The influence of head teachers' management practices on teachers' motivation in selected public secondary schools in Nyagatare District, Rwanda

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Abstract: The study sought to establish the influence of head teachers' management practices on teachers' motivation in selected public secondary schools in Nyagatare District Rwanda. The study adopted descriptive and correlation research designs. It utilized both quantitative and qualitative approaches. Data were collected using self-administered questionnaires from 117 teachers. In addition, qualitative data were collected from 4 head teachers and 5 deputy head teachers using interview guide. The findings revealed that the use of these management practices by the head teachers was very high in the studied schools mean score (4.21) standard deviation (.86). The findings show that teachers' motivation in the studied schools was high mean score (4.14) standard deviation (.71). This high motivation is characterized by the following aspects; teacher attendance, time management, creativity, extended hours of work, enthusiasm and optimal utilization of resources. The study revealed a significant positive but weak association between head teachers' management practices and teacher motivation (r= .226**, p= .014). Head teachers' management practices influence teacher motivation up to 41.6 percent (R^2 = .416) while what influences the remaining 58.4 percent of teachers' motivation was not covered by this study. The study recommended that district education office, district inspectors of school, management committees and head teachers should ensure right management practices that motivate staff are adopted and sustained. They should also regularly check on teachers to ensure that are motivated for better teacher performance.

INTRODUCTION

Teacher motivation is a global concern as one of the ways to stimulating and sustaining school performance (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). Motivation of teachers directly affects the performance of students in any educational system (Mustafa and Othman, 2010). Less motivated teachers are less productive (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). When teachers are motivated, they do not show commitment, give learners less time thus leading to overall low performance of both the learners and the school (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013).

Teachers in any education system lay the foundation of education performing a significant role in knowledge and skill transmission to learners (Bakahwemama, 2010; (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). In support of Bakahwemama, Komba (2008) claims that teachers are the central source of wisdom, knowledge, skills, socialization, and inspiration and are role models for the students. To ensure teachers act in line with what is expected of them in society, they need to be motivated to exhibit those abilities required of them (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). Behavioral theorists argue that motivation of workers derives from identifying their needs and satisfy those needs (Hertzberg, 1965; Chandan, 2010; (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; Brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). Theoretically, head teachers as managers have a duty therefore to identify what satisfies their workers. It is also expected that when workers are satisfied, their productivity will increase (Rotich, 2013; Brown and Owusu, 2014; Violet, 2015 & Mwei, 2013).

The importance of motivated teachers in a school can be evidenced in higher performance level, low absenteeism, extended hours of work, optimal utilization of school resources and making the best possible use of different abilities and skills of both teachers and learners (Chandan, 2010; (Edge et al., 2017; Acheck, 2015;

Dibia, 2013; Rotich, 2013; Brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). Castellar (2010), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) argue that the head teacher is the single most influential person in a school. The head teacher is responsible for all activities that occur in and around the school environment. It is the head teacher's management practices that set the tone for teacher motivation in the school (Rotich, 2013; Brown and Owusu, 2014; Violet, 2015 & Mwei, 2013).

. This tone defines the climate for teaching, the level of professionalism, the morale of teachers and the degree of commitment to shaping the learners into better citizens in future. Pearsal (2013), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) posit that the head teacher in the process of managing school activities needs to ensure the needs of teachers are identified and focused on. The way the head teacher conducts the business of running the school matters a lot regarding how teachers finally feel about associating with that school (Rotich, 2013; Brown and Owusu, 2014; Violet, 2015 & Mwei, 2013).

Odumodi (2011), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) suggest that effective head teachers are responsible for establishing a school wide commitment to high standards and inspire learners to succeed in their learning process. Head teachers with practices such as delegation of responsibility, participatory decision making, reward practices that recognize performance, a focus on communicating expectations and supportive supervision motivated their teachers (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). The motivation of teachers is reflected in different forms. The different forms through which teacher motivation is exhibited include regular attendance, effective time management, high degree of creativity, working long hours (commitment), enthusiastic about their work and use of school resources efficiently and effectively (Rotich, 2013; Brown and Owusu, 2014; Violet, 2015 & Mwei, 2013).

Studies in Uganda, India, Jordan and Scotland suggest that practices that motivate teachers lead to better learner performance (Edge et al., 2017; (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). Therefore, head teachers are encouraged to motivate their teachers in order to stimulate better performance in school. Studies show that head teachers' management practices have a significant influence on teacher motivation (Muhammad & Farid, 2011; Brown & Owusu, 2014; Esther, 2015; and Edge et al., 2017). Evidence suggests that teachers entrusted with more decision-making latitude and support from head teachers and colleagues are more satisfied with their jobs (Rotich, 2013; Brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). In addition, practices such as rewards like recognition, promotions, increases in pay, increased discretion, superior work assignments and provision of additional responsibility motivated teachers.

