JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

Influence of teacher non monetary motivation on student academic performance in public Primary schools in Rwanda: A case of Ngororero District

[1*] PACIFIQUE IRAGUHA & [2*] : Dr. Hesbon Opiyo Andala (PHD)
[1*]School of Education, Mount Kenya University
Kigali, Rwanda
[2]School of Education, Mount Kenya University
Kigali, Rwanda. Email of the corresponding author:

Abstract

The research was aimed at investigating the influence of teachers' non-monetary motivation on student academic performance in public primary schools in Rwanda's Ngororero District. Specifically, we determined the teacher's non-monetary motivations that influence the student's academic performance in public primary schools in Ngororero district, analyzed the academic performance that is due to the teacher's non-monetary motivation in Ngororero district, and assessed the relationship between the teacher's non-monetary motivation and students' academic performance in public primary schools in Ngororero district. The sample size was 146, including 120 teachers and 26 head teachers. Primary sources were gathered using questionnaires, interviews, and observation methods to triangulate the data. This study used purposive, stratified, and simple random sampling methods to derive a sample population from the respondents. The study applied both quantitative and qualitative methods complementarily in data collection and analysis. Content analysis helped with qualitative data analysis, and quantitative data was presented using the statistical package for social sciences by descriptive statistics (frequency, percentage, mean, and standard deviation) and inferential statistics (correlational and regression analysis). To the first objective, results evidenced that 80.8% strongly agreed that teachers transferred to the school closest to their homes, 76.7% strongly agreed that promotion to the next, 69.2% strongly agreed that training for enhancing the skills, 72.5% strongly agreed that appreciation for their works, and 83.3% strongly agreed that scholarships for professional development are teachers' no monetary motivation. The result on the second objective indicated that 82.6% strongly agreed that student marks from tests and exams Additionally, 77.9% strongly agreed that student competition results with other schools, 68.5% Strongly agreed that increasing student creativity and innovations (78.5%) Strongly agreed Teachers let students consult with each other; due to that, they have given no monetary motivation. This above result determines the level of academic performance in Ngororero district, with a high number of respondents strongly agreeing. Results on the correlation and influence of teacher non-monotary motivation on student academic performance in public primary schools in Rwanda indicated that most measures were positively associated with each other. Since the degree of significance was less than 0.05, in conclusion, the study shows that most teachers use non-monetary motivation, such as Teachers transferred to the school closest to their homes; promotion to the next level; training for enhancing skills; appreciation for their work; and scholarships for professional development. Both teachers and head teachers have the same attitude: they affect academic performance. The research reveals that student marks from tests and exams, student competition results with other schools, and increased student creativity and innovations are related to the level of academic performance. Finally, the above factors have a positive significance for academic performance since the p-value is less than 0.05. The study recommended the school head teacher create opportunities for understanding each staff member's needs, aspirations, and frustrations. The Ministry of Education should support teachers by providing all the resources needed to motivate them in order to raise academic performance in Rwanda. The district should support schools by providing teachers with motivation, either financially or non-financially, to improve students' academic performance. The school should put in place measures to enhance the productivity of teachers so as to help them consistently increase their performance.

Keywords: Monetary motivation, Academic performance, Non monetary motivation, Professin development scholaships and Student competition

1.0 Introduction

According to education policy, school effectiveness is measured by school results such as students' academic success, which leads to excellent educational quality. Despite this, pupils in Rwanda's especially public primary schools exhibit academic performance, which includes test scores, class activity scores, and completion rate (Save the Children, 2017). Students at private primary schools, on the other hand, demonstrate increased academic achievement. Students' academic performance can be influenced by a variety of circumstances, including non-monetary incentives provided to teachers. Factors such as free meals and lodging for teachers, health insurance, and teacher professional development stimulate teacher working circumstances, which leads to teacher performance (MINEDUC, 2019).

However, these components that could have had a positive impact on students' academic performance are not effectively communicated to teachers in public and private primary schools (Eamon, 2018). Characteristics that may have aided students' academic progress are rarely properly transmitted to teachers in public primary schools (Ozcan, 2021). Due to an absence of qualified teachers and challenging living conditions for teachers, this may hinder children's literacy as well as educational quality, affecting students' learning settings and their academic achievement. Parents with children in public schools are protesting about their children's poor academic performance in a number of ways (Uwamahoro, 2020).

Over time, the Rwandan government has made every effort to promote teacher welfare, including regular wage increases and a variety of other incentives (Buningwire, 2023). According to MINEDUC (2021), after serving a set amount of time, Rwanda has developed scholarships to help primary and secondary school teachers continue their education. Primary teachers who have graduated from Teacher Training Colleges (TTCs) will follow this structure and work as teachers for three years in order to be eligible for a scholarship for a bachelor's degree at the University of Rwanda (UR) College of Education. According to a statement made in July 2021 by Prime Minister Edouard Ngirente, secondary school teachers with bachelor's degrees from various universities would need to work for five years before being offered a scholarship at the master's level. According to Buningwire (2023), the number of kids who get meals at school has significantly increased in just two years, rising from 36,000 students in 2014 to 4 million students in all schools countrywide in 2023. However, the Rwandan teachers are not included in that school feeding as students because this system considers only learners, but even the teacher can be taught well if he or she gets a meal at school as a learner. The school feeding program began in 2014 with just secondary schools, but it was later expanded to include all schools, from lower elementary to secondary, in 2020. Nevertheless, neither of the studies mentioned above has been able to determine the relationship between non-monetary motivation and academic performance. This was where the research got the idea to investigate the influence of teacher non-monotary motivation on student academic performance in public primary schools in Rwanda, in the case of Ngororero district.The objective of the research was to find out the influence of teachers' non-monetary motivation on student academic performance in public primary schools in Rwanda in Ngororero District.

i. To determine teachers' non-monetary motivations that influence student academic performance in public primary schools in Ngororero district
ii. To analyze the academic performance that is due to teachers' non-monetary motivation in Ngororero district
iii. To assess the relationship between the teacher's non-monetary motivation and students' academic performance in public primary schools in Ngororero district

2.0. Review of Related Literature

2.1 Empirical Review

Several research conducted in industrialized nations indicate a connection between Teachers' retention and a lack of motivation. For instance, Portugal's Teachers, who receive less Gcompensation than those in other professions, do not enjoy their work. Less than 40% of Teachers, according to estimates, want to stay in the classroom, while the majority would rather change careers (De Jesus & Conboy, 2001).

