

## Teacher Motivation and Teacher Job Performance: The Case of Private Primary Schools in Gasabo District, Rwanda

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### ABSTRACT

*This study examines the impact of teacher motivation on teacher job performance in private primary schools in Gasabo District, Rwanda. The research is guided by the expected values and principles of self-determination. The objective is to assess the state of teachers' motivation and its relationship to performance. A descriptive survey design was used, targeting 18 head teachers and 115 teachers in 42 schools, resulting in a sample size of 133 respondents selected through stratified sampling. Data collection involved questionnaires, with analysis using descriptive and inferential data presented in tables. The findings also established a clear positive correlation between incentives and job performance, reinforcing the idea that rewards effectively motivate teachers. Analysis revealed that older teachers often performed better, highlighting the value of experience in improving teaching quality. Additionally, adequate salaries were found to boost job performance, stressing the necessity of fair compensation to maintain teacher motivation. Conversely, the study uncovered a concerning trend: bonuses may negatively influence performance under specific circumstances. In summary, this study emphasizes the unique motivational needs of teachers and recommends creating a supportive work culture that recognizes the participation of teachers and empowers them to make decisions to increase motivation and performance in private primary schools.*

**Keywords:** Job Performance, Private School, Teacher Motivation

### I. INTRODUCTION

Teachers' effectiveness is increasingly being recognized as an important component of an excellent education system, especially in the context of private primary schools. Over the past fifty years, the quality of education worldwide has significantly improved, with institutions striving to create centers of excellence in response to the universal principle of providing relevant education to all citizens (Hellström, 2018; Sorcinelli et al., 2017). However, most attention has been disproportionately focused on designing and developing aids to adapt learning strategies, while the crucial role of teacher motivation in achieving educational success is often overlooked (Kumari & Kumar, 2023).

Schools with innovative motivational policies not only attract high-caliber teaching professionals but also foster an environment conducive to outstanding performance. In the current educational landscape, administrators face the challenging task of cultivating a motivated teaching workforce that actively engages in the teaching and learning process. Teacher motivation is particularly vital in promoting excellence in teaching (Fong et al., 2019) and understanding the non-stationary inductive dynamics (Franchisca et al., 2024); These roles can vary greatly in many aspects of the teaching profession. Therefore, comprehending the complexity of teacher motivation and its relationship to performance is crucial for education systems worldwide. Positive learner behavior directly enhances performance (Layek & Koodamara, 2024), leading to improved educational outcomes.

The impact of compensation, preparation, mentoring, and working conditions on teacher effectiveness has been well documented (Rahayu et al., 2024). As teaching stress increases, there is an urgent need for research that closely links teacher motivation to performance outcomes (Bardach & Klassen, 2021). Understanding the impact of intrinsic and extrinsic motivation on performance is crucial in increasing the overall efficiency of teachers.

The relationship between teacher motivation and performance has received increasing attention in Africa over the past two decades. Reports indicate alarming rates of teacher absenteeism and attrition, significantly impeding professional commitment (Low et al., 2022). Rwigema (2022) emphasizes that teachers' motivation in Africa faces a complex dilemma, including low salaries, delays in payment, lack of housing, limited professional development opportunities, and insufficient teaching resources.

In Rwanda, low teacher morale is associated with substandard performance evaluations and subject grade averages. The aim of this study is to examine the optimal relationship between teacher motivation and job performance, especially in Gasabo District, Rwanda, contributing to a broader understanding of educational effectiveness in the region. By exploring these dynamics, the research attempts to shed light on how to increase teacher motivation and

ultimately promote a more effective educational environment.

### 1.1 Statement of the Problem

In the field of education, particularly in private primary schools within Gasabo District, Rwanda, the critical relationship between teacher motivation and job performance warrants deeper exploration. Despite the focus on enhancing teaching materials and methodologies, there remains a significant gap in understanding how intrinsic and extrinsic motivational factors influence teacher effectiveness (Kumari & Kumar, 2023).

