

## Teacher Motivation and Discipline among Teachers in Private Secondary Schools in Remera Sector Rwanda a Case of Green Hills Academy

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**Abstract:** High level of discipline among teachers is necessary for attainment of both academic and non-academic objectives of a school. Teacher motivation is one of the factors that greatly influences discipline among teachers hence performance of the school. The aim of this research was to assess contribution of teacher motivation on teacher discipline in Rwanda private secondary schools. The specific objectives included to identify forms of teacher motivation practiced in Rwanda, to investigate level of discipline among teachers in Rwanda private secondary schools and lastly to determine the influence of teacher motivation on discipline among teachers in Rwanda private secondary schools. The study utilized descriptive and correlational designs. The study had a target population of 123 composed of head teacher and teaching staff of Green Hills Academy secondary section located in Gasabo district. A sample of 94 staff was used computed using Yamane's formula. Convenient and simple random sampling techniques were applied in this research. The researcher collected primary data using questionnaires. Data was cleaned and entered in IBM SPSS software version 16 for descriptive and inferential statistical analysis. Descriptive analysis involved computation of frequencies and percentages while inferential analysis involved conducting correlation and regression analysis. Tables and graphs were utilized in presenting the research findings. The findings identified 7 forms of teacher motivation in Rwandan private secondary schools which included better remuneration, favorable teacher-student ratio, study leave for teachers, well ventilated classrooms, well maintained classroom infrastructure, adequate instructional materials, and manageable work load. The existence of better remuneration and teachers study leave however was accepted by relatively less percentage of respondents. Additionally, 80% of respondents did indicate that private secondary teachers practice high level of discipline. Pearson correlation coefficient was found to be 0.720 with a significance of 0.001 an indication of a high positive significant correlation between teacher motivation and teacher discipline. R squared value was found to be 71.5% which indicates that teacher motivation accounts for higher percentage of the variations in teacher discipline. The beta coefficient for teacher motivation in the regression analysis was found to be 0.163 with a significance value of 0.011 an indication of positive significant influence of teacher motivation on teacher discipline. The study concluded that availability of better classroom infrastructure and adequate learning materials are the most practiced forms of motivation while teacher remuneration and study leaves for teachers are the least practiced. The study also concluded that greater percentage of over 80% of teachers in private secondary schools are disciplined and lastly there is high positive significant influence of teacher motivation on teacher discipline. The study recommends improvement in the adoption of teacher motivation strategies by management of schools. In addition, there should be proper agreement between the management and teachers on the appropriate remuneration increment plan that motivates the teachers and teachers be provided with paid study leaves. The management should also consider offering loans and sponsorships to teachers who wish to advance their studies.

**Keywords:** Teacher Motivation, teacher Discipline, Private School

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### I. Introduction

#### 1.1 Background of Study

Education forms the back born of an economy due to its critical role in national development. This argument is supported by the fact that through education human capital is made available which speeds up the conversion of other resources into valuable output. According to Orodho (2010), a person cannot talk about social and economic aspects of development without touching on education since it greatly caters for individual's welfare in all dimensions. Schools are education institutions that propel the society in terms of knowledge and skills development and attitude change. Schools have two goals to fulfill; performance goals

more so academic outcomes and maintenance goals which caters for the sustainability and survival of the school. Maintenance goals include discipline levels, emphasis on co-curricular activities and good public image of the school (Lisa, 2012).

Successful schooling largely depends on several factors of which quality teaching takes a bigger share. Quality teaching at the same time depends on several factors. One of the factors that determine quality teaching is the motivation of teachers (Adair, 2009). According to Njenga (2012), Motivation is an internal process that energizes, directs and sustains a certain behavior. In an organization, motivation aims at directing employees' psychology towards attainment of organization goals. Motivated employees do their work with high level of efficiency and speed hence achieving good performance. Remuneration has been cited by most scholars as the key driver of motivation. However, there are other factors that also contribute much to motivation such as job satisfaction, training, rewards and recognition among others. Maslow Hierarchy of needs stresses that motivation drives people's needs which falls under different categories the first being basic needs. An Individual will always be motivated to achieve higher order needs ones he or she has achieved the lower order needs. Motivation can take two dimensions namely intrinsic dimension or extrinsic dimension. (Sansone & Harackiewicz, 2000). On intrinsic dimension, motivation arises from internal rewards like job satisfaction, doing work out of fun or joy while extrinsic motivation arises from external rewards like remuneration, material wellbeing and feeling of prestige.

Discipline among employees is very important for the success of any organization. Grace et al (2017) argues that an education institution that performs well academically is attached to high level of discipline among students and teachers. For upcoming organization to become success discipline must come first in all spheres of its operations. Kung'u (2012) observes that discipline is integral for the success of education institution. Teacher discipline outperforms student discipline in a learning institution and therefore it should be the first center of focus by top management to act upon to achieve institution's goals (Tshabalala et al, 2014). Teachers have the duty to perform their tasks responsibly and with high level of diligence.

Indiscipline is an act of misbehavior and affects organization's desire to achieve its goals. Indiscipline affects learning and teaching and school administration the end result being poor school performance. Indiscipline has different forms but the most common ones include absconding lessons, lateness and absenteeism, failure to complete student records like results, registers on time, examination malpractices, involvement in bribe from parents, drinking, sexual immorality among others (Ndibalema, 2013). All these practices compromises quality of education and puts the future of students at stake. In addition, these practices erode the desired societal values and therefore the country ends up bringing society which is full of negativity and backwardness. Discipline is often stressed in teachers' colleges to ensure that teachers are aware and practice the professional values and standards and pass the same to students so that they are able to bring up a brighter future society.

### **1.2 Statement of the problem**

Learning environment demands high level of discipline for attainment of high performance in all dimensions both academically and non-academic activities. Discipline in a learning institution must be reflected or practiced by all the stakeholders of whom teachers form the greatest pillar. For high performance, schools require highly disciplined teaching staff that are able to instill good moral values on students for them to be resourceful in the society in future.

