

The Effect of Non-Monetary Incentives on Teachers' Effectiveness in Government Aided Secondary Schools in Bushenyi District, Uganda

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Abstract

This study examined the effect of non-monetary incentives on teachers' effectiveness in government-aided secondary schools in Bushenyi District, Uganda. The research was guided by Herzberg's Two-Factor Theory, which distinguishes between motivators (intrinsic factors) and hygiene factors (extrinsic factors) influencing job satisfaction and performance. A convergent parallel design was employed, using a mixed-methods approach that combined quantitative data from 236 of the 336 teachers in government-aided secondary schools with qualitative insights from 10 head teachers of the selected schools. The findings revealed a moderate positive correlation ($r = 0.469$) between non-monetary incentives and teachers' effectiveness, suggesting that enhancing these incentives could significantly improve performance. The study concluded that non-monetary incentives play a critical role in motivating teachers and recommended that school administrators and policymakers prioritize these incentives to boost teacher morale and effectiveness. Further research is encouraged to examine the impact of specific individual incentives on teacher performance.

Key Words: Effect, Non-Monetary Incentives, Teachers' Effectiveness, Government-Aided Secondary Schools.

Introduction

Teacher effectiveness is a key determinant of educational quality, influencing learner performance and the achievement of set goals. While research emphasizes the importance of teachers' subject mastery, lesson planning, and motivation (Vargas, 2013; Jan, 2017), the situation in Bushenyi District shows worrying trends. In recent years, secondary schools in Bushenyi District have recorded declining learner outcomes, reflected in mass examination failures, irregular student progression, and reduced classroom engagement. A major concern in Bushenyi is teacher demotivation. Many teachers experience delayed or irregular salary payments, unexplained payroll deletions, and difficulties in accessing pensions. Professional growth is also undervalued; teachers who upgrade their qualifications at personal cost are often still paid at lower salary scales. In addition, poor housing, limited welfare services, and lack of recognition for effort further weaken teacher morale. These challenges have created an environment where teachers' effectiveness is compromised despite government interventions.

In-service training programs are very limited, especially for science subject teachers under the Secondary Science and Mathematics Teachers (SESEMAT) program, leaving out teachers of arts subjects. Bushenyi District hardly conducts in-service training to equip teachers with skills to handle the rampant vices in schools such as theft, truancy, cultism, drug abuse, rape, pornography, and examination malpractices (Warufu, 2014). The Bushenyi District Education Officer's Report (2023/2024) indicated a decrease in complaints about teachers' effectiveness in secondary schools. However, there is limited knowledge on the role of non-monetary incentives in enhancing teachers' effectiveness in government-aided secondary schools in Bushenyi District.

Teachers in government-aided schools should be highly motivated, well-supported, and effective in their work. An effective teacher is expected to possess strong subject knowledge, apply appropriate teaching techniques, plan lessons thoroughly, and nurture learners' academic, social, and psychomotor development (Kapur, 2015). When teachers are effective, learners achieve improved academic performance, discipline, cooperative behavior, self-confidence, and better progression through the school system.

In Bushenyi District, however, teacher effectiveness remains a challenge. Many teachers face poor working conditions, inadequate incentives, and limited professional support, which

lower motivation and hinder performance. Although some non-monetary incentives—such as recognition, opportunities for professional development, and limited welfare support—exist, they are not consistently provided and are often perceived by teachers as insufficient. Teachers express dissatisfaction with poor housing, inadequate security, limited access to health services, and lack of appreciation for professional upgrading, which has led to low morale and weak classroom engagement (Uganda National Examinations Board, 2015).

This situation has resulted in declining learner outcomes in Bushenyi District, including poor academic performance, low completion rates, irregular student progression, and reduced learner motivation. Beyond academics, there are concerns about learners' poor social behavior, weak discipline, and limited development of life skills due to ineffective teaching practices. Reports further indicate poor lesson planning, weak subject mastery, absenteeism, and reliance on teacher-centered methods as barriers to effective teaching (Ministry of Education and Sports, 2012).

Despite government interventions, teachers' effectiveness in Bushenyi District remains low. What is lacking is a clear understanding of how teachers perceive non-monetary incentives, whether they value them, and the extent to which these incentives influence their performance. Without addressing these gaps, teacher demotivation is likely to persist, further undermining the quality of education and the holistic development of learners in the district.

Purpose

To determine the effect of non-monetary incentives on teachers' effectiveness in government-aided secondary schools in Bushenyi District, Uganda.