The lack of motivation not only affects teacher performance but also hampers student academic achievement. Furthermore, teachers frequently voice concerns regarding motivational challenges (Vermote et al., 2020).

In the field of education, the relationship between teacher motivation and job performance in private primary schools in Gasabo District, Rwanda is a critical area requiring further exploration. Despite efforts to enhance teaching materials and methodologies, the impact of intrinsic and extrinsic motivational factors on teacher effectiveness remains poorly understood.

Numerous studies have explored the connection between teacher motivation and performance worldwide, but there is a lack of research specifically focused on the Rwandan context. In Hsieh et al.'s (2022) study, intrinsic motivation was found to significantly influence the effectiveness of teachers in urban areas, yet this has not been investigated within the private school sector in Rwanda. Similarly, Bulla (2023 ,p.232) looked at motivational factors among teachers in private secondary schools in Rwanda, highlighting the importance of financial incentives. However, this finding may not apply to private schools, which face different challenges and incentives. Additionally, Mitchell et al. (2024) studied teacher retention in East Africa, emphasizing the significance of professional development, without specifying how these factors influence the performance of private primary school teachers in Rwanda.

Despite these valuable insights, there are still crucial gaps that need exploration. For instance, Chantal (2022) identified cultural factors affecting teacher motivation, but did not differentiate between public and private primary schools. This gap underscores the necessity for targeted research that acknowledges the unique socio-economic dynamics of private schools in Gasabo District. Kanwal et al. (2023), Solania et al. (2023) and Gatsinzi et al.(2014) also examined the impact of workload on teacher motivation across the region, yet did not address how these pressures manifest in private versus public environments, but their findings lack specific application to the private education context in Rwanda.

Many educators in Gasabo experience low motivation due to ineffective strategies implemented by head teachers, affecting both teacher performance and student academic achievement. There is a lack of empirical data linking motivational strategies to performance outcomes, highlighting the need to investigate intrinsic and extrinsic motivation dynamics in Gasabo District. The study aims to enrich the discourse on teacher motivation and performance in private primary schools, offering recommendations for policymakers and administrators to enhance teacher engagement and student outcomes.

### 1.2 Research Objectives

The study was guided by the following specific objectives:

- i. To determine the status of job performance of teachers in private primary schools in Gasabo district
- ii. To assess the status of teacher motivation in private primary schools in Gasabo district
- iii. To investigate the extent to which teacher motivation influence teacher job performance in private primary schools in Gasabo district

### 1.3 Research Questions

The study sought to answer the following research questions:

- i. What is the status of job performance among teachers in private primary schools in Gasabo District?
- ii. What levels of teacher motivation in private primary schools in Gasabo District?
- iii. To what extent does teacher motivation correlate with job performance outcomes in private primary schools in Gasabo District?

## II. LITERATURE REVIEW

### 2.1 Theoretical Review

#### 2.1.1 Self- Determination Theory

Self Determination Theory places its foundation on the premise that people possess inherent motivational propensities for learning and growing and this depends on the manner in which they are supported (Bandhu et al., 2024). SDT proposes a multidimensional view on motivation and specifies two types of motivation in a continuum as a motivation, intrinsic and extrinsic motivation.

Recent studies have highlighted the critical role of intrinsic and extrinsic motivation in enhancing teacher performance. Miller et al. (1988) emphasized that when teachers are intrinsically motivated, they are more likely to engage deeply with their students, which fosters better educational outcomes. Conversely, Bandura et al (2006) noted that teachers with high self-efficacy tend to demonstrate improved job performance, as they believe in their capacity to affect student learning positively. This is particularly pertinent in our findings, which indicate that while incentives are crucial, the underlying motivation whether intrinsic or extrinsic plays a significant role. Moreover, contrasting studies, such as those by Dammak et al. (2022) suggest that gender may influence teacher performance differently across varying educational contexts, highlighting the need for further exploration in this area.