The government of Rwanda through the Ministry of Education focuses much on teachers' discipline in order to achieve its goals of bringing up a better and brighter society (MINEDUC, 2018). A report from quality education enhancement awareness campaign Phase (III) and other school inspections (MINEDUC, 2018) indicated that most schools were closed due to among other factors indiscipline among teaching staff. Teachers were found to exhibit immoral behaviours that are not able to make the school achieve its main objective of upbringing a vibrant society. These immoral behaviours include drunkard, lateness, absenteeism, engaging in sexual relationships with students among others. Despite these challenges in secondary schools, many studies have focused on students' discipline while ignoring teachers' discipline. This is due to the widespread belief that teachers are already disciplined and have the capacity and skills to steer the student in the right direction to be valuable in the society (Grace et al, 2017).

There are many factors that contribute to teachers' discipline. Among these factors is teachers' motivation. A motivated teacher will develop a sense of respect towards his or her work and deliver the best to the student. Teachers motivation can be achieved through different approaches which includes conducting trainings for teachers, recognition and rewards, remuneration, manageable teacher-student ratio among others, (Dinah et al, 2012). Therefore, with the outcome of the Ministry of Education (MINEDUC) report on quality education awareness campaign Phase (III) and the fact that most studies have focused on student discipline, it calls for a study on key causes of teachers' discipline which will aid in taking appropriate corrective mechanisms hence steering MINEDUC towards achieving its goals. The researcher focused on teacher motivation as one of the factors that could enhance discipline among teachers.

### **1.3 Objectives of Study**

- i. To identify forms of teacher motivation practiced in Rwanda private secondary schools.
- ii. To investigate the level of discipline among teachers in Rwanda private secondary schools.
- iii. To determine the influence of teacher motivation on discipline among teachers in Rwanda private secondary schools.

### **1.4 Research Questions**

- i. What are the forms of teacher motivation practiced in Rwanda private secondary schools?
- ii. What is the level of teachers' discipline in Rwanda private secondary schools?
- iii. To what extent does teacher motivation influence discipline among teachers in Rwanda private secondary schools?

## **II. Literature Review**

### **2.1 Concept of Motivation**

Motivation is from the Latin word 'movere' which means to move, progress, make steps ahead or march forward. According to Njenga (2012), Motivation is an internal process that energizes, directs and sustains a certain behavior. Motivation therefore entails an internal drive or instinct that directs a person to exhibit a particular behavior or behave a certain manner. Kamper (2009) argued that motivation has three dimensions. The first dimension is the need which is the internal state that brings favorable outcomes. The second dimension is the drive which entails the forces either negative or positive that directs a person towards achieving or not achieving a certain goal. Lastly we have the achievement which is the desirable outcome or goal. Therefore, motivation links the need of an organization to the goal. Employees in an organization are often driven by certain motives in performing their duties. These motives are often influenced by certain factors which may be accelerating or decelerating the motives. These accelerating factors are the motivators while the decelerating factors are the demotivators. According to Njenga (2012), the motivating factors includes better working conditions, better service terms, manageable workload, better infrastructural facilities among others. Most schools base their performance in terms of academic and non-academic excellence. For a school to achieve excellence, teachers discipline is paramount as it replicates to students hence the need for motivation. A motivated teacher will certainly have discipline in conducting his or her duties towards achievement of the school goal of academic and non-academic excellence.

### **2.2 Forms of Teachers' Motivation**

Rwanda Education Board expects that teachers to offer high quality education service for the students which can enable them think critically to solve societal problems and for their own personal advancement. Therefore, education ministry is very concerned about the performance of teachers. According to Ubom and Joshua (2004), teachers need to be loyal, dedicated and committed to hard work for excellence to be achieved in schools. Teachers are the key determinants of better performance in schools since they act as the second parent of the child. Therefore, the better part of the future life of the child is determined by the teacher.

Teacher motivation cannot be overlooked if high standards performance is to be attained in schools. Motivation is often attached to productivity and therefore a highly motivated teacher will be productive in his or her job hence achieving high performance standards (Dinah et al, 2012). Education administrators need therefore to devise better ways of boosting teachers' morale for quality service delivery.

### **Working conditions**

Gerald (2016) defines working condition as all existing circumstances affecting labor at work place. Working conditions encompasses many factors in and outside the school. The major working condition factors include the teachers' workload, classroom environment, teachers housing and travel distance from home to school. These factors have greater effects on teachers' morale. For example, long distance from home to work place encourages lateness and may also lead to absenteeism (Dinah et al, 2012). High workload may lead to tiredness and even sickness on the side of the teacher and worse off it can lead to deterioration. Poor classroom infrastructure can also reduce teachers' morale for example poor ventilated classrooms or worn out classroom floors reduces the morale of the teacher. In addition, larger class sizes strain the teacher and compromises delivery of quality services since the teacher may not be in position to attend to all students perfectly. Therefore, better working conditions is very integral in boosting teachers' morale and hence performance.

### **Skills advancement**

Skills advancement involves continuous skills development in a given profession in order to enhance competency and relevance. Katerina & Kristyna (2016) recognized skills advancement as key motivating factor for teachers to enable them enhance the academic ability of the student. Skills advancement enables the teacher

to acquire more knowledge and skills which is imparted to the student hence improving his or her performance. Teaching is a profession and the teacher needs to continuously improve his or her skills with the changing environment in order to keep updated and avoid risk of irrelevance. Job training is a form of skills advancement and most organizations apart from educational institutions support the need for continuous employee training for acquisition of relevant skills. Training contributes greatly to employee motivation since it empowers employee with more relevant skills and this makes the employee enjoy service delivery. When a teacher gains more skills he or she will feel comfortable and enjoy the teaching hence enhanced professionalism which greatly benefits the student (CEADS, 2017). School administrators should therefore practice continuous training of the teaching staff for better performance. Study leave is also another form of skills advancement. Teachers need to get time to further their studies since from this they will also acquire more skills. Education scholarships and grants should be available to teachers who want to further their education and become more qualified hence offering better teaching services to the students.

### **Remuneration**

Remuneration is the financial reward or compensation for service delivery. Majority of people regards remuneration as the key driver or motivator for work. Therefore, monetary compensation forms the key motivator alongside others. Amjad et al., (2014) asserts that good salary is a prerequisite or a necessary condition for job satisfaction as it improves the morale of the teacher and acts as a determinant for developing competent future teachers. It is a rationale for deciding whether to join the teaching profession for the potential future teachers or to stay in the teaching profession for those already practicing teaching. Poor remuneration leads to high rate of job shift from teaching profession to other well-paying professions among the competent. According to Amjad et al., (2014) teacher remuneration and student performance are strongly related. Good remuneration act as major motivator for a teacher, improves productivity leading to better student performance.

