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Teachers' Non-Monetary Motivation and Students' Academic Performance in Public Primary Schools in Rwanda

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Abstract

Most of public primary schools in Rwanda, students performed poorly compared to private primary schools. This academic performance of students in public primary schools may be affected various factors including teachers' non-monitory motivating factors. Therefore, the study established the relationship between teacher non-monitory motivating factors and students' academic performance in public primary schools. This study used descriptive research design with the sample size of 140 people. Teacher non-monitory motivation was used as independent variable while students' academic performance was used as dependent variable. The collected findings, were analyzed by using correlation research design, to indicate the relationship between teachers' non-motivating factors and students' academic performance. The findings indicated free lunch; Free accommodations; Health insurance; Training and development; Recognition were used to be non-monetary motivating factors given to teachers. The study also revealed that, there is a significance high degree of positive correlation between teacher non-monetary motivation and students' academic performance as it was proved by Karl Pearson coefficient of correlation (r) of + 0.642. However, the highest correlation was given by free lunch given to teachers and students' completion with r of + 0.715 as indicated by the respondents of the study.

Keywords : *Teacher Non-Monetary Motivating Factors, Students' Academic Performance*

1.0 Introduction

1.1 Background of the Study

Education aimed to be a key to unlock the development of countries worldwide hence it received particular attention especially after World War II (Sawyer, 2007). This situation required genuine measures to use the available resources and facilities in order to accommodate all learners in need for this social demand. This was however hardly possible and it was not avoidable for the

performance to suffer. It was good and positive that all countries came to realize that education was the center of everything else, but quality of education, could not be attained without effective students' performance (Coomb, 1970).

The factors which influence and shape children's attitudes, personality and behavior patterns are those that motivate teachers in the performance of school activities (Kunda & Tutoo, 2000). This makes children to be positively influenced by this factor and lead to good academic performance at school. Therefore, households and schools should be accepted as partners to improve students' performance, parents' involvement in the education of their children is a factor that should be catered to the students' performance (Mugisha, 2011).

Teachers' non-monetary motivating factors like free lunch given to teachers, health insurance, trainings and free accommodation enhance students' achievement and help teacher to work interdependently to come to efficiency and effectiveness as far as teaching and learning quality are concerned (Kundu, 2004). It is hardly possible in many cases to invest less and gain more; instead little investment in education results in low performance on the side of students as it has been the case for many countries particularly African and this situation spares nonetheless the case of Rwanda (Mulford, 2013).

The improvement of students' performance in primary schools may refer to the effectiveness of Technical Teacher Colleges (TTCs) responsible to prepare high quality and sufficient teachers to provide quality education in Primary schools (Mulford, 2013). Despite, the provision of non-monetary motivation given to teachers depends on the socio-economic status of the country (UNESCO, 2015).

School limited facilities and resources, good working conditions for teachers and favorable learning conditions for students affect the school performance as well as students' performance (MINEDUC, 2012). Teaching quality, teaching materials, students' motivation, teachers' motivation and experience, school climate, parents' involvement in the learning of students (MINEDUC, 2012). These factors are the key to students' academic performance and they constitute the main concern of the present study.

1.2 Problem statement

Basing on education policy, the school effectiveness is determined by school outcomes as students' academic performance which also leads to high quality of education. Despite, students in public primary schools in Rwanda experience academic performance which includes exam grades, scores in class assignment and completion rate (Save the children, 2016). However, the students in private primary school indicate improved academic performance. The academic performance of students can be affected by various factors including non-monetary motivation given to teachers. The factors like free lunch, and accommodation given to teachers, health insurance as well as teacher professional training motivate teacher working conditions that leads to teachers' performance (MINEDUC, 2010). Though, such factors that might have influenced positively the students' academic performance are not delivered effectively to teachers teaching in public primary school (Eamon, 2005). This may reduce youth's literacy as well as the quality of education due lower level of trained teachers, hard living condition of teachers which affects students learning conditions and academic performance. Parents whose children in public primary, are complaining a wide range of their children poor academic performance. Basing on the data collected from the respondents, the study perceived that, the indicators like students grades and students' scores in

class assignments as well as effective students' completion rate have been realized to be a big issue in the sector of education which needs to be improved and found to be the lower level of students' academic performance in public primary schools.

1.3 General Objective

To investigate the relationship between teacher's non-monetary motivation and students' academic performance in primary schools in Rwanda.

1.4 Specific Objective

To determine the relationship between the Teacher's non- monetary motivating factors and students' academic performance.

1.4 Research Question

What is the relationship between teachers' non-monetary motivating factors and students' academic performance in public primary schools in Gasabo district- Rwanda?

