

Exploring Teacher Motivation and Its Influence on the Effectiveness of Remedial Programs: A Qualitative Case of Public Primary schools in Nyagatare District, Rwanda

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Abstract: This study explores the impact of teacher motivation on the effectiveness of remedial programs in public primary schools in Nyagatare District, Rwanda. While remedial education is vital in addressing gaps in literacy and numeracy, its success is largely dependent on the motivation of teachers. This research uses a qualitative approach, focusing on both intrinsic factors (such as professional satisfaction and a sense of duty) and extrinsic factors (like workload, incentives, and recognition) that influence teacher motivation. The study reveals that motivated teachers tend to employ more creative and engaging teaching strategies, leading to better student outcomes. However, external challenges such as insufficient compensation, large class sizes, and lack of resources are significant barriers to motivation. The findings suggest that addressing these challenges through clear guidelines, better resources, and enhanced teacher recognition can improve both teacher motivation and the success of remedial programs. The study's outcomes align with Rwanda's Vision 2050, the National Strategy for Transformation (NST2), and Sustainable Development Goal 4 (SDG 4), all of which emphasise the importance of quality education and teacher well-being. The study offers valuable insights for policymakers, school leaders, and educators, highlighting strategies to enhance teacher motivation and ensure the long-term success of remedial education in Rwanda.

Keywords: Teacher motivation, Remedial programs, Educational effectiveness.

I. INTRODUCTION

Remedial education programs are essential interventions designed to support students who struggle to meet standard learning benchmarks in literacy and numeracy. These programs aim to bridge learning gaps, providing tailored instruction that helps students catch up with their peers (López & Smith, 2023). Globally, remedial education is recognized as a critical component of educational systems, particularly in contexts where disparities in learning outcomes are pronounced (Baker & LeTendre, 2021). Effective remedial programs can enhance student engagement, improve academic performance, and foster a lifelong love of learning (González & García, 2022; Thompson & Williams, 2024). In many countries, the success of these interventions is heavily dependent on the motivation of the teachers who implement them. Research indicates that motivated teachers are more likely to invest time and creativity in their teaching practices, leading to better student outcomes (Akyeampong & Lundgren, 2020). Conversely, low motivation often driven by factors such as heavy workloads, inadequate compensation, and poor working conditions can significantly undermine the effectiveness of remedial education initiatives (Borko & Livingston, 2020). This challenge is particularly acute in low-resource settings, where teachers may be expected to take on additional responsibilities without corresponding support or incentives (Baker & LeTendre, 2021; Thompson & Williams, 2024).

In Rwanda, education serves as a cornerstone of national development. Despite achieving near-universal primary enrollment, the country faces significant challenges in the quality of learning. Many students perform below expected standards in literacy and numeracy, necessitating the introduction of remedial programs to address these learning gaps. The effectiveness of these interventions is critically dependent on the motivation of the teachers who implement them (Chikoko & Naidoo, 2021).

The situation is especially pronounced in districts like Nyagatare, where large class sizes and limited resources create a demanding teaching environment. In such contexts, teacher motivation becomes a decisive factor in determining the success of remedial programs. Understanding the drivers of teacher motivation is essential, as it is influenced by both intrinsic factors, such as professional satisfaction, and extrinsic factors, including pay and working conditions (Kiggundu & Nayimuli, 2020; Moyo & Maphosa, 2022).

Despite Rwanda's progress in achieving near-universal primary education, the quality of learning remains a concern, as many pupils still lack foundational literacy and numeracy skills (Munyaneza & Niyomugabo, 2022). While remedial programs were introduced to bridge this gap, their success largely hinges on the motivation of teachers (Baker & LeTendre, 2021). In rural Nyagatare, educators face challenges such as large class sizes, scarce resources, and limited incentives (Ndayisaba, 2023). This study qualitatively explores how intrinsic (professional satisfaction) and extrinsic (working conditions, recognition) factors influence teacher motivation in the context of remedial programs. The findings will guide evidence-based strategies aligned with Rwanda's Vision 2050, the National Strategy for Transformation (NST2), and Sustainable Development Goal 4 (SDG 4) to enhance teaching effectiveness and educational equity (UNESCO, 2024).

