affect task completion and overall effectiveness in the workplace (Jena, 2021). For this study, performance included commitment, reduced rate of absenteeism, extra performance, more output, and task completion rate.

2.2.2 Motivation

Motivation means a process of stimulating people to act in a certain manner to accomplish desired goals and objectives (Orumwene, 2018). Motivation is a psychological construct that refers to the disposition to act and direct behaviour according to the goal. Like most psychological processes, motivation develops throughout the lifespan and is influenced by both biological and environmental factors (Arango, 2018). An employee may be motivated financially or non-financially (monetary or non-monetary motivation (Orumwene, 2018). For this study, non-financial motivation was used to assess its influence on the performance of government primary school teacher performance.

2.2.3 Non-Financial Motivation

Non-financial motivation is an employee's encouragement without involving direct monetary compensation such as salary (Kulwa & Mwila, 2022). Rather, it involves factors related to the employee's job and self. Therefore, non-financial motivation is

a way of motivating employees without involving money directly (Kassim & Onyango, 2022). Non-financial motivation includes multiple strategies that organisations utilize to incentivise employees without directly associating incentives with monetary pay to influence employee motivation, especially in difficult economic conditions, underscoring their critical role in cultivating a motivated workforce (Chatzoglou, 2024). For this study, non-financial included employee promotion, employee recognition, and a conducive working environment.

2.2.4 Promotion

According to the Civil Service Commission (2018), Promotion is the advancement of a career to an employee from a lower-level job position to a higher-level job position with an increase in duties and responsibilities, increase in status and prestige as authorised by law. Promotion is typically defined as the advancement of teachers from an inferior position to a superior role, frequently accompanied by augmented duties, status, and benefits. Promotion generally entails a methodical assessment of performance and potential, resulting in an advancement that corresponds to their abilities and contributions to the organisation Sarfraz *et al.* (2022). Many factors can affect promotions, including work-life balance, which can boost productivity and raise promotion chances (Tournier *et al.*, 2019). This shows that tenure, performance, resources, and support may all affect promotions and career advancement.

2.1.5 Recognition

Recognition is defined as the act of acknowledging employees for their contributions (Global AIRE Benchmark Report, 2023). ‘Contributions’ can be for day-to-day tasks, teamwork efforts, ideal behaviours, or simply for the way they do things. Everyone likes to be appreciated for their efforts (Okon *et al.*, 2023). Recognition entails doing that in a meaningful way; you are letting them know that you have noticed and appreciated their efforts. This sincere act will boost morale and instil a sense of belonging at work (Alola *et al.*, 2018). Recognition has a tremendous potential to drive engagement, productivity, and employee retention. If you give them due recognition, you can unlock their full potential. Therefore, Recognition is the way to acknowledge workers for the performance they did (Yang & Xia, 2023).

2.1.6 Working Condition

Work condition is the totality of the environment under which a person or a group of persons work or perform their duties (Sukarova, 2021). The conditions in which employees or individuals are required to do their duties may encompass issues such as permitted breaks, the condition of heating, lighting, and ventilation in workplaces,

the safety and comfort of machines, vehicles, and other equipment, standard levels of personnel, and disciplinary procedures (Fahriz, 2023). In the school setting, working conditions consist of physical, social, and psychological features of the workplace (Merrill, 2021).

2.3 Theoretical Review

A theoretical framework is a collection of interrelated concepts that help to guide your research, determining what things you will measure and what statistical relationships you will be looking for (Kassim & Onyango, 2022). The relationship between non-financial motivation and the performance of public primary school teachers was guided by social exchange theory (SET)

2.3.1 Social Exchange Theory

The study was guided by the social exchange theory developed by George C Homans in 1958. The theory states that people make decisions by consciously or unconsciously measuring the costs (efforts) and rewards of a relationship or action, ultimately seeking to maximise their reward. This theory focuses on face-to-face relationships and isn't meant to measure behaviour or change at a societal level.

Assumption of Social Exchange Theory

People are motivated to retain some value (reward) when they have to give something up (cost). This assumes that public primary school teachers are motivated to retain some non-financial motivation such as promotion, recognition, and working conditions so as they have to show good performance, while teachers who are not given non-financial motivation have nothing to recall and hence underperform.

People pursue social exchanges where they receive more rewards than their costs (effort). This means that public primary teachers follow social exchanges where they receive more non-financial motivation such as promotion, recognition, and good working conditions than their usual performance, while those who have not given non-financial motivation will tend to perform under usual performance.

People expect to be rewarded similarly when they incur the same costs (equity of exchange). This means that primary teachers are expected to be rewarded in the form of non-financial motivation such as promotion, recognition, and good working conditions similar to their performance.

People will terminate relationships when they believe the costs to be greater than the rewards. This means that teachers in public primary schools will terminate the relationship by transferring to another field, with a high rate of turnovers, poor

attendance in school as well and poor use of teaching and learning when they perceive the performance they impose to be greater than the non-financial motivation they receive.

Application of Social Exchange Theory

Social exchange theory can be applied to many fields, including the Human Resource Management Profession. This theory implies that if primary school teachers are given non-financial motivation such as promotion, recognition, and working conditions in exchange for good performance such as good attendance, reduction of teacher turnover, and application of learning and teaching methods, it may result in higher scores of students. And when non-financial motivation is ignored by teachers in public primary schools, teachers may underperform.

2.4 Empirical Literature Review

Non-financial motivational factors have been observed to play a great role in public primary school teacher's performance in Tanzania. This is supported by studies conducted in various countries in the world.

2.4.1 Employee Promotion and Performance of Primary School Teachers

According to Victoria State University (2020), Promotion is defined as the permanent movement of an ongoing employee from one position to another position in the teaching service with a higher attainable maximum salary than the employee's substantive position'. Teacher promotion criteria should always be transparent, equitable, standardised, and tailored to the post (Alade & Okeke, 2021). Various promotion criteria exist, including qualifications, seniority or years of experience, and performance (Perla *et al.*, 2023). In the field of education, teacher motivation is crucial as it directly influences students' academic outcomes. Sarfraz *et al.* (2022) contend that teachers' motivational strategies significantly enhance student performance, suggesting that motivated teachers are better at promoting student engagement and achievement. This notion is corroborated by Iqbal *et al.* (2023), who examine the correlation between teacher motivation and student performance, positing that motivated teachers cultivate a more favourable learning environment that fosters academic success

Kulwa and Mwila (2022), in their study, argued that the benefit of promotion includes increased retention, engagement, and productivity, facilitating career path and growth, and bringing a sense of management and support to the rewards and recognition program of the company. Many scholars perceive promotion as one of the most important components of employer-employee relations (Mbura & Sekela,

2020). Moreover, Rajabu (2020) conducted a study on the influence of teachers on students' Academic Performance in Public Primary Schools. A case of selected Primary Schools in Mbigwe District. Research findings reveal that low salaries and wages, poor provision of non-financial motivation, and inconvenient promotion policy were found to be the major challenges that demoralise teachers' delivery process, which hurts students' motivation in public primary schools in Mbogwe district council due to poor performance of teachers. These challenges demoralise teachers, leading to a low commitment to the teaching and learning process which hurts student academic performance, as noted from the NACTE results.

Mbonea *et al.* (2021) conducted a study that examined the levels of motivation among secondary school teachers and found that there was a massive turnover of teachers in secondary schools leaving their teaching profession, particularly experienced teachers, due to a lack of motivation, especially promotion. Promotion is a kind of encouragement tool that is used to reward employees for meeting organisational goals. Hence, it delivers as a means of integrating organisational goals and personal goals (Nzowa, 2020). Furthermore, the study conducted by Ndijuye and Tandika (2019) on the promotion of the status and quality of teachers in the United Kingdom revealed that teacher motivation and performance are inextricably linked as one influences the other. The study further indicated that despite the significance of salaries for teachers, non-financial factors such as promotion have proven to be more effective in making teachers satisfied with their jobs and perform well. Following the above discussion, the following hypothesis was developed and tested to generalise the findings on the study variables.

H₁: Employee promotion influences the performance of public primary school teachers

2.4.2 Employee Recognition and Performance of Primary School Teachers

Rahmawati *et al.* (2021) argued that recognition is as much an organisational management issue as it is one related to the basic needs of individuals to attain good performance. Although it is gaining wider and wider currency in sociology and organisational psychology circles, this complex notion is still fairly vague in the management world. The article starts by examining the growing need for recognition expressed by today's workers. It then goes on to provide an overview of the social and organisational context surrounding the issue. Finally, it presents the various approaches and methods used to promote employee recognition, as well as the sources of this recognition within an organisation. Four conceptual approaches to

recognition are analysed: the ethical perspective, the humanistic and existential view, the work psycho-dynamics school, and the behavioural outlook. An analysis of these different theoretical perspectives reveals that recognition takes four main forms: personal recognition, recognition of results, recognition of work practice, and recognition of job dedication. The field of recognition, meanwhile, is characterised by the presence of five types of interactions: organisational, vertical, horizontal, external, and social. Recognition plays a great role in teachers' performance.