1.5 Significance of the Study

This study may be significance as it aims to improving the quality of education in public primary schools of Rwanda. It is also important to all levels of stakeholders in education like educational leaders and planners, school administrators, parents, and the community and future researchers. In addition, the ministry of education may benefit from this study, to identify the ways of improving teachers' motivation that could sustain teacher satisfaction levels.

2.0 Literature review

2.1 Review of theoretical literature

To achieve the objectives of education, it requires motivated and satisfied teachers in most institutions this leads to student's academic performance (Anderson, 2004).

2.1.1. Teacher's Motivation

Teacher motivation naturally has improved teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment (Hourcade & Bauwen, 2002). It was realized that teachers' interest can be one the factors that improve student discipline and control particularly in the classroom setting (Martin, 2003). Therefore, teachers' motivation can be considered to be the factor that involve academic and non- academic activities to be established effectively (Martin, 2003). Teacher motivation has been found to be factor mostly cherished into the students' motivation leading in turn to a good performance.

According to Sawyer (2007), teachers who are motivated, are able to develop teaching materials, making effective working environment, and having collaborative atmosphere with the school administration. Disciplined and willing learners were also found to be the factors that improve teacher morale (Fraenkel & Wallen, 1988). A teacher cannot motivate learners into learning when there is no personal motivation (Berberian, 2008). Teacher motivation is therefore among key factors that need to be catered for, so as to improve student's academic performance.

Monetary Motivation

According to Mary (2015), monetary motivation can either be direct or indirect benefit. Direct monetary incentives refer to salary and allowances that teachers receive for their work. The most direct and effective way to increase the number of secondary school graduates entering teaching and to encourage those already in teaching remain as teachers is to increase salary to a level that makes teaching more attractive than alternative career options (Mary, 2015). Indirect monetary incentives include all the other financial resources offered to teachers. These might include a professional support such as professional training, teacher guides, resource books, instructional supervision and personal support such as free and subsidized housing, food and transportation (Berberian, 2008).

Non-Monetary Motivation

Given the choice between monetary and non-monetary incentives, most teachers want the money. However, the education budgets of many countries are severely constrained, limiting governments' use of direct financial incentives (Nilay, 2004).

Consequently, there has been an intense search for low-cost or non-monetary benefits that still have sufficient incentive value to shape teachers' behavior. For example, effective incentives include employee recognition, quality of working conditions, leadership and social relationship, career development opportunities (Chapman, 1993). According (Berberian, 2008), incentives are benefits that are promised to employees to motivate them to achieve their best and to improve their behavior, productivity, and output continuously. Incentives are granted to workers that perform below par, and to encourage them to achieve the desired level of performance or set goal (Vroom, 1999). Examples of incentives include sales commissions, employee stock options, better offices and work spaces, higher allowances. The aim of an incentive is to motivate and encourage employees to achieve desired performance, efficiency, and levels of output.

2.1.3. Teacher Job satisfaction

According to Spenser (1965), teacher job satisfaction is a universal phenomenon that makes the expectations of workers, somehow correlated with teaching activities (Tanja, 2005). However, there are similar expected aspects in teaching career from all global workers, such as good pay, good environment, recognition and respecting their human rights. On the other hand, job satisfaction, is a desired commodity worldwide (Ngazi, 2014).

Teacher job satisfaction has been studied by various disciplines, such as psychology, sociology, economics and management sciences. It has been an explored subject in work and organizational literature. Job satisfaction has been studied widely due to the fact that, many experts believe that its trends can affect the labor market behavior and influence student performance, work effort, employee presence or absenteeism and turnover (Nairuba, 2004). Job satisfaction of the workers is considered as a predictor of overall individual wellbeing (Diazi, 2004).

2.1. 4. Student Academic Performance

According to Kindler (2000), academic performance is the ability to study and remember facts and being able to communicate your knowledge verbally or down on the paper. Academic achievement is commonly measured by examinations or continuous assessment but there is no agreement on how it is best tested or which aspects is most important-procedural knowledge such as skills or

declarative knowledge such as facts (Rind, 2008). For example, in California, United, States of America (USA), the Academic Performance Index (API) is measured by the academic performance and progress of an individual schools (MINEDUC, 2012).

Similarly, Tanju (2005), revealed that education can be the factor that may lead to the success working worldwide where much effort can be made to identify, evaluate, track and encourage the progress of students in schools. According to Kuruseka (2003), Parent involvement in school activities, should be emphasized to improve their child's academic performance however, it was established that good academic results provide more career of choices and job security.

