



Journal Homepage: - www.journalijar.com

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI: 10.21474/IJAR01/18984

DOI URL: <http://dx.doi.org/10.21474/IJAR01/18984>



RESEARCH ARTICLE

INFLUENCE OF TEACHERS' MOTIVATION ON STUDENTS' DISCIPLINE IN PUBLIC BOARDING SECONDARY SCHOOLS IN RWANDA, A CASE OF RULINDO DISTRICT

Uwumugisha Nadine¹ and Hesbon Opiyo Andala²

1. MED Student, Mount Kenya University.
2. Senior Lecturer, Mount Kenya University.

Manuscript Info

Manuscript History

Received: 25 April 2024

Final Accepted: 28 May 2024

Published: June 2024

Key words:-

Teachers Motivation, Students
Discipline, Motivation, Discipline

Abstract

This research investigated the effect of motivation of teachers on students' discipline within public boarding secondary schools. The study utilized descriptive research design and correlation design with a mixed approach. The study included a total population of 145 individuals, consisting of 8 administrative staff members, 4 representatives from the parent 's committee, and 133 teaching staff from public boarding secondary schools in Rulindo district, the researcher determined the sample size of 107 respondents using Yamane formula. The results indicate 88.8% strongly agreed that Teachers are provided with support to attend in service courses, seminars and workshops, 87.8% strongly agreed that Equitable methods and procedures are employed in the promotion of teachers, 79.6% strongly agreed that Opportunities and incentives or additional studies are extended through offers, 61.2% strongly agreed that The society acknowledge the importance of teacher, 84.7% strongly agreed that Teacher salaries are proportionate to their workload. Study indicates that 58.8 % of strongly agreed that Improved punctuality Indicate of students' discipline, and 76.5 % of strongly agreed that Team player Indicate of students' discipline, 73.5 % of strongly agreed that Respectful behaviour Indicate of students' discipline, and 77.9% of strongly agreed that Students Cleanliness Indicate of students' discipline; 61.8 % of strongly agreed that Consistence attendance Indicate of students' discipline and 58.8% of strongly agreed that Adherence to school rules & guidelines Indicate of students' discipline. Results revealed that Teachers 'Motivation Factors Have a Positive Significance with Student 's Discipline since the p-value are less than 0.05, underscored a positive relationship between teachers _motivation and student's discipline. The study recommends that; school administrators should improve teacher incentive strategies if they want to see the improved performance that comes from having disciplined students. Head teachers should work to develop new teacher motivational tactics and even bolster those that already exist in order to establish discipline among the students and improve performance. The government through the Ministry of education should certify that teachers are given better compensation for them to convey excellently. In addition, the government and management ought to support paid

study leave for educators so they can advance their qualifications, expertise, and abilities and ultimately provide high-quality education.

Copy Right, IJAR, 2024,. All rights reserved.

..... **Introduction:-**

Teacher motivation has garnered attention due to their role in transmitting knowledge, skills, attitudes, and values to students. There is a belief that fulfilled teachers tend to be more effective and have the potential to impact students' success. Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Teachers' management is most crucial at the school level, where the importance of teachers' work and their competences in performing it are crucially influenced by the quality of both internal and external supervision and interventions.

Students are the important stakeholders and the most essential resources in education. It is absolutely required to express students to exhibit acceptable attitude and behavior within and outside the school. For achieving an organized and peaceful school environment and maintain law and order, school management has to specify rules and regulations to guide the activities of members of the educational institution.

Student's discipline is a prerequisite to almost everything a school has to offer students (McGregory, 2006). According to Seifert and Vornberg, (2012:201), student's discipline is linked with both the culture and climate of the school in order to satisfying climate to exist within a school, need a certain significant level of discipline. The schools with discipline as their reputation are seen as better schools and parents are likely to transfer their children in them. This is because it is assumed that the well-disciplined students likely perform better.

Effective discipline is essential for students to meet their goals, expectations, and responsibilities

In Africa, Campbell (2001) contends that teachers' effectiveness in African schools relies on their individual skills, behavior, interests, training, and level of competence. This underscores the idea that enhancing teachers' achievements significantly impacts the success of educational institutions. Success encompasses both actions and inactions, representing optimal outcomes, quantity and timeliness of results, collaboration, and accessibility (Gung, 2011). Additionally, Ngirwa (2006) emphasizes the necessity of motivating teaching staff to assist students in achieving their educational goals, thereby aiding the educational system in reaching its predetermined objectives.

In Rwanda, according to the Ministry of Education (2008), the education sector policy outlined in 2003 specified that teachers in Technical Secondary Schools (TSSs) should receive both intrinsic and extrinsic motivation to improve their working conditions, which in turn affect their performance levels. The effectiveness of activities carried out in Technical Vocational Education and Training (TVET) in Rwanda is contingent upon the professionalism and qualifications of teachers, which are encouraged by the motivation provided. Muvunyi (2016) highlighted that both monetary and non-monetary incentives provided to teachers support their daily activities and enhance productivity. The government's initiatives and approaches to enhance the education sector include establishing frameworks for teachers to access loans from cooperative banks, such as Umwalimu-Sacco, raising their salaries, facilitating career progression, expanding and enhancing teacher training colleges to ensure a sufficient supply of high-quality educators, ensuring adequate provision of teaching materials, conducting in-service training for both teachers and school principals, and establishing a teacher service commission to primarily address the welfare of teachers (Nyamosi, 2018).

Even though Rulindo district public boarding secondary schools provide financial motivations to teachers in terms of basic pay, bonuses, class teachers and head of department allowances and non-financial motivation such as promotion, transport, free, communication fees and accommodation, there is continuous decline in the discipline of students like increased rate of absenteeism, disobedience, lateness and other disruptive behaviors in school. Despite the efforts made by government of Rwanda to motivate teachers, the school reports (teacher's performance contracts) indicated that there is deficiency and unfortunate academic performance of teachers and this could be traced to lack of teachers' motivation in their career of teaching. Teachers in Rwanda contend that

the current conditions in which they live and work are not conducive (Bennell & Ntagaramba, 2008; World Bank, 2011).