Theoretical Review

This study largely validates Herzberg's theory, confirming that intrinsic motivators such as recognition, responsibility, and growth are significantly more effective in driving employee performance and eliciting peak effort than extrinsic rewards. Empirical evidence further supports Herzberg's framework. Building on Herzberg's theory, George and Jones (2005) argue that the key to motivation lies in designing the work itself. They urge managers to move beyond basic hygiene factors and instead create jobs that offer enlargement and enrichment. By increasing the number

of tasks and, more importantly, the level of responsibility and control an employee has, managers can directly address the intrinsic motivator needs that drive true job satisfaction and performance (Jones & George, 2012). A study by Maicibi (2003) identified that while Herzberg's Two-Factor Theory provides a valuable conceptual framework for distinguishing between factors that cause satisfaction and those that cause dissatisfaction, its application is not universal. Maicibi's work in Uganda reveals that the clear distinction between hygiene and motivator factors often blurs in a developing-world context.

Empirical Review

Developing effective schools is linked to the ability of managers or other educational stakeholders to attract teachers, retain them, and ensure their effectiveness. Aliyyah et al., (2021) conducted a study on teachers' motivation and performance in Indonesian senior schools in Pekanbaru. The results indicated a positive relationship between incentives and effective performance: higher levels of incentives increased job performance, whereas the absence of incentives decreased effectiveness. However, this claim oversimplified the relationship, ignoring intrinsic motivation and professional ethics that can sustain teacher effectiveness even without incentives. There was a geographical and contextual gap, as previous studies focused on Indonesia and did not consider the effect of non-monetary incentives on teachers' effectiveness in Ugandan secondary schools. The current study addressed this gap by examining how non-monetary incentives influenced teacher effectiveness in government-aided secondary schools in Bushenyi District, Uganda.

Glewwe et al., (2010) found that rewarding teachers for improved student test scores increased effectiveness temporarily, but these gains dissolved once incentives were removed. This indicated that short-term incentive schemes influenced superficial performance rather than long-lasting educational outcomes. There was a conceptual and methodological gap, as prior studies did not assess the sustainability of teacher effectiveness in relation to non-monetary incentives over time. The current study addressed this gap by investigating whether non-monetary incentives contributed to sustained teacher effectiveness in Bushenyi District.

Hanushek et al., (1999) examined teacher pay and student grades in Texas, finding a positive correlation between higher salaries and better learner outcomes. However, this study

conflated correlation with causation, as better-resourced districts likely benefited from multiple advantages beyond teacher pay. There was a contextual and geographical gap, as findings from well-resourced U.S. schools could not be generalized to under-resourced Ugandan schools. The current study addressed this gap by exploring non-monetary incentives and their effects in the specific context of Bushenyi District schools.

Kassim and Onyango (n.d.) in Tanzania reported that teachers' unhappiness arose from a lack of incentives such as health services, school culture, and housing. However, this study focused primarily on material non-monetary incentives, neglecting intrinsic motivators such as recognition, autonomy, and professional growth. There was a conceptual and contextual gap, as previous research overlooked intangible non-monetary incentives that could affect teacher effectiveness. The current study addressed this gap by examining a range of non-monetary incentives, including recognition, professional growth, and workplace autonomy, in Bushenyi District schools.

Hanushek and Rivkin (2007) showed that social relations and recognition also influenced teacher job performance, suggesting a positive relationship between non-monetary incentives and effectiveness. Yet, this study was incomplete because it did not consider the authenticity and motivational value of incentives. There was a conceptual gap, as prior studies did not investigate non-monetary incentives as drivers of teachers' effectiveness. The current study addressed this gap by focusing on non-monetary incentives and their impact on teaching effectiveness in government-aided secondary schools in Bushenyi District, Uganda.

Methodology

Research Design: The study used a mixed-method approach. Both qualitative and quantitative data were collected and analyzed at the same time. A cross-sectional qualitative design was used. Structured interviews were conducted with head teachers to explore non-monetary incentives and their effect on teachers' effectiveness. Responses were analyzed thematically to identify key patterns. A descriptive cross-sectional survey was also used. Questionnaires based on a five-point Likert scale were given to teachers and supervisors to measure non-monetary incentives and teacher effectiveness. Descriptive and inferential statistics, including mean scores and correlation analysis, were used to analyze the results.

Study Population: The study focused on government-aided secondary schools in Bushenyi District. The district has 54 secondary schools. Out of these, 44 are privately owned and 10 are government-aided. Government-aided schools were chosen because of the decline in performance reported by UNEB (2015).

Sampling Techniques: A multi-stage sampling method was used. Purposive sampling was applied to select the government-aided schools. Random sampling was used to select teachers from the chosen schools. This ensured representation of both male and female teachers. One principal respondent was taken from each school to assess teacher effectiveness.