2.1.5 Teacher's Collaboration

Hourcade and Bauwens (2002), argue that when teachers collaborate, they make opportunities that capitalize upon the unique and specialized knowledge and skills or their colleagues. Sawyer (2007) teachers' collaboration can act as a catalyst for instructional creativity and innovation. Despite, the absenteeism of teacher collaboration makes the isolation of teaching activities (Hourcade & Bauwens, 2002). Therefore, school cultures tend to be non-innovative, conservative, and individualistic, whereby little professional growth occurs (Lortie, 1975).

Furthermore, Shirley and Hargreaves (2009), revealed that effective collaborative and partnerships of teachers as well as professional learning communities are committed to transforming their teaching instructions which may lead to student achievement, valuing each other as people in relationship of care, respect and using quantifiable evidence and shared experience to inquire the teaching and learning issues so as to improve the quality of education which can be measured in terms of both school and students' performance (Alam, 2013).

2.2 Empirical literature review

2.2.1 Teachers 'motivation in the world

Various scholars have established how teacher's non-monetary motivation can affect students' academic performance. Tanju (2005), indicated that teachers services in rural communities in developing nations experience particular challenges that may affect both teachers and student's performance. Physical conditions brought by poverty experienced by various countries that could make the daily necessities of the school development (Tanju, 2005). Further, with global trends toward educational decentralization, teachers and schools in many developing countries are increasingly dependent on the degree of financial and other support for education in local community.

Ngazi (2014), revealed that teachers in United States were found to be satisfied in their jobs as the rewarded and have high expectations from bosses. However, once they detect dissatisfaction, they are free to look for other jobs that fulfill their needs (Ngazi, 2014). Despite, in Germany schools take it their responsibility to satisfy their teachers by increasing motivation (Anderson, 2004). Teachers in Germany take schools to court if they do not meet the satisfaction levels that expected.

Dinhan (2000), established that teachers in England are given family leaves, good payments, and child care. Teachers who feel satisfied, have less absenteeism, and show up on the work more often and there are no cases of turnover (Dinhan, 2000). However, in China in the 1980s, fiscal decentralization of the educational system shifted the responsibility for rural elementary education

to individual villages in order to increase teacher motivation and thus students' performance (Severson, 2012). In third world countries, it seems to experience the issue related teacher motivation which is taken lightly that is the reason to why; there have been many cases of teacher's turnovers in schools, cases of indiscipline, absenteeism and underperformance. The challenges realized from problems of inadequate teacher motivation are quite enormous in the third world countries (Severson, 2012).

2.2.2 Teachers' Motivation in Africa

In Malawi research studies concluded that the overall levels of job satisfaction and motivation are low in both Primary and Secondary schools. Teachers are highly dissatisfied with their motivation and other conditions of services (Tanju, 2005).

Spenser (1965), indicated that problems of teacher job satisfaction have been cited in Nigeria, where teachers' agitations and demands for improved compensation are given little attention due to the problem of inadequate resources in the Ministry of Education, to meet satisfactory needs of the workers. As a result, the government in Nigeria and the Nigerian Union of Teachers (NUT) are in constant standoffs over the increase in salaries, benefits, and improving the working conditions of teacher (Tanju, 2005).

In Kenya teacher's motivation in primary school education and its progress has been one of the main concerns of the Kenya Government, since independence. Recommendations like Kenyan educational commission of 1964 were meant to improve the educational status in the Country. The commission for instance came up to agitate for efficient reward and training of primary schools' teachers. This was meant to give quality education to the young Kenyan citizens, in order to face the challenges of ignorance, poverty and general illiteracy (Ngazi, 2014).

In Uganda, there is little coherence between the number of teachers and the number of pupils at the school level. Teacher dissatisfaction is a major concern in the Ugandan education system and is associated with teacher absenteeism. Among the factor of teacher dissatisfaction in Uganda are low reward and the limited scope for real development. The current teaching career structure provides limited scope for real career development. This leads to low performance especially in literacy and numeracy that requires attention. It is therefore important that the Ministry puts more effort to address the issue of retention in schools, improve the teacher reward structure and strengthen the pre-service training of teachers, to ensure sufficient number of qualified teachers and instructors (Uganda, 2013). In Rwanda as one of the developing countries in the world with the main education goal of Education For All (EFA) by 2015; has an education system where students study six years of primary school, three years of lower secondary/ ordinary level, three years of upper secondary/ advanced level, and four years of university-6-3-3-4 (Mineduc., 2010).

The government recognizes that through the education sector, it can address challenges of poverty eradication, expand access to education without compromising quality, and place the country on the path of sustainable growth and development as well as achieving the millennium development goals and its vision 2020.