Studies have been conducted to examine the levels of motivation among secondary school teachers and found that there was a massive turnover of teachers in secondary schools leaving their teaching profession, particularly the experienced teachers, due to lack of motivation, particularly on recognition from authorities, promotion which can influence the teachers to perform well (Grynko, 2017).

Recognition for teachers has a major role in influencing teachers' performance at their jobs (Mlawa, 2021). The study conducted focused on the role of the Head teacher's recognition of teachers' job commitment efforts in public primary schools in the Iringa district council the findings revealed that, as teachers are motivated, they perform well in the school. Also, the findings revealed that the teachers in public primary schools were motivated both intrinsically and extrinsically as their heads motivated them according to the situation of their school management in case of availability of resources in the school (Mlawa, 2021).

Furthermore, Zhu *et al.* (2023) argue that when recognition is provided, employees pride themselves on the work they are doing, realise that their efforts are correct, and follow the wishes of their supervisors. In the United Kingdom, for example, teachers' motivation and satisfaction were found to be related to work with children, while dissatisfaction was related to work overload, poor pay, and how teachers were recognised by society (Fan *et al.*, 2022).

Research has been conducted on teachers' satisfaction with life, job satisfaction, and emotional intelligence in Romania. This research revealed that teachers who were motivated feel they live a meaningful life and they share goals and values which are important to them. They mentioned non-financial motivational factors like recognition, promotions, career development, and working conditions as key issues towards a high level of motivation among teachers (Joseph *et al.*, 2023). Therefore, recognition of non-financial motivation was very important for the improvement of the performance of public primary teachers in Tanzania, thus why there is a need to conduct this study to fill the gap in the education sector. Following the above

discussion, the following hypothesis was developed and tested to generalise the findings on the study variables.

H₂: Employee recognition influences the performance of public primary school teachers

2.3.3 Working Conditions and Performance of Primary School Teachers

Work condition is the totality of the environment under which a person or a group of persons work or perform their duties. In a school setting, working conditions consist of two major components, which are the Physical and behavioural components of the working environment (Joseph *et al.*, 2021).

Rajabu (2020) Conducted a study on the influence of teachers on students' Academic Performance in Public Primary Schools. A case of selected Primary Schools in Mbigwe District. The findings revealed that working condition factors influence teachers' motivation as they encourage teachers' commitment to their teaching and learning process, therefore promoting teachers' performance. The study concluded that the teachers' motivation influences teachers to put effort into the teaching and learning process. Hence, their performance is to be improved.

Furthermore, Myeya and Rupia (2022) stated that teachers are dissatisfied as a result of working conditions, and due to the high cost of living, they engage in other economic activities during class hours to earn extra income and hence, poor performance. They argued that when teachers are provided with good conditions of working, they will perform better. Also, Matoke and Nyamongo (2015) set out to establish the determinants of teacher motivation in public secondary schools in Masaba South Sub-country, Kenya. The study findings showed that work conditions had a significant influence on teacher performance. Hence, it is the responsibility of management to ensure better working conditions in terms of health and safety, working facilities, and flexible working hours, as it influences the workers to perform better.

Moreover, Goel *et al.* (2023) Conducted a study in India and confirmed that the working environment is among the factors that motivate teachers towards their performance. The findings further indicated that factors that motivated teachers were the same that made them perform in their teaching profession. In Pakistan, the study by Sahito and Vaisanen (2017) revealed that factors of job satisfaction were found to be salary, career prospects, supervision, management, working conditions, and culture. The study further proved and accepted that highly motivated staff were

satisfied and performed their jobs better than poorly motivated ones. This an expression that there is a potential existence of the relationship between teachers' non-financial motivational factors and job performance. Following the above discussion, the following hypothesis was developed and tested to generalise the findings on the study variables.

H₃: The working condition influences the performance of public primary school teachers

2.4 Research Gap

Although the review of the literature found in many studies (Mlawwa, 2021) conducted a study that examined the levels of motivation among secondary school teachers and found that there was a massive turnover of teachers in secondary schools leaving their teaching profession, particularly for the experienced teachers due to lack of non-financial motivation such as working condition, positive relation, and promotion policy, this research is based on secondary schools, thus why there is a need for this study to be done on the influence of non-financial motivation on public primary in Tanzania. Mbogo (2013) concentrated on the impact of motivation on employee performance in public services in Tanzania in Ilala Municipality using the Statistical Package for Social Studies and presented that there was a positive relationship between motivation and employee performance, where wage was identified as the most motivating factor. The study intended to be done was different from this as it doesn't explore non-financial motivation in public primary teachers.

Rajabu (2020) Conducted a study on the influence of teachers' motivation on students' Academic Performance in Public Primary Schools. A case of selected Primary Schools in Mbigwe District. Research findings reveal that low salaries and wages and poor provision of non-financial motivation such as promotion policy were found to be the major challenges that demoralise teachers' learning process, which hurts students' motivation in public primary schools in Mbogwe district council. These challenges demoralise teachers, leading to a low commitment to the teaching and learning process, which hurts their performance, as noted from the NACTE results. The previous study done at Mbigwe District, while this study is intended to be done, will be different from this study as it doesn't explore non-financial motivation on the public primary at Ubungo Municipality.

Despite the existing studies, the information on the non-financial motivation of public primary school teachers at Ubungo Municipality is limited. Therefore, the researcher conducted this study to bridge the existing research knowledge gap by

investigating the influence of employee promotion, employee recognition, and working conditions on primary teachers' performance.

2.5 Conceptual Framework

The study investigated the effect of non-financial motivation on the performance of public primary school teachers. The independent construct of non-financial motivation was measured by employee promotion, employee recognition, and working conditions. The dependent construct performance of the primary teacher was measured by commitment and task completion rate, as shown in the figure below.

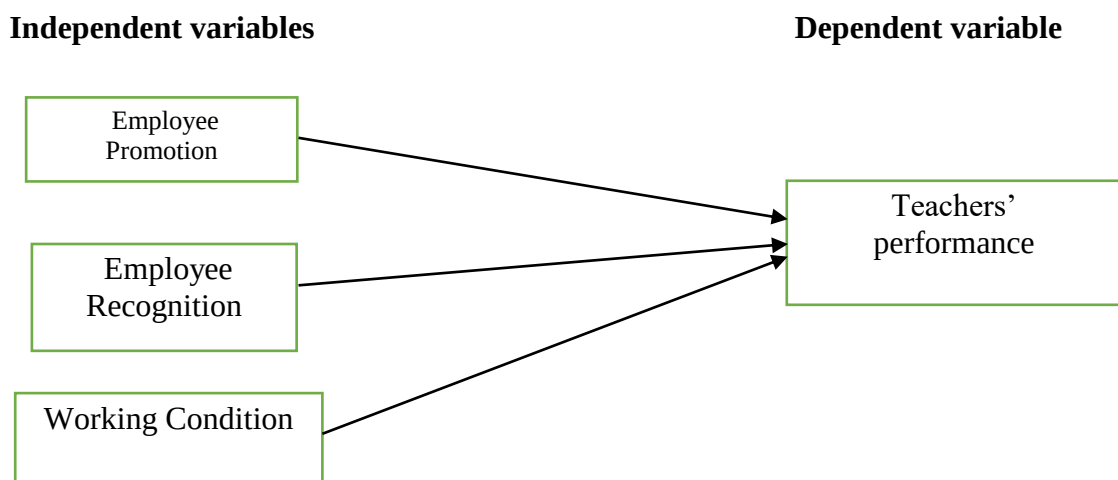


Figure 2.1: Conceptual Framework

Source. Field data (2024)

Research Hypotheses

- H₁** Employee promotion influences the performance of public primary school teachers at Ubungo municipality.
- H₂** Employee recognition influences the performance of public primary school teachers at Ubungo municipality.
- H₃** Working condition influences the performance of public primary school teachers at Ubungo municipality.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section on research methodology discusses the strategies and procedures that were employed to ensure the structured and scientific conduct of this study. The section discusses the research approach, research design, study area, targeted population, sampling size and sample technique, data sources and data collection methods, validity and reliability, data analysis, and ethical considerations.

