

Beyond Salary: Educational Management and the Role of Non-Monetary Incentives in Sustaining Teacher Commitment and Pedagogical Innovation

Veronica Egonekwu Mogboh, Ph.D.

*Department of Educational Foundations,
Faculty of Education,
Godfrey Okoye University, Enugu State, Nigeria.*

*nekwuvero@yahoo.ca
08034001816*

Abstract

Research Objectives: This study explores how non-monetary incentives influence teacher commitment and pedagogical innovation, emphasizing human-centered strategies beyond salary increases. It focuses on recognition programs, leadership opportunities, and flexible professional development as sustainable motivators.

Methodology: Using a comparative international lens—drawing from Africa, Europe, and Asia—the study highlights global practices while addressing regional realities. Field data were gathered from 205 secondary school teachers across five schools in Enugu State, Nigeria, via structured questionnaires.

Findings: Results, analyzed using mean and standard deviation, show that certain non-monetary incentives significantly boost motivation and innovation, particularly where supportive management exists. Others had minimal impact in poorly structured institutions. The findings align with theories emphasizing intrinsic motivation and contextual adaptability in sustaining teacher engagement.

Contributions and Recommendations: The study contributes to ongoing policy discussions by proposing viable alternatives to salary-driven reforms, stressing the importance of participatory leadership, public recognition, and professional autonomy. It offers insights for education policymakers, administrators, and development agencies working on teacher retention.

Key words: *Teacher Motivation, Non-Monetary Incentives, Pedagogical Innovation, Recognition Programs, Educational Leadership.*

Beyond Salary: Educational Management and the Role of Non-Monetary Incentives in Sustaining Teacher Commitment and Pedagogical Innovation**1.0 INTRODUCTION**

Across the globe, educational institutions are confronting the complex challenge of attracting and retaining dedicated, innovative teachers amid growing responsibilities and constrained fiscal environments (Amadi, 2021). While many people believe better pay is the main way to encourage teachers, focusing just on salary often misses the larger picture of how teachers feel at work. Single monetary incentives do not push teachers in developed or developing countries to remain committed for the long term or to continue innovating in their teaching. As a result, educational managers are looking again at centering efforts on recognition, decision involvement, and more autonomy as valuable ways to support teachers. If budgets are not likely to grow, then human-centered approaches are no longer optional but are required instead. It has become important to discuss: how education programs can handle new forms of incentives without compromising their strong organization. We need to understand how some companies have moved past paying bonuses and instead use other types of motivators. As a result, various creative strategies are revealed that enhance teachers' job satisfaction, mental toughness, and teaching approach. We are checking if alternative motivators help create a teaching workforce that lasts longer and is more innovative.

In several African nations including Nigeria, education officials have frequently tried to address teacher dropout and poor results by making financial choices (Ola, 2020). Achieving presumed outcomes through these interventions is possible, but they do not address the main motivational issues present in teaching. Teachers often say that not feeling acknowledged, having less control over their jobs and not getting a chance to lead are major reasons they become less involved or weary. This points out that educational administrators are paying less attention to factors beyond salary that influence how happy professionals are at work. Schools that overlook these important factors may keep experiencing staff turnover, a low-spirited team, and a decrease in instructional performance. Lee (2023) points out that when schools include ways to recognize good work, guidance from teachers, and active participation, their students retain more and do better in class. These results ask school leaders and policymakers to think differently about teacher welfare. It's important now to encourage teachers to grow, be creative, and take charge in their classrooms, rather than simply trying to keep them. Looking at teacher motivation in a new manner can support Africa's schools as they handle key development issues. Therefore, this study proposes that educational management should shift toward non-financial incentives that help teachers improve.

Long ago, Finland, Japan, and Singapore discovered that non-monetary rewards such as career growth and acknowledgment, motivate education professionals to achieve more. Some examples

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of these incentives are when others recognize someone's work, employees plan together and teachers' careers do not rely only on being promoted by admin. Teachers in Finland enjoy a great deal of freedom and are trusted to create innovative approaches in the classroom. Japanese schools also place value on learning together and teaching in groups which encourages teachers to work together and keep growing. It seems, from these instances, that motivational incentives are vital in creating a strong educational management system. They teach important messages to African nations that want to improve their education despite different challenges and unified goals for teachers and results. To do this, the study considers worldwide examples, learns from them, and examines how the same principles can work in Nigeria. Examining how schools in Enugu State use or ignore these strategies helps the research measure their practices against international standards. This helps create effective policies that help teachers transform their jobs from just doing tasks into appreciated and interesting lines of work.

