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Original Article

Teachers' Extrinsic Motivation on Quality Education in Nyamasheke District, Rwanda

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The quality education has been an issue in education sector over many years. However, today's competition for global market requires quality education as a key (Suresh & Kumaravelu, 2017). A teacher is the key pillar to the education achievements in all spheres of the learning. Quality education cannot be achieved unless the teacher is really motivated (Jusuf, 2005). This study investigated the perception of teachers on extrinsic motivation to quality education and evaluated the ways of motivating teachers for quality education. The data collection methods used were questionnaires, and interviews. The sample size was 128 respondents composed of 88 teachers, 20 Deputy Head Teachers in Charge of Studies (DOS), and 20 Head teachers (HTs) from 20 schools in Nyamasheke District from different educational levels (nursery, primary, and secondary schools) of public schools. The sampling procedures was purposive, and stratified sampling. The sample of teachers was obtained using Yamane's (1967) formula. The research was guided by McClelland's Need for Achievement Theory. Data were presented through graphs, tables, and percentages and were analysed by using Microsoft Excel. This research has demonstrated that a teacher who is extrinsically motivated contributes a lot to quality education. This is due to the fact that a motivated teacher is punctual, well prepared and complete teaching documents, giving and marking assignments, participating in institutional and professional events and self-discipline. The study found that teachers wish to be motivated extrinsically in three main ways such as building a conducive working environment for them, salary and allowances, and appreciable students' outcomes. Finally, this research demonstrated that a conducive working environment takes a higher level in ways of motivating teachers with 56%. This includes owning houses, securing their children's education and having strong health insurance. Salary and allowances takes 31% while appreciable students' outcomes takes 13%. The study recommend that government and education stakeholders should help teachers to own housing and secure their children education for quality education.

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INTRODUCTION

Poor quality education is one of the greatest and stressful issues in education (Karande, & Kulkarni, 2005). Its greatness is from the fact that it does not only affect a student in the current time but also in his future. Moreover, it affects parents, the country, and the global community (Shahjahan et al., 2021). It immediately affects learners in different ways such as their reputation in society and thoroughly ruins their self-esteem. Additionally, in the global market, it becomes much more difficult for poor academic performers to demonstrate their potential due to their educational background. However, a teacher must always be the focal person in instilling the ability to acquire skills, attitudes, and values to grasp all the educational and learning opportunities (Johnson, 2017).

According to Sharma (2016), the teacher plays a vital role in improving learners' success and achievement. They are expected to improve the quality education and students' achievements. In addition, Walton, & Cohen, (2011); and Blazar & Kraft (2017) agree that high-quality teachers are considered and expected not only to help students get good grades in class but also to provide an emotional environment that contributes to their social and emotional development, manage classroom behaviour, provide appropriate content, and support critical thinking. It is evident that this is a job that requires humility, compassion, and patience. However, teacher motivation has a wide effect on teaching and learning behaviours, academic achievements, student motivation, and

stress (Kalyar, Ahmad, & Kalyar, 2018). Here, the motivation which these researchers discuss is that from teacher toward academic activities (intrinsic motivation) not a motivation for teacher. (extrinsic motivation).

NP and Dhanalakshmi (2019) explain that motivation increases the willingness to work, thus increasing the institution's effectiveness. Therefore, when a teacher is motivated, he/she can do anything that enables him/her to reach the learning goals. Clearly, in the absence of teacher's motivation a student may be left behind. If there is no motivation for the teacher, his/her responsibilities and roles to motivate a student to learn efficiently and effectively cannot be performed well because he/she does not have real examples. This is from the fact that someone shares what he/she has. If the teacher is unmotivated to serve his/ her responsibilities, the students' performance will likely be relatively poor. Therefore, the teacher's role and contribution toward the improvement of learners' achievement is necessarily relevant and we realize that the teacher's motivation would be a key.

A teacher can be motivated by intrinsic or extrinsic motivations (Kingful & Nusenu, 2015). Intrinsic refers to the belief he has in himself about the work he does without being influenced by anything external. In this context, he can be motivated by his professionalism, his vocation of teaching, his love toward students, parents and the country he is educating for, to name a few. On the other hand, extrinsic relates to the totality of

external factors that affect him in doing his work with joy and love. Here we can mention the work environment, his students' performance, salary statement, allowance and bonus, his family situation, and so on. From these examples, we realize that intrinsic motivation is reinforced by extrinsic motivation. This is due to the fact that the environment, a person's benefits as well as his happiness creates the strength and will to achieve any cause of that situation continuation. With that, it is obvious that something that can make the continuation of his benefit and happiness is the achievement of his work objectives.

