

Exploring the In-Service Teachers' Perception about the Government Incentives for Improvement of Rwandan Teachers' Welfare and Teaching Profession

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Abstract: - The Government initiatives for teachers' motivation have been evaluated and received positively by in-service primary and secondary teachers. However, little research has been done examining teachers' perception of these government initiatives, particularly in-service teachers. The purpose of the current study was to explore the in-service teachers' perception about the government incentives for improvement of Rwandan teachers' welfare and teaching profession. Data collected from a sample of 673 in-service teachers using questionnaires and interviews tools. Overall, most teachers rated government incentives as a good initiative to motivate teachers. They also reported that it promoted successful teaching professionals. The results suggested that teachers were satisfied with government motivational incentives for in-service teachers, i.e. most of the respondents agree on the statement that awarding the best teachers laptops is a good way to motivate teachers in order to perform their duties better, giving teachers cows to encourage them to work harder, providing free lunch, horizontal promotion and bonus and providing accommodation, but were moderately well satisfied with the salary. Finally, data show that teachers were less satisfied overall with four important areas; not provision of sponsoring at least two children of each teacher, salary increment, insufficient budget allocated to Umwalimu SACCO, merit-based scholarship, and finally they proposed a new way of motivating them by starting a "teacher shop". The study recommends increasing the salary of in-service school teachers to match increases in the cost of living and the provision of accommodation to teachers. The study also suggests areas for research and these included but not limited to investigation of innovative teachers' motivation strategies. Further recommendations for government and future research are described.

Keywords: - Perception, teacher, incentive, welfare, teaching profession

1. Introduction to cop up

1.1. Background of the study

Teaching is a prophetic profession that is respected in all societies. Nations directly or indirectly depend on quality of teachers that they have or produce. It has also been acknowledged by the Government of Rwanda in Vision 2020, that "achievement of vision 2020 will depend on the development of highly competent, world class human resources, particularly in science and technology". (Republic of Rwanda 2003)

The teachers are an important consideration in improving the quality of education, for this reason,

we are exploring the factors that can improve teacher motivation through government incentives in order to improve teachers' welfare and teaching profession.

According to the 8th Kivu Rwanda Leadership retreat recommended the improvement of the status of teachers, and provides incentives to increase motivation and retention. The Ministry of education was tasked to take forward this recommendation by proposing a package of incentives for teachers at primary, secondary and higher education levels.

There are many factors that collectively influence teacher job satisfaction and motivation levels.

Packard and Dereshiwsky (1990) identified that adequate professional relations and ties, professional input, continuous professional development, teacher evaluation, leadership and teacher development are the factors contributing to the in-service teachers motivation. Other identified motivation factors included social values and norms (Peterson & Ruiz-Quintanilla, 2003), working environment and colleagues (Mani, 2002), teacher personal information and professional variables (Carson & Chase, 2009). Praver and Oga-Baldwin (2008) provided a list of direct motivating factors (intrinsic motivation and extrinsic motivation) and indirect motivating factors (autonomy, working relationships, self-realization and institutional support).

In sub-Saharan Africa, it has been established that sizeable proportions of teachers have low levels of job satisfaction and are poorly motivated, children are not well taught and thus do not receive minimal acceptable education. Most schooling systems therefore, are faced with teacher motivation crisis that are related to salary, advancement, achievement, recognition, responsibility, poor school facilities, among others will have far reaching consequences (Bennell & Akyeampong, 2007).

1.2 Statement of the problem

This study was an effort to find out the perception of teachers about the government incentives to in service teachers and factors affecting the motivational level of teachers at primary and secondary schools in Rwanda. While the Government of Rwanda has spent much time and resources in devising different initiatives to increase teacher's motivation, one of the main factors, i.e. teachers' perception about the government incentives to improve their welfare condition and teaching profession that can help government to provide an enabling environment for teachers and improve quality teachers remains under researched. Therefore, this research aims to explore the teachers

perceptions about the effort of government in improving teachers welfare and to come up with the recommendations to the government for the improvement of teachers' motivation and incentives to the enhancement of the teachers living conditions and teaching profession.

1.3 Significance of the study

The study is great importance. Achieving vision 2020 depends on the development of highly competent class human resources, particularly in science and technology, to equip the population with knowledge, skills and attitudes to support the country's development. The teachers are an important consideration in achieving all of these through improving the quality of education, and we know that student's learning depends upon effective teaching; hence we need to know the factors that help in the enhancement of teachers' motivation. This study may help the head teachers, teachers and parents who are the basic role players in an educational system.

This study may be helpful for the decision makers, educationists, and specially parents who are worried about the study of their children. This study will help also the Ministry of Education to find the gap in the current published teacher statute and policies regarding teachers motivational and will help teachers to express their feelings about motivation facts.

1.4 Objective of the study

This study will explore the perceptions of Rwandan teachers to the government incentives for in service teachers for their better welfare and teaching profession, which will help the government of Rwanda through the Ministry Education to find a sustainable solution to motivate teachers in order to attract and maintain the most suitable qualified teachers at working place across all level of education. Furthermore, investigate how far the will of teachers effects/counts.

1.5 Purpose and research questions

The purpose of this study was to explore perceptions of Rwandan teachers to the government

incentives for in service teachers for their better welfare and teaching profession, specifically, the following four research questions were addressed ;

- To which extent the incentives offered by Government of Rwanda are likely to enhance the teacher living conditions and teachers working conditions?
- Which of the incentives did the teachers find particularly motivating and which did they find inadequate?
- What are the main reasons for teachers' appointments to the school they are working on?
- What teachers are expecting from the MINEDUC to do to improve their conditions in schools?

