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Effect of Motivational Factors on Job Performance in Technical Secondary Schools (TSS) in Rwanda

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Abstract

The job performance of teachers can vary depending various motivational factors exposed to them. This means that the learning institutions should manage effectively the provision of teachers' motivation for the purpose of improving their job performance in their daily schooling activities. The purpose of this paper therefore, was to establish the relationship between teacher motivational factors and job performance in Technical Secondary schools (TSSs) in Muhanga district in Rwanda. The target population was 212 respondents that provided the sample size of 146 got using Yamane formula. Semi-structured interview, structured questioned and observation were used as data collection instruments. The findings showed that salary and wages, getting free accommodations and lunch meals are considered to one the factors associated with extrinsic motivation. On the other hand, self-control, expectation cooperation and completion as well as recognition were considered to be one of the factors associated with intrinsic motivation. The findings also revealed that an average of 87.58% of teachers agreed on the job performance of TSSs teachers located in Muhanga district. However, it was perceived that having effective course management by teachers was indicated to be at high level of teachers' job performance as indicated by the mean of 4.1 and 0.80 of standard deviation. Finally, the findings stated that there is a statistical significance high degree of positive correlation between teacher motivational factors and job performance as it was proved by Karl Pearson coefficient of correlation (r) which was 0.724. The study concluded that the periodic increase of salary and wage significantly improve the performance level of teachers and school performance while de-motivation of teachers in their daily activities leads to job deployment. The study recommended that the Ministry of Education should provide enough Technical Teaching materials within the TSS and enforce technical trainings for teachers in order to improve TVET Quality education. The Ministry of education should also make regular follow up based on teaching activities for private secondary schools. The study further recommended that TSSs administration should provide meals and accommodation to teachers at the schools for better teaching and achieving the learning objectives. The study also

recommended teachers should prepare teaching requirements regularly and effective use of available teaching materials.

Keywords: *Motivation, motivational factors, Job performance and technical secondary schools.*

1.0 INTRODUCTION

Effective educational development leads to economic growth of every nation in the world. Therefore, the productivity of any country may come from the product of education activities. Consequently, all countries prioritise education of their citizens and ensure the right of entry basic education. Therefore, effects of education to the entire community are pertinent as greater number of individuals that enter to high learning institutions (Rasheed, Aslam & Sarwar, 2010). According to Rasheed, Aslam and Sarwar (2010), Motivation in global perspective is referred to as the psychological process that gives behaviour aims and direction, predisposition toward the comportment for attaining specific expectations (Buford, Bediam & Lindner, 1995), and inner force to gratify a discontented expectation (Higgins, 1994). Motivational activities contribute more to the attainment of targets and objectives for any institutions that operates in a team relying on working conditions who operate autonomous. Improved motivation, willingness and appointment are the crucial component for what workers perform and may stimulate workers to provide high degree of achievement, effort and contribution and maintain them as well.

In Africa, motivational factors are important components of workers as it increases willingness to perform and appointment to employment (Ngirwa, 2006). People did not want to perform their activities, working hard and attain high level of satisfaction due to the availability of contracts and agreement. In this regard, people must be encouraged to perform their assigned tasks effectively (Ngirwa, 2006). This implies that employees must possess a picture or objective they are to attain so as to identify if they are improving or not. Teachers of technical secondary schools must support their students to perform what they intent to do for helping the educational system attain fixed objectives. This can be attained through motivation, the crucial element and need its merits while struggling towards attaining the aim of studying. Onyejiaku (1987) contended that below usual environment, people selected responsibilities that they are feeling could fulfil most of pertinent issues in life. They protest the absence of pertinent worker's interests such as transportation, accommodation and health allowances, inability to pay leaving payments for several years, absence of acknowledgment, qualities wards, addition and capacity building. It expects that whether pay operating conditions' environment.

