

Journal of Education

ISSN Online: 2616-8383



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ISSN: 2616-8383

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How to cite this article: Esdras, R. & Andala, H., O. (2021). The Influence of Motivation on Teacher Performance in Boarding Secondary Schools of the Western Province of Rwanda, Journal of Education, Vol. 4(1), 1-18.

Abstract

This study intended to investigate the influence of motivation on teacher performance in boarding secondary schools of Western Province of Rwanda-Nyamasheke District. The theory underpinning the study was based on Maslow's Hierarchy of human needs, classifies needs from physiological to self-actualization needs that when provided to the employees their performance increases. It implies that if employees are motivated without prejudice based upon their respective inputs, it leads them to the increase of the performance and executes their tasks effectively. The undesired living conditions of teachers in Nyamasheke District has been a problem to teachers performance which influenced the authorities to decide that boarding secondary schools teachers should be motivated in order to improve their performance and living conditions. This study is significant to everyone who wants to promote education through valuing teachers. The target population of 222 respondents comprising of teachers, Head teachers and Sector Education Inspectors (SEIs) from whom the sample size of 143 people were selected using simple random sampling, stratified random sampling techniques by the use of Slovin's formula. The study utilized the descriptive research design, and both quantitative and qualitative descriptive approaches were adopted. Questionnaires and interview were utilized as the instruments of data collection. Data were analyzed using SPSS Version 21.0 through frequency tables, figures and Karl Pearson coefficient of correlation. The results of the study revealed that there were two major types of motivations namely intrinsic and extrinsic motivations where when teachers were provided with the necessary basic needs and treated with considerations they improve their teaching performance. In order to motivate teachers extrinsically, head teachers, parents and education officials ensured that teachers get incentives and bonuses as a supplement to their monthly salary. The results showed that boarding secondary schools teachers of Nyamasheke District perform higher than 80%. This was proved by 70% of the head teachers who were asked about the level of teachers in their respective schools, 80% of the educational officials at sector level who revealed that the performance of teachers in boarding secondary schools of Nyamasheke District is high as effects of

receiving regular incentives. As to whether there was a relationship between teacher motivation and teacher performance, the findings have proved that there was high positive Karl Pearson Coefficient of correlation (r) of 0.742 to the side of teachers; and 0.711 to head teachers; which meant that when teachers are either extrinsically or intrinsically motivated their performance increase. The researcher recommended that school authorities and educational officials have to keep motivating teachers in one way or another in order to get required performance.

Keywords: *Teacher's intrinsic motivation, extrinsic motivation, teacher's performance.*

1. Introduction

1.1 Background of the study

Teachers' motivation is the key to teaching and learning outcomes. Mertler (2007) argued that teacher motivation has become an important element on students' performance. Elmore (2004) was interested in how employees should work hard as to enhance productivity in their institution. He gave a lot of attention to the workers team spirit so that they enjoy their duties and consequently achieve the output of the organization through the use of optimum conditions for success. According to Green and Awotua (2011), well-motivated teachers are encouraged and fulfill their tasks proficiently, efficiently and effectively. Hence, school leaders ought to look for the most sensible ways to interest teachers in the higher motivated job performance.

In Mexico, Aktar (2012) pointed out that 60% of teachers are held in high esteem owing to their performance. Aktar (2012) supplemented that public commendations and acknowledgement make teachers respected by the society because of their good work. That enhances their performance. Agwu (2013) reported that in Nigeria, teachers are motivated and accorded maximum respect by the government. The government believes that all what affects teachers affects the future of the nation, so if a teacher teaches perfectly well, the quality of the nation grows stronger. Hence, teachers are highly remunerated; working conditions in terms of work load and class size, instructional materials, teacher accommodation and cafeteria services are set to stimulate teacher's performance. The study carried out in Nigeria by Emenike (2013) that when teachers get constructed through capacity building in the provision of training and continuous professional development brings the impact in the quality education (Emenike, 2013).

In Sub-Sahara teachers earn low income, it leads them to job displeasure, as result they are not actively engaged. The inescapable outcome is that the education systems will always suffer from a crisis of teacher motivation. For Ethiopia, according to Guajardo (2011), institutional problems undermining teachers' motivation include frequent changes without teachers' involvement, prejudiced promotions and irrational deployment, poor relationship between teachers and school directors and inadequate support from regional education authorities (Dambish, 2007).