3.2 Research Approach

The research employed a quantitative approach that emphasises the quantification of phenomena through statistical techniques and measurements (Saha, 2022). The objective of employing this approach was to gather and analyse quantitative data to identify patterns and correlations and test hypotheses between variables (NFM and TP) (Ferdiansyah, 2022). This method entailed the gathering of statistical data to explain the influence of non-financial motivation on the performance of public primary school teachers, concluding in the testing and establishment of the influence of one variable on another the variable (Jain, 2019).

3.3 Research Design

Research design refers to the comprehensive strategy employed to address research questions. A research design often defines the theoretical frameworks and models applicable to a study, a methodology for data collection, and a procedure for deriving conclusions from the data (Opincariu *et al.*, 2018). The study used a cross-sectional survey design to carry out this quantitative study. The basic aim of using a cross-sectional design was to facilitate the summarisation of data to support generalisations in selected public primary schools at Ubungu municipal in Tanzania (Trafimow & MacDonald, 2016).

3.4 Area of the Study

The study was conducted at Ubungu Municipality, in DarEs-Salaam, whereby six primary schools (Kibamba Primary School, Kibamba Special Primary School, Upendo Primary School, Kibwegere Primary School, Mugabe Primary School, and Mbezi primary school) were used as the unit of analysis. The study area was chosen because it is one of the municipalities that involved government primary schools, and most of the primary schools are not performing to an extent that does not satisfy the required performance also, since it was a new Municipal Council in Dar-Es-Salaam started in 2016, the study wanted to assess the teacher's non-financial motivation and

its influence on the employee (teachers) performance. Moreover, the Ubungo municipal council played a strategic role in helping the government achieve strategic objectives in the provision of quality education with quality manpower and facilities.

3.5 Population of the Study

A population refers to the group of individuals in a study or the subjects that comprise the study group Kothari (2004). A carefully selected population holds the majority of the data regarding a specific population parameter, but the relationship between the sample and the population must permit accurate conclusions to be drawn about the population from that sample (Payne & Grey, 2014). The focus population of this research consisted of primary school teachers at six selected schools at Ubungo Municipal. The total number of the focus population was 339.

3.6 Sampling technique

The study applied a simple random sampling technique in selecting respondents of the study because they had homogeneous characteristics, so every respondent had an equal chance of being selected in a sample (Taherdoost, 2018).

3.6.1 Sample Size

Kothari (2004) describes a sample as a subset of participants chosen to represent the entire population of the study, with its results serving to generalise the population. This research planned to use a sample of over 100 participants from the total population. The sample size was determined using the systematic formulas for sample size calculation suggested by Yamane (1967). The sample size should not be overly large or too small; it should be optimal, meeting the criteria of efficiency, representative, reliability, and adaptability.

$$S = \frac{N}{1+Ne^2}$$

Where by

N = Target population

n = Sample size

e = margin of error

Using the confidence interval of 95%, statistically, the tolerated sampling error is 0.5.

Therefore, the sample size is as follows:

$$339/1+339(0.05)^2$$

$$339/ 1+339(0.0025)$$

$$339/1+0.8475$$

$$339/1.8475$$

S=183

Sample size = 183 respondents (Public Primary school teachers)

3.7 Unit of analysis

The unit of analysis is the entity that frames what is being investigated in research (Payne & Grey, 2014). The unit of analysis can also be defined as the entity being studied as a whole (Cresswell *et al.*, 2011). In social science research, the most commonly referenced unit of analysis considers an individual, group of individuals, society, organisation, and state. Based on this, the unit of analysis studied in this study was the government primary schools found in Ubungo municipal council in Dar es Salaam, Tanzania.

3.8 Unit of Enquiry

The unit of inquiry is defined as from who the data required for the study will be collected (Cresswell *et al.*, 2011). The unit of inquiry is also known as the unit of observation and sometimes may be the same as the unit of analysis in some studies (Payne & Grey, 2014). The unit of inquiry for this study was the public primary school teachers in the study area. These were used based on the fact that they are the ones involved in the day-to-day activities of teaching in government primary schools.

3.9 Sources of data

The source of data may involve the data that are already collected and data that was collected during the study. Data sources can be used to describe different tools and methods of data collection (Leedy & Ormrod, 2015). There are two sources of data: primary and secondary sources of data. This study used primary data to draw conclusions from the sample (respondents) and generalise the findings to the whole population. The study opted to use primary use of data to obtain first-hand information from the population of the study. In this regard, the researcher visited the physical locations of the respondents, asking questions by using written/printed questions.

3.10 Methods of data collection

Data collection methods are the process of gathering and measuring information on variables of interest in a systematic manner that enables the researcher to answer the research questions, test hypotheses, and evaluate the outcomes (Zhao, 2023). Data collection methods include questionnaires, interviews, surveys, observation, and focus group discussion; this quantitative study used a questionnaire as the sole method of collecting primary data. The study opted to use a questionnaire because it is free from the bias of the interviewer and that respondents have adequate time to

give answers. Furthermore, the respondents are easily and conveniently approachable, and it is suitable for large samples. The researcher visited the physical locations of the respondents, gave them the printed questions to fill in their own time and then returned them to the researcher for analysis and interpretation (Kumar, 2011).

3.10.1 Tool for data collection

The study used a structured questionnaire that involved closed-ended questions with items Likert scale to collect data from the respondents (primary teachers). The scales ranged from strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1). The questions were adopted from previous researchers who conducted the same study and modified to suit the current study that assessed the influence of NFM and EP in the government primary schools in Tanzania.

3.11 Measurement of Variables

The study intended to assess the effect of NFM on TP in government primary schools in Tanzania. The independent construct of the study, non-financial motivation (NFM), was measured by three variables, namely Employee Promotion (EP), Employee Recognition (ER), and Working condition (WC), as adopted from the work of Mbonea *et al.* (2021, Ystad (2018); Moses (2017); Rajabu (2020) and modified by the researcher to suit the study. The dependent construct of the study, namely teacher's performance, was measured by two variables: commitment and task completion rate as adopted from the work of Kurniawan (2023), Jena (2021), and Rahman *et al.* (2019) and modified by the researcher to suit the current study.

Table 3.1: Measurement of variables

Construct	Variable	Measurement	Author(s)/Year
Non-Financial Motivation	Employee Promotion	Promotion policy Promotion interval Types of promotion	Mbonea <i>et al.</i> (2021) Ystad (2018)
	Employee Recognition	Reward Appreciation Value Fair and consistent recognition program	(Mohamad, 2024). Rahmawati <i>et al.</i> (2021)
	Working Condition	Work-life balance Health and safety programs Working facilities	Rajabu (2020) Moses (2017)
Teacher's Performance	Employee Commitment	Extra performance Low absenteeism	Rahman <i>et al.</i> , (2019) Jena (2021)
	Task Completion Rate	More output Improved efficiency	Kurniawan, (2023)

3.12 Data Analysis

The research methodology for this study is based on a quantitative framework, to extract the necessary data, the researchers designed questionnaires with questions that are categorical parameters. The rationale behind this design choice was to underscore the feasibility and relevance of implementing a linear regression analysis for the data collected.

3.12.1 Regression Analysis

Building on the findings obtained from the descriptive statistics, the study employed linear regression analysis to determine the nature and strength of the relationships between the independent and dependent variables (Saha, 2022). This method was appropriate for predicting the behaviour of the dependent variable based on variations in the independent variables. The study was designed such that the independent variables (EP, ER, and WC) affect the dependent variable (employee performance) (Healing, 2019).

3.13 Reliability and Validity of Data

Validity and reliability are important concepts that can be explained, and to assess validity, the data must likewise be dependable (Payne & Grey, 2014).

3.13.1 Data Reliability

In the context of research, the reliability test, specifically employing Cronbach's Alpha (α), is pivotal in assessing the internal consistency of a scale or measurement tool, ensuring that various items or indicators employed are cohesively measuring the same underlying construct or concept (Tavakol & Dennick, 2011). Essentially, Cronbach's Alpha renders a quantitative expression using categorical variables. A generally accepted threshold for satisfactory reliability is ≥ 0.7 , although this can be context-dependent (Frost, 2017). Within the framework of scrutinising the effectiveness of human resource planning on performance in higher learning institutions, the reliability test employed Cronbach's Alpha ensured that the collected data.

3.13.2 Validity

Validity concerns how accuracy can be evaluated, serving as a term that conveys the essence of research methodology, specifically whether the researcher is measuring what they are intended to measure (Trafimow & MacDonald, 2016). To ensure the validity of the study, the tools for data collection were adopted from previous researchers and modified to suit the current study.

