

Motivation Factors and Teacher Retention in Private Secondary Schools of Rwanda.

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ABSTRACT

Teacher retention is one of the pillars that lead to higher academic performance of students. Unfortunately, school administrators invest much time and effort in recruiting the teaching personnel but do not motivate them to remain in their respective schools. The purpose of this study was to assess the effect of motivation factors on teacher retention in private secondary schools in Rwanda, with a case of Huye District. The specific objectives were: to examine the effect of recognition on teacher retention, to assess the effect of work environment on teacher retention, to determine the effect of professional development on teacher retention, and to evaluate the effect of remuneration on teacher retention in private secondary schools in Rwanda. The research used census as a sampling technique for a target population of 59 teachers; the total number of teachers working in private secondary schools in the district. The data analysis was done using descriptive and mixed method model and the Statistical Packages for Social Science Software (SPSS) version 21.0 was used to process the acquired data. From the analysis, the study came up with the following findings: teacher retention was not influenced by recognition since the majority of teachers; (70.1%) said that they were not aware of any recognition system in their schools. The findings revealed that 82.4% of the respondents had been motivated to stay in the school by the work environment. The study revealed that in-service training was a factor that could lead to teacher retention in the profession but not necessarily in their respective schools; only 27.5% of the respondents agreed that they had in-service training in their respective schools. In the same line, 56.1% of respondents agreed that remuneration is a teacher motivation factor, but only 17.6% of teachers stated that their remuneration was enough to cater for basic needs; with a Mean of 2.58 and Sd. of 1.22. Consequently, only 8.8% (with Mean of 2.58 and Sd. 0.96) of respondents agreed that they are willing to remain in their schools. Finally, the study concluded that mainly teachers would like to remain in schools which provide them with a favorable work environment and regular in-service trainings. In the second place, with considerate remuneration and recognition, teachers' motivation would be increased and lead to their retention. Based on the findings from the study, the researcher recommended that school administration and stakeholders should provide teachers with in-service trainings, recognize teachers' achievement and a considerate remuneration that could at least cater for their basic needs. Future studies should be conducted to assess the impact of teacher retention on students' academic performance in private secondary schools in Rwanda.

INTRODUCTION

Teacher retention is one of the pillars that lead to students' academic performance. School leaders use their effort to recruit teachers so that they may continually contribute towards the educational goals of producing productive people in their respective society as well as worldwide. What makes teachers decide to join and remain committed to their teaching profession within the same institution depends on a number of factors which are understood as indicators of motivation. While emphasizing on the role of teacher motivation, Desiree and Linda (2017) claim that teachers who are well-prepared and well-mentored are the ones who

seemingly are satisfied with their teaching profession and remain in the career for long. Surprisingly, Herzberg's studies argue that the opposite of satisfaction is not dissatisfaction (Rice University, 2018). In fact, he believes that proper management of hygiene elements like financial remunerations and job security may not always bring about satisfaction and motivation even though they prevent dissatisfaction. As such, it is paramount to really know the factors, which alleviate the rate of teacher turnover, and those that enhance motivation, in order to promote the retention of effective teachers (Amiry, 2018). This is because all cases of teacher turnover are not negative to their respective institutions; nor is all retention positive.

In Rwanda, teacher retention is not understood by teachers in the same way: while some teachers remain in the profession because of their passion towards it, others are only pushed by lack of alternative opportunities. Staying in the profession while seeking other alternatives; brings about unsustainability of the teaching; that is why teacher turnover is high in Rwanda. Research recorded that 20 percent of teacher leave the profession among whom 9 percent from private schools (Zeitlin, 2020). According to Muvunyi (2016), the Government of Rwanda as well as other partners in education have become aware of the importance of catering for the teachers' welfare through an improved pay, living and working conditions. Indeed, this was predicted as a factor which would make teachers remain in the profession so as to yield effective outcomes. Even though a policy to improve Teacher Management (recruitment, retention, development and monitoring) was endorsed in Rwanda (Tarifa, 2019), a number of attrition and abandonment from teaching can still be observed in Rwandan schools especially in medium private institutions.

In Rwanda, the rate of teacher retention worries the education system whereby it records an increase of teacher turnover in both private and public secondary schools regardless of the effort the GoR uses to alleviate the situation. Zeitlin (2020) found that in Rwanda numbers of desertion from teaching are high to the extent that a number of 21% find themselves teaching what they were not trained for. Possibly, the motivation factors used to keep teachers in service are not up to their expectation.

Objective of the Paper

The objective of this paper was to investigate the effect of motivation factors on the teacher retention in private secondary schools of Huye District in Rwanda

LITERATURE REVIEW

Empirical Literature

Recognition and teacher retention

A study was conducted in United States of America, United Kingdom and Ireland on worker's recognition and retention by Camininti (2022). It revealed that many companies do not give priority to recognition as a retention tool whereby 81% of leaders said that recognition is not a major strategic priority of their institutions (Camininti, 2022). However, the research indicated that companies that make recognition a core part of their culture offer employees gratitude, praise, and appreciation in a way that feels genuine and consistent. Furthermore, 56% of employees stated that they are less likely to be looking for new jobs because with the recognition received, they feel that what they do matters and that the contributions they make are noticed and valued in a fair and equitable manner.