Tanzania similarly in public schools, teachers claim not to be motivated with their teaching job. They work under poor conditions where there is no clear policies and guidelines for teachers, overcrowded classes, teachers' accommodation is a problem, irregular pedagogical trainings, no recognition at all, low salaries, to name but a few (Lebeau,2006). In Kenya, Wanjala (2012), conducting a research in Vihiga Sub-country and found out that when teachers are well prepared and raise their capacity and motivation which lead to be held accountable for perennial insufficient academic success, they increase their performance in their teaching and learning process (Wanjala, 2012),

In Rwanda, the concept of motivating teachers was not valued before 1994 genocide (Bunnell, 2008) as compared to the period after 1994. After that period, the new government task ahead was to reconstruct the nation, based upon education system which had been broken down (Ministry of Education, Science, Technology and Scientific Research, 2003).

Today, teachers in secondary schools in Rwanda receive basic pay and they also acquire other motivational benefits such as incentives, bonuses and over time allowances. The government has come up with incentives to make sure that teacher's welfare improves progressively such as loans given by Umwalimu SACCO, Girinka Mwalimu/one cow per teacher program where three hundred cows have been given to teachers every year. Not only that, through the Rwandan Ministry of Education, the Government of Rwanda put in practice the promotion of teachers each period of three years where their salary increase at 10%, while each year, teachers who performed higher than 70% of their performance get over 3% and 5% of their salaries (New times, 2012).

Despite all the efforts to improve teachers' welfare in the country as a whole and Nyamasheke District in particular, it is alleged that teachers, in boarding secondary schools, are dissatisfied which needs to be investigated as to establish the real causes of the problem. Nyamasheke is a district in Rwanda with three statuses of secondary schools i.e. public, government aided and private schools. Teachers in these schools are paid monthly (Nyamasheke District Education Service Report, 2011). Others receive bonuses and allowances for more efforts rendered in the service. Teachers are also entitled to non-monetary motivations like promotion, recognition and accommodation. Although Nyamasheke district boarding secondary schools provide financial motivations to teachers in terms of basic pay, bonuses, class teachers and heads of department allowances, and non-financial motivations such as promotion, transport and communication fees and accommodation (Nyamasheke District education service report, (2011), there is a continuous decline in the performance of teachers in these schools as evidenced in poor performance of ordinary and advanced level students in national exams, increased rate of absenteeism and late reporting at the work place, to name but a few (Nyamasheke District education service report, 2011).

1.2 Problem Statement

Teacher's motivations remain poor especially in lower and middle income countries (LMIC) including Rwanda where the degree of teacher's motivation through either financial or non-financial tended to be weak. The study done by Gatsinzi (2014) revealed that 39% of secondary school teachers express incessant concern for inadequate recognition of their efforts. The government of Rwanda through MINEDUC continues to strive for greater efficiency and ensure that teachers are well remunerated to improve the quality of education (Lydia, 2015). Several measures have been instituted to improve living conditions of teachers such as increasing 10% to a salary, then 3% every year, giving them credits through Umwalimu SACCO, offer one cow to the best performing teachers and others (MINECOFIN Report, 2012); but the government needs to keep doing all possible ways to ensure that their welfare is improved and continue to build up their capacity (New Times, 2014). Despite the fact that all the above measures have been put in place, the general performance of teachers has apparently continued to decline as Obilan (2016) opined. According to Lydia (2015), Rwanda needs to do more on teacher's motivation in terms of fringe benefits alongside improved payments. In addition to this, some teachers do part time teaching in other schools while it resulted that teachers get tired and they do not prepare lesson plans, schemes of work, do not give meaningful assignments and evaluations to their students in time. Moreover, teachers fail to prepare and submit end-of-term examinations in time to the Deputy of Studies. All these have been proved in different reports testifying that some teachers are irregular on the service and consequently do not perform effectively (MINEDUC, 2011). If this situation is not attended to, it is likely that the acquisition of necessary skills and knowledge in the country will remain nightmare and this will affect labor productivity (Chitimwango, 2016). As mentioned earlier, this situation provides all necessary information and acts as a reference point to search with continued care. Thus, it has been decided to investigate the influence of motivation on teacher performance in Nyamasheke District of the Western province in Rwanda.

1.3 Objectives of the Study

- i. To examine the types of teachers' motivations adopted in boarding secondary schools of Nyamasheke District in Rwanda.
- ii. To determine the level of teacher's performance in boarding secondary schools of Nyamasheke District in Rwanda.
- iii. To discover the relationship between motivation and teacher's performance in boarding secondary schools of Nyamasheke District in Rwanda.