The government, therefore, recognizes that the teacher is the main instrument in bringing about the desired improvement in quality Learning (MINEDUC, 2007). The government has tried to minimize this problem by establishing the method of "study in double shifts." This implies that

some pupils of the same class student in the morning session while others in the afternoon session. This has an impact on the teacher in terms of commitment and morale to teach because he/she is the same teacher who teaches both sessions. He/she becomes worn out in the afternoon session due to work overload.

2.2.3. Types of Non- monetary motivation provided to primary school teachers

Non-monetary rewards are the tangible rewards, social practices or job-related factors that are used in any school to motivate teachers without direct payment of cash (Rao, 2011). (Meacham, . & Wiesen, 1969), cited in (Nilay, 2004), classified non-monetary rewards into three categories namely tangible no-monetary incentives, social no-monetary incentives and job related non-monetary incentives.

Tangible Non-Monetary Rewards

Tangible non-monetary incentives refer to the tangible items such as free tea break, free lunches, discounted accommodation, picnic of celebration success, tickets to picnic/ social facilities, birthday celebrations, certificates as a New Year present, internet access, newspaper or magazine subscription etc. They can be awarded as recognition to a good performance or any single contribution or may be offered in the workplace to create a positive working atmosphere for the employees.

Social Non-Monetary rewards

Social non-monetary incentives are like friendly greetings and smile, feedback about performance, verbal recognition or praise, informal recognition like a “thank you note, letter of appreciation, solicitations of suggestions and advice.

The above mentioned non-monetary incentives are related with superior-subordinate relationships and the social activities within the organization. Superiors being sincere and caring in communicating with the subordinates and valuing their opinions, the degree of informal or formal recognition for a good job, various social activities in which employees of the same organization get together in an informal way for celebrating something or just to release atmosphere that teachers feel themselves the stress of the work etc. all contribute to the creation of a working atmosphere that teachers feel themselves valuable as part of an entity. This in turn has the potential to motivate teachers without offering monetary incentives (Meacham, 1969) cited in Nilay (2004).

Job Related Non-Monetary rewards

Job related non-monetary incentives have the potential to motivate teachers intrinsically. Jobs with variety of tasks, responsibilities, autonomy, flexibilities, autonomy, flexible working hours, participation in decision making, development opportunities etc. are very important in satisfying teachers’ certain needs and they may lead to a feeling that the job itself is worth exerting more effort without need to any external incentive. In light of these explanations, all three categories of non-monetary rewards have the potential to meet various needs of teachers without involving significant costs for the school. It is also important to bear in mind that the basic monetary needs of subsistence must be adequately met with as teacher’s income before a non-monetary reward can be effective (Meacham & Wiesen, 1969) cited in Nilay (2004).

2.2.4. Working Conditions and Teachers' Performance

At the most general level, working conditions for teachers are influenced by the physical features of the work place, the organizational structure, and the sociological, political, psychological and educational features of the work environment (Johnson, 2005). Johnson, with her work built more from case studies, has noted that working conditions can include physical features such as the suitability of buildings and equipment; organizational structures that influence workload, autonomy, and supervisory and collegial arrangements; sociological components that influence teachers' roles and status as well as experiences with students and peers; political features that define teachers' power and authority; cultural dimensions that frame values, traditions, and norms; psychological issues that may support or diminish teachers personally; and educational policies, such as those related to teacher education, curriculum, and accountability, that may enhance or constrain what and how teachers can teach (Johnson, Berg, & Donaldson, 2005).

Johnson concludes that remarkably few schools particularly among those serving low- income students provide all or even most of the workplace conditions that teachers need to do their jobs well and stay in teaching. In their review of the research on working conditions and teacher retention, Johnson and colleagues suggest that different subgroups of teachers respond different in different contexts (e.g., school size, subjects and grade levels taught), and their priorities change over the course of their careers. She concludes that "far too many surveys about teacher retention brush superficially across the surface of many topics, rather than exploring any in depth, or they neglect to include answer choices that truly represent respondents' opinions. Too few studies can link teacher working conditions with measures of "highly qualified" teachers and student achievement.

According to (Leithwood, Day, Sammons, Harris, & Hopkins, 2006), improving student learning is a responsibility shared by policy makers, administrators, teachers, parents, and students as well as by members of the wider community. While each of these groups has important contributions to make, what teachers do mediates the effects of almost all such contributions. And what teachers do depend on their motivation, capacities, and the contributions under which they work. As North Carolina's governor recently put it, "Teachers' working conditions are students' learning conditions." His research was undertaken to redress an imbalance in attention, at least in policy circles, to teachers' working conditions. A clearer understanding of the working conditions that enable teachers to do their best; will also provide insights about how to support teachers' efforts to further develop their facilities and motivations. It is win-win situation. What teachers do, according to a particularly useful model for explaining workplace is a function of three interdependent variables: motivations, abilities, and the working conditions, or the situations in which they work (O'Day, & Rowan, 1996).

