Investigating the motivational strategies used by headteachers to motivate teachers in public secondary schools in Nyamagabe district of Rwanda

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Abstract

The purpose of this research was to find out motivational strategies used by headteachers to motivate teachers in public secondary schools in Nyamagabe district of Rwanda. *The researchers used a descriptive survey research design. The target population was 593 teachers and 47 headteachers. A sample of 239 teachers (obtained through simple random and stratified sampling techniques) and 47 headteachers was used. Data were collected via* questionnaire (for quantitative data) and interview guide (for qualitative data)*. They were analyzed using frequencies, percentages* (for quantitative data) *and thematic analysis* (for qualitative data)*. Findings were presented in tables and texts. The study revealed that most of the headteachers' motivational strategies are ineffectively used to motivate teachers in these schools; hence most teachers' level of motivation is simply moderate. The study recommended the government of Rwanda and other stakeholders to provide funds for teacher motivation. It recommended headteachers to collaborate with students' parents to implement motivational strategies.*

Key words: Use, headteachers' motivational strategies, teachers' motivation

Background of the study

Employees' motivation within the organization is improved through the effective use of extrinsic and intrinsic factors of motivation (Herzberg, Mausner & Snyderman, 1959). Thus, in order to motivate teachers, studies recommend the effective use of different extrinsic and intrinsic motivational strategies such as adequate salary, recognition of teachers' achievement and their involvement in decision making, supportive inspectors' visits, etc. (ILO & UNESCO, 2016; UNESCO-IICBA, 2017). This can help to have highly motivated teachers who can teach effectively and increase students' academic performance, because the ineffective use of these motivational strategies can poorly motivate teachers, hence they can work passively and this can decrease students' success rates (Save the Children, 2011).

However, studies have shown that headteachers' motivational strategies are ineffectively used and this decreases teachers' motivation. For example, European Commission (2013) found that Italian teachers were discouraged by the lack of recognition of their achievement by headteachers. Azi and Augustine (2016) also state that Nigerian teachers were poorly motivated by unfair teachers' promotion. The decline of teachers' motivation resulting from the ineffective use headteachers' motivational strategies was also found by Ouma and Munyua (2018) in the study done in Kenyan secondary schools.

Reports of the Ministry of Education (2018) and Nyamagabe district (2020) also show that many secondary school teachers in Rwanda and in Nyamagabe district in particular are inadequately motivated and headteachers use their motivational strategies ineffectively. They add that this low motivation affects teaching-learning and students' academic performance. For instance, in many Rwandan secondary schools, there was irregular supervision of

teaching, inadequate teachers' involvement in the school decision making, frequent teachers' lateness and absence and irregular lessons preparation (Ministry of Education, 2018). The report of Nyamagabe district (2020) also indicates that many headteachers in public secondary schools are frequently absent and late, hence they do not motivate teachers appropriately. It also states that about 7% and 30% of teachers were absent and late respectively every working day from 2016 to 2019, hence they taught few hours. It adds that 4.3%, 7.4% and 7.1% of teachers joined other jobs in 2017, 2018 and 2019 respectively and it took about 3 months to recruit new teachers; this is one of factors that decreased students' academic performance where national exam pass rates were 87.8%, 80.4%and 80.2% in 2017, 2018 and 2019 respectively in lower secondary. Thus, in these schools, it is necessary to examine how headteachers' motivational strategies are used for teachers' motivation which can be low, moderate or high.

Statement of the problem

Teachers' motivation is very important and it depends on how extrinsic and intrinsic motivational strategies are used to encourage teachers. Reports indicate that teachers are inadequately motivated in many secondary schools in Rwanda and in particular in secondary schools in Nyamagabe district. This hinders the effective teaching-learning and students' academic performance (Ministry of Education, 2018; Nyamagabe district, 2020). These reports further reveal that headteachers' motivational strategies are inappropriately used to motivate teachers since they are not used regularly. Could this low teacher motivation be the result of the way these motivational strategies are used by headteachers? Thus, this study sought to investigate motivational strategies used by headteachers to motivate teachers in schools under study so as to find out whether the way headteachers use motivational strategies determines teachers' motivation.