1.4 Research Questions

- i. How are the types of motivation adopted in boarding secondary schools of Nyamasheke district in Rwanda?
- ii. How is the level of teacher's performance in boarding secondary schools of Nyamasheke district in Rwanda?
- iii. What is the relationship between teacher's motivations and teacher performance in boarding secondary schools of Nyamasheke district?

1.5 Research Hypothesis

H0: There was no significant teachers' motivation throughout teacher performance in boarding secondary schools of Nyamasheke District-Rwanda at 95% confidence limit.

2. Review of Related Literature

2.1 Introduction

This chapter discusses a review of related literature and publications from different authors and scholars on the influence of motivation on the performance of teachers. It particularly focuses on types of motivations adopted, the level of teachers' performance. For the purpose of having profound understanding of performance of teachers the researcher reviewed different sources such as research findings of other researchers, theorists and various articles.

2.2 An overview of intrinsic and extrinsic motivation on teacher performance

Intrinsic motivation is done for internal reasons, for example to align with values or simply for the hedonistic pleasure of doing something. This is when motivation comes from "internal" factors to meet personal needs. This shows that we do things we do because we enjoy them, not because we get something tangible from them. This may relate to the way that teachers are treated which encourage them to love their job and desire to promote it in difference ways. If teachers are extrinsically motivated their performance becomes fruitful. In this regard the employer or school manager are encouraged to motivate the teaches by recognizing their effort and thanking them through words, appreciations and encouraging them to work hard regales their salary which is not satisfied to them. The school managers and educational officials are required to create conducive environment where the teachers works without worries about their jobs (Schiefele, U., *et al.* 2010).

Extrinsic motivation comes from outside us or this is when motivation comes from "external" factors that are given or controlled by others. This may be shown on relation to the high level of performance that teachers use in order to get rewards. Extrinsic motivation involves the tangible encouragement they get in order to love their work. For instance, the school manager or education officials may provide rewards to the well performing teachers such as extra money, communication fees, transport fees, accommodation fees, incentives, bonuses, promotion to salary and other tangible rewards in order to keep them hardworking and happily in their career (Retelsdorf, Butler, Strabo, & Schiefele, 2010).

2.3 Teachers incentives or bonus for improving competence

Teacher's incentive started emerging in the human life where people give different reasons for doing things. Most of times, they are very keen to achieve something, especially because they find it interesting and exciting. Their attention is attracted by a desire for either internal or external motivations (Milkovich, 2004). In this context, the teacher expects to get increased salary from their earned degree through which they would be motivated. This motivation management follows certain standards and is also applicable to teachers. And as for example, the Headteachers who motivate teachers without following the well-established criteria, the motivations would be useless (Laursen & Foss, 2003).

2.4 Reinforcement and expectancy of teacher performance

Many scholars agree to the point that in most of cases, there is a positive reinforcement when employers give employees motivations for their good behavior or work so that they continue doing things well. Negative reinforcement is when workers are given punishments because their behavior or work is bad, so that the head wants to eliminate it and employees to improve to avoid punishment again. Pellegrino, (2001) asserts that once teachers are effectively motivated, their level of productivity will most likely go high. The theory proliferates that teachers are different individuals with divergent goals to achieve, implying that their motivation levels will lie in at different points and preference. This also means that motivation of a teacher is more psychological; once the teacher perceives a positive correlation between efforts used in performing his/her job and the level of appreciation by the superiors, the teacher will strive to unbolt the innermost teaching potentials. For these reasons, school leaders should consider what motivates teachers, how to motivate them taking into grant their respective efforts, and how motivations are effective in improving their performance (Pellegrino, 2001).

2.5 Teacher's motivation as Self-Determination to improve teaching

The scholars Deci and Ryan, (2000) stated that intrinsic motivation concerns with human being and put emphasis on effective and healthy behavior that should characterize every staff in an institution. Intrinsic motivation, as self-determination, distinguishes the number of factors which have an impact on intrinsic motivation). In this regard teachers love to their job improves the students' performance as a result of teachers' performance.

2.6 Basic pay motivation and teacher's performance

In education context, the payment motivation is usually paid in cash and considered as incentives provided to employees for a certain degree of performance or achievement done. Basic pay motivations are very important in bettering employees' performance and these include basic pay, bonuses, and allowances among others. Financial motivations encourage colleagues to work harder and harder to successfully complete their tasks (Kepner, 2009).