### **Pupil Teacher Ratio**

Pupil teacher ratio is the number of pupils per teacher in a school. It is arrived at by dividing the number of pupils by the number of teachers (Kaloki et al, 2016). In order to achieve quality education, pupil teacher ratio should be manageable. Most developing countries have implemented free or subsidized primary and secondary education. For example, in Rwanda, the 12-year basic education is free to encourage mass accessibility of education by people. However, the biggest challenge of this programme in developing countries Rwanda included is its threat to quality of education. This is due to the fact that the expansion in students' enrolment is not equally supported by teaching resources. The new teachers being hired to teach is not enough to cater for the large number of students. This means that teachers end up having big classes which they are not able to handle adequately hence compromising the quality of teaching and learning. these high enrolments in schools have caused inefficiency hence poor quality education envisaged in developing countries (UNESCO, 2006). A teacher with high number of students will feel demotivated since its stressful to handle such a big class and personal attention and proper marking is heavily compromised. The stress and fatigue that comes with handling a big class can lead to reduced productivity, late reporting and absenteeism of the teacher hence reduced discipline standards (Kaloki, 2016). Therefore, to achieve quality education and teacher discipline needs to be enhanced through motivation of which assigning manageable number of students to the teacher is an integral factor. This is basically one of the factors that brings difference in education quality between developed and developing countries. UNESCO, 2006). Therefore, developing countries needs to reduce Pupil teacher ratio by hiring more competent teachers to cater for the increased enrolments in schools.

### **2.3 Discipline in institutions**

Discipline involves training in form of punishment with a target to obey the rules in place (Sushila, 2004). In the organization setting, discipline is defined as efforts by the management to enforce standards of the organization and make staff match together in one direction towards achieving the set goals. Discipline among the teaching staff therefore involves the actions by the school administrators or managers that enable the teaching staff to move and work as a team towards achieving set targets such as better performance (Gatababu, 2012). Additionally, discipline encompasses the values that should be part of the teachers and learners inside and outside the school. Discipline therefore enables the students and teachers to behave in a responsible manner; they get well acquainted with their actions and consequences of such actions.

School discipline serves two main purposes (Grace et al, 2017). The first importance of school discipline is to ensure that students and staff are safe. Indiscipline in school compromises safety since it encourages bad behaviors such as drug abuse among students which can put the safety of other fellow students and teachers at risk. Secondly school discipline is to create enabling environment for teaching and learning. Indiscipline is also characterized by noise pollution by students and staff which may disrupt learning and teaching.

## **2.4 Forms of Discipline in schools**

### **Obedience**

This is the act of compliance to the set rules and regulations in an organization (Ponfua, 2015). In a school setting, there are set rules that guide the conduct of teachers and they are expected to abide by them. In addition, the head teachers have the mandate to report any kind of misconduct or flouting of set rules and regulations by any teaching staff. The head teacher acts as the boss of the teaching staff and therefore he or she has the power to give orders to any teaching staff member and instills rules and regulations aimed at promoting discipline. Failure to obey such orders, rules and regulations amounts to disobedience. Ponfua (2015) in his study on students' indiscipline points out that failure to obey set rules and regulations is one of the key causes of students' indiscipline in Cameroon secondary schools. This was evidenced by a high rate of assaults on teachers and prefects. Therefore, discipline in schools demands that teachers follow the set rules and regulations governing their conduct.

### **Non influence of alcohol and drug abuse in school**

One of the set rules and regulations governing the conduct of teachers and students in school is non-influence of alcohol and drugs in school. Teachers and students are not allowed to take alcohol and drugs in school in a bid to maintain discipline among them. Drugs have negative effects on mental health and can cause poor performance, violence and withdrawal syndrome among students. To the teachers, alcohol affects their behavior, they become disobedient and can lead to use of abusive language by the teachers to the students which ultimately affects teachers' discipline negatively. (Njeru and Lewis, 2014).

### **Use of polite language**

An abusive language is a bad language that aims at undermining an authority or misconduct. Use of abusive language shows disobedience to the authority (Kiwale, 2017). Teachers and students should avoid use of bad language since it invokes bad feelings and it amounts to disrespect. Use of bad language by the teacher to the students or to the high authority such as the head teacher may be an indication of dissatisfaction with the service provision such as poor salaries, inadequate facilities, or lack of leadership skills on the side of management. This may drive a teaching staff to use an abusive language signaling discomfort within the school. Use of abusive language attracts disciplinary action and the punishment varies depending on the wording used and the outcomes of investigation as to what caused such utterances. (Grace et al, 2017).

### **Honesty**

Being honest demands truthfulness and uprightness in undertaking duties. Disciplined teachers must show the efforts of being honest in their undertakings and relating with the fellow teachers and students. On the other hand, dishonesty is characterized by not being straight forward in or engaging in activities that go against the stipulated codes of conduct. According to Rose (2010) dishonesty in school set up involves an individual stealing a school property, dodging of duty by a teacher, absenteeism, failure to keep time and compromising or giving false information. Alternatively, dishonesty can also mean failure to comply with the set standard performance in totality. In other words, a teacher may perform his or her work but not to the set standards. Dishonesty leads to indiscipline since it's an indication of deviating from the contractual agreements regarding the conduct of duties. A dishonest teacher will certainly face disciplinary action since it's a sign of misconduct. Dishonesty cases vary among the teaching staff. Cases such as fudging academic qualifications is considered gross misconduct and may lead to firing of the teacher or even jail unlike cases like fudging reporting or departure time at work which may lead to warnings directed towards the affected teacher.