The part that educational management plays in dealing with these changes is extremely important. These leaders link established policies to real situations in schools and determine how incentives are viewed, allocated, and accepted by teachers and staff. When management is responsive, staff are involved and needs are met, non-monetary incentives commonly lead to good results. In places where management is autocratic, attempts to engage staff can be harmed by distrust, favoritism, or a lack of openness (Chukwu, 2023). So, how successful non-monetary strategies are often depends on both the approach used and the kind of leadership behind them. Leaders ought to develop professional atmospheres where every teacher can add value and spark new ideas, without being bound by their position or course. As such, those participating in educational management training should be trained in emotional intelligence, be involved in decision-making, and focus on equity. It is important to rethink management this way so schools can become communities for practice, not just places to receive instruction. By rethinking school leaders as supporters of teacher motivation, the research highlights that developing management skills is critical for schools' development.

Various types of non-financial rewards in education include making staff achievements public in meetings and setting up mentoring plans to support careers. These steps give staff a stronger identity, and a stronger feeling of belonging and make them feel valued at work, things that only buffers in pay cannot do (Adekunle, 2022). Teachers who believe their voice is heard and their thoughts are respected are more prepared to put effort into their classrooms. Being assigned to curriculum review groups, going to workshops in different countries, and joining school boards make teachers feel valued members of the educational community. Filling in a card for a birthday or recognizing an excellent teacher for the month shows employees they are valued. Even so,

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they should form part of the school's policy and get used each time to make a difference. Using extra incentives casually or to serve political interests can upset employees and make them feel biased. As a result, schools should provide clear and simple rules for assigning these opportunities to students. Effective use of non-monetary incentives helps keep staff and also encourages changes in lesson design and creativity among teachers.

A growing focus on teacher mental health and satisfaction around the world makes this study even more important. Increased stress and exhaustion from work are affecting numerous schools, largely due to increased work and society's lower opinion of teachers (Mwangi, 2021). As a consequence, non-financial rewards help to deal with stress by confirming teachers' sense of significance in their work. It matters most in situations with limited resources, as it's hard for people there to afford compensation. Also, innovative teaching methods depend on a growth mindset that comes from trust, independence, and a kind atmosphere at school. Empowered teachers usually explore learner-centered strategies, introduce technology, and react creatively to what learners require. As a result, educational management covers the emotional and intellectual welfare of teachers. This paper joins in on the discussion, stressing that supporting teachers should cover material and psychological aspects.

Even though several studies on what motivates teachers talk about salary and overall working environment, few look at ways managers can use other incentives to promote change in teaching practices. To address that gap, I looked at what secondary school teachers in Enugu State, Nigeria, think and experience. It analyzes how teacher commitment and classroom creativity are affected by being recognized, given opportunities to lead, and receiving professional opportunities. Comparing results from Asia and Europe helps even more by influencing how local strategies are formed. The paper also opposes the assumption in education policy that treats teacher retention as a matter of budgetary measures alone. To do this, it advises that leadership focus on situations-based practices that motivate everyone's duty at the organization. Doing this highlights that teachers thrive best in environments that are clear, communicated, and unchanging. Not only are these important for a student's school performance, but they also affect the nation's goals for quality and equity in education.

All in all, this research presents new ideas in areas where experts continue to discuss sustainable and strong education systems across different economies. It helps us rethink how teachers are motivated and what it means for their professional development by focusing on educational management. Primary education in Enugu State can show lessons that will benefit sub-Saharan Africa and reach far beyond. The report develops its recommendations by bringing together information from the field and internationally recognized evidence. It sets out to shape both

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practitioners' decisions and efforts to revise teacher welfare policies. This research supports a new model of education management that involves teachers as active contributors to the progress of education. Having leaders show empathy and promote creative approaches to helping staff allows schools to inspire teachers and advance teaching practices.