In China, as researched out by Karachiwalla (2010), contends that incentivizing teachers is generally framed in the context of bonuses and is often based on annual evaluations. Armstrong (2009) emphasizes that individuals are given monthly or annually an amount of money, in addition to their salary, for special achievements of what they have planned in an institution. This also coincides with the expectancy theory that employees are motivated if the motivation they expect is worthwhile. In the United Kingdom, nevertheless, Taplin and Winterton (2007), in their study on staff motivation and performance, they discovered that employees resigned well-paying jobs in well-paying firms and went to work for other clothing firms where there was low payment (Taplin & Winterton, 2007).

The Government of Rwanda has strengthened on the teacher basic pay as an extrinsic motivation has relevant and crucial value in enhancing teachers to perform better their job. If the manager of an institution wants to get more productivity it is indispensable to find out ways to motivate personnel. In this respect, the government of Rwanda does its best to pay teachers their salaries monthly. In addition to the salary, other incentives like merit pay, etc, are well formed to motivate teachers (Laursen & Foss, 2003).

Obilan (2018) carried out a research investigating whether motivation and teachers' performance in Uganda are interrelated. According to Gohari *et al.* (2013), motivating system is necessary and helpful as motivations are offered to employees who have worked hard for their own benefits and the organization achievements. This shows that when employees perceive themselves as being well motivated, their performance will increase and when they do not have equal opportunities, if there are unfair motivations among employees, they won't perform their job (Braton, 2012).

In Rwanda, the motivation system and teachers motivation is low compared to neighboring countries and more measures are needed to improve teacher's welfare. Teachers' performance is crucial for educational institutions if they are to achieve organizational effectiveness and increased productivity. Teacher's performance is manifested when students pass exams, when they manage their time effectively, their involvement in co-curricular activities at school (Mason, 2001).

2.7 Promoting teachers to improve teacher's attendance and punctuality

Teachers' presence is a pivotal key ingredient in a school setting. Teaching performance is affected by how regular a teacher attends work and when teachers are well motivated. They will be motivated to attend their work which will enhance academic performance of students. Teachers' absence can derail or delay learning. A research carried out by Heck (2000) indicates that teachers from schools with small income tend to use more sick days than those in schools with large income (Heck, 2000). However, Loehr and Schwartz (2005) prove that what matters is managing your energy not time. They emphasize that people do not think about the quality and quantity of their productivity. They ought to change completely the way they do and think about things, how they are to revolutionize things. Therefore, employees need to utilize their time effectively if organizations are to achieve their predetermined goals.

2.8 Theoretical framework

In this part of theoretical framework, the researcher discusses the theories of motivation and how their influence is related to the teachers' performance in their everyday teaching activities. According to Herzberg's two-factor theory, motivation-hygiene theory employees want to increase salary, job security, be in good relationship with colleagues and have opportunity for growth and advancements. Osmay (2002) gives prominence to factors affecting employees' dissatisfaction, for example job security, wages and salary, managerial quality and physical working conditions (Herzberg, 2018).

