

Role of Non-Monetary Incentives on Teachers Retention in Private Secondary Schools in Ghaziabad City.

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Abstract

This paper examines the contribution of non-monetary incentives to teachers' retention. The purpose of this research is to study how non monetary incentives are engaged to teacher's retention and determine the types of non monetary incentives that will motivate teachers. Despite the facts that government put more effort on providing good financial incentives to teachers but the turnover rate in Private secondary school tend to increase. Non monetary incentives include career development and professional growth, working conditions, participation in decision making; recognition and respect, rules and regulations, job security, effective supervision generally are the kinds of incentives that do not require direct payments of cash. The study was in Ghaziabad city. Convenience sampling was used to select a sample of 60 respondents. Data collection procedures i.e. Observation and Questionnaires were used in this study. The findings of the study reveal that most of the teachers accept that non monetary incentives had great contribution towards motivation, job satisfaction and influence teachers retention positively but non monetary incentives in most private secondary school were inadequate.

Keywords: *job retention, non-monetary incentives, job motivation, teachers.*

Introduction:

Education is important for development of any nation in the world. Many countries have been struggling to ensure that education should be provided to its citizens is of high quality. The school is the best training ground to teach individuals to become agents for change and become productive members of the society. Yet, schools cannot do this without having teachers, In education system, teachers play a vital role. They build up a nation. The role of a teacher is a complex one as it ranges from imparting knowledge, nurturing talents, molding character and mentorship. In the current world, people are more concerned about the teacher's pedagogical abilities. Teachers work in complex multi-cultural educational settings to provide good educational experiences for all learners. To motivate the teachers and to make them improve their performance, effective reward is very important. Increasing teacher's turnover is big problem posing in private secondary schools. In today's time teachers expect monetary and non monetary benefits. Attracting and retaining qualified teachers is still a big challenge in most private secondary schools due to lack of monetary and non monetary incentives for teachers. Incentives are very important in education sector. In other words, people are more likely to enter in teaching profession if they believe they will be treated with respect and their personal career needs will be met. Monetary incentives are paid in form of cash but non monetary incentives are in the form of good working conditions, teachers involvement in decision making, job security and stability transport facilities, accommodation etc. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. It is now well recognized that without good teachers, we cannot have a good education system, and without a good education system no country can provide its citizen a quality life. Therefore, incentive is one of the most crucial issue it can be financial or non-financial.

Definition of Key Terms:

- **Incentive** is an extra payment or other reward in addition to the basic salary made by the employer. It is paid given to motivate an employee to deliver services effectively and efficiently.
- **Motivation** is an internal mental process that activates, guides, and maintains behavior over time. Results from the influence of needs and desires, and on the intensity and direction of the behavior.
- **Non-monetary incentives:** are non financial incentives which can satisfy the ego and self-actualization needs of employees. They are categorized as social non- monetary incentives i.e. caring in communicating with the subordinates and valuing their opinions; and recognition for a good job. Another category is tangible non – monetary incentives i.e free food, health care, child care centre, and gift certificates awarded as recognition of good performance. Job related non-monetary incentives are such as flexible working hours, participation in decision making, and professional development opportunities. Job-related non-monetary incentives can contribute to the intrinsic motivation of the employee .
- **Employee retention:** is a systematic effort by the employers to create and foster an environment that encourages current employees to remain employed by having policies and practices in place that address their diverse needs.

Review of Literature: Review of literature paves way for a clear understanding of the areas of research already undertaken and throws a light on the potential areas which are yet to be covered. An attempt has been made to make a brief survey of the work undertaken on the field of non-monetary incentives to teachers' retention of private secondary school teachers. The reviews of some of the important studies are presented below.

Abdullah et al., (2009) revealed male teachers, higher ranking teachers, and older teachers are relatively more satisfied than female teachers, Non-graduate teachers, Ordinary teachers, and younger teachers, respectively. It was found that places of origin of teachers had significant relationship with job satisfaction. The bivariate correlation test found that the six work dimensions of teaching job – Pay, Working conditions, Coworkers, Promotion, the Work, and Supervision - had a significant relationship with job satisfaction of the teacher. It was identified that the six dimensions were significantly differ each other with respect to gender

and service category of the teachers. It is suggested that schools need to be equipped with adequate facilities and other teaching materials and the ministry of education need to review the salary system of the teachers in order to improve the satisfaction of the teachers

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

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

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

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

Objectives of present study are as follows:

- (i) To explore the types of non-monetary incentives provided to secondary school teachers.
- (ii) To find out teachers' views on the influence of non-monetary incentives in relation to their job retention

Research Methodology:

The study is conducted to obtain data on non monetary incentives of teacher's retention in private secondary schools of Ghaziabad city. A sample size of 60 was selected using the convenience sampling technique. Data was collected with the help of structured questionnaire and observation method. A questionnaire allows respondents to respond to the questions freely. It consists of closed ended questions. Observation took place in a natural setting where the availability of non-monetary incentives have been provided to secondary school teachers such as breakfast, lunch, accomodation, good teacher-student ratio and provision of adequate and appropriate teaching and learning materials. The data collected from survey were analyzed by using SPSS software for interpretation of results. The responses from the respondents were collected and analyzed using the simple percentage method.

