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## Teachers' Motivation and Performance in Technical Secondary Schools in Rwanda

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### Abstract

The motivation given to teachers either intrinsically or extrinsically improve their daily working conditions in school setting that lead to improved performance. This means that the learning institutions should manage effectively the provision of teachers' motivation. The purpose of this paper was to examine motivation and performance of teachers in technical secondary schools in Muhanga district in Rwanda. This paper employed correlation research design. The target population was 212 people that provided the sample size of 146 got using Solvin's formula. Interview guide and questionnaire were used as data collection instruments. The findings presented that provision of meals at school to teachers is the highest extrinsic motivation provided in Muhanga district as showed by the mean of 3.18 and the standard deviation of 1.08 while provision of extra teaching allowances was indicated to be at lower level as was indicated by the mean of 2.02 and 0.95 of the standard deviation. However, teachers awareness to fulfill the assigned tasks was indicated to be the highest intrinsic motivation as was presented by the mean of 3.94 and the standard deviation of 1.09 while having self-control to teachers was indicated to be the low as the mean was 2.88 and 1.16 of standard deviation. The findings also revealed that an average of 87.58% of teachers, agreed on the performance of TSSs teachers located in Muhanga district. However, it was perceived that having effective course management by teachers was indicated to be at high level of teachers' performance as indicated by the mean of 4.1 and 0.80 of standard deviation. Finally the findings stated that there is a statistical significance high degree of positive correlation between intrinsic and extrinsic motivation with teachers' performance as it was proved by Karl Pearson coefficient of correlation (r) which were .805 and .764 respectively. The paper recommends that Ministry of Education should provide adequate technical teaching materials and

reinforce technical trainings to teachers while school head teachers should enhance teachers rewards based on performance and provide meals at schools.

**Keywords:** *Teachers' Motivation, Teachers' Performance, Extrinsic Motivation, Intrinsic Motivation and Technical Secondary Schools.*

## 1.0 Introduction

Effective educational development leads to economic growth of every nation in the world due to the improved productivity of any country taken as the product of education activities. Consequently, all countries prioritize education of their citizens and ensure the right of entry basic education. Therefore, effects of education to the entire community are pertinent as greater number of individuals that enter to high learning institutions (Rasheed, Aslam & Sarwar, 2010).

Globally, Motivational activities done to teachers in school setting contribute more to the attainment of targets and objectives for any institutions that operates in a team relying on working conditions who operate autonomous (Buford, Bediaam & Lindner, 1995). Therefore, improved motivation, willingness and appointment are the crucial component for what workers perform and may stimulate workers to provide high degree of achievement, effort and contribution and maintain them as well. According to Gung (2011), the high or low performance of any educational system relies on motivation level given to teaching staff.

In Africa, Campbell (2001) argues that the success of teachers in school depends on individual capability, behavior, interest, training obtained and level of capability. This means that improved teachers' successes contribute highly the success of learning institution. It contains what people do or do not. The success implies the best results, number of outcomes, times of results, collaboration and availability (Gung, 2011). Furthermore Ngirwa (2006) also added that teaching staff must be motivated so as to help students to perform what they intent to do for helping the educational system attain fixed objectives.

In Rwanda, Ministry of Education (2008) stated that Policy of education sector which was scheduled in 2003 indicated teachers in Technical Secondary Schools (TSSs) should be motivated intrinsically and extrinsically so as to enhance their condition of working which determine their level of performance. However, activities to be performed in Technical Vocation and Education Training (TVET) in Rwanda depend on professional and qualification of teachers encouraged by motivation given. Muvunyi (2016) revealed that monetary and non-monetary motivations given to teachers facilitate daily activities of teachers and productivity.

## 1.1 Problem Statement

Teachers in Rwanda argue that their existing living and working conditions are not favorable (Bennell & Ntagaramba, 2008; World Bank, 2011). The government of Rwanda and other key education stakeholders recognize the critical importance of improving teachers' social status, pay, and living and working conditions to achieve the desired improvements in education (MINEDUC, 2008). However, attempts to address the issue have invariably been limited to piecemeal interventions, such as increasing teachers' salaries and issuing teachers with loans to engage in income generating activities (MINEDUC, 2008).

