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Universidad del Zulia  
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# **The Efficiency Of High School Principals In Baghdad Governorate In Managing Incentives From The Point Of View Of Teachers**

**Dr. May Faisal Ahmed**

**Baghdad University  
College of Education for pure sciences/Ibn Al-Haitham**

## **Abstract**

**A field study aimed at identifying the degree of efficiency of secondary school principals in Baghdad governorate in the management of incentives, and adopted the descriptive analytical approach. The research community, which consists of (3981) teachers, was selected. The sample was randomly selected by (7,913%) of the research community, with 315 teachers in Resafa / 1 and Karkh A questionnaire consisting of (40) items was distributed among the study areas. The researchers confirmed their sincerity and persistence. The data were analyzed using the SPSS program, and the questionnaire was applied in the first semester of the 2016-2017 academic years. And reached results which were analyzed and discussed according to the areas of the study organized (general standards, mechanisms, physical and financial incentives, and moral and administrative incentives)**

## **La eficiencia de los directores de secundaria en la gobernación de Bagdad en la gestión de incentivos desde el punto de vista de los docentes**

### Resumen:

Un estudio de campo destinado a identificar el grado de eficiencia de los directores de escuelas secundarias en la gobernación de Bagdad en la gestión de incentivos, y adoptó el enfoque analítico descriptivo. Se seleccionó la comunidad de investigación, que consta de (3981) maestros. La muestra fue seleccionada al azar por (7,913%) de la comunidad investigadora, con 315 maestros en Resafa / 1 y Karkh. Se distribuyó un cuestionario que constaba de (40) ítems entre las áreas de estudio. Los investigadores confirmaron su sinceridad y persistencia. Los datos se analizaron utilizando el programa SPSS y el cuestionario se aplicó en el primer semestre de los años académicos 2016-2017. Y alcanzó resultados que fueron analizados y discutidos de acuerdo con las áreas de estudio organizadas (estándares generales, mecanismos, incentivos físicos y financieros e incentivos morales y administrativos)

### Introduction:

Man works and surrounded by a lot of factors and indicators and motivated by many motivations and motivations, and are overwhelmed by the types of feelings and emotions, it is assumed that you find all these attention and appreciation of those around him, whether a teacher or a worker or administrative or employee anywhere.

Many studies conducted in various fields have pointed to the significant role played by incentives of all kinds of material, moral, financial and oral in raising workers for more production and creativity, therefore, find interest in meeting this aspect, especially in the field of business administration, industry and services, and laws and regulations have been prepared And contexts in which every hardworking person is given his right, and every lazy and weak account and appropriate guidance for him.

At the level of education, especially school administrations at their levels, this aspect is still the subject of a complaint and observations rise here and there indicate that (who works and does not work either) from the point of view of teachers in their annual routine assessments, whether issued by supervisors or their principal and such feelings of injustice Ignoring the motivation of the glorious teacher is reflected in his performance in the fu-

ture, and this applies to the new teacher who enters the teaching profession with the highest degree of enthusiasm and desire to be distinguished, but it collides that his dedication, seriousness and creativity does not find appreciation and appreciation, and therefore his performance decline in subsequent years It becomes part of the group that is working with enough and so as to push responsibility for them without penalty and without greed in the valuation, becomes old and the new in the matter either.

This institutional situation is a major impediment to the progress of education in particular and society in general. No society can advance without the existence of work mechanisms that push hard, perseverance and creativity, and motivate everyone in it to reveal their talents and abilities. Our society, whether it is a director or a teacher, does not have a characteristic or characteristic that distinguishes it from others in creativity and talents, but what hinders its emergence is the neglect of those around him and his clients and flick them and discover them.

Research problem :

The lack of appropriate incentives for diligent teachers may negatively affect his performance and contribute to poor productivity and thus reduce the chance of achieving the desired goals of the school. This may highlight one aspect of the importance of incentives in general to raise the performance of teachers.

Given the great importance of incentives in the lives of workers, especially teachers and their role in providing more giving, discrimination and creativity, and because high school principals rely on them to activate this mechanism in their schools to take full dimension in the educational process, therefore, the problem lies in The need to know the degree of competence of secondary school principals in the governorate of Baghdad in the management of incentives from the perspective of teachers.

research importance :

Importance can be summarized as follows:

- 1 - The importance of incentives in the lives of workers in the field of education as a motive and engines for more creative work, especially since the teacher does not monitor can influence only God Almighty and his conscience and motives, therefore, the study of incentives from this perspective is of great importance.
- 2 - the importance of alerting managers to their responsibility in raising their efficiency and deal with this vital aspect and its effective impact on teachers in particular and all workers in general.
- 3 - the importance of the application, by making the relevant authorities in

the directorates of education and supervisors and school administrators of the recommendations and results accelerated research with regard to the management of incentives.

4 - Theoretical and cognitive importance by adding some information and theoretical frameworks of the educational library, especially with the lack of sources and references that dealt with this subject.

research goals :

Identify the efficiency of secondary school principals in Baghdad governorate in managing incentives from teachers' point of view. The objective can be formulated with the following questions:

1. What is the degree of competence of secondary school principals in Baghdad governorate in managing incentives?

2- Are there any statistically significant differences at the level (0.05 نيب) between the mean of the answers of the research sample due to the following variables: (Gender, number of years of experience (from 1-10 years) (from 11 years and more), Specialization: Literature - Specialization scientific)

search limits :

Spatial Boundaries: Secondary Schools in Baghdad Governorate

Human Frontiers: Secondary School Teachers in Baghdad's Education Directorates (Rusafa / 1 and Al-Karkh / 1)

Time limits: the first semester of the academic year 2016/2017

Define terms:

□ Incentives:

Al-Odaili (1980): Motivation is the stimulus that leads to a positive change in behavior, which drives man to bring a certain behavior to the extent that satisfies his needs and expectations (Al-Odaili, 17: 1980).