2 Literature review

2.1 Teacher motivation

Theoretical literature on teacher motivation in the developing world is scarce. However, a review of relevant psychological theories offers important insights into teacher motivation in a developing country context. First, basic needs must be met before teachers can be motivated to fulfil their higher-order needs of self-actualization and professional goal attainment. Second, once the more extrinsic (or external) basic needs and environmental factors are adequately met, more intrinsic (or internal) factors more powerfully motivate teacher effort, performance, and professional conduct in the long run. According to Addison, Rosemary; Brundrett and Mark (2008), motivation is crucial to both individual and organizational performance and even a very able and well-trained member of staff will not perform effectively unless they are motivated to do so.

For Johnson and Susan Moore (1986) state that three theories of motivation that teacher motivation is pegged on.

- Expectancy theory: This theory states that someone has to work hard for a reward.
- Equity theory: If a worker is not motivated, the work value deteriorates.

- Job enrichment theory. If work is challenging, the worker becomes more productive.

While merit pay and career ladders are dealt with in the first two theories, the third one studies distinguished staffing and "reform-oriented staff development" (NAEN, 1999). Job enrichment theory suggests an avoidance of pain and psychological growth as two basic elements that affect motivation.

Frase (1992) offers one reason why measures relying on external rewards have been insufficient. He says that working with students brings joy and reward in accomplishing their professional ambitions. Further, other sources indicate that teaching brings satisfaction to the teacher and this is motivation which can bring the teacher back to renewing his attitude for remaining in class (Frase, 1989; Lortie, 1976; Mitchell, Ortiz, & Mitchell, 1987). Frase reveals that there are two factors that affect teachers' ability to perform. These are, work context factors, which include the class size, discipline and availability of instructional materials, principal's supervision competence, etc. The second factor is work content factors. These factors do not necessarily improve teaching. For example, a survey conducted by the National Center for Education Statistics showed little relation to long-term satisfaction with teaching as a career (NCES 1997). Frase (1992) emphasizes that content variables contribute highly towards motivating teachers to high levels of performance.

According to Beck (1983), there were four basic perspectives that can ignite motivation at a workplace. They were the economic condition of that person, the social relationship he has or desire to have, self-actualization of his aspirations and get recognition and lastly a combination of all the above elements. A rational economic employee placed economic returns above other aspects of the job and his behavior and vigor on the job came from the monetary rewards he gets from his employer for the job. Some organizations who believed that man was rational and economic will emphasize on

distinguishing out aggressive monetary rewards like raising salary and fringe benefits to motivate the employees. The Second theory assumed that the elementary need of a man is the social relationship he desires to have in the society or his circle of friends and colleagues. This kind of man will weigh interpersonal relationships with colleagues, supervisors, customers, suppliers or whoever he has to interact with in his job as one of the key motivating factor for him. As long as the company create that happy environment for him and he get together well with others, he is happy and motivated. The third theory was man's self-actualization. He wants to get recognize by his supervisor or the community whenever he contributed to the success of an assignment or project. He aspires to get full credit and recognition in the forms of praises or compliments through non-monetary awards. Organization that believes in this will create a system to reward high performers and celebrate the success of each project no matter how big or small the project is. The last perspective was on a complex person. This person has the emotions, abilities, motives and desires of all above mentioned elements. His emphasis will change from time to time and place to place and is also dependent on the kind of assignment he is put on. He exhibits the behavior of almost wanting everything to come his way and sometimes over estimated his own capabilities.

Intrinsic conditions are sometimes more powerful than work related characteristics of a person. Spector (2003) has defined motivation as an inner state of mind of a person that influences him to display specific type of behavior. There were two types of motivation according to him (ibid). One kind that motivates a person in the direction of a type of behavior amongst all other behaviors while the second type was that the individual achieves motivation with the strong desire to achieve certain goal. The second type was derived from a person's individual needs and desires.

Williams and Burden (1997) differentiated two aspects of motivation: initiating motivation which was concerned with the reasons for doing

something and deciding to do something, and sustaining motivation referring to the effort for sustaining or persisting in doing something. Dörnyei and Ushioda (2001, 2011) identified two dimensions of defining motivation on which most researchers would agree: direction and magnitude of human behaviour.

Accordingly, motivation specifies the reason why people decide to do something, how long people are willing to sustain the activity and how hard they are going to pursue the activity.

As for teacher motivation, Sinclair (2008) defined it in terms of attraction, retention and concentration as something that determines 'what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession' (2008, p. 37). Dörnyei and Ushioda (2011) highlighted the two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession. Their review of literature came to a conclusion of four featured components of teacher motivation: prominent intrinsic motivation which was closely related to inherent interest of teaching; social contextual influences relating to the impact of external conditions and constraints; temporal dimension with emphasis on lifelong commitment; and demotivating factors emanating from negative influences.

It has been revealed by a number of studies that teacher motivation could be enriched when teachers have the right to choose teaching materials, programmes and teaching methods and to determine classroom organization and discipline (Kaiser, 1981). Factors identified by Packard and Dereshiwsy (1990) included adequate professional relations and ties, professional input, teacher evaluation, leadership and teacher development. Other identified motivation factors included social values and norms (Peterson & Ruiz-Quintanilla, 2003), working environment and colleagues (Mani,

2002), teacher personal information and professional variables (Carson & Chase, 2009). Praver and Oga-Baldwin (2008) provided a list of direct motivating factors (intrinsic motivation and extrinsic motivation) and indirect motivating factors (autonomy, working relationships, self-realization and institutional support). They believed that these factors heavily influenced the maintenance of teacher motivation over their career. As intrinsic motivation has been considered as significant factor for pre-service teachers to make career choice, extrinsic influences especially financial benefits such as salary, pension and insurance etc. were often mentioned extrinsic factors motivating in-service teachers. Dinham and Scott (2000) separated the contextual factors into two categories: micro- and macro-contextual influences. These categories have been redefined as school-based extrinsic factors and systemic/societal-level factors (Dörnyei & Ushioda, 2011).

