

# Effects of Employee Motivation on Teachers' Performance in Selected Public Education Schools in Kayonza District, Rwanda

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## ABSTRACT

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The study entitled "Effects of employee motivation on teachers' performance of 12-Years Basic Education (12-YBE) schools in Kayonza district, a case of five selected 12-YBE schools in Kayonza District (April 2022). This study was guided by three specific objectives: To assess the level of employee motivation practices used by five selected 12-YBE schools in Kayonza District; to determine the level of teachers' performance of five selected 12-YBE in Kayonza District for the period of the study and to find out the effect of employee motivation practices on teachers' performance of five selected 12-YBE schools in Kayonza District. The study used survey research design by using descriptive statistics and inferential statistics as methods of data analysis. The targeted population was 177 teachers and school management in five selected 12-YBE school in Kayonza district composed of 148 teachers and 29 school management. Questionnaire, interview and documentary review were used to collect data. The results revealed that there is significant positive effect of employee motivation on teacher's performance in five selected 12-YBE schools in Kayonza District where the results revealed that an increase of 1 unit in teacher training, career development, teachers' remuneration, working conditions and teachers' promotion would lead to increase of 0.210; 0.395; 0.740; 0.155 and 0.124 unit in teacher's performance in 12-YBE in Kayonza District respectively. The study recommends that the Management of 12-YBE schools should present to the ministry of education quarterly and annually accountability reports for the funds used for conducting workshops and seminars at schools and at the district.

Key-words/concepts: Employee motivation, Teachers, Teacher's performance, Public institutions and 12 YBE schools.

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## 1. INTRODUCTION

### 1.1. Back ground of the study

Education is one of the most important tools for emancipating mankind, and each community invests heavily in it to ensure that each generation gains the required skills, information, and attitudes for future survival. However, the extent to which education is monitored is heavily anchored on examination scores due to its worth, but academic achievement also correlates with teachers' job performance. Every government agency and commercial entity aspires to be successful and make long-term progress. Only a few public organizations think that their personnel are their most valuable assets, capable of driving institutional performance. Modern marketplaces are very competitive, and organizations of all sizes are struggling to retain employees. To overcome these restraints, a strong and positive relationship should be created and maintained between employees and their institutions. Unless and until, the employees of an organization are satisfied, are motivated for the task's fulfillment and goals achievement, no institutions can progress or achieve success (Ondari, 2011).

Human resources, or the institution's personnel, are the most important part in industrialized countries, therefore the need to influence and persuade them to complete tasks becomes necessary, if not imperative. Every public or private institution has a goal in mind, and all activities are directed toward achieving those goals and objectives. As a result, in order for any organization to achieve any level of meaningful success in pursuing its aims and aspirations, it must be able to generate enough values (motivation) to compensate for the load placed on employees. Such value or motivators can come in the form of good training, facilities or incentives such as fringe benefits, promotions, status symbols etc, to satisfy the needs of the employees for increased their performance (Karanja, 2018).

Organizations seeking to remain relevant in their operations within an industry that is characterized by heightened competition must emphasize on investing more in human resource than any other, Ousmame (2013). It was observed in his survey commissioned in Senegal on sustainability of established learning institutions amid rising competition from new arrivals that embracing new technology and new ways of doing things determine institution's ability to renew itself and maintain a competitive edge over rivals. It was also noted that schools that were able to remain relevant in undertaking their key mandates to society focused on the human capital development through superior motivational rewards.

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In Rwanda employee motivation is one of the policies of managers used to increase effectual job management amongst job performance in public institutions (Shadier, et al.; 2009). A motivated employee is responsive of the definite goals and objectives he/she must achieve, therefore in that direction. Teachers have performance issues in Rwanda, as they do elsewhere, with inconsistent work attendance being widespread, professional documents being rarely provided, monitoring of school activities being ignored, class work being inadequate, and learners being left on their own. Odul (2012). This research looks at employee motivation and work performance in public institutions. Money, as well as other variables such as job security, adequate working conditions, and pleasant working relationships, are said to encourage employees. It was discovered that improving student performance would be difficult to achieve without efforts to inspire teachers. As a result, the goal of this study was to discover answers to the problems of redundancy and a positive attitude toward job performance that employees of Rwandan public institutions face.