### **Minimal or non-Absenteeism**

World Bank issue report in (2015) about absentees of the teacher in Asia explore that, donors provide the facilities of the textbook to build their constructive nation, however, if teacher absent from school regularly student cannot learn properly. In this report it is also argued that teacher belongs to the high school, their absentees from school system will affect significant problems for the quality control, their alienation, morale, stress, and liability in education. Constructive professional culture in a school builds a healthy relationship between administration and teacher, originate it has a good effect on teacher absenteeism (Oakes, Jeannie, et al). Researcher explores the relation between influences of teacher absenteeism on student education, therefore, evidence in Asia and Latin America, better facilities and better infrastructure provided to competitive teacher role with low absentees. In the open ended area most of the researcher emphasizes on professional training and motivation can help us to reduce the absenteeism. Also, school inspection on a daily basis can help to mitigate this issue (Chaudhury, Nazmul, et al 2006). Now a day's teacher absenteeism issue is increasing as many stakeholders imagine. This issue not only affects the developed countries it also changes the under developing countries, their quality standard education, performance, school effectiveness, school reputation, their students and creates a wrinkle effect on students' absenteeism (Esther and Michael 2005).

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Non absenteeism is a situation where the employee is consistent in reporting to work without failure. Additionally, absenteeism with apology is a situation where the employee fails to report to work but writes an apology to the relevant authority. On the contrary, absenteeism is a situation where an employee fails to report to work without approval of the authority. Absenteeism among teachers is regarded as indiscipline as it is against the stipulated norms or rules and regulations. According to WB (2015) report on teachers' absentee in Asia, learners can only be in a position to benefit from the learning materials provided by the donors if the teachers absenteeism is non, minimal or reducing. This is because teachers act as a guide and mentor to the student and therefore his or her presence is crucial for student success. Muhamad (2018) in his study in Pakistan on teachers' absenteeism argues that the discipline among teachers is greatly contributed by teachers' consistent presence in school. According to the study, Non presence of teachers or rather absenteeism rate is high among teachers in public than ones in private secondary schools due to the fact that public school teachers face a lot of transport problem and more work at home compared to their private counterparts who feel the school environment is more conducive and secure to spend most of the time than the home environment and they are fairly paid high and therefore transport problem is relatively low. The study therefore perceived private school teachers as more disciplined than public school teachers though contributed by certain challenges that the public schools' teachers go through. Grace et al (2017) supports the need for absenteeism with apology and she argues that it greatly shows the discipline level in a teacher. She reveals that absenteeism can be accepted if there is an emergency occurrence such as sickness which must be justified by a letter from the hospital or any other emergency of which must be communicated at the right time and have valid evidence.

### **Time management**

Time management is the process of dividing time among various activities in a bid to achieve efficiency and effectiveness in service delivery. Teachers need to be practice time management in order to deliver effectively. Time management among teachers implies arriving in school on or before time, attending classes on time and having enough time of preparing for a lesson Halsey and Emiliana, (2009). Discipline teachers are characterized by good time managers in terms of arriving in school on time and conducting their school duties on time. On the other hand, indisciplined teachers tend to be poor time managers characterized by lateness in arriving at work and in attending lessons. According to Lauby, (2009), late coming is a situation where an employee reports to work after the set official reporting time. Lateness may also mean absenteeism since it implies that the employee's physical presence is missing at the time he or she expected to be present without permission that is between actual arrival time and official arrival time. Lauby (2009) simply defines lateness as 'not turning up on time'. This results into misconduct and not being disciplined.

Rose (2010) opines that arriving late at work compromises discipline of the employee and therefore should not be accepted. She argues that some employees give excuses of doing a lot the previous day and therefore have little to do of which should not be accepted. The degree of misconduct may depend on the nature of employer. Some employers may not tolerate even a single minute of late coming and they may regard as a great misconduct which may lead to severe disciplinary action or even the employee sent packing. For some employers being late for a few minutes may attract warnings though if it becomes persistent it may lead to dismissal. Late coming results into reduced instructional time (Mutuva, 2012). This may also be made worse if a teacher leave class before time. This amounts to indiscipline and attracts disciplinary action. Dafiaghor (2011) points out that teacher lateness leads to disorganization of the whole system, encourages absenteeism and puts the possibility of achieving the school's goals at risk. Therefore, discipline among teachers requires better time management to avoid cases of lateness for work and in attending classes which may interfere with the moral behavior of students.

## **2.5 Empirical Literature**

Obilan (2018) conducted a study in Nyabihu district Rwanda on discipline among students and academic performance. According to results, relationship between student's academic performance and obedience, punctuality and respect to school property were all significant implying that generally discipline is very fundamental to students' academic performance.

Dinah et al (2012) conducted a study in Imenti South in Kenya on teachers' motivation impact on performance using primary data which was collected through questionnaires. The findings revealed that teachers' motivation in form of professional development and skills advancement and conducive working environment boosts the student's performance.

In another study by Grace et al (2017) in Githunguri Kiambu County Kenya on teacher indiscipline and effectiveness of discipline measures, it came out clearly that among the indiscipline cases in schools are missing classes, absenteeism, disrespecting the seniors and absconding duties.

Dafiaghor (2011) in Nigeria analyzed lateness as a major setback among the school administrators and staff. The study findings indicated that lateness among school administrators and staff encourages absenteeism among the staff, puts at risk the chances of achieving school goals and also leads to disorganization of the whole school system.

A study by Kemunto (2012) in Thika West Constituency in Kenya revealed that among the factors that affect teacher motivation are training in form of internal and external where teachers are given study leaves, rewards, learning resources, work environment and fairness in teacher promotion. These findings were also supported by the findings of Kerubo (2015) who found that trainings and rewards are significant factors for teacher motivation.

Kihara et al (2018) conducted a study in Kinangop sub county to determine the influence of motivation on students' national exams performance in public secondary schools. The study adopted descriptive research design and targeted head teachers and other teachers using a sample of 184. The findings of the study established that when teachers are well appreciated through rewards and incentives they tend to be committed in their work and get engaged with students which ultimately leads to improvement in the performance of students.

Ken and Orji (2016) applied survey design to analyze association between teacher motivation and academic performance of students in Nigeria. Findings revealed that teacher motivation impacts positively on student academic performance through development of cognitive, psychomotor and affective skills. The study recommended that teaching should attract competitive salaries just like other professions.