As an innate phenomenon, motivation is influenced by four factors context (environment and external stimuli), temper (the internal condition of an organism), goal (goal of behaviour, purpose, and inclination), and instruments (instruments for achieving the goal). In order to achieve their goals, needs, and instincts, human beings acquire sufficient motivation. Particularly with respect to late childhood school students, motivation for academic achievement is of great importance. Through such motivation, people are stimulated to complete an assignment successfully, achieve a goal, or obtain a degree of qualification in their professions.

Accordingly, motivation defines the reasons behind people's behaviour and determines why they behave in a particular way. Motivated behaviours are energetic, oriented, and permanent. From an educational perspective, motivation has a multi-dimensional structure that is correlated with learning and academic motivation. Motivation has different interpretations (Sharma, & Sharma, 2018). From this idea, there is a great relationship between motivation and academic performance of learners. As intrinsic motivation, a teacher is strongly needed to develop a learner's ability to further attain his/ or her educational aspirations. However, he needs extrinsic ones to empower and reinforce his internal potential for teaching for good production. This is why we fixed our

academic eyes on both intrinsic and extrinsic motivations.

Though students are born with the natural ability to learn, much depends on teachers' involvement. Sometimes, students' energy, drive, and enthusiasm for a subject or task may wane, requiring continued reinforcement through external support. Teachers, who are responsible for creating a supportive environment that facilitates and increases students' learning, often provide this external support. The teachers' role in facilitating students' motivation is perceived through their support for developing students' autonomy, relevance, relatedness, and competence. Therefore, even learners' motivation to learn can be intrinsic or extrinsic. So, the teacher's big role in supporting students' learning is to create the right learning environment (Johnson, 2017). Therefore, it is obvious that the teacher will help the students successfully if he/she is motivated.

In Rwanda, the government realized the role of teachers' motivation and tries its best to support them with different motivations. Rwanda focused on three important factors in the teacher motivation process. First, the provision of training and other facilities increases the teacher's self-motivation regarding the work of education in general.

Second, Rwanda strives to create a good working environment for teachers where it provides opportunities to work in the right place for every teacher. This opportunity appears once year through online platform, making it effortless to apply for permutations among teachers and transfer from one school to another for different reasons, especially family issues. This way was planned and implemented due to the requests of teachers who need to be close to their families.

Third is the opportunity related to the economic ability of the teacher. In the ministers' meeting that took place on July 29, 2022, it was decided to motivate teachers in different ways for the quality of education. In that meeting, the government of Rwanda decided to strengthen the operations of

the Uwalimu Saving and Credit Cooperative (Uwalimu SACCO) by investing 5,000,000,000 Rwandan francs to facilitate the possibility of granting a large loan to teachers. On 01 July 2022 the office of Prime Minister announced that teachers' salaries have been increased. In this reform, the salary of A2 teacher was increased 88%, while A1 and A0 teacher was increased 40% effect from August 2022. The salary of head teachers (HT), Deputy Head teachers in Charge of Studies (DoS) and Deputy Head teachers in Charge of Discipline (DoD) was also increased however the percentages were not announced publicly

Problem Statement

Rwanda increased the teachers' salaries and established other financial facilities for the teachers in order to improve their welfare for quality education (MINEDUC, 2022). The research conducted by Nzabwirwa & Nkiliye in 2012, found that the Rwandan teachers were living more difficult life than other government employees due to the low salaries. These researchers explained that the low life of teachers destroys quality education due to the lack of extrinsic motivation. Would the raise of the teachers' salaries increase the quality education in Rwanda? This research investigates the perception of teachers on extrinsic motivation to quality education and evaluates the ways of motivating Rwandan teachers for quality education.

Research Questions

- What is the perception of Nyamasheke district teachers on extrinsic motivation to quality education?
- What are the ways of motivating teachers of Nyamasheke district for quality education?