## **1.2. Statement of the problem**

Globally, many organizations have been competing to attract and retain competent human resources using various rewards available to them. Motivated employees are more productive and committed towards organizational goals than the ones who are less motivated, (Lotta, 2012). There have been complaints over the behavior of public secondary schools' teachers during weekdays when they are supposed to be busy imparting knowledge to the students.

Their negative attitude towards work is evidenced through lateness, absenteeism, sneaking out of school and trading during school days within the school compound (Gatere, 2015).

The government of Rwanda has done a lot to motivate teachers so as to improve in their work performance. According to the survey done by IPAR (2018), it was observed that 82% of teachers in private schools tended to perform better compared to 72.4% in public schools especially in 12-year basic education schools in Rwanda. According to Quality Assessment Report of MINEDUC (2018), reported that 3.7% of teachers of twelve years basic education schools were not reporting regularly to the work, 24.7% of teachers of 12YBE schools showed inadequate preparation of professional documents, 8.4% of teachers of 12years basic education did not Supervise the school activities, 16.7% of teachers in 12years basic education schools, did not make regular assessment of students, 3.2% of teachers in 12years basic education, did not mark students' work. As a result, poor performance of students at national examination in twelve years basics education in relation to private schools and boarding schools was realized. Moreover, it was also observed that more teachers were irregular at their work places, supervision of school activities was equally inadequate and learners were insufficiently attended to, as most of these

teachers felt demotivated. This study therefore sought to investigate the influence of motivation on teachers' performance in 12 years basic education in Kayonza district with reference to five selected 12-YBE schools in Kayonza District.

### **1.3. Objectives of the study**

The study has the general objective and specific objectives as follows:

#### ***General objective***

The purpose of the study is to investigate the influence of motivation on teachers' performance in public education schools in Kayonza District mainly of five selected 12-Years Basic Education schools in Kayonza district.

#### ***Specific objectives***

The study split up in the following specific objectives:

- 1) To assess the level of employee motivation practices used by five selected 12 Year Basic Education (12-YBE) schools in Kayonza District.
- 2) To determine the level of teachers' performance of five selected 12-Years Basic Education (12- YBE) schools in Kayonza District for the period of the study.
- 3) To find out the effect of employee motivation practices on teachers' performance of five selected 12-Years Basic Education (12-YBE) schools in Kayonza District.

### **1.4. Rresearch hypothesis**

H<sub>0</sub>: There is no significant effect of employee motivation on teachers' performance of five selected 12-Years basic Education( 12 -YBE) schools in Kayonza district.

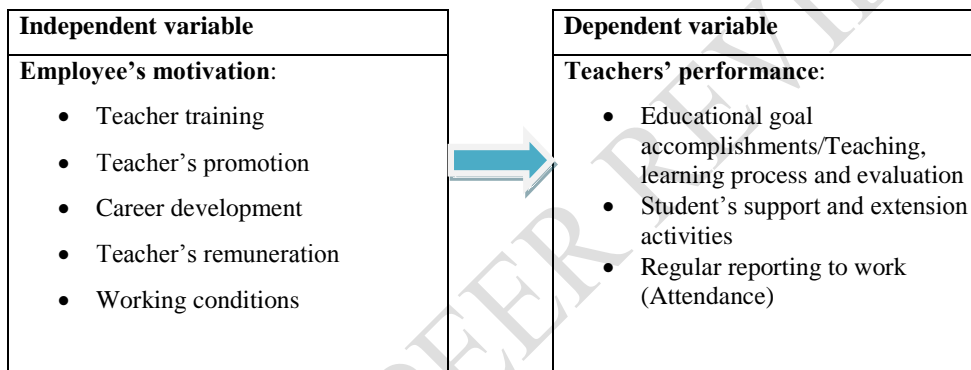
H<sub>1</sub>: There is significant effect of employee motivation on teachers' performance of five selected 12- Year Basic Education (12-YBE) schools in Kayonza district.