In Canada, another study was carried out using a population of 1500 employed Americans to identify their impressions of recognition and their institution, and why they would like to be recognized (Des Georges, 2021). The research found out that 82% of respondents considered recognition as an important part of their happiness at work. In addition, 63% of people who are always or usually recognized at work consider themselves very unlikely to seek a new job in the next 3-6 months whereas only 43% those who are never or

rarely recognized feel extremely likely to seek work elsewhere. The study concluded that recognition should be given regularly and in a variety of different ways if leaders want to keep all their employees engaged and retained.

In Douala, Cameroon, Akah (2010) did research on motivation at Ultimate Companion Limited. The goal of the study was to better understand what drives people to perform better and stay with the company. With the sample of 74 employees used, the study revealed that even they were not satisfied with their current salary situation they could be motivated mostly to perform if they were provided with non-financial rewards. As a result, the study suggested that various incentive techniques be used to encourage staff retention and improve performance (Akah, 2010).

Writer (2020) carried out a research about statistics that confirm employee recognition and retention and it was discovered that teachers are likely to remain in their school if their effort is marked with a word of recognition. For him, recognition increased in workers the level of sense of belonging to the respective institution and their commitment at work. The study established that once there is a continual sustainability of these elements of belongingness and commitment, it leads to a more relatively long stay in their institution. As such, the study concluded that there is a direct relationship identified in recognition which leads to promotion and teacher retention.

Work Environment and teacher retention

In their study conducted in United States of America, about the effects of teachers' working conditions on their professional satisfaction and their students' achievement Susan et al. (2012) assert that with a management which supports and assists teachers, they generally stay. According to their when there is presence of support from the school administration, teacher rapport and school safety, teachers are retained at a higher rate. Furthermore, teachers like working with supervisors who do not dictate but rather explicit awareness of life beyond the office Susan et al. (2012). The study recommended that the working place should be a place where one can freely exhibit their potentials for academic performance due to their friendly environment created by the management.

Despite the fact that the annual income from salary remains meager to meet teachers' basic needs, the study conducted in England by Chadwick (2019) proves that worldwide teachers who are regularly given a promotion show a high percentage of remaining in their institution. According to him, one of ways of boosting teacher motivation is promoting them after a given period of time. He concluded that it is why high performing teachers should be recognized and be rewarded for their successes, since it has been found to be an effective tool to increase their retention in the profession.

Similarly, in Malaysia, Madiha (2012) carried out a research about The Importance and Benefits of Teacher Collegiality in Schools and he came up with findings that teamwork was one of the most effective elements that increase teachers' sense of belonging to their institution as well as their career. Thus, he asserted that that with teachers who closely work collaboratively, the probability of leaving their school is low. The study suggested that teacher collegiality played a vital role in increasing teacher professional growth and development as well as professional commitment which led to school quality and student performance (Madiha, 2012).

A study was conducted by Winnard (2017) to find out the impact of school leadership on teacher retention in the sub-Saharan region of East African schools and the role of principals was found important in promoting teacher retention. According to the study, the work environment indicated by the support teachers get from the school administration contributed to the retention of teachers in the profession. However, it was discovered that organizational policy gaps existed in how school leaders understand the importance of teacher retention (Winnard, 2017). Finally, the study concluded that the employee's welfare as much as professional leadership remained the responsibility of school administration.

In-service training and teacher retention

A study by Sims (2017) on working conditions, teacher job satisfaction, and retention was conducted in England. It aimed at identifying and quantifying the association between various characteristics of working circumstances in schools and teachers' willingness to move to another school. The study demonstrated that more effective professional development is connected with teacher job satisfaction using data on over 50,000 teachers from 34 different countries while controlling for the effects of teacher gender, age, and qualification. The study established that increased levels of effective professional development were associated with a reduced desire for teachers to move to other school whereby 63% of the respondents who had benefitted from professional development said that they would not move to other schools.

A study about effect of motivation on teacher retention by (Ofori, 2021) was carried out in Ghana. It discovered that the rate of teachers who were leaving the teaching profession for other careers was increasingly alarming. With an explanatory research design, the survey used questionnaires distributed to 370 respondents which produced findings with observation that training opportunities had a positive effect on teacher retention. From his findings, a respective recommendation was made to education stakeholders and policy makers to review the existing packages for Senior High School (SHS) teachers upwards periodically and offer career advancement opportunities to teachers both locally and internationally.

In the same way from a study conducted in Kenya by Nyakundi (2012), revealed that employees were attracted to institutions by the presence of continuous professional growth. For her Continuous Professional Development (CPD) was a desired experience by most teachers in their profession as it was seen as a channel through which they acquire new skills and approaches for teaching and learning that benefit workers as well as the organization. It was concluded that teachers who regularly attended such workshops on their profession would be retained.

