TEACHERS' MOTIVATION AND TEACHING PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN RULINDO DISTRICT

By

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DECLARATION

I**, NIYONSENGA Cyprien,** do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

I declare that this dissertation ‘***’Teachers' Motivation and Teaching Performance in Public Primary schools in Rulindo District.***" contains my own work except where specifically acknowledged, and it has been passed through the anti-plagiarism system and found to be compliant and this is the approved final version of the dissertation.

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APPROVAL

I, the undersigned, certify that we have read and hereby recommend for acceptance by the University of Rwanda the dissertation entitled: ***Teachers' Motivation and Teaching Performance in Public Primary schools in Rulindo District,*** in partial fulfillment of the requirements for the Masters of Education in Educational Leadership and Management.

This dissertation has been submitted for examination with my approval as University Supervisor.

Supervisor:

Dr NDAGIJIMANA Jean Baptiste (PhD)

Date: 29/ 05 / 2022

DEDICATION

To my Spouse MUKUBWIRE Emerance

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ABSTRACT

The purpose of the study was set to investigate the influence of teachers' motivation on teaching performance in public primary schools in Rulindo District. The study objectives were, to establish the level of teachers' motivation, to establish the relationship between teachers' motivation and teaching performance, to suggest the strategies to enhance teachers' motivation and teaching performance in public primary schools.

The research method used is Mixed-research method, it combine the quantitative and qualitative methods, with descriptive survey research design, this method concerns joining at field the respondents in their respective groups. The technique used is direct administration to the group (group of teachers, head teachers and SIE), the instruments were questionnaires distributed among 206 respondents, including 173 teachers, 27 head teachers and interview guide, direct verbal interaction with 7 Sector Education Inspectors of public primary schools in Rulindo District. We have used quantitative and quantitative methods for collecting data and were analyzed using SPSS. The quantitative method was processed using descriptive statistics such as tables, frequencies and percentages while the qualitative responses were coded, categorized and analyzed into themes. All responses collected from the field were compiled, sorted and coded in order to insure the data quality and accuracy.

The findings indicate that teacher motivation and teaching performance in public primary schools revered to be low, a significant relationship existed between teacher motivation and teaching performance and this implies that low teachers' motivation should contributes to low teaching performance in schools.

The researcher concludes that teachers' motivation need to be improved to enable teachers putting real efforts in their pedagogical activities and end up making a real positive contribution to effective students' learning and have a positive impact on teaching performance outcomes. Also, the effective teaching performance through leadership for learning, trainings and development need to be enhanced in public primary schools.

The researcher suggests that Ministry of education and policy makers of education should increase the incentives packages to enhance teachers' motivation to teach effectively.

Key words: Teaching, Motivation, Performance

ABBREVIATIONS AND ACRONYMS

BAS: Behavioral Activation System

BIS: Behavioral Inhibition System

CBC: Competence Based Curriculum

KBC: Knowledge Based Curriculum

DDE: District Director of Education

DEO: District Education Officers

SEI: Sector Education Inspector

SBM: School Based Mentor

COP: Community of Practices

CPD: Continuous Professional Development

PLC: Professional Learning Communities

IIEP: International Institute for Education Planning

F: Frequency

ML: Motivating Language

NGOs: No Governmental Organizations

OECD: Organization for Economic cooperation and development

5ESLA: 5 Standards for Effective School Leadership and Administration

REB: Rwanda Basic Education Board

SPSS: Statistical Package for Social Science

SGAC: School General Assembly Committee

UNICEF: United Nations Children's Fund

UR-CE: University of Rwanda, College of Education

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CHAPTER ONE

1. INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

In conducting the research on this topic "Teachers' motivation and teaching performance in public primary schools in Rulindo District, a researcher shapes the work according to the required for this chapter which are background of the study, and more focused to statement of the problem, the purpose of the study, and study objectives. Additionally, the researcher mentioned the research questions and described the scope, the content and time of the study.

1.1 Background of the study

Motivation refers to the commitment that creates individual forces for performing the work effectively and efficiently or creates in him a sense of responsibility of doing right things and doing things right, this enhance effective learning at school (Atkinson (1966). Motivation could be taken as something that reduce tension, the stress, frustration, conflicts among workers at work, in general at schools because when an individual is satisfied with his/ life and happy cannot create negative forces because of increased motivation in the institution.

For the researcher Rolland Viau (1997:71), in the educative context, motivation is defined as dynamic situation that has the origin in the individual perceptions, that the students themselves have with their environment and inspire them to choose the activity; the students are engaged in it and persevere their accomplishment for reaching the school goals.

Rodgers (2013), explain the term motivation as psychological issues that contribute to the change behavior and affect the attainment of organizational

goals. Effective teaching and learning is enhancing by well-being prepared mentally through motivation and having fulfilled pedagogical documents.

Deci (2001); Performance is the act of achieving the goals of a work, is to get the production on what you planned before towards the objectives you are setting, making in practice, accomplishment or implementation of action. Performance has the relation with the quality of good work, effective and efficiency with which the work is accomplished. The effective teaching involves the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, attend and conduct guidance and counseling and perform any other activities that contribute on performance teaching performance. According to Gan (2018), teachers' performance can be measured by teaching and learning excellent, regular and update reporting at school by teachers, participation of teachers in school activities, their contribution in its implementation, their supervision, quote teaching preparation (scheme of work, lesson plan, regular assessments to learners).

Motivated teachers, committed to work play an important role in imparting knowledge and skills to the students and argued that motivated teachers productive and contribute to learning improvement.

Gorozidis (2018) considers the motivation as psychological forces that contribute to positive or negative change of employee behavior, and performance level in the organization. Bowen (2000) shows that a human being is mostly motivated by economic rewards given and facilitate the performance of employee. Garret (1999) indicates that, the money used to motivate employee, linked with his/her work performance. He argues that the high wages gain, the high performance achievement.

In Africa, most teaching and learning process is done and oriented by a teacher in the classroom. Due to the overcrowded classes, the Governments claim the big number of teachers and their remuneration (Jacobson, 1995) searches on education of the countries on how to improve the quality of education and improve teaching process. The finding shows that poor wages of African countries implies poor teaching performance because of poor motivational strategies in the schools; several teachers are poorly motivated.

In Rwanda, teacher motivation especially in public primary school is influenced by different means like salary, its lowest button compared to the salary of other employees. The gap between teachers' salaries and the cost of living has been widening. VSO (2012) indicates that if the salary cannot satisfy the basic needs of teachers, this decrease the efforts which they engage to accomplish their duties. Teacher motivation plays an important role to improve teaching and learning excellent, low levels of motivation tend to perceive students' motivation as decreased.

According to the study, performance becomes a consequence due to lack of motivation. The motivated teacher performs more than the demotivated teacher and will use more strategies of learning and auto-regulation which will influence his performance (Rolland Viau, p p3).

Many studies have founded that motivation is fundamental to the teaching and learning process, to insure the implementation of educational reforms, the low motivation contributes negatively to teaching and learning, the low motivation occasioned by the low salaries; delayed payments and a general improper work environment have frustrated the teacher's effective teaching performance. The report of Rulindo District (2016) concerning National examination results noted that there is a gap between the teaching and learning, therefore, the link between

teachers' motivation and teaching performance is needed to insure the quality of education.

1.2 Statement of the problem

Teachers' motivation is very important and it depends on how motivational strategies such intrinsic and extrinsic are used to encourage teachers to perform well their teaching and learning process. Thus the school leaders improve teachers' motivation in public primary schools in Rwanda through the use of effective leadership and different motivational tools. However, the current situation indicates that many public primary school teachers in Rwanda and in Rulindo District in particular are inadequately implement their duties. Teachers do not use teaching aids while teaching process, lack of continuing assessment of pupils, those problems contribute to poor teaching and learning process.

The performance of teachers in public primary schools in Rwanda is totally connected with the level of motivation. The Rwanda education sector is suffered by the rapid movement of teachers to other sectors with high remuneration. The Teachers union (T U) which is concerned with improving the welfare of teachers; attributed to poor results for public primary students, hence; National examination pass rate were 60.8%, 78.5% and 75.9% in 2017, 2018 and 2019 (report of Rulindo District) and the decrease success rate relate to poor motivation of teachers, leadership for learning and poor teachers' management.

The standards of professional teaching and learning in public primary schools in Rulindo District have been deteriorating by misbehavior of some teachers at work, movement one to other works and the replacement which is not done immediately, 5% of teachers joined other jobs in 2019, poor preparation of lessons, irregularity of teachers, come late at work, unacceptable absenteeism of

teachers have the causes. In response to this problem, the study proposed to examine the influence, the link between teachers' motivation and teaching performance in public primary schools in Rulindo District.

1.3 The purpose of the study

The purpose is to establish the relationship between teachers' motivation and teaching performance in public primary schools in Rulindo District.

1.4 The objectives of the study

The study had the following specific objectives:

1. To identify the teachers' level of motivation in Rulindo Public Primary Schools.
2. To examine the link between teachers' motivation and teaching performance in Rulindo public primary schools.
3. To suggest the strategies to enhance teachers' motivation and teaching performance in Rulindo Public primary schools.

1.5 Research Questions

1. What is the level of teachers' motivation in Rulindo Public Primary Schools?
2. How is teachers' motivation linked to teaching performance in Rulindo Public Primary Schools?
3. What are the teachers' suggestions to enhance teachers' motivation and teaching performance in Rulindo public primary schools?

1.6 The scope of the study

This study was conducted in different schools from 8 sectors in Rulindo District and emphasized on monitoring teacher performance especially in primary schools,

compared on how teacher is motivated. Concerning its scope, the research compasses the topic as indicated.

1.6.1 Geographical scope

Rulindo District is located in Northern Province; the District neighbors of Rulindo District are Gicumbi, Musanze and Burera at North, Gakenke at Ouest, Nyarugenge and Gasabo Districts of Kigali Town.

We have the Map of Rwanda which locates Rulindo District in Annex.

1.6.2 Limitation of the Study

By carrying out the study in Rulindo District, the limitation may happen due to lack of the previous research studies on the topic, issues with sample and selection, limited access to data, time constraints and insufficient of sample size for statistical. This research will be carried out in Rulindo District. For the time, the study was focus on the period from 2016 -2020.

1.6.3 Limitations

The research is a long process which requires the cooperative respondents and helpful for getting good results, for that, a researcher may face different problems such as denying responding the questionnaires and interview given to them and negligence in responding for some head teachers and SEI, due to the workload of respondents. For overcoming those challenges, we have made the conversation and sharing with the respondents in explaining the purpose of this study, this importance for them and the teaching profession in general, especially, the education of primary schools in our Rulindo District. We promised them that the results will not be shared in other areas for other purpose.

1.7 Significances of the study

The study was being significant with the following categories:

1.7.1 Self – interest /Self- motivation

The study was helping a researcher to identify current causes for poor teaching performance in public primary schools and suggest some solutions on the problem.

The study has been chosen in term of social and pedagogical interest, for highlighting the barriers, problems faced by public primary teachers which damage or inhibit the teaching and learning performance. Our interest of working on teachers' motivation on teaching performance is to hand out and to think big, the relationship, the link between teacher motivation and teaching performance, the causes of demotivation and other problems that affect teachers' motivation and suggesting the strategies enhance teaching performance in Rwanda schools, our deep analysis plays an important for policies makers, stakeholders, parents, teachers and head teachers to take considerably the problem situation in primary schools.

1.7.2 Scientific interest

The motivation is very important in encouraging primary teachers as implementers of curriculum, to work hard, to think big on their role in teaching learners effectively.

The study provided insight gaps of poor teaching performance on other researchers to make a deep analysis, Government institutions, Local Government to take measurers, techniques and to provide curriculum reform if possible, this, should be positive mechanism of increasing quality of education in public primary schools. It demands competent teachers, active participation of parents in

education of their children, involving all stakeholders in school activities, leading the school as an organization. School Head teachers have free time to express their views and suggestions on the teachers' motivational influence for good performance in their teaching profession as the first implementers of educational programs.

This study is source of knowledge to the whole community and young academicians who want to know much about motivation and performance in schools.

1.7.3 Social interest

The study contributes positively to the policy makers of education (MINEDUC), stakeholders, parents, partners in education and government institutions in improving teaching performance, to achieve good performance of public primary learners in the study area and at national level and finally contribute on setting measures to improve education of Rwanda for social welfare, learning outcome.