2.1.1 Determine Teacher's Non Monetary Motivations that Influence the Student Academic Performance

Globally, the research conducted in India by Kleinbaum (2018) has proven that in instructional research, teacher enthusiasm has frequently been cited as a crucial element of excellent teaching quality. According to the expectation formation theory, in particular, signs of the teacher's motivation are essential for the emotional experiences and motivation of the pupils. In order to investigate their individual and combined effects on students' perceptions of the teacher, as well as their own emotional experiences, motivation, and subjective learning, the current experiment combined these two lines of research by manipulating implicit behavioral motivational cues (high vs. low displayed teacher enthusiasm) and explicit motivational cues (intrinsic vs. extrinsic). Onanda (2015) asserts that motivated employees, under no circumstances, will churn out decreased performance. The study revealed that trust, respect, and high expectations were seen by most of the employees (71%) as a form of motivation, indicating that as employees, they desire self-respect from management and colleagues and self-esteem. Promotion and growth as motivational factors enhance performance, as 69% of the employees shared this opinion. He concluded that great strides should be made to motivate all the staff to enhance performance.

Danish and Usman (2010) observed that a statistically significant and favorable association was found to influence rewards and motivation, indicating that modifying the rewards extended to employees would result in a parallel modification in job satisfaction and motivation. On the other hand, regular and special salary increases, fringe benefits, incentives, bonuses, and other payments result in elevated employee morale and hence higher motivation.

Research carried out in Tanzania by Mruma (2013) revealed that motivational factors for teachers to join the teaching profession are job security, the absence of job alternatives, or prospects for employment. Though salary was listed as another factor, it was the lowest in order of importance. The findings further revealed that the majority of the teachers are motivated by intrinsic factors, while a few are motivated by extrinsic factors. These extrinsic motivators include salary, free accommodation, free meals, a weekly allowance, or remuneration for extra teaching. A study carried out in Kenya by Achoka et al. (2011) reveals that the most popular motivational factors influencing public secondary school teachers in Kenya to join the teaching profession included promotional opportunities, remuneration, job security, interpersonal relationships, and good working conditions. On the other hand, factors such as education policies, poor pay, and delayed promotion opportunities contribute to job dissatisfaction (Nyambura, 2013). In Rwandan, The research conducted in Rwanda by Chantal (2022) on teacher motivation and student academic performance in Rwanda The results showed that non-financial motivators such as free meals, lodging, health insurance, professional development opportunities, and recognition were provided to instructors. Karl Pearson's coefficient of correlation (r), which is +0.642, demonstrated that there is a highly significant positive association

between teachers' non-monetary incentives and pupils' academic success. However, according to the study's respondents, the free lunch provided to teachers and students' completion had the highest correlation (r = +0.715).

2.1.2 Analyse the Benefits of Teacher's Non Monetary Motivation on Students' Academic Performance

Globally, the research carried out in Spain by Felicia (2023) on the incentives for teachers and academic achievement in public secondary schools, where The study's chosen schools provided the results for the subjects of mathematics, English language, biology, and economics for the academic years 2017, 2018, and 2019. Simple linear regression was used to analyze the study questions, while Pearson product moment correlation (PPMC) was used to analyze the hypotheses. Additionally, it was discovered that prompt payment of teachers' salaries had a significant effect on the academic A study conducted in South Africa on the motivational factors of employees by Elizabeth (2019) The goal of this study was to identify the motivating elements that have an impact on employees' motivation and, therefore, their individual performance. Work motivation, productivity, and performance all have complicated relationships. Although it appears that work motivation significantly affects performance and productivity, studies have shown that in addition to motivation, a number of other factors, such as an employee's aptitude, expertise, training, access to resources, management procedures, and the state of the economy, may affect productivity. Given the foregoing, the goal of this study was to identify the most important motivating elements that affect employee performance. A survey of research findings on work motivation has generally suggested that intrinsic rewards are ranked as better motivators than extrinsic rewards (Onanda, 2015). At one time, employees were considered just another input into the production of goods and services. What perhaps changed this way of thinking about employees was research referred to as the Hawthorne studies conducted by Elton Mayo from 1924 to 1932 (Florence, 2008). This study revealed that employees are not motivated solely by money and that employee behavior is linked to attitudes. The Hawthorne studies began the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers.

2.1.3 Relationship between Teacher's Non- Monetary Motivation and Students' Academic Performance.

Globally, In the United States of America, it was found that between 16 and 20 percent of all teachers chose to leave the school in which they were teaching because they were fed up with the environment of being teachers without a strong strategy from the government to retain them (Garcia, Slate, & Delgado, 2009). But also, according to Mercer (1999), as cited in John (2010), the study was about the use of financial pay and motivation by emotional factors so as to satisfy employees. The finding revealed that financial pay dissatisfaction was the major cause of the high turnover rate in companies. The study also found that job satisfaction among employees comes from the gratification of social relations, esteem, and actualization. In the context of this study, it is not proposed that financial rewards are criteria for teachers' retention. But it intends to explore the influence of non-monetary incentives on teachers' retention in secondary schools.