In Uganda, Emojong (2004) conducted a research on the impact of in-service training on worker's retention and came up with a conclusion that for workers to increase their performance there is need for on-job training. He continued to assert that short seminars and team building workshops are some of the programs that make workers remain in their institution for a relatively longer time. Even though, in service training was found as a factor leading to employee's retention, he mainly focused on the group rather than individuals. Another study was done by Thomas (2007) in Nakifuma county in Uganda about motivation and teacher retention. His findings suggested that in-service training contributes to teacher continuous professional development. According to him, when teachers are provided with extra training, they develop tendencies to leave a particular school for greener pastures. However, he still recommended that institutions should endeavor to train their staff in order to equip them with better accurate skills that can assist them to cope with the new development in the teaching profession.

Remuneration and teacher retention

In Indonesia a study was conducted by Dina, Prihatin, and Ritha (2017) in order to investigate the impact of salary on employee performance as a mediating factor to retention. Using a sample of 200 employees, it discovered that compensation had an impact on employee retention within an organization. A conclusion was made that compensation had a significant positive effect on retention; and retention had a significant positive effect on performance, and retention mediated the effect of compensation on performance (Dina, Prihatin and Ritha, 2017). According to them, in order to retain their staff, institutions should focus on the providing outstanding employees with competitive salaries that make employees want to stay in the organization.

A study about factors influencing employees' motivation and performance was conducted in South Sudan by Lubang (2019) and findings revealed that in service training, salaries and good working environment had

influence on employees' performance. The survey used a descriptive research design with a sample of 28 respondents and findings showed that a motivated and devoted employee gets more involved into organizational tasks, and is likely to increase their performance. As a result, the study disclosed that there was poor remuneration of employees which contributed to late coming, absenteeism of some staff (Lubang, 2019). It was suggested that it would lead equally to leaving the job since their motivation was gradually reducing. The study left a recommendation that organizations should increase staff salaries to encourage employees who have consistently performed to the expectation.

In Kenya a study was done by Muriuki (2020) to investigate factors influencing teacher retention in private schools in Murang'a Diocese. Using a sample of 108 teachers from 20 schools as respondents, the study found out that in addition to work environment and leadership characteristics, compensation had a great influence on teacher retention. The research observed that most were not given salaries which were commensurate with the amount and quality of work and it led to feeling unsupported and unappreciated by the school management. Finally, the study recommended that private schools should strive to improve compensation to alleviate the rate of teacher attrition and turnover (Muriuki, 2020).

In the context of Rwanda, Mugenzi (2011) carried out a research in Huye District to study teacher motivation and attrition in selected schools of Huye District. In his study, he used 83 respondents, 66 teachers and 17 school leaders and revealed that financial motivation was a factor that could lead to teacher retention in schools. However, data analyzed from the study showed that there was unavailability of financial motivation; which was the reason why there was a high number of attrition. Finally, the findings informed that many teachers were quitting the teaching profession in Huye district and those who remained in their respective schools were pushed by lack of opportunities (Mugenzi, 2011). As such he recommended that schools should do something to boost teacher motivation so as to control the level of teacher attrition which was high in the area of the study.

Theoretical Framework

The Expectancy Theory

This is a theory whose essence is to recognize that workers do what they do because they await an outcome. It is categorized among theories of motivation as it emphasizes on people's perceptions about their work and subsequent interactions arising as a result of a worker's expectations. For Redmond (2014), in this theory, when employers fail to meet workers' expectations, it brings about low commitment, frustration and low morale; which can be a reason for deserting from the job. Indeed, for Vroom, people get fulfilled at their work place when their effort and performance are recognized by a desirable reward which meets individuals' needs.

Unless employees' expectations are met, their retention may not be realized. Relating this theory to teachers, this theory was supposed when Kirby and Grissmer (1993) stated that there is positive correlation between salary and teacher retention. Based on this theory, Sher (1983) and Huma (2014) asserted that in addition to the nature of the work and work environment, compensation including money, rewards and other benefits play an important in teacher's job attrition and retention.

The Theory of Maslow's Hierarchy of Needs

This was advanced by Abraham Maslow in his work entitled "A theory of Human Motivation" published in 1943. This theory is instrumental to this study about impacts of motivation factors on teacher retention. For Imke (2019), the kind of life dictates the type of needs that are to be met at a given time. In the same way, he suggests that the way employees' needs are met, impacts on their satisfaction and motivation which result in a given rate of turnover, attrition or retention.

Cherry (2020) argues that the theory of Maslow’s theory makes much sense in that, it defines the very first needs as food, water, breathing and shelter; seconded by the security needs including financial, health, wellness, safety against accidents and injury. For him, when a novice teacher is provided with these factors; they are satisfied and motivated. Later on, as they stay for long in the profession, their needs get extended to belonging, esteem and self-actualization.