Muvunyi (2016) stated that teaching staff motivation and requirements in Rwanda discovered that Rwanda seems like many states in the globe and needs motivated and well trained educators for

educating the whole number of children in basic education. VSO, (2002) noted that the majority of teachers in Rwandan they are not enough motivated, that are disadvantageous for children's learning this implies that the crucial role played by teaching staff in adequate education system would be acknowledge, headed and listened and give value to the fortification of their willingness to the attainment of quality education and fortify their willingness to qualify for all (VSO, 2002).

Government of Rwanda set more motivation factors for improving the living condition of teachers and delivering quality education to the Rwandan students where some of the motivations were establishment were like rewarding best performers teachers in every district with giving them cows (MINEDUC, 2008)., therefore, motivating teachers encourage them to work hard and also enhances healthy competition among them as they all want to be recognized and rewarded for good performance (MINEDUC, 2018). This paper therefore, sought to examine motivation and performance of teachers in technical secondary schools in Muhanga district, Rwanda.

## **1.2 Objective of the paper**

To establish the relationship between motivation and performance of TSSs teachers in Muhanga district in Rwanda.

## **2.0 Literature Review**

### **2.1. Extrinsic and Intrinsic motivations**

Motivating employees could be performed intrinsically or extrinsically. According to Ryan and Deci, (2000), fundamental (intrinsic) motivation is an inducement coming from personal activities from an action itself and affecting behavior, the attainment of expected goals and welfare of employees to extrinsic motivation, while the attitude and behavior are attained aimed at accessing requirement or social motives; intrinsic motivation existed. Furthermore, intrinsic motivation for teaching staff are for instance employment satisfaction emanating from teacher's pleasure, impending and competition kind of providing skills to students, acknowledgement, capacity building and career orientation, follow up finished and educating as sole target in lifetime (Ryan & Deci, 2000).

However, extrinsic motivation is related to the action done with the intention to obtain results that are separable from action aforementioned (Ryan & Deci, 2000). The extrinsic motivation outcome since the achievement of external recompenses, are for instance payment, tangible and measurable elements, gratification and significant and clear assessment from external personnel (Sansome & Harachiewicz, 2000). The external motivation for teaching staff may be given in term of external donations such as remuneration, housing or exonerated shelter, foods, extra teaching payments, early and loan payments when financial and economic distress are happening and health allowances to employees.

### **2.2. Motivation and performance of educational institutions**

Motivation contributes more to the educational institutions, due to teacher's success within their teaching activities relies on working conditions under which teachers are operating like motivation (Griffin, 2008). Based on a study carried out by Bhatia (1997), one the greatest tasks of education institutions' principals was related to the encouragement of teachers to work towards high performance. This means obtaining teachers to teach in an effective way, coming to school constantly and play a clear role in fulfilling the school 'mission.

The success for teaching staff hinges on how they are motivated. Performance refers to something, a single teacher act in school activities and this is stimulated by motivational incentives. Teaching staff is when their success immediately attained in the direction of effective performance encouraged. In school teaching staff's performance could be evidenced taking into consideration capability building programs for teaching staff and have improved their self-assurances would enhance motivation. Motivation was a significant correlation with job performance (Atiya & Palwasha, 2014).

According to Dessler (2005) assessed that teaching staff at school, the success in fulfilling assigned tasks and incentive motivation are different and itself benefiting the achievement of the success which is an outcome of the first variable. Motivation and performance might be not easy to be differentiated and motivation is usually contingent from results generated meaning from motivation and less productive, the possibility or less motivation and expected results is usually not taken into consideration. These suggestions of either abandoning motivation or relying on it as a portion of teaching success for empirical contended correlation and interaction observed between teaching performance and motivation may be very crucial. A satisfaction is another necessary element of motivation so workers are when satisfied their teaching activities, school conditions, salaries, rewards, wages, then directly obtain motivated and indicate them the next hardworking in the directions of achieving their expectations.

Davidson (2005) recognizing the contribution of teachers for providing the best educational quality in secondary schools, concluded by motivational incentives in the location it proposed most intervention strategies to improve the degree of teaching motivated staff ameliorated education system; Schools' culture influencing positively or negatively the results from teaching activities.