### **1.5. Conceptual Framework**

A conceptual framework refers to the conceptualization of the relationship between variables in the study and shows the relationship graphically or diagrammatically, Mugenda and Mugenda (2003). The conceptual framework is the foundation on which the entire research project is based on. It identifies the network of relationships among the variables considered important to the study of a given problem. The dependent variable is job performance measured by regular reporting to work , adequate preparation of professional documents , supervising of school activities, regular assessment of students ,marking of students work, quality of education improved, increase of student success rate ,reduction of drop out of students and accomplishing important task; which can result into

independent variable that is employees motivation with the following indicators such as In-service training, career development, recognition ,teachers remuneration, working conditions and teachers promotion.

**Figure 1. Conceptual framework**



**Fig. 1. Conceptual framework**

**Source:** Researcher, 2022

## 2. METHODS

### 2.1. Target Population

Mugenda and Mugenda, (2003), a target population to that population to which the researcher wants to generalize the results of the study. This study targeted teachers and school management of five selected 12-YBE in Kayonza District. According to the report of Kayonza District, the targeted population was 177 teachers (148 teachers, 29 school management included Head teacher, Director of study (DOS), Sector education of officer (SEO) and Parent Teacher Association (PTA) in five selected 12YBE schools in Kayonza District)

### 2.2. Sample Size

Neuman(2012) define sample as the process of selecting participants for the study from the total population so as to save available time and money. The study collected data on 123 composed of teachers and school management in five selected 12YBE schools in KayonzaDistrict.

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### 2.3. Sampling techniques

Sampling according to Kothari (2011) is defined as the selection of some parts of aggregate of the totality based on which a judgment or inference about the totality is made. Sampling technique is the procedure a researcher uses to gather people, places or things to study (Ordho, 2004).

#### 2.3.1. Convenience sampling technique

Convenience sampling is a method of non-probability sampling where research choose the respondents based solely on accessibility and availability of teachers at each school. The researcher selected 109 of teachers from 148 teacher from five twelve YBE schools based on their availability. Hence the research visited each school and gave out questionnaires to the teachers who came in staff room at the school until 109 teachers were reached.

#### 2.3.2. Purposive sampling technique

The study used purposive sampling techniques. The researcher selected only 14 school management leaders among 29 school management leaders in five selected 12-YBE school in Kayonza District including Director of study (DOS), Sector education of officer (SEDO) and PTA because they had more information regarding on how employee motivation affect teachers' performance of the five selected 12-YBE schools in Kayonza District.

## 3. RESULTS AND DISCUSSION

### 3.1. Employee motivation practices in five selected 12-YBE school in Kayonza District

The findings revealed that the level of teacher motivation in twelve YBE schools in Kayonza District were moderate in terms of remuneration/ salaries with the average mean of 3.33; teachers training development with mean score of 4.45; promotion opportunities with the average mean of 4.26; working conditions with the average mean of 4.05 and career with the average mean of 4.41 where the majority of respondents agreed that the salary was adequate to cater for their basic needs and family responsibilities with high mean score= 3.75 ; the wages and salaries they receive motivate them with moderate mean score= 2.86 ; 40.4% of respondents disagreed that management of 12 YBE schools pays its workers according to the amount of work done with moderate high mean score= 3.17) ; the training is conducted to foster clear understanding on new technology in the schools with very high mean score of 4.26 ; training opportunities are offered to all departmental employees with very high mean score of 4.36 ; REB provides regular training to its teachers with very high mean score of 3.94 ; everyone has an equal chance to be promoted with very high mean score of 4.82 ; staff are promoted in a fair and honest way with very high mean score of 4.56 ; provision of teachers' housing enables them to do lesson planning with very high mean score of 4.04 ; teacher-student ratio per class is satisfactory with very high mean score of 4.14 ; uncrowded classroom enables them to manage pupils' discipline with very high mean score of 4.19 ; provision of textbooks for pupils helps to teach the pupils effectively with very high mean score of 4.57 ; teachers are sponsored by schools to attend workshops with very high mean score of 4.58 and career advancement enhances my proficiency in teaching leading to job satisfaction with very high mean score of 4.20%.