In Rwanda, as well as worldwide, teachers need a salary which is considerate with the cost of life. Tanner (2020) says that the level at which employees’ needs are met; contributes to job decision making mainly influenced by the compensation, work environment or stability concerns. This might lead to leaving the school or even quitting the profession. Indeed, it can be argued that teachers are likely retained when their needs are satisfied since satisfaction is motivation based and vice-versa.

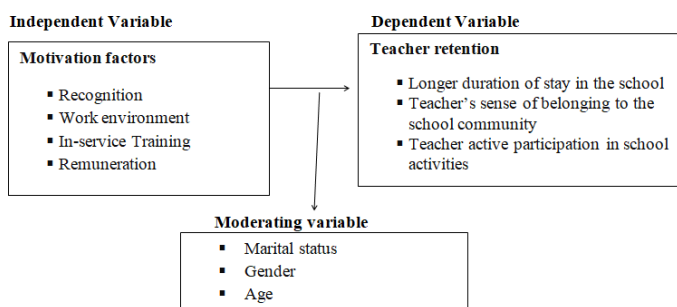
Herzberg’s Two Factor Theory

In his two-faced theory of motivation, Fredrick Herzberg proposed the variables of achievement, acknowledgment, the work itself, responsibility, development, and growth, as well as hygienic aspects such business regulations, supervision, relationships, work conditions, compensation, status, and security (Alshmemri, et. al, 2017). Teachers’ motivation highly depends on the two factors whereby the intrinsic motivation is sustained by hygiene factors while extrinsic factors mostly help employees to work for fear of punishment or failure to get an external reward, rather than true motivation (Nyakundi, 2012). Nevertheless, their absence may categorically cause dissatisfaction; a reason for teacher attrition or turnover.

Even though for Herzberg’s theory salary is not a source of job satisfaction, it is found among many teachers that with continual low pay there are high chances for resigning from the profession. Indeed, evidence suggests that compensation in terms of pay highly affects teacher retention Hansen et al. (2004). Similarly, various studies have suggested that the higher the teacher’s pay goes, the more they will remain in the profession, notwithstanding other factors outside the teaching profession which may lead to teacher turnover or attrition (Worth, 2018). Finally, as long as teaching is concerned there is a strong interdependence and interconnectedness between motivating and hygiene factors. There are both needed for a long-lasting and positive teacher retention in private secondary schools.

Conceptual Framework

In order to show the relationship between variables, a researcher makes a construct which is referred to as a conceptual framework. In this study, it is used to map out how various factors of motivation impact on teacher retention in private secondary schools of Rwanda. It is presented at this level so that it may be used as a roadmap for subsequent sections; especially the collection of data. In addition to the dependent variable (teacher retention) and independent variables (factors of motivation), it also presents intervening factors as shown below:



Moderating variable

Figure 2.1 Conceptual Framework

Through the conceptual framework illustrated in the figure 2.1, the researcher shows the relationship between the dependent variable (teacher retention) and independent variables (motivation factors). The retention of teachers depends on factors of motivation including recognition, work environment, remuneration and professional development.

Along with motivation factors, there are teacher-related characteristics as well, like age, marital status, and gender, age, experience and level of commitment positively influence their stay in the profession. According to Igbafe and Ogonor (2019), teachers' age, gender, and experience are sufficient and adequate criteria that have a major impact on the degree at which meaningful work satisfaction and retention can be obtained.

RESEARCH METHODOLOGY

The researcher used a descriptive research design in order to account and comment on the variables of the study. In research people prefer the descriptive design because it uses facts found and focuses on approximation and analysis (McCombes, 2020). As such, the study used this approach so as to help the researcher use structured questionnaire to collect statistical information from respondents. The use of a descriptive design assisted the researcher to collect data about variables; analyze them and make a description on their current situation as in the way they relate and affect each other.

A target population is utilized in research as a starting point and source of data for population validity of the study (Taherdoost, 2016). It is observed that questionnaires and interviews are administered to that determined population in order to obtain data for analysis (Kothari, 2011). The researcher in this study, targeted all the teachers from the private secondary schools in Huye District. In total, the target population was fifty-nine respondents (N=59). Based on, this the researcher used the census rather than sample size. While sampling employs a data set chosen from a huge population that represents the entire group, this method uses every member of the population that was counted. Because sampling is required in a study involving a large population and the researcher is working within time and financial constraints, this census approach is used (Kothari, 2011). As such, the researcher used 59 respondents; which is equal to the whole population of the study.

RESULTS AND DISCUSSION

Teacher retention in schools

Respondents were first asked to indicate the extent to which they had stayed in their respective schools. A percentage of 15.7 that is 9 out of 57 respondents indicated that they had been in the school for less than two years. 25 out 57 (43.8%) had been in their schools for a period between 2 and 4 years; 11 out 57 (19.2%) had spent 4 to 6 years and 12 out of 57 (21%) had stayed more than 6 years.