It also has been observed that some teachers, who teach in secondary schools are not motivated. This is evidenced by poor school leadership characterized by privileges, lack of In-service training and others. These influence students' discipline. This has posed a serious challenge to scholars and therefore the need to carry out an investigative study on the ways of improving students discipline, hence the need for teacher motivation. Teacher demotivation is evident in their reluctance to engage in school activities, inadequate presence, unpredicted absence, late coming, fruitless and non-stimulating teaching, absence of interest in meetings, unsupportive attitudes. When assistance is needed, resistance to contributing more than what is required of them and development of arguments between colleagues and remember this leads to low achievement of learners. Eventually, how well educational leaders' funds and boosts motivation of teachers may directly affect the degree of learner's achievement that take place in the school (Weller & Weller, 2000; Williams, 2000). Discovering what matters to teachers and how best to motivate for sustained and improved achievements is a difficult challenge. It is obvious that intrinsic rewards outweigh extrinsic ones in teacher motivation and job satisfaction hence, teacher motivation is a major determinant of job achievement.

Despite such efforts however, teachers' motivation is still low and varies in relation to personal, school policies and leadership, as well as the working environment. Tailor and Vlastos (2015) assert that educational architecture is a —three-dimensional textbook, implying that the learning environment is a functional art form, a place of beauty and a motivational center for learning. They further highlight that learning environments can kindle or subdue learning, aid creativity or slow mental perceptions. Besides, teachers' motivation can stimulate students discipline and enhance their academic performance.

In Rwanda, since education became education for all, most of the parents started omitting their duties about making follow up on their children's education and then the government struggles to cover the gap around lonely, still the lack of motivation is determined by different factors such as work environment and the rewards for teachers. Overcoming the challenging situation in the class and outside makes teachers exhausted, which can limit the success of teachers. If this situation is not attended to, it is likely that the acquisition of necessary skills and knowledge in the country will remain nightmare and this will affect labor productivity (Chitimwango, 2016). Therefore, motivation has an important role in the job of teaching hence the desire of the researcher to reveal the —Influence of teacher motivation to learners' discipline in public boarding Secondary Schools in Rwanda, Rulindo District". The general objective of this research is to investigate the effect of motivation of teachers on students' discipline within public boarding secondary schools.

Theoretical Literature Review

This theoretical literature reviewed theories, the authors' views, ideas and thoughts on teachers' motivation on students' discipline in teaching and learning career. The researcher has discussed around the theories and overviews of teachers' motivation and how it influences students' discipline

Teachers' motivation

Motivation, originating from the Latin word 'movere' meaning to move forward or progress, is described by Njenga (2012) as an internal process that drives, guides, and sustains behavior. It represents an internal impetus or inclination that prompts individuals to act in certain ways. Kamper (2009) posits that motivation comprises three dimensions: needs, which are internal states leading to favorable outcomes; drives, encompassing the forces, positive or negative, directing individuals toward or away from specific goals; and achievements, the desired outcomes or goals. Therefore, motivation serves as a bridge connecting an organization's needs to its objectives.

In organizations, employees are typically motivated by various factors influencing their behaviors, either enhancing or hindering their motives. These enhancing factors are termed motivators, while hindering factors are known as demotivates. According to Njenga (2012), motivating factors may include improved working conditions, favorable employment terms, manageable workloads, and better infrastructure, among others.

In the context of schools, where performance is often measured by academic and non-academic achievements, teacher discipline plays a crucial role as it impacts students' behavior. Thus, motivating teachers becomes

imperative for achieving excellence. A motivated teacher is likely to demonstrate discipline in fulfilling their duties, thereby contributing to the attainment of school objectives.

Motivation, a frequently researched topic in psychology and education, is commonly perceived as the force or impetus that propels individuals to take action inherently. However, due to its intricate nature, there is no consensus on its understanding (Dörnyei & Ushioda, 2011). Williams and Burden (1997) distinguished between two facets of motivation: initiating motivation, which pertains to the reasons behind starting an activity and making the decision to do so, and sustaining motivation, which involves the effort to maintain or persevere in ongoing activities. Motivation denotes the drive or urge to fulfill physiological or psychological needs and desires (Maslow, 1954).

Extent of Students' discipline that is due to Teachers' motivation

In the past, Teachers have been conditioned to feel that a classroom ought to be peaceful and well-organized. Some principals define a silent classroom as following the regulations, which forbid generating noise in the classroom. However, as the trend toward cooperative learning gains traction, more educators are incorporating student-led activities into their lessons. Classrooms that have multiple activities going on at once and are sharing ideas and information can get noisy. However, it would be incorrect to assume that students in these types of classes are not learning and are breaking the rules (Carr, 2008).

The most crucial elements of the educational process and fundamental prerequisites are classroom management and mastery order. These are regarded as the fundamental issues that teachers deal with since they are the source of complaints regarding the difficulty and time required to maintain order in the classroom. They are also regarded as delicate, significant, and crucial components that determine whether a teacher succeeds or fails in his assignments (Kiprop, 2011).

Teachers typically resist relinquishing control to their students, particularly concerning disciplinary matters. They are often taught that the hallmark of an effective teacher is one who maintains strict control over the classroom (Taylor, 2007). The degree of control exerted by teachers is frequently perceived by administrators as a gauge of teaching quality. Administrators commonly view a teacher who rarely refers students to the principal's office as evidence of effective classroom management, interpreting it as a sign of teacher control and effective discipline (Visser, 2009).

Students who engage in disruptive behavior pose disciplinary challenges in the classroom and can adversely affect their own academic performance, potentially leading to lower achievement levels. Teachers encounter various academic and behavioral issues among students that directly impact the teaching-learning process. These issues include forgetting necessary school materials, frequent absences, lack of focus, hyperactivity, inappropriate behavior such as talking out of turn, vandalism, defiance, aggression, reluctance to complete tasks, and refusal to engage in school work. Given the diverse achievement levels and personalities within the classroom, instructional settings inevitably encounter challenges (Visser, 2009).

The Effects of Teacher's motivation on Student's discipline

Teacher motivation forms the cornerstone of a successful school. When all staff members are enthusiastic about their roles, share a common purpose, and collaborate effectively, they can collectively strive towards ensuring student success. Motivated teachers cultivate classroom atmospheres that leverage situational motivation to directly influence student learning outcomes. This is crucial because the motivation of teachers is intricately linked to student achievement, which stands as the primary objective for every educational institution.

