

**TEACHERS' WORKING CONDITIONS AND LEARNERS'  
ACADEMIC PERFORMANCE IN RWANDAN PUBLIC  
SECONDARY SCHOOLS:  
A CASE OF BURERA DISTRICT 2014/2019**

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ISSN 2277-7733  
Volume 10 Issue 4,  
March 2022

**Abstract**

*This study sought to investigate the teachers' working conditions and learners' academic performance in Rwandan public schools. The specific objectives were firstly to find out the relationship between teachers' remuneration and learners' academic performance in Burera district public secondary schools, secondly to examine the relationship between teachers' workload and learners' academic performance in Burera district public secondary schools. This used descriptive research design involving quantitative and qualitative approaches. The study used 679 as the study population and a sample of 65 participants. Data were collected using structured questions with 5-point Likert scales. Quantitative data were analyzed using frequencies, percentages, standard deviation, means, and regression analysis. The study revealed that there is a significant relationship between teachers working conditions on learners' academic performance in Rwandan public schools. These results were reached after using regression analysis using Statistical Package for Social Sciences (SPSS). Therefore, it was found that teacher remuneration has a positive and significant relationship with learners' academic performance. Teachers' recognition has a positive and significant relationship with learner's academic performance. Finally, multiple correlation analysis concluded that teachers working condition has a significant relationship with learner's academic performance.*

**Keywords:** *Learners academic performance, teachers working conditions, teachers remuneration and teachers workload.*

According to Longman Dictionary, the word "motivation" is derived from the motive, which is an eagerness and willingness to do something without needing to be told or forced to do it. On the other hand, the importance of education motivational methods cannot be undermined because high motivation increases productivity which is basically in the interests of all educational systems (Ololube, Briggs, Kpolovie, & Ezindu, 2010). At the international level teachers' working conditions with overload, works is the most important immediate cause of losing the most competent and effective teachers because this prevents them to prepare what they do well as long as they have a lot of things to do in a short time. Many different factors like lack of professionalism, low pay, criticism from the press, neglecting the teachers' work have a relationship with teachers' job dissatisfaction in many countries of the world (Van den Berg, 2002).

Globally there is a great problem about teachers' working conditions; most teachers are not happy with conditions they are working in because different issues such as low salaries, workload, poor working environment, and low

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involvement in educational planning mean that all of that is among the factors that oblige many teachers to leave teaching profession (Geiger & Pivovarov,2018). Employees are satisfied when a working condition is well conducive for them for example it is better to work in a place where there are sufficient materials, equipment, motivated leaders, and a well-arranged school environment while inadequate of the materials and equipment nothing they create except stress and being demotivated, the researcher continued and indicated that when the environment is not conducive there is a great leave of experienced and qualified employees from the organization and the bosses find themselves remaining with mediocre employees who are not productive at the work (Hanushek,& Rivkin,2007).

In Africa, when you analyze the teachers' job satisfaction is differing from one country to another but developed countries try to put more effort to please teachers in their daily activities even if they continue claiming that they are not treated well like other government employees, in third world countries teachers are not given more value in which they deserve where people take an example of people when they want to show that they are rich enough better than teachers. This kind of comparison creates stress among the teachers and increases the number of teachers' turnover from a teaching career and also regular absenteeism, poor performance, and indiscipline cases in different schools.

Currently, teachers' dissatisfaction is claimed to be the most important real factor that leads to or increases the number of teachers' turnover from the teaching profession, this indicates that working condition is not fair to the teachers in some parts of the world. Thus, different researches about teachers' dissatisfaction are being conducted all over the world but not only that the number of teachers who are leaving teaching is becoming very high but also the lack of satisfaction related to poor productivity academically (Tschannen-Moran, Hoy & Hoy,1998)

The problems related to this issue like a decrease in job satisfaction, psychological trauma leading to permanent absenteeism, the job-related stress as a result of poor working conditions (Troman& Woods,2000). Like other workers, the teachers like to be praised for the work they do in contributing to national development, those who like the rewards and recognition by society when they are not capable of being patient, directly tend to leave their profession once they lose what they expected from the surrounding (Ishumi,1994).