Responses from the research instruments are presented in the figure below.

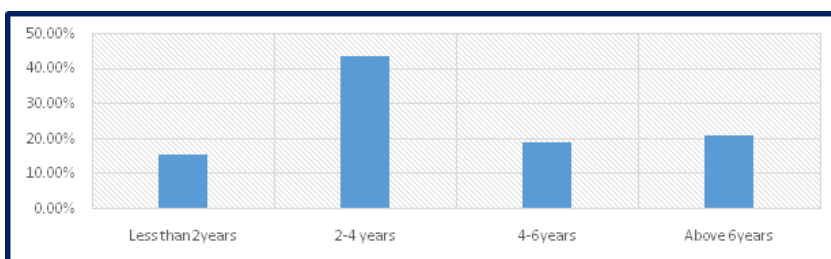


Figure 4.1: Teacher retention in private secondary schools in Huye District

Source: Field data, 2022

From the finding, it can be said that the majority of teachers in private secondary schools had not stayed in the schools for more than 4 years. The findings of the study corroborate with Monaco (2016) who argued that schools were faced with a challenge of teacher retention to the extent that an average of 40% of teachers had an experience of less than five years across the country in all levels. Consequently, there was hiring of new personnel every year. According to this study, 58.1% of teachers had an experience in their respective schools of not more than four years.

Recognition and teacher retention

Respondents were asked whether there was a recognition system in their respective schools. Only 17 out of 57 (29.8%) respondents indicated that they were aware of the recognition system in their schools while 40 out of 57 (70.1%) said that they were not aware of such a system in their schools. The findings were presented in the figure below:

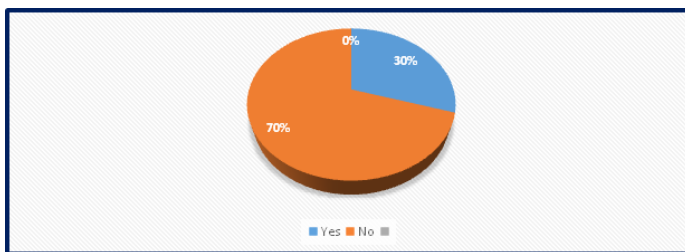


Figure 4. 2: Presence of recognition system in the schools

Source: Field data, 2022

Teachers were asked to indicate the level at which their achievements were recognized publically by the school administration, whether their recognition was accompanied by a reward and to which extent the award was worth the achievement realized.

Table 4. 1: Recognition of teacher’s achievements

Statements	SD		D		U		A		SA		Total		
	N	%	N	%	N	%	N	%	N	%	N	Sd	
My achievements are recognized publically.	14	24.6	12	21.1	17	29.8	6	10.5	8	14.0	57	2.68	1.34
My recognition is accompanied by an award.	17	29.8	12	21.1	12	21.1	9	15.8	7	12.3	57	2.60	1.39
The award is worth my achievements.	19	33.3	8	14.0	12	24.6	10	17.5	6	10.5	57	2.58	1.39

Source: Field data, 2022

Key: SD (strongly disagree), D (disagree), U (undetermined), A (Agree), SA (strongly agree)

The responses from participants revealed that 14 out of 57 (24.5%) respondents agreed that their achievement were recognized publically, while 26 out of 57 (45.7%) showed their position of disagreement to the statement. However, 17 (29.8%) respondents remained undecided about stating whether they agreed or disagreed with the statement that their achievements were recognized. Findings did not provide enough argument that recognition would be the reason for teachers to have stayed for a more relatively longer period in their school. While questioning whether the recognition was accompanied by a reward, only 16 out of 57 (28.1%) respondents agreed whereas 29 (50.9%) respondents stated that they disagreed with the statement. As such, if this recognition would be continually given without a reward, it would lose its meaning.

That is what Chadwick (2019) highlighted that whenever the word of recognition lacks accompaniment by a

reward, an employee feels that their effort was not realized by the superior. Not only, a reward should be given, but it should also be commensurate to the effort dispensed for a given achievement. This is because findings revealed that even where the reward was given; it was not worth the achievement realized. Only 16 out of 57 (28.1%) argued that they had received an award which was worth the achievement. On the other hand, 27 out of 57 (47.3%) respondents disagreed and 14 out (24.6%) remained undetermined.

Work environment and teacher retention

Teachers were asked to indicate whether their work environment was motivating towards their stay in the school. It turned out that 47 out of 57 (82.4%) of the respondents indicated that they were motivated to stay in the school by the work environment whereas 10 (17.5%) opposed the statement. From the findings of the study, it could be said that majority of respondents had remained in their schools because of the work environment. In fact, 4 (7%) of the respondents stated that they had no alternative job, reason why they had remained in the profession and they kept continually looking for a greener pasture.