It is very important to take into consideration working environment for the target of encourage or retain teaching staff in their job (Kadzamira, 2006). Nadeem et al. (2011) socio-economic environment of teaching staff had clear impact on their success. It means that low wages, shortage of educational aided materials, school physical infrastructure, social status of teachers in the community. It has been observed that a clear and significant positive correlation existed between the aforementioned elements and female teaching staff's efficiency.

Mustafa and Othaman (2010) assessed the perception of secondary educational school teaching staff on impact of motivation on their success. They discovered the correlation between those two factors. This implies that high degree of motivation would be the success of teaching staff or the provision of motivation to teaching staff then their success was improved. Motivation lead to the satisfaction of teachers and the ultimate objective could be attained on time in school and this will lead to the reduction of financial burden.

According to Bishay (1996), teacher's feelings when performing their assigned responsibilities connected to the teaching activities that would enhance the degree of motivation. Alarm and Farid (2011) discovered that mostly teaching staff received low salary taking into considerations their knowledge, skills and experience and ability towards working and performing their task. As a result, teaching staff would be appreciated with the provision of training to them in order to excel in their job and salaries would be given taking into consideration to their ability, expertise and skills related to their job.



## **2.3 Relationship between Teachers' Motivation and Performance in Technical Secondary Schools**

According to Sarah *et al.*, (2017) Motivation is greatly important for every organizations and it is essential for boosting the employees' performance in a confirmatory way. Their study was meant to establish the correlation within job performance and motivation; and for recognizing the main prevailing factors of motivation factor that contributing to job performance of employees. The research comprised by three specific goals; firstly, it was to establish the level of motivation and job performance among the research participants. Secondly, it was to finding out the relationship between motivational factors and job performance. Thirdly, it was to clarify the most dominant motivational factor that influences employees' performance.

Motivations given to teachers improve the willingness of teaching staff to job performance, provided that various public secondary schools have skilled teaching staff (Nyakongo, 2015). Therefore, internal motivation strategies for improving their willingness to job performance, the government to design strategies that are crucial towards enhancing the general teaching environment in public secondary schools to stimulate superior job performance (Meindinyo & Ikurite, 2015).

According to Shah and Narayan (2018), higher and regularly salaried teachers are tending to provide proper performance than other teachers, they added that school administrators should create environment that allow teachers to control on their selves and working as team in the sake of competition among them and their actions must be recognized and compensated in financial terms in order to reach on their teaching professional expectations. In spite of many setback areas that appearing in community based schools has made effort, at confining itself to study the teacher related factor with primary emphasis on teachers' motivation. On the other hand, Beneath (2016) also added that Intrinsic and extrinsic factors given to teachers and have been analyzed present the statistical significance relationship with the performance of teachers.

## **3.0 Methodology**

Correlation research design was employed in this paper to indicate the relationship between teachers' motivation and performance in technical secondary schools. the total population was 212 people Solvin' formula was used to get sample size of 132 teachers, 13 school head teachers and 1 district director of education. Questionnaire and guided interview were used as data collection instruments. Stratified sampling was also used as sampling technique. To maintain the validity of the research instrument was maintained by distributing the research instruments to the expert respondents in the area of the study while reliability was maintained by making pilot study that provided reliability of the research instrument and got 82.3% using Cronbach's Alpha and considered to be reliable as it was greater than 70% as recommended. The data management of this study was maintained by using SPSS software version 21.

## 4.0 Findings

This paper examined the relationship between teachers' motivation and performance in technical secondary schools in Muhanga district.

This paper also described various variables that determine teachers' motivation and teachers' performance in technical secondary schools.

### 4.1 Motivation of Teachers in Technical Secondary Schools in Muhanga District

Teachers teaching in technical secondary schools were given motivations that comprise two categories such as extrinsic and intrinsic motivation in order to make conducive teaching activities.

