

Citation: Ralaiarison, B. J; Nduku, E & Piliyesi, E. (2023). Influence of Selected Incentive Strategies on Teachers' Job Satisfaction in the Catholic Secondary Schools in Antsirabe I District, Madagascar. *Journal of Popular Education in Africa*. 7(4), 5 – 18.

Influence of Selected Incentive Strategies on Teachers' Job Satisfaction in the Catholic Secondary Schools in Antsirabe I District, Madagascar

By

Ralaiarison Beloved Julien

The Catholic University of Eastern Africa

Email: ralaiarisonj@yahoo.com

Sr. Dr Elizabeth Nduku

The Catholic University of Eastern Africa

Sr. Dr Elizabeth Piliyesi

The Catholic University of Eastern Africa

Abstract: Over the past years, a number of incentive strategies have been implemented in the Catholic schools in Madagascar. Despite the implementation of these strategies, questions on their effectiveness to teachers' job satisfaction still arise. This study attempted to examine the influence of incentive strategies on teachers' job satisfaction in the catholic secondary schools, in Antsirabe I district, Madagascar. The research was guided by the question: "How does the incentives provision strategy influence teachers' job satisfaction in the catholic secondary schools in Antsirabe I district?" The study was guided by Herzberg two factor theory. The study used a mixed method design, namely convergent parallel design, which incorporated cross-sectional survey and phenomenological research design. The target population of the study comprised of 10 catholic secondary schools, 123 class teachers, 10 principals, and 1 DIDEDEC. Stratified and simple random sampling techniques were used to sample 4 secondary schools and 37 class teachers while purposive sampling used to select 4 principals and 1 DIDEDEC was selected using census techniques. Data were collected through questionnaires and interview guide. Content validity and split-half reliability were used to ensure validity and reliability of quantitative instruments while peer debriefing, triangulation, and member checks were employed to achieve qualitative instrument's reliability. The quantitative data were analyzed using descriptive statistics including mean and percentages while qualitative data coded into themes. The study found that teachers were dissatisfied with monetary incentive provision, while appreciation and recognition were slightly appreciated. The study recommends Catholic school administrators with the help of parents' association to increase teachers' salary, build staff houses, and provide transport allowances. DIDEDEC should advocate before the Ministry of Education to get funds for Catholic schools.

Keywords: Incentive strategies, Incentive provision, Catholic secondary schools, Class teachers, Job satisfaction

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Background

The paper investigates the influence of incentive strategies on teacher job satisfaction in Catholic secondary schools in Antsirabe I district Madagascar. Employees rely on incentives to meet their demands. Organizations, especially schools, have used monetary and non-monetary incentives, such as recognition and appreciation, to keep people motivated and pleased in their professions, allowing them to perform better.

Researchers have grown interest on the importance of incentive strategies to boost teachers' job satisfaction. Researchers such as Liu and Onwuegbuzie (2014) did a study to analyze the factors driving Chinese teachers to pursue the teaching profession as well as the sources of teacher job satisfaction in China. According to the report, large number of teachers were pleased with the steadiness of their income. However, they were concerned about the students' terrible behavior and the parents' awful attitudes. Salary incentives are no longer an issue for teachers in affluent nations. Toropova et al., (2021) discovered the same disciplinary concerns among students in their research in Sweden. In his Two Factor Theory of Motivation, Herzberg (1923-2000) referred to discipline concerns as hygiene. The provision of hygienic factors will not result in employee satisfaction. It just serves to keep staff happy.

However, in developing countries, studies have revealed that most teachers inclined towards monetary award than non-monetary. However, in developing countries, studies have revealed that most teachers inclined towards monetary award than non-monetary. However, research in poor nations have indicated that most teachers prefer monetary awards over non-monetary awards. Alex (2015), for example, did a study on factors influencing work satisfaction among Tanzanian public secondary school teachers: a case study of the Kongwa area. According to the report, 88% of respondents highlighted concerns about inadequate income and salary. Salary was placed highest among teachers' priorities in the research. Furthermore, 64% of respondents identified a lack of allowances or fringe benefits as one of the difficulties to teachers' job happiness. The same findings were reported in Nyakundi (2012) study on factors influencing motivation of public secondary schools' teacher in Thika west district, Kiambu County, Kenya, which indicated that 53% of respondent teachers felt their remuneration was insufficient for the services they provide.