Research Objectives

- To investigate the perception of Nyamasheke district teachers on extrinsic motivation to quality education.
- To evaluate the ways of motivating teachers of Nyamasheke district for quality education?

THEORITICAL FRAMEWORK

Our research was guided by McClelland's Need for Achievement Theory which was introduced by David McClelland during the 1960's. According to this theory, a person is motivated by three main factors: the need for achievement, power, and affiliation (Lussier & Achua, 2007). According to Stoeber and Rennert (2008) teaching is viewed as a demanding and stressful profession. Therefore, it requires one to be prepared, vocational and professional. Alongside that, a teacher should be motivated mostly by the following factors as they are explained by need for achievement theory.

The need for achievement is primarily satisfied by an internal sense of achievement (intrinsic) and excellence rather than external (extrinsic) rewards. It is culturally acquired and is the main psychological characteristic of the worker (Atkinson, 1964; McClelland, 2015). In a cultural context, cultural factors are learned and picked up through society. Therefore, it should be understood that every teacher is influenced by the social and cultural thinking related to individual social development. This situation is based on the argument that teachers live in societies with people who know their jobs and levels of education. In addition, many teachers have families that depend on them. Therefore, it is obvious that they also need to compare their economic progress with other members of society. Even if teaching is stressful, well-prepared teachers intend to remain longer than those who became qualified through shorter programs (Darling-Hammond, 2010). Therefore, we realize that many teachers may be motivated by their long-term job, and they expect more achievement.

The need for power is another main fundamental idea of the Need for Achievement Theory. The need for power reflects an individual's desire to influence, coach, teach, or encourage others to achieve (Jha, 2010). Suppose we relate this to the teaching work and status of the teacher. In that case, we see that the teacher should have the authority to teach, encourage, influence and other qualities that empower good education. Therefore, he needs to be given that authority

from his community and the government and then this will convince his students to obey him along with the education he provides. Due to this explanation, we have no doubt that power is an important motivation for the teacher as it can have a meaningful impact on his students in a direct and indirect manner.

Need for affiliation is another basis of the theory of need for achievement which encourages a person to build relationships with different people so that he can have a good status in society. Richardson and Watt (2006) found that the highest-rated motivations for having chosen teaching by prospective teachers included a desire to make a social contribution, shape the future, and work with children/teenagers. Due to this situation, a teacher is a person who likes to build a relationship with his students who will be the future powerful people in different sectors. For him, it is a strong affiliation due to the respectful people who will appreciate the service he provides. In other words, is one of the main motivations that influence a teacher to continue with a teaching career.

RESEARCH METHODOLOGY

The research that spawned this article was quantitative. The data were collected using a questionnaire and text analysis. The questionnaires were distributed to teachers, and

schools’ administrators including Head teachers, and Deputy Head Teachers in Charge of Studies in public schools. Questionnaire and text analysis methods helped us to collect quantitative descriptive and statistical data which were analysed with Ms Excel and presented through graphs, percentages and tables. The sample was 128 respondents from 20 schools in Nyamasheke District. Those were 88 teachers, 20 Deputies in Charge of Studies, and 20 Head teachers from different educational levels (nursery, primary, and secondary schools). The sampling procedure was a purposive and stratified sampling technique. The sample was obtained using Yamane's (1967) formula. Due to purposive sampling, 20 schools, 20 Deputy in Charge of Studies, and 20 Headteachers from sampled schools were selected. We analyzed data in descriptive way using Microsoft Excel. The Yamane's (1967) formula was used to get 88 teachers from a total of 730. The formula used is given as follow:

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

Where n = Sample population; N = Total population; e = the margin of error at 90% confidence interval which is equal to 10% or 0.1

$$\begin{aligned} \text{Sample size} &= \frac{N}{1 + N(e)^2} = \frac{730}{1 + 730(0.1)^2} \\ &= 88 \text{ teachers} \end{aligned}$$

Table 1: Sample Distribution per Categories and Stratum for Teachers

Operation	Stratum	Sample
Nursery teachers	107	12
Primary teachers	383	46
Secondary teachers	240	30
Total	730 teachers	88 teachers
DOS	20 DoS	20 DoS
HTs	20 HTs	20 HTs
TOTAL	Population 770	Sample 128

Source: 2024 report from 20 selected schools in Nyamasheke district.