The awareness of the motivating factors and factors leading to increased job satisfaction allow the implementation of targeted strategies of continuous improvement (Unterweger et al., 2007). Bolman and Deal (2008) showed that when workers are dissatisfied with their work they withdraw and exhibit behaviors such as absenteeism, rebellion and attitude that affects their performance which leads to loss of productivity and effectiveness in the school but if they are satisfied with their jobs they effectively utilize their skills and the organization benefits. Bearing this in mind one can see that satisfaction at job is important to both the teachers and school.

Competition as motivation keep the workers committed to their duties and do their jobs seriously and joyfully. One of the reasons for successfulness of employees and thus school is the presence of motivational factors at high degree in those schools.

According to Covey (2008), Teachers want to enjoy a sense of dignity and pride in their profession. They want to be treated with respect. They want good collegial relationships. They want to be organized and to feel some semblance of control over their time and what happens in their classroom. They want their talents utilized and developed.

Psychologist Abraham Maslow developed a theory of motivation known as Maslow's hierarchy of needs that has been useful in explaining the entire spectrum of human behavior. Maslow argued that motivation is a function of five basic needs that make up the different levels in his hierarchy, comprising physiological, security, social, esteem, and self-actualization needs make teaching enjoyment (Kreitner & Kinicki, 2014).

Once high level of career achievement is met, however, one's motivation does not disappear; rather, an individual will be motivated to seek increased fulfillment by moving to the next level. For example, the more successful an individual is in their attempt to develop as a teacher, the harder that individual will strive to attain greater improvement (Woolfolk, 2009).

Teachers are often motivated by the prospect of promotions occurring at appropriate intervals within the teaching service, as stagnation within a system can lead to dissatisfaction. Promotion can encompass various aspects, such as salary advancements, elevation to higher job groups, or placement within a higher administrative hierarchy within an institution (Adagala, 2011).

Discipline in secondary schools involves shaping, changing, and adapting students' behavior to ensure their attentiveness to the concept of discipline. The concept of discipline encompasses the entirety of teaching, learning, and adherence, which motivates students to achieve academic success and fosters teacher motivation, self-determination, monitoring, enhancement of conduct, and respect for others. In this context, discipline emerges as a crucial element that motivates individuals to lead better lives within their families, communities, and nation, promoting behavioral adjustment (Ehiane, 2014).

In the 21st century, Rwandan secondary schools continue to tackle with issues of misconduct and indiscipline, even in the aftermath of the 1994 genocide against the Tutsi (Kayigamba & Uwambajimana, 2004). Mutie, as cited by Kigabo & Muhire (2019), asserts that disciplinary challenges pose the greatest barrier to students' academic success and teacher motivation in secondary schools. Additionally, research conducted by Innes (2011) suggests that exposure to negative influences such as exciting stories and violence on television contributes to children's behavioral issues. However, indiscipline among students is also attributed to factors such as drug and alcohol use, impoliteness, intolerable expressions of displeasure, bullying, attacks on education, and offensive behavior (Bizimana & Kimenyi, 2021).

Recently, school disciplinary policies have come under scrutiny from both the public and political spheres due to insufficient evidence supporting their effectiveness in curbing school misconduct and the potential adverse effects they may have on students. Researchers such as Bizimana and Kimenyi (2021) contend that these widespread disciplinary measures do not undermine teachers' motivation. Conversely, Moyo and Bayaga (2014) argue that suspensions, whether in-school or out-of-school, fail to prevent future student misconduct. Additionally, scholars from various disciplines indicate that suspensions and expulsions disproportionately impact minority students and adversely affect teachers' motivation (Mabebe & Prinsloo, 2000).

Theoretical Framework

Maslow's Hierarchy of Needs

Various scholars have offered different explanations on how motivation can be achieved within a company or organization (Tailor, 2015). Among the most prominent is Maslow, who proposed the "Maslow's Hierarchy of Needs" theory. In 1943, Maslow argued that humans possess an inherent drive toward self-actualization and personal excellence. He suggested that there are five levels of needs, and satisfying a need at one level impacts our behavior. Once a need at a particular level is met, its influence on behavior diminishes, and a stronger drive emerges to fulfill the need at the next higher level in the hierarchy (Maslow, 1943).

Firstly, individuals are motivated by physiological needs, which Maslow identifies as the basic requirements for survival, such as food, warmth, clothing, and shelter. When these needs are unmet, they become the primary motivators of behavior. However, once these basic physiological needs are satisfied, the focus shifts to the second level, which Maslow describes as security needs. At this level, security becomes the most crucial need for individuals (Maslow, 1943).

This includes the safety of an employee's health and family. Maslow's third level of needs is social needs. Once individuals feel secure, they focus on building good relationships, friendships, love, and intimacy. Moving up the hierarchy, the fourth level is self-esteem needs, which involve the desire for recognition, acceptance, and value from others. The highest level is self-actualization needs, where individuals strive to become the best version of themselves and achieve their full potential (Maslow, 1943).

Social cognitive theory

Albert Bandura is the proponent of the Social Cognitive Theory. The theory was developed in 1986. The theory is significant since its focus is on examining the environment that endorses the development in learners' quest for better career prospects (Okumu J., 2015). The theory offers an accurate account of how behavior is learnt and takes into consideration critical theoretical issues such as the essence of reward in teach (Owen, 2011). According to the theory, factors such as social support particularly, family, relatives and friends have an influence on the choice of a subject by a student. Since there is a dialogue between the students and their support system, they are likely to be influenced to follow a given career path. Bandura also argues that whenever students watch their peers who followed a given career path and succeeded, they are likely to follow that career path (Potter, 2018).

Therefore, it is safe to conclude that students are a product and at the same time producers of their environment (Bandura, 2002). The theory is essential to the study since it looks at the environment which dictates the subject choices students make. It considers both environmental and cognitive factors that influence the choice of geography at Form Three level. However, the emphasis of the social cognitive theory is mostly on the environmental factors (Aderogba, 2015).