Purpose of the study

The general objective of this research was to find out motivational strategies used by headteachers to motivate teachers in public secondary schools in Nyamagabe district of Rwanda.

Research objectives

Specific objectives of the study were to

1. Identify motivational strategies used by headteachers to motivate teachers in public secondary schools in Nyamagabe district.

2. Examine how often headteachers use some motivational strategies to motivate teachers in public secondary schools in Nyamagabe district.

3. Investigate teachers' motivational level resulting from headteachers' motivational strategies in public secondary schools in Nyamagabe district.

Review of related literature

Herzberg's two-factor theory of motivation guided this study. It states that, within the organization, employees' motivation is modified by hygiene or extrinsic factors (salary and fringe benefits, supervision, interpersonal relations, working conditions, policies and administration, status and job security) and motivators or intrinsic factors (achievement and its recognition, work itself, responsibility, advancement and growth), where the former simply prevent workers' dissatisfaction without highly motivating them, while the latter highly motivate employees (Herzberg et al., 1959). However, Hilmi, Ali and Nihal (2016) found that hygiene factors can also highly motivate workers when their basic needs are unmet. There is a link between this theory and the study: headteachers should motivate teachers extrinsically and intrinsically to avoid their dissatisfaction and to improve their motivation.

Many studies have been conducted to find out how headteachers' extrinsic and intrinsic motivational strategies are used for teachers' motivation worldwide. Some researchers found that the successful use of extrinsic motivational strategies enhances teachers' motivation while the unsuccessful use of these motivational strategies decreases teachers' motivation. For example, in the study carried out by Boyd, Grossman, Ing, Lankford and Wyckoff (2009), 50% of public school teacher respondents in the United States of America stated that their motivation was decreased by unsupportive headteachers' administrative rules, while Finnigan (2010) found that most teacher respondents in this country were highly motivated by headteachers' supportive administrative rules.

Moreover, in the research conducted in public secondary schools in Kenya by Ogonda, Orwa, Peter and Jedida (2015), 98% of teacher respondents affirmed that their motivation was enhanced by the fact that school headteachers improved the staff room, health and sanitation. In this study, 95.9% of teacher respondents also asserted that the provision of necessary teaching and learning resources improved their motivation (Martha, 2015) while 75% of teacher participants in the study carried out in Cameroonian secondary schools reported that the inadequacy of teaching and learning resources decreased their motivation (Marinette, 2017).

Likewise, Sudarjat, Abdullah and Sunaryo (2015) found that Indonesian secondary school teachers' motivation was highly enhanced by advice they were given by headteachers on how to improve teaching, while the majority (60%) of interviewed Ugandan secondary school teachers reported that their motivation to teach was declining because they had never been supervised by their headteachers in the classroom (Nzabonimpa, 2011).

In Kenyan schools, 75.5% of teacher respondents asserted that their motivation was improved by being involved in setting goals to establish transparent and objective criteria for performance appraisal, as well as receiving the timely performance appraisal feedback (Kareithi, 2018). Yet, 63.6% of Kenyan secondary school teacher respondents asserted that unfair performance appraisal decreased their motivation (Kagema & Irungu, 2018).

Also, 78.8% of Tanzanian public secondary school teacher participants reported that they were discouraged by receiving the untimely and irregular performance appraisal feedback from their headteachers (Karugaba, 2015). Singh and Manral (2014) also found that good interpersonal relations enhanced Indian teachers' motivation, while 82.8% of Greek teacher respondents reported that their motivation was decreased by headteachers' autocratic behavior that was hindering the progress of interpersonal relations (Koula, 2015).