The purpose of this study is to explore and understand how teacher motivation influences the implementation and effectiveness of remedial programs in public primary schools in Nyagatare District, Rwanda. Specifically, the study seeks to examine the intrinsic and extrinsic factors that drive or hinder teachers' motivation, how teachers perceive the link between their motivation and learners' academic improvement, and the challenges they encounter in delivering remedial programs (Munyaneza & Niyomugabo, 2022). Additionally, the study aims to identify teachers' perspectives on strategies that could enhance their motivation and support the success of remedial programs (Ndayisaba, 2023).

By focusing on teachers' experiences, perceptions, and suggestions, this research intends to generate in-depth qualitative insights that can inform policy, school management, and teacher professional development (Borko & Livingston, 2020; Moyo & Maphosa, 2022). The findings are expected to contribute to improving the effectiveness of remedial programs, enhancing learner outcomes (Chikoko & Naidoo, 2021; Kiggundu & Nayimuli, 2020), and supporting Rwanda's national education goals as outlined in the NST2 and global priorities such as SDG 4 (Quality Education) (UNESCO, 2024).

Research Objectives

1. To explore the personal and external factors that affect teachers' motivation to take part in remedial programs in public primary schools.
2. To understand how teachers view the link between their motivation and the success of remedial programs in improving learners' academic performance.
3. To examine the challenges teachers face when delivering remedial programs and how these challenges influence their motivation.
4. To find out teachers' suggestions for strategies that could boost their motivation and improve the effectiveness of remedial programs.

Research Questions

1. What personal and external factors affect teachers' motivation to participate in remedial programs in public primary schools?
2. How do teachers view the connection between their motivation and the success of remedial programs in helping learners improve academically?
3. What challenges do teachers experience when delivering remedial programs, and how do these challenges influence their motivation?
4. What strategies do teachers suggest to increase their motivation and make remedial programs more effective?

II. LITERATURE REVIEW

This literature review establishes that the success of remedial programs is critically dependent on teacher motivation. It synthesizes research demonstrating that factors such as self-efficacy, professional support, and intrinsic drive directly impact instructional quality and student engagement (Akyeampong & Lundgren, 2020). While these programs are prevalent, their effectiveness remains inconsistent in the absence of motivated educators (Borko & Livingston, 2020). The review concludes by highlighting a significant gap: the urgent need for targeted strategies to sustain teacher motivation, positioning it as a fundamental determinant of remedial program outcomes.

Theoretical Foundations of Teacher Motivation

Key theories elucidate teacher motivation within the realm of remedial education. **Self-Determination Theory** posits that intrinsic motivation flourishes when the needs for autonomy, competence, and relatedness are met (Chikoko & Naidoo, 2021). In addition, **Expectancy-Value Theory** asserts that teachers must believe in their ability to succeed and find their work meaningful; when perceived as low-status, their motivation diminishes (Kiggundu & Nayimuli, 2020). Furthermore, **Goal-Oriented Theory** indicates that educators focused on student growth (mastery-oriented) are better suited for the slow progress characteristic of remedial teaching compared to those seeking external validation (Moyo & Maphosa, 2022). Thus, sustaining motivation necessitates addressing these psychological factors.

The Unique Motivational Landscape of Remedial Teaching

Remedial teaching presents distinct motivational dynamics. It often carries a potential "stigma" that can adversely affect a teacher's professional identity (Akyeampong & Lundgren, 2020). The role demands high emotional labor, requiring educators to navigate student frustration and diverse needs, which can lead to burnout (Miller, 2020; Chikoko & Naidoo, 2021). Furthermore, the pressure for rapid, measurable results can conflict with the goal of fostering deep understanding, thereby eroding a teacher's sense of autonomy. Conversely, the small-group setting offers significant advantages; the potential for transformative impact on individual students provides a profound sense of purpose and competence, serving as a crucial source of intrinsic motivation and professional satisfaction (Ryan & Deci, 2020; Lumpkin, 2021).

Teacher Remedial Programs Motivation in the East African Context

This review affirms that teacher motivation is vital for effective remedial programs, driven by psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2020). However, motivational challenges vary geographically. In developed nations, excessive standardization can stifle autonomy, while in developing and East African contexts, systemic issues such as large class sizes and inadequate resources undermine a teacher's sense of competence and value (Kiggundu & Nayimuli, 2020; Moyo & Maphosa, 2022). Consequently, this study will address this gap through qualitative exploration, aiming to illuminate the complex dynamics of teacher motivation. The objective is to develop a grounded theory for fostering motivation, thereby contributing to more sustainable and effective remedial education ecosystems (Borko & Livingston, 2020; Chikoko & Naidoo, 2021).