In China, the People Forum (2011), as cited in Augustino (2012), reports that more than one hundred teachers in Hunan Province have been caught cheating several million from the public coffers each year by holding their positions at school but working for extra money elsewhere. According to the report, some teachers were even absent from their primary job for some time, yet they received their monthly salary. In this case, it can be a challenge for school administrators to retain qualified teachers as they find another way to satisfy their needs outside of the teaching profession. However, a shortage of skilled labor has been reported in northern Canada, where financial incentives are employed to attract teachers from southern Canada. Although financial incentives are used to attract and retain teachers, teachers experience physical discomfort, cultural and social deprivation, and perhaps psychological stress, something that increases the problem of labor turnover in northern Canada (Ross & Westgate, 2019). A study carried out by Kawesa (2016 : 104) in Kampala revealed that the most commonly used types of rewards in private schools are public appreciation, promotion, packages and presents, duty allowances, and overtime pay. It was also revealed that performance-based rewards affect the performance of teachers by motivating them and increasing their productivity and efficiency. Regarding fringe benefits paid to staff, it was found out that fringe benefits of all types, when paid in time, can provide job satisfaction and subsequently good performance in schools (Tumuhairwe, 2014:50) The study conducted in Tanzania by Onyango (2022) on the Role of Non-Monetary Incentives on Teachers' Job Performance in Public Secondary Schools in Ilemela District, Mwanza, Tanzania, revealed that there are many types of incentives, but non-monetary incentives play a vital role in ensuring teachers' job performance. Also, the study revealed that the provision of meals, transport, staff houses, health services, and the availability of teaching and learning materials as incentives encourage teachers to perform effectively. The study recommends that there is a need to enhance non-monetary incentives for teachers' job satisfaction. Moreover, the government should equip heads of schools with administrative skills on how to improve teachers' job performance.

2.2 Theoretical Framework

2.2.1 Incetives Theory

Burrhus Frederic Skinner (1904-1990), sometimes known as B. F. Skinner, was an author, inventor, and behavioral psychologist who established the incentive theory of motivation. He is well recognized for his contributions to motivation theory and operant conditioning (behavior reinforcement through punishment). The research on the influece of Teachers'qualification on the performence of students in Ngororero District Ngororero will be followed the constructive vieu of learning and this was developed by jean piajet. The incentive theory of motivation is a behavioral theory that proposes that people are motivated by a desire for rewards and reinforcement. According to the incentive hypothesis, people will behave in ways that they feel will result in a reward while avoiding activities that may result in punishment. Workers' behavior in comparable situations may alter based on the incentives given. For example, an employee may work more on a project in order to obtain a good evaluation or avoid a terrible rating than if they do not receive a review at all. Their motive is the desire to get a reward or avoid punishment at the conclusion of the project via a performance evaluation (Chopra, 2018). The worth of the same reward might vary depending on the moment and circumstances. Individuals may place different values on comparable incentives. Psychological and social variables might influence which people are motivated by particular incentives. Incentives may only be used to motivate people if they set a value on the reward they will get for their activities.

2.2.2 Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is a psychological motivational theory that consists of a five-tier model of human needs that is commonly portrayed as hierarchical levels within a pyramid (Evans, 2023). The wants include physiological (clothing and food), safe (job stability), adoration and acceptance (friendship), esteem, and self-actualization. Prior to attending to higher-level demands, people must attend to lower-level requirements. Maslow (1943, 1954) created a hierarchy of human needs, placing physiological (survival) needs at the bottom and more intellectually and creatively oriented "self-actualization" needs at the top. Maslow said that a person must first fulfill their basic needs in order to pursue greater desires. The further up the ladder we travel, the harder it is to achieve the standards associated with that level due to the interpersonal and environmental obstacles that always upset us. Higher demands shift from being primarily physiological and short-term to being more long-term and psychological, similar to lower survival-related needs.