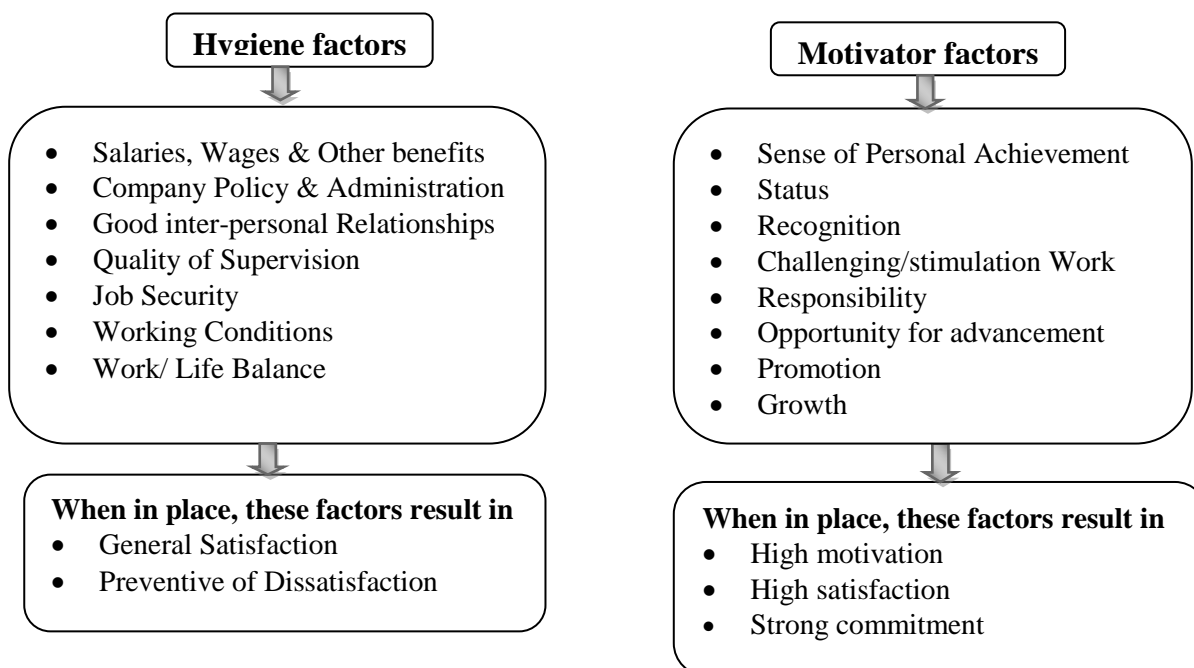


Figure 1: Herzberg's Theory of Motivation

As shown in the figure 2.1, the Herzberg's two-factor Theory of Motivation describes the relationship between hygiene factors and motivator factors. This describes that when teachers get Salaries, Wages & Other benefits, living in Good inter-personal Relationships, having Quality of Supervision and are well secured at the work with a conducive working conditions, the achievement increase.

The other theory developed by Maslow Abraham is also known as basic needs theory. Basic needs are referred to as the most important or necessary things, because one cannot do something without them or he/she cannot continue or cannot exist without them. They are needed in order to survive. These are physiological and psychological needs. They are therefore the main factors of employees' performance, including teachers' attainments (Riggio, 2014). In this regard, when the teachers did not satisfy those needs they cannot perform well in their teaching career.

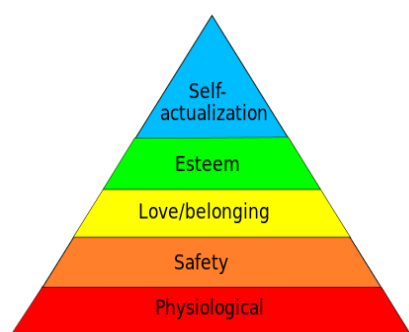


Figure 2: Maslow's hierarchy of human needs.

Source adopted from Wango (2007).

The theory of Maslow classifies needs into five levels: the first level is physiological needs which indicate the basic needs that everybody should have to survive such as food, clothes and shelter. The second level of needs is safety such as security that a person needs to live in harmony and peacefully, the third level of needs is the belonging or social needs where the person to be fully secured need a family or a group where they belong to or association. Here we may say having friends, someone to love and loved by, as well as the belonging where the fourth level of hierarchy of needs is self-esteem that is based on the sense of self-respect wit self-motivation (King, 1966).

3. Materials and Methods

The descriptive research design was employed to gather data from Nyamasheke District boarding secondary schools. The study comprised 222 target population from 10 Sectors, 10 boarding secondary schools in Nyamasheke District and these schools are: G.S. Umucyo Karengera, G.S.F.A.Kibogora, ES Rangiro, College Officiel Mburabuturo, Collège S^t Martin Hanika, G. S. Kibingo, E.A.V. Ntendezi, T.T.C. Mwezi, E.S. Saint François de Shangì and G.S.Saint Joseph Nyamasheke. The study population is made of three categories of people namely headteachers, Sector Education Inspectors (SEIs) who work in ten sectors where the selected boarding schools are located, and teachers. The sample size was obtained using the Slovin's formula got from Amin (2005).

$$n = \frac{N}{1 + N(e)^2} \quad \text{Where } n = \text{Sample size} \quad N = \text{Population size} \quad e = \text{Margin error (0.05)}$$

The calculation of the sample size is as follows:

$$n = 222 / [1 + 222(0.05)^2]$$

$$n = 143$$

There are 10 SEIs and 10 head teachers who were selected purposively. Then the total sample size is made up 123 teachers, 10 SEIs, 10 headteachers to make the total of 143 respondents to the study. Simple random sampling and stratified random sampling was used to select teachers, and purposive sampling to select Head Teachers and Sector Education Inspectors. Headteachers and SEIs were selected purposively because they were a few numbers of participants and consequently there was no need of sampling due to that each sector has only one SEI as the school has only one headteacher.