The theory, however, has several shortcomings. The theory does not explain why individuals respond differently to similar environmental conditions. Other than that, there is focus on how motivation and emotion affect the behavior of individuals. Moreover, the implication of hormones on one's behavior is also not considered by the theory (Potter, 2018). Undoubtedly, hormones play a critical role in influencing one's ability to make decisions. Furthermore, the theory argues that behavior is learnt through observation, support as well as expectation though behavior can change without there being any significant change in the environment.

Conceptual Framework

In this conceptual framework, teacher motivation serves as the independent variable, while student discipline acts as the dependent variable, with the inclusion of intervening or moderating variables. This relationship is visually depicted through a diagrammatic format known as a conceptual framework, which illustrates the key concepts of the study. Different forms of teacher motivation and student discipline are delineated within this framework.

Methodology:-

Research Design

The descriptive design used in this research project involved gathering both quantitative and qualitative data from sampled teachers, parent committee representatives, and administrative staff in Rulindo's public boarding secondary schools in Rwanda.

Target population

This study took place in Rwandan public boarding secondary schools, with focus on Rulindo District. The study included a total population of 145 individuals, consisting of 8 administrative staff members, 4 representatives from the parent's committee, and 133 teaching staff from public boarding secondary schools in Rulindo district.

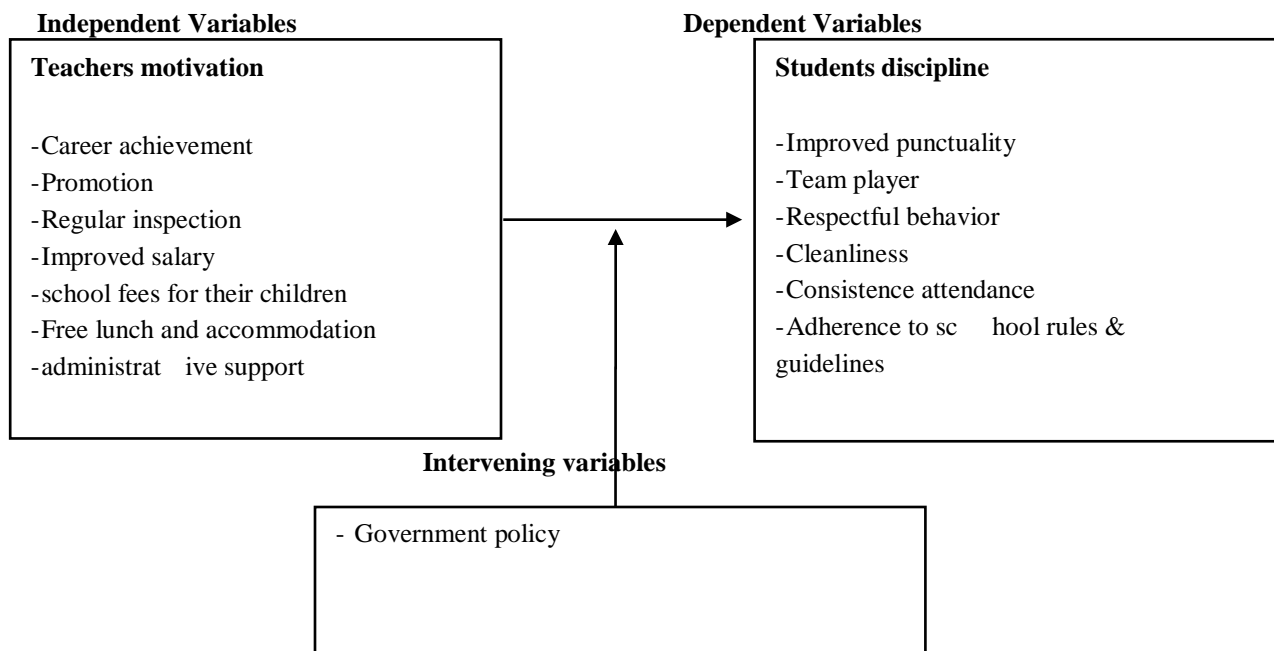
According to Mugenda (2008) suggests that sampling the population is advisable when the population exceeds 100 individuals. The population of Rulindo public boarding secondary schools is 145 and then the researcher used Yamane's formula to compute the sample size. The investigator took 95% confidence interval equivalent to 0.05 error margin

It is computed as $n = \frac{N}{1+N(e)^2}$ Whereas, n = sample size, N = total population, e = error margin, $N=145$ $e=0.05$
 $n=?$ Therefore, $n = \frac{145}{1+145 \times 0.05^2} = 107$

Table 3.1:- Respondents and Sample Size.

Respondents	Number of people	Sample size
Teachers	133	98
Head Teachers	4	3
DOD	4	3
PCR	4	3
Total	145	107

Research,2024

**Figure 2.1:-** Conceptual framework.

This figure indicates that teachers' motivation is very important on discipline of students since there are Happiness and fulfillment, rewards, Prestige of being a teacher, Career achievement Recognition, Promotion, Provision of regular assessments and administrative support for arousing discipline of students and enhance performance of students. Though, government policies, school policies and presents involvement must intervene so as to improve motivation of the teachers to teach effectively and arouse students discipline

In this study, both open and closed-ended questionnaires, along with interview guides, were employed to gather data from the participants. Questionnaires offer several advantages in data collection, as they are easy to administer and enable the researcher to gather a large amount of information efficiently (Kothari, 2010). For instance, closed-ended questionnaires save time, while open-ended questionnaires allow researchers to elicit more detailed responses. To distribute the questions to teachers and head teachers, the researcher utilized the Google Forms technique

Findings and Discussion:-

The researcher distributed 107 Questionnaires to Teachers and Head Teachers from three sectors in Rulindo district, semistructured interview and interviews were held to DODs and PCR. Therefore, 106 Questionnaires were filled properly and collected from respondents at a response rate of 99.8%.

Demographic Characteristics of Respondents

This research gathered data on gender profile, age group, education level, teaching experience in teaching secondary schools located in Rulindo District, Rwanda.

Gender of Respondents

Respondent's gender profile was very important in assessing to assess the influence of teachers' motivation on student's discipline in Rwandan public boarding secondary schools, a case of Rulindo district

Table 4.1:- Gender Profile of Respondents.