In Rwandan perspective, the working condition is still doubted by number of researchers around the country even teachers on their own always claim about the salaries, bonuses, promotion while the government does a lot to make them satisfied It is well-known that a well-motivated teacher, who is provided with working incentives, good working conditions and adequate remuneration is bound to be dedicated to his/ her teaching responsibilities so as to bring about

the needed learning outcomes among learners. Archibon (2013) argued that quality education does not just occur miraculously but can be achieved through continuous and improved efforts by the stakeholders in the education enterprise, especially by enhancing teachers' working conditions through several welfare packages. If the above welfare packages are well taken into consideration, teachers would be motivated to prepare adequately for their lessons, go to school regularly and punctually, attend classes as scheduled, teach the students well and carry out the necessary academic performance assessments both within and outside their respective schools.

**Research questions**

What is the relationship between teachers' remuneration and learners' academic performance in Burera district public secondary schools? And what is the relationship between teachers' workload and learners' academic performance in Burera district public secondary schools?

**Herzberg's motivation-hygiene theory**

This theory was developed in 1968 by a man called Frederick Herzberg in his book, he stated that there is two motivation factor that leads a man to be satisfied or dissatisfied in his daily working conditions, he conducted his research asking the about two hundred people both accountant and engineers about what makes them happy in their job and what makes them unhappy, they describe that there is a content issue and context issue, content factors are the things that are directly involved in the job like the accomplishment of the work while context factors are the things that are not directly involved in a job like salaries and working conditions.

Herzberg's theory describes the two types of motivation that influence either personal satisfaction or dissatisfaction in the work, and a theorist come up with intrinsic and extrinsic motivation which are the main issue in enhancing people to fulfill any task given or activities engage himself/herself. Intrinsic motivation is related to self-confidence, personnel accomplishment, simply it inner factor from an individual and extrinsic motivation is related hundred percent with an environment like having the rewards at work, promotion in job, bonuses given to the employees, good salaries. From this when a teacher is striving to achieve any given objective, it will be better for him/her to achieve while failure for its achievement can lead to dissatisfaction, means working condition also should be prepared by the subordinates not only the external environment.

From this theory, Herzberg's motivation-hygiene theory, in his two factors theory, indicated that they are two factors such as job satisfier which is motivators (simply related to job content) and job dissatisfies which is hygiene (which relates to job context). Hygiene factor dos do not motivate the workers but in help them in satisfaction because it concerned with salaries, interpersonal relationship, supervision, the administrative system of your work while motivator concerned with recognition, achievement. The implication of this theory is that the working conditions of the teachers should be increased by so

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many different things like salaries, good supervision, having facilities, recognition by society even relationship with other workmates.

### **Teachers' remuneration and learners' academic performance**

According to Maicibi (2005) remuneration is the reward or compensation given to someone because of work performed. Salary is monthly payments to an employee basing on the work performed it is expressed in years while wage is a payment of manually work performed by it basis on hours, daily or weekly (Bratton & Gold,2017). Teacher remuneration is among the important thing that enhances a conducive working environment because when the employees have access to sufficient wages and salaries become capable of satisfying basic for them and their respective families, there is a wide relationship between remuneration and learners' academic performance.

Farazmand (2006) indicated that a worker who receives regular wages monthly tend to perform poorly while an employee who receives incentives tend to perform better because of the additional fees (Farazmand,2006) it is advisable to increase the salary of the workers according to the prices at the market this makes good working conditions to the employees and reduce the number of turnovers. There a similarity that teachers' remuneration can motivate or enhance learners' academic performance because remuneration is among the factors that make working conditions conducive as many researchers described in this part this shows a great link between the variable of teachers' remuneration and academic performance.

In remuneration of an employee, there are many things that are in this terms remuneration like a pension scheme, it refers to the amount of money that an employer promises an employee in the time an employee will go to the retirement period, it is not measured in terms of returns that employees help the company or institution to have but it is measure depending on the age, the last wage earned. Another is health insurance which refers to the money an employer pays to his workers to put him/her in the company that can help an employee when there is a problem of sickness or other accidents that can cause him/her to risk life. Remuneration is related to these additional allowances that are given to the employees, then the teachers feel comfortable when they have all of this opportunity which makes for a conducive working condition.