Linking Teacher Motivation to Program Effectiveness

Teacher motivation is a critical factor determining the success of remedial programs through several key operational mechanisms. Motivated teachers ensure implementation fidelity, properly adapting protocols instead of neglecting them (Borko & Livingston, 2020). Their motivation enhances the quality of teacher-student interactions, creating a safe and supportive climate essential for student risk-taking (Lumpkin, 2021). Additionally, motivated educators demonstrate increased persistence, reducing burnout and turnover, which helps maintain program continuity (Moyo & Maphosa, 2022; Miller, 2020). Finally, motivation drives instructional innovation, as engaged educators proactively seek new strategies for struggling learners (Ryan & Deci, 2020). Ultimately, motivation transforms a prescribed curriculum into a dynamic and effective intervention.

Synthesizing a Conceptual Model and Identifying the Gap

A clear conceptual model links support and resources to teacher motivation and remedial program success. However, a significant research gap exists, with few qualitative studies exploring teachers' daily motivational fluctuations or testing targeted support interventions like mentoring (Chikoko & Naidoo, 2021). Motivational challenges differ by context: in developed nations, standardized systems erode autonomy, while in developing countries, systemic issues like large class

sizes hinder competence (Ryan & Deci, 2020). Rwanda presents a unique case where teachers experience a strong sense of national duty (value) but possess low 'expectancy' for success due to insufficient training and diagnostic tools, ultimately hindering their effectiveness (Akyeampong & Lundgren, 2020; Kiggundu & Nayimuli, 2020; Miller, 2020)."

III. METHODOLOGY

This chapter outlined the methodological framework for the study, "Exploring Teacher Motivation and Its Influence on the Effectiveness of Remedial Programs: A Qualitative Case Study of Public Primary Schools in Nyagatare District, Rwanda." It detailed the research approach, design, area, population, sampling techniques, data collection and analysis procedures, trustworthiness, and ethical considerations, providing a clear and rigorous blueprint for the investigation.

This study adopted a **qualitative research approach**. A qualitative approach was best suited to explore the complex, nuanced, and subjective nature of teacher motivation. It allowed for an in-depth understanding of the participants' lived experiences, perceptions, and the meanings they attached to their work within remedial programs. The aim was not to generalize statistically but to gain rich, contextual insights into the "how" and "why" behind the phenomenon, aligning with the exploratory nature of the research question.

Research Design

The study employed a **descriptive case study design**. This design was appropriate for a bounded system (public primary schools in Nyagatare District) to provide an in-depth analysis of the real-world context. The case study facilitated a multi-faceted exploration of the interplay between teacher motivation and remedial program effectiveness, capturing the complexity of the issue within its natural setting.

Research Area

The research was conducted in **Nyagatare District**, in the Eastern Province of Rwanda. This area was selected for its mix of urban, peri-urban, and rural schools, which provided a diverse socio-economic and educational context. Studying this district offered valuable insights into the challenges and motivators for teachers in varied settings, which was representative of the broader Rwandan landscape.

Research Population

The research population consisted of all individuals involved in the implementation and oversight of remedial programs in public primary schools within Nyagatare District. This group included classroom teachers who directly facilitated remedial sessions, head teachers responsible for overseeing program implementation and providing support to teachers, and Sector Education Officers (SEOs) who offered pedagogical supervision and assistance to schools (Creswell & Poth, 2018).

The **target population** was specifically defined as classroom teachers who had been actively involved in teaching remedial classes for at least one academic year at ten public primary schools in Nyagatare District. This focus ensured that the study captured the insights and experiences of educators who were directly engaged in the remedial education process, aligning with the principles outlined by Ritchie et al. (2013) regarding the importance of clearly defining the target population in qualitative research.

Sample Size and Sampling Techniques

For this study, a purposive sampling technique was employed to select information-rich cases. Specifically, maximum variation sampling was utilized to capture a wide range of experiences among participants, as recommended by Patton (2015). The sample size consisted of a total of 16 participants, which included 10 classroom teachers, 4 head teachers, and 2 Sector Education Officers. This sample size was determined based on the principle of data saturation, where data collection ceased when no new themes or insights emerged (Flick, 2018).