- (Badr, 1983) is seen as: a set of factors that the administration provides for workers to mobilize their human abilities in order to raise the efficiency of their performance, not their workers better. (Badr, 18: 1983)

- Known (Zechariah, 1990): singular incentive and derivative of stimulating the thing, ie, push, and stimulation in the lexicon of the standards of language is induction and push for progress. (Zechariah, 85: 1990)

- Define it (Al-Salami, 1992): It is a motivator of human behavior, and helps to guide performance, when getting incentives becomes important and motivation for further work. (Peaceful, 1992: 209)

Procedural Definition:

The outcome of the research sample answers to the questionnaire paragraphs related to incentives.

Efficiency:

- Defined (Good, 1973) as: ((skills, ideas and attitudes necessary for all workers regardless of their specific jobs or work)). (Good, 1973, PP.121)
- Bretall (1980) believes that competence is: ((in-depth knowledge in a subject or recognized skill)). (Bretall, 1980, p: 43)
- He defined it (Ghannam, 1993) as: ((efficiency is the ability to produce educational service or achieve goals with the least effort, time and cost)). (Ghannam, 1993: 147)
- Defined by Hanna God and Gerges as: ((Statement of the ability to deal with the environment, and control the balance of its scope)). (Hanna Allah and Girgis, 1998: 386)
- Defined (Hajji, 2000) as: ((who has the ability to function and grow in a special way, as he is qualified or legally appropriate)). (Haggai, 2000: 386)
- Defined (Tamimi and Hattab, 2000) as: ((the ability to apply the principles and techniques to perform a particular work efficiently and effectively, in the light of the individual's knowledge, skills and trends)). (Tamimi and Hattab, 2000: 10)

□ High School Principals:

- Al-Atabi, 1998. The principal of the school was identified as the administrative leader responsible for managing the educational process in secondary schools (Al-Atabi, 1998: 101).
- He knew them (Helmy, 2000): they are responsible for the management of the educational process in secondary schools who are required to have good educational attainment, with educational qualification and experience in education and in educational management (Helmy, 98: 2000).

The researchers define them as: those persons who are educationally, educationally and professionally qualified, who hold the position of headmaster of secondary school and meet the conditions set for their selection.

High School: هـيوناشلا

Known according to the secondary schools system No. (2) for the year 1977 amended as schools that include all students who have completed primary school or equivalent, and aims to enable them to continue to develop their personal aspects of physical, intellectual, moral and spiritual all and discover their abilities and tendencies and guide them and develop their knowledge of Arab-Islamic culture They are imbued with their inherent values and virtues, science and their applications in life, keeping abreast of their progress, acquiring the intellectual and scientific skills and qualifications that pave the way for professional and productive work and

further graduate studies. (Iraqi Secondary Schools Law No. (2) of 1977)

Theoretical Background:

Historical development of incentives:

At the beginning of the eighteenth century, when the scientific management movement emerged, scientists began to be interested in their research and studies on the subject of incentives and we can distinguish between three stages of the development of administrative thought on the subject of incentives (Al-Kharraz, 1987: 150).

1- The traditional stage:

This stage represents the traditional theories in management, where the organization is an ideal economic unit that has nothing to do with the external environment and from the point of view of Max Weber, the pioneer of bureaucratic theory, that the individual is not ambitious and lazy and always seeks to satisfy his material needs and therefore focused this phase on material incentives only, as well as focused The School of Scientific Management led by Frederick Taylor in its motivational policy on a material basis.

2- School of Human Relations:

From the point of view of this school that the organization is a large system and complex composition, where consists of different parts of performance, the most important aspect of human and technical and this school looks at the human feelings and feelings and works within groups. Thus, we see clearly the evolution in the perception of man and how to deal with it as the organization besides that it is an economic unit is a social unit, so we find a variety in the granting of incentives between material and moral.

3- Modern stage:

Represented by modern management theories such as (management theory with objectives and systems theory) and tried this to avoid the mistakes of theories and previous stages, taking advantage of their experiences and this stage views the device as an open system and not closed as was the traditional schools, has called for modern schools to link incentives and results achieved The need for different incentives, whether material or moral, depending on the levels of performance, as well as from the point of view of this stage, the need to involve workers with management in the development of incentive plans.

Importance of Incentives:

Incentives occupy a prominent place, since the beginning of interest in the search for individuals who can work efficiently, and to ensure the effective achievement of the objectives of the organization; incentives play



an important and important role in the productivity of workers, and the importance of incentives stem from the individual's need to recognize the importance of his efforts and achievements For others, the appreciation of that effort through incentives is important, which contributes to the satisfaction of the basic set of reactive needs in the same individual.

Fmharrat individuals and their ability, it is not considered sufficient to obtain high productivity, unless there is a system of incentives unable to move motivated individuals, in order to optimize the use of the inherent potential they have.

Motivation and incentives are a world of material and moral values, and are central to the activities of contemporary organizations in the work environment (Awadallah, 21: 2011).