### **2.1.2 Expectancy Value Theory**

Bandhu et al. (2024), Expectancy Value theory, suggests that individuals are more likely to strive for improvement in their work as they anticipate for a reward that is valued. Employees are likely to leave organizations if their expectations are unmet. According to Bandhu et al. (2024), the expectancy model focuses on effort, performance, outcomes and looks at the way a person expects these three factors linked and how the person judges the outcomes or rewards. The study adopted expectancy theory to explain the situation of teacher job performance and the influence of teacher motivation on teacher job performance in private primary schools in Kigali, Rwanda.

## **2.2 Empirical Review**

### **2.2.1 Drivers of Teacher Motivation in Gasabo**

Intrinsic motivation for learning is influenced by factors such as responsibility, independence, and opportunities for personal growth (Jamal Ali & Anwar, 2021). Solari (2014) emphasized that when teachers are intrinsically motivated, their participation will increase, leading to a positive impact on student outcomes. However, intrinsic motivation tends to decrease over time, often due to an overemphasis on external activities that neglect teachers' psychological needs (Mo & Morris, 2024).

Responsibility promotes a sense of ownership in teachers, as they fulfill their promise by taking on tasks. Autonomy allows teachers to choose their teaching practices, resulting in increased performance and a supportive learning environment (Gagné et al., 2015). Extrinsic motivation refers to actions performed for external rewards, such as wages or job security (Tantular et al., 2023). Poor working conditions, especially in rural areas, negatively affect teachers' morale (Benevene et al., 2020); prompting government and education partners to call for improved living and working standards. Pay is an important motivator, as competitive pay is associated with higher job satisfaction (Jamal Ali & Anwar, 2021). For example, in Kenya, wage disputes often lead to strikes that disrupt education (Jamal Ali & Anwar, 2021).

Antwi (2023) defines motivation as a teacher's desire to excel, driven by the expected satisfaction from their efforts. Bardach & Klassen (2021) expanded this definition to include confidence and discipline. However, low intrinsic motivation can result in feelings of helplessness, powerlessness, and loneliness among teachers. Although mental well-being in education is important, many policies still rely on outdated inspirational approaches that cannot meet the needs of teachers (Manigbas et al., 2024). This study revealed that intrinsic motivation is characterized by responsibility, achievement, autonomy, and a positive attitude, while extrinsic motivators include pay and promotions (Vermote et al., 2020; Órdenes & Ulloa, 2024)

### **2.2.2 Teacher Performance in Gasabo's Private Primary Schools**

Teacher performance is a complex concept that is essential for educational success, covering a wide range of responsibilities both inside and outside the classroom (Layek & Koodamara, 2024). Important elements include preparing lessons, participating in school activities, and student supervision. Effective teaching combines teaching materials, methods, and consistent assessment (Hediansah & Surjono, 2020). Layek & Koodamara (2024) noted that motivation has a significant impact on the vitality of an organization; however, teacher morale declines in Africa.

Bonsu (2024) summarizes four operational dimensions: quality, quantity, reliability, and knowledge about work. Teacher effectiveness includes job performance (complete teaching responsibility)(Saleem et al., 2020), contextual performance (community consultation and participation) (Liu et al., 2023) and adaptive performance, increasingly important in today's rapidly changing world, includes creative problem-solving and coping with stress, as highlighted by (Saleh, 2022). Overall, teacher performance experiences success depending on motivation, adaptability, and commitment to the task and role according to the context (Tobias et al., 2023).

### **2.2.3 Impact of Motivation on Teacher Performance**

Teachers' sources of motivation play a key role in driving student performance and ultimately success. Intrinsic motivation, which is supported by factors such as responsibility, independence, and personal growth, is crucial. Importantly, research by Jamal Ali & Anwar (2021) indicates that when teachers have a strong sense of ownership over

their work, teacher engagement and effectiveness are also significantly improved. For example, teachers who have the freedom to design their own lesson plans tend to create richer learning experiences that foster a supportive classroom environment (Gagné et al., 2015).