In terms of the sampling procedure, schools were purposively selected to ensure diversity in location, encompassing urban, semi-urban, and rural settings. From these selected schools, teachers and head teachers were invited to participate based on their direct experience with the remedial programs. This approach aimed to gather a comprehensive understanding of the challenges and successes associated with remedial education in the district, reflecting the strategies discussed by Silverman (2016) regarding effective participant selection in qualitative studies.

Data Collection Methods

The primary data collection method was **semi-structured interviews**. This method allowed for deep exploration while maintaining focus on the research objectives.

Interviews

Protocol: Separate, tailored interview guides were developed for teachers, head teachers, and SEOs. The guides included open-ended questions probing areas such as perceptions of remedial teaching, sources of motivation and demotivation, perceived effectiveness, and supporting/hindering factors.

Procedure: All interviews were conducted face-to-face in a private setting chosen by the participant (e.g., empty classroom, office). With participant consent, interviews were audio-recorded to ensure accuracy. Each interview lasted approximately 45-60 minutes. Brief, structured **observations** of remedial sessions were also conducted to triangulate interview data, focusing on teacher-student interactions and pedagogical practices.

Data Analysis Procedures and Trustworthiness

The collected data were analyzed using thematic analysis, following the systematic steps outlined by Braun and Clarke (2006). To ensure the rigor and trustworthiness of the study, several strategies were employed. Firstly, **transferability** was prioritized by providing sufficient context for others to assess the applicability of the findings to different settings. This was achieved through **thick description**, which offered rich, detailed accounts of the context, participants, and findings. Secondly, **dependability** was established by maintaining detailed records of all research decisions, raw data, transcripts, and data analysis processes, ensuring that the research was logical, traceable, and auditable (audit trail). Additionally, **confirmability** was addressed by demonstrating that the findings were shaped by the participants rather than researcher bias; this was facilitated through reflexivity, as the researcher kept a reflexive journal to document personal biases and assumptions and their influence on the research. **Confidentiality and anonymity** were also upheld, with all participant identities protected by using pseudonyms in transcripts and the final report, and by removing any identifying information about schools or individuals. All digital files were secured with password protection, while physical documents were stored in a locked cabinet. Furthermore, **informed consent** was obtained from all participants through a written form provided in English, clearly outlining the research purpose, procedures, potential risks and benefits, the right to withdraw at any time, and confidentiality measures. The researcher maintained **openness and honesty** about the study's aims, practicing active listening during interviews and avoiding leading questions to capture participants' genuine voices. Lastly, ethical considerations were paramount; the study adhered to the highest ethical standards, receiving formal approval from the University Ethics Committee and relevant Rwandan education authorities. The principle of non-maleficence guided the researcher, who remained vigilant to avoid causing any psychological distress during interviews, thereby conducting the study with integrity and respect for all participants and their contributions.

IV. FINDINGS

Personal and External Factors Affecting Motivation

The motivation of teachers to participate in remedial teaching is largely influenced by both personal values and external factors such as school leadership, workload, and incentives. Personal beliefs about fairness and the desire to support struggling learners drive many teachers to engage in these programs. For instance, *T1* mentioned, *"I believe every learner can improve with proper guidance"* (T1). However, external factors such as insufficient incentives often undermine this intrinsic motivation. *T2* noted that the heavy workload, combined with the lack of compensation, often feels unjust: *"The workload is already heavy, and conducting remedial sessions adds even more responsibility"* (T2). Similarly, *T5* highlighted the importance of recognition, stating, *"Recognition is very important... but it's rare"* (T5), suggesting that lack of acknowledgment from colleagues and management also affects their motivation.

Connection between Motivation and Effectiveness of Remedial Programs

Teacher motivation is directly linked to the effectiveness of remedial programs. Motivated teachers tend to use diverse, engaging teaching strategies and devote more time to individual learners. *T3* shared, *"When I am highly motivated, I use diverse teaching strategies and pay close attention to individual learners"* (T3). This commitment fosters better academic outcomes for students. For example, *T4* observed, *"In classes led by motivated teachers, you see a clear jump in learners' confidence and their ability to grasp basic concepts they previously struggled with"* (T4). Conversely, lack of motivation

leads to disengaged teaching, as noted by T9: "When motivation is low, lessons become routine, and learners may not benefit as much" (T9). Therefore, teacher enthusiasm and energy are critical to students' academic progress in remedial settings.