In addition, working conditions should affect teachers in the following Individual Teacher Efficacy, Collective Teacher Efficacy, job satisfaction, Organizational Commitment, Stress and Burnout, Morale, Engagement in the School or Profession and Pedagogical Content Knowledge: (Leithwood *et al.*,2006).

2.3 Critical review and research gap identification

2.3.1 Critical review

Various scholars sought to establish the relationship between motivation and teacher's performance basing on the theories of Abraham Maslow and Frederick Herzberg (Springer, 2009;

Chapman, Snyder and Burchfield 1993; Sinyolo, 2007; Bennell, 2004; Davidson, 2005), the above-mentioned motivational theories received a number of critics from scholars. For example, Wahba and Bridgewell (1976), found little evidence for the ranking of needs Maslow described or even for the existence of a definite hierarchy at all. Chilean economist and philosopher Manfred Max-Need has also argued fundamental human needs are non-hierarchical, and are ontologically universal and invariant in nature part of the condition of being human; poverty, he argues, may result from any one of these needs being frustrated, denied or unfulfilled.

Some teachers may feel eager and enthusiastic to teach and become good performers in spite of the little salary paid to them. On the other hand, wealthy teachers may lack satisfaction whereas their lower needs (physiological, security and social) are already satisfied. The statement is supported by Nadler & Lawler (1979) cited in Graham and Messner(1998), who argue that the theory makes the following unrealistic assumptions about employees in general that: all employees are alike, all situations are alike and that there is only one best way to meet needs. Lastly, Basset-Jones and Lloyd (2004) argue that the need theory is as a result of the natural feeling of employees to take credit for needs met and dissatisfaction on needs not met. Coming back to research on motivational issues, it can be assumed that the same researchers focused their studies on the effect of monetary rewards can play in order to improve teachers' performance.

2.3.2 Research Gap Identification

Having identified this gap, the research has decided to undertake a study on the influence of non-monetary motivation on primary school teachers' performance.

Leithwood *et al.* (2006), indicated that teacher working conditions establish positive effect to teacher performance. However, the researchers did not indicate how teacher non-monetary motivation can affect the teacher performance. This study realized that lower level of teacher motivation reduces the teacher performance. Harris (2016), also conducted the study related to the participation of teachers on students' academic performance and the study indicated that teachers indicate a greater participation on students' performance. However, the researcher did not present the influence of teacher non-monetary motivation on students' academic performance.

2.4 Conceptual framework

Non-monetary motivations include provision of school incentives, instructional support and working conditions are the independent variables while the teachers' performance is the dependent variable.