On the other hand, over-reliance on external motivators such as wages and job security can suppress motivation from within. While a competitive salary is important, as seen in the recent salary dispute in Kenya that led to a strike, it is not the only factor affecting teacher performance (Jamal Ali & Anwar, 2021).

Teacher effectiveness has many facets, covering areas such as lesson preparation, community participation, and the ability to adapt to challenges (Larios & Zetlin, 2023). As Saleh (2022) emphasize, adaptive efficiency, including creative problem solving and stress management, is increasingly important in today's educational environment. Therefore, a balanced approach that promotes both intrinsic and extrinsic motivation is essential to increasing teacher performance in Gasabo, which ultimately benefits educators, students, and the wider community.

### III. METHODOLOGY

According to Fraser et al. (2022), the research design serves as an overarching plan that outlines how research questions are addressed, functioning as a blueprint for investigation. This research focuses on the relationship between teacher motivation and job performance using quantitative methods, with primary data collected through questionnaires. The study used a descriptive design to analyze the state of teachers' motivation, consistent with previous authoritative studies. The target population included 402 teachers from 42 private primary schools in Gasabo District to ensure a representative sample. Participants were divided into principals and classroom teachers using stratified sampling, resulting in 210 respondents from 14 randomly selected schools. According to Kuya & Kalei (2022), a sample size comprising 10% to 30% of the accessible population is adequate for research purposes. Consequently, the study selected 115 teachers and 18 school principals using stratified random sampling, who subsequently participated in the surveys; resulting in a sample size of 133 respondents returns.

The main data collection tool, "The Impact of Teacher Motivation on Teacher Effectiveness," adopted a questionnaire from a study conducted by (Chand, 2019), consists of two sections: demographics and a measure of extrinsic motivation, intrinsic motivation, and 31 performance items. Data analysis employed descriptive and inferential statistics, including Spearman rank correlation and multiple regression, with results presented in tables using SPSS version 23.

Consideration of ethics is crucial, with sensitive questions approved by relevant authorities and participants assured of confidentiality. It is emphasized that the findings will be used for research purposes only. The researcher diligently cited all data sources and literature to ensure transparency and ethical adherence throughout the study.

While this study provides valuable insights into the factors affecting job performance among teachers, it is essential to recognize certain limitations. The sample size of 133 teachers, while adequate for preliminary analysis, may not fully represent the diverse experiences of all private primary educators in Gasabo District. Additionally, self-reported data may introduce social desirability bias, as respondents may strive to present themselves favorably. The data was collected during the academic year, and seasonal changes in motivation and performance could affect the outcomes. Therefore, caution should be exercised when generalizing these findings to other educational settings, including public schools or regions outside Gasabo.

### IV. FINDINGS & DISCUSSION

#### 4.1 Status of Job Performance of Teachers in Public Secondary Schools

Refer table 1, Descriptive statistics reveal that the variable "Influence of Incentives" (J6) had the highest mean value of 4.29. This suggests that teachers in private primary schools view incentives as positively influencing their job performance, indicating that rewards or recognition motivate teachers to excel in their roles.

Another variable, "Willingness to Adopt Creativity and Innovativeness" (J5), had a relatively high mean value of 4.16. This implies that teachers are highly willing to embrace creativity and innovation in their teaching practices in private primary schools, showing their openness to trying new and innovative approaches to enhance their teaching methods. In contrast, the variable "Task Compliance" (J1) had the lowest mean value of 2.55. This indicates that, on average, teachers in private primary schools may face challenges in fulfilling their job responsibilities, highlighting the need for improvement or support to ensure that teachers effectively perform their assigned tasks.