In this study, a list of questions was used to collect information from teachers, and headteachers due to that there was a big number of them, this data collection instrument would ease the data collection process. The researcher also used an interview guide to collect data from Sector Education Inspectors due to that they would not get enough time for questionnaire. An interview guide helped the researcher to collect information in very short time with more views from them. The questionnaires were designed in five Point Likert Scale of very high to very low, to measure variables of motivation and teacher's performance. Quantitative data collected were edited and grouped using statistical tables and utilizing SPSS/ IBM. Analysis of data further was interpreted through tables to show the responses from different respondents. Pearson's coefficient of correlation has been useful while establishing the relation between motivation and teacher performance.

4. Results

4.1 Introduction

The purpose of this study was to investigate the influence of motivation on teacher performance in boarding secondary schools of Nyamasheke District-Eastern Province of Rwanda. The data were presented in a form of frequencies, percentages, mean and statistical tables and figures.

4.1.1 Distribution of respondents by categories

The following are categories of 143 respondents:

Table 1: Distribution of respondents by categories

Category of the respondents	Frequency	Percentages (%)
Teachers	123	86
Head teachers	10	7
Sector Education Inspectors (SEIs)	10	7
Total	143	100

Source: Primary data (2019).

As shown in the table 1, teachers were presented in high percentage of 86% while head teachers 7% and SEIs 7%. This implies that data collected were of validity since they were given by various people who were in the right positions relating to academic practices. This also ensures that the information collected from Head teachers and Sector Education Inspectors was relevant due to that they day to day live with teachers.

4.2 Presentation of findings

The researcher presented and discussed the findings regarding to the research objectives.

4.2.1 The examining the types of motivation observed in boarding schools

The teachers were represented by the 123 selected educators of secondary boarding schools from 10 selected schools of the District of Nyamasheke where the findings show that all teachers were present and returned their well filled questionnaires during the study as the results are classified as follows:

Table 2: Influence of motivation observed in boarding schools by teachers

Statements	VH		H		AV		L		VL	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Basic pay	53	43.0	38	30.8	7	5.6	14	11.3	11	8.9
Intrinsic motivation	41	33.3	47	38.2	13	10.6	9	3.7	13	10.6
Teacher's respect	37	30.0	62	50.4	6	4.8	15	12.1	3	2.4
Teachers' incentives (bonus)	72	58.5	33	26.8	12	9.7	6	4.8	0	0
Teachers transport allowances	8	6.5	8	6.5	47	38.2	35	18.4	25	20.3
Teachers promotion to salary	62	50.4	42	34.1	8	6.5	3	2.4	4	3.2
Accommodation (living house)	47	38.2	35	28.4	15	12.1	14	11.3	12	9.7
Mean	45	37.1	38	30.7	15	12.5	14	9.1	10	7.8

As shown in the table 2, the respondents teachers were asked about the influence of motivations exercised in their respective secondary boarding schools. The total mean of the respondents rated the types of motivation including a basic pay, intrinsic motivation, incentives (bonus), transport allowances, promotion to salary and accommodation, where 37.1% answered very high, 30.7% answered high, 12.5% answered undecided, while the minority equals to 9.1% answered low and 7.8% answered very low. This shows that teachers' performance increase when there is an increase of both intrinsic and extrinsic motivation. According to Han and Yin (2016), in order to get high performance of teachers in schools, the school managers have to find all possible ways to motivate teachers and let them work through conducive environment. In this regard, the study of Han and Yin revealed that in most countries of the world, when teachers are taken into consideration, they provide enough contribution to the community. That is why in the developed counties teachers are the most cared population due to their efforts to reduce ignorance and strive to develop the counties through education (Han & Yin, 2016).

Table 3: The influence of motivation observed in boarding schools by head teachers

Statements	VH		H		AV		L		VL	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Provision of communication fees	1	10	3	30	0	0	4	40	2	20
Provision of incentives to teachers	6	60	4	40	0	0	0	0	0	0
Equality and respect to teachers	7	70	1	10	0	0	2	20	0	0
Provision of accommodation	8	80	1	10	1	10	0	0	0	0
Provision of transport allowances	2	20	4	40	1	10	2	20	1	10
Promoting teacher to salary	4	40	5	50	0	0	1	10	0	0
Mean	4.6	46.6	3	30	0.3	3.3	1.5	15	0.5	5

As shown in the table 3, the head teachers were asked about the influence of the types of motivations exercised in their respective secondary boarding schools. The total mean is described in the table 3, where 46.6% answered very high, 30% answered high, 3.3% answered average, while 15% answered low and only 5% answered very low. This shows that if the types of motivations in boarding secondary schools are practiced effectively, the performances of the teachers increase. The study conducted by Butler, and Shibaz, (2008), concluded that the provision of incentives, accommodation, transport and promotion to teachers, increase their performances and competences in their daily teaching and learning activities.

i. Interview analysis on the types of teachers motivations

Sector Education Inspectors were interviewed on the influence of motivation on boarding secondary school teachers, and they answered as follow:

Theme 1: How do SEIs motivate teachers of boarding secondary school in order to perform well in their work of teaching?