The significance of teacher motivation research is also self-evident as it is a crucial factor closely related to a number of variables in education such as student motivation, educational reform, teaching practice and teachers' psychological fulfilment and well-being. Therefore, it is helpful for administrators to determine how to attract potential teachers and how to retain them in teaching.

2.2 Teacher professionalism

Teacher professionalism refers to teacher quality as the commitment to maintaining the highest standards of professional conduct and fidelity to the standards of the profession to which they belong. It also implies a lifelong learning attitude towards teacher professional development and the exercise of professional behaviour and autonomy. One component of this is professional freedom, which recognises that the teacher is best equipped to decide which methods to use in order to create an optimal learning environment. Professional freedom enhances teachers' creativity and provides learning that is free from political, economic, ideological or religious influence in order to preserve students' right to democratically exercise their creativity.

The concept of professionalism is socially constructed (Helsby, 1995; Troman, 1996) and is also "subject to geographical and cultural differences in interpretation, which themselves may change over time" (Helsby, 1995, p. 317). According to Evans (2008), further and detailed research on professionalism is demanded to understand "the service that professionals provide to society and how this service may be improved"

The origins of professionalism are traced in law, medicine and clergy (Freidson, 1971). These three occupations framed the key traits of a professional occupation that distinguish them from all the others (Hilton & Southgate, 2007; Webb et al., 2004; Whitty, 2008). However, as Whitty (2008) specifically points out, "more recent sociological perspectives on professionalism have rejected such normative notions of what it means to be a professional" (p. 32). Furthermore, regarding teachers' professionalism, Hargreaves (2000) identified such a development through four broad historical phases. a) The pre-professional age, in which teaching was seen "as managerially demanding but technically simple, and its principles and parameters were treated as unquestioned commonsense. "One learned to be a teacher through practical apprenticeship, and one improved as a teacher by individual trial-and-error" (p. 156). b) The age of autonomous professional, which was marked by "a challenge to the singularity of teaching and the unquestioned traditions on which it is based" (p. 161). c) In the age of the collegial professional, there are increasing efforts "to build strong professional cultures of collaboration" (pp. 165-166). Finally, the post-professional age or postmodern "is driven by two major developments in economics and the electronic and digital revolution in communications" (p. 167). These phases can be identified in various countries all over the world but not in the same order.

2.3 Teachers motivation in Rwanda

Teachers are the most important to be considered for achieving vision 2020. Few researches have been made on motivation and job satisfaction for

primary and secondary school teachers in Rwanda. The research on teachers' motivation and incentives in Rwanda by Paul & Jonhson (2008) indicated that the current level of teachers' motivation and job satisfaction are unacceptably low and suggested that urgent measures were needed to be taken to increase the teachers' motivation and job satisfaction. Based on findings of studies conducted by them (ibid) and Emmanuel (2016), the Government of Rwanda (GoR) implemented a variety of financial and non-financial incentives between 2008 and 2013 to improve teachers' motivation. The measures included: (i) increasing and harmonising teachers' salaries; (ii) reviewing teachers' working and living conditions; (iii) promoting public recognition of teachers; (iv) improving school and classroom facilities; and (v) professionalising teacher management (recruitment, deployment and transfer). In addition to that, the Presidential Order establishing special statute governing teachers in nursery, primary and secondary education was officially gazetted in November 2016 packaging all teachers' motivations and incentives, but not yet implemented at the time the research was conducting. (Republic of Rwanda, Official Gazette n° 48 of 28/11/2016).

2.3.1 What is new in the new teacher statute?

The statute defines and categorizes teachers, and when a teacher should be categorized as "Honorary" based on long and exceptional service. It talks also about procedures of promoting teachers.

It talks about how bonuses and promotion should be given: according to article 33, After 2015, a teacher is entitled to promotion to a higher job level after every three (3) years on the basis of his/her functional and behavioural performance evaluation. While article 36 granting a teacher annual performance bonus. A teacher gets a bonus resulting from his/her annual performance evaluation. After registration, teachers will be licensed and given a certificate after they have fulfilled all the requirements.

It talks about the requirements for teachers' recruitment and how teachers should get registered,

among others. Under the new statute, teachers will take oath before starting the job to fulfil educational duties with dedication.

The statute also talks about transfer of teachers and right to get facilitated whenever they are sent on official mission. A teacher in acting position of school administrator for more than thirty days is entitled to the salary and other monthly benefits associated with the administrative post, according to the new statute.

The other aspect which is new in the teacher's special statute is the right to transfer to another school. Unlike before when it took longer for a teacher to get a transfer from one district to another, under the new statute, all a teacher needs is a letter from the current employer (District Mayor) to the prospective employer in order for them to be approved. Previously, if a teacher wanted to transfer, they were forced to start afresh, undergo the whole recruitment process again, which was tiresome and time consuming.

2.3.2 Positive impact on teachers

The statute comes as an incentive to streamline the Teachers' living conditions, according to the officials. The State Minister for Primary and Secondary Education says the main motive of this new statute is to raise the status and credibility of teachers.