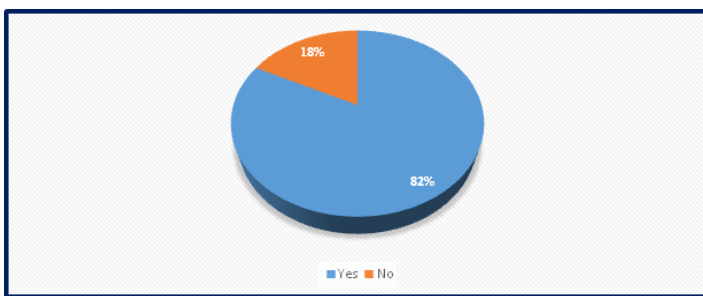


Figure 4. 3: Agreement with work environment as a motivation factor to teacher retention

Source: Field data, 2022

These findings concurred with findings of the study conducted by Sims (2017) who concluded that the favorable working conditions correlate with employee retention.

Effect of work environment and teacher retention

From the findings, the work environment, which led to teacher retention, was identified as a result of a number of elements including adequacy of learning materials, internal rules and regulations, working hours and timetable, and supervision and feedback.

Table 4. 2: Effect of work environment on teacher retention

Statements	SD		D		U		A		SA		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
Teaching and learning resources are adequate in my school.	3	5.3	5	8.8	2	3.5	14	24.6	33	57.9	57	4.21	1.19
Teamwork makes my working environment motivating to stay.	2	3.5	6	10.5	5	8.8	18	31.6	26	45.6	57	4.05	1.14
Working hours and timetable motivate me to remain in this school.	6	10.5	16	28.1	4	7.0	10	17.5	21	36.8	57	3.42	1.49
The support from the school administration is motivating to me.	13	22.8	5	8.8	8	14.0	8	14.0	23	40.4	57	3.40	1.62

Source: Field data, 2022

Key: SD (strongly disagree), D (disagree), U (undetermined), A (Agree), SA (strongly agree)

The findings of table 4. 4 show that 47 (82.5%) of the respondents were of the view that the teaching and learning resources were adequate in their school while 8 (14.1%) indicated that their motivation was not caused by those resources. It was discovered through the findings that teamwork impacted on teacher retention. From the study, 44 out of 57 (77.2%) respondents asserted that teamwork in the school made up an environment which made them to stay while only 8 (14%) respondents disagreed with the impact of teamwork on their stay in the same school. Using the information from the study, it can be said that teamwork and the availability of teaching and learning resources contribute to teacher retention to an extent. The findings are in line with Sims (2017) who concluded that teacher cooperation is one of factors which reduces the rate of teacher retention and attrition.

Teachers were equally asked about how working hours and timetable would have an impact on their retention. The findings indicated that 31 (54.3%) of the respondents agreed that their stay was influenced by their working hours and timetable, while 22 (38.6%) refuted the assertion. In the same line, 31 (54.3%) of the respondents indicated that they had benefited from the support from the school administration whereas, 18 (31.6%) disagreed with the statement that there was support from the school administration which led to their stay in the institution.

Even though there was a slight difference between the two positions about the effect of school administration support and working hours on teacher retention, it can still be concluded that they were impactful on a big number of respondents. As such, the findings conquer with those of the study by Susan, Kraft and Papay (2012) who asserted that when there is presence of support from the school administration, teacher rapport and school safety, teachers are retained at a higher rate.

In-service training and teacher retention

Respondents were asked if they had participated in the in-service training that their school had planned. Responses from 33 out of 57 (57.8%) respondents showed that they had attended in-service training organized for teachers while 24 out of 57 (42.1%) indicated that they had not had such occasions.

According to the study's findings, the majority of teachers in private secondary schools in the Huye area have participated in school-organized in-service training programs as found in the figure below:

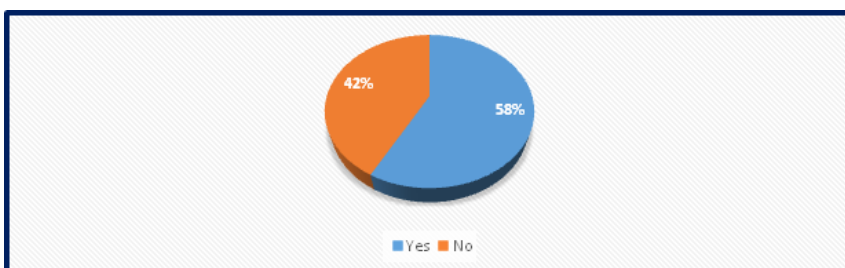


Figure 4. 4: Attendance of teachers in in-service trainings

Source: Field data, 2022

Effects of in in-service trainings on teacher retention

When asked to indicate whether there were regular continuous in-service trainings in their schools only 17 out of 57 (29.9%) of the respondents agreed while 13 out of 57 (22.8%) of the respondents disagreed with the statement. A number of 27 out of 57 (47.4%) respondents remained undetermined to reveal anything about the presence of in-service training in their schools. It was concluded that the presence of in-service training was either not understood in private secondary schools, or did not take place at all in some schools in Rwanda. In the same way, respondents were asked whether existing in-service teacher training programs

motivated teachers to stay and 16 out of 57 (28%) of the respondents agreed while 25 out of 57 (43.8%) respondents disagreed with the statement. On the other hand, 16 out of 57 (28.4%) respondents remained undetermined about the statement about the effect of professional development on their retention in the private secondary schools.