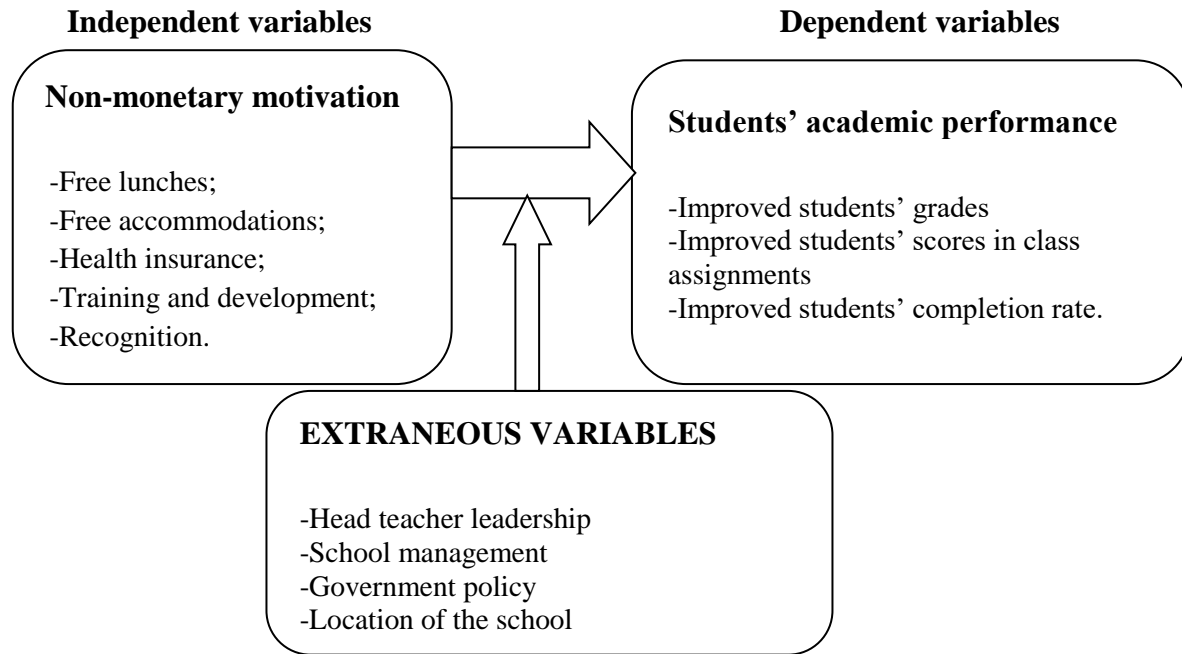


Figure 1: Conceptual framework

The conceptual framework presented in the figure1, shows how teachers' non-monetary motivation can relate to students' academic performance. The non-monetary motivation given to teachers were considered to be independent variable (cause) and students academic performance was dependent variable (effect). Therefore, the increase of teachers' non-monetary motivation, can also increase the students' academic performance.

3.0 Research methodology

The research design of this study, was correlation research design to establish the relationship between teacher non-monetary motivating factors and students' academic performance. The target population was 195 people and 140 of sample size as it was recommended by (Yamane, 1967). This study, employed purposive sampling technique to establish the respondents of the study as the school head teachers and teachers of public primary schools located in Gasabo district, Rwanda. This means that, the two strata were established purposively. The research instruments that were used, were guided interview and questionnaire. The school head teachers were given guided interview in order to identify the qualitative findings related to non-monetary motivation given to teachers and the academic performance of teachers while the primary school teachers were questionnaire the quantitative findings of the study. The quantitative findings were coded and analyzed by using SPSS software while qualitative findings were analyzed basing on their themes. The research tools distributed to the respondents of the study, were reliable at the level of 90.8 % which is above 70 % by using Cronbach's Alpha.

4.0 Findings

4.1 Introduction

The general objective of this study, was to investigate the relationship between teacher’s non-monetary motivation and students’ academic performance in primary schools in Rwanda. The assumption was indicating that, the lack of teachers’ non-monetary motivation reduces the students’ academic performance in public primary schools.

4.2 The various teachers’ non- monetary motivating factors in public Primary schools

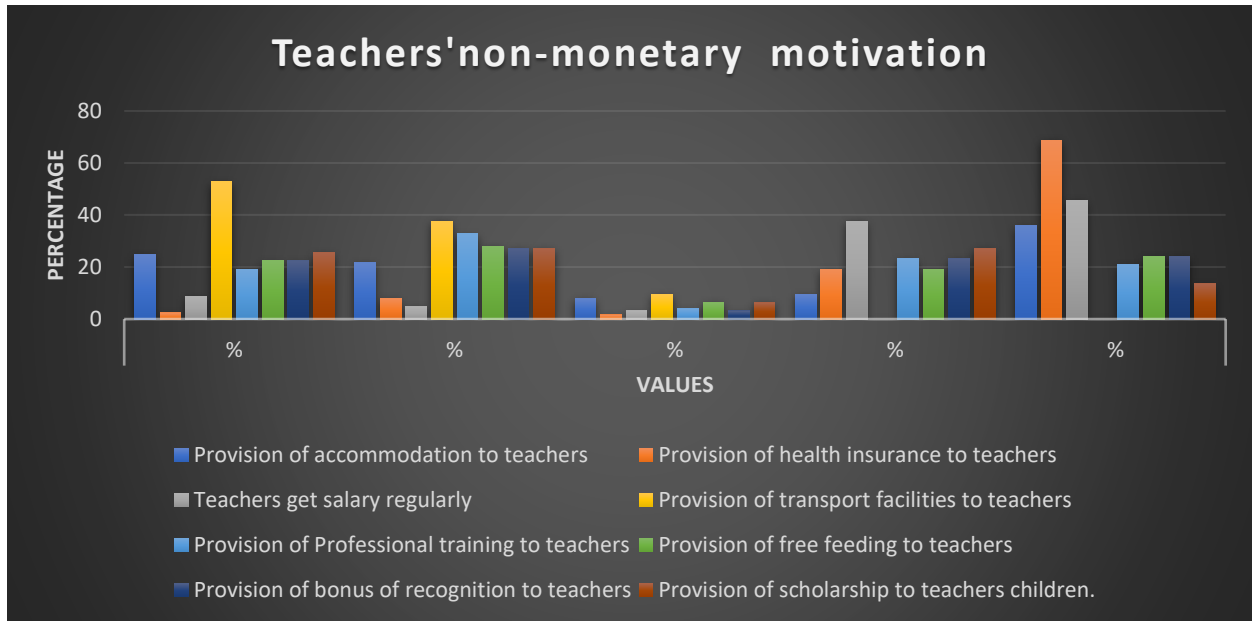


Figure 2: Teachers’ non-monetary motivating factors in public primary school

Basing on the findings presented, it was clearly shown that the provision of health insurance to teachers, regular provision of teachers’ salaries and provision of free accommodation given to teachers were indicated to be the highest motivating factors given to teachers while the provision of scholarship to teachers’ children, was indicated as the non-monetary motivation given at the lowest level.