There is no incentive without recognition of excellence, and there is no discrimination without incentive. In the first case, the organization misses itself a great opportunity not to publicize the reward while giving it to employees, and in the second case it does not make sense to recognize good performance without rewarding it. A cynical process is cheap. (John Fisher, 179 2003)

The incentive system brings many benefits to both the individual and the organization as follows:

1. satisfy the needs and desires of the workers of various kinds, including the physical need for money and the need for moral respect and appreciation of self and prove.
  2. Workers' feeling of justice and equality within the organization.
  - 3 - Attracting skills, competencies and distinct brains.
  - 4 - Increase the level of satisfaction of workers as a result of satisfaction.
  5. Increase the loyalty and belonging of employees.
- Increasing the production of workers in quantity and quality.
7. Reduce the rate of job losses, such as reducing unemployment rates.
  8. Developing the spirit of cooperation among employees within the organization.
  9. Improve the image of the organization before the community. (Ali Hassan, 2008: 280)

The importance of incentives in schools:

1. The choice of care and training of teachers and social care.
2. Students superiority and excellence of scientific levels of birth.
- 3- Ensure the employment of professional competencies.
4. carry out experiments creative and innovative serve education.
- 5 - effective cooperation with the Department of Education.

Providing school equipment and supplies.

Increasing services to the community.

8. Quality control to achieve the highest levels of management

9. Providing scholarships for outstanding and needy students. (Hassan and Ajami, 2010: 330)

Types of incentives

First: Positive incentives include:

1- Material Incentives:

The financial incentive is defined as the financial, monetary or economic incentive, and is represented by the individual benefits and rights such as salaries, wages and allowances. Financial allowances, compensation, benefits, pensions and profit sharing. This type of incentive is the most used and most influential because it usually satisfies the needs of the staff involved. Wages and salaries have become essential ingredients to satisfy human needs, and this is what some confirmed by saying that the remuneration received by the individual in the form of monetary units is an incentive to work, but that money is essential or incentive is the basic incentives, but the money has no value in itself, but Its value is due to its role in satisfying basic needs because of this money (Abdul Jalil, 292: 2000).

The material incentives include the following:

Wages: their importance as an incentive to produce and improve performance, because they allow workers to achieve a lot of their basic needs and desires, such as housing, food and clothing. The motivation ends with the end of enjoyment time, which is the extent of its compatibility and integration with the need or desire felt by the individual and its association with production directly. (Shawish 209: 2005)

(B) Remuneration is the amount of money given to a worker or employee. Remuneration may be granted on the basis of a particular skill that the worker has earned through his work. Through this skill, he can reduce the expenses, time or effort and thus deserve the reward. Workers acquire additional skills that enhance their work abilities. As they acquire new competencies, they receive more financial rewards. This is a response to the rapid developments in the business and the necessity to develop skills continuously. presence and Personal Development (Qaryouti, 2006: 281)

2. Moral Incentives:

Moral incentives are not those that rely on money to motivate workers to work, but on moral means based on respect for the human element, which is a living organism that has feelings, feelings and social aspirations to achieve through his work in the institution. (Shawish, 2005: 210)

Human needs are multiple and therefore need different sources of satisfaction, there are some needs can be saturated physically and others satisfy moral, so there are needs in the human can not be satisfied only by moral incentives.

Moral incentives are those that help a person achieve his or her other psychological needs

It increases the worker's satisfaction in his work and his loyalty to him and the cooperation between his colleagues.

Relation of moral incentives to the so-called morale of employees, such as sending a letter of thanks or choosing the worker concerned as an ideal employee in the department or other methods of praise.

Moral incentives are no less important than material incentives, but physical ones are not achieved unless they are accompanied by moral incentives. The importance of moral incentives varies according to the circumstances the institution is going through. Therefore, it has to choose between moral incentives to suit its circumstances. Factor of social, subjective and human needs as the need for self-esteem, respect or social acceptance (Kharraz, 1987: 161)

This means that if money is a basic incentive, but it is not the only one in this regard, there are intangible incentives are of great importance in stimulating motivation.

The most important moral incentives: opportunities for promotion and appreciation of the efforts of employees and the involvement of workers in the administration and ensure the stability of the work and enrich the work and expand and improve the conditions and atmosphere of the work. (Shawish, 2005: 210). There are many methods that can be used as moral incentives, the first of which is the method of motivation through participation. Participation in the field of management is as follows: Inviting the manager to his subordinates to meet with them to discuss their administrative problems facing them, analyze them and try to find the best solutions suitable for administrative problems. (Canaan, 2007: 208)

The importance of participation, especially in decision-making as a moral catalyst through the various methods that can help to improve the performance of employees, as participation in decision-making helps to develop the capabilities of subordinates and their development and qualify them to work at leadership levels (Al-Suhaim, 29: 2000). )

As for the participatory methods that can contribute to improving performance, it is summarized in meetings, meetings, conferences, committees, task forces, councils, Delphi style, brainstorming, Philippi method and

Japanese narcissism method. (Shihab, 226: 1995) Some argue that engaging workers in setting goals and increasing their role in the institutions in which they work is a catalytic approach that is responsive to the theory of motivation based on the importance of participation in goal setting (Al-Qaryouti, 282: 2006).

### 3. Negative Incentives:

It means: "Various sanctions are imposed on subordinate Yen, which may result in a change

Employee of the behavior he was punished, or improve the image taken from him, and thus be motivated

Charges the employee to improve his performance and his actions "(Al-Droubi, 31: 2007)

(Rababaa, 2003) divides negative incentives into two types:

#### Material incentives

Is to downgrade the employee's degree, or work to stop his periodic allowance, or due, and dismissal

Temporary employee.

#### Moral incentives

Act to deny a person the name of his or her name on the organization's honor board, or alert

For the negligent in his work, publish it on the bulletin board scold the employee. (Rababa'a, 2003: 45)

previous studies:

First: Arabic Studies:

#### 1- Study (Tarawneh, 1993):

Entitled "The importance of incentives for employees of government departments in the province of Karak"

This study aimed to know the opinions of employees in government departments in Karak governorate on the importance and priority of incentives.