They might get to know the influence of teacher motivation on school leadership and management practices in public primary schools in Rwanda which may contribute to knowledge of how motivation among teachers is utilized by school leadership and management for performance and learning improvement. By this, the Ministry of Education may use the information to come up with the ways of motivating teachers.

The research findings have the utility to use by the school leaders and the policy makers to do what is happen in schools for improving leadership for learning and the quality of education in general.

Normally, this study will be very important to policy makers and other planners of education in human resource management of teachers in designing and putting in

place welfare motivational tools, outline different approaches to work motivation for teachers, explain the meaning and understand deeply the benefit of motivation. To achieve this, the study will identify the key elements to be used as motivator tools for job performance in primary schools. Establish the effect of work situational factors on teaching performance in Rulindo public primary schools and find out the level to which teachers' desire to achieve school goals contribute to teaching performance in Rulindo public primary schools.

CHAPTER TWO

2. LITERATURE REVIEW

2.0 Introduction

Based on the research objectives, this chapter presents relevant related literature of other authors on the topic. The focus concerned on the teachers' motivation on teaching performance in primary school.

2.1 Theoretical review

In our study, the theoretical review concerns to explain in details how used supports our study, refer to other researchers who talked about this theory, those who supported it and those who criticized it and those who applied it to education.

2.1.1 Teachers' motivation towards teaching performance

In the study, It was shown by different researchers that motivation and performance are influenced by different factors such as working conditions, the involvement of parents, wide community and stakeholders in the school leadership and administration, recognition, intrinsic and extrinsic factors, students' behavior and examination stress (Shulman, 2009). According to research findings of (Spear, 2011), He found that working environment, job security, school rules and regulations are the factors that can increase the encouragement of teachers to work hard or should cause teachers to leave the teaching profession when they are not well managed. The researcher (Hildebrandt, 2017), indicated that a good social status of teachers increases considerably their morale and motivate them to perform teaching and learning.

In order to meet the education objectives, a teacher is asked to work morning and night through researching in different sources such as: reading books, adjusting the previews lesson plans, learning from internet and sharing the ideas with teachers from different schools. Any kind used by a teacher for updating the content is costly compared to reward gained as salary of a primary teacher.

Apart from that, teachers perform the additional hours while marking and preparing the lesson plans and performing other assigned work without considering in term of finance. The professional teachers prefer to use the weekends in fulfilling the documents which are somehow and discouragement of other people from joining the carrier. Teacher motivation is known as psychological process that contributes on the change of behavior, purpose and direction toward the organization objective achievement. Motivational states are as intrinsic and extrinsic motivation (Jacobson, 1995)

2.1.2 Extrinsic motivation

The extrinsic motivators are like rewards, incentives, appreciation, additional payments and salaries that can be given to the teachers for encouragement.

The teacher needs satisfaction make him/her to be safe and work toward objective achievement. The satisfaction can be enhanced in term of intrinsic or extrinsic motivation for influencing teachers' job satisfaction (Deci, 1999).

2.1.3 Intrinsic motivation

Intrinsic motivation is the act of doing something with encouragement without any external stimulation, rewards or pressure to do it. You do it because it's enjoyable and interesting.

Intrinsic motivation must be more important than extrinsic motivation (Locke, 1976), the primary teachers need to be motivated intrinsically more than extrinsic

motivation for empowering them, stimulating their commitment and professionalism in teaching learners. Deci and Ryan (1985); in their research on extrinsic and intrinsic motivation, indicates that the behaviour manifested freely by pleasure creates the competence and auto-determination. The leaders of the schools have to motivate teachers, not waiting tangible things; they can appreciate their good working, any time giving them appreciation letter.

2.2 Empirical review

Empirical review concerns to review previous research works in to our research independent and dependent variables.

2.2.1 The relationship between teachers' motivation and teaching performance

The performance of workers should be measured in terms of the results that an organization achieves in relation to objectives (Haki, 2005). The researcher shows that performance should be measured at output, on outcomes and on impact level. It was shown by different researchers that motivation and job satisfaction of teachers are influenced by different factors such as social economic status, choice of profession, students' behaviour and examination stress (SaabeenFarid & Muhammad Tayyab Alam, 2011 p, 298). According to research findings of Seniwoliba A.J. (2013, P, 181) on teacher motivation and job satisfaction; effective environment, incentives, school leadership and management, recognition and school policy found to be important factors that can increase the level of the motivation.

According to VSO, teacher motivation in Rwanda was found to be strongly low and was mainly affected by financial difficulties, lack of support and tools for

improving professional performance, unsupportive management, and a perception of being valued by the society.

Hildebrandt, (2017) shows that in the countries where the teachers are well paid; it increases the efforts of teachers and competence of learners, the teacher performance in the schools was also low and a significant relationship existed between motivation and performance of teachers implying that low teachers' motivation contributed to low teaching performance. Different researchers indicate that poor workers characterised by absenteeism and late at the work place. This influenced by motivational tools with poor working situation, low salaries which have affected performance and the achievement of quality education in the country (Moleni, 2004).

The study explains that demoralized teachers are likely to find another occupation, be absent or late at work, and not do what is expected of them in their class in order to meet the learning needs of their pupils. MOEC (2003 and 2004); Davidson (2004 and 2005); Sumra (2004) and Haki Elimu (2005) show that, strong evidence exists that the vast majority of teachers are unhappy because of their low salaries, social life arrangements, benefits, workload and status within the wide communities. These poor living and working conditions have, over time, seriously eroded many teachers' motivation to early out their teaching and no-teaching roles in an acceptable manner.

2.2.2 Relationship of Literature Review to the study

According to Djamarah (2010) the method of teaching is a teaching practice to achieve the expected goals. The smooth teaching practices play an important role and help a teacher to the lesson and education objectives as whole. It is seen and identifies that the better teaching performance used related to appropriate

methods, the teaching and learning achievement and optimize the objectives. Additionally, the school infrastructure like classes, laboratories, playing ground, the required materials availability contribute on teaching and learning performance in primary schools.

Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, some of which focus on describing the stages of growth in humans. He then created a classification system which reflected the universal needs of society as its base and then proceeding to more acquired emotions Maslow's hierarchy of needs is used to study how humans intrinsically partake in behavioral motivation. Maslow used the terms "physiological", "safety", "belonging and love", "social needs" or "esteem", and "self-actualization" to describe the pattern through which human motivations generally move (*Maslow, A, 1943*). This theory of motivation is very important for every organization manager who needs to know the area for improving and how to improve. Normally, education itself in sub-Saharan countries negatively affected by low learning materials, unfair learning environment, and wages of a teacher compared to the performed work. Teaching and its remuneration in sub-Saharan countries including Rwanda is low and affect the appropriate teaching practices. The situation of having inadequate means of motivation in most of African countries, better to use Maslow hierarchy in order to know the level and area for motivating employees

2.2.3 Teachers' motivation in schools

Motivation has been defined as the psychological process that gives behavior to individual, the purpose and direction (Kreitner, 19890; an internal drive to satisfy

an unsatisfied need. Motivational state are called intrinsic and extrinsic (Armostrong, 2009) theorized about both intrinsic and extrinsic motivational states and about correlation of those states. Extrinsic motivation is related to tangible rewards such as salary and other fringe benefit, safety and health promotion, the work environment and condition of work.

According to VSO (2003), teachers' motivation in schools was found to be strongly low and was mainly affected by financial difficulties, lack of support and tools for improving professional performance, unsupportive management, and a perception of being valued by the society

a) School environment facilities

The school environment facilities are used to describe the manner in which teaching and learning are operating. The school environment facilities mean to provide to teachers, to dispose all instructional materials need for helping them to implement their duties; we can enumerate pedagogical documents, notes books, books, computers and others.

Jacobson, (1995) indicates that the school environment facilities are the first in encouraging teaching staff to progress well, the fillings of teachers, the leadership and management that lead the school for achieving the goals. We can remind also how to manage the stress of teachers for minimizing their obstacles that can disturb teaching. Personal relations, degree of safety and health are to focus on them for social welfare. The school includes the cooperation, communication, team working among teachers and relates the school with the partners in education, to reinforce the interaction between the school and the community.

Wein, (2015) the work environment is the situation of the organization function, at school, work environment means that the school provides all needs, all available opportunities that can help teachers to conduct their teaching and learning

process, therefore, to motivate our teachers to achieve the school performance; we must first insure the effective school environment.

b) Teachers' training and development

Trainings help to acquire the new skills and knowledge for improving expectations and accomplishing needs of a company (Deci, 1991).

Providing regular trainings to teachers help them to have accurate information about curriculum, trainings contribute on objectives achievement. The skills to perform a given work are different and classified as knowledge which contributes to work accomplishment generally while specific knowledge contribute to reduction of the barrier to existing work and increase the performance of teachers in the schools.

The schools need qualified teachers in different domains, teachers who are able to adopt education system and government policies, for example using technology when they are teaching, e-learning program, and trainings in sciences, counseling and guidance. Those forms of trainings should help teachers to improve and implement any educational reform as well as planning for quality education.

Today, the schools need teachers who are able and do what they can do, what is happen to do in his time for improving teaching and learning process. Leading teacher learning and teacher development, means to motivate teachers to learn every day, learning from others, attending trainings and acquire the skills and knowledge through CPDs, COPs and PLCs organized at school level by SBM (School Based Mentors), it will help them to increase their level of performance and be update in teaching and learning.

At school, the head teacher is invited to administrate many meetings for updating teachers and it is the way of encouraging the collaboration to avoid the miss understanding between school leaders and teachers.

c) Financial motivation

Money pay to teachers in the school is considered as direct rewards or motivation seen as financial motivators that can help teachers to solve their financial problems. Direct financial compensation consisted on bonus; other rewards in term of money, Mission order and transport fees, trainings pay or other benefit come from the production of the practices at school. These are the benefits of a teacher that can upgrade their motivation in teaching learners.

For Kenl, 1991, the incentives are any things, an action or event done for teachers and have to encourage them to do more their responsibilities.

Appreciating teachers, praising them, are for recognizing their best practices. The sum of compensation incentives are bonus, other profits as production of students' activities. Reward incentives are as donations, gifts, awards receiving as the best performers.

d) Effective School Leadership and management

Leadership is a process of inspiring, influencing, motivating the group or members of an organization to achieve the common goals. The public primary schools need the Leaders who help them to achieve the teaching performance. Covington *(*2012*)* suggested that good leadership should ensure provision of the mentioned variables; a good salary and other fringe benefits, provide opportunities for employees to rise career wise, create an effective work environment and in so doing, the leaders control labor mobility intentions immensely and turnover chances to nil. The opposite is also true in case of poor leadership.

A good school leader is someone who facilitates everyone to participate actively in school administration, decision making and problem solving (Conley, 2005).

The head teachers must manage the school as an organization and try to be accountable, they must focus on the five standards as responsibilities of a head teacher so as to create and improve the school views, learning and teaching, manage the school as an organization for accountability and involving parents and stakeholders in education system. The Head teacher must communicate with teachers, creating a good environment in the school, to initiate teachers to work together, team working, inspiring the commitment of teachers. A good head teacher at school should be a motivational tool and effective communicator and sharing the vision and mission of the school for achieving together the school goals (Creswell, 2008).

At school, an effective head teacher promotes social acts among teachers (solidarity cash case), encouraging teachers to upgrade their levels of study, head teacher with active listening skills, communication, collaboration and cooperation, oriented autonomy should be given to his/her teachers. Simply, the leaders, especially at school level required to be the role model, imply that all leaders have to be the first implementers of education policies and involved in all acts that contribute and facilitate teaching and learning process.

e) Safety and Health

Job security concerned with protection that contribute on teaching accomplishment for all in concern. The job security is associated with the job protection by combating against unfair or unjustified acts that contribute on failure of organization objectives. The majority of employees are motivated and protected by long- term contracts and having employment relations that contribute on the interdependent.

Different employees' considerations generate the job insecurity and the employees create the self –care and self- esteem for the self –traits (Deci, 1995).

The school leaders who are aware of securing teachers and understand its implication on organization contribute on the organization success. This shows that job security is not just benefits for teachers; it benefits employers as well. The stable teaching conditions help the school to increase retention, attraction top talented and create a positive working environment for enhancing teachers' best performance and improve teaching and learning.

f) Rewarding system

Teachers' motivation and teaching performance are simultaneity issues, when the teacher is motivated, performance is increased, and otherwise the performance decreases. The education leaders should provide the system and organize rewarding system for workers, not only for tangible things, but also like appreciation letters, promotion, and evaluation of performance contract which help them to have indemnities on the salary, or promotion to other position.