**Table 1: Teachers are Enjoying Profession of Teaching**

Answer	Frequency	Valid Percent
Yes	100	75.8
No	32	24.2
Total	132	100

Research participants were requested to clarify whether they are enjoying with their teaching profession and the results are represented by Table 1 where 75.8% of respondents replied yes to that question; therefore, the majority of TSSs' teachers in Muhanga district are enjoying with teaching profession. It is agreed that The concept of work, besides the economic gain that it earned for studying so that one can survive as well as the individual, the individual completes the development of, to sustain his or her lives, to gain respect within the community, to contribute to society, and to earn a certain status in terms of providing individual fulfillment and happiness, which holds an important place in an individual's life towards performance (Demir, 2003).

#### 4.1.1 Extrinsic Teachers' Motivation in Technical Secondary Schools (TSSs)

Teachers teaching in technical secondary schools located in Muhanga district were given various motivations to perform their daily activities as presented in the Table 2.

**Table 2: Teachers' extrinsic motivation in TSSs in Muhanga district**

Statements	Total		
	N	Mean	Std
Provision of financial support to teachers	132	2.74	1.10
Provision of meal at school	132	3.18	1.08
Offering duty allowances by schools	132	2.07	.97
Providing free accommodation to teachers	132	3.01	1.05
Provision of extra teaching allowances	132	2.02	.95
Regular salary payments	132	2.90	1.01
Provision of enough remuneration by school	132	2.08	1.00
Providing free medical care to teachers	132	2.95	.99

From the Table 2, it is clear that teachers teaching technical secondary schools in Muhanga district are not extrinsically motivated as well. Though, some motivations are provided. The results in the Table 2 show that the majority of teachers in TSSs get meal at schools as their motivation as presented by the mean = 3.18 and Standard deviation = 1.08. This was followed by provision of free accommodation as a technique of motivating teachers as also indicated by the mean = 3.01 and standard deviation = 1.05. This implies TSSs teachers get free accommodation and free accommodation at school more than other motivation provided. The Table 2 revealed that TSSs teachers get free medical care as perceived with the mean of 2.95 and Standard deviation of .99. Nevertheless, teachers also get regular payment salary as motivation with the mean = 2.90 and Standard deviation = 1.01. This also implies that providing regular payment salary to teachers can also strengthen the motivation of teachers as well as daily activities.

In addition, the respondents revealed that the provision of financial support to teachers is at the mean = 2.74 and standard deviation = 1.10. This indicates that providing various financial supports also motivate teachers in TSSs. According to Nadeem et al (2010) socio-economic environment of teaching staff had clear impact on their success. Despite, giving enough remuneration to teachers as perceived at the mean of 2.08 and standard deviations of 1.00 can motivate TSSs teachers in their teaching load. Offering duty allowance to teachers as the mean = 2.07 and the standard deviation = .97 can be the motivation of teachers. This implies that teachers who are paid for the duties performed motivate them to achieve their assigned tasks. The low wages, shortage of educational aided materials, school physical infrastructure reduce social status of teachers in the community (Kadzamira, 2006).

On the other hand, provision of extra teaching allowances can also be the motivation that can help TSSs teachers as respondents indicated the mean 2.02 and the standard deviation of .95. This implies that the extrinsic motivation provided to teachers enable TSSs teachers in Muhanga district to conduct their daily activities effectively. The extrinsic motivation outcome since the achievement of external recompenses, are for instance payment, tangible and measurable elements, gratification and significant and clear assessment from external personnel (Sansome & Harachiewicz, 2000).

#### **4.1.2 Intrinsic Teachers' Motivations in Technical Secondary Schools**

Teachers teaching in technical secondary schools located in Muhanga district indicated various intrinsic motivations given to them as they are established in the Table 3.



**Table 3: Teachers' intrinsic motivation in TSSs located in Muhanga district**

Statements	Total		Mean	Sd
	N			
Having a high level of expectation	132	2.91		1.13
Recognition and respect towards teachers	132	2.56		1.40
Enhanced teachers' cooperation and competition	132	2.90		1.25
Teachers are targeted in daily life	132	3.14		1.31
Teachers' awareness to fulfill assigned tasks	132	3.94		1.09
Having self-control to teachers	132	2.88		1.16
Standard teachers' gratification and skills	132	2.93		1.14

From the Table 3, the respondents of this study teachers of selected TSSs located in Muhanga district provided their perception based on intrinsic motivation given to TSSs teachers and revealed that the majority of TSSs are motivated by being aware of fulfilling their assigned tasks with the mean = 3.94 and standard deviation = 1.09. This implies that teachers' awareness to fulfilling the assigned responsibilities, influence high teachers intrinsic motivation. This was followed by being targeted in daily life as teachers where the mean = 3.14 and the standard deviation of 1.31 while the standard of teachers' gratification and skills which is presented to be the mean of 2.95 and standard deviation = 1.14. According to Higgins (2014), Motivational activities contribute more to the attainment of targets and objectives for any institutions that operates in a team relying on working conditions that operate autonomous. This indicates that having target to teachers, gratification and skills are the most that can motivate them.