The quantitative data were tabulated in the form of tables with frequency, graphs and percentage to establish the relationship between the types of teachers' motivation that should be emphasized

and their relationship with their students' performance.

During data collection, we wanted to know if extrinsic motivation influences punctuality to the teacher, if a teacher prepares the teaching

documents properly because he/she is extrinsically motivated, the role of extrinsic motivation to the teachers in preparing, giving and marking the students' works, if extrinsic motivation enhances a successful lesson delivery, if teacher participates in institutional and academic activities due to the extrinsic motivation, and if extrinsic motivation makes a teacher self-discipline.

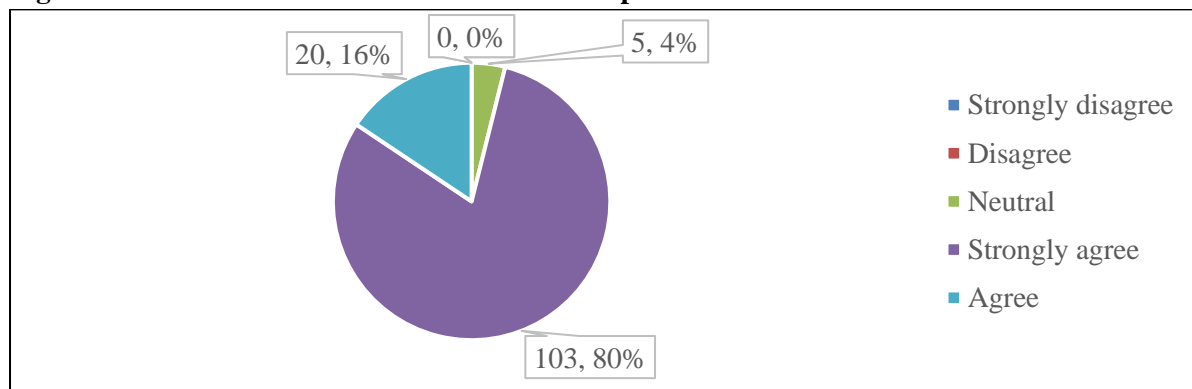
the responsibilities they have regarding students' knowledge and abilities (Kotherja, 2013). This means that motivation is needed for every participant in education to achieve educational goals. The specificity of motivation for teachers is based on the argument that they have a direct relationship with students academically. Due to this situation, we identified some things that can be done by a motivated teacher and their effects on students.

RESEARCH FINDINGS AND DISCUSSIONS

The Role of Teachers' Motivation on Academic Tasks Performance

Employee' motivation in educational institutions is one of the most important matters, starting from

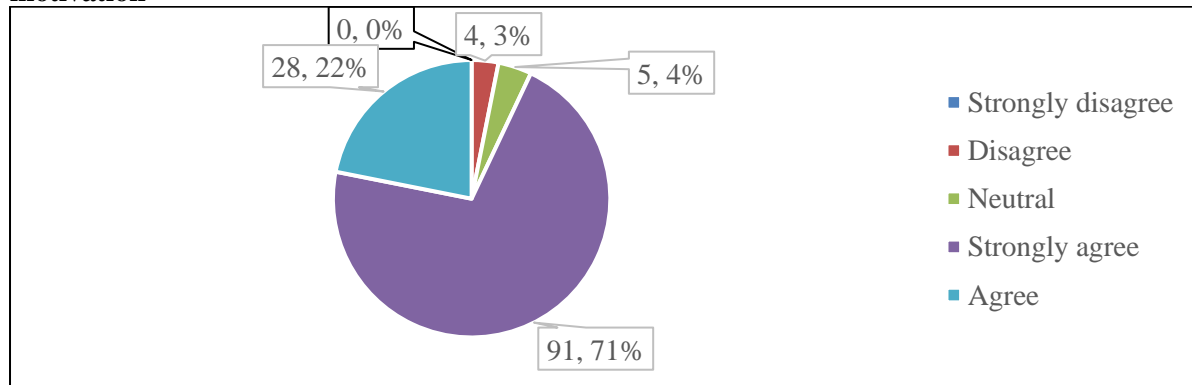
Figure 1: Extrinsic motivation makes teacher be punctual



From this question, no one strongly disagreed. This means that 0% strongly disagree. None of them disagreed which occupies 0% too. 5 which is 4% became neutral. 20 of 16% indicated that they agreed and 103 which is 80% indicated that

they strongly agree that extrinsic motivation brings teacher's punctuality. From these responses, it is evident that most people undoubtedly agree that a motivated teacher keeps punctuality.