Intrinsic motivation like appreciation and recognition are recommended within the school and extrinsic motivation by providing tangible rewards at school level by head teacher to all school personnel. Dou (2017) argued that prosperity and survival of the organizations is determined through how they treat their human resource, so, effective human resource management play a big role in motivating works, giving them their indemnities like salary and other need they can benefit on time can increase the production. The researcher Gagné, (2015) concludes that commitment of employees is based on rewards and recognition, means that rewarding system help in inspiring teachers, to encourage them to work hard.

The head teacher as a leader should create other channels of motivation at school without waiting the rewards and appreciation from REB, by mobilizing extra financial resources, for example, to produce the properties of the school in order

to provide teachers the breakfast and lunch accomplished due to the support of NGOs and parents' contribution.

2.2.4 Performance in schools

Different scholars indicate that motivation and teaching performance should be influenced by social and economic status of teachers, like of profession, students' discipline, School leadership and management, Financier compensation, school environment facilities, Involvement of parents, stakeholders and learning factors like motivation & engagement, emotional aspects of individual learning, self-esteem and contextual factors which are social interaction, group, cultural institutional, teachers' commitment should be enriched by effective cooperation, coordination and communication. School factors like school leadership, how the school is leading and managed, the human resource management, the way that the problems of teachers are solved, interpersonal relations, and stress management (Locke, 1976).

According to research findings of Hoy, (2007) on teachers' motivation and teaching performance, incentives, safety and health, recognition, students' behavior, setting the school direction, like school vision, mission and values were found to be among the most important factors that can improve teaching and learning, those, can increase or decrease the morale of teachers to perform teaching, some performer teachers leave the work, from teaching profession to another job which give them the additional salary. It stated that a sizeable increase in teachers earning will significantly enhance teachers' commitment and performance. William shows that motivated teachers with social well fare exactly have impacts on learning improvement and on student outcomes.

This research indicates other important influences that could affect effective teaching performance; these are human resource management, availability of

instructional materials, school infrastructures and school inspection. Those influences are the following:

a) Effective human resource management

The teacher need the effective human resource management, the District have to pay salaries of teachers on time and overcoming their problems related to the health insurance (RAMA), and other problems related to their contribution in Rwanda Social Security Board (RSSB). And others problems located to the teacher management, recruitment and the personnel administration.

b) Availability of instructional materials

The school may provide all instructional materials needed by teachers for conducting their effective teaching and learning process like teaching aids, textbooks, students' books and teachers guide, kit science, computers, internet access for helping teachers to teach using technology and making research, maps, set of mathematical tools and other pedagogical documents like class daily, lesson preparations note books.

c) School infrastructures

The school infrastructures are very important in teaching and learning, enough classrooms which are needed for avoiding overcrowded classes and facilitate effective teaching and learning, desks must be at the level of learners from primary one to primary six, teachers' room, school energy (Electricity or solar power), Gils' room for facilitating girl learners, smart classroom or computer lab in order to implement the Government policy of one laptop per child. The infrastructures must be at the level of learners for facilitating the inclusive education; this helps every learner to have access on teaching and learning process.

d) School supervision and inspection

Inspection is a general examination of an organization unit to visit an institution for making recommendations on the works for improvement or correcting the action. The regular visits of District officer (DDE, DEO of primary and secondary), School Education inspectors are recommended in order to help teachers in class lessons and giving advices. Head teachers should make the plan of visiting teachers in lesson to insure if teaching and learning is done as well as is planned.

Monitoring and evaluation, to make follow up and provide the issues on the challenges that could inhibit the normal progress of curriculum. And to insure the teaching approaches and methods are right.

The Montessori theory (1890-1901), which is a method of teaching developed by Maria M, she indicates the key principals where are independent, observation, following the child, correcting the child, prepared environment and absorbent mind.

2.3 Theoretical framework

The theoretical framework concerns to talk about briefly the theories we used in indicating the relationship between those theories and our study. The area of motivation and performance are deeply explained by Maslow and Herzberg in the organizational behavior model. Teacher's motivation is linked closely to teaching performance.

The study adopts motivation theories of Maslow (1943), Hertzberg (1966), Vroom (1964) and Locke (1976). The theory of Maslow's hierarchy of needs, (Maslow, 2020) mentioned five main basic needs to motivate people as: basic physiological needs (water, meals, the clothes, …); safety and love (protection and proving the required materials for performing work effectively), belonging

and love (the acceptance and being loved), e Esteem (self and other; teachers need to have self-confidence at school and respected by the others), and self-actualization (understanding who you are what you expected to be). Relating to the above theory teachers can assist students in eliminating their distractions, allowing them to be top priority and become course material, self-educators, and accomplishment.

Herzberg theory focus on factors influencing employees in the organization for increasing the production, by considering two factors: Intrinsic motivation or motivational factors (professionalism, accountability, commitment and ownership at school). Extrinsic motivation (tangible reward such as: appreciation, salary, for motivating teachers and improve the life).

The levels of teaching performance, motivation of a teacher contribute to motivation of students.

Teacher influences particularly students' motivation through the interpersonal relation depending on student personnel respect, cultural and empathy. Different researches show that low motivated teachers associated with malpractices in class and in the society, even if some theories consider a teacher as a role model for children and adolescent (Rolland Viau, 1999).

2.4 Conceptual framework

In the conceptual framework, the figure below presents the relationship between independent variable (teachers' motivation) and the dependent variable (teaching performance).

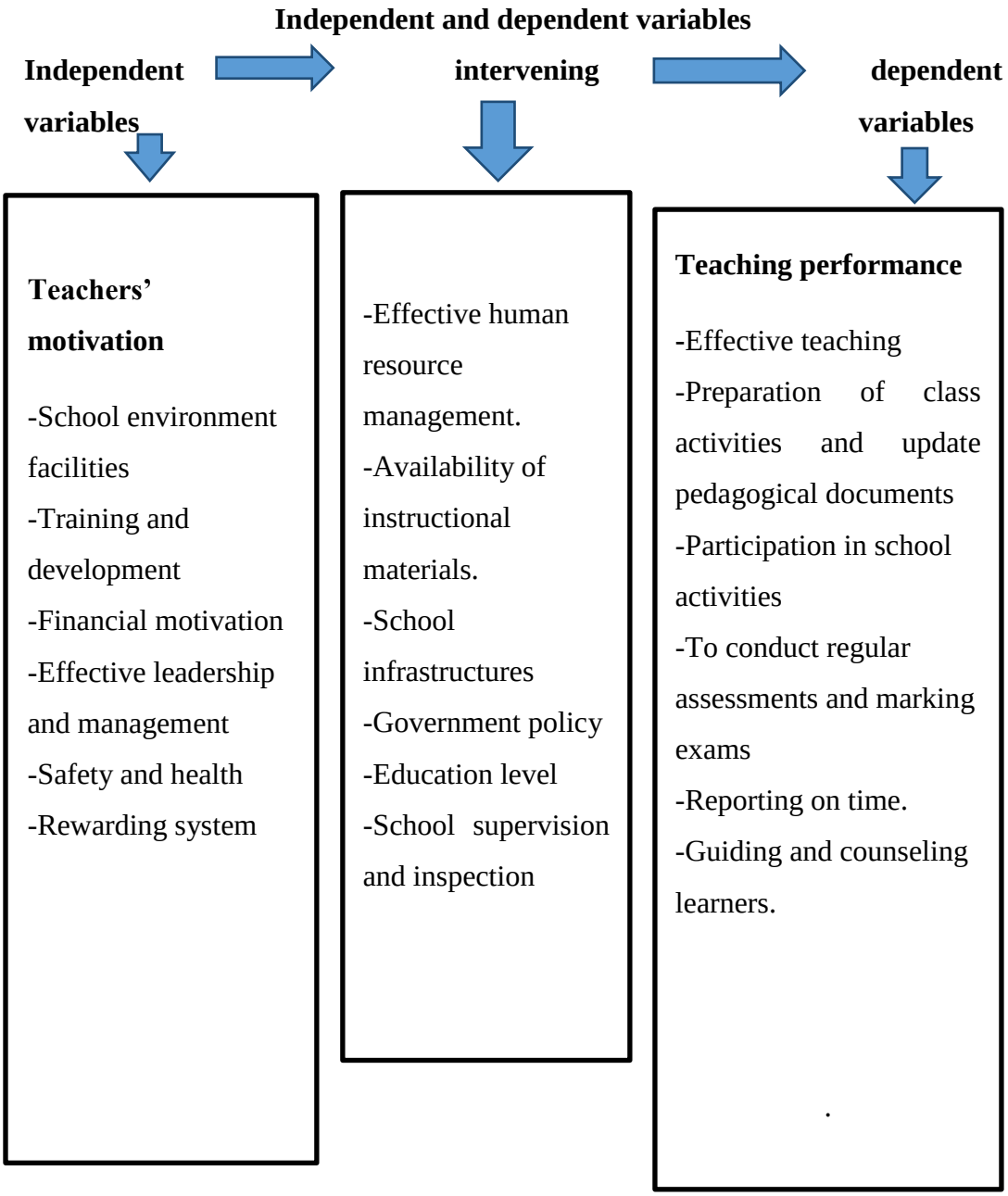

***Figure 1*: Conceptual framework**

Source: **Rolland VIAU** (1999), *Motivation in learning process*

The motivation of teachers is measured through effective working environment, trainings and development, financial motivation, effective leadership and administration, Safety and Health, while academic performance is conceptualized as dependent variable (DV) which is teaching performance. Teaching performance is measured in term of effective teaching, preparation of class activities and updates pedagogical documents, participation in school activities, to conduct regular assessment and marking exams, reporting on time and guiding and counseling learners. The intervening variables that includes effective human resource management, availability of instructional materials, school infrastructures, Government policy and education lever, if exist in positive form, have a positive influence on teaching performance. The influence is negative to teaching performance with the existence of negative intervening factors.

Independent variable is the cause. Its value is independent of other variables to succeed.

-Good work environment is working situation, the conditions in which teachers' work are effective and efficiency, the head teacher must insure that teachers have all needs such as instructional materials which can help them to conducting their teaching and learning process, to insure that they provide all materials strategically for implementing their duties at school.

-Training and development, providing enough training for refreshing teachers and being update on change.

-Financial motivation, the teachers' needs; the financial means to satisfy their basic needs for having the social welfare.

-Effective leadership and administration is a tool of effective teaching performance, the schools need the Head teachers who have good qualities and

mastering the 5 standards for effective school leadership and administration (5ESLA) so are creating school direction, leading teaching, leading learning, leading the school as an organization and involving the parents and the wide community in the school administration.

-Safety and Health, protecting our teachers at work, for example in laboratories and improve their social life.

Dependent variable is the effect. Its value depends on changes in the independent variables.

Those dependent variables are teaching learners, preparation of class activities, Regular and update of pedagogical documents, available teaching preparation like scheme of work, lesson plans, to conduct the regular assessment and marking exams, reporting on time the results of learners for reinforcement and analysis of them, active participation in school activities and guiding and counseling learners at school.

Intervening variable: The intervening variable is used to explain the link exists between independent variable and dependent variable; teachers' motivation and teaching performance. Those are the things, resources which can help the teacher to accomplish his/her tasks. In our study, those are effective human resource management, school infrastructures, availability of instructional materials, government policy and education level.

2.5 Definition of key concepts

Motivation: Motivation is as a power that pushing an employee to achieve the intended objectives of an organization (Bennell &Akyeampong, 2007). The motivation must be intrinsic (commitment, self-confidence, attitudes and values

of the teacher, professional conscience, and mindset) and extrinsic motivation (salary, motivation, recognition, rewards…).

In the context of this study, **teachers 'motivation** is defined as the act of making teachers feel that their work is recognized and valued and at the same time they get the rewards worth their input and put in, changes at the work and in their social welfare. Motivation is their psychological need and physical need for accomplishing their tasks.

Performance: In this study the performance means achievement of the set school's objectives, the school success, how the learners express their knowledge and skills acquired in the class and out of the class in the society, success rate of learners in National Examination.

Teaching performance: The term teaching performance depends on the willingness and openness of a teacher on the work place (Chamberlin, 2002). Those are measured by how primary teachers implement their teaching and learning process, and how learners perform their studies, planning lessons, scheme of work, using teaching aids, regular assessment (summative and formative assessments), diary homework, doing attendance register of students, active participation of teachers in school extra curricula activities, regular reporting of some activities like attendance of learners of every day for avoiding school dropout, reports of evaluation and exams done, available and update of all documents required.