3.14 Ethical Consideration

According to Saunders *et al.* (2007), the study had four ethical guidelines: the information requirements such as informed consent, the confidentiality requirement, and the utilisation requirement. The following were the ethical principles that were observed by the researcher throughout the research.

The clearance form was obtained from Ubungo Municipality to introduce the researcher to the respective authorities as well as the form acted as an identity of the researcher, meaning that the study will be conducted legally.

In the informed consent form, respondents were informed of the conditions of participation, and a letter of introduction of the research was sent to all school head teachers who were involved in the study. For example, the participation was voluntary.

Debriefing, the data collection paraphrased to participants to give them short feedback as well as to ensure them that the researcher is active and records what they

contributed to the respective respondents. Assured confidentiality, the names and information provided by respondents will be kept.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter gives out the response rate of respondents, demographic information, reliability analysis, descriptive statistics of the variables, assumptions of the linear regression, data presentation, data interpretation, and discussion of findings concerning other similar studies and provides theoretical implications of this study.

4.2 Response Rate

The researcher distributed a total number of 183 structured questionnaires with closed-ended questions to respondents (teachers) at Ubungo municipal, which was the case for this study, in 183 questionnaires that were distributed, the researcher was able to retrieve only 178 filled questionnaires. Five questionnaires were found to have some missing values, and three were found to contain outliers hence, they were not included in the analysis process. Therefore, the study remained with 170 questionnaires, equivalent to 93% (response rate) of the total questionnaires distributed in the study area, and 170 questionnaires were entered into SPSS version 27 for the data analysis process using the Linear regression technique. The response rate qualified for the linear regression technique since it requires at least each variable to have 20 cases. Table 4.1 below indicates the respondent rate for this study.

Table 4.1: Response rate

Distributed	Returned	Missing values	Outliers	Remained	Response rate
183	178	5	3	170	93%

Source: Field data, 2024

4.3 Demographic Information

Respondents' information related to age, gender, marital status, education level, and tenure of service are discussed and provided in this part as follows,

4.3.1 Age group

The analysis related to the age of the respondents was done and results indicated that the age group of 18-30 was 34 employees (equal to 20%), the age group of 31-40 was 68 employees equal to (40%), age group of 41-50 were 68 employee equals to (40%)

while age above 50 found to have no respondent hence represent zero per cent and make 100% of all total respondents (170) as indicated hereunder the (table 4.2).

Table 4.2: Age group

Age					
		Frequency	Percent (%)	Valid Percent	Cumulative Percent
Valid	18-30	34	20.0	20.0	20.0
	31-40	68	40.0	40.0	60.0
	41-50	68	40.0	40.0	100.0
	Above 50	0	0.0	0.0	0.0
	Total	170	100.0	100.0	

Source: Field data (2024)

From the above table, it can be understood that the majority age group of respondents were young, aged 31-40 years, equal (40,%) similar to the aged respondent group of 41-50 years, which represented (40%) of all respondents.

Discussion of findings related to age group

The question related to the age group was asked by the researcher to discover the age group of respondents that were included in this study. According to the data, the majority of teachers in the study were young (31-40) and aged (41-50) teachers. These results imply that the study area complies with employees who have still more energy to tackle all kinds of work schedules at their work and facilitate good performance, at the same time, the study comprises many aged employees with more experiences related to their job; this age composition (31-50) is very beneficial to the performance of the duties of the organisation because completion rate of task and efficiency collectively is a sure event considering that the study has energies and employee with good experiences. Bashir *et al.* (2021) supported that young employees with enough energy and skills related to their jobs are faster and more accurate in accomplishing their tasks.

4.3.2 Gender Group

Data analysis related to gender was done and indicated that male employees were 88 (51.8%) whilst female employees were 82 (48.2%), making a total of 170 employees that were considered as a sample in this study as per (table 4.3) below.

Table 4.3: Gender Group

Gender					
		Frequency	Percent(%)	Valid Percent	Cumulative Percent
Valid	Male	88	51.8	51.8	51.8
	Female	82	48.2	48.2	100.0
	Total	170	100.0	100.0	

Source: Field data (2024)

From the above analysis related to gender, the study indicates that male employees were over male in a slight difference, which indicates that respondents in the study are almost equally considered in the study and that primary schools at Ubungo have good gender diversity.

Discussion of findings related to gender group

The study was interested in knowing the respondent's gender that was involved in this study, and the result indicated that among respondents that were included in the study, male respondents were many over female respondents, signifying a good gender diversity in the study area. These results imply that since the study respondent rate shows a balanced gender diversity in primary schools in Ubungo municipality, the municipal enjoys different experiences, beliefs, knowledge, and networks from men and women that are very important in creating a competitive workforce that can foster attaining of desirable outcome (Amsi & Kifle-Mariam, 2023).

4.3.3 Education level

Analysis of the level of education of respondents for this study indicated that employee 51 (30%) possess a certificate level of education, while employee 85 (50%) possess a diploma education level, and 34 (20%) employees educated to a degree as seen on the (table 4.4) below.

Table 4.4: Education level

Education level					
		Frequency	Percent (%)	Valid Percent	Cumulative Percent
Valid	Certificate	51	30.0	30.0	30.0
	Diploma	85	50.0	50.0	80.0
	bachelor degree	34	20.0	20.0	100.0
	Total	170	100.0	100.0	

Source: Field data (2024)

The above table provides that analysis of data related to education level indicates that the majority of respondents have educated to moderate education level of diploma who were 85 (50%) of all respondents.

Discussion of findings related to educational level

The study asked the respondents to identify the level of education they have, and it was revealed that each educational level was found to have several respondents. However, the findings show that the majority of respondents in the study area have a diploma level of education, which makes the workforce in primary schools very active in delivering primary education to pupils since a diploma education level for primary teachers is a good level of education that can help in delivering better knowledge to pupils and that Luthfu *et al.* (2023) on their study related to education provided that employees with high level of education likely to foster the accomplishment of tasks and hence better organisations goal achievement.

4.3.4 Tenure of Service

The obtained data were also subjected to the analysis related to the tenure of service of the respondents to understand the time respondents carried on serving their positions; the results indicated that 34 employees, equal to (20%) worked for below 2 years, 51 employees equivalent to (30%) worked for 2-5 years, whilst 68 employees equals to (40%) worked for 6-10 years and 17 equals to (10%) worked for above 10 years as primary teachers. (table 4.5) below are the results related to the tenure of service of the respondents involved in this study.

Table 4.5: Tenure of Service

Tenure of service					
		Frequency	Percent (%)	Valid Percent	Cumulative Percent
Valid	below 2	34	20.0	20.0	20.0
	2-5 years	51	30.0	30.0	50.0
	6-10 years	68	40.0	40.0	90.0
	10 and above	17	10.0	10.0	100.0
	Total	170	100.0	100.0	

Source: Field data (2024)

Since this study ensures that different employee with different years of working has to be included in the study, the result in the table above shows that many employees that were included in the study worked for 6-10 years as primary teachers.

Discussion of findings related to tenure of service

The model asked the respondents to identify the period covered working as an employee to their career; the study revealed that each tenure of service category was found to be covered by a certain number of respondents. From tenure of services, the result indicated that the majority of employees under the study area worked for about (6-10) years, which means most employees have more experience with their job, and that is more beneficial for the organisations because employees that stayed longer working in the same area have much experience that facilitate easy an attainment of the study goals. Ardianto (2020) stated that experiences are the key factor in determining the performance of employees in the organisation since they contribute to the performance of the organisation.

4.4 Reliability Analysis

It was essential for this study to test the reliability before data processing, this process was done to determine if scale measures measured what was intended to be measured in this study. In enabling this process, Cronbach's alpha (α) was used to assess construct content validity and item internal consistency. According to Tavokol and Dennick (2011), a Cronbach's alpha(α) of 0.7 and above is considered to be good,

0.8 and above is better, and 0.9 and above is excellent. (table 4.6) below indicates Cronbach's alpha (α) for each variable that was included in this study.

Table 4.6: Reliability analysis

Variables	Cronbach's alpha (α),	No. of items
EP	0.910	9
ER	0.926	9
WC	0.902	9
TP	0.916	10

Since Bonett and Wright (2024) also provide that Cronbach's alpha(α) of 0.7 and above is good, 0.8 and above is better, and 0.9 is excellent, it can be concluded that measures that were included in this study measured what was intended to be measured since Cronbach's alpha value for all variables was above 0.9.