Studies in Rwanda indicate that the problem of demotivation of teachers is existent. According to a study by Gatsinzi, Jesse and Makewa (2014), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) indicate that teachers in Rwanda have a low of motivation. This is common in both primary and secondary schools. Low level of motivation affects performance of learners specifically and that of the schools in general. Rubagiza, Umutoni and Kaleeba (2016) argue that teacher management is a critical issue in ensuring that teachers contribute to meeting the learning objectives and outcomes. However, it is noted that teachers are de-motivated by low salaries, which come late and in an environment where school leadership is not very supportive.

According to Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) in the Nyagatare District, teachers are fond of persistent absenteeism, alcohol abuse, stress, poor time management, use of bad language and shabbiness. These factors have been associated with people that have a low level of motivation at their work places. However, it is not empirically clear whether this state of affairs among teachers specifically in secondary schools is related to management practices of head teachers.

LITERATURE OF THE STUDY

Castellar (2010), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) claim that head teacher is the single most influential person in a school. Head teachers are responsible for all activities that occur in and around the school campus. Therefore, their management practices set the tone of the school, the climate for teaching, the level of professionalism and the morale of

teachers. Related to the above argument, Skinner (1971) in the reinforcement theory, postulates that teachers' behavior and motivation is a result of external stimuli mainly management principles of head teachers.

According to Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013, the head teacher is the main link between the community and the school and the way the head teacher carries out activities largely determines the attitudes of teachers. According to Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) the head teachers' management practices can make the school vibrant, teachers creative and innovative, lead to increased teaching and more staff commitment (Seashore & Leithhood, 2010). Ikechi (2010) notes that the head teachers' management approaches may lead to better or less staff satisfaction with their work.

Studies by Chandan (2010); Pearsal (2013); Brown and Owusu (2014); Esther (2015); and Edge et al. (2017) indicate that management practices such as delegation of responsibility, decision making, reward practices, communicating expectations and supportive supervision motivate workers.

Delegation of Responsibility
Chapman (2012), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) claim that delegation where by a manager gives some of the workload to lower level staff leads to higher motivation. Delegation gives teachers the authority to carry out some tasks that encourage them to become more committed to their work. Delegation creates accountability for completing the tasks efficiently and effectively. Researchers consider delegation as an approach that improves job satisfaction (Nkirote, 2012; Mwei, 2013; (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). Therefore, delegation of authority helps to participate in decision making and managerial responsibilities leading to greater job satisfaction.

Muindi (2011), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) posit that delegation as an important component and predictor of job satisfaction. Bozkurt and Ergeneli (2012) in support of Muindi argue that delegation improves the speed and quality of decisions, reduces manager overload, enriches the subordinate's job, increases the subordinate's intrinsic motivation, and provides opportunities for subordinate development of leadership skills. The sum of these processes and outcomes is higher job satisfaction levels. Therefore, to attain greater job satisfaction, delegation of responsibility is one critical tool to use. According to Brown and Owusu (2014), individuals entrusted with more decision-making latitude and support from supervisors and co-workers are more satisfied with their jobs. Tumwebaze (2018), Umutoni and Kaleeba (2016); Violet (2016); Esther (20115); Acheck (2015) and Mwei (2013) Kimeu (2010) note that increasing subordinate's responsibility predicts job satisfaction. Staff who take responsibility for the jobs assigned to them by their supervisors, have an opportunity to learn how to work with their bosses, hence leading to more job satisfaction.

Reward Practices
Teacher pay incentives and other rewards have been found to dramatically increase teachers' motivation (Buck & Greene, 2011; Masika, 2010; Rotich, 2014; (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). Incentive programs such as promotion, recognition, participation, pay increases, increased discretion, superior work assignments and provision of additional responsibility, among others increase staff motivation. According to Tumwebaze (2018); Umutoni and Kaleeba (2016); Violet (2016), Esther (20115); Acheck (2015) and Mwei (2013), it can be observed that incentives that show appreciation and provide praise and recognition of staff effort increase staff satisfaction and commitment.