The sample included all managers and about 50% of employees classified.

The results of the study indicated the following:

Eight incentives are highly desirable, eight are well desirable, and negative incentives are the last to be desired.

Highly desirable incentives include:

Work Mastery, Respect, Work Relationships, Estimation of Effort, Annual Increase, Functional Benefits, Employee Ability to Fit Tasks, Promotion.

The first five were arranged as follows:

Salary, promotion, respect, estimation of effort, assuming administrative position.

3 - There are statistically significant differences between the views of presidents and subordinates on the importance of incentives for training opportunities and the assumption of an administrative position and negative incentives.

4 - There are statistically significant differences between male and female opinions on the importance of salary and priority of promotion.

(Tarawneh, 25: 1993)

Study (Al-Lawzi, 1995):

Entitled "Attitudes of Individuals Working in Jordanian Government Institutions Towards Work Incentives"

The study aimed to identify the attitudes of workers in government institutions in Jordan towards the incentives granted to them according to the areas of work, job content, financial incentives, moral incentives, and incentives for the administrative and spatial work environment. They were randomly selected, and the study tool was a questionnaire that included questions that attempted to identify the views of the researchers towards the subject of the research.

The most important results of the researcher were as follows:

1 - The attitudes of individuals working in government institutions towards the incentives granted them positive trends in general.

2. The most positive attitudes towards work incentives were in the nature of work and the content of the job.

3 - The lowest levels of positive attitudes of employees towards work incentives in the area of incentives administrative and spatial work environment and financial incentives.

(Al-Lawzi, 1995: 22)

3. Study (Asaad, 2001):

Entitled "The System of Incentives and Sanctions in Higher Education Institutions: A Social Analysis"

The study aimed to identify the system of incentives and penalties in higher education institutions in the Kingdom of Saudi Arabia, the study population included (185) female sex, and concerned with the aspects of effectiveness in the organizations, which rely heavily on how to manage compensation systems and incentives through which guidance and control In staff performance, identify effective performance and detect poor performance.

The results of the study were as follows:

1. Individuals who find in their careers receive adequate compensation.

2. The incentive system is generally inadequate.

3. The negligent staff members shall not receive tangible material punishment, while appropriate moral punishment.

4. Developing modern and effective organizations requires identifying how to motivate and motivate staff as a complex issue.

(As'ad, 2001: 13)

4- Study (Abu Ramadan, 2004):

Entitled "Measuring the level of job satisfaction of employees in Palestinian universities in the Gaza Strip"

The study aims to identify the attitudes of workers in the Palestinian universities in the Gaza Strip towards their work, by analyzing and measuring the job satisfaction of university employees through the following variables: working conditions, job stability, relationship between presidents and subordinates, salary and incentives, according to personal variables such as gender, age, Marital status, number of children, years of experience, and an environmental variable as a place and nature of work.

The research community reached 1673 male and female employees in the four universities: Al-Azhar, Islamic, Al-Aqsa and Al-Quds Open, which included academics and administrators. A random sample of 325 employees was selected or about 20% of the study population.

The results showed that there was a level of satisfaction among the employees of the Palestinian universities in the Gaza Strip which reached 57.6% in all the satisfaction areas identified by the study.

(Abu Ramadan 14: 2004)

5- Study (Shehab, 2005):

Entitled "Administrative Incentives in Islamic Thought"

The study aims to highlight the status of Arab-Islamic thought in the field of administrative incentives, and shows the possibility of its application in contemporary reality, and how to use it in research and studies related to aspects of management science and its applications in general.

The results of this research were as follows:

1. The system of administrative incentives in Islam encompasses all aspects of the human, material and spiritual, while contemporary systems are limited to the physical and moral aspects only.

2 - to control the Muslim driving forces more than the forces that motivate him.

3 - The spiritual motivation assumes that the giving of the Muslim worker or employee who is committed to his faith, activity and efforts does

not change with the change of material and moral incentives increase or decrease or change the pattern of supervision and control to which he is subject.

(Shehab, 16: 2005)

6- Study (syrup, 2007):

Entitled "Assessing the Impact of the Incentive Scheme on the Performance of Employees in Greater Gaza Municipalities"

This study aimed to identify the relationship between incentives and the performance of employees to work in the municipalities of the Gaza Strip, by analyzing the correlations between the areas of incentives and the level of performance and the use of capabilities and competition between citizens and incentives preferred, and the sample of the study included (228) employees. The main results are:

1. The impact of material and moral incentives as a whole on the level of performance is average.
2. There are no incentive systems linked to pre-established performance targets or levels.
3. The impact of material incentives on the level of staff performance is weak, and the impact of moral incentives is moderate.
4. The incentives available do not encourage citizens to compete in improving performance.
- 5 - There are statistically significant differences in the degree of job satisfaction attributed to the variables of the administrative level and scientific qualification, and that job satisfaction increases with the increase of the administrative level.

(Syrup, 2007: 12)

Second: Foreign Studies:

Study (Gibbs, & others, 2004):

"Other-Regarding Preference and Performance Pay-AnExperiment on Incentives and Sorting"

The aim of this research is not to test the empirical results of measuring motivation and stylistic effects of performance promotion, as well as to measure the impact of other factors on performance in terms of reciprocity of the established privileges.

The most important findings of the pilot study are the following:

1. There is a focus on skilled staff in institutions that are paid based on performance.
- 2 - Despite the overlaps, the effective and effective remuneration is consistent with the reciprocity, which reduces the attraction to performance

related to payment.