"The new statute has come with a lot of positive changes to all the teachers. It's an achievement as a Ministry, since teachers have been working without any law governing them as they had to improvise using the labor law," he says. Isaac MUNYAKAZI

"The case is different now as teachers will be aware of their rights, including health care, where the employer provides health care support to the teacher and other people under their care," adds the Minister.

Claudien Nzitabakuze, the Head of Teacher Education Management and Professionalization Department at Rwanda Educational Board (REB), says "a teacher now has a right to necessary documents and materials provided by school to

allow them fulfil their duties, as well as the right to a clean work place.”

Although the statute does not talk about salary increment, it talks about bonuses and promotions for teachers, something officials believe will improve teachers' welfare.

Nzitabakuze explains there are two ways of getting a bonus; the first one is done after every first year of teaching, commonly referred to as 'pay as you perform'. He added that teachers will be promoted yearly basing on how they have performed.

Teachers will also have a right to promotions, either horizontally or vertically, which goes hand in hand with salary increment,” he adds.

According to Faustin Harerimana, the Secretary general of Rwanda Teachers Association, the new statute explains the rights of teachers, their responsibilities and how teachers should be treated while at work, in trainings and during holidays, among others.

The new statute shows some positive changes. It is now clear how a teacher should be treated while on duty. It also explains what teachers are entitled to and we hope it is a good step forward.

“Another encouraging thing is that teachers will be given bonuses based on their performances, they will also be promoted regularly and this will go hand in hand with incentives unlike previously when there were no such advantages,” he says.

3 Method

3.1 Sampling

The survey was carried out in Rwandan primary and secondary school to In-Service Teachers, during the summer term of the academic year 2016-2017. The sample was consisted of six hundred seventy three (N= 673) in-service teachers from five(5) provinces of Rwanda including the city of Kigali, who were completed 2 years training program including teaching practice or who completed 4 years program in university including teaching practice or who are currently in a teacher training college. These in-service teachers are representing 30

district of whole country and have different working experiences, characteristics, backgrounds and environment. They come from urban and rural schools. The gender difference has been taken into consideration 204 are female representing (30%) and 469 are male representing 70%.

3.2 Data collection

3.2.1 Primary data (Questionnaires and interviews)

This study was interested depth of ideas, feelings, opinions and perceptions of teachers. The Research data were collected by using anonymously completed questionnaires. Initially, we carried out a pilot study in a small but representative sample, in order to validate the accuracy of the questionnaire before distributing it and collecting the answers on a large-scale basis. The idea was to gain alternative perspectives on current teachers' package of incentive and how they can motivate teachers to improve their living condition. The objective was to deepen understanding of the responses from both the interviews and questionnaires feedback.

673 responses were received (response rate: 97.8%).The questionnaire, which was distributed during the working days of the term, included four parts with the purpose of capturing teacher perceptions that would not have been brought up in the interviews.

The 1st part of the question was concerned with the teachers characteristics and school characteristics variables i.e.: Age, gender(Male and Female), level of education, teaching experience, the school location, school types, school's district area, teachers' additional qualifications, the year of studies.

The 2nd part of question is related to being aware of any district local or national programs to recognize award or incentive offered to the best teacher and to list them if any.

The 3rd part of question is related to the question which includes general information about teachers involved in the study and their perceptions on statements related to the extent to which incentives

offered by government through Ministry of education to them are likely to improve their living conditions and teaching profession.

The analysis of responses was done basing on Likert scale from 1 to 5. It was coded as follows: 5: Strongly agree, 4: Agree, 3: undecided, 2: Disagree, 1: Strongly disagree

In the 4th part of the questionnaire teachers were asked to present their perceptions on teacher on professionalism. It was multiple choice question. In particular, the multiple choice question was concerned with the factors that have contributed to their decision to become teachers at the current school where they are teaching on. i.e.: personal choice,,,. The respondents had also the opportunity to indicate any other reason(s), which might contribute to their decision.

3.2.2 Second data (Desk review documents)

In addition to interviews and questionnaires, this research used documents written on the subject of teacher motivation, teacher professional, and teacher's motivation. There are also teacher statute, teachers 'policies and MINEDUC reports. The researcher reviewed and analyzed those documents.

Document analysis has a long tradition in research, and has often an aura of respectability, perhaps due to the high regard in administrative circles and educational systems in which written text is held (Bryman, 2004, Cohen, et al, 2003, Coleman and Briggs, 2002). Therefore, this research used document analysis to complement both interviews and the questionnaire, and to provide triangulation to improve the trustworthiness of the results of this study.

3.3 Ethical consideration

Ethics are important to all parties associated with research as they affect the merits of individuals and ultimately the quality of data obtained (Emory and Cooper 1991). Thus, the application of ethical procedures to research activities should be primarily designed to protect the rights of participants from harmful or adverse consequences. This research

applied the following strategies address ethical matters.

Firstly, the researcher was obtained the letter from the Central China Normal University (CCNU) and to Rwanda Education Board (REB) to introduce himself to the school administrator before the commencement of the study.

Secondly, ensuring the participants as earlier stated that they would ensure complete anonymity and trustworthiness, as it was important to secure cooperation and maintain credibility and confidence of the participants.

3.4 Data analysis

The objective of analysis of the data was to go beyond the spoken and sometimes the written word, read between lines and search for deeper and hidden meaning in the responses of the participants. This helped the researcher to get some understanding of the teachers lived world through their experiences during both administration of the questionnaire and conducting the interviews. To analyse the data the researcher has to design mechanisms for analyzing both the interview and the questionnaire data in such a way that the data would generate relevant information which was needed to form an understanding of the teachers 'perceptions through their experiences. To analyse the data and the results, the researcher summarize the participants' responses. The researcher used some illustrations and had selected salient features of what participants had said verbatim. The researcher went through the following phases of data analysis; collecting data, coding data, developing categories, developing and testing relationships between variables and filling in the gaps. The researcher was interested in looking out for similarities and differences in the participants' responses and had to find ways and means of ensuring that the analysis would be relevant and trustworthy.