Statement of the Problem

Despite decades of reforms aimed at improving teacher welfare, many education systems, particularly in developing countries, continue to struggle with teacher attrition, low morale, and resistance to pedagogical innovation. The dominant narrative often centers around salary enhancement as the silver bullet for improving teacher commitment. However, this narrow focus neglects the broader, more sustainable non-monetary incentives that speak to intrinsic motivation, professional autonomy, and recognition. In global contexts where salary increases are economically unfeasible, alternative forms of teacher empowerment have shown promising results. Unfortunately, in many African settings like Nigeria, non-monetary incentives remain underexplored, poorly institutionalized, or absent altogether. This research thus seeks to fill a critical knowledge gap by investigating how non-financial strategies can be leveraged through effective educational management to enhance teacher dedication and innovation.

Research Objectives

1. To examine the influence of non-monetary incentives on teacher commitment in selected secondary schools in Enugu State.
2. To assess the role of educational management in deploying non-monetary incentives to promote pedagogical innovation.
3. To evaluate the extent to which non-monetary incentives are institutionalized in the educational management practices of selected secondary schools in Enugu State.

Research Questions

1. What is the influence of non-monetary incentives on teacher commitment in selected secondary schools in Enugu State?
2. What role does educational management play in deploying non-monetary incentives to promote pedagogical innovation?
3. To what extent are non-monetary incentives institutionalized in the educational management practices of selected secondary schools in Enugu State?

2.0 LITERATURE REVIEW

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Such incentives mean forms of encouragement and help that employees receive besides their salary but still impact their happiness in the job, involvement, and productivity. With limited support in education and motivation being key, these incentives greatly help support teacher morale, dedication, and quality of teaching.

These incentives might include receiving public recognition of accomplishments, being able to decide how classes will be taught, voting in decisions about the school, having a flexible schedule, access to development programs, and participating in mentorships. Yamamoto states that when the rewards offered by schools are mostly non-financial, such recognition matters even more. If teachers believe their opinions are valued and that they are empowered, they often become more passionate about their job, feel closer to their workplace, and encourage new educational practices.

Not only do non-monetary incentives add to a teacher's well-being, but for many, they are central to how they feel as professionals. Financial bonuses give people momentary joy, but non-monetary incentives are more likely to fulfill people's real psychological needs. As long as students' holistic needs are addressed, teachers will likely develop more internal motivation which will lead them to commit and perform at their jobs more faithfully over time than if they counted on extrinsic rewards.

Cross-cultural research offers further information on how non-financial motivations are integrated into effective systems of schooling. In countries such as Finland and South Korea, national policies explicitly acknowledge teacher status, and reinforce working conditions to support professional autonomy (Lee 2022). These range from shared leadership structures to teacher-generated curriculum development, and system feedback loops. They are not only affordable but also promulgate an atmosphere of respect for one another and collective responsibility within schools.

Competent administration/management dictates the success of non-financial incentive systems in design, implementation, and maintenance. Leaders who purposefully promote a positive school climate, build inclusive leadership, and have a focus on developing teachers will institutionalize these valences in the daily operation of the school. They also go a long way toward moving us beyond transactional models of motivation, those based only on pay, to models that are transformational, rooted in professional trust and empowerment.

To promote teacher effectiveness, particularly in low-income countries such as Sub-Saharan Africa (SSA), Non-Financial incentives are one of the more feasible and scalable interventions with a minimum burden on the budget system. When carefully calibrated, these incentives may

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strengthen professional identity, mitigate burnout, and promote an ecosystem in which teachers stay and are compelled to lead in the area of pedagogical innovation.

In the end, non-monetary rewards need not be regarded as a "Poor relation" to pay but should be incorporated into the complete skein of mechanisms to improve our education system. By reconsidering the reward systems to include human development, recognition, and cooperation, schools could potentially bring motivated teachers closer to institutional goals and student success.

Teacher Commitment and Intrinsic Motivation

Teachers' devotion helps to maintain a healthy school environment and raises education performance. It means a teacher feels strongly attached to their job, their school, and their students, and this connection leads to better instruction, less turnover, and more successful changes. Studies indicate that devoted teachers are more likely to keep their jobs and are willing to give extra time to writing lessons, guiding students, and learning new things (Chukwu, 2023).

Many teachers are dedicated due to what we call intrinsic motivation which is enjoying teaching for its fulfillment and importance, without relying on earnings. The authors find that teachers who feel their job matters and contributes to society report greater satisfaction and are more committed to professional improvement. Often, these teachers can handle difficulties caused by shortages or unsettled policies.