Table 4. 3: Effect of in-service training on teacher retention

Statements	SD		D		U		A		SA		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
There are regular continuous in-service trainings in my school.	7	12.3	6	10.5	27	47.4	12	21.1	5	8.8	57	3.04	1.09
Existing in-service teacher training programs motivate me to stay in my school.	8	14.0	17	29.8	16	28.1	8	14.0	8	14.0	57	2.84	1.25

Source: Field data, 2022

Key: SD (strongly disagree), D (disagree), U (undetermined), A (Agree), SA (strongly agree)

The findings disclosed that teacher retention was not affected by the professional development as less than a half of the number of the respondents asserted that they both disagreed with the statement that there were professional development trainings in their schools and it had led to their relatively longer stay. The findings conquered with Agnes (2015) who stated that there is no direct relationship between in-service training programs and teacher motivation. According to her 72% of her respondents indicated that trainings did not affect their motivation. However, it contradicts Hofstetter (2014) who asserted that teachers who regularly attend workshops on their profession stay longer in their respective school.

Remuneration and teacher retention

The attitude of teachers towards remuneration and motivation was assessed through the questionnaire. When respondents were asked to indicate whether the remuneration was a teacher motivation factor, 32 out of 57 (56.1%) respondents agreed with the statement. On the other hand, 25 out 57 (43.8%) respondents indicated that there was no relationship between remuneration and teacher motivation. They went further to explain that there were other factors, which motivate teachers than the remuneration, since people could also get in other professions as well.

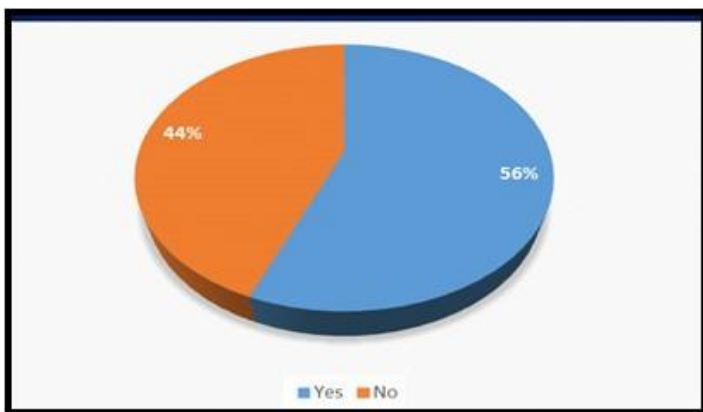


Figure 4. 5: Teachers' attitude towards remuneration and motivation

Source: Field data, 2022

Effect of remuneration on teacher motivation

In order to determine how remuneration impact of teacher retention, respondents were asked to indicate the extent to which their remuneration was matching with their workload and only 16 out of 57 (28%) confirmed the statement while 21 out of 57 (43.8) respondents disagreed. On the other hand, a number of 16 out 57 (28.1%) respondents remained uncertain. Even though respondents had suggested that remuneration is a motivation factor, with these findings it can be said that secondary school teachers in private institutions were not satisfied with their monthly financial earnings.

Secondly, respondents were asked to indicate whether the remuneration given was enough to cater for their basic needs. Only 10 out 57 (17.6%) respondents agreed that the remuneration received was enough to cater for their basic needs and 20 (35.1%) were undetermined; while 27 out 57 (47.4%) disagreed with the statement. As Imke (2019) suggests that the way employer’s needs are met, impacts on worker’s satisfaction and motivation which result in a given rate of turnover, attrition or retention; the findings of the study would predict that since the basic needs are not catered for, the rate of turnover was likely to go higher.

The prediction of teacher retention was made using the question about their view about their stay in the school with the remuneration they received. Only the number of 5 out of 57 (8.8%) respondents indicated that they were motivated to remain in the school. 24 out of 57 (42.1%) respondents indicated that they were not motivated to stay in their schools while 28 out 57 (49.1%) respondents remained undetermined about the statement respectively. The respective findings were presented in the table 4.6.

