

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

ABSTRACT

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 schools in Kayonza district composed of 148 teachers and 29 school management. Questionnaires, interviews and documentary reviews were used to collect data. The results revealed that there is a significant positive effect of employee motivation on teacher 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 annual accountability reports for the funds used for conducting workshops and seminars at schools and at the district.

Keywords: Employee motivation, Teachers, Teacher's performance, Public institutions, 12 YBE schools.

1. INTRODUCTION

1.1. Background 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 their 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 fulfilment 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 investing more in human resource than any other”, Ousmane (2013). “It was observed in his survey commissioned in Senegal on the sustainability of established learning institutions amid rising competition from new arrivals that embracing new technology and new ways of doing things determines an 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 a society focused on the human capital development through superior motivational rewards”. Ousmane (2013)

“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 to 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 behaviour of public secondary schools’ teachers during weekdays when they are supposed to be busy imparting knowledge to the students”. (Lotta, 2012)

“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 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 the Quality Assessment Report of MINEDUC (2018), reported that 3.7% of teachers of twelve years basic education schools were not reporting regularly to work, 24.7% of teachers of 12YBE schools showed inadequate preparation of professional documents, 8.4% of teachers of 12 years 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, the poor performance of students at the national examination in twelve years of basic education in private schools and boarding schools was realized. Moreover, it was also observed that more teachers were irregular at their workplaces, 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 of 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 into 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 in 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 in five selected 12-Years Basic Education (12-YBE) schools in Kayonza District.

1.4. Research hypothesis

H₀: There is no significant effect of employee motivation on teachers' performance in five selected 12-Years basic Education(12 -YBE) schools in the Kayonza district.

H₁: There is a significant effect of employee motivation on teachers' performance in five selected 12-Year Basic Education (12-YBE) schools in the 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. 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.

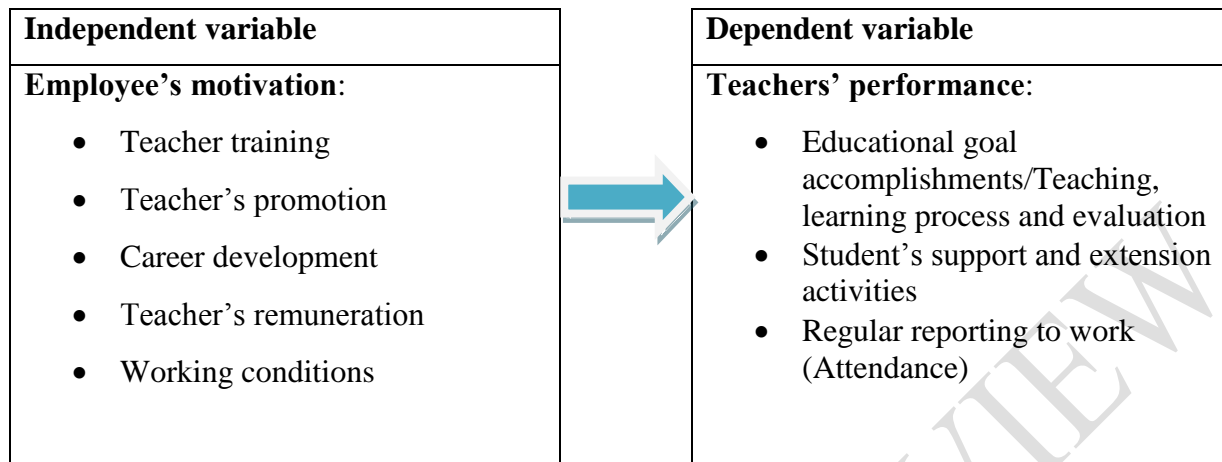


Fig. 1. Conceptual framework

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 YBEs in the Kayonza District. According to the report of Kayonza District, the targeted population was 177 teachers (148 teachers, 29 school management included Headteacher, Director of study (DOS), Sector education officer (SEO) and Parent Teacher Association (PTA) in five selected 12YBE schools in Kayonza District)

2.2. Sample Size

Neuman(2012) defines a 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.

2.3. Sampling techniques

Sampling according to Kothari (2011) is defined as the selection of some parts of an aggregate of the totality based on which a judgment or inference about the totality is made. The 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 chooses the respondents based solely on the accessibility and availability of teachers at each school. The researcher selected 109 teachers from 148

teachers from five twelve YBE schools based on their availability. Hence the researcher visited each school and gave out questionnaires to the teachers who came in the 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 schools in Kayonza District including the Director of study (DOS), Sector education officer (SEDO) and PTA because they had more information regarding how employee motivation affects 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 schools 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%.

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 schools in Kayonza District

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

Multiple regression analysis was conducted to test the 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 the 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 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 has a significant 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 has a significant 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 remuneration has a significant 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 in 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 an 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 a significant 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 promotion has a significant 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 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 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 in 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 is 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 the 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 for their job life and aspects of personal job characteristics, employees were more positive in putting their very best for the organizational success”.

3.4. Hypothesis testing

The null Hypothesis states that there is no significant effect of employee motivation on teachers' performance in five elected 12-year basic education schools in the Kayonza district. Reject the null hypothesis if the p-value (Sig. value) is less than 0.05. Based on the results of ANOVA, the 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 favour of the alternative hypothesis. Hence, the study concluded that there is a significant effect of employee motivation on teachers' performance in five selected 12-year basic education schools in the 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 schools 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 variables contributed to a 74.5% change in teachers' performance in public 12 YBE schools 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 training 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 were realized to have a significant influence on teachers' 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 teachers' day-to-day performance cannot be overstated, especially when it comes to being rewarded for a job well done and being pleased with work. It is a well-known truth that increased motivation improves human performance in general. Based on the outcomes of this study, it is easy to conclude that teacher motivation is important and should be a concern for both employers and employees. The results obtained from the hypotheses revealed that workers place a high value on their motivation and work performance. As a result, when this motivation is not realized and promoted by the school, teachers tend to communicate their dissatisfaction through poor performance and lack of dedication to their job. It is also critical for the school to consider the needs and sentiments of its employees rather than just ignoring them in order to maintain school peace, because a happy worker, they say, is a productive worker. Having emphasized the importance of motivation on teacher performance, this study also established the influence of reward, training and development, and work environment on 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 to at moderate extent according to their wages and salaries at a mean score of 2.86. Hence, the study recommended that the management of twelve years of basic education should increase the salaries of teachers because it will improve teacher performance and finally result in the improvement of the quality of education in Rwanda.

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

The office of the DEO should play the role of advocate 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 annual 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 the 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

12 YBE:	Twelve years basics education
DEO	District Education Officer
GDP	Gross Domestic Products
HR	Human Resource
IBM	International Business Management
IPAR:	Institute of Policy Analysis and Research
MDG	Millennium Development goals
MINECOFIN	Ministry of Finance and Economic Planning

MINEDUC Ministry of Education
NISR National Institute of Statistics of Rwanda
Rwf Rwandan Francs
SEO Sector Education Officer
SPSS Statistical Package for Social Sciences
UK United Kingdom
UNILAK University of Lay Adventists of Kigali
US United States
USA United State of America
NSS National Service Scheme
NCC National Cadet Corps.

UNDER PEER REVIEW