Researchers have also conducted studies in Madagascar on motivation strategies and satisfaction of teachers. According to Burón and Lassibille (2016), issues in salary payment and low earnings have a detrimental influence on teacher work satisfaction in Madagascar. However, the majority of the existing literature focused primarily on characteristics that affect teachers' work happiness and the effectiveness of motivating tactics on teachers' job satisfaction. Despite the challenges that teachers have encountered as a result of incentive provision, few studies have been undertaken to determine the effect of incentive provision on teachers' job satisfaction. Thus, this study was intended to investigate the effect of incentive provision on teacher job satisfaction at Catholic secondary schools in Madagascar's Antsirabe I district.

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Statement of the Problem

Catholic schools in Antsirabe I district have been schools of choice for many parents within the region. However, concerns have been raised among stakeholders that the incentives utilized by Principals to motivate teachers have not resulted in job satisfaction. As a result, there has been a significant increase in absenteeism, which is an indicator of job dissatisfaction. Studies have also confirmed that most of the teachers have secondary jobs or teach in different private schools. Other very widespread education-related activities include teachers selling summaries of textbooks as pamphlets. Teachers also sell food and drinks to pupils at their schools during break times (Lassibille, 2021). Wane and Rakotoarivony (2017), in their study stated that 30 percent of regular teachers are absent from school and close to 35 percent of teachers are absent from the classroom. High rate of absenteeism is a sign of job dissatisfaction. Therefore, there is a need to investigate how incentive strategies influence teachers' job satisfaction in catholic secondary schools in Antsirabe I district, Madagascar.

Research Question

How does provision of incentives influence teachers' job satisfaction in the catholic secondary schools in Antsirabe I district?

Theoretical Framework

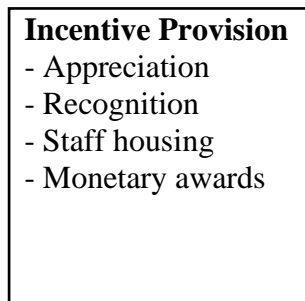
The present study adopted the Herzberg (1923-2000) Two Factor Theory of motivation. Herzberg identified two distinct sets of factors one set intrinsic which are capable of motivating, or satisfying, employees, and another extrinsic, which de-motivate or create dissatisfaction (Evans and Olumide-Aluko, 2010). Herzberg labelled these, respectively, motivation factors, which include achievement, recognition for achievement, the work itself, responsibility and advancement, and hygiene factors comprised of salary, supervision, interpersonal relations, policy and administration and working condition (Evans & Olumide-Aluko, 2010; Osemeke & Adegboyega 2017). Herzberg affirmed that the presence of extrinsic factors does not provide job satisfaction but it will only eliminate employees' work dissatisfaction. On the other hand, sufficient supply of intrinsic factors will enhance employees' inner growth and development, leading to a higher productivity and performance. Extrinsic factors only permit employees willingness to work while intrinsic factors will decide their quality of work Alshmemri et al., 2017; Osemeke & Adegboyega, 2017).

Despite the fact that some researchers criticized the universal validity of Herzberg theory, many scholars have proved that this theory can be applied to various companies, industries and schools. Miah and Hassan (2022), in their study, affirmed that Herzberg two-factor theory has been widely used in understanding whether the teachers are satisfied or not in different educational institutions. This theory plays a significant role especially the hygiene factors cannot be neglected since they cause job dissatisfaction and affect teacher's job satisfaction. This theory sheds some lights on educational managers on incentive strategies to keep teachers satisfied through motivator factors and preventing teachers' dissatisfaction through appropriately managing hygiene factors. Herzberg two-factor theory is applied in this study in that proper use of motivators and hygiene factors can lead to teachers' job satisfaction.