Kaloki et al (2016) conducted a study in Machakos County Kenya to determine the impact of Pupil teacher ratio on performance of students. The study adopted descriptive survey design with a sample of 24 public schools in the region. The findings revealed a Pearson correlation coefficient of -0.323 indicating that pupil teacher ratio is negatively related to teacher motivation and performance of students. According to the study, higher pupil teacher ratio demotivates teachers and hence the performance of students reduces. Teachers' morale reduces, they feel stressed and fatigue when handling huge classes hence their productivity reduces which affects academic performance of students negatively.

In Cameroon, Ponfua (2017) analyzed indiscipline among students exploring on the causes and types of indiscipline. The findings identified disobedience of teachers and prefects by the students as the common type of student indiscipline. The study recommended moral teaching to be reinforced to reduce cases of disobedience.

Kennedy *et al.*, (2018) research in Ghana on indiscipline and academic performance revealed that the cases of indiscipline that grossly affects negatively students' academic performance included absenteeism, high school dropout and lack of concentration in class.

Amjad (2014) conducted a study in Pakistan on teacher remuneration and performance of students. The study findings indicated that teacher remuneration effects were significant and positive. Study recommended an upward revision of teachers' salary for improved students' performance.

Mehrak and Fatemeh (2015) conducted a study in Iran on the role of teachers' classroom discipline on the teaching effectiveness and students' language learning motivation. The study focused on punitive strategies and involvement and recognition strategies as the discipline strategies that can be adopted by teachers to maintain discipline in classroom. The findings revealed that punitive strategies are less effective in achieving discipline and in fact most teachers were found to practice involvement and recognition strategies to achieve discipline in classroom. Students perceived teachers who use punitive strategies which involved both physically and mentally assaulting the student to be less effective in their teaching.

The above results were also supported by Allison (2018) who argued that better classroom management requires teachers who adhere to the codes of conduct of teachers in school and creating good relationship with the students as a solution to instilling discipline rather than punishing the student as a solution to restore discipline. The study investigated positive discipline as a part of classroom management. Disciplined teachers were perceived to have better personal qualities and adhere to rules and regulations governing their conduct such as not being absent and timely attendance of lessons among others.

## **2.6 Critical Review and Research Gap Identification**

Teacher motivation is very fundamental in the success of schools since the teachers are the key drivers of school performance. Lack of teacher motivation can lead to dismal performance of a school. A demotivated teacher will not deliver to the optimum, will develop indiscipline traits and the outcome is unpleasing school performance. Therefore, teacher motivation plays a key role in upholding discipline among teachers. In Rwanda cases have arose of teacher indiscipline in primary and secondary schools which have made the ministry to order for a temporary closure of such schools until such cases are addressed. Several studies have been conducted concerning teacher motivation and indiscipline in schools in Rwanda and beyond as evidenced in the empirical literature. However, some of these studies have only analyzed teacher motivation and student academic performance (Dinah et al, 2012, Amjad, 2014, Ken and Orji, 2016) while others have looked at indiscipline and students' academic performance (Kennedy, 2018). From the literature it's undoubted that no study has been conducted on teacher motivation and teacher discipline in Rwanda. Study in Rwanda has only focused on student discipline and academic performance (Obilan, 2018). Therefore, this study seeks to bridge gap by investigating association between teacher motivation and teacher discipline in Rwanda secondary schools.

## **2.7 Adams Equity Theory**

American Psychologist, John Stacy Adams in 1963 invented this theory. The theory advocates for fair balance between inputs and output of employees. The inputs encompass skills, physical effort, tolerance and excitement whereas outputs constitute tangible benefits like salary and intangible benefits like appreciations. The theory argues that when there is a balance between these two, the result will be in form a productive and motivated employee who is obsessed with achieving company's goals. According to this theory any imbalance in terms of the feeling that inputs are greater than output then the employee feels demotivated, frustrated and is not willing to offer the best. This ultimately affects the organizations success.

The fact that teachers' level of inputs and outputs affects their motivation makes this theory valid to this research. If a teacher feels that the service that he or she is offering is greater than the benefits that he or she gets in return both tangible and intangible, then demotivation comes in. He or she will tend to portray certain traits that amounts to indiscipline. Therefore, for greater productivity school administrators and government ministries should ensure that there is a balance between the teachers' inputs and outputs for overall success of the school.

The output of the teacher heavily depends on how disciplined he or she is. A disciplined teacher will be productive and committed to conducting his or her duties with high level of integrity. Discipline in a teacher is contributed heavily by among other factors motivation. Teachers motivation is very key towards success in his or her assignments. The various motivational factors that teachers can be exposed to include conducive working environment, better remuneration, work study leaves, adequate learning resources among others. All these if available and provided to the teacher then there is high chance of greater discipline being practiced by the teacher hence delivering his or her duties successfully. Allison, (2018).

## **III. Research Methodology**

### **3.1 Research design**

This study adopted quantitative research approach where the researcher collected numerical data from the respondents using structured questionnaire. The two research designs adopted utilized in this study included descriptive and correlational research designs. According to Resham (2014) descriptive research aims to describe the state of affairs as it is in the present situation. The process of descriptive design involves data collection, recording, analysis and interpretation of data related to the variables of interest. According to Mugenda (2011), descriptive design is preferable to other research designs since it does not only dwell on fact findings but stresses much on estimation and testing. This allows this research design to report the situations and the variables the way they are. This study focus on teacher motivation and teacher discipline. The researcher therefore collected data concerning these variables, analyzed them and made a report on the current state of these variables as regards their relationships and effects. Correlational research design aims to explain the association or relationship between two or more variables. This design was appropriate in this study since the association between teacher motivation and teacher discipline was of interest to the researcher.

### **3.2 Study Area**

This research aims to investigate the relationship between teacher motivation and teacher discipline in secondary schools. The study area for this research was Green Hills Academy Rwanda. The researcher chose Green Hills Academy Rwanda due to its proximity to the researcher in terms of accessibility. In addition, the school has many teachers to form the sample size for the study.

### 3.3 Target Population

Population refers to events, people or objects that the researcher has interest on and intends to get information vital in achieving the study objectives. This research targeted the Head teachers and the teaching staff of Green Hills academy Rwanda secondary section. Green Hills academy formed the case of this study since its one of the private secondary schools in Remera with large population of teachers hence appropriate for conducting this study.