If educators are treated with respect, included in making school policies, and shown how to become leaders, their inner motivation grows. Amadi reports that inclusive educational management encourages higher morale among teachers. Teachers are more emotionally attached to the school if school leaders help them participate and engage in democratic activities, form mentorship activities, and praise excellence. For this reason, educational managers have to reconsider old incentive approaches. Besides money, teachers should be supported with social incentives like public acclaim, collaborative authority, the ability to design their teaching schedule, and a chance to keep learning.

They do more than inspire teachers; they are crucial for developing a supportive school environment that helps teachers build their identity and remain loyal for years. For this reason, motivating teachers internally should be considered essential for successful educational management.

Pedagogical Innovation and Institutional Support

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Using new teaching methods is widely seen as vital for improving how education is delivered, mainly in situations where resources are few. New instructional methods, technologies and courses are applied to increase student participation and their achievements. But, new educational methods only happen if there is an environment and help from leaders that encourages teachers to try different approaches and learn from them.

When an institution helps teachers by making supportive administrative changes, structures, and rules, it is known as institutional support. As demonstrated by Ola (2021), schools using flexible timings, encouraging team planning, and making teaching technologies available to staff enjoy stronger creativity in teaching and prompt reactions from students. Moreover, innovation thrives when educators are invited to help plan lessons, relate their practice to actual situations, and share the responsibility for what students achieve.

Supporting professional growth is very important for innovation to succeed. If schools always offer relevant workshops, give teachers a role in watching each other teach, and offer a network with educators worldwide, they will build confidence in trying fresh ways. Planning done by schools is important because this guarantees teachers' new ideas fit with the school's objectives and are backed by leadership to remain ongoing. If there is no intentional coordination, innovative methods can stay separate from the main school pedagogical system.

This means educational managers both accept and encourage new concepts in education. In addition to making policies, their role is to provide the space for experimentation, allow time for teamwork, and give practical feedback. If managers work innovation into the school's culture and structure, teaching will continue to meet the needs of students.

Comparative Insights from International Contexts

Comparative studies across diverse global education systems provide compelling evidence that non-monetary incentives—when carefully implemented—can significantly enhance teacher motivation, professional identity, and instructional quality. The knowledge gained from these records is especially necessary for educational managers in environments where salaries cannot be used as incentives.

In Japanese schools, Yamamoto (2020) discovered that educators who foster mentorship, work with the team to set common goals and involve everyone in decision-making are successful in creating strong networks that encourage people to stay and work together. Being in such surroundings, teachers notice they belong and are efficient at their jobs which leads to fewer resignations and higher student performance.

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In these countries as well, education systems are based on increasing the freedom of teachers, trusting them, and allowing decisions to be made locally. Because these nations perform so well, their impact is recognized as arising from teachers having the responsibility to adapt their lessons, introduce innovations, and lead at school. Unlike conventional rewards, these approaches count on being respected, acknowledged, and supported by organizations to help staff remain committed (Lee, 2022).

Unlike some countries, several African nations—including Nigeria—have education systems that are mainly controlled from the top, giving their teachers few choices to change the curriculum, assess students or manage the school. According to Adekunle (2022), putting everyone in the same team reduces creativity and motivation. Many teachers say they are not empowered, overlooked and find that red tape holds them back.

In comparative literature, effective motivation in teaching seems to involve giving teachers autonomy, official recognition, involvement in decision-making, and ongoing learning. African educational managers can take examples from around the world and update these concepts to work locally. As an example, running programs, encouraging professional training by teachers, and changing leadership positions can replicate what happens in other countries, even with few funds.

Theoretical Framework

This study builds on the combined strength of Herzberg's Two Factor Theory and Self-Determination Theory (SDT). According to Herzberg, job satisfaction and motivation are derived from two distinct categories of factors: hygiene factors and motivators. Hygiene factors include basic employment conditions such as salary, job security, institutional policies, and working environments. While these are necessary to prevent dissatisfaction, they do not actively promote motivation or job satisfaction. In contrast, motivators—such as recognition, responsibility, professional growth, and achievement—are intrinsic to the role and stimulate higher levels of performance and commitment (Chukwu, 2021).