The high or low performance of any educational system relies on teaching staff. It is a well-recognized evidence that some teachers, who is delivered with working requirements, appropriate environment working conditions and appropriate salaries was impinges to be acknowledged obtained in order to transport about education for children (Money, 1999). In Rwanda, the Ministry of Education (MINEDUC, 2008) shows that the Policy of sector of Education was scheduled in 2003 with the several sub-sector policies is being structured and TSSs is among of them. TSS comprises all fields of initial and continuing Technical and Vocational Education and Training. It covers all kinds and levels of trades offered/to be offered in Rwanda. TVET activities in Rwanda were conveyed by various providers at different levels of education, technical trainings were provided at upper secondary schools either in public or in private schools.

1.1 Problem Statement

Teachers' living conditions need to be highly strengthened in order to improve their performance and the quality of education. In Rwanda, teaching conditions have contributed to the low and declining social position of the teaching profession, compared to other professions (Bennell & Ntagaramba, 2008; World Bank, 2011). The government of Rwanda and other key education stakeholders recognised the critical importance of improving teachers' social status like payment, living and working conditions to achieve the desired educational outcomes (World Bank, 2011). However, attempts to address the issue have invariably been limited to piecemeal interventions, such as increasing teachers' salaries and issuing teachers with loans to engage in income generating activities (MINEDUC, 2008). The study conducted by Muvunyi (2016) on teaching staff motivation and requirements in Rwanda discovered that Rwanda seems like many states in the globe and needs motivated and well-trained educators for educating the whole number of children in basic education to establish well improved schooling outcomes. Conversely, VSO (2002) noted that the majority of teachers in Rwandan are not motivated compared to other employees working in other sectors thus leads to affect the students' learning condition. According to Sherrington (2019) lack of proper funds or low teacher salary is associated with factors that affect the motivation of teachers in their daily lives. Aydin (2012) also added that performance pressure from school administration combined with lack of conducive working condition reduce the job performance of teachers.

The crucial role played by teaching staff in adequate education system would be acknowledge, headed and listened and give value to the fortification of their willingness to the attainment of quality education and fortify their willingness to qualify for all (VSO, 2002). Government of Rwanda set more motivation factors for improving the living condition of teachers and delivering quality education to the Rwandans; some of the motivations were establishment of UMWALIMU SACCO in 2006, rewarding best performers teachers in every district with giving them cows, therefore, it is good to motivate teachers because it encourages them to work even harder. It also enhances healthy competition among them as they all want to be recognized and rewarded for good performance. This may therefore improve the quality of education (MINEDUC, 2018). This paper therefore was in need to establish the effect of motivational factors on job performance in technical secondary schools in Muhanga district in Rwanda.

1.2 Objective of the paper

The objective of this paper was to establish the relationship between teacher motivational factors and job performance in technical secondary schools in Muhanga district in Rwanda.

2.0 LITERATURE REVIEW

2.1 The overview of teachers' motivation

Motivation was described as emotional characteristics that influence the employees to achieve its expected results and provokes control, follows up and withstands objective directed behaviour (Wigfield *et al*, 2014). Motivation was explained in the context of emotional procedures that provides determination and course of action (Kreitner, 2015), a tendency to perform judgmental way for the attainment of particular task. Buford and Lindner (2015) stated that internally, there are forces that fulfil the discounted expectation (Huggs,2014), an internal stimulator to meet unsatisfied need (Higgn,2014). However, motivation is what workers want to achieve the best and that can be performed if and only if the right skilled and knowledgeable person was placed in sense of the responsibilities. According to Sala (2019), teacher motivation is also referred as

motivation related to teaching. Dornyei and Ushioda (2011) indicated that the purpose of improving the people' intrinsic motivation to teach and sustain to teach is to strengthen teachers' effort devoted to the process of teaching. Han and Yin (2016) revealed that teacher motivation in technical secondary schools is extremely influential to job performance as it is considered to be significant to students and making conducive classroom environment. According to Dornyei (2018), motivation given to teachers in Technical Secondary Schools (TSSs) improve the attitudes of teachers in their profession thus leads to innovation and creativity in their working environment.