The Table 3 also reveals that having level of expectation teachers could be considered to be the intrinsic motivation as it shows the mean of 2.91 and the standard deviation of 1.13 while enhancing TSSs' cooperation and competition can be another motivation that can promote teachers activities as the mean = 2.90 and standard deviation = 1.25. This also implies that there is a high participation of teachers' expectation, cooperation and competition in TSSs located in Muhanga district as motivating factors to their daily activities. However, self-control given to TSSs teachers is another intrinsic teachers' motivation as perceived with the mean of 2.88 and the standard deviation. According to Deborah (2014), teachers' perceptions should be taken into consideration as a part of the decision making process and enhancing self-control and respect. Therefore, teacher' self-control in daily activities taken as motivation while recognition and respect was considered to be the last intrinsic motivation that can influence teaching activities.

In addition, the respondents of the study revealed that recognition and respect towards teachers could be considered to be one of intrinsic motivations given to TSSs teachers as indicated to be the mean of 2.56 and 1.40 of standard deviation. This also implies that recognizing and respecting teachers in community are not strengthened accordingly. According to Davidson (2005) recognizing the contribution of teachers for providing the best educational quality in secondary schools.

The school head teachers of technical secondary schools located in Muhanga district and District Director of Education (DDE) of Muhanga district were given guided interview on the theme “*Teachers’ motivation in TSSs located in Muhanga district*” and the collected findings were analyzed using thematic approach and also findings are the followings:

“The school head teachers stated that there are two major kind of motivation given to teachers such as ‘extrinsic and intrinsic motivations. They indicated that extrinsic motivations satisfied teachers than intrinsic motivations as similar in Muhanga district teachers”. The school head teachers also added that, “teachers prefer monetary rewards than others, for that reason, intrinsic motivation such as training is a must especially for TSSs”. This implies that motivations given to teachers in terms of money reshape the teachers’ lives and feel satisfied in their daily activities.

“The District Director of Education (DDE) viewed that the motivations given to teachers in TSSs located in Muhanga district are like salary and wages, free accommodation and meals and health insurance so as to adopt various activities performed by teaches in TSSs”. The DDE also added that “TSSs teachers can be motivated intrinsically like having self-control in daily school activities, enhanced cooperation and competition in school, social recognition and respect help TSSs teachers to feel wanted in community”.

#### 4.2 The performance of Teachers in TSSs Muhanga

Teachers teaching in selected technical secondary schools located in Muhanga district established their perceptions based their performance and they are presented in the Table 4.

**Table4. 8: Level of teachers’ performance in TSSs located in Muhanga district**

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
There is a high level of content expertise	13	9.8	7	5.3	0	0.0	75	56.8	37	28.1	3.4	1.2
TSSs teachers make effective lesson delivery	10	7.6	4	3.0	5	3.8	62	47.0	51	38.6	2.9	1.6
TSSs teachers have adequate course management	0	0.0	9	6.8	0	0.0	50	37.9	73	55.3	4.1	.80
There is a high standard of instruction assessment	12	9.1	10	7.6	5	3.8	59	44.7	46	34.8	3.8	1.2
Effective preparation of pedagogical documents	7	5.3	0	0.0	0	0.0	86	65.2	39	29.5	3.2	1.5

From the Table 4, the respondents of the study as teachers teaching in technical secondary schools located in Muhanga district and the majority of teachers indicated effective preparation of pedagogical document is the high factor that determines the performance of teachers as 94.7% with the mean of 3.2 and 1.5 of standard deviation. According to Bishay (1996), teacher’s feelings when performing their assigned responsibilities connected to the teaching activities that would

enhance the degree of motivation. This also implies that teacher' pedagogical document indicate the highest various based on the performance of teachers in TSSs located in Muhanga district.