2.3. Conceptual framework

Independent variables **Dependent variables**

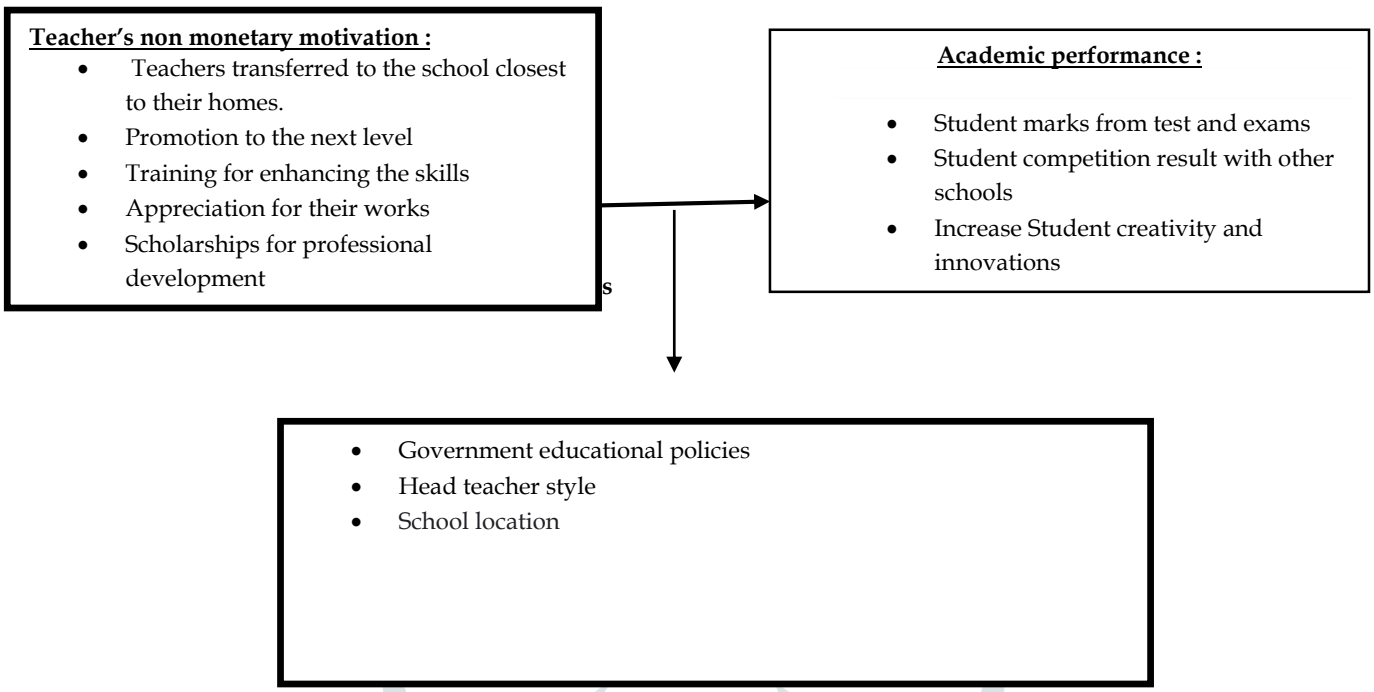

Figure 2. 1: Conceptual Framework

Source: Researcher; 2023

The above summarizes the relationship between the variables in this research. The independent variables are student marks from tests and exams, Student competition results with other schools, Student creativity and innovations, as well as the dependent variables are: Feeding teachers at school, providing insurance for their families, Training for enhancing the skills, Bonuses for high performance and scholarships for professional development, as indicated in the above figure

3.0 Reseach Methodology

According to Creswell (2017), a research design refers to a specific process that is included in the study procedure. The information is to be obtained from respondents about which methods and techniques are relevant to the research structure. Descriptive research, according to Shona McCombes (2019), tries to accurately and systematically denote a population, challenge, or the nature of a study. A descriptive and correlation study with a mixed approach was employed to gather information. This is due to the fact that it makes it possible to gather data about a person's attitude, point of view, or any number of different educational or social problems. Babbie (2011) asserts that the goal of a descriptive study is to identify who, what, why, where, and how of the variables, which is what this study is trying to do. It can provide responses to questions related to what, when, where, when, and how, but not why. This study used a descriptive research design to assess the influence of teacher non-monotary motivation on student academic performance in public primary schools in Ngororero district, Rwanda.

3.1 Target Population

A research population is à sizable group of carefully chosen people or things used as the main focus of à scientific investigation (Young, 2003). Therefore, due to high testing costs and enormous population numbers, research cannot screen every subject. The target population, according to Mugenda and Mugenda (2012), is a group that the study requires in order to generalize its findings. Therefore, the population of this study was 230 respondents from secondary schools in the Ngororero District, which makes up the study's target population, which consists of 190 teachers and 40 head teachers**.** In statistical tests, sample sizes were used when the numbers of the targeted population were too large to include in the responders or observations. The sample size wouldn't be skewed toward any particular traits and would represent the target population as a whole (Musasa, 2022). The sample size for this study was reported using the following formula, as published by Taro Yamane (1967), before the participants were found. Where n is the sample size, N is the population size, and e is the imaginary error.

General scientific formula:$\frac{N}{1+N\,(e)^2}$; and then the samle size is $n = \frac{230}{1+230\,(0.05)^2}$;

$n = \frac{230}{1.575}$= 146.031; then the sample size is 146 respondents

This refers to the procedure of assessing the population by collecting data and analyzing evidence and responses (Kenton, 2022). Specifically, the researcher utilized judgmental or purposive sampling and simple random sampling to choose the headteachers and

teachers. The researchers' decisions are made using the purposive sample approach while taking into account the characteristics of the respondents (Karmax, 2016). To collect information relevant to the objectives, the research employed a questionnaire that included a series of open questions on themes that were expected from respondent information. These sorts of questions will be given to respondents by the researcher. Editing is the process of locating flaws in completed questions, schedules, and postal questions, as defined by Rubenga (2019). The respondents were contacted once more by the researcher to ask them to clarify any unclear answers. In order to identify a response, Kakooza (2011) defined coding as the process of linking a symbol or a number with it. To summarize the data, different replies were grouped into categories for easy interpretation and analysis. Frequency distribution tables were utilized after data modification and coding. Tables were created based on the major topics in the questionnaire to gather all of the study's findings in one location. In this regard, SPSS was used to generate descriptive statistics for research variables and inferential statistics to produce the Pearson correlation coefficient to find out the association between independent and dependent variables.

4.0 Findings, Interpretation and Discussion

4.1 Teacher's No Monetary Motivations that Influence the Student Academic Performance in Public Primary Schools in Ngororero District

The research determines the teacher's non-monetary motivations that influence the student's academic performance in public primary schools in Ngororero district. The following tables show how the participants responded to the following statements:

Table 4. 1 Teachers' Perceptions Non-Monetary Motivations that Influence Student Academic Performance in Public Primary Schools in Ngororero District

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
Teachers transferred to the school closest to their homes indicate Teacher's no monetary motivation	3	2.5	7	5.8	6	5.0	7	5.8	97	80.8	1.491	1.444
Promotion to the next level indicate Teacher's no monetary motivation	5	4.2	6	5.0	7	5.8	10	8.3	92	76.7	1.550	1.158
Training for enhancing the skills indicate Teacher's no monetary motivation	4	3.3	7	5.8	6	5.0	20	16.7	83	69.2	1.617	1.146
Appreciation for their works indicate Teacher's no monetary motivation	6	5.0	7	5.8	7	5.8	13	10.8	87	72.5	1.600	1.147
Scholarships for professional development indicate Teacher's no monetary motivation	1	0.8	5	4.2	6	5.0	8	6.7	100	83.3	1.508	1.202

Source: Primary Data (2023)

Results in Table 4.1 evidenced the perception of teachers's on Teacher's no monetary motivations that influence the student academic performance in public primary schools in ngororero district, Rwanda. Accordingly 97 (80.8%) teachers strongly agreed that Teachers transferred to the school closest to their homes indicate Teacher's no monetary motivation, 92(76.7%) teachers strongly agreed that Promotion to the next level indicate Teacher's no monetary motivation, 83(69.2%) teachers strongly agreed that Training for enhancing the skills indicate Teacher's no monetary motivation, 87(72.5%) teachers strongly agreed that Appreciation for their works indicate Teacher's no monetary motivation, 100 (83.3%) teachers strongly agreed that Scholarships for professional development is Teacher's no monetary motivation