Sample Size: The study population was 365 teachers from the selected schools. A sample of 336 teachers was determined using the Krejcie and Morgan (1970) table. All 10 head teachers from the chosen schools were also included in the study.

Data Collection Instruments: Questionnaires and interview guides were the main tools. Questionnaires contained open- and closed-ended questions. They covered teachers' demographics, non-monetary incentives, and effectiveness. Responses were scaled on a five-point Likert scale. Head teachers were interviewed using an interview guide developed by the researcher.

Data Analysis: Data were analyzed using SPSS version 25.0. Descriptive statistics such as means, standard deviations, frequencies, and percentages described non-monetary incentives and teacher effectiveness. A Shapiro-Wilk test was used to check for normality. Since data were normally distributed, Pearson correlation was used to test the relationship between non-monetary incentives and teacher effectiveness.

Results

Table 1: Response rate of teachers and head teachers

	Teacher		Head Teacher	
	<i>f</i>	Percentage	<i>f</i>	Percentage
Response	236	70	10	100
Non response	100	30	0	0
Total	336	100	10	100

Source: Primary data from the Field, 2025

The study collected data from 236 teachers and 10 headteachers in government-aided secondary schools in Bushenyi District on non-monetary incentives and teaching effectiveness, achieving a high and representative response rate of 70% for questionnaires and 100% for interviews, which supports the validity and generalizability of the findings.

Table 2: Non-monetary Incentives Accorded to Teachers

Item	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean	Std deviation
Type of non – monetary incentives provided to secondary school teachers							
I receive sufficient recognition for the work I do	10 (4.2 %)	40 (34.3 %)	84 (28.4 %)	74 (23.3 %)	28 (3.8 %)	3.24	1.041
I am satisfied with the professional development opportunities in my job	10 (4.2 %)	40 (16.9 %)	84 (35.6 %)	74 (31.4 %)	28 (11.9 %)	2.7	1.022
There are mentorship programs attached to work improvement	9 (3.8 %)	40 (16.9 %)	68 (28.8 %)	81 (34.3 %)	38 (16.1 %)	2.58	1.067
I receive accommodation	10 (4.2 %)	47 (19.9 %)	50 (21.2 %)	103 (43.6 %)	26 (11.0 %)	2.63	1.054
I receive health benefits	11 (4.7 %)	45 (19.1 %)	80 (33.9 %)	74 (31.4 %)	26 (11.0 %)	2.75	1.036
I receive staff outings at least once a year	7 (3.0)	38 (16.1 %)	60 (25.4 %)	91 (38.6 %)	40 (16.9 %)	2.5	1.046
Food is provided	11 (4.7 %)	52 (22.0 %)	56 (30.1 %)	71 (30.1 %)	46 (19.5 %)	2.62	1.162

Item	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean	Std deviation
There are promotion awards given	12 (5.1 %)	43 (18.2 %)	66 (28.0 %)	71 (30.1 %)	44 (18.6 %)	2.61	1.134
Overall mean						3.09	1.223

Source: Field data (2025)

The teachers' non-monetary incentives assessed in this study included recognition, professional development opportunities, mentorship programs, accommodation, health benefits, staff outings, food rations, and promotional awards. About 44.5% of the teachers reported being rewarded with recognition for their work, while 27.1% disagreed that they received recognition incentives. Regarding professional development opportunities, 102 teachers (43.3%) disagreed that such opportunities were provided, whereas 50 teachers (21.1%) agreed that their schools offered professional development. For mentorship programs, 119 teachers (50.4%) disagreed that they were provided, while 49 teachers (20.7%) agreed that mentorship programs were available.

Concerning accommodation, 57 teachers (24.1%) agreed that their schools provided housing, whereas 129 teachers (54.6%) disagreed. One headteacher explained: *"Not all the teachers at the work station are given accommodation due to the scarcity of housing facilities. Therefore, teachers with major responsibilities in school are provided accommodation, while the rest rent nearby or reside at their homes"* (Headteacher B, 2025).

Regarding health benefits, 100 teachers (42.4%) disagreed that they received them, while 55 teachers (23.4%) agreed. One headteacher noted: *"Here at school, we only provide immediate first aid for simple illnesses. For complicated ailments, teachers must seek treatment themselves and return to school once well enough to work"* (Headteacher J, 2025).