Table 4. 4: Effect of remuneration on teacher retention

Statements	SD		D		U		A		SA		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
The remuneration given matches with the workload.	8	14.0	17	29.8	16	28.1	8	14.0	8	14.0	57	2.84	1.25
The remuneration given is not enough to cater for my basic needs.	14	24.6	13	22.8	20	35.1	3	5.3	7	12.3	57	2.58	1.27
With my remuneration, I am motivated to stay in this school.	8	14.0	16	28.1	28	49.1	2	3.5	3	5.3	57	2.58	.96

Source: Field data, 2022

Key: SD (strongly disagree), D (disagree), U (undetermined), A (Agree), SA (strongly agree)

From the findings, the study revealed that the remuneration received alone was not enough to cater for basic needs for teachers in private secondary schools in Rwanda. This makes the teaching profession less attractive in the society as it corroborates with Amri (2018) who states that with the low pay given to teachers, the number of those who join the teaching profession reduces gradually or their performance dims as well. Alternatively, teachers’ morale to remain in their respective schools becomes low to the extent that only 8.8% of participants in this study indicated that they were motivated by their remuneration to stay in their schools. As such, findings from this study suggest that the teacher retention in private secondary schools would still be a problem.

SUMMARY OF THE RESEARCH FINDINGS

According to the specific objectives of the study, a summary of the results is presented in this section. First, the study’s findings showed that most teachers were unaware of any recognition and reward systems when it came to the impact of recognition on teacher retention in private secondary schools in Huye District.

While commenting on the absence of a recognition system, some of respondents indicated that from time to time they were appreciated privately and they received no award for their achievement; only 24.5% of informants indicated that they were recognized in public by their school administration. In the same way, those who received an award stated that it was not worth the achievement they had made; only 28% showed that the award received was worth their achievement.

In the quest to assess the effect of work environment on teacher retention in private secondary schools in private secondary schools in Rwanda, most teachers agreed that their work environment was an effective motivation factor for their retention in Huye District. This was shown by 82% of respondents. The findings revealed that the most important components that made their work environment motivating was the availability of teaching and learning resources; whereby most of respondents stated that their schools provided them with adequate resources which facilitated them in the teaching processes. Other elements that were highlighted by respondents were teamwork, the support from school administration and working hours and the timetable; respectively.

In-service training was one of the motivational variables that contributed to teacher retention in Huye District, according to the study's findings. Even though in-service trainings were not frequently conducted in schools, respondents said that they attended them whenever they could be organized; within or outside the school. The trainings that took place outside the school were mainly for specific subjects rather than the entire teaching staff. Accordingly, the study revealed that the presence of in-service training was not given much time in school, however those who had chance to continually attend them from outside the school indicated that it motivated them to remain in the teaching profession; not necessarily in their respective schools.

Regarding the effect of remuneration on teacher retention in private secondary schools in private secondary schools, the attitude of the majority of teachers revealed that remuneration was a motivation factor for teachers. However, a significant percentage of 43.8 of respondents asserted that there was no effect of their remuneration on teacher motivation. The motivation of teachers resulted from many other factors rather than remuneration only. This is because despite the insufficiency and inefficiency of teacher remuneration to cater for their needs, they still remain in the profession for long. However, some remain in the profession because they lack alternative.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, a conclusion was drawn that in private secondary schools there are different motivation factors among which recognition and award system, work environment, in-service trainings and remuneration.

The study established that in some schools, even if teachers would like to be recognized publically after they have achieved their goal, there is no officially communicated recognition and award system. According to the findings, while 26 out of 57 (45.5%) had shown that their effort was never recognized in public and 17 (29.8%) respondents had decided not to say anything whether they agreed or disagreed with the statement that their achievements were recognized. As such, it was concluded that recognition was not a direct motivation factor which led to teacher retention in private secondary school.

The majority (82.4%) of the respondents indicated that they had been motivated to stay in the school based on the availability of teaching and learning resources (82.3%) and teacher cooperation (77.1%). However, the support from the school administration and the working hours were not found as principal factors which boost teacher motivation. Therefore, it was concluded that schools that provide effective and updated teaching and learning resources and develop teamwork among teachers are likely to have a relatively higher

rate of teacher retention.

In-service training opportunities were found as motivation factors that influenced teachers to remain in the profession but not necessarily in their schools. This is because there were a significant number of 27 respondents representing (47.3%) of the participants who remained undecided in agreeing with the statement that there are regular continuous in-service trainings in their schools. Therefore, it was concluded that if in-service training were regularly organized in private schools, it would lead to a relatively higher rate of teacher retention.

With the findings from the study, the researcher concluded that remuneration was one of the motivation factors that led to teacher retention in private secondary schools. Even though, they would remain in their schools, the study found that the remuneration received was not enough to cater for their basic needs. However, based on the information about what their colleagues in public schools received, teachers in private schools, still felt remaining in their schools because of other factors rather than salaries. A conclusion was made that remuneration was not the main motivation factor to teacher retention in private secondary schools.

From the findings, the researcher suggested that schools establish a school atmosphere for teachers to ensure that their motivation to remain is boosted; based on the study's findings. Another recommendation was made that school leaders should regularly offer in-service trainings to teachers so that they can keep their knowledge and abilities up to date. Further more, schools were suggested to recognize teachers' achievement and put in place a system that rewards high performing teachers. It was finally advised to school administration and stakeholders to provide teachers with a considerate remuneration that could at least cater for their basic needs.

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