The findings of the above authors imply that the successful use of headteachers' extrinsic motivational strategies such as their regular use increases teachers' motivation while the ineffective use of these motivational strategies such as their infrequent use decreases teachers' motivation.

However, these findings are in contradiction with the findings of other researchers who found that the effective use of headteachers' extrinsic motivational strategies cannot improve teachers' motivation in some circumstances. For instance, in the research done by Rodd (2018) in the United Kingdom, 66.7% of teacher respondents asserted that even though factors such as clean classrooms and a reasonable number of students in the classroom were important, they did not change their motivation. Similarly, 33.4% of teacher respondents in this country asserted that good relationships in schools did not increase their motivation even though they were important (Rodd, 2018).

Likewise, 69.5% of teacher respondents in the United States of America reported that the bonus they received did not modify their motivation to improve teaching (Yuan et al., 2013). This implies that these teachers had already satisfied the need of such factors of motivation (good working conditions, interpersonal relations and monetary incentives) so that the presence of these extrinsic factors could not increase their motivation.

The reason behind this is that extrinsic factors of motivation help to meet workers' basic needs and when these needs are met, they can stop being motivating factors since they simply prevent employees' dissatisfaction without highly motivating them (Herzberg et al., 1959). For example, when given teachers have already received the salary they need, this salary can stop being a motivating factor for them. However, in the research conducted by Martha (2015) in Kenyan secondary schools, more than 88% of teacher respondents asserted that monetary incentives they were given enhanced their motivation. This means that these teachers had not yet satisfied the need of monetary incentives; hence the provision of money could help them to improve their motivation.

Other researchers found that the successful use of various headteachers' intrinsic motivational strategies enhances teachers' motivation while the ineffective use of these motivational strategies decreases teachers' motivation. For instance, 19.2% of Nigerian public secondary school teacher respondents asserted that they were highly motivated by different headteachers' motivational strategies including the recognition of teachers' achievement (Ukpong & Uchendu, 2012), while nearly all interviewed South African teachers stated that their motivation was

declining due to the lack of recognition by headteachers and parents for the work well done (Okeke & Mtyuda, 2017). Likewise, 71.2% of Kenyan secondary school teacher respondents reported that their motivation was enhanced by their active participation in decision making (Ouma, 2014), whereas in the research done by Musa (2014) in Tanzania, interviewed teachers stated that their motivation was decreased by the fact that only heads of departments and senior teachers were involved in the school decision making.

Moreover, Rahman, Jumani, Akhter, Chisthi and Ajmal (2011) carried out a study in Pakistan, where teacher respondents stated that in-service training improved their motivation and performance, while Ofojebe and Ezugoh (2010) found that the lack of in-service training of Nigerian teachers was among factors that decreased their motivation. The majority (97.8%) of Nigerian teacher participants in the study done by Ukpong and Uchendu (2012) also affirmed that their regular promotion was one of strategies used by headteachers to motivate teachers. However, 75% of Tanzanian teacher respondents asserted that unfairness in promoting teachers decreased their motivation (Tumaini, 2015); this was corroborated by Shah and Paudel (2018) in their study conducted in Nepal.

This implies that the presence and absence of these motivational factors can increase and decrease teachers' motivation respectively for a long time since these factors help employees to be actively interested in their job so as to be motivated to perform highly (Herzberg et al., 1959). For instance, when the headteacher uses words of praise to thank teachers who work hard, they can find pleasure in their job; they can continue to work hard and this can motivate them to perform highly.

The above literature shows that the effective use of headteachers' extrinsic and intrinsic motivational strategies can increase teachers' motivation while the ineffective use of these motivational strategies can decrease teachers' motivation, although some researchers indicated that extrinsic factors can have no effect on teachers' motivation. Extrinsic motivational strategies include headteachers' administrative rules, teachers' working conditions and interpersonal relations promoted by headteachers, the help given to teachers through the supervision of their pedagogic activities, evaluation of their performance and monetary incentives they are given, while intrinsic motivational strategies are the recognition of teachers' achievement, their responsibility, in-service training and promotion.