4.3 The level of students’ academic performance in public primary schools

Table 1: The level of students’ academic performance in public primary schools

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Students’ improved scores	13	10.4	31	24.8	8	6.4	31	24.8	42	33.6	3.46	1.43
Enhanced students performance	9	7.2	18	14.4	23	18.4	41	32.8	34	27.2	3.58	1.23
Promoted students’ grades	6	4.8	21	16.8	20	16.0	47	37.6	31	24.8	3.59	1.17
Students’ completion	8	6.4	21	16.8	15	12.0	55	44.0	26	20.8	3.56	1.18
Students’ promotion	6	4.8	30	24.0	8	6.4	44	35.2	37	29.6	3.61	1.27
Affected students grade	12	9.6	39	31.2	8	6.4	31	24.8	35	28.0	3.30	1.41

Source: Field data, 2019. SD: Strongly disagree, **D:** Disagree, **N:** Neutral, **A:** Agree, **SA:** Strongly agree and **Std:** Standard deviation.

The table 1, showed the perception of 125 teachers teaching in public primary schools in Gasabo district in which they provided their perception related the level of students’ academic performance on various presented statements. Teachers perceived on getting improved scores in class assignment to students where the majority of 58.4 percent of teachers agreed that students got improved scores and it was responded at the mean of 3.46 and the standard deviation of 1.43. They also provided their perception on enhanced students’ performance in public primary schools, 60 percent agreed with the statement while 21.6percent of teachers disagreed and was also perceived at the mean of 3.58 and the standard deviation of 1.23. On another hand, teachers provided their perception on the promoted students grades appeared in public primary school, the majority of 62.4 percent of teachers agreed with the promoted students’ grades and also perceived at the mean of 3.59 and the standard deviation of 1.17.

Similarly, teachers also provided their perception on the level of completion, where the majority of teachers agreed on high level of students’ completion at the rate of 64.8 percent and respondent at the mean of 3.56 and the standard deviation of 1.18. teachers also teaching in public primary schools in Gasabo district, perceived on the affected students promotion and grades due to the provision on non-monetary motivation, 64.8 percent agreed on the affected student promotion and responded at the mean of 3.61 and the standard deviation of 1.27 while 52.8 percent agreed on the affected students ‘grades and responded at the mean of 3.30percentand the standard deviation of 1.41.