**Table 1: Population Frame**

Staff	Number
Head teacher	1
Teaching staff	122
<b>Total</b>	<b>123</b>

Source: Green Hills academy HR Records

### 3.4 Sampling design

A sample is a representative of the population. It is a subset of population universe (Orodho, 2010). Sampling is necessary in a research where the researcher is dealing with a large population and he or she is constrained by resources like time and money. According to Kothari (2011) a good sample needs to be a true representative of the population reflecting all the traits of the population.

#### 3.4.1 Sample size

According to Mugenda (2008) sampling the population is only preferable when the population is more than 100. The population of green hills academy is 123 and therefore the researcher computed the sample size using Yamane's formula. The researcher took 95% confidence interval equivalent to 0.05 error margin.

$$\text{It is computed as } n = \frac{N}{(1 + Ne^2)}$$

Whereas:

n = sample size

N = total population

e = error margin

N=123

e=0.05

n=?

$$\text{Therefore, } n = \frac{123}{1+123(0.05)^2} \cong 94 \text{ respondents}$$

**Table 2: Sample Frame**

Staff	Number
Head teacher	1
Teaching staff	93
<b>Total</b>	<b>94</b>

Source: Primary data (2021)

#### 3.4.2 Sampling techniques

This study adopted convenient and simple random sampling techniques. Convenient sampling is a non-probability sampling technique where the researcher selects the sample based on their convenience in terms of accessibility and proximity. Convenient sampling technique was utilized in selecting Green Hills Academy. The researcher went for Green Hills Academy since it's a private secondary school with many teachers who were willing to participate in the study. In addition, the researcher could easily access data in the school. Simple random sampling is a situation where every respondent has equal chance of selection. At green Hills the researcher selected the teaching staff randomly. The head teacher was included in the sample size.

### 3.5 Data Collection Procedure

Primary data was used in this study. Primary data is the first had information the researcher gets from the respondents. Primary data is appropriate for research since they are original information from the field hence minimal errors and manipulations.

#### 3.5.1 Data collection instruments

A research instrument is a tool that the researcher utilizes to collect data from the population. This study used open and closed ended questionnaires and interview guides to collect data from the respondents.

Questionnaires are advantageous in data collection since they are easy to administer and allows the researcher to collect large information within a short time (Kothari, 2010). For example, closed ended questionnaires saves time and open ended questionnaires gives room for the researcher to provide more information. The researcher utilized the google form technique to send the questions to the teachers and head teacher.

### 3.5.2 Validity and reliability of instrument

According to Kasomo (2006), validity refers to the extent to which the research instrument measures what its intended to measure. It ensures that the research instrument used is accurate, true and meaningful in its measurement in order to ascertain the results. There are two types of validity; content and construct validity. The researcher tested content validity through sharing the instrument with the supervisor for guidelines and clarifications. This improved the validity of questionnaire utilized in this study.

Mugenda and Mugenda (2008) elaborates that reliability aims at ensuring consistency of the research instrument. This implies that for an instrument to pass the reliability test it must give consistent outcomes on several trials. To ensure reliability of the questionnaire used in this study, the researcher conducted pilot testing of the instruments. According to Mugenda A (2008), 10% of the sample size is appropriate for pilot testing. The researcher distributed 10 questionnaires to 10 teaching staff members. The reactions from the respondents concerning the research instrument and the questions construction was of help to the researcher for necessary adjustment on the instrument to improve its reliability.

### 3.6 Data analysis and Presentation

The collected data was organized, coded and entered into SPSS Version 16 for analysis. The analysis included computation of percentages and frequencies. Forms of teacher motivation and disciplinary indicators were analyzed using the descriptive parameters mentioned earlier. The researcher conducted correlation analysis between teacher motivation and teacher discipline to ascertain the direction and strength of association between the two. The findings were presented in form of tables and graphs. In addition, regression analysis was conducted to ascertain the magnitude of change of teacher discipline due to a change in teacher motivation. The linear model that was used to connect the two variables is shown below.

$TD = a_0 + b_1 TM + \epsilon_1$  where TD is teacher discipline, TM is teacher motivation and  $\epsilon_1$  is error term,  $a_0$  and  $b_1$  are constant and coefficient terms respectively.

## IV. Research Findings And Discussion

### 4.1 Research Findings

#### 4.1.1 Forms of teacher motivation in secondary schools in Rwanda

The first objective of this study was to identify the various forms of teacher motivation available in Rwandan schools. This study took a case study of GHA to identify the ways in which teachers are motivated. The researcher sought opinion of respondents on the level of their agreement or disagreement with the existence and provision of various forms of teacher motivation identified in literature. The level of agreement or disagreement was tested on a scale of 1 to 5 where 1, 2, 3, 4 and 5 represented strongly disagree, disagree, neutral, agree and strongly agree respectively. the findings are summarized in the table below.

**Table 3: Forms of Teacher Motivation**

Statement	Strongly disagree	disagree	neutral	agree	Strongly agree	Mean
1. Teachers are offered study leaves for skills advancement	9%	10%	36%	34%	11%	3.11
2. The school offers better remuneration for teachers	7.9%	14.9%	26.7%	44.6%	5.9%	3.89
3. The existing teacher-student ratio is acceptable and motivating	3%	18.8%	11.9%	48.5%	17.8%	4.11
4. Adequate instructional materials to facilitate smooth learning are available	3%	6.9%	7.9%	46.5%	35.6%	3.70
5. Class rooms are well ventilated	2%	7.9%	5%	50.6%	34.5%	4.17
6. Classroom infrastructure is up to standard and continuous repairs are undertaken	3%	8%	4%	50%	35%	4.05
7. 6. Teachers have a manageable workload	7.9%	13.4%	26.7%	40.6%	11.4%	3.65

**Source: Primary data, 2021**

From the above table, 44% of respondents did agree that at GHA teachers are offered study leaves while 19% were in disagreement and 36% remained neutral. Concerning remuneration, 50.5% of respondents did agree that teachers receive better remuneration while 22.8% were in disagreement and 26.7% did not have an idea. The acceptable students-teacher ratio attracted 66.3% Of respondents who were in agreement that in

deed it exists in GHA while 21.8% of respondents were of the opinion that the existing student ration is not motivating. However, 11.9% of respondents remained neutral.