Low level of motivation is the results of insufficient salaries and poor working condition that the teachers are working in, teachers' demotivation is the outcome of lack of accommodation, transport means, and inadequate incentives, the poor working condition affects the quality of education that a country prefers to given the citizens (Komba& Nkumbi,2008).

Choy et all (1993) indicate the factors that influence job satisfaction such as supervisor, administrative system, salary. Bonuses, interpersonal relationship, these are among the most important that making teaching and learning career more productive when they are well planned and followed, through all the review made teachers remuneration is very important in education because as

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the employees are motivated they work accordingly to achieve the vision, mission, objectives of the institutions.

### **Teachers' workload and learners' academic performance**

Ingveson et al (2005) indicated that the number of hours that teachers spent at school in New Zealand because they spent more hours at school. Farrant (2004) indicated that when you highlight the teachers' responsibilities and duties that they should weekly fulfill you can see that they work that is quantity projected, the teachers have many things to do in their life like taking care of their families and also preparing the tasks from a job so if you give them many hours they can feel uncomfortable, the working condition becomes worse because always go home tired.

Gwambombo (2013) described that teacher who is tired, overloaded and stressed, demotivated, and dissatisfied by a heavy load is not productive, innovative, and creative in teaching while a teacher who has moderated work is more likely to perform better in teaching and learning activities. From the researchers who described working condition and explained the workload of teachers these days showed that when a teacher has moderated tasks to do tend to be productive and when a teacher is overloaded with the work is become unsuccessful in teaching and learning activities hence there a relationship between the workload and learners' academic performance.

Mosha, Omari and Kataro (2007). Described that the scarcity of teachers, insufficient teaching facilities, uncondusive environment, incompetent administrative staff make teaching and learning activities more difficult and the attainment of the quality of education is difficult, working condition doesn't mean having a good salary, bonuses, incentives or other allowance but also working condition is good when one has teaching facilities, workmates, and the motivated classroom together with the moderate class size. Wosyanju (2005) indicated that class size is among the most important issue that increases teachers' workload in terms of lesson planning, class assessment, making the exercises, making follow up and feedback, in addition to this there are also the duties and responsibilities of teachers at their homes. This means that if the workload of teacher is high effect negatively the performance of the learners' academic performance.

Normally workload is work that should be performed by an individual but which is beyond his capability sometimes that one can become nervous, anxious, stressed as the result of that work which was assigned to the person (Zheltoukhova, O'Dea & Bevan, 2012). As the teacher has a lot of things assigned to him to fulfill like preparing an academic document, teaching in the classes, managing a wide class size is not very easy for one person like a teacher to manage that tasks which are not easy to combine with teaching and learning activities. Coluci and Alexandre (2012) indicated workload as many tasks for one person or instead of giving one work to an individual you have her/him a

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multiple tasks, this effect life where that one develops delay to meet a deadline, disrespecting rule and regulations, rebelling from managers.

### **Methodology**

The study utilized a quantitative research design, to investigate the effect of teachers working conditions on learners' academic performance public secondary, a descriptive correlational research design was used since the problem of this research is to analyze the relationship between teachers working conditions and learners' academic performance. Bertram and Christiansen (2014) indicated that population is the sum of people that a study is targeting. A study population is a group of people where the information should be taken from. In this study, the researcher used target people such as headteachers, director in charge of studies, bursar, and teachers, all of these respondents were taken from the public secondary school of Burera District. A total number of schools are 42 which employ 595 teachers, 42 head teachers and 42 directors in charge of studies. This means that the total population was 679 people from which the sample size was retrieved. Purposive sampling was used because in this method one selects a sample based on certain judgments about the overall population, it is the research why the researcher used this method to ask the information the head teachers, director in charge of studies, bursar. Rao soft sample size calculator was used to calculate the minimum sample size from teachers and then simple random sampling was used to determine the teachers who became respondents as sample size from the whole teachers of those schools. Clustered sampling was used to select 3 schools to be included in sample size.