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### **3.2. Level of teachers' performance of the five selected 12-YBE schools in Kayonza District.**

The findings revealed that the level of teacher's performance in five selected 12-YBE schools in Kayonza District had been improved over the last 4 years in terms of regular reporting to work was at very high extent with the average mean of 4.53; teacher's providing student's support and extension activities was at very high extent with the average mean of 4.60, teaching learning process and evaluation was at very high extent with very high mean=4.49 and infrastructure and learning resources in 12-YBE schools in Kayonza District with employee motivation was at very high extent with very high mean=4.33 where the majority of respondents strongly agreed that the teachers are always present in the schools for teaching with very high mean score of 4.37 ; there is regular attendance to extra lessons by the teachers with very high mean score of 4.62 ; teachers supervise all school activities assigned to them by school management with very high mean score of 4.70 ; teachers provide counseling and guidance to students with very high mean score of 4.77 ; teacher motivate students to use classroom library for inculcating reading habit with very high mean score of 4.60 ; teacher organizes and assigns duties to the students and ensures the proper functioning of clubs and societies/houses/tutorial groups with very high mean score of 4.62 ; teacher take initiative to learn recent pedagogical techniques every day with very high mean score of 4.36 ; teacher keep records of scholastic and co-scholastic achievements with very high mean score of 4.62 ; teacher maintains profile of each students as per records with very high mean score of 4.83 and also the students pass highly in exams employing different mechanisms with very high mean score of 4.20 .

### **3.3 . Effect of employee motivation practices on teachers' performance of five selected 12-YBE school in Kayonza District**

This section examines Relationship between employee motivation practices and teachers' performance of 12-YBE school in Kayonza District by using multiple linear regression analysis.

Multiple regression analysis was conducted to test relationship among variables using statistical Package for Social Sciences (SPSS) version 17.0. Regression analysis was used to model the effect of the predictor variable such as teacher's promotion, career development, teacher training, teachers' remuneration and working conditions on dependent variable which is Teachers' job performance in 12 YBE in Kayonza District.

From the ANOVA table, the study established the regression model had a significance level of 0.000 which is an indication that the data was ideal for making a conclusion on the population parameters as the value of significance (p-value) was less than 5%. The calculated value was greater than the critical value ( $147.182 > 2.49$ ) an indication that the combination of teacher's promotion, teacher training, career development, teachers' remuneration and working conditions affects teachers' job performance in 12 YBE in Kayonza District. The significance value was less than 0.05 indicating that the model was significant in this study.

The regression equation established that taking all factors into account (teachers' promotion, career development, teacher training, teachers' remuneration and working conditions) constant at zero; Teachers' job performance in 12 YBE in Kayonza District was 0.112.

The regression results revealed that teacher training have significance positive influence on Teachers' job performance in 12 YBE in Kayonza District as indicated by  $\beta_1 = 0.210$ ,  $p = 0.003 < 0.05$ ,  $t = 3.057$ . The implication is that an increase of one unit in teacher training would lead to an increase in teachers' job performance in 12 YBE in Kayonza District by 0.210 units.

The regression results revealed that career development have significance positive influence on Teachers' job performance in 12 YBE in Kayonza District as indicated by  $\beta_2 = 0.395$ ,  $p\text{-value} = 0.006 < 0.05$ ,  $t = 3.082$ . The implication is that an increase of one unit in career development would lead to an increase in Teachers' job performance in 12 YBE in Kayonza District by 0.395 units.