Figure 2: The teacher prepares and complete teaching documents properly due to extrinsic motivation



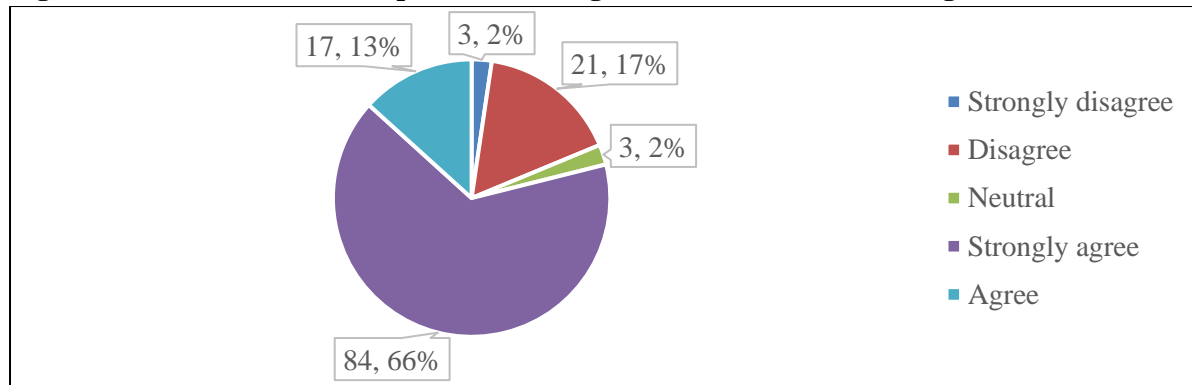
No one strongly disagreed. 3% disagreed. 4% indicated that they have no idea about it. 22%

indicated that they agree, and 71% indicated that they strongly agree. From these responses, it is

evident that most people undoubtedly agree that is mostly extrinsic motivation that pushes a teacher to prepare his/her documents such as lesson plan, class daily, notes book, exercises book, students'

identifications book, call book, marks book, scheme of work, students' progress book and so on.

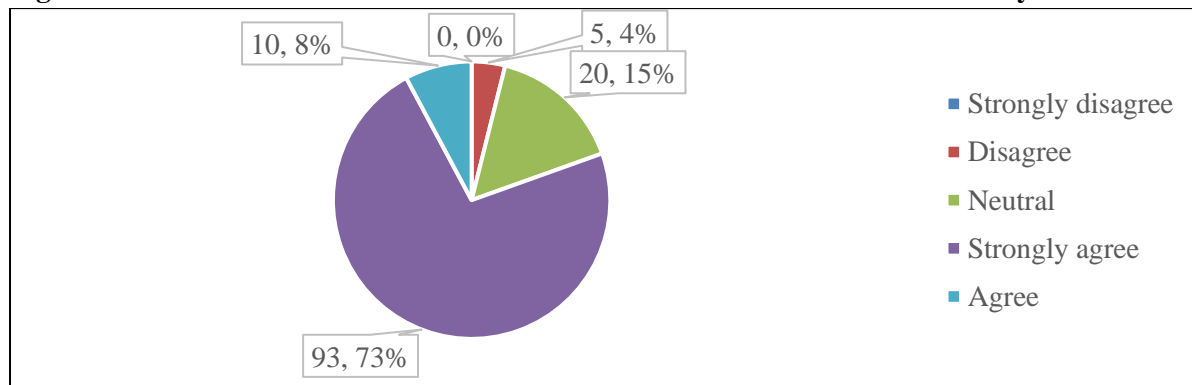
Figure 3: Extrinsic motivation pushes teacher give and mark students' assignments and works.



The above diagram shows that 2% of respondents strongly disagreed that teacher prepares, gives and marks works due to extrinsic motivation. 17% disagreed. 2% became neutral. 13% indicated that they agree, and 66% indicated that they strongly agree. It is obvious that extrinsic motivation

influences teachers to give different assignments and mark them at a high level as it was supported by 84 (66%) respondents. Those students' assignments include tests, exams, exercises, homework, and other assessments.