Table 4. 2 Head Teacher 's Perception Towards the Teacher's Non Monetary Motivations that Influence the Student Academic Performance in Public Primary Schools in Ngororero District

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
My job performance is enhanced by the presence of excellent staff offices, staff residences, classrooms, libraries, labs, and furnishings.	0	0.0	0	0.0	1	3.8	4	15.4	21	80.8	1.230	.514
Giving teachers free housing will encourage them to improve student achievement.	0	0.0	1	3.8	2	7.7	2	7.7	21	80.8	1.423	.945
Giving teachers with health insurance encourages them to continue teaching	1	3.8	0	0.0	1	3.8	8	30.8	16	61.5	1.538	1.904
Teachers spend a lot of time planning lessons because they get free lunch at school.	0	0.0	1	3.8	3	11.5	4	15.4	18	69.2	1.653	1.198

Source: Primary Data (2023)

Data presented in Table 4.2, 21 (80.8%) Head teachers strongly agreed that My job performance is enhanced by the presence of excellent staff offices, staff residences, classrooms, libraries, labs, and furnishings, 21(80.8%) Head teachers agreed that Giving teachers free housing will encourage them to improve student achievement, 16(61.5%) Head teachers strongly agreed that Giving teachers with health insurance encourages them to continue teaching, 18 (69.2%) Head teachers strongly agreed that Teachers spend a lot of time planning lessons because they get free lunch at school. Sternberg (2023) reveals that students in public primary schools in Rwanda perform poorly compared to private schools, possibly due to factors such as teachers' non-monitary motivating factors. The research found a high positive correlation between teacher non-monetary motivation and students' academic performance. The highest correlation was found between free lunch given to teachers and students' completion.

4.2 Analyses of the Academic Performence that is Due to Teacher's Non-Monetary Motivation in Ngororero District

This study determined the level of the academic performence that is due to teacher's non-monetary motivation in Ngororero district.

Table 4. 3 Teachers Perception on the Academic Performance that is Due to Teacher's Non-Monetary Motivation

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
Student marks from test and exams indicate the students academic performance	4	3.3	5	4.2	7	5.8	12	10.0	92	76.7	1.525	1.129
Student competition result with other schools indicate the students academic performance	4	3.3	9	7.5	5	4.2	17	14.2	85	70.8	1.625	1.195
Increase Student creativity and innovations indicate the students academic performance	4	3.3	8	6.7	8	6.7	23	19.2	77	64.2	1.725	1.215
Teachers let students consult with each other due to that	6	5.0	7	5.8	11	9.2	21	17.5	75	62.5	1.766	1.207

they have give no monetary motivation

Source: Primary Data (2023)

According to the information depicted in Table 4.3, 123 (82.6%) Strongly agreed that Student marks from test and exams indicate the student's academic performance. Additionally, 116(77.9%) Strongly agreed that Student competition result with other schools indicate the student's academic performance, 102 (68.5%). Strongly agreed that Increase Student creativity and innovations indicate the student's academic performance, 117 (78.5%). Strongly agreed Teachers let students consult with each other due to that they have give no monetary motivation. This above result determines the level of academic performance in Ngororero district, where a high number of respondents strongly agreed with the statements.

Table 4. 4 Head teacher's Perception towards the academic performance that is due to teacher's non-monetary motivation

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
Test and exam results represent a student's academic success.	0	0.0	0	0.0	0	0.0	2	7.7	24	92.3	1.07	.217
The results of student competitions with other schools demonstrate the pupils' academic performance.	0	0.0	0	0.0	1	3.8	2	7.7	23	88.5	1.192	.567
Increase Student originality and invention are indicators of academic accomplishment.	0	0.0	0	0.0	0	0.0	8	30.8	18	69.2	1.308	.47
Teachers allow pupils to consult with one another since there is no monetary incentive.	0	0.0	0	0.0	2	7.7	2	7.7	22	84.6	1.308	.837

Source: Primary Data (2023)

Results presented in Table 4.4 show that 80.0% of Head teachers strongly agreed that Test and exam results represent a student's academic success and 78.9% of Head teachers strongly agreed that the results of student competitions with other schools demonstrate the pupils' academic performance. Additionally, 75.6% of Head teachers strongly agreed that Increase Student originality and invention are indicators of academic accomplishment and 84.6% of Head teachers strongly agreed that Teachers allow pupils to consult with one another since there is no monetary incentive.

4.3 Relationship between Teacher's Non- Monetary Motivation and Students' Academic Performance in Public Primary Schools in Ngororero District.

Table 4. 5 corretion analysis

		Teachers transferred to the school closest to their homes.	Promotion to the next level	Training for enhancing the skills	Appreciation for their works	Scholarships for professional development	Student marks from test and exams	Student competition result with other schools	Increase Student creativity and innovations
Teachers transferred to the school closest to their homes.	Pearson Correlation	1							
	Sig. (2-tailed)								
	N	200							
	Pearson Correlation	.605**	1						

Promotion to the next level	Sig. (2-tailed)	.000							
	N	200	200						
Training for enhancing the skills	Pearson Correlation	.160*	-.268**	1					
	Sig. (2-tailed)	.024	.000						
	N	200	200	200					
Appreciation for their works	Pearson Correlation	.265**	.174*	-.268**	1				
	Sig. (2-tailed)	.000	.014	.000					
	N	200	200	200	200				
Scholarships for professional development	Pearson Correlation	.307**	.173*	.173*	-.089	1			
	Sig. (2-tailed)	.000	.015	.014	.213				
	N	200	200	200	200	200			
Student marks from test and exams	Pearson Correlation	.135**	.309**	.158*	-.107	.407**	1		
	Sig. (2-tailed)	.034	.000	.026	.131	.000			
	N	200	200	200	200	200	200		
Student competition result with other schools	Pearson Correlation	.605**	.160*	.299**	-.219**	.136	.249**	1	
	Sig. (2-tailed)	.000	.024	.000	.002	.055	.000		
	N	200	200	200	200	200	200	200	
Increase Student creativity and innovations	Pearson Correlation	.249**	.173*	.407**	.265**	-.005	.173*	-.126	1
	Sig. (2-tailed)	.000	.015	.000	.000	.941	.015	.075	
	N	200	200	200	200	200	200	200	200