CHAPTER THREE

3. RESEACH METHODOLOGY

3.0 Introduction

The chapter three presents the methods and techniques or approaches used to carry out this study. The chapter present the study design, target population, sample size, sampling procedures, research instrument, validity and reliability of instrument, data information procedures, data analysis and management ethical consideration, scope, limitation of the study.

3.1 The research design

In our study, descriptive survey research design has been used to conduct this research because it will help us to set with respondents for getting accurate information in their schools and to examine together the influence of teachers' motivation on teaching performance. We used this research design because it permitted us to join the population at field and sitting together for sampling the sample size and to facilitate us to form the group of respondents according to the characteristics that we have set.

This design corresponded to giving the instructions to respondents, distributing the questionnaire to them, the questionnaire composed with closed questions, others with open questions and responds immediately, at this moment we should ask them other questions for further more information on our study. Kidler (1981); shows how to select the simple size from the population using an oriented methodology to analyze and discover the occurrences.

3.2 The research area

This study investigated the influence of teachers' motivation on teaching performance in Rulindo public primary schools. Rulindo District is located in Northern Province; it has 17 Sectors and 72 Cells. It has 82 Public Primary Schools, 12 Private Primary Schools. On the map, Rulindo District is a neighbor of Gasabo and Nyarugenge in Kigali Town, Gicumbi, Burera, Gakenke and Musanze in Northern Province, Kamonyi in Southern Province.

3.3 Population

According to Bandura (2006), Population is a group of persons who have the common characteristics in terms of professionalism, being in the same area or living condition depending on the needs of a researcher. The targeted population is a group of persons in use, from their results, a researcher generalizes results and set conclusion.

The targeted populations were 384 teachers from the Rulindo Public Primary schools 32 head teachers of schools, and 7 Sector Education Inspectors of 7 Sectors. All respondents were drawn from the sampled Public Primary schools in Rulindo District. Population refers to all group of people supposed to contribute to this research (Bandura, 2006), where the Sector Education Inspectors, Head teachers and teachers are helpful for this research.

Table 1: Group of targeted population

Candidates' names	Number of population
Teachers	384
Head teachers	32
Sector Education Inspector	7
Total of respondents	**423**

3.4 The Sampling

In research terms, a sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure tangible findings generalization from the research sample to the population as a whole. The sample size and sampling used in this study was identified.

3.4.1 Sample size

By using purposive sampling, the researcher was able to determine a sample size from the population. The correct sample size in a study depend on factors such as the nature of the population to be used in the study, the importance of the study, and the number of variables in the study, the type of research design, the method of data analysis and the size of the accessible population (Kidler, 1981). In our study, we have a sample size of 206 respondents (total of 173 teachers, 27 Head teachers and 6 SEI).

$$n = \frac{N}{1 + N\ (e)^2}$$

Where n = the desired sample size

e= probability of error (i.e., the desired precision, e.g., 0.05 for 95% confidence level)

N=the estimate of the population size.

$$n = \frac{423}{1 + 423\ (0.05)^2} \approx 206$$

The sample was 206 respondents determined by Slovin's formula because the population size is known.

For each stratum, the sample were determined proportionally, i.e.

$$(\frac{\mathrm{n}}{\mathrm{N}} \mathrm{x\ size\ of\ each\ strata})$$

Table 2: Sample size

Area of Operation	**Population**	**Sample** $(\frac{\mathrm{n}}{\mathrm{N}} \mathrm{x\ size\ of\ each\ strata})$
Head teachers	32	27
Sector Education Inspectors	7	6
Teachers	384	173
Total	**423**	**206**

3.4.2 Sampling techniques

In our study, we have used two techniques, stratified random sampling technique and random sampling technique. The stratified random sampling technique concerns on selecting at field the sample size with the characteristics you set; it is also a form of probability sampling. To stratify means to classify or to separate people into groups according to some characteristics, position, level of education, sex, we had group of teachers, group of head teachers and group of SEI. For a stratified random sampling, the population is divided into groups or strata. Then, used random sampling for selecting at random the respondents in their respective

group of position basing on the required elements for including in the sample size you want to sampling.

3.5 Data collection methods

The research method used in our study is descriptive research design, this method concerns to joining the respondents at field in their respective groups with a set of questions to ask them. We have used the qualitative and quantitative approaches in gathering information. Through use of questionnaire as research instrument that consist of questions that help to gather the information needed. The data were analyzed and presented in tables and frequencies, Questionnaire was personal administered for the candidates, every one try to understand and respond himself the questions freely.

The interview also is involving, to produce the conversation face to face individually and in groups, the interview is with the purpose of collecting tangible information about improvement of teachers' motivation, teaching performance and achieve the educational goals.

3.6 Data collection instruments

The data collection instruments, the information was collected by using questionnaire (Close –ended questions) distributed among 206 respondents including 173 teachers, 27 head teachers and 6 SEI. We provided short responses to the questions where the respondents were required to choose the best answers that describe their opinions.

And other instrument was an interview guide, personal interview with oral conversation based on the research questionnaire and administered to Sector

Education Inspectors, teachers and head teachers in primary schools with the purpose of collecting data, some questions were closed for quantitative data and others questions were open for qualitative data. Other data needed was collected in using other documents like books, theories of the researchers, the readings and consultation.

3.6.1 Questionnaire

The questionnaire is an instrument of gathering information on the study from the respondents without intervening them. The questionnaire is not influencing by the behavior of the respondents and it has a component of questions which are formulated in order that can help the respondents to give their responses (Ares, 2014). Questionnaire enables the respondents to give the possible information needed, by their considering point of views on the administrated questions. Qualitative research involves collecting and analyzing no-numerical data (e.g., text, video or audio) with the purpose of understanding concepts, opinions, and also the interview has been used for getting information by asking the respondents the oral questions in conversation in order to generate qualitative data through the open questions. The quantitative research opposes qualitative research, which involves collecting and analyzing numerical data for statistical analysis.

3.6.2 Interview schedules

The researchers explain the interview as assembled oral questions which used in conversation made between researcher and interviewers (Ares, 2014). Interview helps in collecting information according to the topic objectives. Interview enables face to face discussion through ideas sharing about research topic for completing the data from the questionnaire responded by the Sector Education Inspectors.

3.7 Data quality assurance

For enhancing the credibility of the study, as a researcher, a research creates the strategies for having a real meaning and making sure that our instrument was valid and reliable.

According to Kidler (1981), for a study to be of real meaning, it should be valid and reliable instrument. Before, actual research is done, the researcher has to make sure that the instruments are checked for validity and pre-tested to determine reliability (Kothari, 1990). Reliability refers to the consistency with which repeated measures produce the same results across time and across observers, it means that when you carry out the same questions to another group to test you get the same responses, there are the similar responses. Interview and questionnaire were used as two methods of collecting data for insuring that the reliability and validity. To develop the questionnaire, a researcher based on our research objectives and research questions to ensure the reliability of the instrument.

3.8 Data quality control

3.8.1 Validity of the Instrument

It is concerns with collectedness and reasonable information through assessing the language clarity, capability of collecting the needed information, and comprehension in items number/length. We say the validity for making sure if the instrument is able to measure what it provided to measure. The formula used for computing the validity index is:

$$\textbf{CVI=} \quad \frac{R}{R+IR}$$

Where:

CVI= the content validity index

R= The Relevant questions

IR= The Irrelevant questions.

Table 3: Validity of questionnaire

Instruments	Judgement			Computation
	Relevant questions (R)	Irrelevant questions (IR)	Total (R+IR)	R/R+IR
Questionnaires	24	4	28	24/28=0.86

The content validity of the questionnaire is 0.86. The questionnaire was valid; the acceptable value is 0.7 for quality control.

3.8.2 Reliability of instruments

The reliability test for questionnaire on establishing the relationship between teachers' motivation and teaching Performance, this is observed for teachers' questionnaire.

Table 4: Reliability on the level of teachers' motivation in Rulindo public primary schools

Number of paired observation	Score of odd number:	Score of even number:	x^2	y^2	XY
1-4	1	1	1	1	1
5-8	1	3	1	9	3
9-11	4	4	16	16	16
12-14	2	3	4	9	6
Total	8	11	22	35	26

Using Personal Product Moment (r)

$$r=\frac{n\sum xy-\sum x\sum y}{\sqrt{(n\sum x^2-(\sum x))^2\left(n\sum y^2\right)-(\sum y)^2}}=\frac{4*26-8*11}{\sqrt{(22*4-8^2)(4*35-11^2}}\approx 0.76$$

(*: sign of multiplication)

Where n= number of paired observation.

The reliability coefficient obtained was 0.76; hence, the research questions are reliable.

Table 5: Reliability on the link between teachers' motivation and teaching performance in Rulindo public primary schools

Number of paired observation	Score of odd number: (x)	Score of even number: (y)	x^2	y^2	XY
1-5	1	3	1	9	3
6-10	1	1	1	1	1
11-15	2	3	4	9	6
16-20	4	4	16	16	16
TOTAL	8	11	22	35	26

$$r = \frac{n\sum xy - \sum x \sum y}{\sqrt{(n\sum x^2 - (\sum x))^2 \left(n\sum y^2\right) - (\sum y)^2}} = \frac{4*26 - 8*11}{\sqrt{22*4 - 8^2}\sqrt{4*35 - 11^2}} = 0.75$$

The reliability coefficient obtained was 0.75 hence the researcher has to conduct the research due to having the relevant questionnaires appropriate to the research objectives. All the statements under each variable were subjected and the results of 0.6 indicated the validity of the questionnaire. This result powerful the researcher to progress the research topic.

3.9 Data collection procedures

The technique used in collecting the data of our study is direct administration to the group; those groups are group of teachers, group of head teachers and group of SEI.

The researcher distributed the questionnaires himself to the respondents and explains the reason why the research is being conducted, shows where and how the information would be used and its confidentiality. A completed questionnaire is recommended to be given back to the researcher after to be responded.

3.10 Data analysis

After collecting the responded questionnaires and revealing the required information, the researcher organized, analyzed and interpreted those according to the objectives. This process concerned to transform them into meaningful information for simple understandable and interpreted through tabulation.

The data will be analyzed by using Statistical Package for Social Scientists (SPSS), Version 21, Analysis was done by both descriptive and content analysis methods. Descriptive statistics informed of percentages and frequencies.

3.11 Ethical consideration

First of all, the researcher assured the confidentiality of the information provided by the respondents and that the findings were used for academic purpose only. The respondents were further assured of their protection. The researcher solicited permission through a written letter to the concerned officials of the District.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRTATION OF FINDINGS

4.0 Introduction

This chapter four presents and discusses the findings of the analysis of the data obtained from the field. The study was primarily conducted to examine the teachers' motivation and teaching performance in public primary schools in Rulindo District. Specifically, the study was conducted to address three research objectives; first, to identify the current situation of teachers' motivation and teaching performance in Rulindo public primary schools. Second, to examine the link between teachers' motivation and teaching performance in Rulindo Public primary schools, third, is to suggest the strategies to enhance teachers' motivation and teaching performance in Rulindo public primary schools. The results obtained from the analysis of the collected data are presented below.

The collected data was organized the response to questionnaires and distributed to 206 respondents from schools. The data was presented in tables, analyzed and interpreted according to every research objective.

4.1 Demographic characteristics of the respondents

The demographic profile provides information according to the population structure and helps me to create mental picture of subgroups that exist in the overall population. Now, the background of respondents was presented for having the picture of participants.

4.1.1 Distribution of questionnaire

This table below presents the category of respondents (Head teachers, teachers and Sector Education Inspector) has been presented, the number of each category of respondents, cumulative percentage of targeted population.

Table 6: Distribution of questionnaire

Categories	Frequency	Percentage	Valid percentage	Cumulative percentage
Head teacher questionnaire	27	13.1	13.1	13.1
Teachers' questionnaires	173	83.9	83.9	97
Sector Education Officer	6	2.9	2.9	100.0
Total	206	100.0	100.0	

Source, primary data where the study, 2020

According to the data shown on table 1, majority (83.9%) of the respondents were teachers, followed by 13.1% of head teachers and the least number (2.9%) were sector education officers. This implies all categories of education implementers were involved in order to obtain reliable, consistency and accurate information about effects of teachers' motivation on teaching performance in public primary schools.