4.5 Testing of Primary assumptions of linear regression analysis

The use of linear regression for data analysis requires analysing and meeting its assumptions to ensure the validity of the estimations (Uyanik and Guler, 2013). Unconsidered regression assumptions in the study mostly result in incorrect validity estimations (Williams *et al.* 2013), understanding that this study examined the four main assumptions of the regression to guide followed linear regression analysis and interpretation. Assumptions that were examined in this study include normal distribution, linearity, multicollinearity, and outliers as follows.

4.5.1 The normal distribution of data

The entire statistical framework assumes that the residuals (difference between predictors and outcome) are normally distributed for inference to work, which provides a need for the test of the data before statistical analysis (Razali and Wah, (2011). Linear regression analysis supposes a normal distribution of model variables and that if the data collected was not normally distributed, the interpretations and inferences would be invalid (Maity and Saha, 2022). To identify the normal distribution of the data, a test was done using the Shapiro-Wilk test. The Shapiro-Wilk test is a good measure of normality tests with samples under 2000. Razali and Wah (2011) state that insignificant (data not normally distributed) if the results is (P-value is less than 0.05). (table 4.7) below indicates all normality tests for all variables that were included in this study, such as employee promotion, employee recognition, working conditions, and teacher performance.

Table 4.7: Normality Tests

Variable	Shapiro – Wilk		
	Statistics	Df	Sig.
Employee Promotion	.917	125	.070
Employee Recognition	.922	125	.061
Working condition	.730	125	.083
Teacher's performance	.698	125	.070

Source: Field data 2024

The results from the normality table indicate that all variables found to have P-values above 0.05, this implies that this model qualified to analyse its data using a linear regression analysis technique.

4.5.2 The Linear relationship between the variables

Linear regressions assume a linear relationship between predictor and outcome variables (Rosenthal, 2017). Sarstedt and Mooi (2014) provided that linear regression analysis presumes that independent and dependent variables have a straight-line relationship. Linearity means the dependent variable is a linear function of the independent variables (Rosenthal, 2017). Thus, it is important to check the linearity assumption before data analysis. This is because if linearity is violated, all regression estimates, including regression coefficients, standard error, and tests of statistical significance may be subjected to under or overestimate of the true relationship. This study employed a standardised Normal P-P plot of regression to test linearity between variables, and it was found that straight diagonal points exist between non-financial motivation and Performance of Public primary teachers and provide a chance for this study to employ linear regression as a technique for analysing data.

4.5.3 Multicollinearity Test

The multicollinearity assumption implies that independent variables (predictors) are highly correlated (Senaviratna & Cooray, 2019). This situation occurs when predictors included in the study are all too highly correlated or when one variable is approaching linear combination with others (Frost, 2017). This seems important to be done in this study hence, multicollinearity was tested using VIF and Tolerance Value. The general rule is that to get out of multicollinearity, the VIF should be less than 150, and the tolerance value should be more than 0.1 (Senaviratna & Cooray, 2019). Multicollinearity tolerance values imply how much of the variability of the specified independent variable is not explained by the other independent variable in the same

model (Ibrahim *et al.*, 2022). Tolerance was calculated using $1 - R$ square for each independent variable (Non-financial motivation) in the model.

On the other hand, the multicollinearity assumption is tested using the Variance Inflation Factor (VIF), which is the inverse of the tolerance value. (Ibrahim *et al.* 2022) Stated that the VIF should not exceed 10 to rule out multicollinearity in the study. (table 4.8) below indicates that VIF scores for non-financial motivation factors, say EP, ER, and WC, were 1.983, 3.120, and 4.717, respectively, and Tolerance Values for all variables were 0.504, 0.321, and 0.212, respectively. Since all variable VIF was below 10 with Tolerance Values all above 0.1, this means that there was no problem of multicollinearity in all independent variables. The below (table 4.8) provides evidence for the illustration above.

Table 4.8: Multicollinearity Test

Collinearity Statistics	
Tolerance values	VIF
.504	1.983
.321	3.120
.212	4.717

Source: Field data, 2024

4.5.4 Outliers

Linear regressions are minus to extreme scores in the data (Zimek & Filzmos, 2018). Extreme scores may be seen during data screening to determine how many factors to use in linear regression. If not addressed, outliers affect the intended results of the study. Hence, they should be removed during data screening if found. In this study, three (3) outliers were identified for all variables of the study that were included (non-financial motivation factors and teacher's performance) in linear regression models. Therefore, during analysis, there were no outliers in the scatter plot in all variables, and all variables were included in the linear regression analysis.

4.6 Linear Regression Analysis (LRA)

In most cases, a linear regression is employed to determine the predictive ability of the independent variable in explaining the occurrence of the dependent variable (Rosenthal, 2017). Linear regression compares the power of the set of independent variables and gives out the best factors to predict the dependent variables in the study (Ibrahim *et al.*, 2022). In this study, a linear regression analysis was used to examine

the relationship between non-financial motivation and teacher performance; the study examines the predictive power of non-financial motivation factors such as employee promotion, employee recognition, and working conditions that were all incorporated into a single equation in normal linear regression against teacher's performance (Sarstedt and Mooi (2014). Linear regression was therefore used to assess how the data fits the model, determine model statistical significance, examine the contribution of each Non-financial motivation factor that was involved in this study, assess each non-financial motivation, R square contribution, estimate model coefficients, and lastly test research hypotheses and gives out the outcomes as follows.

4.6.1 Determination of how well the model fit

The fit of the data in the study may affect the study findings therefore, it was important to assess it. Linear regression analysis technique was used to test the regression model's fit and the study's independent variables' statistical significance. In this part, linear regression was used to assess the predictive power and to what extent the independent variable predicts the dependent variable (Maity and Saha, 2022). In determining the predictive power of the independent variable, the correlation coefficient (R), multiple determination coefficient (R^2), adjusted R^2 , and standard error were considered where correlation coefficient "R" is the best indicator of dependent variable prediction quality. Frost (2017) stated that correlation coefficient interpretation provides that a correlation coefficient (R) between 0.10 and 0.29 indicates a small correlation, 0.30 to 0.49 indicates a medium correlation, and 0.50 to 1.0 indicates a significant correlation. The analysis results are indicated in the model summary table below. (Table 4.9).

Table 4.9: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.657 ^a	.531	.521	.15437
a. Predictors: (Constant), WC, EP, ER				

Source: Field data, 2024.

The correlation coefficient (R) in the above table is 0.657, which is above 0.50, as stated by (Rosenthal, 2017), this means that there is a strong correlation between variables. These results imply that non-financial motivation factors collectively well predict the occurrence of teacher performance. In addition, Martin (2018) explained that if the correlation coefficient (R) is above 50%, the data fits the model and

suggests a strong association between variables therefore, in this study, the data fits the model since the coefficient (R) is 65.7% which is above 50%.

However, it was very important to understand how much Non-financial motivation factors influence the teacher's performance in the study area, R-Square was used in determining variance between variables. The R-square measures the ratio of Non-financial motivation variance in explaining teachers' performance. The model suggested a proportion of variation accounted for by the regression model above the mean model. According to Frost (2017), a good study has R-Square above 50%. The analysis in the table above indicates that the R-square is 0.531. This implies that teachers' performance is explained by 53.1% with non-financial motivation, 46.9% is explained by other model parameters, and therefore non-financial motivation predicts well teachers performance.

4.5.2 Statistical significance of the model

The model examined if Non-financial motivation statistically predicts teachers' performance. The F-test ratio was employed to determine whether the regression model fits the data at the given acceptable level. In appraising degrees of freedom and pre-defined significance level, it was aimed to determine if Non-financial motivation factors such as employee promotion (EP), employee recognition (ER), and working condition (WC) statistically predict teacher performance (TP). (Uyanik and Guler, 2013) Stated that The predictors are statistically significant if the P-value is less than 0.05 and insignificant if the P-value is more than 0.05. The F-ratio on the ANOVA table given by $F(3, 166) = 41.928, P < 0.000$. By considering the P-value (Table 4.10), it can be concluded that Non-financial motivation factors collectively significantly influence teacher's performance this is because the P-values on the analysis of variance is significant at 0.000, which is below 0.05 significant level, as shown in (table 4.10) below.

Table 4.10: ANOVA

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.997	3	.999	41.928	.000 ^b
	Residual	3.956	166	.024		
	Total	6.953	169			
a. Dependent Variable: TP						
b. Predictors: (Constant), WC, EP, ER						

Source: Field data, 2024.