Challenges Faced and Their Influence on Motivation

Several challenges diminish teacher motivation in remedial programs. A lack of teaching materials, inconsistent student attendance, and unclear program structures were cited as major issues. T6 emphasized, "These challenges make remedial teaching feel unstructured and tiring" (T6). Moreover, the absence of clear guidelines for assessing student progress adds to the frustration. HT1 and SEO2 noted that these challenges lead to inconsistent teaching quality, stating, "These challenges lead to inconsistent teaching quality... the program fails to reliably boost the performance of our weakest learners" (HT1). Additionally, T9 observed that poor student attendance also contributes to demotivation: "When learners don't show up, I feel discouraged because I have wasted preparation time" (T9).

Strategies for Improvement

To improve teacher motivation and the effectiveness of remedial programs, several strategies were suggested by the participants. Clearer guidelines, proper teaching materials, and consistent support were repeatedly mentioned. T3 suggested that districts could "create a clear policy that formally integrates remedial teaching into the timetable" (T3) to ensure it is treated with the seriousness it deserves. HT2 and SEO2 recommended that schools could introduce "a national remedial framework with simple assessment formats and a significant increase in the extra-salary to properly compensate for family time lost" (HT2) and (SEO1). Furthermore, T5 proposed that collaboration among teachers could enhance motivation: "Collaboration allows us to share good practices, teaching materials, and moral support" (T5). By working together, teachers could lighten the workload and ensure consistent, high-quality remedial teaching.

The table 1: The table below shows a summary the main themes and emerging themes

Main Themes	Emerging Themes
1. Personal and External Factors Affecting Motivation	<ul style="list-style-type: none"> ✓ Intrinsic motivation from beliefs in fairness and student success ✓ External factors (workload, lack of recognition, inadequate rewards) significantly affect teacher motivation
2. Connection between Motivation and Effectiveness of Remedial Programs	<ul style="list-style-type: none"> ✓ Motivated teachers use diverse, engaging methods that improve student outcomes ✓ Unmotivated teachers tend to use routine methods, leading to disengagement and hindered student progress
3. Challenges Faced and Their Influence on Motivation	<ul style="list-style-type: none"> ✓ Lack of resources and structured guidance reduces teacher morale ✓ Poor student attendance and large class sizes exacerbate teacher frustration and demotivation
4. Strategies for Improvement	<ul style="list-style-type: none"> ✓ Clear guidelines and better resource allocation can enhance motivation ✓ Recognition, financial incentives, and professional development opportunities improve motivation and program success

V. DISCUSSION

Personal and External Factors Affecting Motivation

Teachers are intrinsically motivated by their desire to assist struggling students, which is deeply connected to personal beliefs about fairness and equal opportunities. This aligns with *Self-Determination Theory*, which posits that intrinsic motivation thrives when educators' needs for autonomy, competence, and relatedness are met (Chikoko & Naidoo, 2021). However, external factors such as workload, lack of incentives, and insufficient recognition can significantly undermine this motivation. T1 and T5 both pointed out that the absence of formal recognition and rewards is a critical factor leading to decreased enthusiasm among teachers. This observation is consistent with literature showing that when teachers perceive their work as undervalued or of low status, their motivation tends to decline (Kiggundu & Nayimuli, 2020). According to *Expectancy-Value Theory*, motivation is strongly tied to the belief in one's ability to succeed and the perceived value of the work; thus, external support from school leadership, such as feedback and acknowledgment, is crucial for sustaining high levels of motivation (Kiggundu & Nayimuli, 2020).

Connection between Motivation and Effectiveness of Remedial Programs

Teacher motivation plays a pivotal role in the effectiveness of remedial programs. Motivated teachers tend to engage more actively with students, employing diverse and tailored teaching methods that address individual learning needs, which directly enhance student outcomes. As noted by T3 and T4, motivated teachers demonstrate patience, creativity, and empathy, all of which contribute to improved academic performance. This observation aligns with findings from the literature, where motivated teachers are found to implement innovative strategies, adapt teaching protocols, and create supportive learning environments, thereby boosting student performance (Borko & Livingston, 2020). Conversely, teachers with low motivation often resort to routine teaching methods, leading to disengagement and hampered student progress. Research highlights that teacher motivation fosters high-quality interactions, creating an environment where students feel empowered to take academic risks (Moyo & Maphosa, 2022), which is essential for effective remedial education.