	Parents Committee		Teachers		Deputy in charge of Discipline		Head teachers	
	N	%	N	%	N	%	N	%
Male	1	33.3	60	61.2	2	77.7	3	100.0
Female	2	77.7	38	38.8	1	33.3	-	-
Total	3	100.0	98	100.0	3	100.0	3	100.0

Source: Primary Data (2024)

According to the information given in 4.1, 1 (33.3%) of the parents Committee Representative who participated in this study are male, while 2 (77.7%) are female. 38 (38.8%) of the teachers who participated in this study are Female, while 60 (61.2%) are Male. In the case of Deputy in charge of Discipline, 77.7% are male and 33.3% are female. In the case of head teachers, 77.7% are male and 33.3% are female. There is a gender balance due to the fact that there were female and male participants in this research. (Habyarimana, 2020) intervention, which was connected to Rwanda's social protection system, was a longitudinal cluster randomized study comparing its effectiveness in boosting ECD and reducing violence to usual care (UC). The study used a sample of 206 respondents, including head teachers, class teachers, parents, and 171 students from five selected day secondary schools. The results showed that parents played some crucial roles, such as guiding and counselling students and reporting misconduct cases, but not others. The study concluded that parents need to actively collaborate with school administrators to enhance discipline. The Ministry of Education should legalize Parent Teacher Associations

(PTAs) to sensitize parents and encourage open perspectives in student discipline issues.

Age of Respondents

It is very important to provide information related to age category of respondents as depicted in Table 4.2

Table 4.2:- Age Group of Respondents.

Age of Respondents	Frequency	Percentage
21-25 Years	3	2.8
26-30 Years	21	19.6
31-35 Years	72	67.2
36-40 Years	5	4.6
41 years and above	6	5.6
Total	107	100.0

Source: Primary Data (2024)

As reflected in Table 4.2, 2.8 % of respondents are between 21 and 25 years of age; 19.6% of respondents are between 26 and 30 years of age; 67.2% of respondents who were involved in the study process were between 31 and 35 years of age; 4.6% of respondents are between 36 and 40 years of age; and finally, 5.6% of respondents who were involved in the study process were above 41 years of age. This means that age characteristics were balanced in this study. The study's findings did not contradict those of Robinson (2018), who investigated the Teachers'

Motivation Factors on Student's Discipline in Public Boarding Secondary Schools in Rwanda. The researcher discovered that the majority of respondents were between the ages of 17 and 20.

The researcher obtained useful information thanks to the availability of adult respondents

Presentation of Findings

Data collected in compliance with the study's dependent variables and research objectives are analyzed. 107 respondents provided quantitative and qualitative data for the study. The study evaluated the degree of intrinsic motivation that Rwandan public boarding secondary school teachers possess, examined the degree to which students' discipline in these schools is a result of their motivation, and ascertained the connection between discipline in these schools and the motivation of the teachers.

The level of extrinsic motivation among teachers in public boarding secondary schools in Rwanda

The research assessed the level of extrinsic motivation among teachers in public boarding secondary schools in Rwanda. The following tables show how the participants Respond to the following statements. Teachers are provided with support to attend in –service courses, seminars and workshops, Equitable methods and procedures are employed in the promotion of teachers ,Opportunities and incentives or additional studies are extended through offers, The society acknowledge the importance of teacher, Teacher salaries are proportionate to their workload and The school provides high-quality teaching and learning resources, improved housing facilities and reliable transportation which all alleviates the workload for teachers and serve as incentives for enhanced students' discipline

Table 4.5:- Teachers' perception on the level of extrinsic motivation among teachers.

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
Teachers are provided with support to attend in –service courses, seminars and workshops	1	1.0	2	2.0	3	3.1	5	5.1	87	88.8	1.536	1.171
Equitable methods and procedures are employed in the promotion of teachers	0	0.0	1	1.0	1	1.0	10	10.2	86	87.8	1.503	1.171
Opportunities and incentives or additional studies are extended through offers	0	0.0	1	1.0	3	3.1	16	16.3	78	79.6	1.537	1.17
The society acknowledge the importance of teacher	0	0.0	2	2.0	2	2.0	34	34.7	60	61.2	1.537	1.17

Teacher salaries are proportionate to their workload	2	2.0	2	2.0	3	3.1	7	7.1	83	84.7	1.543	1.21
--	---	-----	---	-----	---	-----	---	-----	----	------	-------	------

Source: Primary Data (2024)

Results in Table 4.5 evidenced the perception of the level of extrinsic motivation among teachers in public boarding secondary schools in Rwanda. Accordingly, 87 (88.8%) teachers strongly agreed that teachers are provided with support to attend in-service courses, seminars, and workshops. 86(87.8%) Teachers strongly agreed that equitable methods and procedures are employed in the promotion of teachers. 78(79.6%) Teachers strongly agreed that opportunities and incentives, or additional studies, are extended through offers. 60 (61.2%) teachers strongly agreed that society acknowledges the importance of teachers. 83 (84.7%) Teachers strongly agreed that teacher salaries are proportionate to their workload. 77 (78.6%) Teachers strongly agreed that the school provides high-quality teaching and learning resources, improved housing facilities, and reliable transportation, which all alleviate the workload for teachers and serve as incentives for enhanced students' discipline. The majority of teachers (88.8%) believe they are supported in attending in-service courses, promoted fairly, and offered opportunities for further studies. They also appreciate the recognition of their importance, high salaries, and access to quality resources, housing, and transportation. According to Kozu (2021), this study this study investigates how motivation affects secondary school boarding teachers' performance in Rwanda's Nyamasheke District. According to Maslow's Hierarchy of Human Wants, the study discovered that meeting teachers' fundamental wants and taking them into consideration enhances their performance. Authorities in Nyamasheke District have prioritized incentives to enhance teachers' living circumstances and performance due to their unfavorable living situations. 222 respondents—teachers, head teachers, and sector education inspectors— participated in the study. According to the statistics, 70% of head teachers and 80% of sector level educational authorities reported good performance, indicating that teachers in the Nyamasheke District perform over 80%. The report suggests that administrators and other educators keep pushing instructors to meet performance standards.

Table 4.6:- Head teachers Perception towards the level of extrinsic motivation among teachers.