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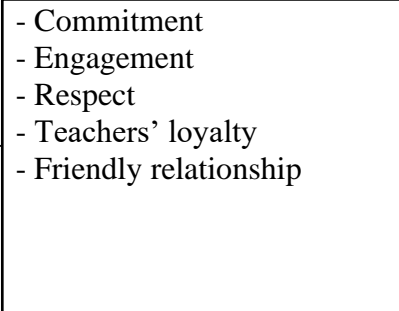
Conceptual Framework

Independent Variable



Dependent Variable

Teachers' Job Satisfaction



Intervening Variables

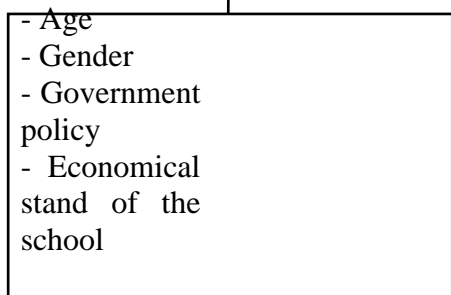


Figure 1: Conceptual Framework

Source: Ralaiarison (2022)

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Review of Empirical Studies

It is extremely difficult to determine what truly motivates individuals to work and positively influence their behavior; the tendency toward extremes, which is a heavy emphasis on one category of incentive and less emphasis on others, is clearly not an efficient and effective way to motivate people in any type of work (Saiti & Papadopoulos, 2015). Education scholars have examined strategies to boost teachers' job satisfaction throughout the years. Mertler (2016), for example, conducted research in Arizona on Understanding Teacher Motivation, Job Satisfaction, and Retention Perceptions Whether Teachers Should Stay or Go? According to the survey, Arizona teachers are intrinsically motivated, but they also want some form of extrinsic incentive, such as recognition. Furthermore, the survey revealed that Arizona teachers are intrinsically motivated by the satisfaction they get from helping their students learn, grow, and develop as children and young adults. According to the report, Arizona teachers are content with their job but not with the recognition they receive.

Similarly, Saiti and Papadopoulos (2015) did a study on personal characteristics and the job satisfaction of school teachers: a quantitative research study in Greece. According to the study's findings, Greek school instructors are unsatisfied with both intrinsic and financial rewards, and appear to be satisfied mainly with a relational approach to work. The study also revealed that Greek teachers were dissatisfied with the moral reward, which is intrinsic motivation, because they worked in an environment of no recognition, a sense of heterogeneous effectiveness, and the pressure of lack of interest toward work, inadequate managerial abilities at all stages, and ineffective administration of human resources. According to the findings of the study, Greek school teachers were more content with three areas of job satisfaction, namely administration, colleagues, and the nature of the work, and less satisfied with compensation, benefits, and prospective incentives. Teachers' contributions to society are overlooked, which affects their work happiness.

In another study, Juozaitien and Simonaitien (2011) investigated the motivators of teacher job satisfaction in Lithuania. According to the study, esteem and power were shown to be weak motivators for teachers. However, financial incentives and wages were proven to be powerful motivators. The group of hygiene factors is responsible for physiological and safety requirements. However, they serve as powerful motivators for the study's participants. The study also indicated that, although being technically attributed to the category of hygiene factors, financial incentives and pay are deemed highly significant motivators. According to study respondents, a lack of financial incentives and compensation affects job satisfaction. It is clear that a lack of appropriate incentives leads to teacher job discontent.

Even in developing countries, studies have revealed that teachers inclined towards financial incentive. Mashaqbah (2018), for example, conducted research in Jordan on how motivation relate to job satisfaction among teachers in public schools in Jordan's Mafraq Province. The survey found that Jordanian instructors were dissatisfied with material incentives and bonuses. Despite the fact that Middle Eastern nations are more developed than certain developing countries, the study found that Jordanian instructors complained about the mediocrity of incentives providing in their country.

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In the same vein, Appoline (2015) conducted research on principals' use of motivational strategies in school management, in the Fako division of Cameroon's Southwest region. The study found that the problem in Cameroon's secondary schools was not related to a lack of teacher motivation by administrators, but rather to other reasons such as the government's failure to raise teachers' pay since the 1990s global economic disaster. According to the findings of this study, Cameroonian teachers enjoy positive relationships with their administrators. The issue was that the compensation increase was too slow. This has been going on since the 1990s, and it has had an impact on teachers' work satisfaction. Similarly, Nwakasi and Cummins (2018) studied teacher motivation and job satisfaction in North West Nigeria. They discovered that one of the barriers to increasing instructors' motivation was a lack of teaching incentives, such as low pay.