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Sourc: Primary Data (2023)

Findings from Table 4.4 indicated A strong relationship was established Student marks from test and exams and the following statements as follows, with Teachers transferred to the school closest to their homes (r=.135**, p-value=.034), Promotion to the next level (r=.309**p-value=0.000), with Training for enhancing the skills (r=.158*, p-value =0.026) Appreciation for their works (r=.407**, p-value=.000 Scholarships for professional development (r=.496**, p-value=0.000). The association is positively related because the p-value was less than 0.05, explaining that Student marks from test and exams affect Teachers transferred to the school closest to their homes, Promotion to the next level, Training for enhancing the skills, Appreciation for their works, Scholarships for professional development, Student marks from test and exams and vice versa. For Student competition result with other schools A strong relationship was established with A strong relationship was established Student marks from test and exams and the following statements as follows, with Teachers transferred to the school closest to their homes (r=.605**, p-value=.000), Promotion to the next level (r=.160*p-value=0.024), with Training for enhancing the skills (r=.299**, p-value =0.026) Appreciation for their works (r=-.219**, p-value=.002 Scholarships for professional development (r=.249**, p-value=0.000).The association is positively related because the p-value was less than 0.05, explaining that Student competition result with other schools affect Teachers transferred to the school closest to their homes, Promotion to the next level, Training for enhancing the skills, Appreciation for their works, Scholarships for professional development, Student marks from test and exams and vice versa. For Increase Student creativity and innovations A strong relationship was established with A strong relationship was established Student marks from test and exams and the following statements as follows, with Teachers transferred to the school closest to their homes (r=.249**, p-value=.000), Promotion to the next level (r=.173*,p-value=0.015), with Training for enhancing the skills (r=.407**, p-value =0.000) Appreciation for their works (r=.265**, p-value=.000) Scholarships for professional development (r=.173*, p-value=0.015). The association is positively related because the p-value was less than 0.05, explaining that Increase Student creativity and innovations affect Teachers transferred to the school closest to their homes, Promotion to the next level, Training for enhancing the skills, Appreciation for their works, Scholarships for professional development, Student marks from test and exams and vice versa.

Table 4. 6 Regression Coefficients between Independent Variable and Students Marks from Test and Exams

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.486	.193		2.522	.012
	Teachers transferred to the school closest to their homes.	-.375	.117	-.259	-3.192	.002
	Promotion to the next level	.335	.064	.419	5.274	.000
	Training for enhancing the skills	.056	.053	.368	1.050	.025
	Appreciation for their works	-.089	.041	-.144	-2.194	.029
	Scholarships for professional development	.799	.132	.390	6.033	.000

a. Dependent Variable: Student marks from test and exams

Source: Primary data (2023)

Findings in Table 4.6 from respondents shows the regression analysis between dependent variable as Student marks from test and exams, x: independent variable as Teachers transferred to the school closest to their homes,Promotion to the next level,Training for enhancing the skills,Appreciation for their works,Scholarships for professional development, according to the result from respondents, Teachers transferred to the school closest to their home was negatively statistically significant with Student marks from test and exams (B = -.259, p-value =.002), Promotion to the next level was statistically significant with Student marks from test and exams skills (B = .419, p-value =.000), Training for enhancing the skills were significantly affecting Student marks from test and exams (B = .368, p-value =.025), Appreciation for their works was positively statistically significant with Student marks from test and exams (B =-.144, p-value =.029), and Scholarships for professional development was positively statistically significant with Student marks from test and exams (B =.390, p-value =.000)

Table 4. 7 Regression Coefficients between Independent Variable and Student Competition Result with other Schools

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	1.157	.251		4.608	.000
	Teachers transferred to the school closest to their homes.	-.318	.153	-.183	-2.078	.039
	Promotion to the next level	.236	.083	.246	2.849	.005
	Training for enhancing the skills	.241	.069	.244	3.496	.001
	Appreciation for their works	-.149	.053	-.200	-2.804	.006
	Scholarships for professional development	.221	.173	.090	1.279	.002

a. Dependent Variable: Student competition result with other schools

Source: Primary data (2023)

Findings in Table 4.7 from respondents shows the regression analysis between dependent variable as Student competition result with other schools, x: independent variable as Teachers transferred to the school closest to their homes,Promotion to the next level,Training for enhancing the skills,Appreciation for their works,Scholarships for professional development, according to the result from respondents, Teachers transferred to the school closest to their home was negatively statistically significant with Student competition result with other schools (B = -.183, p-value =.039), Promotion to the next level was statistically significant with Student competition result with other schools skills (B = .246, p-value =.005), Training for enhancing the skills were significantly affecting Student competition result with other schools (B = .244, p-value =.001), Appreciation for their works was negatively statistically significant with Student competition result with other schools (B =-.200, p-value =.006), and Scholarships for professional development was positively statistically significant with Student competition result with other schools (B =.090, p-value =.002)

Table 4. 8 Regression analysis between Independent Variable and Increase Student Creativity and Innovations

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	1.161	.308		3.765	.000
	Teachers transferred to the school closest to their homes.	-.330	.188	-.159	-1.759	.080
	Promotion to the next level	.206	.102	.180	2.025	.044
	Training for enhancing the skills	.090	.085	.077	1.068	.287
	Appreciation for their works	.218	.065	.246	3.344	.001

Scholarships for professional development	.062	.212	.021	.292	.770

a. Dependent Variable: Increase Student creativity and innovations
Source: Primary data (2023)

Findings in Table 8 from respondents shows the regression analysis between dependent variable as Increase Student creativity and innovations, x: independent variable as Teachers transferred to the school closest to their homes,Promotion to the next level,Training for enhancing the skills,Appreciation for their works,Scholarships for professional development, according to the result from respondents, Teachers transferred to the school closest to their home was negatively statistically significant with Increase Student creativity and innovations (B = -.183, p-value =.039), Promotion to the next level was statistically significant with Increase Student creativity and innovations skills (B = .246, p-value =.005), Training for enhancing the skills were significantly affecting Increase Student creativity and innovations (B = .244, p-value =.001), Appreciation for their works was negatively statistically significant with Increase Student creativity and innovations (B =-.200, p-value =.006), and Scholarships for professional development was positively statistically significant with Increase Student creativity and innovations (B =.090, p-value =.002).