Basic descriptive statistics and percentages were generated for the demographic characteristics and all questionnaire items. Data were analyzed using SPSS software, version 21.

4. Findings

Research findings are divided into three parts, the first one is related to the questionnaire which is related to the teachers' demographic characteristics, Second, perception on teaching profession and lastly , their perceptions on statements related to the in service teachers incentives offered by government.

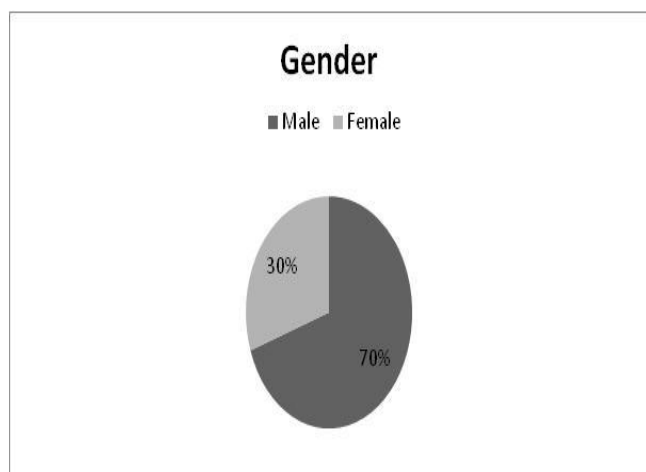
Findings presented here are following the order in which the related questions appeared in the questionnaires.

1. Teachers' demographics characteristics

a) Participants' Gender

Table 4. 1: Respondents 'Gender

Frequency	Valid Percent	
Male	469	69.7
Female	204	30.3
Total	673	100.0



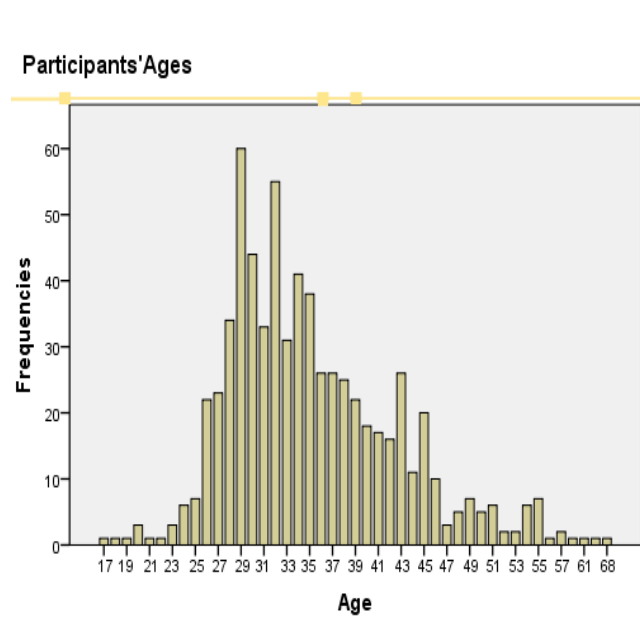
Source: Field data (2017)

Figure 4.1 indicates that 469(70%) of respondents to the questionnaires were male while 204(30) are female.

Frequency	Valid Percent	
Rural	548	81.4
Urban	125	18.6
Total	673	100.0

This implies that both genders were fairly presented in the study as Rwandan teachers are dominated by male especially secondary school.

b) Participants Age

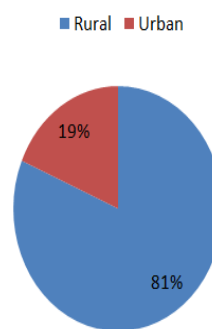


Source: Field Data (2017)

Figure 4.2 shows that (Min=17, Max=68, Mean=35), most of participants teachers were in the age group 26 and 45 years. These indicate that the responding are true trustable because they are really mature for answering to those questionnaires. These results show that the respondents are young and energetic people in 26-45 age range.

c) School location

Figure 4.3 School location



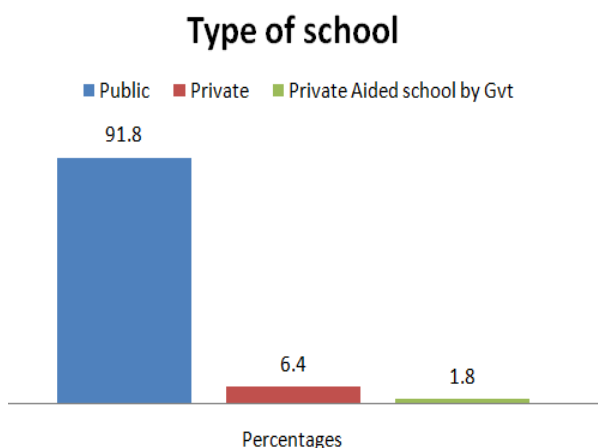
The Figure 4.3 indicated that 548(81%) are rural teachers, while 125(19%) are urban teachers. This study focused on rural area as the rural teachers are most vulnerable in term of distance they took for reaching the school where they are teaching and living conditions are hard in rural area.

d) The type of schools

Table 4.4: Type of schools

Type of school		
	Frequency	Valid Percent
Public	618	91.8
Private	43	6.4
Government aided	12	1.8
Total	673	100.0