For staff outings, 45 teachers (19.1%) agreed that they were provided, while 131 teachers (55.5%) disagreed. Regarding food provision, 63 teachers (26.7%) agreed that food was provided to sustain their activities, whereas 117 teachers (49.6%) disagreed. One headteacher stated: *"The teaching staff are provided with porridge at break time and lunch to prevent them from wasting time looking for food, which could affect their effectiveness. However, for supper, teachers must provide for themselves"* (Headteacher A, 2025).

Concerning promotions, 55 teachers (23.3%) agreed that they were rewarded with promotions, while 115 teachers (48.7%) disagreed. Most teachers reported not receiving non-monetary incentives apart from recognition. One headteacher explained: *"Promotions are limited and are given based on merit and teacher performance, as observed by supervisors and reflected in student results"* (Headteacher C, 2025).

Table 3: Level of Teachers' Effectiveness

Items	Mean	Std. Dev	Level of Teachers' Effectiveness
This teacher plans for delivery of lessons relative to short-term and long-term objectives	2.81	1.220	Fairly effective
This teacher selects content and prepares appropriate instructional materials /teaching aids	3.41	0.934	Fairly effective
This teacher formulates/adopts objectives of lesson plan	3.21	1.058	Fairly effective
This teacher relates new lessons with previous knowledge/skills	3.21	1.051	Fairly effective
This teacher adjusts the learning content of lesson plan and formulates strategies to cater for the learning needs of students	3.39	0.981	Fairly effective
This teacher arranges different learning experiences to cater for students' personal development needs	3.45	0.914	Fairly effective
This teacher uses a lesson plan that is balanced and broad in coverage so that students learning experiences can be enriched	3.25	1.011	Fairly effective
This teacher selects appropriate teaching methods/strategies depending on his/her learners	3.21	0.992	Fairly effective
This teacher provides appropriate motivation to students	3.43	0.932	Fairly effective
This teacher conveys ideas clearly	3.44	0.909	Fairly effective
This teacher utilizes the art of questioning to develop higher level of thinking	3.32	0.949	Fairly effective
This teacher ensures pupils/students participation	3.42	0.926	Fairly effective
This teacher establishes rapport with students and provides a pleasant, safe, and orderly climate conducive to learning	3.43	0.985	Fairly effective
This teacher clearly defines expected behavior and encourages positive behavior and controls negative behavior	3.42	0.944	Fairly effective
This teacher diagnoses learners needs	3.52	0.843	Effective
This teacher shows mastery of the subject matter	3.55	0.895	Effective
This teacher evaluates learning outcomes	3.45	0.910	Fairly effective

This teacher assesses lesson to determine desired out comes within the allotted time	3.34	0.961	Fairly effective
Overall mean effectiveness	3.35	0.968	Fairly effective

Source: Field data (2025)

Table 4: Teachers' Effectiveness Scoring Guide

Teachers' Effectiveness	Scale	Code
Highly Positive	4.51-5.00	5
Positive	3.51-4.50	4
Fairly Positive	2.51-3.50	3
Negative	1.51-2.50	2
Highly Negative	1.00-1.50	1

Source: Field data (2025)

Table 5: Pearson Correlation Coefficient of Non-monetary Incentives and Teachers' Effectiveness in Government Aided Secondary Schools in Bushenyi District in Uganda

Correlations		Non-monetary Incentives	Teachers' Effectiveness
Non – Monetary Incentives	Pearson Correlation	1	.469**
Teachers' Effectiveness	Pearson Correlation	.469**	1

** $p < .01$ level (2-tailed).
Note: N = 236.

Data sourced from primary field research (2025).

The results in Table 5 show that non-monetary incentives had a moderate positive correlation ($r = 0.469$) with teachers' effectiveness in government-aided secondary schools in Bushenyi District. This implies that positive changes in non-monetary incentives lead to corresponding improvements in teachers' effectiveness. The effect of non-monetary incentives on teachers' effectiveness was statistically significant, as the p-value was less than 0.05.

Table 6: Regression Model Summary for Teachers' Effectiveness

Model Summary							
Model	R	R ²	Adjusted R ²	SE	F	df	*p*
1	.469 ^a	.220	.217	.65959	66.038	234	.000

Note. Predictor: Non-monetary incentives. Dependent variable: teachers' effectiveness.

Source: Field data 2025

The results in Table 6 show that the coefficient of determination (Adjusted R² = 0.217) indicates that 21.7% of the variation in teachers' effectiveness is explained by the non-monetary incentives provided to them. This further implies that the remaining 78.3% is influenced by other variables not considered in this study. The R² value of 0.220 indicates a significant relationship between non-monetary incentives and teachers' effectiveness in government-aided secondary schools in Bushenyi District. Specifically, 22% of the variance in the dependent variable (teachers' effectiveness) is explained by the independent variable (non-monetary incentives), demonstrating a strong relationship between the variables. The F-statistic was also calculated, yielding a value of 66.038, which indicates a highly significant relationship between non-monetary incentives and teachers' effectiveness in government-aided secondary schools in Bushenyi District, Uganda.