5.0 Findings, Interpretation and Discussion

5.1 Teacher's No Monetary Motivations that Influence the Student Academic Performance in Public Primary Schools in Ngororero District

Accordingly 97 (80.8%) teachers strongly agreed that Teachers transferred to the school closest to their homes indicate Teacher's no monetary motivation, 92(76.7%) teachers strongly agreed that Promotion to the next level indicate Teacher's no monetary motivation, 83(69.2%) teachers strongly agreed that Training for enhancing the skills indicate Teacher's no monetary motivation, 87(72.5%) teachers strongly agreed that Appreciation for their works indicate Teacher's no monetary motivation, 100 (83.3%) teachers strongly agreed that Scholarships for professional development is Teacher's no monetary motivation. According to **Invalid source specified.** looks on the effect of non-monetary incentives on teacher retention in Korogwe urban schools. It focuses on the many sorts of incentives, instructors' perspectives on job retention, and management's issues. According to the findings, promotion management remains a concern, with few instructors happy. Non-monetary incentives impact teacher retention favorably, but resource shortages lead to work discontent. According to the report, school administrators could address retention issues through school projects, social welfare, effective orientation, and mentorship.

5.2 Analyses of the Academic Performence that is Due to Teacher's Non-Monetary Motivation in Ngororero District

This study determined the level of the academic performence that is due to teacher's non-monetary motivation in Ngororero district.

Invalid source specified. Sought to investigate the link between non-monetary incentive and employee performance at Eldoret Polytechnic. The findings revealed a substantial and favorable link between employee performance and training, advancement, goals, and team building. The study revealed that Eldoret Polytechnic's use of non-monetary motivational incentives is critical for deciding employee success. Management should guarantee that performance education is well-executed so that employees may enhance their performance.

Results that 80.0% of Head teachers strongly agreed that Test and exam results represent a student's academic success and 78.9% of Head teachers strongly agreed that the results of student competitions with other schools demonstrate the pupils' academic performance. Additionally, 75.6% of Head teachers strongly agreed that Increase Student originality and invention are indicators of academic accomplishment and 84.6% of Head teachers strongly agreed that Teachers allow pupils to consult with one another since there is no monetary incentive. Levendosky's 2019 study looked at the effect of domestic violence on preschoolers' cognitive performance. The findings revealed that children who observed domestic violence had worse verbal ability but no abnormalities in visual-spatial abilities. The study also looked at the indirect impacts of mother depression and home environment quality.

The association is positively related because the p-value was less than 0.05, explaining that Increase Student creativity and innovations affect Teachers transferred to the school closest to their homes, Promotion to the next level, Training for enhancing the skills, Appreciation for their works, Scholarships for professional development, Student marks from test and exams and vice versa. **Invalid source specified.** Looks at the link between non-monetary incentives and secondary school teacher performance in Rwanda's Nyamagabe area. The findings found that non-monetary incentives such as medical facilities, free lunches, internet access, on-the-job trainings, praise and recognition, and flexible working hours were provided to over 90% of instructors in boarding secondary schools of excellence. The survey also discovered a link between professional development incentives and teacher performance, with more than 92% of instructors classified as high performers.

Findings shows the regression analysis between dependent variable as Student marks from test and exams, x: independent variable as Teachers transferred to the school closest to their homes,Promotion to the next level,Training for enhancing the skills,Appreciation for their works,Scholarships for professional development, according to the result from respondents, Teachers transferred to the school closest to their home was negatively statistically significant with Student marks from test and exams (B = -.259, p-value =.002), Promotion to the next level was statistically significant with Student marks from test and exams skills (B = .419, p-value =.000), Training for enhancing the skills were significantly affecting Student marks from test and exams (B = .368, p-value =.025), Appreciation for their works was positively statistically significant with Student marks from test and exams (B =-.144, p-value =.029), and Scholarships for professional development was positively statistically significant with Student marks from test and exams (B =.390, p-value =.000).

6.0 Conclusion and Recommendations

Reconsidering findings from this present research, it concludes: To the first research objectives, the researcher reveals that the study found that Teachers transferred to the school closest to their homes, Promotion to the next level, Training for enhancing the skills, Appreciation for their works and Scholarships for professional development indicate teacher non-monetary motivations that affect student's academic performance.while for the second objectives respondance accept that Student marks from test and exams ,Student competition result with other schools and Increase Student creativity and innovations indicate the academic performance of students .Results from objective three reveal that there was a relationship between Teachers non monetary motivation and student's academic performance in Ngororero District, Rwanda and that they were positively and statistically correlated since most of their levels of significance were greater than 0.05 in association with Student academic perfomance in Ngororero District, Rwanda. Based on the research findings, it was recommended that the school head teacher create opportunities for understanding each staff member's needs, aspirations, and frustrations. The Ministry of Education should support teachers by providing all the resources needed to motivate them in order to raise academic performance in Rwanda. The district should support schools by providing teachers with motivation, either financially or non-financially, to improve students' academic performance. The school should put in place measures to enhance the productive teacher so as to help them consistently increase their performance. Team building activities at the school should be encouraged as they enhance open communication increasing overall performance. In view of the study findings, while the other variables assumed a statistically significant relationship between teacher's non monetary motivation and students academic performance. Hence, a study can be done using promotion as the predictor variable can be conducted to establish whether the results of this study will hold true in a diverse context.