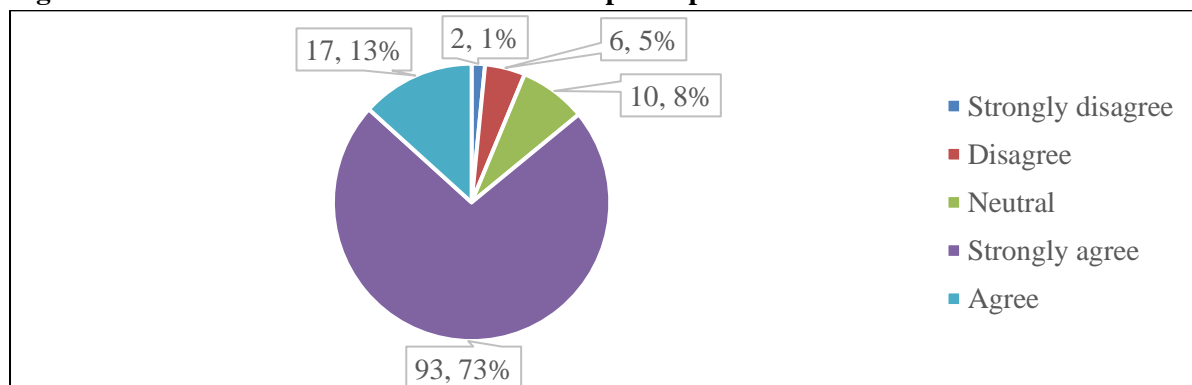
Figure 4: Extrinsic motivation of the teacher enhances a successful lesson delivery.



Refer to the above diagram, 73% of respondents strongly agreed this statement and no one strongly

disagree. 15% became neutral, 4 % disagree and, 8% agreed.

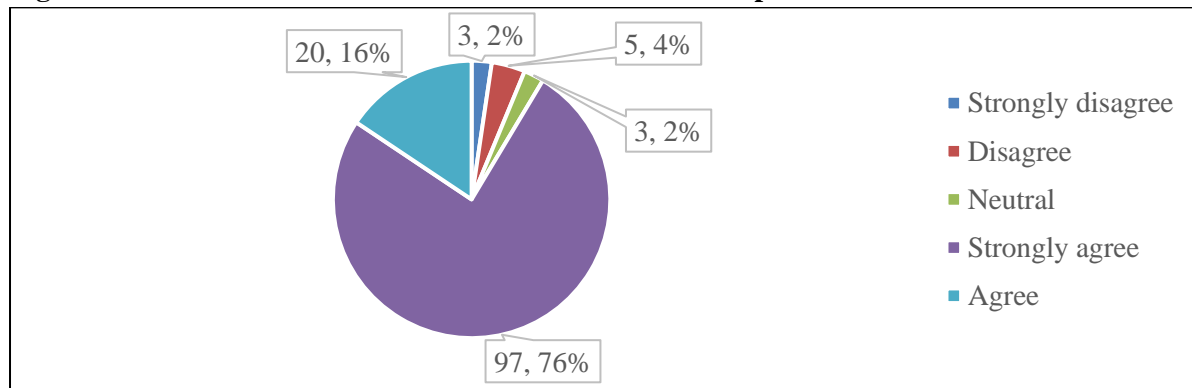
Figure 5: Extrinsic motivation makes a teacher participate in academic activities



According to the above graph, 73% accepted, 5% disagreed, 1% strongly disagreed, 8% became neutral and 13% agreed. This shows that many respondents support that extrinsic motivation

plays an important role in encouraging teachers to participate in academic and professional activities such as professional trainings, safety activities, and short-term courses.

Figure 6: An Extrinsic motivated teacher becomes self-discipline



The above graph demonstrates that 76% strongly agreed, 16% agreed 4% disagreed, 2% strongly disagree and 2% did answer. This situation confirms that when a teacher is motivated extrinsically, he can be self-motivated to create trust in the motivators and not disappoint them.

salaries made them happier because they are able to satisfy their life basic needs. However, they are still struggling to support their families to accomplish some necessities. Here is one of the quotes:

During the interview, some respondents told us that they do a teaching job because they love it. However, they need some support for living as they cannot get the time to do another job. On the other side, other respondents said that when they are motivated extrinsically, they can work independently without supervision. Here we have some quotes from different teachers.

