



**National University of
Science and Technology**

Think in Other Terms



RESEARCH PROJECT

RESEARCH TOPIC

A study of the effect of paying teacher-incentives in the Khami District Schools (Bulawayo Province) : Do they affect Ordinary Level Science Results?

by

SHAIBU ADINI PHIRI

N0114066D

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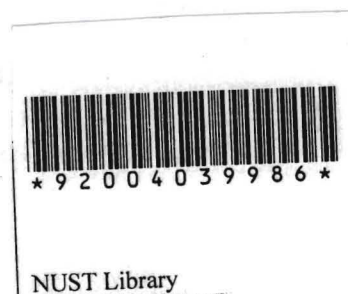
Ms I. MPOFU

&

DR I. M. SIBANDA

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ABSTRACT

The purpose of this study was to investigate the effects of teacher incentives on student performance in 'O' Level Integrated Science in the Khami district Bulawayo Metropolitan Province. It looked at the link between teacher incentives, teacher motivation, and positive student performance. This study sought to answer the following questions: 1) To what extent do teacher incentives improve 'O' Level results particularly in Integrated Science in the Khami District? , 2) To what extent are the Khami district teacher incentives sustainable? and 3) Are the current level of teacher incentives adequate to motivate teachers?

For some decades, Zimbabwe's public education has been ranked one of the best in Southern Africa, Africa and the world-over. This was as a result of high quality teachers, high quality supervision of examinations adopted from its colonial master, Britain, and good working conditions for education practitioners, among other reasons. This reality, however, has turned since the turn of the new millennium and especially in the recent years due to economic meltdown in the country and mass exodus of qualified teachers to 'greener pastures'. Confronted with its deepening and crippling economic levels, the government of Zimbabwe has clearly indicated that it is unable to provide conducive conditions for the teachers in public education, a situation that resulted in a series of strikes by teachers which threatened to paralyze all the teaching and learning activities in the country. It is out of this background that the system of teacher incentives was introduced to augment the meagre salaries earned by teachers so that public education in the country would not face total paralysis.

Teacher incentives were introduced as a method to reward, to attract, and to retain excellent teachers. Interviews, focus groups, questionnaires and document analysis instruments were

used to assess the level of motivation of teachers ever since teacher incentives were introduced. Specifically, the instruments were used to determine if teachers who received monetary incentives were motivated resulting in the improvement of 'O' Level Integrated Science performance. Data collected were analyzed using the Qualitative approach were a sample of schools were chosen randomly and these schools were studied.

Conclusions of this study are that teachers who receive teacher incentives are motivated resulting in positive performance in 'O' Level Integrated Science by students.