Adequacy of instructional materials to facilitate smooth learning attracted 82.1% of respondents for agreement, 9.9% for disagreement and 7.9% for neutrality. Concerning the state of classroom ventilation, 85.1% agreed that in deed the classrooms are well ventilated while 9.9% were in disagreement and 5% remained neutral. the results also indicate that 85% of respondents did agree that at GHA classroom infrastructure is up to standard and continuous repairs are undertaken while 11% did not agree and 4% remained neutral. Additionally, 52% of respondents did agree that teachers have a manageable workload while 21.3% of respondents were in disagreement and 26.7% remained neutral. Lastly the mean values are mostly widely 4 indicating that respondents agreed that teacher motivation exist at Green Hills Academy. These results indicate that GHA teachers are motivated in different ways and to great extent. However, the implementation of better remuneration and study leaves for teachers is still at lower extent since it attracted fairly low percentage of respondents who were in agreement.

#### 4.1.2 Level of Discipline among Teachers in Secondary Schools

The second objective of this study aimed to determine the level of discipline in secondary schools in Rwanda. This was achieved by seeking the opinion of respondents regarding the various forms of teacher discipline focusing on GHA teachers. The various statements on teacher discipline were presented to the respondents to assess their agreement or disagreement. The scale of measurement of agreement ranged from 1 to 5 where 1, 2, 3, 4, 4 and 5 represented strongly disagree, disagree, neutral, agree and strongly agree respectively. the findings were summarized in the table below.

**Table 4: Discipline among Teachers in Private Secondary Schools**

Statement	Strongly disagree	disagree	neutral	agree	Strongly agree	Mean
1. Teachers report to school on time	3%	2%	6.9%	33.7%	54.5%	4.10
2. There is minimal absenteeism among teachers	3%	4%	12.9%	45.5%	34.7%	3.90
3. Teachers are not under alcohol influence while on duty	5.1%	1%	5.1%	14.1%	74.7%	4.15
4. Teachers send apologies in case of absenteeism	2%	0%	8%	26%	64%	4.18
5. There are no or minimal cases of teachers physically or emotionally assaulting the student	5%	0%	8.9%	29.7%	56.4%	4.35
6. Teachers are not under drug influence while on duty neither there is drug abuse among teachers	5%	0%	5.9%	12.9%	76.2%	4.24

**Source: Primary data, 2021**

The findings in the above table shows that 88.2% of respondents agreed that GHA teachers report to school on time while 5% were in disagreement and 6.9% remained neutral. Concerning state of absenteeism, 80.2% of respondents did agree that there is minimal absenteeism among teachers while 7% were in disagreement and 12.9% remained neutral. Teachers non influence of alcohol while on duty attracted 88.8% of respondents for agreement, 6.1% for disagreement and 5.1% for neutrality. In the case of teachers sending apologies in case of absenteeism, 90% were in agreement, 2% for disagreement and 8% of respondents remained neutral. moreover, the findings indicate that 86.1% of respondents did agree that there are minimal cases of teachers physically or emotionally assaulting the student while 5% did not agree and 8.9% of respondents remained neutral. Finally,89.1% of respondents did agree that teachers are not under drug influence while on duty neither do they practice drug abuse, 5% were of the opposite opinion and 5.9% did not have idea. The mean values for most statements is or near 4 which indicates that most respondents agreed strongly that teachers level of discipline is high. These findings indicate that at GHA teachers indeed practice high level of discipline in their professional duty as indicated by over 80% of respondents for each of the discipline practices presented on the above table. These findings support those of Muhamad (2018) who argued that absenteeism is low among private institutions since they receive better remuneration and transport allowance that lowers the transport cost. He argues that teachers in private schools are relatively highly motivated.

#### 4.2 Correlation Analysis findings

After the descriptive findings resented above in form of percentages and frequencies, the researcher conducted correlation analysis to determine the overall degree of association between teacher motivation and discipline among teacher of secondary schools. The researcher computed the Pearson correlation coefficient and the findings are presented below.

**Table 5: Correlation between Teacher Motivation and Teacher Discipline**

		Teacher Motivation	Teacher Discipline
Teacher Motivation	Pearsons Correlation	1	.720**
	Sig. (2-tailed)		.001
	N	94	94
Teacher Discipline	Pearsons Correlation	.720**	1
	Sig. (2-tailed)	.001	
	N	94	94

Source: Primary data, 2021

From the table above the Persons correlation coefficient is 0.720 and the significance value is 0.001. This indicate that there is strong and significant positive association between teacher motivation and teacher discipline. An improvement in teacher motivation leads to an improvement in teacher discipline and vice versa.

### 4.3 Regression Analysis Findings

The researcher fitted a linear model in chapter three that connects the independent variable, teacher motivation and the dependent variable, teacher discipline. This model was to aid in achieving the objective three which was about the influence of teacher motivation on teacher discipline. In order to complete the model, the researcher run a simple linear regression for the two variables and the findings were presented in three tables which included the model summary, ANOVA and coefficients.

**Table 6: Model Summary**

Model	R Square	Adjusted R Square	Std. Error of the Estimate
1	.715	.685	.47395

Source: Primary data, 2021

**Table 7: ANOVA**

Model		Sum of Squares	df	F	Sig.
1	Regression	42.462	1	98.744	.000 <sup>a</sup>
	Residual	19.453	97		
	Total	61.915	98		

Dependent Variable: Teacher Discipline

Source: Primary data, 2021

**Table 8: Model Coefficients**

Model		Unstandardized Coefficients			
		B	Std. Error	t	Sig.
1	(Constant)	.212	.152	.118	.000
	Teacher Motivation	.163	.087	7.680	.011

Dependent Variable: Teacher Discipline

Source: Primary data, 2021

The findings of regression analysis indicate that R squared value is 71.5%. This implies that teacher motivation accounts for 71.5% of variations in teacher discipline. Other factors that influences discipline among teachers accounts for the remaining 28.5%. Further the ANOVA table indicate that the calculated F statistic is 98.744 which is very large and significant value of 0.000. This shows that the linear model used to determine the association between teacher motivation and teacher discipline is significant and appropriate.