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
Teachers are provided with support to attend in – service courses, seminars and workshops	0	0.0	0	0.0	1	33.3	0	0.0	2	66.7	1.33	.577
Equitable methods and procedures are employed in the promotion of teachers	0	0.0	0	0.0	0	0.0	1	33.3	2	66.7	1.33	.577
Opportunities and incentives or additional studies are extended through offers	0	0.0	0	0.0	0	0.0	1	33.3	2	66.7	1.33	.577
The society acknowledge the importance of teacher	0	0.0	0	0.0	0	0.0	1	33.3	2	66.7	1.33	.577

Teacher salaries are proportionate to their workload	0	0.0	0	0.0	0	0.0	0	0.0	3	100	1.00	.000
The school provides highquality teaching and learning resources,	0	0.0	0	0.0	1	33.3	0	0.0	2	66.7	1.33	.577

Source: Primary Data (2024)

Results in Table 4.6 evidenced the head teachers' perception on the level of extrinsic motivation among teachers in public boarding secondary schools in Rwanda. Accordingly 2(66.7) Head Teachers strongly agreed that Teachers are provided with support to attend in –service courses, seminars and workshops, 2(66.7%) Head Teachers strongly agreed that Equitable methods and procedures are employed in the promotion of teachers, 2(66.7)Head Teachers strongly agreed that Opportunities and incentives or additional studies are extended through offers, 2(66.7)Head teachers strongly agreed that The society acknowledge the importance of teacher, 3 (100.0%)

Head Teachers strongly agreed that Teacher salaries are proportionate to their workload, 2(66.7) Head Teachers strongly agreed that The school provides high-quality teaching and learning resources, improved housing facilities and reliable transportation which all alleviates the workload for teachers and serve as incentives for enhanced students' discipline. Head Teachers strongly agree that they are supported in attending courses, seminars, and workshops, promoted through equitable methods, offered opportunities and incentives, and recognized by society. They also believe that salaries are proportional to workload, and schools provide high-quality resources, housing, and transportation. Han and Yin (2016) assert that school administrators must explore every avenue to inspire teachers and provide a supportive work environment for them in order to achieve excellent performance from their staff. In this sense, Han and Yin's analysis showed that, when taken into account, teachers contribute enough to the community in the majority of the world's nations. Because they work to dispel ignorance and advance the cause of county development via education, teachers are therefore the most respected group of people in developed nations (Han & Yin, 2016).

The extent of students' discipline that is due to the teachers' motivation in public boarding secondary schools in Rwanda

This study analyzed the extent of students' discipline that is due to the teachers' motivation in public boarding secondary schools in Rwanda.

Table 4.7:- Head teachers' perception on the extent of students' discipline that is due to the teachers' motivation.

Statements	Strongly Disagree		Disagr		Neutr		Agree		Strongly Agree		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
Improved punctuality Indicate of students' discipline	0	0.0	0	0.0	1	33.3	0	0.0	2	66.7	1.33	.577
Respectful behavior Indicate of students' discipline	0	0.0	0	0.0	0	0.0	1	33.3	2	66.7	1.33	.577
Students Cleanliness Indicate of students' discipline	0	0.0	0	0.0	1	33.3	0	0.0	2	66.7	1.33	.577

Consistence attendance Indicate
of students'
discipline

0 0.0 0 0.0 0 0.0 1 33.3 2 66.7 1.33 .577

Adherence to school rules &
guidelines Indicate of
students'
discipline

0 0.0 0 0.0 0 0.0 1 33.3 2 66.7 1.33 .577

Team player Indicate of
students' discipline

0 0.0 0 0.0 0 0.0 0 0.0 3 100 1.00 .000

Source: Primary Data (2024)

According to the information depicted in Table 4.7, accordingly, 2 (66.7) head teachers strongly agreed that improved punctuality indicates students' discipline; 2 (66.7) head teachers strongly agreed that respectful behavior indicates students' discipline; 2 (66.7) head teachers strongly agreed that poor leadership indicates students' discipline; 3 (100.0%) head teachers strongly agreed that persistent attendance indicates students' discipline; 2 (66.7) head teachers strongly agreed that adhering to school rules and guidelines indicates students' discipline; and 3 (100.0) head teachers strongly agreed that team players indicate students' discipline. Therefore, Head teachers strongly agree that improved punctuality, respectful behavior, poor leadership, persistent attendance, adhering to school rules, and team players are indicators of students' discipline, while team players also play a significant role. Savopoulos (2022) looked at how math performance in Rwandan public secondary boarding schools was affected by student punishment. There were 1761 students enrolled in four schools: E.S. Nyamugali, E.S. Rukozo, Inyange Girls' School of Sciences, and LNDV Girls' School. The study discovered that discipline, punctuality, and excellent behavior were essential for academic achievement. Students' performance was also greatly affected by the classroom environment, instructional strategies, educational resources, teachers' perceptions of themselves, and school support. The study suggests emphasizing discipline and creating a supportive learning environment.

Table 4.8:- Teachers' Perception towards the extent of students' discipline that is due to the teachers' motivation.

Statements				Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std
N				%	N	%	N	%	N	%	N	%			
Improved punctuality of students' discipline	Indicate of	0	0.0	0	0.0	4	5.9	24	35.3	40	58.8	1.47	.610		
Team player Indicate of students' discipline	0	0.0	4	5.9	4	5.9	8	11.8	52	76.5	1.41	.851			
Respectful behavior of students' discipline	Indicate of	0	0.0	4	5.9	6	8.8	8	11.8	50	73.5	1.47	.889		
Students Cleanliness of students' discipline	Indicate of	0	0.0	0	0.0	4	5.9	11	16.2	53	77.9	1.28	.569		

Consistence attendance Indicate of students' 0 discipline	0.0	0	0.0	8	11.8	18	26.5	42	61.8	1.50	.702
Adherence to school rules & guidelines 0 Indicate of students' discipline	0.0	3	4.4	9	13.2	16	23.5	40	58.8	1.63	.879

Source: Primary Data (2024)

Results presented in Table 4.8 show that 58.8% of teachers strongly agreed that improved punctuality indicates students' discipline, and 76.5% of teachers strongly agreed that team players indicate students' discipline, 73.5% of teachers strongly agreed that respectful behavior indicates students' discipline, and 77.9% of teachers strongly agreed that students cleanliness indicates students' discipline; 61.8% of teachers strongly agreed that persistent attendance indicates students' discipline, and 58.8% of teachers strongly agreed that adhering to school rules and guidelines indicates students' discipline. Levendosky (2019) looked at the connection between secondary school students' academic achievement and behavior management. The findings demonstrated that behavior had a major influence on academic achievement and that respect also had a substantial influence. There was a moderate association between timeliness and academic success, but a strong correlation between punctuality and respect. According to the study, better staff cooperation is required to uphold discipline and raise student achievement.