The regression results revealed that teacher's remuneration have significance positive influence on Teachers' job performance in 12 YBE in Kayonza District as indicated by  $\beta_3 = 0.740$ ,  $p = 0.000 < 0.05$ ,  $t = 5.902$ . The implication is that an increase of one unit in teacher's remuneration would lead to an increase in teachers' job performance in 12 YBE in Kayonza District by 0.740 units. This study is line with the findings of Green, Jegadeesh, and Tang (2007) that any difference in representation and advancement observed in employees' job motivation and performance, job effectiveness and job productivity based on organizational factor or work environment would be as the result of both gender discrimination and gender-related job preferences. It is also in line with previous findings of Adams (2005) that factors inherent in individual as well as job characteristics have direct implication on job outcomes.

The regression results revealed that working conditions have significance positive influence on Teachers' job performance in 12 YBE in Kayonza District as indicated by  $\beta_4 = 0.155$ ,  $p\text{-value} = 0.004 < 0.05$ ,  $t = 3.297$ . The implication is that an increase of one unit in working conditions would lead to an increase in teachers' job performance in 12 YBE in Kayonza District by 0.155 units.

The regression results revealed that teacher's promotion have significance positive influence on Teachers' job performance in 12 YBE in Kayonza District as indicated by  $\beta_4 = 0.124$ ,  $p\text{-value} = 0.000 < 0.05$ ,  $t = 3.757$ . The implication is that an increase of one unit in teachers' promotion would lead to an increase in teachers' job performance in 12 YBE in Kayonza District by 0.124 units. Promotional opportunity is a goal most workers desire and that an individual's performance is related to the degree to which the individual believes that being promoted is related to performance on the job and how strongly the individual desires the promotion. The study found that the workers' opportunity for advancement filled them with satisfaction and made them want to work harder while a smaller percentage of the respondents indicated that opportunity for advancement did not fill them with satisfaction and make them want to work harder.

The outcome of this finding revealed a significant influence of professional training and development will on teacher motivation. It could be deduced that when leaders are able to convey an inspiring vision for the future, encourage innovative approaches to meet goals, facilitate development for each employee, and inspire trust and loyalty by upholding high ethical standards, they are more likely to see high levels of compliance to rules and



regulation among their employees. The outcome of this study is line with that of Walsh and Taylor (2007) that training activities are correlated with productivity and retention.

The use of formal training programs is associated with significantly higher productivity growth. Extensive training are more likely to be captured by the firm if employees are motivated to stay and contribute to the firm's success fostered in part by selective hiring, competitive pay packages and team-orientated work environments. Also, this is consistent with May, Harter, and Gilson's (2004) finding that employees are more engaged when they find meaningfulness in their work. Results of fourth research hypothesis indicated that work situational factors will not significantly affect teacher motivation in public secondary schools. The implication of this finding is that when employees perceive their organization as having greater concern on their job life and aspects of personal job characteristics, employees was more positive in putting their very best for the organizational success.

#### **3.4. Hypothesis testing**

Null Hypothesis states that there is no significant effect of employee motivation on teachers' performance of five elected 12-year basic education schools in Kayonza district. Reject the null hypothesis if p-value (Sig. value) is less than 0.05. Based on the results of ANOVA, F-calculated value was greater than the critical value ( $147.182 > 2.49$ ) an indication that the combination of teacher's promotion, teacher training, career development, teachers' remuneration and working conditions affects teachers' performance in 12 YBE in Kayonza District. The significance value was less than 0.05 thus indicating that the model was significant in this study. This implies that the null hypothesis was rejected in favor to alternative hypothesis. Hence, the study concluded that there is significant effect of employee motivation on teachers' performance of five selected 12-year basic education schools in Kayonza district.