Mengistu (2012) likewise carried out research on secondary school teachers' job satisfaction in Ethiopia. The survey found that 99.3% of the teachers who took part were unsatisfied with their compensation. The teachers stated that their pay was not proportional with the cost of living, and that they were unable to meet all of their basic demands until the end of each month. However, the data revealed that the emotional benefits of teaching were the source of the highest happiness for teachers. These benefits were connected to having the opportunity to utilize their abilities at school, their belief that their instruction helped children, and their joy of teaching.

Similarly, Lyimo (2014) did research on the examination of teachers' poor compensation in Tanzania: a case study of public secondary schools in Moshi rural area. According to the report, the majority of instructors were not paid on time for their wages, arrears, and allowances. Furthermore, many instructors thought that their pay was inadequate to cover their fundamental necessities. The studies also found that one of the elements that negatively impacts teachers' motivation is the poor and delayed remuneration of teachers. The similar result was obtained in Nyange's (2013) study on variables impacting teachers' work satisfaction in public secondary schools in Kenya's Voi district. The study indicated that their income did not reflect their expertise and could not cover their costs. The researcher went on to say that even other advantages provided, such as fringe benefits, pensions, medical and transportation allowances, did not meet instructors' expectations.

Research Design and Methodology

The study used a mixed method research design using a convergent parallel approach. According to Creswell (2014), this strategy allows the researcher to gather both qualitative and quantitative data that will give diverse forms of information, such as qualitative perspectives of participants and quantitative instrument scores. As a result, a cross-sectional survey using a questionnaire was employed for the quantitative design to gather as much data as possible for a deeper knowledge of one particular case. Phenomenology was utilized to acquire qualitative data from respondents' daily lives. The fundamental focus of phenomenological research, according to Mayoh and Onwuegbuzie (2015), is to describe or understand human experience as lived by the experiencer in a manner that may be used as a source of qualitative information.

The target population included 10 Catholic secondary schools, 123 class teachers, 10 principals and 1 DIDEK. Teachers took part in quantitative research, principal and DIDEK participated in

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qualitative research. The present study utilized stratified random selection procedures for selecting 4 secondary schools. The schools were divided into two categories: 2 secondary lower level and 2 secondary higher level. Class instructors were assigned to groups according to gender, and then 37 class teachers were chosen using basic random sample procedures, with 18 teachers from lower secondary schools and 19 teachers from upper secondary schools. This constituted 30% of the population of 123 class teachers, which is greater than the required minimum of 10% by (Mugenda & Mugenda, 2012). Principals were chosen using purposive sampling, whereas DIDEDEC was chosen using census procedures. Table 1 summarizes the sample size of the responders.

Table 1: Sampling Matrix

Participants category	Target population	Sampling techniques	Sample size
Catholic secondary schools	10	Stratified random	4 (40%)
Class teachers lower	60	Stratified & simple random	18 (30%)
Class teachers upper	63	Stratified & simple random	19 (30%)
Principals	10	Purposive	4 (40 %)
DIDEDEC	1	Census	1 (100%)
Total	144		46 (32%)

Source: Field data (2022)

The study collected quantitative data from class teachers using questionnaires and qualitative data from the Principals and DIDEDEC using interview guidelines. To establish the reliability of the research instruments, a pilot study was conducted at nearby Catholic schools that were not sampled. Split-half reliability was used to test the reliability of quantitative instruments. Correlations were calculated comparing both halves. Spearman-Brown Coefficient of reliability was calculated using SPSS version 23. The results indicate that the items, in the Likert scales have a value of 0.824. This means that the items are reliable, which was considered good. Moreover, Cronbach Alpha test yielded a range of 0.85 to 0.95, indicating good to excellent results. Reliability, credibility, and dependability of qualitative instruments were determined using peer debriefing, triangulation, and member checks. The quantitative instrument data was entered into the Statistical Package for Social Sciences (SPSS) version 23 and analyzed using descriptive statistics like frequencies and percentages. Data from qualitative instruments, such as open-ended questionnaire and interview questions, were carefully coded and grouped according to categories and themes. The findings were then presented in narratives form of that described the impact of incentive strategies on teacher job satisfaction.