4.1.2 Gender Distribution of the Respondents

The study sought to establish how the sample population was distributed by gender, and enable cross tabulation of response in this light. Table 6 reveals how the respondents were distributed by gender.

Table 7: Genders distribution of the respondents

	Frequency	Percentage	Valid Percentage	Cumulative Percent
Male	114	55.3	55.3	55.3
Female	92	44.6	44.6	100.0
Total	206	100.0	100.0	

Source, Primary data while the study 2020

According to the data shown on Table 2, majority (55.3%) were male while 44.6% were female. The Gender disparity in favor of men in the education can be attributed to the fact that women's overall lower level of education, limited skills, and access to productive, resources, heavy domestic workload, cultural attitudes and segregation of the labor market are some of the factors associated with their limited participation in the education sector.

4.1.3 Age Distribution of the Respondents

The study sought to establish how the respondents were distributed in terms of age. The data obtained is captured in Table 7.

Table 8: Age of the respondents

Categories of age	Frequency	Percent	Valid Percent	Cumulative Percent
18 -25 years	33	16	16	16
26-30 years	42	20.3	20.3	36.3
31-35 years	51	24.7	24.7	61
36 -40 years	30	14.5	14.5	75.5
41-45 years	16	8	8	83.2
46-50 years	23	11.1	11.1	94.3
Over 50 years	11	5.3	5.3	100.0
Total	206	100.0	100.0	

Source, primary data while the study 2020

The data presented in this Table 3 indicates that 24.7% of the respondents that participated in this study were between 31-35 years, followed by 20.3% of the respondents who are between 26-30 years old, 16% were between 18 and 25years, 14.5% were ranged between 36 -40 years, 11.1% were between 46-50 years and 8% were ranged between 41-45 years while rest (5.3%) were above 50 years of age. Those who are old enough, most of them were teachers and school head teacher and they provided quality and enough information.

4.1.4 Educational level of the respondents

The academic background of the respondents is demographic information covered by the researcher, in a bid to ascertain if the respondents have the required skills

and knowledge on the variable at stake in this research, the results of the findings were presented in table below.

Table 9: Educational level of the respondents

Levels of teachers	Frequency	Percentage	Valid percentage	Cumulative percentage
A2 with teaching	124	60.1	60.1	60.1
A2 with not teaching	37	18	18	78.1
A0	45	21.8	21.8	100.0
Total	206	100.0	100.0	

Source, primary data while the study 2020

The study also assessed the level of education among the respondents. As the table shows, the great number of respondents in the study has completed teacher training colleges. Therefore, 60.1% of the surveyed respondents had both A2 with teaching in different disciplines based on the subjects they teach. The table also shows that 21.8% of the respondents had finished university and having degrees. The study identified that only 18% of the respondents have pursued Secondary education (A2 without teaching certificate). This implies that these respondents would provide reliable information on effects of teachers' motivation on teaching performance in public primary schools.

4.1.5 Length of employment

As far as employment is concerned, the table below analyzed and interpreted respondents' experience in teaching career. This was aimed at finding out

relationship between employment experience and motivation among the teachers under investigation.

Table 10: Length of employment

Experience categories	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 2 years	25	12.1	12.1	12.1
2-5 years	39	18.9	18.9	31
5-7 years	66	32	32	63
7-10 years	33	16	16	79
Over 10 years	43	20.8	20.8	100.0
Total	206	100.0	100.0	

Source: Primary data while the study, 2020

In the above table 5 shows that 12.1% of the respondents had less than 2 years, and 18.9% of the respondents had 2 - 5 years. 32% were between 5-7 years while (16%) have been a teacher for a period between 7-10 years and 20.8% have been in teaching career for over 10 years.

4.2 The findings of the study

This study had three research objectives and the findings of each objective are presented and discussed in the following section.

4.2.1 To identify the teachers' level of motivation in Rulindo public primary schools

The study identifies the teachers' level of motivation, actually, how they feel with their teaching and learning process and teacher management in general. Therefore, the results that describe the level of teachers' motivation, how they are motivated in implementing educational programs, these were summarized in the section below, in the table 9.

Table 11: Motivation for joining the teaching profession

Reason for joining	Frequency	Percentage	Valid percentage	Cumulative percentage
Safety and Health	30	17.3	17.3	17.3
Financial problems	12	7	7	24.3
Trainings of teachers	83	48	48	72.3
Working environment	48	27.7	27.7	100.0
Total	173	100.0	100.0	

Source, primary data while the study 2020

In this table 6 indicates that 17.3% of respondents consider their teaching as job security because they haven't another job for moving, interpreted as poor. only 7% of respondents accept that the salary can satisfy their social life, only 48% of respondents are agree with this statement, they have other benefits from teaching profession, interpreted as poor and 27.7% of respondents are satisfied with working situation, this also is interpreted as poor. According to these findings, it shows that teachers join teaching profession after missing other job, and others wait other benefits in teaching not for focusing on learners' performance. Financial problems are the first reasons of not joining teaching at the best level, this is interpreted as poor.

The majority of teachers are not agreeing with those above statements, means that lack of motivation at school has negative impact on teaching and learning. The

school and teachers themselves should create the areas of motivation for encouraging them to work with confidence.

In the following table 10 presents the factors that motivate teachers in public primary schools and shows how teachers agree and disagree the statements below.

*Table 12**: Teachers' motivation in public primary schools***

In public primary schools, the motivation of teachers is influenced by different factors.	**Responses**									
	Strongly agree		**Agree**		**Neither agree nor disagree**		**Disagree**		**Strongly disagree**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
The school provides the incentives for motivation.	0	0	0	0	173	100	0	0	0	0
The salary satisfy my basic needs in my social life	0	0	0	0	173	100	0	0	0	0
The school leaders provide financial assistance and other facilities to teachers	0	0	173	100	0	0	0	0	0	0
Allowances paid help me to accomplish my responsibilities at school	0	0	173	100	0	0	0	0	0	0
Recognition	0	0	0	0	173	100	0	0	0	0

Source: Primary data while the study, 2020

According to the responses of teachers quested and the importance of motivation on how motivation inspire someone to produce more as said respondents; teacher motivation in public primary schools is revealed as poor, at school level; leaders create some strategies of motivating their teachers but not much more. The low salary, allowances provided to teachers don't help teachers to straggle with the life, all respondents (teachers) neither agree, nor disagree the statement, is interpreted as poor and low, because the Government provides allowances fees for transport and housing but at the insufficient amount, interpreted as good but at low level. 173 teachers not agree or disagree because the monthly salary that they get cannot satisfy their basic needs, is interpreted as poor. Depending on situation and needs of every one, there are teachers who have other properties (fields to cultivate, cows and others) and others have nothing, this has negative impact on teaching performance and on learning improvement and interpreted as poor motivation.

The low motivation pushes some teaches to never finishing the program at the end of year, for example the teacher who teaches 7 chapters out of 13 chapters as they said in our conversation, this decrease the performance of learners. The teacher cannot take the strategies himself to enhance teaching and learning, they don't take initiative of working the extra-hours or in the week-end as cutch up for refreshing his/her learners because of poor motivation as they pronounced, and don't provide home work to learners, regular assessments for reinforcing teaching. Their creativity and innovations are on low level in the schools, and this has negative influence on motivation of learners to learn more in the classroom.

In the same recognition, how school leaders use the incentives (coffee break, lunch) to motivate teachers, encouragement of parents. School leadership, how

school head teachers help teachers to accomplish their tasks, 173 teachers neither agree nor disagree, means that they are neutral.

In fact, the head teacher must insure effective and efficient teaching and learning by providing the class visits for observing teaching and learning improvement, providing all instructional materials needed, promoting interpersonal relations, valuing teaching methods, controlling regular assessment to learners and motivating teachers to participate actively. For those problems founded in our study presented the poor teaching performance in primary school due to lack of motivation.

*Table 13**: Motivations on teacher's morale to prepare pedagogical documents***

Rating	Frequency	Percentage	Valid Percentage	Cumulative percentage
To high level	131	75.7	75.7	75.7
To low level	37	21.3	21.3	97
Not at all	5	2.8	3	100.0
Total	173	100.0	100.0	

Source, primary data while the study 2020

As presented in the table 9, the 75.7% of respondents indicated that motivation upgrade the moral of performing their teaching activities like availability and update of pedagogical documents to high level and 21.3 % of respondents affirm that motivation decrease their efforts to perform teaching and learning, interpreted as poor. The 3% of teachers/ respondents are neither agree nor disagree.

These findings suggest that both intrinsic and extrinsic motivation is recommended in the school for having influence on teachers' morale to prepare teaching documents and assessing learners.

Multiple researchers show that the competent and motivated teachers have the biggest impact on the quality of teaching and learning. Motivated teachers work for performance of learners; motivated teachers make the research, soft learning in teaching for helping learners to get new skills and new knowledge,

These findings are agreeing by Kesser (1996) who said that someone who is motivated intrinsically, behavior is alleged to derive from and satisfy his/her psychological needs including competence and autonomy. This study revealed that motivation and performance are similar, are interdependent.

4.2.2 To examine the link between teachers' motivation and teaching performance in Rulindo public primary schools

The study examined the relationship between teachers' motivation and comprehensive teaching performance. Therefore, the findings describe the relationship between teacher's motivation and comprehensive teaching performance as clear; the good results of performance relate to high remuneration of teachers, they were summarized in the section below according to the feedback of respondents.

Table 14: *Teacher's motivation and comprehensive teaching performance*

Statement	Agree		Disagree	
	Frequency	%	Frequency	%
-School environment facilitates me to perform my teaching and learning process.	83	47.9	90	52.02
-Teaching gives me recognition and respect from the school and parents.	88	50.8	85	49.1
-Motivation I obtain in the school enables me to focus on teaching and learning improvement.	86	49.4	87	50.2
-Teaching is one of my goals in life.	102	58.9	71	41
-Motivation of the school enables me to better perform my work of teaching.	98	56.6	75	43.3

Source: primary data while the study, 2020

The above table 9 indicates that many teachers are demotivated and don't enable effective teaching and learning improvement in the school.

The study findings revealed that poor school environment facilities read the school to poor teaching improvement and revealed 52.02% of respondents who they disagreed the statement and interpreted as poor. The motivation of the school enables teachers to better perform their work of teaching, only 43.3 % of respondents agree with the statement, is interpreted as poor and low level.

It means that the person himself is able to create the efforts and motivation of fulfilling his duties and responsibilities, someone who know what is happen to do, the motivation come from the activity delivered itself, in the teaching and learning means that the good results of learners in National Examination should be the one

that can help to measure the level of teaching performance in the school, a teacher become very happy and work hard for next new comers.

Normally, these findings indicate that many schools have some teachers who are very motivated and are ready improve their teaching, they are ready to put real efforts in the school enhancement, others who are not motivated considerably discourage their colleagues and don't contribute to learners' learning improvement in the school.

The findings show that in absence of motivation there is no teaching performance.

4.2.3 To suggest the strategies to enhance Teachers' motivation and Teaching Performance in Rulindo public primary schools

The respondents suggest the strategies that could be used to motivate teachers and enhancing effective and efficient teaching and learning process. Therefore, the results were summarized in the section below.

*Table 15**: The Strategies to enhance teachers' motivation and effective teaching performance***

Statements	Strongly Agree		Agree		Neither agree nor disagree		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
To provide enough salary to cater for teacher's basic needs should motivate teachers	173	100	0	0	0	0	0	0	0	0

Provision of free accommodation should motivate teachers	173	100	0	0	0	0	0	0	0	0
The school may provide the breakfast and the lunch for teachers as motivation.	173	100	0	0	0	0	0	0	0	0
The school may create the incentives and improve its leadership for learning for school improvement.	173	100	0	0	0	0	0	0	0	0
Teachers who perform well may be given prizes and be appreciated.	173	100	0	0	0	0	0	0	0	0

Source: primary data while the study, 2020

The results in the table above demonstrate that all 173 teachers are aware of strategies that can be used to motivate them, providing some incentives to teachers and improving the leadership for learning , creating the effective environment facilities, to encourage decision making and problem solving for teachers, appreciating the best practices of teachers, rewarding teachers who perform well their teaching and learning activities, advance payments in case of financial problem, head teachers should improving leadership for learning so that could increase the motivation of teachers in their respective schools.