(Gibbs, & others, 2004, p: 165 (Gibbs, & others, 2004)

Study (Charness, & Gneezy, 2006):

Incentives and Habits “”

The study aims to verify the effect of paying attractive amounts of employees (as an incentive) for attending additional work training, and the impact on the formation of the behavior of the employees concerned. The research community included a team of people who were encouraged to exercise some kind of sport in overtime to work for an amount of money as an incentive. .

The most important results were:

It turns out that the incentive to pay money leads to a higher level of attendance than if they did not pay them.

1. The use of incentives may have a local effect that will disappear, as their practice may become less frequent with the removal or non-continuation of incentives.

2 - The time period to practice training may be effective to form habits that will remain after the removal of the stimulus.

3 - The great practice of activity or training works to the success of incentive plans in the development of habits and behaviors more positive.

(Charness, & Gneezy, 2006, p: 36)

Study (Choe & pin, 2006)

“Managerial Power, Stock Based Incentives, and Firm Performance”

The study aimed to reveal the relationship between the administrative authority and the compensation received by managers and the performance of the company as a whole when using the participation in the shares of the company as incentives for managers and how the administrative authority affects the performance of managers versus compensation and the performance of the company.

The most important results were as follows:

3 - The salary of the manager is not constrained by high restrictions in the case of participation in shares as an incentive, and the administrative authority does not lead to a lack of efficiency, and the result is the transfer of some funds from the owners of financial shares to managers.

4 - It is the best size to compensate managers to participate in shares is what urges him to exercise his efforts that affect the overall performance



of the company.

5 - The influence of the administrative authority of the manager is greater in the case of a ceiling for his salary.

4. Campbell Study, 2006

“An Empirical Investigation of Incentiver for Non Financial Performance Improvement”

This study aims to test the sensitivity of promotion and downgrading of the functional grade of managers with low performance of financial and non-financial standards, and their impact on their performance, as well as the role of incentives and their suitability in non-financial measures of performance, and their impact on promotion decisions and the punishment of downgrading of the scores. With a quick service institution in the United States.

The study concluded that:

1. Decisions to upgrade or downgrade the degree of managers working in the institution are sensitive to non-financial measures of performance, such as how to serve and retain staff, after controlling financial performance (financial incentives).

2 - There is a sensitivity to promotion in the non-financial performance in this institution, while the probability of termination of staff services are more sensitive to financial performance measures than non-financial performance measures.

3. There is a weight and weight for non-financial measures of performance in compensation systems, to generate developments in the non-financial dimensions of performance.

(Campbell, 2006, p: 111)

Study (Agarwal, 2007):

“Role of managerial incentives and discretion in hedge fund performance”

The study aims to clarify the limits of performance financing and administrative incentives, and non-compliance and associated with better performance, and non-compliance in determining performance, and freedom of choice in determining performance that the determination of performance with more administrative incentives is through a preferential administrative agreement incentives, consistent with outstanding performance, and the rate of Incentive expenditures do not necessarily illustrate outstanding performance.

1. Performance financing limits include distinct contractual arrangements compared to mutual financing, which carries performance-based incentive

expenses and the need for long-term financial employment.

2. Financing performance under administrative incentives results in better performance.

3. The rate of expenditure on incentives is not necessarily the correct management measure of good performance.

(Agarwal, 2007, p: 1o7)

Research Methodology and Procedures:

The research will adopt the descriptive approach that is not the most appropriate for the nature of the research and its objectives and because it goes beyond the description to the analysis, interpretation and conclusion of recommendations.

research community :

The research community consists of all teachers and teachers of public secondary schools in the directorates of education in Baghdad governorate (Rusafa / 1 and Al-Karkh / 1), and the number (3981) teachers, school, Table (1) shows the research community.

Table (1)

research community

female	male	Directorates	s
1442	469	Rusafa / 1	-1
1647	423	Karkh / 1	-2
3089	892	Total	
	3981	total summation	

The research sample :

The research sample was chosen by random method and by (7,913%) of the research population, where the number of the sample (315) teachers and schools.

Search Tool:

Based on the nature of the study, its objectives and questions, the questionnaire was adopted as a tool to collect information and data in the field through the study sample, and the following steps were taken in its construction.

- Access to previous studies, books and sources related to incentives.
- Open discussions and dialogues with many teachers of educational

sciences and with a number of educational supervisors, principals, teachers and teachers.

- Preparing an open survey questionnaire to (15) teachers and school includes three questions first: on the importance of incentives and reward for them.

Second: the extent of the manager's incentives and the level of success in motivating you.

Third: What observations and suggestions he deems appropriate to activate the incentives in your school.

In light of the collected paragraphs and ideas were distributed to the areas and the development of a questionnaire in its initial form consisting of (4) areas and (45) paragraphs, as shown in Table (3).

Table 3

Distribution of paragraphs according to the areas of the questionnaire in its initial form

%	No. items	Fields	s
24.4	11	General standards	-1
24.4	11	Mechanisms	-2
26.6	12	Financial, moral and administrative incentives	-3
24.4	11	Moral and administrative incentives	-4
%100	45	Total	

After the initial formulation of the instrument paragraphs, a three - step scale (high, medium, and weak) was established for each paragraph corresponding to weights (1,2,3), respectively.

Believe tool:

To achieve the apparent honesty of the questionnaire, it was presented to a group of arbitrators with specialization in educational sciences and educational administration, numbering (11) experts, and in the light of their observations of deletion, addition and amendment, and the adoption of an agreement between the arbitrators (80%) to consider the paragraph valid. The number of paragraphs of the tool in its final form (40), after it was (45) paragraph.