Teaching motivation in TSSs like having medial allowance and self-control, getting standard salary and wages can be constituted by a prominent internal spirit to educate academically and socially speaking known as vocational or intrinsic component which should directly lead to workforce development activities (Sala, 2019). On the other hand, Dornyei (2018) added that motivation given to TSSs teachers make them not only being motivated to perform the assigned tasks effectively but also being motivated to involve in the process of becoming a teachers as a lifelong career that sustain their welfare. As teachers are associated with improvement of their welfare, giving them some incentives like transport from home to schools help them to make effective attendance to school thus lead to the school outcomes (Sala, 2019). However, Sala (2019) also added that instruction of free school lunch significantly improve teacher; job performance and satisfaction.

2.2 Motivation and performance of teachers in educational institutions

Motivation contributes more to the educational institutions, due to teacher's success within their teaching activities relies on working conditions under which teachers are operating like motivation (Griffin, 2008). Based on a study carried out by Bhatia (1997) one the greatest tasks of education institutions' principals was related to the encouragement of teachers to work towards high performance. This means obtaining teachers to teach in an effective way, coming to school constantly and play a clear role in fulfilling the school 'mission. The success for teaching staff hinges on how they are motivated. Performance refers to something, a single teacher act in school activities and this is stimulated by motivational incentives (Atiya & Palwasha, 2014). Teaching staff is when their success immediately attained in the direction of effective performance encouraged. In school teaching staff's performance could be evidenced taking into consideration capability building programs for teaching staff and have improved their self-assurances would enhance motivation. Motivation was a significant correlation with job performance (Atiya & Palwasha, 2014).

Dessler (2005) assessed teaching staff at school and indicated that the success in fulfilling assigned tasks and incentive motivation is different and itself benefiting the achievement of the success which is an outcome of the first variable. According to Nadeem *et al* (2011) Motivation and performance might be interconnected where motivation is usually contingent from results generated meaning from motivation and less productive, the possibility or less motivation and expected results is usually not taken into consideration. These suggestions of either abandoning motivation or relying on it as a portion of teaching success for empirical contended correlation and interaction observed between teaching performance and motivation may be very crucial. A satisfaction is another necessary element of motivation so workers are whew satisfied their teaching activities, school conditions, salaries, rewards, wages, then directly obtain motivated and indicate them the nest hardworking in the directions of achieving their expectations.

Davidson (2005) recognizing the contribution of teachers for providing the best educational quality in secondary schools, concluded by motivational incentives in the location it proposed most intervention strategies to improve the degree of teaching motivated staff ameliorated education system; Schools' culture influencing positively or negatively the results from teaching activities. It is very important to take into consideration working environment for the target of encourage or retain teaching staff in their job (Kadzamira, 2006). Nadeem *et al* (2011) socio-economic environment of teaching staff had clear impact on their success. It means that low wages, shortage of educational aided materials, school physical infrastructure, social status of teachers in the community. It has been observed that a clear and significant positive correlation existed between the aforementioned elements and female teaching staff's efficiency.

Mustafa and Othaman (2010) assessed the perception of secondary schools teaching staff on impact of motivation on their success. They discovered the correlation between those two factors. This implies that high degree of motivation would be the success of teaching staff or the provision of motivation to teaching staff then their success was improved. Motivation lead to the satisfaction of teachers and the ultimate objective could be attained on time in school and this will lead to the reduction of financial burden. According to Bishay (1996), teacher's feelings when performing their assigned responsibilities connected to the teaching activities that would enhance the degree of motivation. Alarm and Farid (2011) discovered that mostly teaching staff received low salary taking into considerations their knowledge, skills and experience and ability towards working and performing their task. As a result, teaching staff would be appreciated with the provision of training to them in order to excel in their job and salaries would be given taking into consideration to their ability, expertise and skills related to their job.