#### **4. CONCLUSION**

Drawing conclusions from the study findings, it is crucial to observe that the key study variables that informed this work, in a great measure, were found to have had substantial contributions to teacher's performance in public 12 YBE school in Kayonza District. These variables were teacher training; career development, teachers' remuneration; working conditions and teachers' promotion where the combination of 5 variable of independent variable contribute to 74.5% change in teacher's performance in public 12 YBE school in Kayonza District. As revealed in the study, in-service training of teachers was established to play a significant role in motivating teachers to step up their job performance since training equips teachers with the requisite knowledge and skills in the performance of specialized tasks. However, the teachers in public 12 YBE schools in Kayonza District had not developed the culture of embracing regular trainings to keep abreast with the ever-emerging issues in education. Besides, the study also concludes that promotion is a strong motivator, that when systematically done and seen as fair to everyone, commitment to job performance is increased enormously, yet this dimension of motivation

seemed to have been relegated just to apply to few cases which in turn create resentment among the teaching fraternity as others remain in job groups for a relatively long period of time. Moreover, working conditions was realized to have significant influence on teacher's job performance, as workers take most of their time in the work stations than elsewhere. Though it appeared that some attempts were being put in place to address this, the working environment was not enriched enough to offer the much-needed job satisfaction among the teacher's working conditions in public 12 YBE schools in Kayonza District. The importance of motivation in the day-to-day performance of teachers cannot be overemphasized, especially when it comes to being rewarded for a job done and being happy on the job. It is a well-known fact that human performance of any sort is improved by increase in motivation. Going by the findings of this study, it can be easily inferred that teachers' motivation matters a lot and should be a concern of both the employers and employees. The results obtained from the hypotheses showed that workers place great value on their motivation and work performance. Hence, when this motivation is not achieved and encouraged by the school, teachers tend to express their displeasure through poor performance and non-commitment to their job. It is therefore imperative for the school to consider the needs and feelings of its work force and not just overlook them in order to safe guard school harmony, because a happy worker they say is a productive worker. Having stressed the importance of motivation on the performance of teachers, this study equally established the influence of reward, training and development, work environment in relation to teachers' motivation.

From the study findings, recommendations both for policy formulation and further research are drawn. Based on the findings revealed that teachers were motivated at moderate extent according to their wages and salaries at mean score of 2.86. Hence, the study recommended that the management of twelve years basic education should increase the salaries of teachers because it will improve teacher performance and finally resulting to improvement of quality of education in Rwanda.

The Board of Management (BOM) can also use the findings from the research in providing rewards that give teachers impetus to work hard and facilitate student's performance, both in class and outside classroom.

The office of the DEO should play the role of the advocacy before MINEDUC by presenting quarterly and annual budgets from the district and requesting for increased funding for head teachers' and teachers' workshops and seminars.

The DEO should also present to the ministry of education quarterly and annually accountability reports for the funds used for conducting workshops and seminars at school and at the district. This is meant to keep both head teachers and teachers updated with the changes in the curriculum or any other educational innovation meant to enhance teaching effectiveness in schools and also to show how the workshops and seminars were conducted and how they benefited the head teachers and teachers.

The DEO should request from MINEDUC in his quarterly and annual reports for addition of more classroom structures to alleviate overcrowding of students, staff quarters and staff rooms for every school. This can also be done by the DEO liaising with area members of parliament to increase the lobbying and advocacy capacity for teachers' and school needs.

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>12 YBE:</b>	Twelve years basics education
<b>DEO</b>	District Education Officer
<b>GDP</b>	Gross Domestic Products
<b>HR</b>	Human Resource
<b>IBM</b>	International Business Management
<b>IPAR:</b>	Institute of Policy Analysis and Research
<b>MDG</b>	Millennium Development goals
<b>MINECOFIN</b>	Ministry of Finance and Economic Planning
<b>MINEDUC</b>	Ministry of Education
<b>NISR</b>	National Institute of Statistics of Rwanda
<b>Rwf</b>	Rwandan Francs
<b>SEO</b>	Sector Education Officer
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UK</b>	United Kingdom
<b>UNILAK</b>	University of Lay Adventists of Kigali
<b>US</b>	United States
<b>USA</b>	United State of America
<b>NSS</b>	National Service Scheme
<b>NCC</b>	National Cadet Corps.