Decision Making
Involvement in decision making makes teachers feel empowered, involved, appreciated and invited to become more committed (Anyim, Chidi & Badejo, 2012; (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). Therefore, when teachers at school are empowered, they contribute to the increase their level of commitment to the work assigned to them. Studies find a strong positive correlation between teacher empowerment through decision making and teacher commitment (Seead & Rizwani, 2012; Srivastava & Bhatia, 2013; and Acheck, 2015). Teachers' participation in decision making encourages them to understand how their work was planned and designed and how results should be achieved. The involvement of teachers promotes their commitment to school policies and increases their motivation to implement them successfully (Gaziel, 2009; (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013).

Castellar (2010), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) argue that allowing staff to have input into policy formulation and to participate in

educational decision making is a source of intrinsic motivation. This reduces resentment and encourages participation. Teachers who are involved in decision making become supportive in enforcing school rules as they feel a high sense of ownership. In addition, participation in decision making gives teachers the feeling that their contributions are valued. Feeling valued (Chandan, 2010), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) make the teachers attain their belonging and self-esteem needs. Bore (2012) in support of Chandan (2012), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) argue that teachers are more productive when they are provided with the opportunity to participate in the decision making process of the school.

Communicating Expectations

Most teachers, like other workers are goal oriented (Chandan, 2010; (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). They need to be stimulated to seek higher level goals. Therefore, communicating expectations enables them to develop a focus for achieving the goals. Studies indicate that clarification of expectations such as deadlines encourages staff to work towards delivering within the deadlines (Castellar, 2010; Seashore & Leithhood, 2010; (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013).

According to Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) a manager who clarifies expectations to those who are supposed to realize them encourages such staff to work committedly and achieve the results (Chandan, 2010). Managers including head teachers need to use different channels of communication in the school environment to make all staff aware of what needs to be done. This awareness creates commitment and the triggers the staff to invest energy and time in making those goals realistic.

Supportive Supervision

Ikechi (2010), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) argue that a head teacher who provides supportive supervision stimulates job satisfaction among teachers. Supportive supervision includes a variety of behavioral traits exhibited by the leader during the process of overseeing the work. Long (2012), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) claim that supportive supervision as a management practice involves supporting staff to do their work professionally and ethically. This includes timely communication, being available to help those teachers that find hardships in completing their tasks, mentoring, and appreciation of the results of the staff, among others. Brown and Akwesi (2014), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) indicate that the effectiveness of the head teachers' supervision practices influences the teachers' attitude towards the job. When the teachers feel supported through supervision practices, they will be encouraged to perform better and achieve higher results.

Teachers' Motivation

The etymologically, the word motivation comes from the Latin root word *movere*, or to move (Dibia, 2013). This meaning presupposes that motivating people is about getting them to move. Armstrong (2007), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) argue that motivation's ideal is not just to move people but to move them to a desired direction in order to achieve predefined results. Motivation is a central concern in any organization because it is critical to achieving the desired results (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). Managers are usually preoccupied with how staff should be motivated to realize the desired goals. Studies indicate that motivated teachers are characterized by enthusiasm, regular attendance, time management, creativity, extended hours of work and ensure optimal utilization of school resources (Chandan, 2010; Alam & Farid, 2011; Muhammad & Farid, 2011; Darmina, 2012; and Esther, 2015).

Enthusiasm

Heitin (2012), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) contend that enthusiasm (keen interest) in doing work is a central characteristic of staff motivation. Chandan (2010) indicates that motivated teachers exhibit a high sense of self interest in teaching and performance of other school activities. For teachers, this keen interest leads to willingness to take on extra responsibilities, attend school functions in time and feel part of the school community. Enthusiastic teachers demonstrate self-drive to achieve, make right choices regarding their activities, have courage to work, are more creative, and are more dedicated. In a school environment, enthusiasm enhances collaborative partnerships

between head teachers and teachers in a school that leads to better performance (DuFour & Mattos, 2013; (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013).

Regular Attendance

Darmina (2012), Esther (2015) Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) suggest that motivated workers demonstrate a high sense of commitment to their work. Motivated workers tend to attend to their work schedules regularly and ensure that they do not miss on any scheduled activity compared to less motivated workers. Chandan (2010), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) note that when workers are motivated, the desire to associate with the organization increases. According to Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013), this desire to associate with the organization makes them feel invited always to come to work. It can be observed that motivated workers are less likely to be absent from work compared to the less motivated workers who are characterized by a high rate of absenteeism.