Teachers suggest that, in the sense of teachers' motivation, the rewards, donations or other benefits that can be available in the school give the positive impact on teachers' motivation and teaching performance. The respondent show how head teachers should initiate the teachers to contribute on it and the school gives a certain percentage of the cost, example of providing the lunch, the tea break or breakfast to teachers. Rewarding the performer teachers who well helped students to perform well in National examinations, and other forms of extrinsic motivation which should be in the position of the school should make changes.

Those findings are in agreements with Aach (2010), in her observations shows that motivation plays a vital role among teachers to perform well and successfully accomplish their teaching and learning process.

*Table 16**: strategies to enhance teachers' motivation and effective teaching performance***

Statements	Agree		Disagree	
	Freq	%	Freq	%
To have an effective working environment facilities	173	100	0	0
To increase the inspection and Supervision works in teaching and learning process.	102	59	71	41
Clear pedagogical documents preparation and assessing students.	168	97.1	5	2.8
Parental engagement and stakeholders involvement	173	100	0	0
Being satisfied by job remuneration	33	19	140	81

Source: primary data, at field 2020

The findings show that 100% of respondents conforms Conducive school environment facilities as one of the strategies to enhance affective and efficient teaching practices. 59% of respondents agreed Inspection and Supervision of practices while 41% of the total respondents disagreed with the statement. 97.1% of respondents agreed with clear pedagogical documents preparation, it is interpreted as good after the analysis but needs to be improved. All respondents suggested the involvement of stakeholders in school activities which present the low participation in the school improvement plan. Majority (81%) of the respondents recommended that teachers may be satisfied by job remuneration. In his study, the researcher Coombs (1995) indicates that if the salary of teacher fails to satisfy his basic needs, when isn't proportional to living cost, the performer teachers shift from the accurate school to another work that can be pay them better, this pulling down the quality of education.

4.3 Suggestions of Head teachers and sector education officers

The following tables present the ideals and suggestions of head teachers and Sector Education Officers though the questionnaire and interview provided for them. These findings were also presented according to research objectives. To achieve those research objectives, the researcher administered questionnaire to the head teachers and sector education officers and what the study revealed were presented in tables below.

Table 17: Pedagogical documents preparation

Statements	Strong Agree		Agree		Disagree		Strong Disagree	
	F	%	F	%	F	%	F	%
Teachers use internet/ library when preparing for the lessons to be taught.	0	0	24	72.7	9	27.2	0	0
Teachers make schemes of work for the lesson to be taught.	2	6	27	81.1	4	12.1	0	0
Teachers make plans for the lesson to be taught	6	18.1	17	51.5	9	27.2	1	3
Teachers use the time properly for different activities in the classroom	10	30.3	20	60.6	3	9	0	0
Teachers make record of works for the lessons taught and that not taught	33	100	0	0	0	0	0	0

Source: primary data, while the study 2020

According to the above table, it is clear that teachers use internet/ library when preparing for the lesson as head teachers and sector education officers confirmed the statement at 72.7% of respondents. 51.1% of respondents, they also agreed that teachers make plans for the lesson to be taught for effective teaching and interpreted as poor. Teachers also make record of work for the taught and that not taught. 81.1% of respondents strongly agree that teachers make schemes of work for the lesson to be taught and interpreted as good. However, some teachers do not use their time properly for different activities in the classroom which negatively affect their performance 60.6% of respondents agree with them and is interpreted as poor. This shows that teachers come with lesson plan in classroom for effective teaching and achieving operational objectives.

Normally, absence of motivation justifies absence of performance. In the reality as respondents said that salary and the other wages can influence accomplishment of the work. It can be the motivator or de-motivator point of the work.

Table 18: Head teachers and sector education officers' responses on how teachers assess students

Statements	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Teachers have regular assessments and regular marking to give feedback to students on time.	4	12.1	18	54.5	7	21.2	4	12.1
Teachers participate actively in other school activities and meetings.	22	66.6	0	0	11	33.3	0	0

Teachers help school administration to give guidance, counseling to students and to maintain students' discipline.	15	45.4	10	30.3	6	18.1	2	6
Teachers come very early at school, respect the school time table.	17	51.5	15	45.4	1	3	0	0

Source: primary data, while the study 2020

With the questionnaire, the researcher asked the Head teachers and Sector Education Inspectors, the study findings on the qualitative results according to the issue of teachers' motivation in public primary schools in Rulindo District. Head teachers and SEI approved that teachers' motivation in in their schools as low and poor.

The findings in table above show that teachers try their best to assess students in order to make them more focused on lesson and enable them to succeed the exams with high scores. Respondents indicated that teachers give students many exercises, home works, tests and examinations, this are interpreted as poor but with good initiative at low level.

*Table 19**: Teacher's motivation and comprehensive teaching performance***

Statements	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Teachers regularly attend meetings prepared by the school	33	100	0	0	0	0	0	0
Teachers give ideas about an issue during the meeting prepared by the school leaders.	33	100	0	0	0	0	0	0
Teachers participate in decision making and problem solving in the school	12	36.3	19	57.5	2	6	0	0
Teachers use adequate teaching methodologies, teaching aids to make learners understand the lessons	20	60.6	7	21.2	6	18.1	0	0

Source: primary data, while the study 2020

The table above indicated that teachers regularly attend meetings prepared by the school and give ideas about an issue during the meeting prepared by the school. 36.3% of respondents are strongly agreed that teachers participate in setting regulations and rules of the school, 57.5% of respondents agreed with the statement while 6% disagreed by explaining that sometime teachers took decisions without consulting teachers. 60.6% of the total strongly agreed that

Teachers use adequate teaching methodologies to make learners understand the lessons, 21.2% agreed with the statement while 18.1% said that some teachers use poor teaching methods like lecturing in which students are passive, thus leading to poor academic performance.

The involvement of teachers in school administration and sharing the responsibilities is needed at school for enhancing encouragement of teachers and solving together the problems faced by their children in teaching and learning achievement. The parents said that teachers are smart in the community, they should express high living standards conditions and they consider them as someone's who live in high conditions (Dr NDAGIJIMANA Jean Baptiste PhD).

Head teachers are suggested to make attention on tasking the activities on teachers, when they are setting the time table at the opening years, it should be better to select the subjects to teach basing on the specialization and the qualification of a teacher. For example: Some teachers teach the subjects which are not their specialization, this implies the poor teaching performance.

Teachers' motivation and teaching performance are simultaneity, a motivated teacher equal to performer teacher, better teacher, better students' outcomes, good teacher good learners means that when we have better teacher he/she produces learners with good outcomes, learners who are able to implement their skills in their social life.

The study established that the majority of primary school teachers in Rulindo District were demotivated by the challenging tasks, the challenging time table, overcrowded classes, especially in 12YBE Twelve Years Basic Education or 9YBE. The role of teacher is not teaching learners in the classes only, outside of the class, the teacher must have other responsibilities like the discipline of

students, coaching leaners with poor performance (remedial program) for achieving the level of others.

The findings indicate that motivational tools, appreciation system, reward system and fringe benefit have positive impact on motivation of teachers in Public Primary schools.

According to the number of hours taught, the respondents indicate the workload in the classes, because the number of teachers is not corresponding on the number of classes. We suggest that, head teachers must avoid the challenging time table to teachers, and local government don't give to teachers and head teachers other position for focusing only on teaching and learning of students.

Teachers of primary schools need to be appreciated, the many strategies in the school can help in enhancing their motivation, the rewarding and fringe benefits should be important. The schools take initiative to motivate their teachers, training them for refreshing them, acquiring new skills, knowledge and have accurate information on curriculum; this, should increase the quality of education thought the CPDs, COPs and PLCs and other forms of training organized at school level.

The findings also indicated that the kinds of motivation that primary teachers have like competition, promotion, recognition and trainings are at low level. The training activities should increase the productivity. Taylor (2007); additional trainings of teachers have an improvement to learners in their studies.

4.3.1 To promote the problem solving and decision making principals in the school.

The problem solving concern to solve together the problems of teachers in case they have in the school. It is the task of head teachers of understanding, sharing

and try to solve the social economic problems of their teachers; it is the time of overcoming the challenges faced in implementing their tasks at school. The school head teacher should make efforts on avoiding social conflicts among teachers and getting positive solutions.

A good head teacher is someone who helps the teachers to solve their problems faced in teaching and learning process, tasking accordingly and avoid the challenging time table to teachers. Making a deep analysis of the problems faced that should inhibit the learning improvement in the public primary schools.

Managing the stress in our schools will help to reduce the problems related to teacher management.

The stress of teachers can be one of the causes of fail teaching performance, the instructional leadership requires head teachers to free themselves of bureaucratic tasks to imitate democratic leadership and focus on their efforts on improving teaching and learning process.

The decision making concern to involve teachers, to participate actively in making final decisions in the school. When the teachers participate in taking final decisions of the school activities like setting the school regulations and rules, this, facilitate its implementation.

4.4 The findings by means of Interview conducted with teachers, Head teachers and SEI

4.4.1 Questions in interview, the researcher asked the teachers

The qualitative results regarding the state of teachers' motivation in public primary schools in Rulindo District, the findings are:

a) What have the motivations increased their moral to prepare pedagogical documents? *Teachers provided that the teacher motivation at school is low and*

poor. We receive only the salaries for satisfying our primary needs, no financial motivation for extra work or other incentives for supporting us.

b) How do you understand by effectiveness, creativity and innovation in teaching performance? Teachers provided that effective teaching, teacher's creativity and innovation are promoted by high motivation in the class, *the study findings regarding the motivation here in the district reveal that the teacher motivation is reasonably low and need to be enhanced in order to promote teaching and learning excellent.*

c) According to your own opinions, what do you think could be done to improve teaching performance in your school?

The findings reveal that at school there are not the strategies that can motivate teachers to improve their teaching. The school leaders must play a real role in motivating teachers by providing some strategies that could push teachers to improve teaching and learning process.

4.4.2 Teachers' motivation and Teaching performance by Sector Education Inspector

1. In the interview conducting with SEI, they were responding on the issues as follow, what kinds of motivation that primary teachers have? (Probe: job satisfaction, teaching enjoyment, competition, promotion, recognition). The findings from the first question asked to SEI the kinds of motivation that primary teachers have like job satisfaction, teaching enjoyment, competition, promotion, recognition, the respondents show that teachers are poorly engaged for those elements like enjoyment and others, the parents may be involved in teaching and learning of their children for recognizing the role of teachers.

2. What aspects determine teacher's job performance? (probe: preparation of lesson, regular pupil assessment, …), according to this question, teachers plan they lesson at 65% of lessons taught, regular pupil assessment are not on the preferred level, the positive solution is to encourage teachers to updating their pedagogical documents which they present the dairy activities of a teacher.
3. What kinds of motivation that teachers have that get externally? (Probe: salary, free meals, allowances, accommodation), on this issue, the respondents say that the salary of teachers can not satisfy their needs but there is Umwalimu Sacco which is placed to help teachers on purpose of saving, loan and other type of facilities for teacher development.
4. Which are the kinds of teacher's teaching performance that teachers performed? (Probe: Early reporting, participation in extracurricular activities), the Sector Education Inspectors argue to encourage teachers to increase their level of working strategies for performing their lessons in the classrooms, adding the number of assessments, homework, to participate in different school activities, reporting their diary activities.
5. Are there any differences in teacher's motivation and teaching performance in public schools of Rulindo District? The respondents show that there is a difference between teachers' motivation and teaching performance, it shown by how their implement their first duty which is to teach learners and helping learners to have access on other knowledge, skills, attitudes and values. Teachers need to be influenced, inspired, motivating by their head teachers and other partners in education in order to promote their teaching performance.

6. What are the strategies can be instituted to enhance teachers' motivation and teaching performance**?** From the Sector Education Inspector Regarding the strategies that can be used to enhance teachers' motivation for improving teaching performance, they suggest to reinforce the responsibilities of every level of education, from the Ministry of education to the school level and to recognize the role of a primary teacher. At Sector level, to increase the inspection and supervision for giving advice, parental engagement and stakeholders involvement, creating the incentives and effective environment for motivation of teachers at school level.

The study findings regarding motivation and performance indicate that SEI and head teachers understand the importance of motivation with the mean of 2.8; this implies that motivation needs to be enhanced for increasing the performance.

4.5 DISCUSSION, CONCLUSIONS AND RECOMMENDATION

The study presents the discussion; conclusions and recommendation which are based on the results founded in its process. The recommendations are suggested as some measures can help to enhance motivation of teachers which is a one of solutions that should increase teaching performance and promoting teachers' initiative. Summary and conclusion include the findings shortly and suggestions.