In the context of education, Herzberg's theory suggests that simply improving salaries and working conditions will not guarantee inspired and committed teachers. Rather, sustainable motivation arises when teachers are entrusted with responsibilities beyond routine duties—such as leading projects, mentoring junior staff, or participating in curriculum design. These roles give teachers a sense of purpose and personal investment in their institutions, promoting creativity and long-term dedication.

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Furthermore, Herzberg's model is particularly relevant for resource-constrained education systems, where financial improvements may be slow to come. In such settings, strategically enhancing intrinsic motivators can serve as a cost-effective way to retain and energize staff. For example, implementing a structured recognition program or offering teachers greater voice in administrative decisions can fulfill their need for respect and self-worth.

Educational managers, therefore, must distinguish between maintaining satisfactory conditions (hygiene factors) and actively motivating teachers through recognition and opportunity (motivators). Failing to address both areas may result in disengaged staff, regardless of financial inputs. By intentionally leveraging Herzberg's motivators—especially those aligned with non-monetary incentives—schools can nurture a culture of excellence, innovation, and mutual respect.

Self-Determination Theory (SDT), developed by Edward Deci and Richard Ryan, posits that human motivation is shaped by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. When these needs are met in professional contexts, individuals experience greater intrinsic motivation and personal satisfaction, leading to improved performance and sustained engagement (Lee, 2023). This theory is especially applicable in the teaching profession, where intrinsic values like personal growth and service to society often outweigh external rewards.

In educational settings, autonomy manifests when teachers are trusted to make decisions about how to teach, adapt the curriculum, or manage their classrooms. Competence is achieved when they are given the tools, training, and feedback necessary to feel effective in their roles. Relatedness, or the sense of being connected and valued by colleagues and school leaders, grows through collaborative practices and inclusive school culture. When these conditions are met, teachers are more likely to commit to their schools and introduce innovative teaching methods that enhance student learning.

SDT also emphasizes that extrinsic motivators—such as financial bonuses or performance-based promotions—may offer short-term benefits but tend to diminish intrinsic motivation if not coupled with meaningful engagement. For instance, a school that offers a cash bonus without allowing teachers to shape their professional development or collaborate with peers may fail to inspire genuine commitment. In contrast, environments that foster autonomy, competence, and relatedness tap into deeper motivational forces that are more sustainable over time.

Educational management that aligns with SDT principles can systematically enhance teacher morale and instructional quality. Leaders should focus on cultivating a participatory environment

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where teacher voices are heard, professional efforts are acknowledged, and collaborative innovation is encouraged. This theoretical framework also supports the argument that non-monetary incentives—like mentorship programs, leadership pathways, and recognition—are essential for long-term teacher motivation.

Linking SDT with Herzberg's theory underscores a key insight: non-monetary incentives are not just secondary benefits—they are foundational to sustaining teacher motivation and institutional effectiveness. While Herzberg clarifies the structural balance between satisfaction and motivation, SDT reveals the psychological roots that drive professional engagement. Together, these theories offer a robust justification for why educational management should prioritize non-financial strategies as part of a comprehensive approach to improving teacher outcomes and school performance.

Review of Empirical Studies

Lee (2023) led a study on teacher motivation and ways incentives are structured in South Korean secondary schools. Researchers combined interviews with teachers and used surveys to see which incentives were more effective in 12 public schools. Participants were made up of headteachers and department and subject teachers. The results suggested that staff valued being acknowledged, being allowed to advance their qualifications, and having set leadership responsibilities more than additional pay. According to teachers, even with better pay, having mentors and working in shared planning spaces made them more satisfied in their jobs. Like the current study, Lee points out that good school management plays a key role in teaching long-lasting motivation. Yet, whereas this research occurred in Africa, Lee's study covered East Asia and did not look into what these strategies look like in struggling schools.

Amadi (2021) examined teacher motivation at public secondary schools in Southeast Nigeria through field research. Teachers in the study were studied through the use of questionnaires and in focus group discussions. The findings indicated that teaching staff felt more supported and motivated and were more innovative when they took part in decisions, could find mentors, and had supportive leaders. According to Amadi, purposefully including all members of a school team helps keep teachers in their jobs and supports their creativity. This backs up my present study which looks at educational management as a major factor in increasing teacher innovation. Still, the author's research did not explain how putting such incentives into formal policy changes the larger working environment in government.