4.4 The extent to which students improved their academic performance

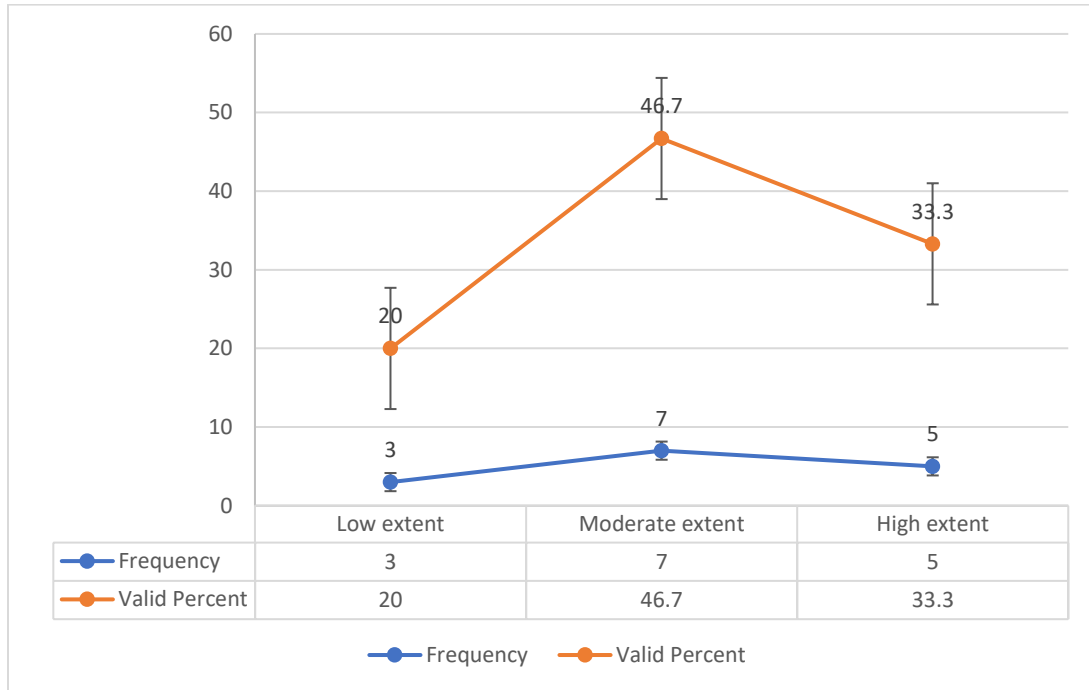


Figure 3: The extent to which student improved their academic performance

The Figure 3, revealed the extent through which students improve the academic performance in public primary schools where 20 percent of head teachers indicated the students improve their academic performance at low extent while 46.7percent moderate extent as well as 33.3 percent high extent.

4.5 The relationship between teachers non-monetary motivation and students' academic performance.

Table 2: Perception of teachers on the relationship between teachers' non-monetary motivation and students' academic performance

		Correlations	
		Teachers' non-monetary motivation	Students' academic performance
Teachers' non-monetary motivation	Pearson Correlation	1	.642**
	Sig. (2-tailed)		.000
	N	125	125
Students' academic performance	Pearson Correlation	.642**	1
	Sig. (2-tailed)	.000	
	N	125	125

** . Correlation is significant at the 0.05 level (2-tailed).

The table 2, presented the perception of teachers on the relationship between non-monetary motivation given to teachers and students’ students’ academic performance. It was indicated that there was a significance relationship between teachers non’ monetary motivation and students’ academic performance where P-value was 0.000 which was less than 0.05 as the level of significance. It was also indicated that there was a high degree of positive correlation between given the non-monetary motivation to teachers and students’ academic performance as it was proved by Karl Pearson coefficient correlation (r) which was 0.642. This also implies that provision of non-monetary motivation given to teachers affect the students’ academic performance positively, at high level.

4.6 The relationship between teachers’ free lunch and students’ completion

Table 3: Perception of teachers on the relationship between free lunch given to teachers and students’ completion

		Correlations	
		Free lunch given to teachers	Students’ completion
Free lunch given to teachers	Pearson Correlation	1	.715**
	Sig. (2-tailed)		.000
	N	125	125
Students’ completion	Pearson Correlation	.715**	1
	Sig. (2-tailed)	.000	
	N	125	125

The table 3 showed the perception of teachers on the relationship between free lunch given to teachers and students’ completion. Their perceptions indicated that, there was a significant relationship between free lunch given to teachers and student’ completion as P-value was 0.000 which was less than the level of significance 0.05. it was also found that there as a high degree of positive correlation between free lunch given to teachers and completion as it was proved by Karl Pearson coefficient of correlation (r) was 0.715. This also indicates that free lunch given to teachers can enhance students’ completion at high level.

4.7 The findings from the interview on the relationship between teachers non-monetary motivation and students’ academic performance.

The respondents indicated that students’ academic performance can be affected non-motivating factors given to teachers positively due to the fact that teachers work comfortably with motivation. They were also asked if there were other factors that can promote student performance, they responded that other factors were like increasing teacher salary and professional trainings which might be given regularly.

5.0 Summary of the findings

The specific research objective of this study was to determine the relationship between teachers’ non-motivating factors and students’ academic performance in public primary schools, Gasabo district. it was indicated that there was a significant high degree of positive correlation between teachers’ non-monetary motivation and students’ academic performance which was also proved by Karl Pearson Coefficient of correlation (r) was + 0.642 as indicated by the respondents of the study.

6.0 Conclusion

Teacher's non-monetary motivation in schools is very important as it enables everyone to know what they are expected to do and this improves relationships which lead to improved academic performance. It was also indicated that there is a high degree of positive correlation between teachers' non-monetary motivation and students' academic performance in public primary school in Rwanda.

7.0 Recommendations

The following recommendations were established

7.1 General recommendation

1. The school head teacher should create opportunities for understanding the needs, aspirations and frustrations of each staff member.
2. The Ministry of education should support the teachers by providing all resources needed to motivate them in order to raise the academic performance in Rwanda.
3. The District should support schools by giving teachers motivation either financially or non-financially for better students' academic performance.

7.2 Recommendation for further research

Further studies could examine the impact of teacher's non-monetary motivation on the academic achievement of girls in both private and public schools.

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