Figure 4.4



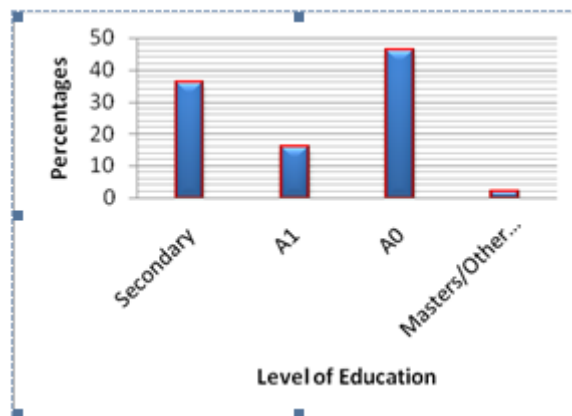
Source: Field data (2017)

Figure 4.4 shows that most of the participants are from the public school 618(91.8%), while 43(6.4%) are private and 12(1.8%) Private Government aided Schools. 91.8% public, due to the fact that the researcher wants to get the in Service Teachers' perception about the government incentive for enhancement of their living condition and their professional. The research will get the view also of the others teachers for further consideration in future.

Table 4.5: Respondents 'level of education

	Frequency	Percent
Secondary	243	36
A1	107	16
A0	312	46
Masters/Other postgraduate	11	2
Total	673	100

Figure 4.5: Respondents 'Level of



Source: Author Field Data (2017)

The Figure 4.5 above shows that the majority of the respondents 312(46%) are Degree holders, 243(36 %) hold a S6 Certificate of education, 107(16%) hold Diploma while few of them 11(2%) are Master's degree holders. This implies that Rwandan teachers in Primary and secondary school have varying levels of education but degree holders are the one that are most employed as teachers in secondary school. These repartitions of higher level of education show also that in our education system, we still have the overqualified teachers as shown by the data 2% as Masters' Degree holder.

2. Teachers' perception about the statements regarding the incentives

A. Being aware of any district local or national programs to recognize award or incentive offered to the best teacher

The first Statement is related to being aware of any district local or national programs to recognize award or incentive offered to the best teacher and to list them if any. The data were analysed as stated above by using SPSS statistics version 21 and the

data are presented in the table format showing the Descriptive statistics(n, Mean, Mode, SD, and the frequencies with respective percentages on general information).

The in service teachers ‘perception about the incentives offered by government.

The second statement also is related to the question which includes general information about teachers involved in the study and their perceptions on statements related to the extent to which incentives offered by government through Ministry of education to them are likely to improve their living conditions and teaching profession.

The analysis of responses was done basing on Likert scale from 1 to 5. It was coded as follows: 5: Strongly agree, 4: Agree, 3: undecided, 2: Disagree, 1: Strongly disagree.

Developed in 1932 by Rensis Likert to measure attitudes, the typical Likert scale is a 5- point ordinal scale used by respondents to rate the degree to which they agree or disagree with a statement.

The Frequency distribution was used for data analysis and the following central tendencies were excerpted using the statistical package (SPSS) version21 and grouped in a table as stated above.

1. Awarding the best teachers laptops is a good way to motivate teachers in order to perform their duties better.
2. Providing merit based scholarships to the teacher, so that the teachers can upgrade their credentials.
3. The Government of Rwanda has to sponsor at least the first two children of each teacher/lecturer.
4. Government should facilitate transport of teachers with a tax waiver
5. Giving teachers cows encourages them to work harder at school.
6. One of the benefits teacher receive is free food, so providing free lunch to teachers is good way to motivate them.

7. Government recognizes and rewards specific behaviour such as Leadership and team work
8. Teacher salaries need to be increased and being paid on time to improve teacher’s performance in the classroom.

Table 4.6: Teachers’ perceptions about the statement of teachers’ incentives

Statements	Mean	SD	Mode	SA(%)	D(%)	Un(%)	A(%)	SA(%)
Awarding the best teachers laptops	3.7	0.95	4	0.4	10.8	24.5	40.3	23.9
Merit based scholarship	3.3	1	3	2.2	19.6	37	28.1	13.1
Sponsoring at least the first two children	4	0.85	5	2.2		27	34.3	36.4
Transportation	3.4	1.29	4	9.7	16.6	22.4	25.9	25.4
Awarding cows to teachers	3.2	1.07	3	3.6	21.5	33.9	26	15
Free lunch at school based on merit	3.5	0.9	4	1.2	11.4	34.5	35.5	17.4
Recognizing and rewarding teachers' behaviors	4.1	0.9	4	4.2	8.2	4.9	49.8	36.4
Increasing teacher salaries	4.4	0.69	5	0	0.1	8.3	33.4	58.1

SD: Standard deviation, Sd: Strongly Disagree, D: Disagree, Un: Uncertainty, A: Agree, SA=Strongly Agree

Source: Author (2018)

Statement number 1: Awarding the best teachers laptops is a good way to motivate teachers in order to perform their duties better.

Considering the above summary table 4.6 (1) of the mode and frequency distribution, the table shows that the most frequent response to the statement was 4 as shown by the mode=4, and the Mean=3.7, SD=.95). Meaning that most respondents agree on the statement that awarding the best teachers laptops is a good way to motivate teachers in order to perform their duties better.