Challenges Faced and Their Influence on Motivation

The challenges faced by teachers in remedial programs, such as poor student attendance, lack of resources, and unclear program structures, significantly impact teacher motivation. As mentioned by T6, the lack of structured guidance often makes the work feel ineffective and tiresome. Literature from the East African context reinforces this, highlighting systemic challenges like large class sizes and insufficient resources, which diminish teachers' sense of competence and value (Kiggundu & Nayimuli, 2020). Moreover, HT1 and SEO2 pointed out that these challenges lead to inconsistent teaching quality, which ultimately undermines the program's effectiveness. In Rwanda, teachers, while motivated by a sense of national duty, often face barriers to success, such as insufficient training and resources, which exacerbates frustration and lowers morale (Akyeampong & Lundgren, 2020). Addressing these challenges through clearer structures, better resources, and adequate support is crucial for maintaining teacher motivation and ensuring the success of remedial programs.

Strategies for Improvement

Several strategies for enhancing teacher motivation and improving the effectiveness of remedial programs were suggested by the study participants. These include clearer guidelines, better resource allocation, and consistent teacher recognition. T3, HT2 and SEO1 emphasized the importance of establishing a national framework to standardize remedial teaching, which could help resolve inconsistencies in program implementation. The literature supports this view, advocating for the creation of structured programs with clear assessment tools and professional development opportunities (Borko & Livingston, 2020). Additionally, the implementation of structured support, including professional development workshops and peer collaboration, could foster a more supportive teaching environment. Financial incentives or allowances for extra work would also address the personal sacrifices made by teachers when conducting remedial lessons. Providing adequate support and recognizing teachers' efforts are essential steps toward improving both the sustainability and effectiveness of remedial programs.

VI. RECOMMENDATIONS

Institutionalize Incentives: The Ministry of Education and local authorities should create structured financial and non-financial reward systems to recognize teachers' remedial efforts.

Integrate Remedial Teaching into Timetables: Schools should include remedial sessions within regular schedules to reduce workload stress and improve consistency.

Enhance Professional Development: Continuous training on remedial pedagogy, learner assessment, and classroom management should be prioritized to strengthen teacher competence.

Strengthen Policy and Supervision: A national remedial framework with clear guidelines, monitoring mechanisms, and district-level oversight should be established to standardize practice and sustain motivation. Motivated teachers are key to achieving Rwanda's Vision 2050 and SDG 4 goals of inclusive, high-quality education.

VII. CONCLUSION

This study shows that teacher motivation is essential for the success of remedial education programs. Teachers are driven by a belief in providing every student with an equal opportunity to succeed, which aligns with SDG 4 (Quality Education) that promotes *inclusive* and *equitable* education. However, factors such as insufficient payment of the extra-time, lack of recognition, and heavy workloads can reduce their enthusiasm and effectiveness. When teachers are motivated, they use varied teaching methods and dedicate time to individual students, improving academic outcomes.

Despite these positive impacts, challenges like poor student attendance, lack of resources, and unclear programme structures hinder the effectiveness of remedial programs. Addressing these issues by providing better resources, clear guidelines, and fair financial support is crucial for enhancing both teacher motivation and student success, contributing to **Rwanda's Vision 2050**, which aims to develop a knowledge-based economy with a highly skilled workforce. Additionally, this supports **NST2**, which focuses on improving the quality of education and equipping learners with skills for a sustainable future.

For education leaders, it's vital to recognise and reward teachers' efforts, ensuring their motivation remains high. Future research should focus on the long-term effects of teacher motivation on student outcomes and ways to prevent teacher burnout. In conclusion, fostering a supportive and motivating environment for teachers is key to achieving **SDG 4, Vision 2050**, and **NST2**, and ensuring the success of remedial education programs.

The study was limited to a few schools in Nyagatare District, making generalization difficult. As a qualitative study, it relied on participants' perceptions rather than quantifiable data. Future research should adopt mixed-method or longitudinal approaches to measure the long-term relationship between teacher motivation, remedial program effectiveness, and student achievement across different districts in Rwanda.

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