Methodology

The authors used a descriptive survey research design to describe respondents' opinions about the topic under investigation (Fraenkel, Wallen & Hyun, 2012). The target population included all 47 public secondary school headteachers and 593 teachers who had worked with current headteachers at current schools for at least one year (those who can have adequate information on headteachers' motivational strategies) in Nyamagabe district. A sample of 47 headteachers and 239 teachers was used. All headteachers were included in the sample because their

motivational strategies can be different. The sample of teachers was obtained using Yamane's formula for sample size determination (Yamane, as cited in Agrasuta, 2013). It was obtained through simple random technique (so as to give every teacher equal chance of being selected) and stratified sampling technique (in order to have all the characteristics of the target population in the sample).

To collect data, headteachers and one representative of teachers from each school were interviewed and questionnaires made of closed-ended questions were administered to headteachers and teachers so as to gather relevant data (qualitative and quantitative data) that can help to get more insights in teachers' motivation. This was done face to face within schools in order to clarify questions before respondents give answers. Expert-judgment and test-retest techniques were used to check research instruments' validity and reliability respectively. Data were analyzed using frequencies and percentages (for quantitative data) and thematic analysis (for qualitative data). The findings were presented in tables and texts.

Findings and discussion

This section presents findings according to research objectives.

Motivational strategies used by headteachers to motivate teachers

The first research objective was to identify motivational strategies used by headteachers to motivate teachers in public secondary schools in Nyamagabe district. The table 1 below presents data on this objective.

Table 1: Information given by headteachers on their motivational strategies used to motivate teachers

The number of respondents (n) = 47 headteachers

Motivational strategies used by headteachers	Frequency	Percentage
A. Extrinsic motivational strategies		
1. Setting supportive school administrative rules	47	100%
2. Helping teachers to have lunch at school	38	80.9%
3. Helping teachers to have coffee break	16	34.0%
4. Ensuring that the school environment is clean	47	100%
5. Giving necessary teaching materials to teachers	47	100%
6. Supervising teaching activities to encourage teachers	43	91.5%
7. Promoting good interpersonal relations	47	100%
8. Evaluating teachers' performance	47	100%
9. Giving teachers the performance appraisal feedback	47	100%

10. Giving this feedback to teachers on time	8	17.0%
B. Intrinsic motivational strategies		
11. Recognition of teachers' work well done	47	100%
12. Giving money to teachers who work well	13	27.7%
13. Giving certificates to teachers who work well	11	23.4%
14. Using words of praise to value teachers' success	47	100%
15. Giving teachers the freedom to decide what to do in their job	47	100%
16. Involving teachers in setting ways of their performance appraisal	5	10.6%
17. Involving teachers in the school decision making	41	87.2%
18. Improving teachers' skills via in-service training	34	72.3%
19. Promoting teachers in the school	47	100%

The table 1 shows that headteachers use various extrinsic and intrinsic motivational strategies to motivate teachers in schools under study. However, 19.1% and 66% of headteachers do not help teachers to have lunch and coffee break respectively, 72.3% and 76.6% of headteachers do not use money and certificates respectively to recognize teachers' achievement. The table also reveals that 89.4% and 12.8% of headteachers do not involve teachers in setting criteria of their performance evaluation and in the school decision making respectively. This is in agreement with the majority of interviewed headteachers who agreed that there are motivational strategies they do not use to motivate teachers due to lack of money and time.