4.6.3 Evaluation of the Contribution of each non-financial Motivation Factor on teacher's performance

It was very important to determine separately the contribution of each Non-financial motivation variable on teachers' performance to be able to advise on which factors specifically more influence the performance of teachers in the study area (Ibrahim *et al.* 2022). From the analysis that was done, it suggested that each model of non-financial motivation affects teachers' performance at a certain level. Therefore, the model compared non-financial motivation using β values from the Coefficients (Table 4.11) below. The model used standardised coefficients that translate all non-financial motivation factor values to the same scale to simplify comparison (Rosenthal, 2017). The table below (Table 4.11) indicates standardised coefficients (Beta) and significance (Sig) for each Non-financial motivation. Beta (β) values show how each non-financial motivation contributes to a teacher's performance and sig. Indicates which non-financial motivation factor makes a statistical extra contribution to teacher's performance.

The table below (Table 4.10) indicates that Employee Promotion (EP) has a Beta value of 0.327, Employee Recognition has a Beta value of 0.418, and Working Conditions have a Beta value of -0.012. From this interpretation, the largest beta coefficient is 0.418, followed by 0.327, and lastly beta coefficient is -0.012, this indicates that employee recognition (ER) makes an extra unique contribution to the occurrence of teacher's performance, followed by employee promotion (EP) that moderate contributes to teacher performance and lastly working condition that negatively explains teacher's performance.

In addition, Razali and Wah (2011) provided extra support that for the independent variables to be statistically significant, the P- values for each independent variable should be less than 0.05 significant level. The t-value and corresponding P-value under the "t" and "sig" shown in the table below (Table 4.11) indicate that two variables, namely employee promotion and employee recognition P-values, are less than 0.05 while working conditions have p-values above 0.05. This implies that employee promotion and employee recognition coefficients are statistically significant while the working condition coefficient is insignificant. This result implies that both employee promotion and employee recognition influence teachers' performance while working conditions do not influence teachers' performance. (Table 4.11) hereunder provides for all non-financial motivation factors.

Table 4.11: Evaluation of the contribution of each non-financial motivation on the performance of primary school teachers

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.179	.641		1.838	.068
	EP	.233	.059	.327	3.969	.000
	ER	.541	.078	.418	6.948	.000
	WC	-.014	.147	-.012	-.092	.927

Source: Field data, 2024.

4.6.4 Evaluation of the statistical significance of each non-financial motivation element on teacher's performance

This model further examined if the variables' distinctive contributions to the equation were statistically significant. (Table 4.11) Sig. from the coefficients column shows the P-values of all equation Non-financial motivation factors. Significant value (confidence level) magnitude was examined using two criteria such as a significant contribution to the prediction of the dependent variable that is indicated by ($P\text{-Value} < 0.05$) and a significant contribution is not present if the P-Value is greater than 0.05 (Uyanik and Guler, 2013). The model indicated that P had a significant value of 0.000, R had a significant value of 0.000, and WC had a significant value of 0.927, this means that P and R were significant values below 0.05 hence, all were significant, indicating an extra contribution to predicting teacher's performance at the study area whilst WC was above 0.05 hence insignificant implies that it has no contribution on teachers performance at the study area.

4.6.6 Estimated Model Coefficient

This study needed to examine the coefficient size for each involved non-financial motivation factor to understand their effect on teacher's performance. Positive or negative coefficients of the variables indicate influence direction. The study employed Unstandardized coefficients to indicate to what extent teachers' performance is estimated to increase or decrease when one of the non-financial motivation elements increases or decreases by one unit on the time other non-financial motivation variables remain constant (Williams *et al.* 2013).

The "Unstandardized coefficients" column from coefficients (Table 4.12) indicates to what extent a slight change in one non-financial motivation factor impresses teachers' performance on the time all other non-financial motivations remain

constant. The regression coefficient predicts occurrence of teachers performance for a one-unit increase in each non-financial motivation factors involved in this study. If all non-financial motivation variables, such as employee promotion, employee recognition and working conditions, are zero, the expected teacher's performance is 1.179, and if non-financial motivation factors are positive or negative, the model can predict teachers' performance.

Williams *et al.* (2013) suggested that the data set should include all predictor values. Hence the analysis in the table below indicates that the Unstandardised coefficient for Employee Promotion (EP) was + 0.233, implying that teachers' performance increases by 0.233 per unit of Employee Promotion whilst the Unstandardised coefficient for Employee Recognition was +0.541, implying that Teachers Performance increases by 0.541 in every one unit related to Employee Recognition, and the Unstandardised coefficient of working condition was -0.014 implying that teachers performance decreases by -0.014 in each unit of Working condition. The below (Table 4.12) provides for the for estimates model coefficients.

Table 4.12: Estimated Model Coefficients

Coefficients^a								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.179	.641		1.838	.068		
	EP	.233	.059	.327	3.969	.000	.504	1.983
	ER	.541	.078	.418	6.948	.000	.321	3.120
	WC	-.014	.147	-.012	-.092	.927	.212	4.717
a. Dependent Variable: TP								

Source: Field data, 2024

The results from the analysis form linear regression equation models to teacher's performance as hereunder:

$$\text{Teachers Performance (TP)} = 1.179 + (0.233 \times P) + (0.541 \times R) + (-0.014 \times WC).$$

4.7 Hypotheses Testing

The study hypotheses related to non-financial motivation factors (determinants) and teacher's performance (outcome) were tested using linear regression analysis. An assessment focused on three alternative hypotheses since the null hypotheses proposed that teacher performance and non-financial motivation (EP, ER, and WC) in the research population are not linearly related. The study formulated the following alternative hypotheses as here below, which were tested in the model to give out their relationships.

H₁: Employee Promotion influences the performance of primary school teachers

H₂: Employee Recognition influences the performance of primary school teachers

H₃: The working condition influences the performance of primary school teachers

To enable an assessment of the above alternative hypotheses, all independent variables such as Employee Promotion, Employee Recognition, and Working conditions were included in a single equation as follows:

$$\text{Teachers Performance} = \text{Constant} + \beta_1 \text{ Employee Promotion} + \beta_2 \text{ Employee Recognition} + \beta_3 \text{ Working condition} + \varepsilon$$

$$(\text{TP} = \text{Constant} + \beta_1 \text{EP} + \beta_2 \text{ER} + \beta_3 \text{WC} + \varepsilon)$$

Following an assessment that was done to test the above equation it w, it was found that the proposed linear regression model indicated a significant percentage of variance to indicate the effect of non-financial motivation on teacher performance. The results from the (model summary Table 4.9) show that 53.1% of the observed variability in teachers' performance is explained by Non-financial motivation, namely (EP, ER, and WC) whose determination coefficient (R square) is 53.1%. This implies that the three non-financial motivations explain the variation in the performance of primary school teachers in a good way. The (table 4.13) below presents hypothesis testing and their decisions.

Table 4.13: Hypotheses testing

Relationship	Coefficient P values	Decision
EP-TP	0.000	Accepted
ER-TP	0.000	Accepted
WC-TP	0.927	Rejected

Source: Field data (2024)

4.8 The Influence of Non-Financial Motivation on Teacher's Performance

The general focus of this study was to examine non-financial motivation and primary teacher performance. The general rule of thumb is that non-financial motivation factors may affect the performance of teachers positively or negatively, which means that a positive relationships suggest that increasing one unit of non-financial motivation factors increases the performance of teaching among teachers, while a negative relationship implies that increasing in one unit of non-financial motivation decreases teacher's performance. All three non-financial motivation elements had alternative hypotheses examined to provide out their relationship with teacher's performance. The study included non-financial motivation variables such as employee promotion, employee recognition, and working conditions, and hereunder are the results of the analysis that tested a direct relationship between non-financial motivation factors and teacher performance.

4.8.1 The Influence of Employee Promotion on Teacher's Performance

The first objective of this study was to examine the influence of Employee promotion on teacher's performance. Based on this objective t, the study's alternative hypothesis stated that *Employee promotion influences teacher's performance*.

The findings from this examination reveal that employee promotion influences teachers' performance since the standardised regression weight was 0.327, and it was significant at 0.000. These results imply that employee promotion that an organisation implements to teachers in primary schools in exchange for their input extends the performance of primary teachers. The unstandardised regression coefficient weight was 0.233, which also means that employee promotion made a good contribution to teacher's performance. The findings from hypothesis testing showed that the alternative hypothesis was accepted. This is because the probability of the statistic occurring by chance (P-Value) is equal to 0.000, which is less than 0.05 ($P < 0.05$) and therefore the study concludes that an influence is made by employee promotion on primary teacher's performance.