### **Findings**

#### **Descriptive Statistics teachers' remuneration**

Statements	N	Min	Max	Mean	Std.
Teachers' salaries in this school is good	65	1.00	5.00	2.0615	.91646
In this school teachers 'salary delay	65	1.00	5.00	2.2615	1.16293
In this school teachers are given bonuses	65	1.00	5.00	3.9846	.94360
In this school teachers are given a housing allowance	65	1.00	5.00	2.2000	1.03380
In this school teachers are facilitated to access loan	65	1.00	5.00	4.2923	.84267
In this school teachers are given communication allowance	65	1.00	5.00	1.9846	1.08242
In this school teachers are given mission orders	65	1.00	5.00	3.8615	1.14396
In this school teachers are given health insurance	65	1.00	5.00	4.0308	1.18545
In these school teachers given training allowance	65	1.00	5.00	3.7231	1.19252
In this school teachers are provided with food and beverage	65	1.00	5.00	4.0000	1.01550
Overall	65			3.2400	1.044604

**Note:** Strongly Disagree = [-1]= **Very Low mean**; Disagree= [1-2]=**Low mean**; Neutral= [2-3]=**moderated mean**; Agree= [3-4]=**High mean**; Strongly Agree= [4-5]= **Very High mean**

The findings from the table,,,,,, indicated that the majority of respondents agreed that the explained factors have a relationship with learners' academic performance in Rwanda. These are the following: Are given bonuses ( $\mu=3.9846$  and  $STD=.94360$ ), in this school teachers are given mission orders ( $\mu=3.8615$

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and  $STD=1.14396$ ), in these school teachers given training allowance ( $\mu=3.7231$  and  $STD=1.19252$ ). While three respondents strongly agreed that the following factors have a relationship with learners' academic performance: they are namely: In this school teachers are facilitated to access loan ( $\mu=4.2923$  and  $STD=.84267$ ), In this school teachers are given health insurance ( $\mu=4.0308$  and  $STD=1.18545$ ), In this school teachers are provided with food and beverage ( $\mu=4.0000$  and  $STD=1.01550$ ). The table also indicated that three respondents were neutral on the following variables. These are the following: Teachers' salaries in this school are good ( $\mu=2.0615$  and  $STD=.91646$ ), in this school teachers 'salary delay ( $\mu=2.2615$  and  $STD=1.16293$ ), In this school teachers are given housing allowance ( $\mu=2.2000$  and  $STD=1.03380$ ). Regarding the data in table, one respondent disagreed with one factor. in this school teachers are given communication allowance ( $\mu=1.9846$  and  $STD=1.08242$ ). Overall, the results showed that the respondents were agreed with teachers' remuneration in general ( $\mu=3.2400$  and  $STD=1.044604$ ).

### **Descriptive Statistics teachers' workload**

Statements	N	Min	Max	Mean	Std.
In this school, the number of teachers' working hours are too many	65	1.00	5.00	3.1692	1.45311
In this school, the number of subjects to be taught by a teacher are more	65	1.00	5.00	3.3846	1.37718
In this school, the number of learners for one teacher is too many	65	1.00	5.00	4.0769	1.00480
In this school teachers are obliged to give many quizzes	65	1.00	5.00	4.0615	.88171
In this school teachers are obliged to give much homework	65	1.00	5.00	3.8615	1.04398
In this school teachers are obliged to give many exercises	65	1.00	5.00	3.7538	1.04628
In this school teachers are assigned others many extracurricular hours	65	1.00	5.00	4.0769	.79663
In this school teachers works extra hours in order to finish the program	65	1.00	5.00	3.3077	1.28602
In this school teachers do not get sufficient hours for a break	65	1.00	5.00	4.0615	.84552
In this teachers are over supervised	65	1.00	5.00	2.4308	1.27438
Valid N (listwise)	6			3.61844	1.10096

**Note:** Strongly Disagree = [1]= **Very Low mean**; Disagree= [1-2]=**Low mean**; Neutral= [2-3]=**moderated mean**; Agree= [3-4]=**High mean**; Strongly Agree= [4-5]= **Very High mean**.