Indeed, the study has revealed that there are many schools in which headteachers can lack the funds needed to motivate teachers. School budget does not have such budget lines such as providing teachers with lunch or coffee break (Transparency International Rwanda, 2012). However, there are some motivational strategies such as involving teachers in the school decision making body that do not require money, but still many headteachers do not use them. In spite of the ministry of education's advice to headteachers to motivate teachers (MINEDUC School Management, 2008, 2009, 2010), the study did not find many headteachers responding to this advice. This is further reflected by 27.7% of headteachers in table 1 who do not help teachers to improve their skills via in-service training, yet funds for such activities are provided by the ministry (Transparency International Rwanda, 2012).

How often headteachers use some motivational strategies to motivate teachers in public secondary schools in Nyamagabe district

The second objective was to find out how often headteachers use some motivational strategies to motivate teachers in public secondary schools in Nyamagabe district. The use of the Likert scale (Subedi, 2016) helped the researchers to find out from headteachers how often they use the provided motivational strategies in table 2 below to motivate

teachers in public secondary schools in Nyamagabe district. On a scale of 1-5, respondents were asked to indicate how often they use these motivational strategies: 1= never (on no occasion), 2= rarely (almost never), 3= sometimes (on some occasions), 4= often (many times) and 5= always (on each occasion).

Table 2: How headteachers motivate teachers in public secondary schools in Nyamagabe district

Motivational strategies	frequency and percentage					
	1	2	3	4	5	Total
A. Extrinsic motivational strategies						
1. Setting supportive school administrative rules	0	1	3	36	7	47
	(0.0%)	(2.1%)	(6.4%)	(76.6%)	(14.9%)	(100%)
2. Helping teachers to have lunch at school	3	1	34	1	8	47
	(6.4%)	(2.1%)	(72.3%)	(2.1%)	(17.0%)	(100%)
3. Helping teachers to have coffee break	13	2	24	3	5	47
	(27.7%)	(4.3%)	(51.1%)	(6.4%)	(10.6%)	(100%)
4. Ensuring that the school environment is clean	0	0	18	26	3	47
	(0.0%)	(0.0%)	(38.3%)	(55.3%)	(6.4%)	(100%)
5. Giving necessary teaching tools to teachers	0	4	13	24	6	47
	(0.0%)	(8.5%)	(27.7%)	(51.1%)	(12.8%)	(100%)
6. Supervising teaching activities to encourage teachers	4	3	36	1	3	47
	(8.5%)	(6.4%)	(76.6%)	(2.1%)	(6.4%)	(100%)
7. Evaluating teachers' performance fairly	0	0	27	7	13	47
	(0.0%)	(0.0%)	(57.4%)	(14.9%)	(27.7%)	(100%)
8. Giving teachers the success appraisal feedback	0	0	14	7	26	47
	(0.0%)	(0.0%)	(29.8%)	(14.9%)	(55.3%)	(100%)
9. Giving this feedback to teachers on time	41	0	5	0	1	47
	(87.2%)	(0.0%)	(10.6%)	(0.0%)	(2.1%)	(100%)
10. Promoting good interpersonal relations	0	0	33	8	6	47
	(0.0%)	(0.0%)	(70.2%)	(17.0%)	(12.8%)	(100%)
B. Intrinsic motivational strategies						
11. Recognition of teachers' work well done	0	3	34	2	8	47
	(0.0%)	(6.4%)	(72.3%)	(4.3%)	(17.0%)	(100%)
12. Giving money to teachers who work well	34	1	11	1	0	47