4.5.1 Discussions and relevance of findings

The discussion of findings is done basing on specific research objectives. And the analysis is undertaken based on the findings in comparison with the previous studies that were conducted by other researchers.

a) The teachers' level of motivation in public primary schools.

The first objective of this study was to establish the level of teachers' motivation in public primary schools. The findings of the study indicate that teacher motivation in public primary schools was low, motivation of teachers is considered on low level because of poor factors that may influence it.

These results suggest that both intrinsic and extrinsic motivations have positive effect on the morale of teachers among teaching and learning process.

Multiple researchers show that are competent and motivated teachers having the biggest impact on the quality of teaching and learning. Motivated teachers work for success of learners; motivated teachers make the research, soft learning in teaching for giving to learners the new skills, and new knowledge. Motivated teacher is equal to a performer teacher.

SILLAMY (1999-173) consider the motivation as all dynamic factors which determine the behavior of a person, in other words, the same Author affirm that

the motivation is the first element of chronological behavior that put an individual in action, but it persist until the reduction of the tension.

It was clear that teachers use internet/ library when preparing for the lesson as head teachers and sector education officers confirmed the statement. They also agreed that teachers make plans for the lesson to be taught for effective teaching. Teachers also make record of work for the taught and that not taught. Respondents strongly agree that teachers make schemes of work for the lesson to be taught. However, some teachers do not use their time properly for different activities in the classroom which negatively affect their performance. This shows that teachers come with lesson plan in classroom for effective teaching and achieving operational objectives.

Normally, absence of motivation justifies absence of performance. In the reality as respondents said that salary and the other wages can influence accomplishment of the work. It can be the motivator or de-motivator point of the work.

b) The link between teachers' motivation and teaching performance.

The second objective of this study was to establish the relationship between teacher's motivation and teaching performance. In the findings a real relationship exists between teachers' motivation and teaching performance implies that low teachers' motivation contributes to low teaching performance in schools. Teacher motivation and teaching performance are interdependent.

Teaching gives recognition and respect from the school 86.7% supported that teaching gives recognition and respect from the school, 13% disagreed. The motivations I obtain in the school enable me to focus on teaching career. The 34.1% of respondents are not with the statement.

Few of respondents 22% disagreed that teaching is the one of their goals; they compare the teaching as the passing position for waiting another occupation.

It means that the person himself is able to create in him the efforts and motivation of implementing her/his responsibilities, someone who know what is happened to do, and the motivation come from the activity delivered itself, in teaching and learning means that the good results of learners in National Examination can be a key of motivation to teacher, a teacher become very happy and work hard for next new comers.

There for, the findings indicate that the schools have some motivated teachers, those ones join their teaching profession and another group of teachers not motivated considerably who don't join teaching profession.

This motivation enables the putting real effort in their pedagogical tasks and increases their morale of contributing positively to learning improvement. The consequences of demotivation are the teaching and learning failure, Quinton (2007).

c) The strategies to enhance teachers' motivation and teaching performance in schools.

The third objective of this study was to receive the suggestions of teachers in setting the strategies that could be used to motivate teachers and enhancing effective and efficient teaching performance. The study findings indicated that all teachers are aware of strategies that can be used to motivate them like increased salary, accommodation, meals, to give prizes to teachers who perform well, appreciation and recognition of their best practices, to help them to solve their problems in case of financial problems.

Normally, in the sense of teachers' motivation, the rewards, donations or other benefits that can be available in the school give the positive impact on teachers'

motivation and teaching performance. The motivation is not many things or planning the big budget of that. The head teachers should initiate the teachers to contribute on it and the school gives a certain percentage of the cost, example of giving the lunch, the tea break or breakfast to teachers, rewarding the performer teachers who well helped students to perform in National examinations, and other forms of extrinsic motivation at school should make changes. Coombs (1985) .

Furthermore, 100% of respondents confirm the effective working environment as one of the strategies to enhance effective and efficient teaching performance. 59% of respondents agreed with inspection and supervision of practices while 41% of the total respondents disagreed with the statement. 97.1% of the respondents agreed with clear pedagogical documents preparation while all respondents suggested the involvement of stakeholders in school activities which present the poor participation. (81%) of the respondents recommended that teachers may be satisfied by job remuneration. The study is in agreement, with Coombs (1995) indicate that when teachers' salaries fail to satisfy the basic needs, if isn't proportional to living cost, the performer teachers shift from the recent school to another work that can be paid better, this pulling down the quality of education.

The respondents suggest that Ministry of education should improve the incentives packages to increase teachers' motivation to teach effectively. The study recommends that teachers need to be motivated to perform teaching and learning through motivation and improvement of the work tasked. It was recommended that the Government should continue putting more efforts on empowering teachers in different domains by providing more training.

4.5.2 Conclusions

The study findings for the first objective indicate that motivation of teachers is at low level; this contribute to poor teaching performance, the influences of motivation like financial compensation, safety and health, work environment, training and development are minimum. The study shows that motivation among teachers needs to be enhanced for improving teaching performance in primary schools in Rulindo District.

We can conclude that, the extrinsic and intrinsic motivational tools are very important for teachers, inn well-motivated school, teachers are more willing to enhance their teaching skills, exert efforts in the school's activities, as reflected in their participation and commitment where monetary incentives like salaries and wages are paid to the teaching staff.

The second research objective findings indicate that teachers' motivation and teaching performance in the public primary schools in Rulindo District are not well linked to insure effective teaching performance. The teacher motivation and teaching performance are interdependent, in the findings a significant relationship existed between teacher motivation and teaching performance implies that low teachers' motivation contributes to low teaching performance in schools. The researcher suggests regular and special salary increases, fringe benefits, incentives, and other payments result in elevated teachers' morale and hence higher motivation. The findings also indicate that through CPDs, PLCs and COPs and other form of trainings at school need to be improved, leadership for learning, working situation, inspection, monitoring and evaluation need to be enhanced in schools for helping teachers better performing their teaching and learning process.

On third objective provided the suggestions of respondents to enhance teachers' motivation and teaching performance, the study concludes that motivating

teachers improve their potential of teaching performance, according to the findings of the research, the researcher concludes that all levels of education since Ministry of education, REB to Parents my play their virtual role in teachers' motivation and teaching performance improvement.

4.5.3 Recommendation

The following are the researcher' suggestions regarding what should be done to positively improve motivation for the teaching performance in schools.

Basing on the research findings and conclusion, we are making the recommendation to Ministry of Education, REB, District level (District officers), Sector level (SEI), School head teachers, Teachers and Parents, the following recommendations are made:

a) Recommendation to the Ministry of Education

- The Ministry of Education should set the strategies that can help in increasing the level of teachers' motivation and continuing the progress that they were starting for promoting the social welfare of teachers. The policy makers should make real channel of consulting teachers to give their expectations on any changes of curriculum development as the first implementers of curriculum change at field because are the ones who have the students in their hands.
- The study found that work environment and working conditions in general have impact on teachers' motivation and learning of students, the Government should putt more efforts in improving teaching and learning.
- The Government should increase the incentives for motivating teachers and promote leadership for learning in schools in order to focus on learning improvement and increase the salary if possible for having motivated teachers with social welfare, and appreciated by everyone.

- The Government should continuous to increase the instructional materials and other needs for achieving the goals of education.
- The e-learning, teaching using technology in the lessons must be reinforced in schools and training teachers on its use.

b) Recommendations to the REB

- REB should add the trainings of teachers for increasing their skills and knowledge in teaching. The Rwanda Basic Education Board (REB) should provide the instructional materials before any changes of curriculum for being prepared in advance. Example, changing language of teaching, today, we move from Kinyarwanda to English language as medium of instruction in lower primary classes. To provide trainings to teachers to foster clear understanding on new technology in the schools.

c) Recommendations to the District

- At District level, the study indicates that primary schools in Rulindo District need the improvement of working conditions, life conditions, monitoring and evaluation, making sure that the channel of communication from the District (District Officers, DDE and DEO) to school level is right for effective school administration.
- The local authorities and District officers, DDE, DEOs should work as a team with the schools and making sure if the curriculum is implemented at school level as well as planned by the policy makers at National level.
- Human resource management should improve the ways that they use in solving the problems of teachers like salary issues, the delay founded

on some new recruited teachers for getting their first salary. The problems founded on their RSSB and others.

- Providing and increasing trainings of teachers and other partners of education and focusing on their involvement in school activities.

d) Recommendations to the School Head teachers

- School Head teachers should make sure that their school leadership and management are effective and adapted to all members of the school. They must remember first of all that their first responsibility at school is leading teaching and learning, and insure that is improving as well as planned, and making sure that the school is leading as an organization, so they will in the way of teaching performance. The head teacher should not lead the school himself, He must share the tasks with teachers, to give them other responsibilities (power delegation), and involving teachers in decision making and problem solving, it can increase the motivation of teachers.
  - Head teacher as a school leader should insure quality teaching and learning. Resourcing strategically, empowering teachers with all instructional materials. Ensuring an effective environment in his school.
  - Leading teacher learning and development, in-service training of teachers, empowering them through the CPDs, COPs, PLCs organized at school level and other form of trainings have influence on effective teaching performance.

e) Recommendations to the Sector Education Inspectors

- At Sector level, Sector Education Inspector (SEI) should revise their system of inspecting the schools of their respective Sectors at time for

advice not for gathering only the mistakes made by teachers and head teachers. They are called to plan the pedagogical activities that can help teachers to improve their teaching and learning process, and making sure if the policies of education at school are implemented as well as planned.

- The sector should avoid to give other responsibilities to teachers outside the school like to be in the Sector council and others.

f) Recommendations to the teacher

The teachers are invited to remind that the first one of their duties and responsibilities at school is teaching students and conduct them to success, to have the love of learners, not think about salary as motivation only but think on skills and knowledge needed by students.

- The teachers are recommended to change their mindset, to have behavior change, they should recognize that the salary is a motivation, don't focus on his salary before reminding teaching learners.
- Teacher learning, a good teacher is someone who learn every day, because education improve day to day, they are called to participate all training provided for them, because it is their time of increasing their skills and knowledge.
- Teachers are the first ones to have confident themselves before having it to them by others.
- Teachers must be cooperative, communicator, collaborative and having the qualities of a good teacher, good citizen in the society.

g) Recommendations to the parents

- The parents, School General Assembly Committee (SGAC) must pray their role in leading the school, and help the school to invite the parents, stakeholders and school owners to be involved in the school activities for enhancing learning improvement and teaching performance and education development in general. And help the parents to remind that the education is decentralized to them, to have participation in education of their children.

h) Suggestion for further research

After conducting this study, we would like to identify the following areas that the next research should focus on:

The study should examine the impacts of teachers' motivation on improving learning in Rulindo District; it can be the replication of this study in next years. Rulindo District has been taken as a case of the study of our research but the findings cannot be generalized to the other Districts, so the same study should be conducted in other District of our Country at the same case for examining the influence of teachers' motivation on teaching performance, or its impacts on teaching and learning achievement.