On the other hand, having adequate course management is revealed to be the factors that can lead to the performance of TSSs teachers where 93.2% of teachers agreed that effective course management promote their performance as stated with the mean of 4.1 and the standard deviation of 0.80. This also suggests that the effective course management of teachers improve their performance. Alarm and Farid (2011) discovered that mostly teaching staff received low salary taking into considerations their knowledge, skills and experience and ability towards working and performing their task.

In addition, 85.6% of TSSs teachers located in Muhanga district agreed that making effective lesson delivery strengthens their performance as indicated by the mean of 2.9 and the standard deviation of 1.6. This implies that when teachers make effective delivery of the lesson, promote their performance effectively. Despite, 84.9% of TSSs teachers in Muhanga district agreed that the level of content expertise by teacher can enhance the effective teaching performance as indicated by the mean of 3.4 and the standard deviation of 1.2. This means that teachers need to strengthen the level of content expert and understanding as the promotion of teaching activities.

In addition, 79.5% of Teachers agreed that the standard of instructional assessment change the performance of teachers in TSSs located in Muhanga district as perceived with the mean of 3.8 and the standard deviation of 1.2. This also implies that TSSs teachers should put much focus on the ways of making assessment in classroom setting.

The school head teachers of TSSs located in Muhanga district and District Direct of Education were given guided interview based on the theme *"teachers' performance in TSSs located in Muhanga district"* and viewed the following points:

"The school head teachers stated that performance of teachers in TSSs located in Muhanga are evaluated by the results of the national examination, and for the past three years technical secondary schools perform well that other schools in Muhanga district; this means that for the sake of private schools owner and the administration of WDA with Muhanga district authorities their measures related to strengthening the TVET education are in the way of development and some of those measure aiming to enhance performance of TSSs include to providing technical educational materials, providing technical trainings for the teachers in order to increase their skills". Nevertheless, the school head teachers also added that "the achievement level of learning objectives by teachers and standard instructional assessment determine level of teachers performance in TSSs".

"The DDE of Muhanga district viewed that the performance of teachers in TSSs is determined by teacher' level of content expertise and preparation of pedagogical documents that strengthen the quality of education and school performance". The DDE also added that effective lesson delivery by teachers and course management shape up the performance of teachers. However, the DDE also indicated that "the level of students competition at the labor market also enhance the performance of teachers in TSSs located in Muhanga district".

### 4.3 Relationship between Teachers motivation and performance in TSSs Muhanga

Correlation analysis was established to indicate the relationship between teachers' motivation and performance in technical secondary schools located in Muhanga district. Therefore, the findings presented the relationship between teachers' intrinsic and extrinsic motivations and teachers' performance in TSSs located in Muhanga district.

**Table 5: Correlation between intrinsic motivation and teachers' performance**

Correlations			
		Intrinsic motivation	Teachers' performance
Intrinsic motivation	Pearson	1	.805**
	Correlation		
	Sig. (2-tailed)		.000
	N	132	132
Teachers' performance	Pearson	.805**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	132	132

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results in the Table 5 indicate the relationship between intrinsic motivation given to teachers and performance obtained. The findings revealed that there is a statistical significant relationship between intrinsic motivation and teachers' performance due the P-value = .000 less than .01 as the level of significant. It was also denoted by there is a high degree of positive correlation between intrinsic motivation and teachers' performance as  $r = .805$  as proved by Karl Pearson coefficient of correlation. Mustafa and Othaman (2010) revealed that there high degree of correlation based on motivation that would be the success of teaching staff or the provision of motivation to teaching staff then their success to be improved. This implies that the effective provision of intrinsic motivation to TSSs teachers in Muhanga district like teachers expectation and self-control, Teachers' recognition and respect, play a significant positive impact to the performance of their activities

**Table 6: Correlation between extrinsic motivation and Teachers' performance**

Correlations			
		Extrinsic motivation	Teachers' performance
Extrinsic motivation	Pearson	1	.764**
	Correlation		
	Sig. (2-tailed)		.000
	N	132	132
Teachers' performance	Pearson	.764**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	132	132