The government in 2008 has initiated to award the best performer teacher the laptop in order to help

them in their lesson plan and make different research in order to increase their knowledge, so far 2000 laptops have been distributed to the best teacher and it has been planned that at the beginning of 2018, Rwanda Education Board (REB) that has the mandate of teacher development and management will continue the distribution of 800 laptops to the best teachers in order to continue to motivate teachers. The corresponding percentage of agreement is 64% (Agree and strongly agree), it shows that giving the laptops to the teachers is a good way to motivate them to perform their duties better.

Statement number 2: Providing merit based scholarships to the teacher, so that the teachers can upgrade their credentials.

Table 4.6 (2). Indicates that the mode about teachers' agreement with statement is 3, and the (Mean=3.3, SD=1.0) meaning that most of frequent respondents are neutral to this statement, as confirmed by the percentage of the uncertainty of 37%. The percentage about disagreement is 22 % and only 41% of respondents agree that providing merit based scholarships to the teacher, so that the teachers can upgrade their credential might be the motivation for teacher to improve their welfare and teacher professional.

Statement number 3: The Government of Rwanda has to sponsor at least the first two children of each teacher

The table 4.6 (3) shows that the mode to the above statement is (Mode=5, Mean=, SD=) most of frequent respondents are strongly agreed to the statement. This is also highlighted by the percentage of agreement with the statement 3 which is 71% (Agree + strongly agree). The high percentage of agreement with the statement 3 indicate that the most of respondents support strongly the Government initiative of sponsorship of at least their first two children.

Statement number 4: Teachers' perceptions about facilitating transport of teachers and lecturers with a tax waiver

The table 4.6 (4) above shows that the most frequent respondents are 4 as shown by mode. The (Mean=3.4, SD=1.29). The corresponding percentage of agreement 51% (Agree +Strongly agree) and disagreement is 26% and neutral 23%. This percentage and mode show that the teacher are moderate agree to the statement of government to facilitate their transport by waiving tax on it.

Statement number 5: Giving teachers cows encourages them to work harder at school.

Table4.6 (5) above shows that the mode for this statement is 3, and (Mean=3.2, SD=1.07). The percentage of teachers who agree with this statement is 41% while the percentage of those who disagree is 55%. The percentage of teachers who are uncertain is 4%. The percentage of agreement with this statement is a clear indication that only 41% recognize that giving them cows will encourages them to work hard and to improve the living condition. It is clear about the statement of one of the teachers that this government program was appreciated on one hand.

Leticia Sinabajije, a teacher at Rurenge Primary School, who was the first to be selected for this one cow per teacher program among many other primary teachers, expressed joy, saying she would handle her cow with maximum care.

“This is incredible, I have been teaching pupils and other farmers how to look after exotic cows, but never dreamt of owning one. Such cows are very productive. We as teachers know farming, but cannot afford to buy the cows, she said.” Claudine N. (2009)

Odette Dusabemariya, a teacher from the Northern Province, was given a cow by Rwanda Education Board (REB), as a reward for her outstanding performance. While expressing gratitude after receiving the award, she said the award went a long way to show the government's recognition of her efforts and hard work.

“It is a sign that government recognises our sweat,” she noted.

Statement number 6: One of the benefits teacher receive is free food, so providing free school based meals to teachers is good way to motivate them.

Table 4.6. (6) indicated that the mode of the level of agreement with the statement is 4, and the Mean=3.56, SD=0.94) meaning that the most frequent respondents is 4. Number 4 occurs as the highest number of times. The corresponding percentage of agreement is 53%, while the corresponding percentage of disagreement is 13%, and uncertainty 35%. This percentage of agreement reveals that the respondents agree that providing the free school based lunch is a good way to motivate, to improve living condition and working condition of teachers.

Statement number 7 is related to extent to which Government recognizes and rewards specific behaviour such as Leadership and team work

Table 4.7. (7) indicated that the mode of the level of agreement with the statement is 4, and Mean=4.11, SD=0.91) meaning that the most frequent respondents is 4. Number 4 occurs as the highest number of times. The corresponding percentage of agreement is 86%, while the corresponding percentage of disagreement is 12%, and uncertainty 5%. This extremely percentage of agreement reveals that the respondents highly agreed that Government recognition and rewarding specific behavior such as Leadership and team work are a good way to motivate and to improve working condition of teachers by promoting leadership and team work spirit.

Statement number 8: Teacher salaries need to be increased to improve teacher's performance in the classroom.

Table 4. 6. (8) indicated that the mode of the level of agreement with the statement 8 is 5, and the Mean=4.49, SD=0.69); meaning that the most frequent respondents is 5. Number 5 occurs as the highest number of times. The corresponding percentage of agreement is 91%, while the corresponding percentage of disagreement is 1%, and uncertainty 8%. This extremely percentage of

agreement reveals that the respondents highly agreed that teacher salaries increment would increase teachers' performance in the classroom and to improve living condition of teachers and they are suggesting the salaries to be increased. Such requests are common among teachers. For example, Coombs (1985) cited that when teachers' salaries fail to keep pace with the cost of living they undergo a reduction in real income and result their morale suffers. Those same teachers when they are unable to shift to better paying jobs, they become demoralized and thus pulling down the quality of instruction.

B. The question related to the Teachers' perceptions about their professionalism

The question was stated to choose among the listed responses the one reason for appointment to the current school where the teacher is teaching: a) transfer with promotion, b) Routine transfer c) Personal request for transfer d) Punishment/Disciplinary posting, e) Personal/ I applied here

In response to this question, the majority of teachers (82%) stated that it was their personal choice to become education teachers and choosing the school where they are currently teaching and personnel request for transfer. Other factors provided in a descending order were the transfer with promotional (12%) and routine transfer (5%) and disciplinary punishment (1%).