This study evaluated the effectiveness of teachers in private primary schools, focusing on demographic characteristics such as gender, age, and language of instruction. The t-test results showed no significant performance differences between male ( $M=3.5714$ ) and female ( $M=3.3935$ ) teachers, with a p-value of .749. However, the ANOVA test indicated a significant age-related performance difference (p-value .004). Teachers aged 35-44 ( $M=3.66$ ) and 45-54 ( $M=4.00$ ) performed better than younger (20-24,  $M=3.23$ ; 25-34,  $M=3.60$ ) and older (55+,  $M=3.25$ ) teachers. When



comparing teaching languages, there was no significant difference found ( $p$ -value .202), but English speaking teachers ( $M=3.5434$ ) performed slightly better than Kinyarwanda speaking teachers ( $M=3.2721$ ). Overall, age emerged as a significant factor influencing work performance, while gender and language of instruction had minimal impact.

## 4.2 Status of teacher Motivation in Public Secondary Schools

**Table 1**

*Descriptive Statistics for teacher's job performance*

Variables	Mean	Std. Deviation
J1	2.55	1.048
J2	3.14	1.324
J3	3.18	1.302
J4	3.71	1.223
J5	4.16	.806
J6	4.29	.851
J7	3.48	1.210

**J1** = task compliance, **J2** = pressure to prepare professional documents, **J3** = completion of scheduled teaching tasks, **J4** = perception of teaching quality, **J5** = willingness to adopt creativity and innovativeness, **J6** = influence of incentives and **J7** = task variety

T-tests were utilized to examine the impact of demographic variables on motivation. The analysis revealed no significant differences in extrinsic and intrinsic motivation between male and female teachers ( $p=0.074$  and  $p=0.818$ , respectively). There were also no significant differences found between English and Kinyarwanda teachers in terms of extrinsic motivation ( $p=0.706$ ). However, intrinsic motivation varied significantly based on the language of instruction, with English teachers (mean=3.0854) out performing Kinyarwanda teachers (mean=2.8968) at a level of  $p=0.017$ . Additionally, a t-test was conducted to compare motivation levels between principals and teachers. With no significant difference found in either extrinsic motivation ( $p=0.984$ ) or intrinsic motivation ( $p=0.645$ ), these findings underscore the prominence of intrinsic motivation alongside the influence of teaching language on intrinsic motivation levels.

## 4.3 Influence of Teachers' Motivation on Teachers' Job Performance

The findings presented in Table 2 show the effect of extrinsic teacher motivation on teacher job performance. This study explores how teacher motivation affects performance in private primary schools in Gasabo District. It was found that although extrinsic motivating factors such as salary and bonuses have a significant effect on work performance; language ability, gender, and age also play a role. A higher salary was positively related to performance ( $B = 0.137$ ,  $p < 0.01$ ), while bonuses were negatively related ( $B = -0.186$ ,  $p < 0.001$ ), indicating that stress related to bonuses can interfere with performance. Age showed a significant negative correlation ( $B = -0.162$ ,  $p < 0.01$ ), indicating that older teachers may perform worse. Therefore, adequate financial compensation is important in motivating teachers.

**Table 2**

*Effect of extrinsic teacher motivation on teacher job performance*

Variables	B	SD	Beta	T	Collinearity Statistics		F	R	R <sup>2</sup>	Adjusted R <sup>2</sup>
Control Variables					Tolerance	VIF				
Language	-.238	.143	-.140	-1.668	.977	1.024	5.250	.330 <sup>a</sup>	.109	.088
Gender	-.100	.107	-.079	-.931	.955	1.047				
Age	-.162	.051	-.266	-3.167***	.977	1.023				
Independent variables										
Language	-.039	.140	-.023	-.279	.874	1.145				
Gender	-.074	.100	-.058	-.736	.946	1.057				
Age	-.104	.050	-.170	-2.080**	.883	1.132	8.049	.502 <sup>b</sup>	.252	.217
Salary	.137	.062	.189	2.227**	.820	1.219				
Bonus	-.186	.043	-.363	-4.341***	.851	1.175				
Promotion	.087	.065	.116	1.348	.801	1.248				