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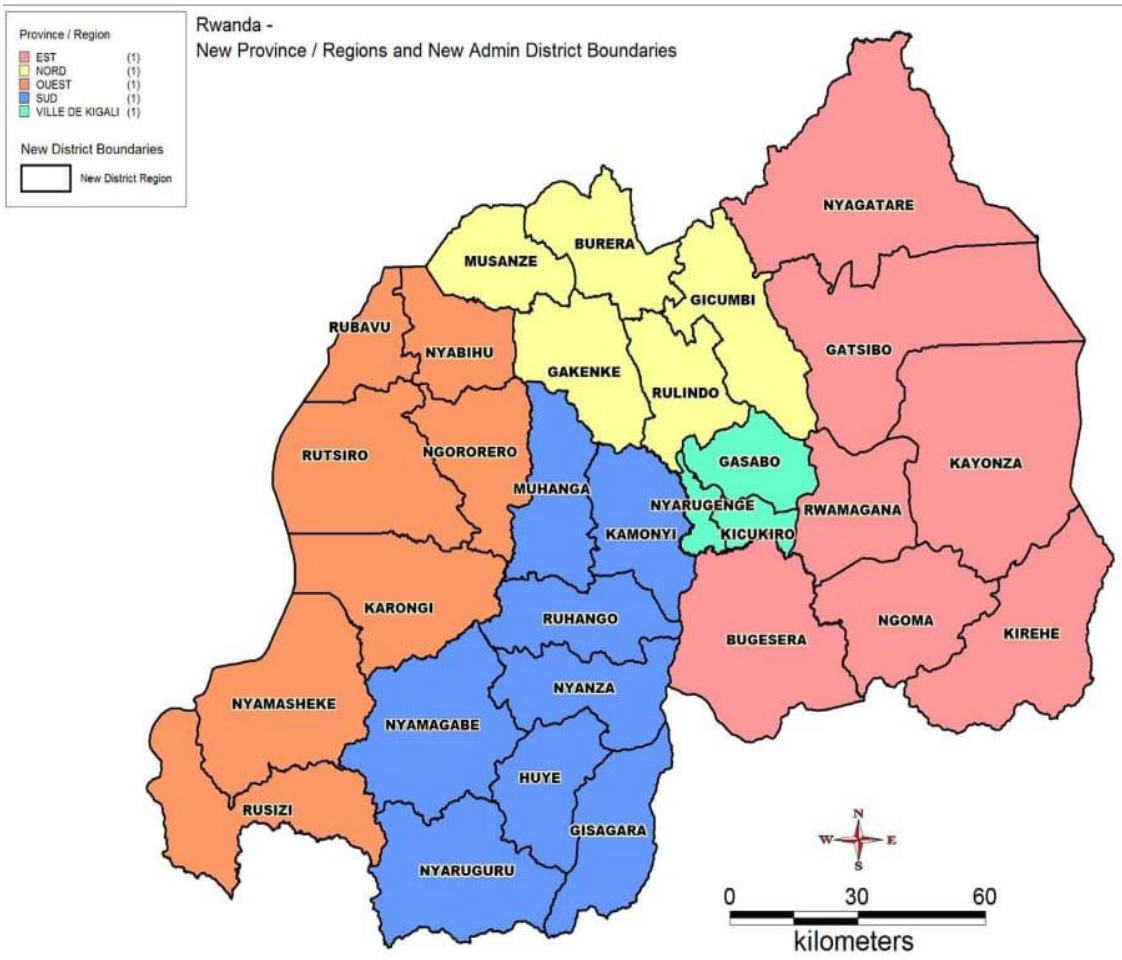
APPENDICES

1The Map of Rwanda, localization of Rulindo District



Appendix 1: Letter of introduction

Dear respondent

I am a student at University of Rwanda and I am undertaking a research study on examining the influence of Teachers' motivation on Teaching Performance in Public Primary Schools in Rulindo District. This is therefore to kindly request you to assist me with information as directed by the questionnaire. The information you will provide will be used only for academic purposes and will be treated with utmost confidence

Yours, faithfully,

NIYONSENGA Cyprien

Appendix 2: Questionnaire for Teachers.

Instruction of filling questionnaire

- Please you are asked to give your answer honestly and as freely as possible
- Where a written response is required, please write your answer clearly.
- Don't write your name on this questionnaire

Section A: Background of the Respondents

1. Gender

Male ( ) Female ( )

2. Age

18 -25 years ( ) 36 – 40 years ( ) 26 - 30 years ( )

41 – 45 years ( ) 31 - 35 years ( ) 46 – 50 years ( )

Over 50 years ( )

3. What is your highest level of education?

Diploma [ ] Bachelor's Degree [ ] Masters [ ] PhD [ ]

4 How long have you been a teacher?

Less than 2 years ( ) 2 – 5 years ( ) 5 – 7 years ( )

7 – 10 years ( ) Over 10 years ( )

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS.

SECTION A: The teachers' level of motivation in public primary schools.

1. What motivated you to join the teaching profession?

A. Good salary ☐

B. No job alternative ☐

C. Good Working conditions ☐

D. Other (please specify) ☐

b) Explain your answer briefly.

2. To what extent do you agree or disagree to the following statements on a Likert scale where: 1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree 4 = Agree 5 = Strongly Agree.

Response Mode	**Rating**	**Description**	**Interpretation**
Strongly agree	4	You agree with no doubt	Very good
Agree	3	You agree with some doubt	Good
Disagree	2	You disagree with some doubt	Poor
Strongly disagree	1	You disagree with doubt at all	Very poor

No	Items	1	2	3	4	5
	Motivation					
	Financial motivation in public primary school					
1	The teachers' salaries are adequate motivators for working					
2	The teachers are given sufficient bonus for extra work pay					
3	The teachers are provided allowances such as transport, food and accommodation					
4	I'm paid a salary that solve daily life					
5	The school leaders provide financial assistance to teachers					
6	The school guarantee the teachers of their security on job (safety and health)					
7	The school leadership for learning is effective for encouraging teachers to perform their teaching and learning.					
8	There is a training policy that insures teachers are exposed to relevant skills to improve performance					
9	Training opportunities are offered to all departmental teachers					
10	The trainings is conducted to foster clear understanding on new technology in the schools					

3.a)To what extent have the motivations increased your morale to prepare pedagogical documents?

A. To big extent ☐
B. To Small extent ☐
C. Not at all ☐

b) Explain your answer briefly, how motivation increase your morale to prepare and update your pedagogical documents.

SECTION B: The link between teacher's motivation and teaching performance.

1. For each of the following statements, please indicate (by ticking) the extent to which you agree them, using the following scale: (SA for Strongly Agree, A for Agree, U for, Undecided, D for Disagree and SD for Strongly Disagree).

No	Statements	SA	A	U	D	SD
	Performance					
1	Teaching gives me a great deal of job satisfaction					
2	Teaching gives me recognition and respect from the school					
3	Motivations I obtain in the school enable me to focus on teaching career					
4	Teaching is one of my goals in life					
5	Motivation enables me to better perform my work of teaching					
6	Teachers participate actively in co-curricular activities					
7	There is regular marking of tests and feedback to students					
8	The teachers are always present in the school for teaching					
9	The is regular attendance to extra lessons by teachers					
10	Teachers always mark the exams and provide results on time					
11	The teachers insure that the students pass highly in exams employing mechanisms.					
12	There is effectiveness and innovations in teaching among teachers					
13	Teachers supervise all school activities assigned to them by school management					
14	Teachers provide counseling and guidance to students					
15	Teachers are efficient at maintenance of students discipline					

b) How do you understand by effectiveness, creativity and innovation in teaching performance?

SECTION C: Strategies that could be used to motivate teachers and enhancing effective and efficient teaching practices

d) To what extent do you agree or disagree to the following statements about strategies that can be used to motivate teachers. Use a Liker scale where: 1 = Strongly Disagree 2 = Disagree 3 = neither Agree nor Disagree 4 = Agree 5 = Strongly Agree.

	1	2	3	4	5
To pay enough salary to cater for teacher's basic needs					
Provision of free accommodation.					
Provision of free meals at school					
The school may offer weekly duty allowances					
Teachers who perform well may be given prizes					

e) To what extent do you agree or disagree to the following statements about strategies that can be used enhance affective and efficient teaching performance. Use a Liker scale where: 1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree 4 = Agree 5 = Strongly Agree

	1	2	3	4	5
Conducive work environment conditions					
Inspection and Supervision of practices					
Clear pedagogical documents preparation					
Parental and stakeholders involvement					
Being satisfied by job remuneration					

f) Explain your answer briefly

……

……..……

……..

g) According to your own opinions, what do you think could be done to improve teaching performance in your school?

.....

.....

.....

h) Mention any strategies that should be done by education leaders to enhance and improve teachers' motivation? Justify?

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APPENDIX 3: QUESTIONNAIRE FOR HEADTEACHERS AND SECTOR EDUCATION OFFICERS

SECTION A: The teachers' level of motivation in schools

For each of the following statements are bout teachers' motivation and pedagogical documents preparation. Based on the concept of each item, please select the option that directly represent your opinion on teachers' motivation and teaching performance and rate the following using a scales where;

1 =Strong Disagree (SD); 2 =Disagree (D) 3 = undecided (U); 4 =Agree (A);

5= Strong Agree (SA)

Response Mode	Rating	Description	Interpretation
Strongly agree	5	You agree with no doubt	Very good
Agree	4	You agree with some doubt	Good
Undecided	3	You neither agree nor disagree	Neutral
Disagree	3	You disagree with some doubt	Poor
Strongly disagree	1	You disagree with doubt at all	Very poor

Items	SA	A	U	D	SD
Teachers use internet/ library when preparing for the lesson					
Teachers make schemes of work for the lesson to be taught.					
Teachers make plans for the lesson to be taught.					
Teachers make record of work for the taught and that not taught.					
Teachers use the time properly for different activities in the classroom.					

Statements	1	2	3	4	5
There is a regular marking of tests and feedback to students					
Teachers actively participate in co-curricular activities					
Teachers are efficient at maintenance of student's discipline					
Teachers come very early at school					

SECTION B: The link between teacher's motivation and teaching performance

For each of the following statements, please indicate by a tick, the level to which you agree with them using the following scale (Strongly Agree, Agree, Undecided, Disagree and strongly disagree).

1.

Items	SA	A	U	D	SD
Teachers regularly attend meetings prepared by the school					
Teachers give ideas about an issue during the meeting prepared by the school					
Teachers participate in decision making in a meeting prepared by the school					
Teachers use adequate teaching methodologies to make learners understand the lessons					

SECTION C: Strategies that could be used to motivate teachers and enhancing effective and efficient teaching performance.

1. Mention the strategies that should be done by education leaders to enhance and improve teachers' motivation and Justify?

.....

.....

.....

2. Mention the strategies that should be done by education leaders to enhance and improve teachers' teaching performance and Justify?

……

……

……....

Appendix ii: Interview questions for Sector Education Inspector (SEI)

I request information that will be used for academic purpose and will be confidential.

1. What kinds of motivation that primary teachers have? (Probe: job satisfaction, teaching enjoyment, competition, promotion, recognition)
2. What aspects determine teaching performance? (Probe: preparation of lesson, regular pupil assessment)
3. What kinds of motivation that teachers have that get externally? (Probe: salary, free meals, allowances, accommodation)
4. What is the state of Teacher motivation in public primary schools?
5. How are the teachers motivated in primary schools?
6. What is the state of teaching performance in primary schools?

7. Which are the kinds of teaching performance that teachers performed? (Probe: Early reporting, participation in extracurricular activities)
8. How does teachers' motivation affect teaching performance in primary schools?
9. Are there any differences in teacher's motivation and teaching performance in public primary schools in Rulindo District?
10. What are the strategies can be instituted to enhance teachers' motivation and teaching performance in schools?

Research clearances permit

REPUBLIC OF RWANDA

NORTHERN PROVINCE
RULINDO DISTRICT
E-mail:rulindodistrict@rulindo.gov.rw

N°.....1248...../07.04/11.04

26th October2020

To: NIYONSENGA CYPRIEN
Student in Med in Education Leadership and Management at UR-CE
Email: cyprienniyonsenga2003 @gmail.com
UR-CE, ACEITLMS
Phone: 0788491696

RE: "Visa Approval".

Dear Sir,

Reference is made to your letter dated October 22, 2020 requesting for permission to collect data for your research on **"Teachers"motivation and their Effect on Teaching Performance Career in public Schools, case study in Primary Schools of Rulindo District.".**

After examining your request, we have the pleasure to inform you that your request is approved but your research **should be limited only in Masoro,Cyinzuzi,Ngoma,Shyorongi,Ntarabana,Burega and Rukozo Sectors** as your scope research. The Draft report should be submitted to the District.

Sincerely.

BIZUMUREMYI *Al-Bashir*
District Executive Secretary

UNIVERSITY of RWANDA

COLLEGE OF EDUCATION

OFFICE OF THE DEAN

TO WHOM IT MAY CONCERN

Dear Sir/Madam

Re: Mr. Cyprien NIYONSENGA

The School of Education offers MEd in Educational Leadership and Management. As part of the academic requirements, students must write their dissertations on the topics of their choice.

In order to facilitate them complete their studies, we seek your cooperation in allowing the above named student conducting his research on the topic: **'' Teachers Motivation and their Effect on Teaching Performance Career in Public Schools, Case Study of Rulindo District Primary Schools''** to collect data in your Institution/Organization.

In case you may require any other information regarding this exercise you are welcome to contact the School of Education.

Thank you for your cooperation

Sincerely yours

Done at UR-CE on 06/10/2020

Signed

Dr. Innocent Twagilimana

Ag. Dean, School of Education

Email: i.twagilimana@ur.ac.rw

Tel :(+250)787684457

END

Thanks for your cooperation