Table 4.7: Reasons for appointment

Reasons for appointment	Frequency	Percent (%)
Transfer with promotion	80	11.9
Routine transfer	31	4.6
Personal request for transfer	144	21.4
Punishment/discipline posting	6	.9
Personal/I applied here	412	61.2

Resource: Author, SPSS data (2018)

5. Conclusion and recommendations

5.1 Conclusion

Most of the teachers appreciated this research because this research encouraged them to expand their responses and express freely their feelings about the government incentives in order to motivate them. They provide depth and details about the teacher's motivations. Teachers are optimistic that Government is going to know their concerns and to analyze them and provide solutions. The results suggested that teachers were satisfied with government incentives to in-service teachers i.e most of the respondents agree on the statement that awarding the best teachers laptops is a good way to motivate teachers in order to perform their duties better, Giving teachers cows to encourage them to work harder, providing free lunch, horizontal promotion and bonus and providing accommodation,,,, but were moderately well satisfied with the salary, ,,,. Finally data shows that

teachers were less satisfied overall with 4 important areas; not provision of sponsoring at least two children of each teacher, salary increment, insufficient budget allocated to Umwalimu SACCO, merit based scholarship , and finally in interview, they proposed a new way of motivating them by starting a " teacher shop'", increasing the number of classroom in order to resolve the problem of class size which also demotivate teachers on one hand. Revised upwards salaries for teachers who have upgraded, emphasize the school based free lunch to teachers, the policy of one cow per teacher should be emphasize too. The Government Budget allocated to Umwalimu SACCO is not sufficient to assist teachers to improve the living condition, so that the government should increase the budget allocated to Umwalimu SACCO. Accommodation needs to be provided to teacher to enable them live near schools since most of them reported to be living far away from their schools as they search for cheap accommodation. This would reduce lateness and absenteeism at school. It will also enable teachers to improve their work as long as they stay longer in school and spend extra hours

after school to give extra coaching to weak students and/or complete the set syllabus on time.

In general, this study is particularly useful for educational Administrators as well as teachers to formulate practical strategies to stimulate teachers' motivation and to improve outcomes.

5.2 Recommendations

According to the findings, the study would suggest that, the following angles should be improved for overcome the challenges meet by teachers. It is also recommended that the salaries of the teachers be increased and fixed according to their qualifications and incentives be provided to the good teachers so as to acknowledge their efforts and motivate them to continue with their better performance. Increasing teacher's salaries will increase their motivation thus boosting their productivity. This is because the teachers must be interested in what they teach and in the children when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn. It will also be an incentive for other teachers and they will follow good teaching practices. Recognition of teachers work on showing good results may be an incentive for the improvement of their efficiency. The following areas also should be emphasized on:

1. Institutional Environment: Teachers face unclear, constantly changing policies as well as poor management. For the above reason, the following measures should be taken:
 - ✓ Provide headmasters with high-quality training in school management and leadership
 - ✓ Advocate for transparent, fair deployment and promotion of teachers
 - ✓ Prohibit discrimination against female, disabled, or other marginalized teachers through the utilization of guidelines, codes of ethics, and monitoring and evaluation systems
 - ✓ If teacher qualifications, experience, and school environment allow, advocate for or provide teachers with greater autonomy in classroom pedagogy

- ✓ Facilitate a more collaborative form of inspection
- 2. Voice: Teachers rarely have an opportunity for input into school management and ministry policy. The following measures should be taken:
 - ✓ Train teachers in school leadership and management, and strategic management so that they can play a larger role in school-level decision-making
 - ✓ Facilitate quality circles among teachers
 - ✓ Encourage active participation and involvement of teachers, deputy head teachers and head teachers in decision-making with clearly defined roles and responsibilities
 - ✓ Engage in capacity building of trade unions to help them develop well-informed positions in educational issues and debates
 - ✓ Work with marginalized teachers (females, Disabled, those with HIV/AIDS, etc.), to build capacity and voice
- 3. Learning Materials and Facilities
 - ✓ REB should increase and delivery on time Learning and Teaching Materials (LTMs)
 - ✓ Mobilize the community to contribute materials and improve facilities
 - ✓ Ensure adequate hygienic facilities in the school, especially for women
 - ✓ Advocate for more funding for libraries and resources
 - ✓ Provide merit-based learning materials awards for high-performing teachers
- 4. Recognition and prestige
 - ✓ Recognize and reward specific behaviors such as leadership and teamwork
 - ✓ Treat teachers as equal partners and professionals, and promote a professional environment in the school through codes of conduct, etc. Hold teacher achievement fairs or community recognition activities
 - ✓ Train teachers to be defenders of gender and environmental awareness and rights
 - ✓ Train teachers in professional ethics in order to be the defender of drugs abuse

- ✓ Promote increased community and civil society involvement in education overall and in specific areas such as gender awareness

5. Career Development

- ✓ Incorporate life skills and extracurricular activities into teacher training
- ✓ Incorporate leadership, management, evaluation and other skills into teacher training to promote career development among teachers
- ✓ Coach teachers through on-site training
- ✓ Facilitate reflective teaching and action research among teachers to identify challenges and solutions.
- ✓ Provide teachers with career development courses and assistance with career development plans
- ✓ Provide merit-based scholarships so teachers can upgrade their credentials
- ✓ Facilitate peer exchange networks/mentoring between teachers

5.3 Suggestion for further researchers

The results of the study revealed that most of the teachers were satisfied by the government incentive to the in service teacher for improvement their welfare and teaching profession, but some are moderate, this implies that studies to investigate strategies that can be implemented to further improve teacher motivation are necessary.

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