Significant at: \*\* $p < 0.01$ , \*\*\* $p < 0.001$

The analysis in Table 3 examines the effect of the control variables language, gender, and age on teacher effectiveness. Language and gender have a non-significant negative effect with beta coefficients of -0.140 and -0.079, respectively. Age had a significant negative effect ( $B = -0.266$ ,  $t = -3.167$ ) among the independent variables. Responsibility also had a negative effect on performance ( $B = -0.190$ ,  $t = -2.147$ ), while achievement ( $B = 0.081$ ) and autonomy ( $B = 0.049$ ) had no significant effects. It is worth noting that attitude showed strong positive results ( $B = 0.498$ ,  $t = 5.238$ ). Coordination statistics indicate that there are no serious problems, although there are many differences between languages and ages.

**Table 3**  
*Effect of Intrinsic Teacher Motivation on Teacher Job Performance*

Variables	B	SD	Beta	T	Collinearity Statistics		F	R	R Square	Adjusted R Square
Control variables					Tolerance	VIF				
Language	-.238	.143	-.140	-1.668	.977	1.024	5.250	.330 <sup>a</sup>	.109	.088
Gender	-.100	.107	-.079	-.931	.955	1.047				
Age	-.162	.051	-.266	-3.167*	.977	1.023				
Independent variables										
Language	-.039	.140	-.023	-.279	.874	1.145				
Gender	-.074	.100	-.058	-.736	.946	1.057				
Age	-.104	.050	-.170	-2.080	.883	1.132	10.898	.582 <sup>b</sup>	.339	.302
Responsibility	-.146	.068	-.190	-2.147**	.676	1.480				
Achievement	.077	.078	.081	.983	.782	1.279				
Attitude	.246	.047	.498	5.238***	.585	1.710				
Autonomy	.035	.066	.049	.526	.611	1.637				

Significant at: \* $p < 0.05$ , \*\* $p < 0.01$  and \*\*\* $p < 0.001$

The Pearson correlation analysis in Table 4 examines the relationship between gender, age, organization, language, and extrinsic motivation. A slight positive correlation ( $r = 0.151$ ) was observed between gender and age, indicating some relationship. Institution has a low and no significant relationship with gender ( $r = 0.018$ ) and a moderate negative relationship with age ( $r = -0.224$ ). Language shows a slight positive relationship with gender ( $r = 0.153$ ) and age. Intrinsic motivation shows a strong positive correlation with gender ( $r = 0.467$ ) and a slight negative correlation with age ( $r = -0.193$ ), indicating that women are more intrinsically motivated. Performance showed a slight negative relationship with both gender ( $r = -0.141$ ) and age ( $r = -0.282$ ).

**Table 5**  
*Pearson Correlation Analysis*

Variables	Gender	Age	Institution	Language	Extrinsic Motivation	Intrinsic Motivation	Job Performance
Gender	1						
Age	.151	1					
Institution	.018	-.224**	1				
Language	.153	.029	.062	1			
Extrinsic Motivation	.074	-.084	.089	-.009	1		
Intrinsic Motivation	.014	-.193*	.028	-.109	.467**	1	
Job Performance	-.141	-.282**	-.090	-.160	-.061	.364**	1

Significant at: \* $p < 0.05$  and \*\* $p < 0.01$

## 4.2 Discussion

This study provides valuable insights into the factors affecting teachers' performance in private primary schools in Gasabo District. By analyzing the mean and standard deviation, the researchers evaluated various variables related to performance and response variability. One important discovery is the "Effect of Incentives." Teachers believe that incentives greatly improve performance, which is consistent with expectancy value theory. This suggests that valuable incentives increase effort, aligning with previous research by Jamal Ali & Anwar (2021) highlighting the strong relationship between rewards and improved performance. When teachers feel appreciated, they tend to perform better, ultimately benefiting student outcomes.