Time Management

Chandan (2010), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) note that time management is a critical aspect to organizational performance. Workers with a high drive to work keep time and are always punctual at their places of work. To such staff, time management is a virtue that they are compelled to observe. Darmina (2012), Esther (2015), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) suggest that workers who are motivated exhibit commitment which is reflected in acts such as proper time management. In motivating workers, it is observed that both positive and negative rewards such as promotion, recognition or reprimands can induce time management. According to Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) workers who have been recognized for their time management or feel the desire to be recognized will always keep time. Similarly, those who have been reprimanded and fear reprimand may also observe time (Chandan, 2010; (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). Nonetheless, time management is a behavior commonly observed by the motivated workers.

Extended Hours of Work

Related to time management and regular attendance, is the willingness of workers to worker longer hours. Chandan (2010), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) stress those workers who are motivated put in extra hours to ensure that results are realized. In a school environment, teachers teach extra lesson, prepare assignments or spend lengthy periods assessing learners' projects. The bottom line is to ensure that the work is accomplished in time. Such workers do not need to be pushed to deliver results.

Relatedly, Odumodi (2011), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) claim that motivated workers exhibit commitment to work which, among others, includes working extra hours. Committed workers love their work. They work with enthusiasm and hence have self-driven to accomplish work which in most cases involves working extra hours. However, it should be noted that managers who recognize this extra effort and reward it will stimulate more interest among the workers to spend extra hours on organizational work.

Optimal Utilization of Resources

According to Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) studies indicate that through motivation, there is better utilisation of the human resources (Chandan, 2010; Alam & Farid, 2011; Muhammad & Farid, 2011). Motivated staff have a higher level of willingness to work. Therefore, they will have less mistakes, reduce on the cost of redoing some of the work already done, achieve much with less (be more efficient) and focus on the exact activities that will lead to desired outputs. In addition, motivated workers are more productive. Highly productive workers incur a lower cost per unit than those with low productivity. Muhammad and Farid (2011), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) also argue that besides high productivity, the quality of output of motivated employees is much higher. It can be argued that the sum total of these attributes is optimal utilization of resources.

Creativity

Motivated workers are more inclined to be creative in the performance of their duties (Chandan, 2010; Esther, 2015; (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). It is observed that due to commitment to their work, motivated workers exhibit a high degree of initiative and creativity in their work. They are concerned with means and ways of improving their work, the quality of their services or products and their work environment. Chandan (2010), Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013) note that motivated workers spend time devising strategies for self-improvement and improvement of their products or services. They devise and try out new ways, suggest better ways of handling the tasks and encourage their colleagues to be driven by the desire to do novel acts.

Influence of Head teachers' Management Practices on Teachers' Motivation

Correlational studies show that head teachers' management practices are associated with teacher motivation (Muhammad & Farid, 2011; Brown & Owusu, 2014; Esther, 2015; and Edge et al., 2017).This empirical literature further indicates that head teacher's management practices have a positive and significant influence on teachers' motivation. Evidence indicates that teachers who are entrusted with more decision-making responsibilities are more committed to ensuring such decisions are implemented successfully. In addition, teachers who are recognized at their places of work are enthusiastic about their work, work regularly, keep time and ensure proper use of school resources.

METHODDOLOGY

A research design is a scheme, outline or plan that is followed to generate answers to research problems (Orodho, 2003). For this study, the researcher used descriptive and correlation research designs. The study utilized both qualitative and quantitative approaches. Descriptive design helped in describing situations as they are and providing a description that is as factual and accurate as possible (Role, 2013). The correlation research design helped to determine whether the independent variable influences the dependent variable (Kothari, 2009). The study used the quantitative approach because it is helpful in providing data that provides meaningful descriptions of the research problem. The qualitative approach helped the researcher collect the lived experiences of the respondents and develop in depth explanations of the research problem to augment the quantitative findings.

FINDINGS OF THE STUDY

To achieve this objective, the researcher computed inferential statistics using Pearson Coefficient correlation and simple regression analysis to ascertain the association and the influence. Pearson's Coefficient correlation helped the researcher to generate the association between the independent and dependent variables (head teachers' management practices and teacher motivation) while simple regression analysis helped to ascertain the influence head teachers' management practices have on teacher motivation in the studied schools. The findings are as indicated in tables 1 and 2 respectively.

Table 1.0: Correlation Analysis

		Teacher's Motivation	Head of School Management Practices
Teacher's Motivation	Pearson Correlation	1	.226[**]
	Sig. (2-tailed)		.014
	N	117	117
Head of School Management Practices	Pearson Correlation	.226[**]	1
	Sig. (2-tailed)	.014	
	N	117	117

**. Correlation is significant at the 0.05 level (2-tailed).

Correlation results show that head teachers' management practices and teacher motivation have a significant but weak association with a correlation coefficient of (r= .226, p=0.014) as indicated in Table 1.0. Testing the influence head teachers' management practices have on teacher motivation, findings in Table 2.0 show that R^2=.416 (41.6%) of the variation in teacher motivation can be accounted for by the association between head teachers' management practices and teacher motivation. Therefore, a unit variation in head teachers' management practices is assumed to lead up to a 41.6 percentage variation in teacher motivation. Analysis in the model summary Table 2.0 suggest that head teachers' management practices influence up to 41.6 percent of teacher motivation in the studied schools while 58.4 percent is influenced by other factors not covered by this study.