2.3 Relationship between Motivation and Job performance

Individual performance, according to Davidoff (1987), is influenced by three factors: ability (the capacity to do the task), work environment (the tools, materials, and knowledge needed to accomplish the job), and motivation (the willingness to be doing the job). Maslow (1943) and Alderfer (1972) think that humans have wants that must be met in order to improve effectiveness. These were all basic or survival needs including food, water, shelter, and clothing, as well as safety, love, esteem, and consciousness. According to Herzberg (1966), in order for employees to perform, the work must be enjoyable, as well as provide opportunities for increased authority, recognition, and advancement. Newstron (1993) and Fisher (2005), on the other hand, believe that money is the most important motivator for workers. Nevertheless, studies studies have found money does not always enhance performance (Whitley, 2002; Afful-Broni, 2004). Employees would feel happier and perform effectively if they believe their boss is logical and sensible, according to Fairweather (2005). When workers see unfairness, according to Cory (2006), they will endeavor to re-establish equitable reforms. Employee motivation can be greatly influenced by leaders who build and express a compelling vision for their firm (Afful-Broni, 2004).

Workers want for a good job, which includes being noticed and praised for their efforts (Blanchard & Witts, 2009). But, more often than not, nothing happens, or worse, additional work is assigned. According to Blanchard and Witts (2009), when companies do not take the time to actively reward recognized high performance, employees' enthusiasm for their jobs dwindles. Employees are driven to perform well when they receive positive comments on their work. Employee involvement in decisions that affect them, according to Haizlip (2008), not only enhances their personal dedication, but also drives them to be champions for their choices. Workers, who are involved in decision making and planning the implementation of changes that affect them, according to

Agarwal (2008), implement changes faster and perform better than employees who are just informed about the change. Employees want the resources, training, support, and authority to make decisions and do their jobs, according to Blanchard and Witts (2009).

3.0 RESEARCH METHODOLOGY

Correlation research design was employed in this paper to indicate the relationship between teachers’ motivational factors and job performance in technical secondary schools. The total population was 212 respondents. Yamane formula was used to get sample size of 132 teachers of technical secondary schools in Muhanga district, 13 school head teachers and 1 district director of education. Structured questionnaire, semi-structured interview and observation were used as data collection instruments. Stratified sampling was also used as sampling technique.

4.0 RESEARCH FINDINGS AND DISCUSSION

The research findings were presented in subsections. The study mainly sought to examine the relationship between teachers’ motivational factors and job performance in technical secondary schools in Muhanga district in Rwanda.

4.1. Motivational factors of teachers in technical secondary schools in Muhanga district

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

4.1.1 Extrinsic teachers’ motivation in Technical Secondary Schools (TSSs)

Teachers teaching in technical secondary schools located in Muhanga district were given various motivations to perform their daily activities as presented in the Table1.

Table 1: Teachers’ extrinsic motivation in TSSs in Muhanga district

Statements	Total		
	N	Mean	Std
Provision of financial support to teachers	132	2.74	1.10
Provision of meal at school	132	3.18	1.08
Offering duty allowances by schools	132	2.07	.97
Providing free accommodation to teachers	132	3.01	1.05
Provision of extra teaching allowances	132	2.02	.95
Regular salary payments	132	2.90	1.01
Provision of enough remuneration by school	132	2.08	1.00
Providing free medical care to teachers	132	2.95	.99
Average	132	2.62	1.02

From the findings presented in Table 1, it is clear that teachers teaching technical secondary schools in Muhanga district are not extrinsically motivated as well due to the fact that the findings established the average mean of 2.62 which is used to be low with 1.02 of standard deviation. Though, some motivations are provided. The results in the Table 1 show that the majority of teachers in TSSs get meal at schools as their motivation as presented by the mean = 3.18 and

Standard deviation = 1.08. This was followed by provision of free accommodation as a technique of motivating teachers as also indicated by the mean = 3.01 and standard deviation = 1.05. This implies TSSs teachers get free accommodation and free accommodation at school more than other motivation provided. The Table1 revealed that TSSs teachers get free medical care as perceived with the mean of 2.95 and Standard deviation of .99. Nevertheless, teachers also get regular payment salary as motivation with the mean = 2.90 and Standard deviation= 1.01. This also implies that providing regular payment salary to teachers can also strengthen the motivation of teachers as well as daily activities.