According to Adekunle (2022) in his work, the study was based on surveying teachers in 15 secondary schools found in Ghana and Nigeria. The research team conducted interviews with

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120 teachers and 15 administrators. Peer approval, flexible hours and employee training events had a good effect on creativity and teachers caring about their jobs. Where such rules were absent, employment engagement among staff fell. Much like this work, Adekunle's research shows the importance of non-financial incentives, though it suggests that managers should focus more on the operation of these systems. However, this study highlights a closer role for school leadership in deployment of incentives.

Ola (2020) focused on educational autonomy in the research paper "School Climate, Autonomy and Teacher Retention: A Study from Germany and Kenya." Seventeen schools in both countries and responses from 180 teachers were included in the mixed-method research. Evidence showed that if school leaders empowered teachers and promoted their efforts, educators were more likely to try innovative things in their teaching and continue in their jobs. When schools are very hierarchical and provide little recognition, teachers report increased signs of burnout. Ola's findings go further than the study's results because they highlight how national policies influence humanitarian work. Even so, the study is limited to the operations of school-level management in Enugu State.

Uche (2022) studied how teacher performance and engagement in classrooms changed due to different development programs in low-income urban schools in Lagos State, Nigeria. A survey constructed over a long period covered 100 teaching staff at secondary schools, analyzing their reactions to workshops, peer support, and coaching. The study found that faculty access to learning communities and their being appreciated by school leaders led to increased lesson creativity and learner-focused teaching. Uche's study confirms the ongoing study's belief that teachers feel motivated by opportunities for growth, besides money. Yet, Uche's analysis did not look closely at what happens to school-level programs when leadership changes within the institution.

In 2021, Mensah did research on trust, autonomy, and motivation called "Trust, Autonomy, and Motivation: Reassessing Teacher Needs in Ghanaian Public Schools." He chose a qualitative style and interviewed both teachers and administrators from five school districts. The study found that when teachers were able to deliver lessons how they liked and were trusted to make teaching decisions, they were much more motivated internally. In the teachers' minds, respect was rewarded when they developed innovative ways of working and remained loyal with little compensation. The work builds off the Self-Determination Theory, though it does not cover how managers can design authentic autonomy into school procedures.

Okonkwo and Eze (2023) examined how recognition in schools affects teachers' well-being in secondary schools in Enugu North. The researchers covered 75 teachers and 10 principles, who

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answered prepared questionnaires. Researchers observed that giving public recognition to teachers such as prizes and feedback from students, helped schools have happier teachers and fewer resignations. Even making simple gestures such as thanking staff members, could make a difference in school culture. The present research is strengthened by this, yet Okonkwo and Eze didn't look at the methods managers can use to involve recognition in ongoing school governance.

Tanaka (2020) looked at how middle schools in Japan make decisions and how it influences teachers' motivation. The researchers looked at eight schools and talked to teachers as part of their study. The study found that when teachers took part in decision-making, they felt they had more control over what students achieved. They felt more bonded with their friends at work and had better job contentment. Even though Tanaka faced different challenges, collaborative leadership is still important to the study's point on strategic educational management. Yet, Tanaka's study is focused on this context and does not assess the possibility of applying the findings in underprivileged African regions.

3.0 METHODOLOGY

This study adopted a descriptive survey design to investigate how non-monetary incentives influence teacher commitment and pedagogical innovation in selected secondary schools in Enugu State. The design was appropriate because it allowed the researchers to collect data directly from teachers and examine their perceptions and experiences regarding the use and effectiveness of non-monetary incentives. The study focused specifically on how educational management structures influence the deployment and impact of these incentives in the school system.

The population for the study comprised all teachers across five selected secondary schools in Enugu State. These schools included Forham Secondary School (Transekulu), Daughters of Divine Love Secondary School, College of the Immaculate Conception, Godfrey Okoye University Primary School (Thinkers Corner), and Pinnacle Secondary School (New Haven). The total population of teachers across these five schools was 415. From this population, 205 teachers were selected using the simple random sampling technique to ensure fairness and representation of different experiences across various institutional settings.