The research also examined the effectiveness of demographic variables such as gender, age, and language of study. Interestingly, no significant differences were found between male teachers, despite male teachers showing slightly higher average performance values. This indicates that gender has the least impact on job performance, supporting the findings of Dammak et al. (2022) who also noted no gender differences in teaching effectiveness. It emphasizes the idea that teaching ability is not determined by gender and supports fair hiring and promotion practices. In terms of age, the results showed that teachers aged 35-44 and 45-54 performed better than younger (20-24, 25-34) and older (55+) teachers, indicating that experience and maturity increase efficiency. This echoes research by Tobias et al. (2023) suggesting that older teachers tend to perform better due to their accumulated knowledge.

Regarding teaching language, the analysis revealed no significant differences in performance between English speaking teachers and Kinyarwanda speaking teachers, indicating that teaching materials do not have a significant impact on teacher effectiveness. This supports the findings of Niyibizi (2015) revealing no differences in performance by language.

Additionally, a surprising negative relationship was found between age and academic performance, indicating that older teachers may struggle more than their younger peers may. This is consistent with literature indicating that older teachers may face challenges in adapting to new teaching methods and technologies (Saleem et al., 2020). As a result, older teachers may need more training and support to improve classroom efficiency. Examination of extrinsic motivation reveals a significant positive relationship between pay and performance, indicating that higher wages are associated with better performance. This supports previous studies such as (Solania et al., 2023) that emphasize the importance of financial compensation in motivating teachers and ensuring job satisfaction.

Several strategies have been suggested to increase motivation and performance in private primary schools. It is important to recognize and value teachers' contributions and schools can implement recognition programs to celebrate their efforts. Professional development opportunities through workshops and training are also essential in attracting teachers. Creating a collaborative culture is important for promoting teamwork and for teachers to feel valued. Involving teachers in decision-making about school curriculum and policy can empower them and positively influence their performance. Additionally, providing adequate resources and a supportive environment promotes innovation and learning, exploring new teaching methods.

Although most relationships between incentives and performance are positive, studies have found a surprisingly negative correlation between bonuses and job performance. This contradicts existing literature linking monetary rewards to increased performance (Saleh, 2022) suggesting that bonuses linked to high-pressure work can lead to increased stress and burnout.

## V. CONCLUSIONS & RECOMMENDATIONS

### 5.1 Conclusions

This study highlights the multidimensional nature of teachers' performance in private primary schools in Gasabo District. It emphasizes that incentives play an important role in increasing teachers' effectiveness, with a strong relationship between incentives and performance consistent with expectancy value theory. Well-structured rewards can motivate teachers and improve student outcomes. While gender and other demographic factors have minimal impact, age is both a strength and a potential weakness. Teachers aged 35-54 generally perform well and benefit from experience, while older teachers may struggle to adapt to new teaching demands.

In terms of language of teaching, the results indicate that media does not have a significant impact on performance. Focusing on learning quality rather than language may help improve educational outcomes. However, the unexpected negative relationship between age and academic performance points to the need for targeted training for older teachers to help them accept modern teaching methods.

### 5.2 Recommendations

Several strategic recommendations can be implemented to enhance the performance of teachers in private primary schools in Gasabo District. First, schools should establish a formal recognition program that celebrates and recognizes the contributions of teachers and fosters an inspiring environment. It is also important to prioritize professional development through regular workshops and training, especially for older teachers, to ensure they have modern teaching methods and technology. Creating a collaborative culture within the school environment promotes teamwork and increases teacher job satisfaction, leading to better performance.

Finally, schools should reevaluate bonus structures to eliminate the negative effects of high-pressure rewards and shift towards more sustainable motivation strategies, promoting satisfaction and long-term performance.

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