In addition, the respondents revealed that the provision of financial support to teachers is at the mean = 2.74 and standard deviation = 1.10. This indicates that providing various financial supports also motivate teachers in TSSs. According to Nadeem *et al* (2010), socio-economic environment of teaching staff had clear impact on their success. Despite, giving enough remuneration to teachers as perceived at the mean of 2.08 and standard deviations of 1.00 can motivate TSSs teachers in their teaching load. Offering duty allowance to teachers as the mean = 2.07 and the standard deviation = .97 can be the motivation of teachers. This implies that teachers who are paid for the duties performed motivate them to achieve their assigned tasks. The low wages, shortage of educational aided materials, school physical infrastructure reduce social status of teachers in the community (Kadzamira, 2006). On the other hand, provision of extra teaching allowances can also be the motivation that can help TSSs teachers as respondents indicated the mean 2.02 and the standard deviation of .95. This implies that the extrinsic motivation provided to teachers enable TSSs teachers in Muhanga district to conduct their daily activities effectively. The extrinsic motivation outcome since the achievement of external recompenses, are for instance payment, tangible and measurable elements, gratification and significant and clear assessment from external personnel (Sansome & Harachiewicz, 2000).

4.1.2 Intrinsic teachers’ motivations in Technical Secondary Schools

Teachers teaching in technical secondary schools located in Muhanga district indicated various intrinsic motivations given to them as they are established in the Table 2.

Table 2: Teachers’ intrinsic motivation in TSSs located in Muhanga district

Statements	Total		
	N	Mean	Std
Having a high level of expectation	132	2.91	1.13
Recognition and respect towards teachers	132	2.56	1.40
Enhanced teachers’ cooperation and competition	132	2.90	1.25
Teachers are targeted in daily life	132	3.14	1.31
Teachers’ awareness to fulfil assigned tasks	132	3.94	1.09
Having self-control to teachers	132	2.88	1.16
Standard teachers’ gratification and skills	132	2.93	1.14
Average	132	3.04	1.21

As shown in Table 2, the respondents of this study teachers of selected TSSs located in Muhanga district provided their responses based on intrinsic motivation given to TSSs teachers where the

findings show an average mean of 3.04 with 1.21 of standard deviation and also revealed that the majority of TSSs are motivated by being aware of fulfilling their assigned tasks with the mean = 3.94 and standard deviation = 1.09. This implies that teachers' awareness to fulfilling the assigned responsibilities, influence high teachers' intrinsic motivation. This was followed by being targeted in daily life as teachers where the mean = 3.14 and the standard deviation of 1.31 while the standard of teachers' gratification and skills which is presented to be the mean of 2.95 and standard deviation = 1.14. According to Higgins (2014), Motivational activities contribute more to the attainment of targets and objectives for any institutions that operates in a team relying on working conditions who operate autonomous. This indicates that having target to teachers, gratification and skills are the most that can motivate them.

The Table2 also reveals that having level of expectation teachers could be considered to be the intrinsic motivation as it shows the mean of 2.91 and the standard deviation of 1.13 while enhancing TSSs' cooperation and competition can be another motivation that can promote teachers' activities as the mean = 2.90 and standard deviation = 1.25. This also implies that there is a high participation of teachers' expectation, cooperation and competition in TSSs located in Muhanga district as motivating factors to their daily activities. However, self-control given to TSSs teachers is another intrinsic teachers' motivation as perceived with the mean of 2.88 and the standard deviation. According to Deborah (2014), teachers' perceptions should be taken into consideration as a part of the decision-making process and enhancing self-control and respect. Therefore, teacher' self-control in daily activities taken as motivation while recognition and respect were considered to be the last intrinsic motivation that can influence teaching activities. In addition, the respondents of the study revealed that recognition and respect towards teachers could be considered to be one of intrinsic motivations given to TSSs teachers as indicated to be the mean of 2.56 and 1.40 of standard deviation. This also implies that recognising and respecting teachers in community are not strengthened accordingly. According to Davidson (2005), recognizing the contribution of teachers for providing the best educational quality in secondary schools.