This finding goes along with the findings of Ndijuye and Tandika (2019), who, in their empirical study, found that employee promotion has a positive relationship with primary teacher performance. This study provided that the implements promotion vertical or horizontally influenced primary teacher to be very committed to accomplishing their tasks and increased their performance. In addition, Bala and Eli-jajajh (2019) explained that promotion is a greater factor in employee job satisfaction and that it plays a great role in employees performing better with high commitment, which results in job satisfaction.

4.8.2 The Influence of Employee Recognition on Teacher's Performance

The second objective of this study was to examine the influence of employee recognition on teacher's performance. Under this objective, an alternative hypothesis was developed and stated that *Employee Recognition influences teacher's performance*".

From the analysis done in this model, the results revealed that employee recognition influences teacher's performance. The standardised regression weight was 0.418 and was significant at 0.00,0, meaning that recognition that leaders make to teachers in their area of accountability helps in improving the performance of teachers on their daily schedules. However, the Unstandardized regression coefficient weight was 0.541 which indicates that employee recognition contributes an extra and unique value in the occurrence of teacher performance in primary schools. Hence, the findings from hypothesis testing showed that a tested alternative hypothesis was accepted. This is because the probability of the statistic occurring by chance (P-value) is equal to 0.000, which is less than 0.05 ($P < 0.05$) and therefore, the study concludes that there is a strong influence of employee recognition on teacher performance.

Various empirical studies supported this result, such as Khaembe *et al.* (2024), who study found that employee recognition influences teachers' performance. In their study, they advocated that recognition that is done to teachers by appreciating, rewarding, and valuing their contribution that they offer in schools more awake their morale to working hard, this, in turn, improves the performance of teachers in primary schools. Furthermore, Yang *et al.* (2022) stated that employee who receives recognition related to the effort they put in the organisation feel valued and that work more had to achieve their individual and overall performance of the organisation.

4.8.3 The Influence of Working Conditions on Teacher's Performance

The third objective of this study was to examine the influences of working conditions on teacher's performance. From this objective, the study formulated an alternative hypothesis that stated that "*working condition influences teacher's performance*".

The findings from the analysis that was done reveal that working conditions do not influence teacher's performance. The standardised regression weight for this variable was -0.012 and was insignificant at 0.927. These results imply that work-life balance, health and safety, and working facilities that employers provide to teachers in primary school do not constitute any values on the performance of teachers in primary school as on the back influences in decrease in teacher's performance. The Unstandardized regression coefficient weight was -0.014, providing a message that working condition decreases the performance of teachers in primary schools.

The results based on this hypothesis testing show that the alternative hypothesis that was developed and tested was rejected. This is because the probability of the statistic occurring by chance (P-value) is equal to 0.096 above 0.05 ($P < 0.05$) and therefore, the study concluded that there is a negative influence of working conditions on teacher performance.

This study's findings align with that of Aisya *et al.* (2019), who found a negative influence of the working environment on the prior analysis of the data. This study provided that variables related to physical working conditions, such as work-life balance, health and safety, and working facilities, were not practised effectively in a way that could affect teachers' performance.

4.8 The Linkage of the Study to the Social Exchange Theory

The study employed a social exchange theory of motivation to lead this model in supporting the achievement of the findings. Social exchange theory was important to lead this study because it suggests that employee in the organisation establish cost-benefit analysis related to what they offer in the organisation and what they receive from their offering, and that, in turn, determines their performance. This study suggested that there is a relationship between teachers' performance and employee promotion, employee recognition, and working conditions.

From the findings of this study that related to non-financial motivation variables and teacher's performance, two variables findings were found to be in line with the assumption of the theory that was used to guide this study, which is employee

promotion and employee recognition whilst working conditions findings are contrary to the theory since a negative relationship was revealed.

Since, generally, this study found a significant relationship between non-financial motivation and primary teachers' performance, employers may choose appropriate factors related to non-financial motivation that have been found to have a positive relationship with teachers' performance and use them in improving the performance of teachers in primary schools.

The guiding theory of social exchange indicated how non-financial motivation factors may affect teachers' performance; the general findings indicated that three independent variables had different influences on teachers' performance. In every increase in employee promotion and employee recognition, there was an increase in teacher performance, as how the social exchange theory proposed that there is a positive association between non-financial motivation and employee performance, unlike working conditions that were found to not influence teacher's performance and that the result from working condition shows a contrast between literature and field findings on working condition and their effect on teacher's performance.

This result implies that working conditions are not mostly utilised to affect the performance of teachers in primary schools, this result also contradicts social exchange theory, which suggests a line relationship between non-motivation factors and employee performance. Since the working workplace is not close to any other non-financial variables that were found to have influences, social exchange theory still best fits this study because it indicated that non-financial motivation and employee performance have positive influences.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the summary of the study, conclusion and recommendations related to this study. The chapter further provides the research implication, limitations and areas for future research so as to expand knowledge regarding the topic.

5.2 Summary of the study

This study sought to determine how non-financial motivation affected primary school teacher's performance. Non-financial motivation, which included variables like employee promotion, employee recognition and working conditions, was the independent construct for this study. Two constructs were evaluated to determine their correlations. Teachers' performance, as determined by their extra work and low absence, was the dependent construct. The study's main focus was on how non-financial motivation elements, if put into practice, might improve and facilitate primary school teachers' performance to help them fulfil their organisations' basic values, both individually and collectively.

The acknowledged theory that best suited this investigation was the social exchange theory, which was applied to guide this study toward the desired outcomes. Because the study was entirely quantitative, a cross-sectional research design and a deductive research approach were employed. The study was carried out at Ubungu municipal primary schools such as Kibamba primary school, Kibamba Special Primary School, Upendo primary school, Kibwegere primary school, Mugabe primary school and Mbezi primary school where these schools used to represent other public primary school in Tanzania regarding the topic. A simple random sampling technique was the sampling technique employed to pick up respondents who were used to complete the administered cross-ended questionnaire with five Likert scales to obtain primary data that was necessary to be analysed to obtain the study findings. Regression analysis via modern SPSS version 27 was used to analyze collected data in numbers obtained from 6 primary schools at Ubungu municipal.

The results showed that non-financial motivation is the most important component since it is essential to the occurrence of teacher's performance in primary schools. Employee promotion, employee recognition, and working conditions were the non-monetary motivation used in elementary schools. Furthermore, the results showed that while working conditions were found to not influence teacher's performance,

employee promotion and employee recognition had a substantial influence on teacher's performance.

5.3 Conclusion

The goal of the study was to find out how Tanzanian teacher's performance was affected by non-financial motivation. The study had three distinct goals: first, to examine how employee promotions influence teacher's performance; second, to assess how employee recognition influences teachers' performance; and third, to examine how working conditions influence teachers' performance.

The results of the study showed that teachers' performance was not equally impacted by the three non-financial motivator elements that were examined. Teacher's performance is positively impacted by two non-financial motivations, namely employee promotion and employee recognition, whereas their performance is not influenced by their working condition. According to the study's findings, non-financial motivation was statistically significant in predicting teacher's performance. The following were the findings for each particular goal regarding the impact of non-monetary motivation on teacher's performance.

5.3.1 The Influence of employee promotion on teacher's performance

According to this study, teacher performance is positively impacted by employee promotions; the results imply that teacher performance is improved by employee promotion-related activities such as prompt internal promotions, horizontal promotions, and vertical position increases. The findings are consistent with the body of research and theoretical viewpoints on the relationship between teacher's performance and non-financial motivations.

Employee Promotion, according to several experts in the field of teacher performance, is an important factor since it determines to what extent teachers' efforts are recognised. It lays the groundwork for the implementation of promotion policy, vertical position advancements, and/or timely promotions.

5.3.2 The influence of employee recognition on teacher's performance

Teachers' performance is positively correlated with employee recognition, according to this study's findings, which also show that acts related to recognition, such as rewarding employees or teachers, valuing their contributions, and praising their efforts, simulate teacher's performance.

The result on the relationship between teacher performance and employee recognition is in line with current existing research and theoretical viewpoints.

Employee recognition, according to several authors in the field of non-financial motivation, is an essential element since it determines how employers respect, appreciate, and reward their staff in ways that will enhance their performance.

5.3.3 The Influence of working Conditions on teacher's performance

The study concludes that there is a negative correlation between working conditions and teacher's performance under this objective. The results show that factors related to working conditions, such as flexible work schedules, improved facilities, and safety and health, do not improve teacher's performance in the study area.

The findings contradict the body of research and theoretical viewpoints on the relationship between teacher's performance and their working conditions. According to many authors in the field of non-monetary motivation, working conditions are an important factor because they influence how organisations support employee workspace, create a safer and healthier work environment, and offer flexible work schedules that improve employee performance.