The results from the table indicate that majority of respondents strongly agree with the following statements: In this school, the number of learners for one teacher is too many ( $\mu=4.0769$  and  $STD=1.00480$ ), In this school teachers are obliged to give many quizzes ( $\mu=4.0615$  and  $STD=.88171$ ), are assigned others many extracurricular hours ( $\mu=4.0769$   $STD=.79663$ ), In this school teachers, do not get sufficient hours for a break ( $\mu=4.0615$   $STD=.84552$ ). data in the table also show that most of the respondents agreed with other five factors such as In this school the number of teachers' working hours are too many( $\mu=3.1692$  and  $STD=1.45311$ ), In this school, the number of subjects to be taught by a teacher are more( $\mu=3.3846$  and  $STD=1.37718$ ), In this school teachers are obliged to give much homework( $\mu= 3.8615$  and  $STD=1.04398$ ), In this school teachers are obliged to give many exercises( $\mu= 3.7538$  and  $STD=1.04628$ ), In this school teachers work extra hours in order to finish the program( $\mu=3.3077$  and  $STD=1.28602$ ), The results of the table also indicated that most respondents were neutral about one remaining factor-like In these school teachers are over

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supervised ( $\mu= 2.4308$  and  $STD=1.27438$ ). Overall, most of the respondents agreed with teachers' workload in general ( $\mu=3.61844$  and  $STD=1.10096$ ).

### **Multiple correlations**

		Teacher remuneration	Teacher workload
Teachers remuneration	Pearson Correlation	1	.775**
	Sig. (2-tailed)		.009
Teachers workload	Pearson Correlation	.775**	1
	Sig. (2-tailed)	.009	
Academic performance	Pearson Correlation	.724*	.899**
	Sig. (2-tailed)	.018	.000

As indicated by the following factors: There were significance relationship between teachers' remuneration ( $r=.724^*$   $p=.018$ ), teacher workload( $r= .899^{**}$   $p=.000$ ), Pearson's correlation analysis was carried out for the overall, teachers working conditions and learners' academic performance to analyze if there was any significant relationship between the variables. The analysis indicated that there was a significant positive relationship between teachers working condition and learners' academic performance the finding from this study supported previous study of Ouma and Munyua (2018) indicated that there is a significant relationship between teachers' working conditions and students' academic performance.

### **Discussion**

Findings related to the objective number one indicated that teachers' remuneration has positive and significant relationship with learners' academic performance ( $r= 0.724^*$  and  $p=0.018$ ). This is explained by the fact that teacher remuneration is not satisfied in Rwanda. According to the reports made by World Bank (2015) indicated that majority of Rwandan remuneration in terms of salaries is low. In 2011 the reports clarified that a big part of Rwandans earned 18.175 per moth which is so low in terms of family basic needs but apart from this some schools perform better in national exams, district tests and class based exams. According to Lukaš and Samardžić (2014) indicated that their correlation between teachers' income and learners' academic performance in different countries. Researchers further analyzed the developed countries and less developed countries and showed that in both categories, there are some countries that pay teachers good salaries but learners' academic performance is low. Researchers compared those countries and indicated that the important factor is that government should make total investment in education, means not only the increase of salaries and other remuneration allowances, developing the working condition but also by increasing conducive environment for teaching and learning.

Finding that is related to objective number two manifested that teachers' workload has a positive and significant relationship with learners' academic performance ( $r=0.899^{**}$  and  $p=0.000$ ) According to Ayeni and Amanekwe, (2018,) indicated that there is a significant relationship between teachers'

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workload and learners' academic performance. Teacher workload can be among the factors that can hinder learners' achievement but it has few percentages on that. They are other factors that hinder the activities of teaching and learning in class. The Rwandan teachers always claim that workload seems to be high, which is the reason behind of learners' poor performance.

### **Conclusion**

The researcher concluded that teachers working conditions is an important topic which should be discussed by government, non-governmental organization, stakeholders and others people who have a direct connection with education. As studied in this study, teachers' remuneration is a very important issue that contributes to enhancing academic achievement in every educational institution. Teachers' workload is playing an important role in creating a conducive environment when teaches are overloaded teaching and learning can become worse, it is the reason why government and parents must direct their eyes in improving the working condition of teachers. Teachers who are recognized in a community tend to perform better because are always motivated.

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