Lastly, the model coefficients table shows that beta coefficients for the constant and teacher motivation are 0.212 and 0.163 respectively. The significant values are 0.000 and 0.011 for constant and teacher motivation respectively. the linear model can therefore be re-stated as

$$TD = 0.212 + 0.163TM + \epsilon_1$$

From these findings, 1% change in teacher motivation leads to a 16.3% proportionate change in teacher discipline keeping other factors constant. Therefore, there is a positive significant influence of teacher motivation on teacher discipline. These findings support the earlier discussed literature which revealed that teacher motivation plays a major role in boosting discipline in school. (Dinar. 2016, Ken and Orji, 2016 and Amjad. 2014).

#### **4.4 Discussion of Findings**

This study was based on three objectives which included to identify the forms of teacher motivation practiced in Rwanda private secondary schools, to investigate the level of discipline among teachers in Rwanda private secondary schools and to determine the influence of teacher motivation on discipline among teachers in Rwanda private secondary schools. This section discusses the findings of the study on these objectives.

##### **4.4.1 To identify the forms of teacher motivation in Rwanda private secondary schools**

The study identified 7 forms of teacher motivation practiced in Rwanda private secondary school. These included better remuneration which was supported by 50.5% of respondents, study leaves for skills advancement supported by 45% of respondents, acceptable and motivating teacher-student ratio supported by 66.3% of respondents, availability of adequate instructional materials supported by 82.1% of respondents, well ventilated classrooms supported by 85.1% of respondents, better classroom infrastructure and continuous repairs undertaken supported by 85% of respondents and lastly manageable workload by teachers supported by 52% of respondents. Therefore, the mostly widely practiced forms of teacher motivation are having well ventilated classrooms in place, better classroom infrastructure and availability of adequate instructional materials. On the other hand, the least practiced form of teacher motivation is availability of study leaves for skills advancement for teachers. These findings are supported by the findings of the various literature findings such as those of Kemunto (2012), Kerubo (2015), Amjad (2014) and Dinah et al (2012) who also identified teacher motivational factors as availability of learning resources, training to advance skills, professional development through study leaves and conducive working environment in terms better school infrastructure and teacher student ratio.

##### **4.4.2 To investigate the level of discipline among teachers in Rwanda private secondary schools**

The second objective of this study was to investigate the level of discipline among teachers in Rwanda private secondary schools. The researcher investigated the level of discipline by focusing on timely reporting to work, minimal absenteeism with apology, non-assault of students by teachers, no alcohol and drug influence by teachers. The findings indicated that timely reporting to work, minimal absenteeism by teachers, non-alcohol influence by teachers, absenteeism with apology, non-assault of student by teachers and non-influence of drugs by teachers while on duty was supported by 88.2%, 80.2%, 84.8%, 90%, 86.1% and 89.1% respectively. these findings indicate that teachers in private secondary schools practice high level of discipline as supported by over 80% of respondents. The findings are also in agreement with other findings in the literature such as Mehrak and Fatemeh (2015) and Allison (2018) who found that disciplined teachers follow the set codes of conduct in schools and they don't physically or emotionally assault students as a strategy to restore discipline among students.

##### **4.4.3 To determine the influence of teacher motivation on teacher discipline in Rwanda private secondary schools**

The last objective focused on determining the influence of teacher motivation on teacher discipline in Rwanda private secondary schools. The researcher conducted correlation and regression analysis to achieve this objective. From the correlation findings, it was evident that there is high positive significant correlation between teacher motivation and discipline among teachers in private secondary schools in Rwanda. This was evident by a person correlation coefficient of 0.72 and significance value of 0.00.

The regression results further show that there is positive significant influence of teacher motivation on teacher discipline. The model coefficients table shows that 1% change in teacher motivation leads to a 16.3% positive change in teacher discipline. Additionally, teacher motivation explains a greater percentage of variations in teacher discipline as shown by the R squared value of 71.5%.

Therefore, teacher motivation is something that needs to be taken seriously and given a lot of attention in secondary schools if discipline is to be realized among teachers. This supports the notion that a motivated teacher is always ready to dedicate all his or her time in the job, enjoys the job and is always productive hence becomes disciplined and the output in terms of performance is great. Muhamad (2018) also argues that teachers in private schools receive better remuneration and low transport cost hence become disciplined in terms of low absenteeism. Additionally, the study supports the augment of Lauby (2009) that lateness results into indiscipline which implies on the opposite that reporting to school on time results into discipline among teachers and students. These findings further support the earlier discussed literature which revealed that teacher motivation plays a major role in boosting discipline in school. (Dinar. 2016, Ken and Orji, 2016 and Amjad. 2014).

## **V. Conclusion And Recommendations**

### **5.1 Conclusions**

From the findings, the study first concludes that there are various teacher motivational forms in secondary schools ranging from study leaves, better remuneration, availability of instructional materials, well

ventilated classrooms, well maintained classroom infrastructure and manageable workload. Better remuneration and study leaves for teachers is however not largely practiced in secondary schools while the most widely practiced form of teacher motivation is better classroom infrastructure and availability of adequate teaching materials. Secondly the study concludes that level of discipline among teachers in secondary schools is very high as reported by over 80% of respondents. Indeed, the most discipline form practiced is sending apology in case of absenteeism.

Lastly this study concludes that there is a high significant association between teacher motivation and teacher discipline. Additionally, there is positive and significant influence of teacher motivation on teacher discipline.

## 5.2 Recommendations

From the findings and conclusions presented above, the study came up with the following recommendations.

The study recommends that school management should strengthen motivation practices for teachers if they are to realize better performance which comes with disciplined teachers. Head teachers should strive to come up with new motivational strategies for teachers and even strengthen the existing ones in order to realize discipline among the teachers hence achieve better 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. The management and the teachers in private secondary schools should enter into a favorable salary increment agreement where teachers receive salary increment after a considerable period of service. Adjustment on the existing plan should be made to ensure that the period agreed upon is motivating to the teachers.

Additionally, the management and government should encourage paid study leave for teachers in order to improve their skills hence able to offer quality teaching services. This can be encouraged by offering loans and sponsorships to teachers in service who would wish to further their education. This will enable the teachers get motivated and hence work diligently and improve school performance from their improved discipline behavior.

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