Interviewee 3:

It is not necessary to be paid a high salary as it cannot satisfy everything I need. Therefore, I serve as citizen and patriot. I just need some basics for life because I love my job and my country.

Interviewee 1:

When we are happy we work hard with willingness. You know when you are doing a job that helps you to solve your family and life problems, you work as if you are serving yourself. Today, I am happier than previously and I work as hard as I can however, I still struggle for some family basics such as my children's education and having my own house.

According to the above quote, the teaching job does not depend on high salary. A teacher should be self-motivated, be proud of his/her job and love it. However, due to the needs of life, the teacher needs help to be stable to help the children professionally. The researcher asked interviewer 6 if he could continue doing a teaching job, without being paid. He said:

Interviewee 6:

If I don't have a salary at all, I will quit this job instead of ruining our children due to lack of stability. Nevertheless, the low salary, I continue to work because I love a teaching job.

The above quote supports the idea that an extrinsically motivated teacher becomes punctual, well prepared, gives and corrects students' assignments, and self-discipline. Additionally, many respondents explained that the raise of

Even if the second respondent has identified that he is intrinsically motivated, he has hinted about

life support. From his words, he is not still satisfied with the salary he is getting today.

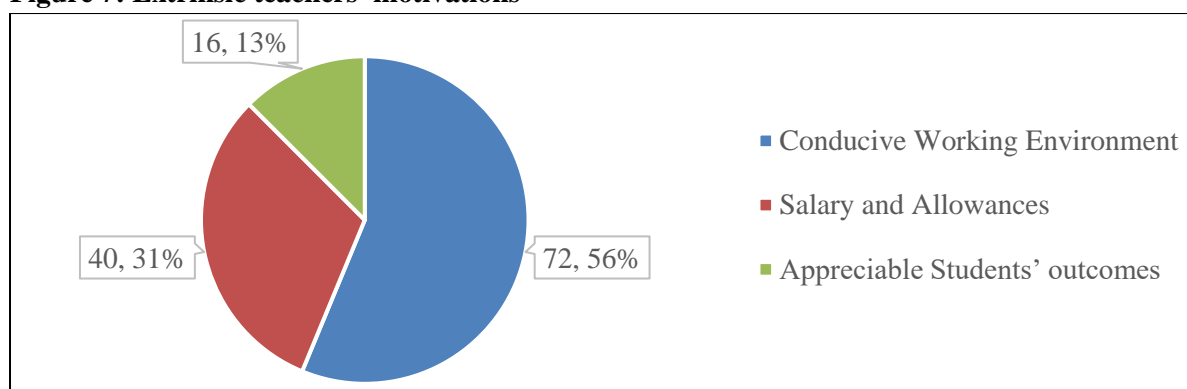
In the responses of the teachers/interviewers who participated in our research, they show that extrinsic motivation contributes a lot to their performance in work and its success. The main impacts of extrinsic motivation is about life basic needs to be hundred through the external supports like salary, allowance, awards and other financial motivations. This situation is based on McClelland's Need for Achievement Theory which emphasizes human development. So, when we relied on this theory, we saw that every teacher needs to develop life and achieve development.

This is why he will need external factors that can give him strength and motivate him to work harder.

The Ways of Motivating Teachers

In the process of knowing what can motivate the teacher, we distributed questionnaires to the respondents with alternatives to choose between salary & allowances, a conducive working environment, and appreciable student outcomes. The respondent was allowed to choose one element that could motivate him more than all the others. The results are presented and analysed through the graph below.

Figure 7: Extrinsic teachers' motivations



According to *Figure 7*, teachers (respondents) 56% chose to have a conducive environment rather than any other extrinsic motivation.

Due to these results, teachers are unable to manage the salary to build houses and pay school fees for their children. This means that the salary

is less important to them than being given those services.