Data analysis, Presentations and Discussions of Findings

This study looked into how incentive strategies influence teachers' job satisfaction in the catholic secondary schools, in Antsirabe I district, Madagascar. Incentives in this study included monetary incentives, which are salary raise, allowance for extra work, and merit pay and non-monetary incentives, which are appreciation, recognition, and vacation.

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Influence of Incentive Provision on Teachers’ Job Satisfaction

Catholic secondary school class teachers in Antsirabe I district were asked to indicate the extent to which they agree on the statements of incentives provision and how they affect their job satisfaction. Participating principals were also interviewed about their strategies on teachers’ incentive provision and how they affect teachers’ job satisfaction to validate the information gathered from the class teachers.

Table 2: Class Teachers’ responses on the Influence of Incentives Provision on Teachers’ Job Satisfaction.

Incentive provision and teachers’ job satisfaction	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
The monthly salary is sufficient to meet all important expenses	12	32,4%	20	54,1%	3	8,1%	1	2,7%	1	2,7%
I am given transport allowances in working days	11	29,7%	13	35,1%	6	16,2%	5	13,5%	2	5,4%
I am pleased with the appreciation I receive from my employer for my contributions at school.	4	10,8%	3	8,1%	7	18,9%	18	48,6%	5	13,5%
The principal implements methods for recognizing teachers' hard work.	2	5,4%	6	16,2%	16	43,2%	10	27,0%	3	8,1%
I am pleased and motivated by the recognition I have received at school	3	8,1%	5	13,5%	12	32,4%	13	35,1%	4	10,8%
Teachers are offered residence near the school	11	29,7%	10	27,0%	5	13,5%	7	18,9%	4	10,8%
The principal expresses thanks to hardworking teachers in a number of ways, including the awarding of certificates of praise and tokens of appreciation.	3	8,1%	7	18,9%	10	27,0%	10	27,0%	7	18,9%

Source: Field data (2022)

Table 2 reveals that majority of participating class teachers disagreed that their monthly salaries were sufficient to meet all their important expenses as confirmed by 86.5% cumulative responses. Only 5.4% concurred with the statement while 8.1% have chosen to remain neutral. This means that class teachers have to sacrifice some other basic needs to able to survive with the meagre salary that they earn. Such situation might easily demoralize teachers who have other responsibilities other from teaching in class. This finding was emphasized by DIDEK when he was interviewed on the challenges of incentive provision that affect teachers’ job satisfaction within his diocese. He responded:

One of the challenges that Catholic schools face in term of incentive provision is that teachers are earning too little salary especially those who are working in the rural area. It is because Catholic schools are unable to increase teachers’ salary

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appropriately due to the lack of parents' support in paying standard school fees. Most of parents are poor who could not afford the required school fees. Catholic schools rely heavily on the school fees as their main income. Consequently, Catholic school administrators have been left with few choices in terms of salary increment (Interview, DIDEK, November 10, 2022).

This finding is in line with the study done by Mtyuda and Okeke (2016), who pointed out that the salaries teachers earned were insufficient to match their requirements given the present-day increase of the cost of living nationwide.

In response to whether class teachers were given transport allowances in working days, cumulatively 64.8% of class teachers disagreed while 18.9% concurred with the statement and 16.2% remained neutral. This implies that majority of class teachers have to set aside money from their salaries for transport or walk every day to attend classes. This situation can easily impact on teachers' job satisfaction. This revelation correlates with the study' finding of Salum (2013), who reported that teachers in Mvomero and Morogoro urban areas, Tanzania used the transport that was of low quality, embarrassing and unreliable. They are forced to travel by using motorcycles because they do not have alternatives, and when motorcycles are not available, teachers walk. This can easily lead to teachers' demotivation in carrying out their duties. From this finding, it can be said that Catholic secondary school class teachers were dissatisfied with the transport allowances given to them.