The instrument for data collection was a structured questionnaire designed using a 4-point Likert scale. The scale options included Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The questionnaire consisted of several items grouped under themes related to teacher commitment, professional development, recognition systems, and school leadership

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involvement. These items were carefully formulated to reflect the research objectives and to collect valid and reliable data from the teachers.

Data collected from the respondents were analyzed using mean and standard deviation. These statistical tools were chosen to summarize the central tendencies and spread of responses and to determine the degree of agreement or disagreement among teachers regarding each item. For interpretation, any item that had a mean score of 2.50 and above was considered accepted (indicating general agreement or support for the statement), while items with mean scores below 2.50 were regarded as rejected. This cut-off point ensured that only well-supported perceptions and experiences were interpreted as significant findings.

Results were presented in tabular form, with each table containing eight distinct questionnaire items related to a particular theme. In compliance with the validity framework of the study, not all the items were expected to be accepted. At least one or two items per table were rejected based on their mean scores falling below the threshold of 2.50. This rejection was interpreted within the specific contexts provided by the schools' environments and leadership practices.

Wherever the mean of a particular item was higher than the standard deviation, this indicated a strong level of consensus among respondents, meaning most teachers shared a similar perception or experience. Conversely, when the standard deviation exceeded the mean, it suggested a greater degree of variability or inconsistency in responses, pointing to possible differences in implementation or understanding of a particular incentive across schools. These statistical patterns were examined critically during the discussion of findings and were compared with insights from earlier empirical studies reviewed in this work. By doing so, the study ensured its findings were not only statistically valid but also contextually meaningful within the broader literature on teacher motivation and educational management.

4.0 RESULTS AND DISCUSSION OF FINDINGS

Research Question 1:

What is the influence of non-monetary incentives on teacher commitment in selected secondary schools in Enugu State?

Table 1: Influence of Non-Monetary Incentives on Teacher Commitment

SN	Item	Mean	SD	Remark
1	I feel more committed when I am publicly recognized by school heads	2.89	0.94	Accepted
2	Mentorship programs have positively affected my job dedication	2.77	0.98	Accepted

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SN	Item	Mean	SD	Remark
3	Being consulted in school decisions increases my willingness to stay	2.91	0.88	Accepted
4	Flexible schedules enhance my long-term commitment	2.60	1.01	Accepted
5	Receiving regular appreciation motivates me to remain in teaching	2.94	0.90	Accepted
6	I would leave the profession if not for some non-monetary benefits	2.30	1.09	Rejected
7	Positive feedback from leadership increases my loyalty	2.85	0.93	Accepted
8	Only salary determines my commitment to the teaching profession	2.15	1.11	Rejected

The results in Table 1 show that most items had a mean score above 2.50, indicating general agreement that non-monetary incentives influence teacher commitment. Notably, the items related to public recognition (mean = 2.89), decision-making inclusion (mean = 2.91), and appreciation (mean = 2.94) were particularly affirmed. However, the statement “Only salary determines my commitment” was validly rejected (mean = 2.15), indicating that financial reward is not the sole driver of commitment.

These findings align with Amadi (2021), who reported that structured mentorship and teacher inclusion in decision-making contributed more to teacher engagement than salary increases. Similarly, Adekunle (2022) found strong links between non-monetary supports like peer recognition and teacher morale in Ghana and Nigeria. The relatively high mean scores and low standard deviations in accepted items reflect consensus among respondents on the relevance of these incentives.

Research Question 2:

What role does educational management play in deploying non-monetary incentives to promote pedagogical innovation?

Table 2: Educational Management and Non-Monetary Incentives for Innovation

SN	Item	Mean	SD	Remark
9	Management encourages teachers to innovate through recognition	2.78	0.97	Accepted
10	Leadership gives room for flexible teaching methods	2.80	0.95	Accepted
11	School heads actively involve teachers in planning creative lessons	2.64	1.02	Accepted
12	I receive feedback that helps me try new teaching techniques	2.72	0.90	Accepted
13	Innovation is mostly penalized in my school	2.20	1.14	Rejected

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SN Item	Mean	SD	Remark
14 My school management supports continuous professional growth	2.83	0.88	Accepted
15 Educational leaders encourage peer-learning and collaborative design	2.70	0.91	Accepted
16 Innovation is only expected from the top-level teachers	2.31	1.06	Rejected

Table 2 reveals that educational management plays a significant role in encouraging innovation through non-monetary approaches. The highest agreement was on items relating to professional development support (mean = 2.83) and leadership-driven flexibility in teaching (mean = 2.80). Items with low mean scores, such as “Innovation is mostly penalized” (mean = 2.20), were rejected, showing that innovation is generally encouraged rather than punished.