**Tool stability:**

To ensure the stability of the tool, the researchers adopted the test-retest method by applying the tool and re-applying it after two weeks to a group of (35) teachers, then Pearson correlation coefficient was calculated between their answers in both times. (0.83). The stability coefficient was calculated by the method of internal consistency according to the equation of Alpha Crow Nebach, where it amounted to (0.91) and these values are considered suitable for the purposes of stability.

- With regard to the second objective (the extent of the presence of statistically significant differences in the management of examinations in secondary schools in Baghdad governorate, for each of its fields, due to the following variables: (sex, experience, and specialization) was adopted (T-test) for two independent samples unequal As shown in the search results.

**Application of the questionnaire:**

The questionnaire was applied to the basic sample in the academic year 2016-2017, the researchers started to distribute the questionnaire and their personal supervision to teachers of secondary schools, and (350) forms were distributed in each of the schools (Rusafa / 1 and Al-Karkh / 1) by (175) forms for each directorate. 315 forms of educational schools (Al-Rusafa / 1, and Al-Karkh / 1) were valid for analysis, interpretation and discussion.

**Statistical processing methods:**

Approval Ratio: Checks the validity of each questionnaire.

The following statistical methods were adopted by the Statistical Portfolio of Social Sciences (SPSS):

1- Pearson correlation equation: to measure the stability coefficient with the concept of stability:

2 - Spearman - Brown equation: It is used to correct the correlation coefficient Pearson obtained to find the stability of the resolution of the method of half the fractionation.

3 - Fakronbach equation: to measure the coefficient of stability in the concept of consistency:

$$\text{Stability coefficient} = (n / n - 1) \times (1 - \text{mgt } 2) \times t2$$

4. Fischer equation: To describe each paragraph of the research tool and know its value and rank relative to other paragraphs within the same field to display the results according to the following law: -

Weighted mean

$$5 - \text{percentile weight} = \frac{\text{Maximum value}}{100} \times$$

Maximum value

A hypothetical mean for the weight of the alternatives adopted in the questionnaire was adopted as follows:

Hypothetical mean

Thus, the hypothetical mean of paragraphs is (2) and above is considered an acceptable degree, and less than it is considered unacceptable to the paragraph.

6 - With regard to the second goal (the extent of the existence of statistically significant differences in the management of examinations in secondary schools in Baghdad province, for each of its areas, due to the following variables: (sex, experience, and specialization) was adopted (T-test) for two independent samples Equal as shown in the search results.

$$\frac{1 \times 3 + 2 \times 2 + 3 \times 1}{\text{مجموع ت}} = \text{الوسط المرجح}$$

Presentation and discussion of the results:

The results will be presented and discussed according to the objectives and questions of the study, according to three levels:

First: Presentation and discussion of the results at the level of major questions.

Second: Presentation and discussion of the results at the level of the four fields of study.

Third: Presenting and discussing the results at the level of the paragraphs of the fields, by discussing the paragraph that got first place in that area and the last paragraph of it.

- From (1-0) low rating.

- From (2-1) average rating.

- From (3-2) high estimate.

First: Presentation and discussion of the main outcome of the first question:

How efficient are secondary school principals in Baghdad governorate in managing incentives?

It is clear from Table (3) that the overall score of the main question was high by obtaining an arithmetic mean (2.030) and a percentage of weight (67.933%). This is a positive indicator of the level of managers' handling

of incentives. The country and the declared state of austerity, in addition to that the school is a small family community and everything is open and clear to all, and it is difficult for the school administration to deviate in its actions towards incentives of all kinds from the traditional standards known in the valuation of the distinguished family of education.

Table (3)

Weighted mean and percentage weight of incentive management areas

Appreciation	Percentage weight%	the middle Likely	No. of items	of the field	level	s
high	75.633	2.179	10	General standards	1	1
high	67.75	2.031	10	Mechanisms	2	2
Center	66.533	1.996	10	Moral and administrative incentives	4	3
Center	64.9	1.947	10	Physical and financial incentives	3	4
high	67.933	2.038	40	the average		

Second: Discussion at the level of the results of the fields

Referring to Table (3), it is clear that the field of (general standards) achieved the first rank among the four domains with an arithmetic mean (2.179) and a percentage weight (75.633%) which is a high result. Their school. The second place was (mechanisms) with a weighted average (2.031) and a weight percentage (67.75%), which is high, and the reason is that the mechanisms as standards are steps to be applied to give incentives to outstanding teachers and therefore teachers find in These mechanisms are a positive, comfortable and fair thing through which incentives are distributed in full view of all.

The area of (moral and administrative incentives) comes in the third place with an arithmetic mean (1.996) and a percentage weight (66.533%) which is in the middle rank. It is attributed to the fact that moral and administrative incentives are less important from the teachers' point of view, while the fourth area (financial and financial incentives) came in the last fields.

This result is attributed to the fact that teachers express their reservations about the principals' dealing with financial and financial incentives, which they are looking forward to.

Third: Discussion at the level of paragraphs of the fields:

First Area: General Standards:

Table (4) shows that the paragraph that achieved the first place in this table was the paragraph (the director believes that the incentives put teachers and students in front of competition for good performance) by scoring a weighted average (2.298) and a weight percentage (76.613%) which is high result, and is attributed to the fact that there is a quasi An agreement on the importance of incentives motivated for greater performance and giving from the point of view of the research sample of teachers, so, their desire to increase and spread in the educational environment would increase competition among teachers to achieve discrimination.

The paragraph that came last in this area was (the Director periodically review the criteria in the light of the results of feedback to develop) by obtaining a weighted average (1.7619) and a percentage of weight (58.730%) and perhaps the reason for the delay of this paragraph because of the perception of the study sample because management It has a lot of powers to change the incentive criteria, because this is the prerogative of senior administrations and that the scope for the principals does not exceed the submission of some proposals to the higher authorities.