Data Analysis and Interpretation:

Profile of Respondents

In the present study teachers from private secondary schools were taken into account from Ghaziabad region. The personal information of the respondents was asked through the questionnaire. The profile of the sample respondents are summarized in Table below

Table 1: Profile of Sample Units

S. No	Parameter	Variable	Frequency	%age
1	School	Private Secondary School	60	60
2	Designation	PRT TGT PGT	17 20 23	17 20 23
3	Gender	Male Female	30 30	30 30
4	Age	Below30 30-39 40-49 Above50	20 10 18 12	20 10 18 12
5	Marital Status	Married	32	32

		Unmarried	28	28
6	Qualification	Graduate	9	9
		Master's	21	21
		Ph.D	30	30

Table 2: Distribution of Responses on the Types of Non-monetary Incentives Provided to Private Secondary School Teachers

S.No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1	The availability of good staff houses, classrooms, library, laboratories and furniture.	15 25%	10 16%	10 17%	15 25%	10 17%	60 100%
2	Teachers' promotion is fairly provided.	20 33%	22 37%	10 17%	6 10%	2 3%	60 100%
3	Insurance, Medical benefits etc are fairly and equitably provided to all teachers.	20 34%	20 33%	8 13%	10 17%	2 3%	60 100%
4	Participation in decision making.	9 15%	6 10%	19 34%	18 30%	8 13%	60 100%

Analysis of Table 2: Shows that 25% respondents strongly agreed that the availability of good staff offices, staff houses, and good classrooms increase job retention of teachers in schools. Whereas 17% agreed that this affect the retention of teachers in school. About 33% of school teachers strongly disagree that promotion is fairly provided to teachers whereas 3% are agreed but 17% of teachers are neutral when question is asked to them. 34% are strongly disagree that insurance, medical benefits are provided to them whereas 13% of teachers are neutral whereas 3% are strongly agree that they are provided to them and affect their retention in schools. Whereas 15% of teachers are strongly disagree that they are involved in decision making in schools but 13% are strongly agreed whereas 34% are neutral.

Table 3: Distribution of Responses on the Influence of Non-Monetary Incentives to Teachers' Retention

S.No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1	Sufficient provision of welfare facilities such as meal, transport, health insurance and houses encourage me to stay longer in a school.	16 27%	11 18%	9 15%	8 13%	16 27%	60 100%
2	Decision making authority, laboratories, respect, correlation with	15 25%	11 18%	10 17%	12 20%	12 20%	60 100%

	colleagues, health services and adequate teaching and learning facilities encourage me to stay longer in school.						
3	If I leave teaching profession, I am confident to secure other more suitable posts.	3 5%	9 15%	9 15%	8 13%	16 27%	60 100%

Analysis of Table 3: Above table shows the responses of teachers on the Influence of Non-Monetary Incentives to Teachers' Retention 17 % strongly disagreed that welfare provisions like transport, housing allowance were given to them whereas 27 % were strongly agreed that they were given by school authorities whereas 15 % were neutral. 25 % were strongly agreed that no learning, research facilities were given to them whereas 20 % were strongly agreed whereas 17 % were neutral. 5 % strongly disagreed that they will get job somewhere else, whereas 27 % strongly agree to get job somewhere else where 15 % were neutral.

Limitation of the Study: Given time and resource constraints, it was difficult to increase the number of schools covered within each category or to expand the geographical area that the study covered. Consequently, this is a localized study that provides an insight into the existing teacher incentives faced by a small sample of school teachers in Ghaziabad.

Findings and Conclusion of the Study: The study were expected to help the management of schools, education practitioners and policy makers to note and address issues of teachers' incentives as part of developing an effective system for attracting, retaining and motivating qualified teachers. The findings were expected to make all educational institutions and policy makers aware of the factors that motivate and retain teachers. It also indicated that there were relationships between the availability of good staff offices, staff houses, classroom and school furniture and teachers' retention in private secondary schools. The findings revealed that unfair promotions to teachers played a strong role in demoralizing and discouraging teachers from carrying out their duties efficiently. Thus there is significant influence of non monetary incentives as they are directly related with the retention rate of teachers.

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