	(72.3%)	(2.1%)	(23.4%)	(2.1%)	(0.0%)	(100%)
13. Giving certificates to teachers who work well	31	2	9	4	1	47
	(66.0%)	(4.3%)	(19.1%)	(8.5%)	(2.1%)	(100%)
14. Praising teachers to value their success	0	2	31	9	5	47
	(0.0%)	(4.3%)	(66.0%)	(19.1%)	(10.6%)	(100%)
15. Giving teachers the freedom to decide what to do in the job	0	0	28	12	7	47
	(0.0%)	(0.0%)	(59.6%)	(25.5%)	(14.9%)	(100%)
16. Involving teachers in setting ways of their performance appraisal	37	1	6	2	1	47
	(78.7%)	(2.1%)	(12.8%)	(4.3%)	(2.1%)	(100%)
17. Involving teachers in the school decision making	2	4	38	2	1	47
	(4.3%)	(8.5%)	(80.9%)	(4.3%)	(2.1%)	(100%)
18. Bettering teachers' skills via in-service training	0	3	37	1	6	47
	(0.0%)	(6.4%)	(78.7%)	(2.1%)	(12.8%)	(100%)
19. Giving teachers in-service training fairly	0	0	13	8	26	47
	(0.0%)	(0.0%)	(27.7%)	(17.0%)	(55.3%)	(100%)
20. Promoting teachers in the school fairly	0	0	11	9	27	47
	(0.0%)	(0.0%)	(23.4%)	(19.1%)	(57.4%)	(100%)

1= never, 2= rarely, 3= sometimes, 4= often, 5= always

The table 2 indicates that headteachers use more than a half of the motivational strategies infrequently to motivate teachers in schools under investigation since only 6 out of 20 motivational strategies are reported by the majority of headteachers as frequently used to motivate teachers. Specifically, 91.5% and 61.7% of headteachers stated that, many times, they set supportive school administrative rules and ensure that the school environment is clean respectively. Moreover, 63.9% and 70.2% of headteachers confirmed that they frequently give teachers necessary teaching materials and the success appraisal feedback respectively. Also, 72.3% and 76.5% of head teachers said that, many times, they provide teachers with fair in-service training and promotion respectively.

During the interview, all headteachers confirmed that they do not use all the motivational strategies as they should be used to motivate teachers. They revealed that these motivational strategies are not frequently used due to lack of funds and time. One of the interviewed headteachers stated that: "For me, it is difficult to provide teachers with lunch and coffee break because I cannot find money to do this." Another one added: "Due to many activities I have to execute, I do not find the time to supervise teachers' teaching activities. I sometimes talk about how to teach during the staff meeting." The majority of the interviewed headteachers suggested that the government of Rwanda should provide schools with financial resources designed to help headteachers improve teachers' motivation. In the

research done in Uganda by Nzabonimpa (2011), 60% of interviewed secondary school teachers stated that their motivation to teach was declining since they had never been supervised by their headteachers in the classroom.

Teachers' motivational level resulting from headteachers' motivational strategies

The third objective was to investigate teachers' motivational level resulting from headteachers' motivational strategies in public secondary schools in Nyamagabe district. Based on the Likert scale used to determine respondents' views (Subedi, 2016), participants were asked to rate their level of motivation on a scale of 1-3, where 1= lowly motivated (under 40% motivated), 2= moderately motivated (between 40 and 75% motivated), 3= highly motivated (more than 75% motivated). Information given by teacher respondents on this objective is summarized in the table 3 below:

TABLE 3: teachers' level of motivation resulting from headteachers' motivational strategies

Factors of motivation	Teachers' level of motivation/ frequency and percentage			
	1	2	3	Total
A. Extrinsic motivational strategies				
1. Headteachers' administrative rules	12 (5.0%)	193 (80.8%)	34 (14.2%)	239 (100%)
2. Instructional materials given to teachers	8 (3.3%)	162 (67.8%)	69 (28.9%)	239 (100%)
3. The hygiene that headteachers promote in schools	12 (5.0%)	145 (60.7%)	82 (34.3%)	239 (100%)
4. The way headteachers help teachers to have lunch at school	28 (11.7%)	197 (82.4%)	14 (5.9%)	239 (100%)
5. The way headteachers help teachers to have coffee break at school	108 (45.2%)	122 (51.0%)	9 (3.8%)	239 (100%)
6. Monetary incentives headteachers give to teachers	148 (61.9%)	87 (36.4%)	4 (1.7%)	239 (100%)
7. The help teachers get from the supervision of their teaching activities	32 (13.4%)	195 (81.6%)	12 (5.0%)	239 (100%)
8. The way teachers' performance is evaluated	144 (60.3%)	79 (33.1%)	16 (6.7%)	239 (100%)
9. Interpersonal relations that headteachers promote	4 (1.7%)	173 (72.4%)	62 (25.9%)	239 (100%)