Table (4)

Weighted mean and percentage weight of the general criteria area clauses

Percentage weight%	the middle Likely	No. of items	the field	level	s
high	76.613	2.298	In the manager's view, incentives put teachers and students in competition for good performance.	9	1
high	74.207	2.226	The Director treats standards flexibly giving them a human dimension.	8	2
high	73.544	2.206	The Director shall document the records of the cases of excellence in every detail.	10	3
high	72.169	2.1650	The Director shall determine the type and level of material and moral rewards.	6	4
high	71.11	2.133	The Director shall adopt the same criteria as the Ministry for granting	1	5

			incentives.		
high	69.841	2.095	Incentives of all kinds are seen by the manager as an engine and motivation for greater excellence and creativity.	2	6
high	68.571	2.0571	The Director consults with teachers to develop the basis and criteria for granting incentives to outstanding students.	3	7
high	68.359	2.050	The Director applies the standards of excellence and excellence to all without distinction or favoritism.	7	8
Center	64.973	1.9492	The Director shall set the timing, schedules and mechanisms for granting incentives.	5	9
Center	58.730	1.7619	The Director shall review the standards periodically in the light of the feedback results of their development.	4	10
high	75.633	2.179	College Degree		

The second area: mechanisms

Table (5) shows that the paragraph (the director employs cases of excellence to motivate teachers to provide reinforcement lessons for their students) by achieving a weighted average (2.419) and weight percentage (80.634%) which is high, the highest of all paragraphs of the questionnaire, and this result is large, Teachers really want to stimulate motivation to employ it to motivate more sacrifice and an exciting effort to serve their students, the main goal of incentives.

The paragraph that came at the end of the list in this table was (the director honors the parents of collaborators and parents of outstanding students for their cooperation) with a weighted average (1.688) and a percentage of weight (56.296%) and explains the reason as we see the weakness of the material resources of the school administration to honor the parents of students, except If it is a moral honor through books of thanks and appreciation.



Table (5)

Weighted mean and percentage weight of the field of machinery

Percentage weight %	the middle Likely	No. of items	the field	level	s
high	80.634	2.419	The Director employs instances of excellence to motivate teachers to provide tuition to their students.	10	1
high	73.862	2.2158	The Principal asks teachers to provide the names of outstanding students in each class and subject to honor them in accordance with the foundations of honor.	3	2
high	69.312	2.0793	The director avoids delaying the award of the award so that the award does not lose its value.	8	3
high	68.994	2.069	The Director is interested in inviting representatives from the Directorate and supervision to attend the celebration.	2	4
high	67.924	2.037	The Director creates certificates of appreciation and various forms to be awarded to outstanding teachers and students.	7	5
Center	66.560	1.996	In private parking, the manager offers material gifts.	4	6
Center	65.608	1.9682	The director is keen to provide incentives in special ceremonies.	1	7
Center	64.973	1.949	The Director organizes events, activities	6	8

			and competitions		
Center	63.225	1.896	To discover outstanding people to honor them.	5	9
Center	56.296	1.688	The manager makes an effort to share experience with fellow managers on incentive mechanisms.	9	10
high	67.75	2.031	The Director honors the parents of the collaborators and parents of outstanding students for their cooperation.		

The third area: financial and financial incentives

Table (6) shows that the paragraph (the director announces on the boards of honor the names of outstanding teachers and students and cases of excellence and excellence) has achieved first place with a weighted average (2.088) and a weight of 69.629%, a high percentage confirms that teachers stand by justice, clarity and transparency in Provide incentives by announcing the names of the distinguished on the boards of honor in the school, so that everyone knows the cases of discrimination and their entitlement to honor.

The last paragraph (the director uses gifts and donations from the local community to cover the financial and financial incentives) and obtained a weighted average (1.6793) and a percentage weight (55.978%) and a medium rating, and the reason is due to the scarcity of community participation by providing gifts or donations, because The local community does not feel that it is its duty to donate and provide additional gifts for the tight hand to most parents.

Table (6)

Weighted mean and percentage weight of the financial and financial incentive area

Percentage weight%	the middle Likely	No. of items	the field	level	s
high	69.629	2.088	The Director shall announce on the boards of honor the names of distinguished teachers and students and cases of excellence and excellence.	10	1
high	67.936	2.038	The manager is assigned a financial reward for each level of excellence.	3	2
high	67.936	2.038	Principals' rewards and incentives include teachers, students and all school staff.	9	3
high	67.195	2.015	The director is interested in repeating the cases of honor for the outstanding teacher and provide a model or role model.	5	4
Center	65.079	1.952	The manager divides cases of excellence according to the nature of performance.	2	5
Center	64.973	1.949	The manager accurately recognizes the nature of excellence and determines the appropriate reward.	7	6
Center	63.915	1.917	The Director shall obtain the approval of the competent authorities to accept gifts and donations.	6	7

Center	63.809	1.914	The manager chooses the position, circumstance and time to offer the reward.	8	8
Center	62.751	1.882	The Director seeks to allocate material amounts of incentives.	1	9
Center	55.978	1.6793	The manager uses gifts and donations from the community to cover material and financial incentives.	4	10
Center	64.9	1.947	Total Degree		

The fourth area: moral and administrative incentives

Table (7) of this field indicates that the paragraph (the director “sometimes” adopts words of praise and appreciation for verifying the outstanding efforts) has achieved the first rank with a weighted average (2.250) and a weight percentage (75.026%) which is high result. The sample is inclined to compensate with words and expressions of thanks and appreciation verbally or in writing because of the scarcity of financial disciplines to the door of material and financial incentives. Teachers are well aware of this aspect. .