5.4 Implications and contribution of the study findings

This part gives out the implications of the study adopted as the outcomes of the study findings. This part comprises the theoretical implications, policy, managerial and practical implications. Here are the implications and recommendations related to this study.

5.4.1 Theoretical implications

The contribution of this work to theory and knowledge is covered in this section. Social exchange theory was used in the study to strengthen its conclusions. The social exchange theory states that non-monetary motivation is essential to a teacher's performance. This study demonstrates how working conditions, employee promotion, and employee recognition all influence teachers' performance and leads to proving the notion of the theory. The study validates the social exchange theory by objectively demonstrating the connection between teacher's performance and non-financial motivation.

However, the conceptual framework that illustrated the connection between teacher performance and non-financial motivation relationships is the study's first theoretical contribution. According to the hypothesis, teacher's performance is significantly influenced by non-financial motivation. This implies that teacher's performance may be influenced or not influenced by how employers use non-financial motivation.

The study offers a theoretical framework for teacher's performance conceptually. In order to describe the type of relationship between variables as demonstrated in chapter four, the framework integrates the three non-financial motivations that are executed, analysed, and ultimately presented in accordance with a given statistical significance level.

The study demonstrated the statistical influence of non-financial motivating elements on teacher's performance. Testing of the theories and hypotheses revealed that while working conditions have a detrimental influence on teacher's performance, employee promotion and employee recognition have a positive influence. Three non-financial motivations were found to have an impact on teacher's performance, with each one predicting teacher's performance differently. As a result, the study was able to expand the notion of teacher performance and non-financial motivation elements.

5.4.2 Practical implications

The results of the study and potential outcomes under different scenarios are presented in this section. The study discovered that while working conditions do not influence teachers' performance, employee promotion and employee recognition have a positive influence on teachers' performance. The conceptual framework of the study demonstrates that the performance of teachers is a functional relationship between three interdependent non-financial motivation factors.

A single error may affect the entire system; this suggests that work-life balance, health, and safety are not adequately implemented to encourage teachers to perform better, as evidenced by no influence between working conditions and teacher performance. Because the employers do not clearly describe what each teacher wants to be motivated to do, this, in turn, affects the performance of the teachers.

5.5 Recommendations of the study

The study's findings indicated that whilst working conditions were found to not influence teachers' performance in the study area, employee promotion and employee recognition were shown to influence teachers' performance. Therefore, the study recommends that to improve teacher performance, it is important to implement employee promotion through the effective implementation of promoting policies and internal promotion of teachers in either vertical or horizontal advancement and that implementation of this notion requires an organization to have sufficient funds to support advanced changes made to its teachers.

However, the study recommends that different rewards should be provided to teachers to boost their commitment, appreciation should be made, whether verbally or non-verbally, to create a sense of belonging among teachers in their daily activities, provide fair and consistent recognition to all who will see to have a better performance so fetch their willingness towards accomplishing their daily activities that in turn will revamp their performance.

Furthermore, the study suggests that employers should not currently concentrate on using working conditions as a strategic strategy for increasing their teacher's performance because it was discovered that these conditions had a detrimental impact on teachers' performance. Because motivation is a personal and individual phenomenon, what inspires one person may not inspire another thus, employers should take time to investigate more thoroughly what drives their teachers to put in extra effort, this one-day working environment will have a favourable impact on teachers' attitudes, which in turn will improve their performance.

5.6 Limitations of the study

Since this study was solely a quantitative design, this makes it is difficult to explain in detail why working conditions have a detrimental effect on teachers' performance. It was thought to be very important to understand this notion in depth, but the study wasn't able to due to the limitation of the approach that was applied in conducting this research, this is because other authors in the field of non-financial motivation have argued that they have a beneficial effect on teacher's performance. Therefore, this limitation made this study only conclude that the three non-monetary motivational elements, two elements namely employee recognition and employee promotion, had a positive association with teacher performance while working conditions had no relationship with teacher performance.

5.7 Areas for further research

Based on the study's findings, further investigation could be carried out to determine why working conditions, one of the three non-financial motivations examined (working condition) in this study, have been found to have no influence on teacher's performance while the other two (employee promotion and recognition) influence teacher's performance. To validate the results of this study, a comparable investigation into the relationship between non-financial motivation and teacher performance should be carried out in businesses other than educational institutions.

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APPENDICES
QUESTIONNAIRE

For Employees

Dear respondents,

I'm Happy Rebman, a student of the Institute of Social Work (ISW) pursuing a master's degree in Strategic Human Resource Management. I'm inviting you to participate in this research by completing the following survey; this research aims to investigate the influence of non-financial motivation on the performance of primary school teachers 'in Tanzania. The following questionnaire will require approximately 5- 10 minutes to complete.

Thanks for taking your time to assist me with this research, the data collected will remain confidential and used solely for academic purposes.

1.0 Demographic information of the respondent

Please put a tick (✓) in the most appropriate response

1. Age

18 - 27	28 - 37	38 - 47	48 - 57	58 and above

2. Gender

Male	Female

3. Education Level

Certificate	Diploma	Degree

4. Tenure of service (in years)

below 2	2 - 5	5 - 10	10 and above

2.0 Opinion Survey on Employee Promotion

Please indicate the extent of your agreement or disagreement with each statement by putting a tick "√" in the column of your choice that is numbered from 1-5 for all items in the questionnaire. Please use the following rating scale for all items. 5 **Strongly Agree**, 4 **Agree**, 3 **Neutral**, 2 **Disagree**, 1 **Strongly Disagree**

Sn	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	My organization has a promotion policy					
2	The organization's promotion policy covers all issues relating to employee promotion					
3	I'm satisfied with the promotion policy in my organization					
4	In my organization, promotion policy is implemented effectively and on time					
5	I'm satisfied with the promotion interval in my organization					
6	Promotion interval is consistent in my organization					
7	I normally prefer vertical promotion					
8	I'm always satisfied when I'm horizontally promoted					
9	I usually happy when promotion involves additional of benefits					

3.0 Opinion Survey on Employee Recognition

Please indicate the extent of your agreement or disagreement with each statement by putting a tick "√" in the column of your choice that is numbered from 1-5 for all items in the questionnaire. Please use the following rating scale for all items. Five ***strongly agree***, 4 ***Agree***, 3 ***Neutral***, 2 ***Disagree***, 1 ***Strongly disagree***.

Sn	Statements	Strongly agree	Disagree	Neutral	Disagree	Strongly disagree
1	My organization has a recognition policy					
2	I'm always recognized when I show better performance					
3	I'm satisfied with the rewards I receive as a part of recognition in my organization					
4	The recognition I receive adds value to my work					
5	In my organization recognition is fair and consistent					
6	My efforts are normally appreciated in my organization					
7	I'm satisfied with appreciations I receive in my organization					
8	Appreciations are fair and consistent in my organization					
9	The recognition I receive adds value to my work					

4.0 Opinion survey on Working environment

Please indicate the extent of your agreement or disagreement with each statement by putting a tick "√" in the column of your choice that is numbered from 1-5 for all items in the questionnaire. Please use the following rating scale for all items. 5 **Strongly Agree**, 4 **Agree**, 3 **Neutral**, 2 **Disagree**, 1 **Strongly Disagree**

Sn	Statements	Strongly Agree	Disagree	Neutral	Disagree	Strongly Disagree
1	My organization has conducive working conditions					
2	My organization improves working conditions regularly					
3	I'm satisfied with the current working condition in my organization					
4	My organization has a flexible working hours and days					
5	In my organization, job sharing is exercised to allow flexibility for Me to perform personal obligations					
6	My organization has enough working facilities					
7	My organization has ergonomic working facilities					
8	In my organization, office rooms have enough ventilation					
9	In my organization, office rooms have enough lights					

5.0 Opinion survey on Teacher's performance

Please indicate the extent of your agreement or disagreement with each statement by putting a tick "√" in the column of your choice that is numbered from 1-5 for all items in the questionnaire. Please use the following rating scale for all items. 5 **Strongly Agree**, 4**Agree**, 3**Neutral**, 2 **Disagree**, 1**Strong Disagree**

Sn	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I'm always happy to work as a team					
2	I'm ready to perform extra duties and responsibilities					
3	I always work hard to deliver more output					
4	My efficiency of work is improving regularly					
5	I'm committed to work hard and deliver positive changes					
6	I normally enjoy coming to work everyday					
7	I don't think of leaving of this organization					
8	I'm dedicated to deliver more efficiency on the tasks I normally perform					
9	I don't mind if I have a big workload					
10	I always complete my assigned task on time					

THANK YOU FOR YOUR TIME