4.1.3 Semi-structured interview given to TSSs head teachers and DDE of Muhanga district

The TSSs head teachers and DDE of Muhanga district were given a semi-structured interview based on motivational factors of teachers in TSSs in Muhanga district. The collected data was analyzed using thematic analysis. According to Nowell (2017), thematic analysis refers to the method of analyzing qualitative data and it is applied to a set of text known as interview transcripts. Therefore, head teachers of TSSs were given semi-structure interview and said that *"there are two major kind of motivation given to teachers such as 'extrinsic and intrinsic motivations"*. They indicated that *"extrinsic motivations satisfied teachers than intrinsic motivations as similar in Muhanga district teachers"*. The school head teachers also added that, *"teachers prefer monetary rewards than others, for that reason, intrinsic motivation such as training is a must especially for TSSs"*. This implies that motivations given to teachers in terms of money reshape the teachers' lives and feel satisfied in their daily activities. The District Director of Education (DDE) viewed that *"the motivations given to teachers in TSSs located in Muhanga district are like salary and wages, free accommodation and meals and health insurance so as to adopt various activities performed by teaches in TSSs"*. The DDE also added that *"TSSs teachers can be motivated intrinsically like having self-control in daily school activities, enhanced cooperation and competition in school, social recognition and respect help TSSs teachers to feel wanted in community"*.

4.2 The job performance of Teachers in TSSs Muhanga

Teachers teaching in selected technical secondary schools located in Muhanga district established their perceptions based their job performance and they are presented in the Table 3.

Table 3: Job performance of teachers in TSSs located in Muhanga district

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
There is a high level of content expertise	13	9.8	7	5.3	0	0.0	75	56.8	37	28.1	3.4	1.2
TSSs teachers make effective lesson delivery	10	7.6	4	3.0	5	3.8	62	47.0	51	38.6	2.9	1.6
TSSs teachers have adequate course management	0	0.0	9	6.8	0	0.0	50	37.9	73	55.3	4.1	.80
There is a high standard of instruction assessment	12	9.1	10	7.6	5	3.8	59	44.7	46	34.8	3.8	1.2
Effective preparation of pedagogical documents	7	5.3	0	0.0	0	0.0	86	65.2	39	29.5	3.2	1.5
Average	7	6	6	4.5	5	3.8	66	50.3	48	37.3	3.5	1.3

From the results in Table 3, the respondents of the study as teachers teaching in technical secondary schools located in Muhanga district and the majority of teachers indicated effective preparation of pedagogical document is the high factor that determines the performance of teachers as 94.7% with the mean of 3.2 and 1.5 of standard deviation. According to Bishay(1996), teacher's feelings when performing their assigned responsibilities connected to the teaching activities that would enhance the degree of motivation. This also implies that teacher' pedagogical document indicates the highest various based on the performance of teachers in TSSs located in Muhanga district. On the other hand, having adequate course management is revealed to be the factors that can lead to the performance of TSSs teachers where 93.2% of teachers agreed that effective course management promote their performance as stated with the mean of 4.1 and the standard deviation of 0.80. This also suggests that the effective course management of teachers improve their performance. Alarm and Farid (2011) discovered that mostly teaching staff received low salary taking into considerations their knowledge, skills and experience and ability towards working and performing their task.

In addition, 85.6% of TSSs teachers located in Muhanga district agreed that making effective lesson delivery strengthens their performance as indicated by the mean of 2.9 and the standard deviation of 1.6. This implies that when teachers make effective delivery of the lesson, promote their performance effectively. Despite, 84.9% of TSSs teachers in Muhanga district agreed that the level of content expertise by teacher can enhance the effective teaching performance as indicated by the mean of 3.4 and the standard deviation of 1.2. This means that teachers need to strengthen the level of content expert and understanding as the promotion of teaching activities. Nadeem *et al.* (2011) stated that teacher' professionalism and expert promote the quality of education which is expressed by the performance of teachers. In addition, 79.5% of Teachers agreed that the standard of instructional assessment change the performance of teachers in TSSs located in Muhanga district as perceived with the mean of 3.8 and the standard deviation of 1.2. This also implies that TSSs teachers should put much focus on the ways of making assessment in classroom setting.