As for the paragraph that got the last rank in this area, (the director delegates the distinguished teacher some of his administrative powers in his honor) with a weighted average (1,596) and a weight of 53.227% (perhaps the reason for the delay of this paragraph is because the director does not tend to confuse valuation The research sample may not find the need to link the two areas, and that some do not wish to practice administrative work at all.

Table (7)

Weighted mean and percentage weight of the area of moral and administrative incentives

Percentage weight%	the middle Likely	No. of items	the field	level	s
high	75.026	2.250	The manager (sometimes) adopts words of praise and appreciation for verbal efforts.	6	1
high	74.074	2.222	The principal strives to value the efforts of a teacher as a catalyst for excellence.	10	2
high	72.275	2.168	The manager avoids excessive incentives so as not to lose value.	3	3
high	72.169	2.165	The Director nominates the outstanding teacher for graduate studies and submissions in honor of efforts.	8	4
Center	66.031	1.980	The manager appreciates the importance of moral incentives for those who understand their value.	1	5
Center	65.82011	1.9746	The Director values all instances of creativity and excellence of teachers, students and staff.	5	6
Center	64.867	1.946	The principal understands that teachers' thanks and appreciation books are more important than material reward.	2	7

Center	63.174	1.895	The manager pays the diligent teacher for administrative positions and development courses.	9	8
Center	59.047	1.771	The director adopts graduated levels of books of thanks and appreciation for moral appreciation.	4	9
Center	53.227	1.596	The superintendent delegates some of his administrative powers in his honor.	7	10
Center	66.533	1.996	Total Degree		

Second: Presentation and discussion of the results of the second question  
Are there significant differences at the level of significance ( $\alpha = 0.05$ ) between the mean of the search results according to variables: sex, experience, and specialization.

• Gender:

Table (8)

Differences in the fields of resolution to the gender variable

Sex Mean Arithmetic Standard Deviation Degree of Freedom T - Test Statistical Significance

Tabular calculated at the significance level 0.05

Males 155 93.5484 7.27136 313 .824 1.980 Non-function

Females 160 92.8313 8.16128

Table (8) indicates that there is no statistical significance between the study sample in the variable experience (teachers) regarding their perception of incentives and the efficiency of the principal in dealing with them. This result may be attributed to the fact that all males and females view the incentives with a view of interest and appreciation. For them is a psychological and moral need and even material and whatever the gender, so, everyone looks at them and their importance in their careers and the role of the manager in dealing with them to satisfy them is a consensus of both sexes.

Experience :

Table (9)

Differences in the fields of resolution to variable experience

STATISTICAL SIGNIFICANCE	TEST T		DEGREE OF FREE	STANDARD DEVIATION	SMA	NO.	EXPERIENCE
	Tabular when indication level 0.05	CALCULATE					
NO FUNCTION	1.980	-1.935	313	13.11914	92.23 19	138	10-1 YEARS
				13.50645	93.92 66		177

Table (9) indicates that the variable of experience showed that there were no statistically significant differences between the position of teachers with experience (1-10) years and teachers with experience (11) years and more. The souls of all teachers, whatever their experience, those with less than a dozen young people think they deserve more than others. Teachers of more than 10 years feel that, with their long experience, they should be more interested in the direction of the headmaster and prove his competence in managing it at the required level.

•Jurisdiction:

Table 10

Differences in the fields of resolution to the variable of competence

STATISTICAL SIGNIFICANCE	TEST T		DEGREE OF FREE	STANDARD DEVIATION	SMA	NO.	EXPERIENCE
	Tabular when indication level 0.05	CALCULATE					
NO FUNCTION	1.980	-1.745	313	7.79798	91.97 78	90	10-1 YEARS
				7.67009	93.66 67		225

Table (10) indicates that the variable of the educational qualification of

teachers showed that there are no statistically significant differences between the holders of scientific and literary qualifications in estimating the efficiency of the director in the management of incentives and the level of interest in them. This is due to the fact that the incentives occupy the same interest from all teachers regardless of their qualifications as it is a moral and psychological need to be satisfied, and because it is an impetus for more achievement and creativity. Therefore, everyone is equally valued and valued in their careers.

• **Conclusions:**

In the light of the results of the study it can be concluded that:

1. The degree of competence of secondary school principals in the management of incentives was high, and reflected good ability and experience in dealing with them.
2. The area of general incentive criteria has obtained the best results among the four areas with a high score.
3. The paragraph (the Director employs cases of discrimination to motivate teachers to provide tuition for their students) has obtained the highest result of the paragraphs of the questionnaire 40.

**Recommendations:**

Based on the above conclusions, the following can be recommended:

1. The high efficiency of secondary school principals in the management of incentives calls for investing this aspect by allocating funds to increase the effectiveness of incentives, granting the director broader powers of disbursement, directing books of thanks and appreciation, and supporting them with a career, promotion or nomination for administrative work, etc.
- 2 - The commitment of secondary school administrations to the general criteria for granting incentives and adoption in the provision of incentives of all kinds, because they were the subject of satisfaction of the research sample.
- 3 - Work on the use of cases of motivation for teachers, staff and students to achieve outstanding performance and creative qualitative giving, creativity is the one who achieves progress and development in any field.

• **Suggestions:**

Obstacles facing managers in activating incentives and ways to address them.

2. A comparative study between two groups of teachers on the impact of incentives on the performance of both the experimental group and the control group.
- 3 - A comparison between financial incentives and moral incentives in rais-



ing the performance of teachers.

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