Table 2: Detail of teachers choices of extrinsic motivation

Ways	Number of Respondents	Percentages
Building a Conducive Working Environment <ul style="list-style-type: none"> • Housing • Teacher's children's education • Infrastructures (transport, electricity, water.) • Safe environment • Health insurance • Teaching and learning facilities 	72	56%
Salary and Allowances	40	31%
Appreciable Students' outcomes	16	13%

The above table shows that building a conducive working environment to the teachers, concerns with enhancing them to own a house, help them achieve their children's education, be given a

health insurance, serve in a safe environment, be enabled to access services such as electricity, water, and transportation easily and be helped to get teaching and learning facilities. A conducive

working environment was chosen by 56% and is the most choose in all motivations that respondents were supposed to choose. This

situation means that many teachers need to serve in a conducive working environment rather than being given a high salary.

Table 3: Detail of motivation that teachers of Nyamasheke district get and do not get

Type of motivation	Answer, Number of respondents and percentages					
Salary	Yes	128	100%	no	0	0%
Allowance	Yes	41	32%	no	87	68%
Own family house	Yes	27	21%	no	101	79%
Transport facilities	Yes	94	73%	no	34	27%
Safe working environment	Yes	119	93%	no	9	7%
Children' education at university level	Yes	18	14%	no	110	86%
Health insurance	Yes	128	100%	no	0	%
Teaching and learning facilities	Yes	110	86%	no	18	14%
Electricity and water	Yes	119	93%	no	9	7%
Appreciable students' outcomes	Yes	101	79%	no	27	21%

According to the above table, all respondents have salaries and health insurance. Moreover, a big number of them have a safe working environment, electricity and water, teaching and learning facilities, transport facilities, and appreciable students' outcomes. However, a very big number of respondents do not own family houses, and are not able to afford their children' education at university level.

In the interview, a big number of interviewers explained that they like to be motivated extrinsically with helping them to have a conducive working environment through having stability. They explain that the most important to them is to own the houses and having security of their children' education to higher education. Here we have some quotes.

Interviewee 40:

Everything I do aims to educate my children but they cannot study while the family has no house. So, I try to manage my salary to own a house and save for my children' education even though it is not easy.

The above quote explains that nevertheless the raise of teachers' salaries, they are still struggling with paying for their children' education and owning houses.

Interviewee 7:

People think that we are paid good money. Yes, it is good comparing with the former payment. The truth is that I cannot pay for at least two children' education to the higher education, if I build a house and buy food.

The above quote is explaining the perception of public to the teachers' payment today. After the increase of their salary, but it is not true because nowadays' life and higher learning education is expensive too. This is because the teacher wish his/her children to study up to higher education.

According to the identified ways of motivating teachers, it is obvious that teachers need to own a house and secure their children' education. Teachers need achievements as McClelland's Need for Achievement Theory explains. they also need some amount of money as salary because they need power, and they wish to get appreciable students' outcomes because they needs affiliation. Therefore, McClelland's Need for Achievement Theory guided us to analyse the above data successfully.

DISCUSSION

In education production function process, the quality of educational output is a result of the magnitude and quality of educational inputs as well as how they are utilized in the technical process they go through. The students' performance as one of the indicators of educational output depends on the quality of

inputs and how they are utilized in education system (Ntawiha, et al., 2021). However, Rwandan teachers were living a more difficult life than other government employees (Nzabalarwa & Nkiriyehe, 2012). This influenced Rwandan government to increase teachers' salaries to improve their standard of living for better quality of education. Our results show that 56% of teachers do not support the idea of increasing their salary while they do not own a house and not able to pay their children's education. In fact, people think they are well paid by comparing their former and current payments but not comparing their payment with current life situation. This study suggest that a focus might be put in building a conducive working environment for teachers by helping them to own housing, secure their children's education and having a strong health insurance. Next step should be to identify the best way to help teachers to own houses and secure their children' education.

CONCLUSION AND RECOMMENDATIONS

Our findings show that extrinsic motivation influences teachers on higher level to be punctual, well prepared for teaching, prepare and complete teaching documents, participate in academic activities, and have self-discipline. Moreover, this study found that 56% of teachers need to be motivated by helping them to own houses, secure their children's education, and have strong health insurance for a conducive working environment. 31% wish their salaries and allowances to be increased and 13% wish to be motivated by appreciable students outcomes. Therefore, the government and other education stakeholders should consider teacher' conducive working environment as an important factor to improve academic performance. As owning houses for teachers, secure their children's education and having strong health insurance were found to be key teachers' extrinsic motivations, government and educational stakeholders should also provide housing services to the teachers as it will help to increase their performance in district in which this study was conducted.

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