SEIs answered: “Motivating teachers who perform better than others is a process and an action including all secondary school teachers. The best performing teachers earn cows

through the program called “Gira Inka Mwarimu” (own your cow teacher), others who perform well get laptops which help them in their everyday teaching and learning. In order to select the best teachers in the sector and the district, we focus on the way they prepare lesson before teaching, the attendance rate, punctuality, their students’ performance in school and national examinations, and how they are creative and innovative in their courses”.

4.2.2 Determining the level of teacher’s performance in boarding secondary schools

The second objective of the study was to examine the level of teacher’s performance in boarding secondary schools.

Table 4: The level of teacher’s performance in boarding schools by teachers

Statements	VH		H		AV		L		VL	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
The regular attendance above 80%	28	22.7	42	34.1	21	17	26	21.1	6	4.9
Punctuality to performance of 80%	53	43	29	23.5	12	9.7	11	8.9	18	14.6
The extrinsic motivation to 80%	64	52	32	26	14	11.3	6	4.9	7	5.6
Performance is 80% because of curriculum achievement	29	23.5	42	34.1	30	24.3	14	11.3	8	6.5
Performance increases at 80% because of bonus/ incentives	78	63.4	31	25.2	2	1.6	4	3.2	7	5.6
Mean	50	40.9	35	28.5	15	12.7	12	9.8	9	7.4

The total mean shows that the respondents teachers of boarding secondary schools perform well there is an increase of teachers’ regular attendance, punctuality, extrinsic motivation, achievement of curriculum objectives and bonus/ incentives increase teachers performance above 80% as it is affirmed by 40.9% who answered very high, 28.5% answered high, 12.7% answered average, 9.8% answered low, while the minority answered 7.4% very low.

Mani, B. G. (2002), in his study: “Performance appraisal systems, productivity, and motivation”, stated that when teachers regularly attend the teaching work, they achieve the curriculum objectives and receive incentives, their performance reaches above 80% in their teaching and learning activities (Mani, B. G., 2002).

Table 5: The level of teacher’s performance in boarding schools by head teachers

Statements	VH		H		AV		L		VL	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Teachers attendance above 80%	3	30	4	40	1	10	2	20	0	0
Teachers punctuality above 80%	4	40	2	20	3	30	0	0	1	10
Teachers pedagogical documents	3	30	2	20	2	20	1	10	2	20
Teachers perform higher than 80%	5	50	3	30	1	10	0	0	1	10
Teachers who receive incentives score above 80%	7	70	2	20	0	0	1	10	0	0
Mean	4.4	44	2.6	26	1.4	14	0.8	8	0.8	8

The total mean shows that the respondents teachers of boarding secondary schools perform well when there is an increase of checking teachers’ regular attendance, punctuality, preparation of pedagogical documents, achievement of curriculum objectives and bonus/ incentives increase teacher’s performance above 80%. The percentages mean of the responses were 44% who answered very high, 26% answered high, 14% answered average, while 8% answered low, and 8% answered very low. According to Mani, B., G. (2002), when teachers regularly attend the teaching work, achieve the curriculum objectives and receive incentives their performance reaches above 80%.

ii. Interview analysis on the teachers level of performance

The respondents were asked about the extent the teachers of boarding secondary school perform in the sector. Their responses are classified as follow:

Table 6: The extent the teachers perform in the sectors of Nyamasheke District

Performance rate	Frequencies	Percentage
80% and above	8	80
Between 70% and 79%	1	10
Less than 70%	1	10
Total	10	100

As to whether teachers in boarding secondary schools perform in their teaching activities, the Sector Education Inspectors provided their performance rate where 80% responded that teachers’ performance is above 80%, while 10% responded that teachers’ performance varies between 70%-79%, while only 10% responded that teachers’ performance is less than 70%. This shows that teachers’ performance is higher than 80% in their domain teaching.