Table 7: Analysis of Variance (ANOVA) for Regression

ANOVA ^a						
Source		SS	df	MS	F	*p*
1	Regression	28.730	1	28.730	66.038	.000 ^b
	Residual	101.803	234	.435		
	Total	130.533	235			

a. Dependent Variable: Teachers' Effectiveness
b. Predictors: (Constant), Non - Monetary Incentives

The results in Table 7 show that the p-value (0.000) is less than 0.05, indicating that the overall regression model is significant. This implies that non-monetary incentives predict teachers' effectiveness in government-aided secondary schools in Bushenyi District, Uganda. It further confirms that the specified model fits the data well.

Table 8: Regression Coefficients for Teachers' Effectiveness

Coefficients^a						
Predictor	<i>B</i>	<i>SE</i>	β	* <i>t</i> *	* <i>p</i> *	
(Constant)	2.129	.156		13.636	.000	
Non - Monetary Incentives	.451	.056	.469	8.126	.000	
a. Dependent Variable: Teachers' Effectiveness						

The results indicate that a unit increase in non-monetary incentives will result in a 0.451 increase in teachers' effectiveness ($B = 0.469$, $p\text{-value} = 0.000 < 0.05$). These findings show that non-monetary incentives have a positive and significant effect on teachers' effectiveness in government-aided secondary schools in Bushenyi District.

Discussion

The findings revealed a positive, significant, and moderate relationship ($r = 0.469$) between non-monetary incentives and teachers' effectiveness. This aligns with the findings of Kassim and Onyango (2022), whose study showed that non-monetary incentives are positively associated with job performance, as they improve teachers' lives and motivate them to work harder. These incentives are highly appreciated, as they allow teachers to focus on teaching rather than seeking other opportunities. For example, providing transport, meals, and housing encourages teachers to perform their duties effectively.

Toropova et al., (2021) concluded that teachers often work more effectively in environments where they receive support. Non-monetary incentives, such as annual leave and health services, enhance teacher responsiveness, which in turn improves school performance. Similarly, Aliyyah et al., (2021) found that non-monetary incentives attract teachers to perform better, while the absence of incentives reduces morale and effectiveness.

Mghana (2013) also noted that teachers in public secondary schools are less effective when they lack incentives such as housing and adequate health services. He further emphasized that fairness in promotion systems contributes to job satisfaction, which influences overall teacher

performance. Other factors, including reward systems and training, also affect teachers' job performance compared to schools that do not provide such incentives.

Teacher effectiveness in public secondary schools is crucial to ensuring quality education (Hasbay & Altindag, 2018). Therefore, school leaders and government authorities should ensure that teachers receive incentives that enhance their responsiveness and commitment. The results of this study indicate that non-monetary incentives significantly impact teachers' effectiveness. Educational leaders should recognize that salaries and monetary incentives alone are insufficient for optimal teacher performance; additional incentives such as recognition, professional development programs, mentorship, food rations, staff outings, health benefits, and promotions can further improve performance. As Wasiu and Adebajo (2014) asserted, rewards in schools are effective in enhancing teacher behavior and performance, and the lack of regular application may result in low performance and failure to achieve organizational goals.

Conclusion

It is essential for education management to equitably motivate teachers using non-monetary incentives such as recognition, professional development opportunities, mentorship programs, health benefits, food, housing facilities, and promotions. Teachers do not perceive that they receive most non-monetary incentives. In government-aided secondary schools in Bushenyi District, teachers are primarily provided with recognition awards more than other non-monetary incentives. Many teachers perceive that they do not receive accommodation at their workplaces. The teachers were fairly effective in their jobs, and this effectiveness was moderately attributed to the non-monetary incentives received. Overall, teachers' effectiveness largely depends on the non-monetary incentives awarded to them, making these initiatives vital for enhancing performance.

Recommendation

Headteachers in government-aided secondary schools in Bushenyi District should provide a wide range of non-monetary incentives, including recognition, professional development opportunities, mentorship programs, housing facilities, health benefits, food rations, staff outings, and promotions. This will help identify which incentives most effectively improve performance.

The government should equip school heads with the administrative knowledge and skills necessary to identify and provide appropriate non-monetary incentives to teachers for improved performance.

School administrators should organize periodic get-together picnics with teachers, especially at the end of each term, as these events help reduce stress accumulated throughout the term.

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