Table 4.11:- Regression Coefficients between independent variable and Respectful behavior.

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	1.306	.123		10.647	.000
Career achievement	-.079	.084	-.687	-.946	.005
Improved salary	-.018	.093	-.720	-.195	.034
Regular inspection	-.112	.085	-.324	-1.310	.021
School fees for their children	.099	.077	.122	1.276	.003
Free lunch and accommodation	.211	.067	.230	3.157	.002

a. Dependent Variable: Respectful behavior

Source: Primary data (2024)

Findings in Table 4.11 from respondents of this study show the regression analysis between the dependent variable as Respectful behavior, x: independent variable as Career achievement, Improved salary Regular inspection, and intimidation, Free lunch and accommodation, The above shows that Career achievement was negatively statistically significant with Respectful behavior

(B = -.687, p-value =.005), Improved salary was statistically significant with Respectful behavior (B = -.720, p-value =.034), Regular inspection were significantly affecting Respectful behavior (B = -.324, p-value =.021), Free lunch and accommodation was positively statistically significant with Respectful behavior (B =.122, p-value =.003), and Free lunch and accommodation value were significant affecting Respectful behavior (B =.230, p-value =.002). The result of the regression analysis indicated that there is a significant relationship between independent variables and Respectful behavior. (Mueller, 2017) In public secondary schools, job satisfaction, incentive structures, training, and work environment all have an impact on teachers' motivation, according to Thika West District research. Leadership, opportunity for advancement, equity, and the workplace atmosphere all had an impact on job satisfaction. Teachers' performance and confidence were enhanced by reward schemes. The study suggests conducting further research on the impact of leadership style on motivation as well as establishing a supportive school atmosphere.

Table 4.12:- Regression analysis between Independent Variable and Consistence attendance.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.089	.133		9.081	.000
Career achievement	.013	.082	.014	.163	.007
Improved salary	.152	.091	.163	1.677	.015
Regular inspection	-.195	.084	-.205	-2.336	.020
School fees for their children	-.196	.076	-.230	-2.590	.010
Free lunch and accommodation	.461	.065	.478	7.043	.000

a. Dependent Variable: Consistence attendance

Source: Primary data (2024)

Findings in Table 4.12 from respondents to this study show the regression analysis between the dependent variable as Consistence attendance among children and the independent variable as Career achievement, Regular inspection, and intimidation; Free lunch and accommodation; and Free lunch and accommodation. The above shows that Career achievement was positively statistically significant with Consistence attendance ($B = .014$, $p\text{-value} = .007$), Improved salary was positively statistically significant with Respectful behavior ($B = .163$, $p\text{-value} = .015$), Regular inspection were negatively significant affecting Consistence attendance ($B = -.205$, $p\text{-value} = .020$), Free lunch and accommodation was negatively statistically significant with Respectful behavior ($B = -.230$, $p\text{-value} = .010$). The result of the regression analysis indicated that there is a significant relationship between independent variables and Consistence attendance. (Spangaro, 2019) The research looked at how discipline affected pupils' academic achievement in Rivers State's public junior secondary schools. 8,367 teachers from two Local Government Areas (LGAs) and 400 teachers from two LGAs participated in a descriptive survey design. The findings demonstrated that strict guidelines and physical punishment may both considerably raise academic achievement. In order to effectively apply non-oppressive discipline, the research suggests that school heads establish a system of community meetings to address disciplinerelevant issues and to increase student involvement in the creation and application of school regulations.

Table 4.13:- Regression analysis between Independent Variable and Adherence to school rules & guidelines.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.391	.139		10.026	.000
Career achievement	-.113	.094	-.211	-1.201	.031
Improved salary	.302	.105	.300	2.881	.004
Regular inspection	-.134	.097	-.341	-1.385	.000
School fees for their children	-.172	.087	-.187	-1.970	.050
Free lunch and accommodation	.202	.076	.195	2.673	.008

a. Dependent Variable: Adherence to school rules & guidelines **Source:****Primary data (2024)**

Findings in Table 4.13 from respondents to this study show the regression analysis between the dependent variable as school rules & guidelines and the independent variable as Career achievement, Regular

inspection, and intimidation; and Free lunch and accommodation. The above shows that Career achievement was positively statistically significant with school rules & guidelines ($B = -.211$, $p\text{-value} = .031$), Improved salary was positively statistically significant with school rules & guidelines ($B = .300$, $p\text{-value} = .004$), Regular inspection were negatively significant affecting school rules & guidelines ($B = -.341$, $p\text{-value} = .000$), Free lunch and accommodation was negatively statistically significant with Respectful behavior ($B = -.187$, $p\text{-value} = .050$), and Free lunch and accommodation value were positive significant affecting school rules & guidelines ($B = .195$, $p\text{-value} = .007$). The result of the regression analysis indicated that there is a significant relationship between independent variables and school rules & guidelines. Piotrowski (2022) The study looks into how students' behavior in public secondary schools in Kenya's Vihiga sub-county affects their academic achievement. The study sought to ascertain the degree to which academic performance is impacted by truancy, investigate the consequences of test cheating, investigate the influence of vandalism on academic achievement, and ascertain the effect of homework on academic performance. According to the report, the most prevalent types of indiscipline were absenteeism and skipping classes, followed by truancy.

Examinees who engaged in cheating were subject to unjustified grades and results cancellation. There is a favorable correlation between homework and academic success. The report suggests rigorous and frequent registration marking, a two-year ban for cheating pupils, and vandalism counselling as ways to lessen indiscipline.