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results in the Table 6 indicate the relationship between extrinsic motivation given to teachers and performance obtained. The findings revealed that there is a statistical significant relationship between extrinsic motivation and teachers' performance due the P-value = .000 less than .01 as the level of significant. It was also denoted by there is a high degree of positive correlation between extrinsic motivation and teachers' performance as  $r = .764$  as proved by Karl Pearson coefficient of correlation. This implies that the effective provision of extrinsic motivation to TSSs teachers in Muhanga district such as salary and wages, accommodation fees, meals and medical allowances, play a significant positive impact to the performance of their activities. Performance-based payment systems, in order to have successful compensation based performance of the teachers. Teachers' perceptions should be taken into consideration as a part of the decision making process (Viscard, 2014).

The school head teachers of TSSs and District Director of Education (DDE) revealed their perceptions in guided interview based on the theme "*Relationship between teachers' motivation and performance in TSSs located in Muhanga district*" and their views are the following:

"The school head teachers indicated that there is a high correlation between motivations given to teachers and performance due to the fact that the provided motivations bring satisfaction and satisfaction brings better performance in TSSs".

"The School head teachers also viewed that provision of free accommodation to teachers, meals at school and health insurance facilitate teachers to conduct the school activities in conducive ways that also make teachers' performance and increase the school productivity". Therefore, there is an affirmative performance between motivation and teachers' performance within TSSs of Muhanga District indicates high correlation the motivations provided to teachers.

The District Director of education (DDE) also indicated that the respect and recognition given to teachers in community help them to feel as professional employ that lead to strengthening their performance of daily activities". The DDE also added that cooperation and competition between teachers make them to make effective lesson delivery and making effective preparation based on pedagogical document however, they need to get salary that helps them to survive and feel comfortable in community".

## 5.0 Summary of findings

The objective of this paper intended to establish the relationship between motivation and performance of teachers in Muhanga district, Rwanda. Therefore, as reflected findings in chapter four revealed that there was a statistical significance high degree of positive correlation between intrinsic and extrinsic motivation with teachers' performance as it was proved by Karl Pearson coefficient of correlation ( $r$ ) which were .805 and .764 respectively.

## 6.0 Conclusion

The technical secondary schools' teachers are satisfied and like their teaching profession but they are not individually motivated. Muhanga districts TSSs' presented by work-life balance as priority and trustworthy among teaching staff were occurred with open and understandable school policy, and their respective teachers were moderately given the working purpose. Otherwise, teachers do not have opportunity to lead themselves and Head teachers did not set smaller weekly Goals for the teachers.



Salary payments are paid rapidly and regular for the teachers these mostly motivated teachers for working performance, Moderately, School give their teachers the remuneration that is enough for meeting their basis needs. Unfortunately, School did not provide financial support to teachers with parties and the school did not provide periodical weekly responsibility allowances as well as and the school did not provide teachers free accommodation. I intrinsic motivational indicators' like Teaching staff full fill all tasks assigned by the school administration and Teachers attend all extra curriculum activities with cooperation with others were mostly motivating teachers for their work performance but teaching profession do not give teachers recognition and respect in the community.

## **7.0 Recommendations**

With reference to the current study findings, different recommendations are addressed to Ministry of Education, TSSs Administration, Teachers and future researchers.

### **7.1 General recommendations**

1. The Ministry of Education should provide enough Technical Teaching materials TSSs and enforce technical trainings for teachers in order to improve TVET Quality education. However, the Ministry of education should make regular follow up based on teaching activities for private secondary schools.
2. TSSs administration should also provide meals and accommodation to teachers at school for better teaching and achieving the learning objectives. However, the should also give standard salary to teachers as well as other financial supports in order to solve their financial issues.
3. Teachers should prepare teaching requirements regularly and effective use of available teaching materials. They should also enhance themselves the internal motivation and looking additional source of income.

### **7.2 Suggestion for Further researcher**

Basing on the title of this paper which was investigating motivation and teachers' performance in Technical Secondary Schools (TSSs) in Muhanga district in Rwanda, the further research should be done by investigating the influence of teachers' motivation on students' academic performance in technical secondary schools in Rwanda.

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