4.2.1 Semi-structured interview given to TSSs Head teachers and DDE on Job Performance in Muhanga district

Thematic analysis was used to analyze the qualitative data got TSSs head teachers and DDE and the theme was job performance of teachers in TSSs in Muhanga district. Focusing on examining themes of meaning within data is used to analyze qualitative data (Mortensen, 2020). Therefore, the school head teachers opined that performance of teachers in TSSs located in Muhanga are evaluated by the results of the national examination, and for the past three years technical secondary schools perform well that other schools in Muhanga district; this means that for the sake of private schools owner and the administration of WDA with Muhanga district authorities their measures related to strengthening the TVET education are in the way of development and some of those measure aiming to enhance performance of TSSs include to providing technical educational materials, providing technical trainings for the teachers in order to increase their skills. Nevertheless, the school head teachers also added that *“the achievement level of learning objectives by teachers and standard instructional assessment determine level of teachers performance in TSSs”*. The DDE of Muhanga district viewed that *“the performance of teachers in TSSs is determined by teacher’ level of content expertise and preparation of pedagogical documents that strengthen the quality of education and school performance”*. The DDE also added that *“effective lesson delivery by teachers and course management shape up the performance of teachers”*. However, the DDE also indicated that *“the level of students competition at the labour market also enhance the performance of teachers in TSSs located in Muhanga district”*

4.3 Relationship between Teachers motivational factors and job performance in TSSs Muhanga

This paper also established the correlation between teachers’ motivational factors and job performance in technical secondary schools located in Muhanga district.

Table 4: Correlation between teacher motivational factors and job performance

Correlations		Teacher motivational factors	Job performance
Teacher motivational factors	Pearson Correlation	1.000	.724**
	Sig. (2-tailed)		.000
	N	132	132
Job performance	Pearson Correlation	.724**	1.000
	Sig. (2-tailed)	.000	
	N	132	132

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

The results in the Table 4 indicate the relationship between teacher motivational factors and job performance. The findings revealed that there is a statistical significant relationship between intrinsic motivation and teachers’ performance due the P-value = .000 less than .01 as the level of significant. It was also denoted by there is a high degree of positive correlation between teacher motivational factors and job performance as $r = .724$ as proved by Karl Pearson coefficient of correlation. Mustafa and Othaman (2010) revealed that there high degree of correlation based on motivation that would be the success of teaching staff or the provision of motivation to teaching staff then their success to be improved.

4.3.1 Semi-structured interview given to TSSs Head teachers and DDE on the correlation motivational factors and job performance in Muhanga district

Thematic analysis was done to analyze the qualitative data collected from TSSs head teachers and DDE of Muhanga district. The school head teachers indicated that “*there is a high correlation between motivations given to teachers and performance due to the fact that the provided motivations bring satisfaction and satisfaction brings better performance in TSSs*”. The school head teachers also viewed that “*provision of free accommodation to teachers, meals at school and health insurance facilitate teachers to conduct the school activities in conducive ways that also make teachers’ performance and increase the school productivity*”. Therefore, there is an affirmative performance between motivation and teachers’ performance within TSSs of Muhanga District indicates high correlation the motivations provided to teachers. The District Director of education (DDE) also indicated that “*the respect and recognition given to teachers in community help them to feel as professional employ that led to strengthening their performance of daily activities*”. The DDE also added that, “*cooperation and competition between teachers make them to make effective lesson delivery and making effective preparation based on pedagogical document however, they need to get salary that helps them to survive and feel comfortable in community*”.

5.0 SUMMARY AND CONCLUSIONS OF THE STUDY

The objective of this paper intended to establish the relationship between teacher motivational factors and job performance in TSSs of Muhanga district. The results of the study indicated there is a statistical significance high degree of positive correlation between teacher motivational factors and job performance as it was proved by Karl Pearson coefficient of correlation (r) which were 0.724. The study concluded that the periodic increase of salary and wage significantly improve the performance level of teachers and school performance. On the other hand, de-motivation of teachers in their daily activities leads to job deployment.

6.0 RECOMMENDATIONS

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

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