Theme 1: SEIs were asked about the influence motivations have made on the teachers’ performance in this sector:

SEI 1 expressed: “Motivating teachers have brought production in the fields of education; in order to motivate teachers, some schools have built houses to accommodate teachers; this helped them to attend the school regularly. Few other schools have decided to find the means of transports and communication in order to support teachers’ punctuality at school and communication with the parents.

4.2.3 The relationship between motivation and teachers’ performance

In this section, the researcher discovered whether there is a relationship between motivation and teachers’ performance in boarding secondary schools. To discover the relationship, the researcher used Karl Pearson Coefficient of Correlation to check whether there is correlation between independent and dependent variables:

Table 7: Karl Pearson Coefficient of correlation by teachers’ responses
Correlations

Variables		Teachers’ motivation	Teacher’s performance
Teachers’ motivation	Pearson Correlation	1	0.742
	Significance (2-tailed)		0.03
	N	123	123
Teacher’s performance	Pearson Correlation	0.742	1
	Sig. (2-tailed)	0.03	
	N	123	123

Correlation is significant at the 0.03 level (2-tailed).

It is shown in the table 7, that 123 respondents’ teachers answered about the relationship between motivation and teacher performance in secondary boarding schools. It was found that P-value was 0.03 which is significant because it is less than 0.05. Thus, the result showed that Karl Pearson correlation between teachers’ motivation and teacher’s performance in boarding secondary schools was 0.742; this means that when teachers are either extrinsically or intrinsically motivated their performances in teaching and learning increase.

Table 8: Karl Pearson Coefficient of correlation by head teachers’ responses

Variables		Teachers’ motivation	Teacher’s performance
Teachers’ motivation	Pearson Correlation	1	0.711
	Significance. (2-tailed)		0.04
	N	10	10
Teacher’s performance	Pearson Correlation	0.711	1
	Sig. (2-tailed)	0.04	
	N	10	10

Correlation is significant at the 0.04 level (2-tailed).

It was found that P-value was 0.04 and it is interpreted that teachers’ motivation was significant. Karl Pearson coefficient of correlation was 0.711; which meant that when teachers are either extrinsically or intrinsically motivated their performances in teaching and learning increase.

5. Discussion of the Findings

The researcher discussed the findings on the influence of motivation on teachers' performance in boarding secondary schools due to the fact that when teachers receive incentives, accommodation, promotion, work in the conducive environment and they get some transport fees tend to work hard, and their attendance and punctuality increase. The results revealed that the performance of secondary boarding school teachers exceeded 80% of their performance.

The results revealed that intrinsic and extrinsic motivations encouraged by school leaders and educational officials, encourage teachers in their work hard for effective performance. The SEIs revealed that teachers need to be motivated not only through monetary but also non-monetary ways.

The researcher examined the level of teachers' performance in boarding secondary schools. The study showed that when teachers regularly attend the service and receive incentives/ bonuses they perform higher than 80%. This was proved by 70% of the head teachers who were asked about the level of teachers in their respective schools, and it was confirmed by the 80% of the educational officials at sector level who revealed that the performance of teachers in boarding secondary schools is high.

6. Conclusions

The study intended to examine the influence of motivation on the performance of teachers in boarding secondary schools:

The researcher concluded that teachers in boarding secondary schools work successful when they are motivated either intrinsically and extrinsically. In this regard, on one hand, boarding schools teachers perform well because they get incentive/ bonuses given by the parents through their schools. To the other hand, teachers in the respective boarding secondary schools work under the effective environment where they get accommodations, prepare lesson daily and get promotions to their basic pay; that is the reason why their performance is higher than those who were not motivated in the same way.

7. Recommendations

Basing on the findings of this study "the influence of motivations and teachers' performance in boarding secondary schools"; recommendations were formulated and addressed:

The Government of Rwanda should encourage education partners to invest in education so as to improve teachers' performance, and keep increasing teachers' basic pay whenever possible as to enhance their performance. In addition, the Government should provide and avail for teachers more accommodations where they are not or where they are not enough.

Sector Education Inspectors should regularly visit teachers to their respective schools and provide for them constructive feedback related to their everyday teaching career. SEIs should also enhance the organization of motivational system and provide motivations to the best performing teachers.

The Head teachers and school administration should continue to sensitize teachers to feel responsible in improving their teaching performance. They should continue to motivate teachers intrinsically and extrinsically such as providing incentive motivation for teachers especially those who perform better than others. They should also provide required teaching and learning materials for improving their performance.

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