However, this study established that class teachers were pleased with the appreciation they received from their employers for the contribution that they made in school. That was point out by 62.1% of them who agreed that they were pleased with the appreciation they got from their employers due to the contribution they made, whereas 18.9% disagreed and 18.9% remained neutral. This implies that Antsirabe I district secondary school administrators appreciated teachers who perform well their work. This revelation is inconsistent with that of Njeri (2014) who discovered that a lack of appropriate and meaningful teacher appreciation by the Board resulted in low teacher job satisfaction in Ndeiya Division. Though 18.9% of class teachers disagreed, the majority of them agreed that they got appreciation for their contribution. In an interview, principals were asked on the provision of appreciation and recognition to ensure teachers' job satisfaction, one principal responded:

It is their right to get appreciation after hard work. Teachers who are committed to their tasks and loyal to the school should be appreciated. The school offers token in form of envelop for teachers who performed well at the end of academic year. Teachers who worked for long period of time in my school are given medal (Interview, Principal, November 10, 2022).

This finding is supported by Okeke and Mtyuda (2017), who argued that appreciation for the different contributions teachers make to individuals and society as a whole is critical to teacher job satisfaction. The reason could be the fact that such practice fosters a sense of achievement and self-actualization, and serves as the driving force that propels the individual teacher to higher levels of performance.

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With regard to whether, principal implements methods for recognizing teachers' hard work, majority 43.2% of class teachers remained neutral, followed by 35.1% agreed and 26.6% disagreed. This implies that Antsirabe I class teachers could not decide whether their principals had different ways of recognizing hard work teachers. This could be as a result of the routine that class teachers used to receive whenever their principals appreciate them. However, relatively large numbers 35.1% of them agreed that their principals had various ways to recognize hard working teachers. This implies that class teachers got identical or similar recognition from their principals. In an interview, when principals were asked about the provision of teachers' merit pay, one principal responded:

I treat teachers all the same. Whenever I feel satisfied with their performance for instance after successful 100% national exam results, I give them token in form of envelop to recognize their hard work and to motivate others to do the same (Interview, Principal November 10, 2022).

This finding agrees with that of Musa (2014), who pointed out that head teachers did their utmost to ensure teachers were self-motivated and devoted by using a variety of strategies based on the situation, but teachers mostly needed to be incentivized financially.

With respect to recognition that class teachers got in their schools whether they were satisfied and motivated, cumulatively 45.9% of the class teachers concurred that they feel satisfied and motivated with the recognition they have in their schools whereas 32.4% remained neutral and 21.6% disagreed. From this finding, it can be said that relatively greater number of class teachers perceived that they were content with the recognition that they received at their schools. This means that Catholic secondary school class teachers in Antsirabe I district were relatively satisfied since effective recognition is among the factors that enhances teachers' job satisfaction. This finding disagreed with that of Swai (2016), who found that 58% of respondents replied no to the provision of recognition for a job well done and/or acknowledgement of successful task completion, while 42% said yes. The findings indicate that there was minimal acknowledgment in workplaces. The finding of the present study however is similar to the study by Mushwaim (2014) which revealed that 85% of respondents said that dedicated teachers were given rewards for their efforts, which improves performance. The incentives comprised both cash and non-monetary prizes, instilling a hard work and increasing efficiency.

In response to whether class teachers offered residence near the school, a valid 56.7% of class teachers disagreed that they were not offered residence near their schools, whereas 29.7% agreed and 13.5% could not decide. This means that class teachers stay far away from the school they work. This feeling of being far away from school demoralizes teachers since they must rise early in the morning to attend class. They could not go home during lunchtime given the distance they may come late to class. In an interview, principals were asked to comment on the staff houses in their schools. This is one principal responded:

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There are no staff house in the compound of the school. Instead, all teachers stay outside the school compound and from there they attend class every working day (Interview: Principal, November 9, 2022).

This finding is supported by Bakari (2014), who argued that most of Tanzanian secondary schools have no houses to accommodate teachers. Majority of them lived far away from schools. Teachers lacked motivation in their jobs. Moreover, this finding concurs with that of Insazu (2014), which revealed that majority 60% of the respondents expressed that teachers' houses were not provided, as they were not available. It was found out that the government and local communities did not allocate funds for the construction of teacher's houses in the district.