Conclusion and Recommendations:-

Conclusion:-

This study aimed at investigating the influence of teachers' motivation on students' discipline in public boarding secondary schools of Rwanda in Rulindo district. From the findings the study concluded that to the first objective, results indicated 88.8% strongly agreed that Teachers are provided with support to attend in service courses, seminars and workshops, 87.8% strongly agreed that Equitable methods and procedures are employed in the promotion of teachers, 79.6% strongly agreed that Opportunities and incentives or additional studies are extended through offers, 61.2% strongly agreed that The society acknowledge the importance of teacher, 84.7% strongly agreed that Teacher salaries are proportionate to their workload. To the second objective, the study indicates that 58.8 % of strongly agreed that Improved punctuality Indicate of students' discipline, and 76.5 % of strongly agreed that Team player Indicate of students' discipline, 73.5 % of strongly agreed that Respectful behavior Indicate of students' discipline, and 77.9% of strongly agreed that Students Cleanliness Indicate of students' discipline; 61.8 % of strongly agreed that Consistence attendance Indicate of students' discipline and 58.8% of strongly agreed that Adherence to school rules & guidelines Indicate of students' discipline. Results to the third objective Teachers' Motivation Factors Have a Positive Significance with Student's Discipline since the $p\text{-value}$ are less than 0.05, underscored a positive relationship between teachers' motivation and Students discipline.

Recommendation of the Research:-

Based on the findings and conclusions discussed earlier, the study offers the following recommendations. The study recommends that; school administrators should improve teacher incentive strategies if they want to see the improved performance that comes from having disciplined students. Head teachers should work to develop new teacher motivational tactics and even bolster those that already exist in order to establish discipline among the students and improve performance. Secondly this study recommends better remuneration be given to teachers. the government through the Ministry of education should ensure that teachers are given better remuneration for them to deliver effectively. In addition, the government and management ought to support paid study leave for educators so they can advance their qualifications, expertise, and abilities and ultimately provide high-quality education. This might be promoted by providing loans and sponsorships to active teachers who want to pursue higher education. This encourages teachers to work hard and more diligently, which lead to improved student discipline and improved school performance.

References:-

1. Abdulkafi, (2004). Secondary school management today. London, Melbourne, Sydney, Auckland Johannesburg, Hutchinson Ltd, Clandos place.
2. Abuseji, (2007). A critical review of strategies to reduce school violence. Social Work in Education, 17(2), pp: 1-6

3. Alkhateeb and Nasser, (2014). An empirical test of a new theory of human needs. *Organizational Behavior and Human Performance*, 1(4) 133-175.
4. Amin, M. E. (2005). *Social Science Research Conception, Methodology, and Analysis*. Kampala: Makerere University.
5. Analoui, T. (2000). *Social Science Research Conception, Methodology and Analysis*. Kampala, Uganda.
6. Armstrong (2007). *Preventing problem behaviour: A handbook of successful prevention strategies*. Thousand Oaks: Corwin Press
7. Asaba, (2016). Issues of corporal punishment: Re-examined. *Journal of Instructional Psychology*, 29, 90–96.
8. Bass, F. (2019). What motivates senior managers? The case of Romania. *Journal of Managerial Psychology*, 15 (4) 324-340. University of Bradford.
9. Baumeister, L. (2012). The impact of perceived leadership behaviors on satisfaction, commitment, and motivation: *Journal of Coaching Science*, 1(1), p 35-56.
10. Bumbarger (1999). *Introduction to business management*. 5th Ed. Edited by G. J. de J., Cronje, G. S. du Toit & M. D. C. Motlatla. Cape Town: Oxford University Press.
11. Clifford (1993). *Administrative interventions: A Discipline Handbook for Effective School Administrator*. Longmont, Colorado: Sopris West.
12. Cotton (2006). Assertive discipline, in C. H. Edwards, ed., *classroom discipline and management*, 3rd Ed., John Wiley and Sons, MA, USA.
13. Cotton (2006). *Classroom Management for Middle-grade Teachers*. New York: Allyn and Bacon.
14. Dinah, Rose and Edward (2012). *Influence of Teachers' Motivation on Students Performance in Kenya Certificate of Secondary Education in Public Secondary Schools in Imenti South District Kenya*. Nairobi: University of Nairobi.
15. Doorlay (2006). Maintaining discipline in schools, *British Journal of Social Psychology*, 6, pp.241-248
16. Dunham (2004). *School wide and Classroom Discipline. Educational Time Factors*.
17. Eugene, (2006). *Research Methodology, methods and techniques* (2nd ed.). Central Bank of Kenya : International limited publishers.
18. Gaustad (1992). *Control and discipline in schools*. London, Harper and Row publishers.
19. Gawe, Vakalisa & Jacobs (2001). *Managing students behavioural problems*. New York: Teacher College Press.
20. Katerina and Kristyna (2016). Effect of Teachers' abilities on students' motivation with varying levels of intellectual abilities in the economics. Berková K., Krejčová K. - *ERIES Journal* vol. 9 no. 3
21. Kemunto N. (2012). *Factors Affecting Teacher Motivation in Public Secondary Schools in Thika West District, Kiambu County*. Nairobi: Kenyatta University.
22. Ken and Orji. (2016). Impact of Teachers Motivation on the Academic Performance of Students: Implications for School Administration. *National Journal of Educational Leadership*, Vol 3, Page 91-99.
23. Kennedy, Godwin, Evelyn and Evans (2018). The Effects of Indicipline on academic
24. *Performance of Junior High School Students in The Fanteakwa District of Ghana. Journal of Education and Practice*, Vol 9 No. 21.
25. Kerubo L. et al. (2015). *Effect of Teacher Motivation on Student Performance in K.C.S.E in Public Secondary Schools in Manga Sub County, Nyamira County, Kenya*. Nairobi: Kenyatta University.
26. Kihara, Kimiti and James. (2018). *Influence of Teachers' Motivation on Students Performance in K.C.S.E in Public Secondary Schools in Kinangop Sub County, Nyandarua County, Kenya*. IOSR Journal of Research and Method in Education, Vol 8 Issue 6.
27. Kiwale A. (2017). *Factors Leading to Indiscipline in Secondary Schools in Siha District Council, Tanzania*. Dar es Salam: Open University of Tanzania.