B. Intrinsic motivational strategies

10. The way headteachers recognize teachers' success	112	93	34	239
	(46.9%)	(38.9%)	(14.2%)	(100%)
11. The freedom given to teachers to decide what to do in their job	36	157	46	239
	(15.1%)	(65.7%)	(19.2%)	(100%)
12. Teachers' involvement in the school decision making	104	131	4	239
	(43.5%)	(54.8%)	(1.7%)	(100%)
13. In-service training headteachers give to teachers	56	179	4	239
	(23.4%)	(74.9%)	(1.7%)	(100%)
14. The way headteachers promote teachers	37	189	13	239
	(15.5%)	(79.1%)	(5.4%)	(100%)
Teachers' overall level of motivation	**59**	**154**	**26**	**239**
	(24.7%)	**(64.4%)**	**(10.9%)**	**(100%)**

1= low, 2= moderate, 3= high

Data presented in the table 3 reveal that the majority (64.4%) and 24.7% of teacher participants are moderately and poorly motivated respectively by headteachers' motivational strategies in public secondary schools in Nyamagabe district. Only 10.9% of participants reported that they are highly motivated by these motivational strategies. This implies that the level of motivation of the majority of teacher respondents is moderate; highly motivated teachers are still few. Some researchers indicated that the inappropriate use of headteachers' motivational strategies can decrease teachers' performance (Kagema & Irungu, 2018; Marinette, 2017; Shah & Paudel, 2018). According to Save the Children report (2011), lowly motivated teachers are frequently absent, arrive at school late, teach passively, leave the teaching profession and this decreases students' academic performance. Thus, there is a need for headteachers to use motivational strategies to boost teachers' motivation in schools.

The table 3 further indicates that both extrinsic and intrinsic motivational strategies highly motivate teacher respondents in schools under investigation, hence this partly contradicts the Herzberg's theory that states that only intrinsic factors can highly motivate employees within the organization (Herzberg et al., 1959). This is an indication that many teachers in these schools have not yet satisfied most of their basic needs; they still need extrinsic motivational factors to improve their motivation to teach. Hilmi et al. (2016) found that when employees' basic needs are inadequately met, the appropriate use of hygiene factors can highly motivate them.

Nzabalirwa and Nkiliye (2012) found out that, teacher respondents in Bugesera, Nyarugenge and Ruhango districts in Rwanda were not able to satisfy their basic needs due to inadequate working conditions. In this regard, the Herzberg's theory is not universal since it is not completely applicable to public secondary school teachers in

Nyamagabe district. By considering the results of this study, the Herzberg's theory can help to meet basic needs of teachers and highly motivate them through the regular use of extrinsic and intrinsic motivational strategies.

Conclusions and recommendations

The purpose of this study was to find out the motivational strategies used by headteachers to motivate teachers in public secondary schools in Nyamagabe district of Rwanda. Based on the findings, the study concluded that headteachers use different extrinsic and intrinsic motivational strategies to motivate teachers in these schools. However, there are headteachers who do not use some of these motivational strategies. It was also concluded that most of these motivational strategies are ineffectively used in schools under study since they are not used many times to motivate teachers. This is mainly due to lack of adequate funds and time. Hence most teachers' level of motivation resulting from headteachers' motivational strategies is simply moderate; highly motivated teachers are few.

Based on these findings, the government of Rwanda through Rwanda Basic Education Board and other stakeholders should create a budget line for teacher motivation. More so, headteachers should work with the school committee and parents in general so that they can financially support headteachers to motivate teachers.

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