Table 2.0: Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
dimension0 1	.645[a]	.416	.389	.766

a. Predictors: (Constant), Supportive Supervision, Reward Practices, Communicating Expectations, Decision Making, Delegation of Responsibility

Analysis in Table 2.0 assumes that when head teachers increase their supportive supervision, reward practices, communicate expectations, decision making and delegation, teacher motivation in terms of attendance, time management, creativity, extended hours of work, enthusiasm and optimal utilization of resources will change in a positive way.

The study was to establish the influence of head teachers' management practices on teachers' motivation in public secondary schools in Nyagatare District. To investigate the influence of head teachers' management practices on teachers' motivation, inferential statistics using Pearson's Coefficient correlation and simple regression analyses were drawn.

The findings indicated that head teachers' management practices had a significant but weak association with teachers' motivation (r=.226, p=0.014). In addition, it was established that the association between head teachers' management practices and teachers' motivation explains up 41.6 percent of the variations in the regression model. This may suggest that head teachers' management practices influence up to 41.6 percent of teachers' motivation (R^2=.416). The analysis shows that 58.4 percent of teachers' motivation in the studied schools is influenced by other factors that were not covered by this study. However, this analysis does not claim a cause effect relationship between head teachers' management practices and teachers' motivation but shows the projected influence of the association of the two variables.

The findings support the studies of Muhammad and Farid (2010), Brown and Owusu (2014), Esther (2017) and Edge et al. (2017) who found out that head teachers' management practices had a positive and significant influence on teacher motivation. The findings indicate that head teachers who delegate responsibility, involve teachers in decision making, rewarded performance, communicated expectations to teachers and practiced supportive supervision, influenced their teachers' motivation (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). This teacher motivation was reflected in terms of high level of teacher attendance, time management, creativity, extended hours of work, enthusiasm, and optimal utilization of resources.

These arguments were supported by the key informants who indicated that the head teacher management practices such as rewards, participation in decision making, communication, supportive approaches to supervision made teachers more motivated (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013) (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). The participants suggested that teachers felt satisfied with their work and this was exhibited in form of regular attendance, better time management, being creative, working longer hours on school related activities, working with interest and better utilization of school resources. One of the participants said that:

> *"A year ago, at my school, we introduced a reward for teacher of the term which comes with a number of benefits. From teachers' feedback, the reward for the teacher of the term in stimulating interest in teacher performance. They say it is encouraging them to work harder.*
>
> *I, have observed, that there is a new wave of energy among the teachers. Most teachers are working harder. This interest has improved the attitude of the teachers toward work. They are more willing to offer extra effort, are positive in thoughts and approaches, are working like a*

team and have a collective concern about the progress of the school" Key informant, Nyagatare
in one of the schools..

The findings in agreement with the available literature confirm that the head teachers' management practices have an influence on teachers' motivation (Edge et al., 2017; Acheck, 2015; Dibia, 2013; Rotich, 2013; brown and Owusu, 2014; Violet, 2015 & Mwei, 2013). This motivation can be observed from the way the teachers behave and work. According to Tumwebaze (2018), Umutoni and Kaleeba (2016), Violet (2016), Esther (20115), Acheck (2015) and Mwei (2013), when teachers become highly motivated, their presence at school becomes more visible since they are regular, interested, committed, and active.

CONCLUSIONS

To analyze the influence of head teachers' management practices on teachers' motivation in Nyagatare District, Karama Sector, Rwanda". The study confirmed that there is a significant though association between head teachers' management practices and teachers' motivation. This association leads to head teachers' management practices having an influence on teachers' motivation in the studied schools. Though head teachers' management practices have an influence on teachers' motivation, they do not exclusively influence teachers' motivation. There are other factors not covered in this study that influence 58.4 percent of teachers' motivation in the studied schools.

RECOMMENDATIONS

Head teachers should regularly monitor the effects of their management practices on staff motivation and make the necessary adjustments to ensure that their actions generate the right attitudes from staff in their schools. School management committees should follow up head teachers to ensure that their practices drive higher teacher motivation.

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