6.0 Conclusion and Recommendations

Reconsidering findings from this present research, it concludes: To the first research objectives, the researcher reveals that the study found that Teachers transferred to the school closest to their homes, Promotion to the next level, Training for enhancing the skills, Appreciation for their works and Scholarships for professional development indicate teacher non-monetary motivations that affect student's academic performance.while for the second objectives respondance accept that Student marks from test and exams ,Student competition result with other schools and Increase Student creativity and innovations indicate the academic performance of students .Results from objective three reveal that there was a relationship between Teachers non monetary motivation and student's academic performance in Ngororero District, Rwanda and that they were positively and statistically correlated since most of their levels of significance were greater than 0.05 in association with Student academic perfomance in Ngororero District, Rwanda. Based on the research findings, it was recommended that the school head teacher create opportunities for understanding each staff member's needs, aspirations, and frustrations. The Ministry of Education should support teachers by providing all the resources needed to motivate them in order to raise academic performance in Rwanda. The district should support schools by providing teachers with motivation, either financially or non-financially, to improve students' academic performance. The school should put in place measures to enhance the productive teacher so as to help them consistently increase their performance. Team building activities at the school should be encouraged as they enhance open communication increasing overall performance. In view of the study findings, while the other variables assumed a statistically significant relationship between teacher's non monetary motivation and students academic performance. Hence, a study can be done using promotion as the predictor variable can be conducted to establish whether the results of this study will hold true in a diverse context.

REFERENCES

Abubakar, O. (2017). Non-Monetary Rewards And Teachers Performance Inschools Of Excellence In Nyamagabe District - Rwanda. *African Scientific Journal Of Research*.

alexandre, p. (2020). Influence of domestic violence on the association between malnutrition and low cognitive development. *Jornal de Pediatria*.

Andala, 2. H. (2020). Teachers' Non-Monetary Motivation and Students' Academic Performance in Public Primary Schools in Rwanda . *Stratford Peer Reviewed Journals and Book Publishing* .

Babbie, E. R. (2011). Introduction to social research. *WorldCat.org*. Récupéré sur https://www.worldcat.org/title/introduction-to-social-research/oclc/630951575

Bernard. (2017). Purposive Sampling as a Tool for Informant Selection - CORE. *natiinal library of medecine*. Récupéré sur https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4012002/

Bowen. (2017). the effect of motivation to performence. *Journal of Scientific Research* .

Bryaman. (2019). Social Research Methods. *Oxford University Press, 2020*. Récupéré sur https://books.google.rw/books/about/Social_Research_Methods.html?id=KrSjzQEACAAJ&redir_esc=y

Buningwire, W. (2021). Rwanda teacher s Scholaship: Who Qualifies? *KTPress*.

Buningwire, W. (2023). KT PRESS.

Chantal, N. (2022). Teachers' Non-Monetary Motivation and Students' Academic. *Stratford*.

Chopra.com. (2018). Theories of Motivation and Human Desire. *chopra*.

Elizabeth, P. (2019). Motivational factors that influence individual performance. *ResearchGate*.

Evans, O. G. (2023). Maslow's Hierarchy Of Needs. *Simplypsychology*.

Fani Lauermann, S. A. (2017). *Teacher Motivation and Professional Commitment in the United States*. Cambridge University Press.

Felicia, O. (2023). Teachers' incentives and students'' academic performance in public secondary schools in Odeda Local Government, Ogun State. *ResearchGate* .

Goyal, S. (2016). Non-Financial Extrinsic and Intrinsic Teacher Motivation in Government and Private Schools in India. *the wold bank*.

Jensen, S. K. (2018). Family Violence Reduction Within a Parenting Intervention in Rwanda: A Mixed-Methods Study. *National Library Of Medecine*.

Kenton. (2022). A Manual for Selecting Sampling Techniques in Research. *rearchdgate*.

Kleinbaum, N. H. (2018). Independent and joint effects of teacher enthusiasm and motivation on student motivation and experiences: A field experiment. *SpringerLink*.

MINEDUC. (2021). *RWANDAN TEACHERS SCHOLARSHIP: WHO QUALIFIES?* Ktpress.

Mueller, I. (2017). Early Life Exposure to Violence: Developmental Consequences on Brain and Behavior. *Frontiers in Behavioral Neuroscience*.

natalie, A. (2018). the influence of training on employee performance, to establish the outcome of advancement on workers performance,. *Stratiford* .

Nyambura, G. M. (2013). Factors That Influence Teachers' Motivation In Public. 40.

Onyango, I. K. (2022). Role of Non –Monetary Incentives on Teachers' Job performence . *Journal of Reseach Innovation And Implication in Education*.

Ozcan, M. (2021). Factors Affecting Students' Academic Achievement according to the. *Education Reform Journal Volume 6 Number 1, 2021*.

Ph.D, D. P. (2022). Dental Students and Intimate Partner Violence: Measuring Knowledge and Experience to Institute Curricular Change. *Journal of Dental Education* .

Spangaro, J. (2019). The impact of interventions to reduce risk and incidence of intimate partner violence and sexual violence in conflict and post-conflict states and other humanitarian crises in low and middle income countries: a systematic review. *Trauma Violence Abuse. 2019;12(3):127–34.*

TUMAINI, M. (2015). The Contribution Of Non-Monetary Incentives To Teachers'.

Tuyisabe, E. (2018). Children's experiences of gender based violence in Gasabo District Rwanda. *Global Scientific Journal*.

UNESCO. (2017). *Teacher support and motivation framework for Africa: emerging patterns.* UNESCDOC Digital Library.

Uwamahoro, C. T. (2020). Parental involvement in children's education in Rwanda: A case study of. *International Journal of Contemporary Applied Researches Vol. 7, No. 2, February 2020*.

Wyatt, T. (2017). Readiness of newly licensed associated degree registered nurses to screen for domestic violence. *Nurse Education in Practice*.