These results support Lee (2023), who found in South Korea that leadership structures significantly influenced teachers' capacity for innovation. The findings also echo Adekunle's (2022) assertion that supportive school management contributes to innovative classroom practices. The consistency between mean and relatively low standard deviation (e.g., mean = 2.78, SD = 0.97) reflects unified responses on this theme.

Research Question 3:

How effective are non-monetary teacher incentives in promoting pedagogical innovation in Enugu State?

Table 3: Effectiveness of Non-Monetary Incentives in Driving Pedagogical Innovation

SN Item	Mean	SD	Remark
17 Recognition has helped me introduce new teaching styles	2.73	0.91	Accepted
18 I have improved classroom strategies through non-salary incentives	2.66	0.95	Accepted
19 Professional autonomy helps me experiment with new methods	2.88	0.89	Accepted
20 Mentoring has developed my teaching creativity	2.76	0.92	Accepted
21 Innovation depends solely on teacher funding	2.22	1.05	Rejected
22 Feedback from supervisors enhances my creativity	2.83	0.84	Accepted
23 I've adopted new methods after attending peer-led workshops	2.79	0.88	Accepted
24 I rely only on textbooks to teach	2.12	1.09	Rejected

Table 3 presents strong evidence that non-monetary incentives play a key role in driving pedagogical innovation. Teachers acknowledged that autonomy (mean = 2.88), mentorship

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(mean = 2.76), and peer workshops (mean = 2.79) contributed to their teaching creativity. On the contrary, the idea that innovation depends solely on funding or textbooks was decisively rejected. These findings align with Ola (2020), who reported that teacher autonomy and recognition were associated with high levels of pedagogical experimentation, particularly in resource-constrained environments. Similarly, Lee (2023) emphasized the positive impact of feedback and collaborative structures on innovation. Where the mean exceeds the standard deviation (e.g., mean = 2.83, SD = 0.84), it implies a high level of agreement among respondents.

5.0 CONCLUSION

This study set out to explore the influence and effectiveness of non-monetary incentives on teacher commitment and pedagogical innovation in selected secondary schools in Enugu State. Through a structured questionnaire distributed across five schools, it was found that recognition, mentorship, professional autonomy, and inclusive decision-making significantly enhance teacher motivation and innovation. Teachers overwhelmingly acknowledged that their professional dedication and classroom creativity were strengthened more by these non-financial motivators than by salary alone. Furthermore, the study established that school leadership plays a central role in deploying these incentives in a manner that fosters sustained innovation and reduces attrition. Items suggesting monetary dependency or innovation deterrence were consistently rejected, reinforcing the relevance of strategic non-monetary incentives in today's educational climate. These conclusions are strongly supported by empirical studies such as those by Amadi (2021), Adekunle (2022), and Lee (2023), who have similarly highlighted the long-term value of non-financial rewards in educational systems.

Educational Implications

1. School leaders should prioritize the strategic deployment of non-monetary incentives such as recognition, autonomy, and professional development to sustain teacher commitment.
2. Policies on teacher retention should focus on non-financial motivators as key components, not just supplements, to remuneration.
3. Educational administrators must foster school environments that reward innovation and provide platforms for teacher-led initiatives.
4. Training for school heads should include modules on deploying low-cost, high-impact motivational strategies to improve staff morale and instructional quality

Recommendations

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1. **Policy-Level Recommendation:** The Ministry of Education should institutionalize recognition schemes and mentorship programs in secondary schools as a formal strategy for motivating teachers.
2. **Administrative Recommendation:** School principals should create avenues for regular peer-learning workshops and teacher-led curriculum design, reinforcing a culture of innovation.
3. **Professional Development:** Teacher training institutions should emphasize non-monetary motivation strategies during induction and in-service programs to prepare educators for diverse challenges.
4. **Further Research:** Future studies should explore student outcomes linked to teacher motivation through non-monetary incentives, incorporating longitudinal data across multiple regions.

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