With regard to whether principals use a number of ways to express their thanks to hardworking teachers, a valid 45.9% agreed that principals use a number of ways to express appreciation to teachers who work hard, whereas as 27% disagreed and 27% remained neutral. The study revealed that less than half the class teachers concurred that school principals employed a wide range of manners to express their appreciation to hard work teachers. The implication of this finding is that Antsirabe Catholic secondary school class teachers expressed their satisfaction on the fact that principals recognized their hard work but they prefer it in a different way. As already mentioned in this study that class teachers expressed their dissatisfaction on their salary, hence they prefer their employer to recognize them in form of money. This finding agrees with Mabula (2013), who found that teachers want their hard work to be fully appreciated, acknowledged, and recognized for what it is worth. This can be accomplished by raising their financial benefits, such as the teachers' wages, which many have claimed are inadequate, and by compensating them overtime for additional work.

Class Teachers Incentives Strategies Preference

Class teachers were asked to choose between monetary incentives, which are salary raise, allowance for extra work, and merit pay and non-monetary incentives include appreciation, recognition, and vacation.

Table 3: Class Teachers' responses on Incentive Strategies Preference

Class teachers' incentives strategies preference	Class teachers	
	F	%
Monetary incentives	34	91.9
Non-monetary incentives	3	8.1
Total	37	100

Table 3 shows that majority of class teachers who chose monetary incentives, which were salary raise, allowance for extra work, as confirmed by 91.9% of the respondents, whereas 8.1% chose non-monetary, which were appreciation, recognition, and vacation. This choice was very clear in table 2 in that they stressed a strong disagreement that their monthly salary is sufficient to meet all their important expenses. They disagreed that they were given transport allowances and residence. However, they expressed weak agreement to appreciation and recognition. Monetary incentives are key element that permits teachers to have decent standard of life. This implies that Catholic secondary school class teachers in Antsirabe I district were dissatisfied with the

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provision of monetary incentives. These findings corroborate with that of Elinihaki (2013), which established that 63.64% of respondents chose monetary incentives and 36.36% chose non-monetary as the most important factors to motivate and raise Tanzanian secondary school teachers' job satisfaction.

Conclusions

Incentives play a great role to motivate teachers in carrying out their duties. Provision of incentives have significant impact on teachers' job satisfaction. This study examined the influence of incentive strategies on teachers' job satisfaction in the catholic secondary schools, in Antsirabe I district, Madagascar. The study concludes that there was a great concern among participants on class teachers' salary. There was dissatisfaction among teachers about the monthly salary, transport allowances, and identical ways of recognizing teachers. Lack of staff house near the school demoralized them. Most class teachers contented with the appreciation and the ways principal expressed appreciation to hardworking teachers, though they preferred appreciation in monetary form. Class teachers were dissatisfied with monetary incentive provision.

Recommendations

The study recommends that principals should find ways of increasing teachers' monthly salary. Low salary was among the outstanding concerns of teachers. Therefore, this study recommends that teachers' salary should be increased to correspond with the high inflation in the country. In addition, staff house should be built in the school compound. This would save teachers from renting houses far away from school. Teachers who stay far away from schools should be given transport allowances. Parents' association should prioritize supporting the school financially by paying school fees. This would help school administrators to run the school efficiently. Financial support from parents is recommended, as it would allow the school to increase teachers' salary. As it found in this study that Catholic schools relay heavily on the school fees as their main income. The study recommends that parents' association should collaborate with the school in providing teachers' school bus. This would solve the wasted time and frustration of using public transportation.

Catholic school leaders (DIDEC) should find ways on subsidizing catholic schools, as the government does to public schools. The study further recommends that Catholic school leaders should visit catholic schools as often as possible to meet with catholic school principals and teachers. This would allow them to collect valuable data and information through observation and listening to teachers and principals in order to come up with policies that enhance teachers' job satisfaction. The office of DIDEC should play a role of advocacy before the Ministry of Education (MENETP) to fund Catholic schools. This could be done through free access to health insurance for teachers and their close family members. Government should allocate funds for the medals they have distributed to teachers working in private schools. These policies would enhance teachers' job satisfaction and restore their dignity. Teachers should get free access to health insurance. This policy would allow Catholic schools to save the money for health insurance contribution to increase teachers' salary.

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