



## EFFECT OF TEACHERS' MOTIVATION ON PUPILS' ACADEMIC ACHIEVEMENT: A CASE OF PUBLIC PRIMARY SCHOOLS IN RUSIZI DISTRICT- RWANDA

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### ABSTRACT

*This present study explored the effect of teachers' motivation on pupils' academic achievement in public primary schools in Rusizi district- Rwanda. The researcher targeted public primary schools staff from eight selected schools from Rusizi District. Correlational research design using quantitative and qualitative approach was adopted for the study targeted 153 persons from selected public primary schools in Rusizi District and sampled 111 respondents as sample size. The simple random sampling technique was used. The data was collected using pretested questionnaires and interview. Data was analyzed using descriptive and inferential statistics aided by Statistical Package for Social Scientists (SPSS) version 21. From the findings, this study revealed that almost a half of respondents agreed that teachers' incentives affect pupils' academic achievement in public primary schools when school offers rewards to teachers according to their level of achievement and when the school provide financial incentives to the teacher which influence their performance. The study recommends that management of schools should adopt performance-based pay, by compensating employees based on their productivity and job performance which is expected to motivate employees more and to align their behavior towards improving performance and output.*

**Key words:** Motivation, academic achievement, rewards, incentives and performance appraisal

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### INTRODUCTION

Teachers have the core responsibility of teaching and nurturing the academic progress of the pupils. They play a critical role in determining the academic achievement of the pupils through their instructional function. Teacher motivation is thus an essential component for enhancing their job performance. Betaman (2014) describes teacher motivation as the force that energizes, directs and sustains teacher learner efforts. A teacher who is motivated helps learners to acquire more favorable disposition towards school in general and learning in particular. Effectiveness of Teacher motivation has been viewed by different scholars to have positive influence on students' academic performance. For instance, Asiimwe & Zuane (2023) as observed that teachers are regarded as the essential catalysts for school improvement. They are the driving force and main resource in the development and academic growth of students as they a resource of knowledge and agents of change. They further insist that, teachers uses ever all techniques to assist students improve in their academic achievement. These include; evaluating, assessing and providing for students with special needs. Moreover, teachers are evaluators at classroom level for quality

standard. They attend to students' work during lessons, provide tutorials, mark students' homework and give feedback. If a disability is identified in a student, a teacher will work around the clock to assist the child to build confidence and recommend a remedy. This builds students' competence and their academic performance improves. In addition, teachers evaluate the curriculum materials and education programmes initiatives that are in place for their suitability or students learning.

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment Nyongesa (2015). On the other hand, Ayeni (2015) draws attention to factors that affect learning outcomes which include learners' background, inadequate teaching and learning resources. Thus, strategies to increase teacher motivation and capabilities are central to any systematic attempt to improve learning outcomes. According to Nyakongo (2015) a motivated teacher influences the student to learn. Therefore, teacher motivation provides teachers with the desire to teach their students well.

Pupils continually give wrong verbal answers to teacher's questions during teaching and learning process. The teacher is unable to elicit correct answers after each instruction stage from the pupils. The majority of the pupils' state categorically that they have no answer to the teacher's question. It is worth noting in that it is actually the majority of pupils who continually do not have answers to the teacher's questions. It is also observed that when verbal questions are asked by the teachers, pupils stand up gazing at the ceiling unable to answer the questions. When pupils stand gazing at the ceiling, it indicates that learning has not taken place. Some of the pupils answer teacher's question wrongly.

In Rwanda, public primary schools are currently not performing well compared to public schools (Abdul, 2022). This is certainly due to the low motivation of public primary schools. For example, when comparing the performance of private and public schools for the 2021-2022 school year, only five public schools were found to be among the best in the country, including Saint Andre in Muhanga District, Mount Carmel in Gasabo district, Ecole Primaire Espoir de l'Avenir in Bugesera district, Academie de la Salle in Gicumbi District and Ecole Primaire Highland in Bugesera district (Kigali Today, 2022). Comparing the results of the two primary schools Mihabura (a public school) and Ecole Primaire Educateur (a public school) in Rusizi district, it was found that in 2021, only 12 out of 128 pupils obtained Division I in Mihabura public school. In 2022, only 4 out of 91 pupils received Division I, while in 2021, 47 out of 56 pupils received a Division I at Ecole Primaire Educateur. In 2022, 25 out of 56 pupils received a Division I (NESA 2021-2022).

According to Lydia (2015), Rwanda has to do more to encourage teachers through improved salary and ancillary perks. Additionally, some instructors take part-time jobs at other schools, which causes them to become exhausted and neglect to develop lesson plans, work schedules, relevant assignments, and evaluations for their pupils' time. Additionally, teachers neglect to complete and provide end-of-term exams to the Deputy of Studies in a timely manner. All of these have been demonstrated in various publications attesting that certain teachers are erratic in their attendance and, as a result, do not perform well (MINEDUC, 2011). If this circumstance is not resolved, it is likely that the country will continue to struggle with acquiring the essential knowledge and skills, which will have an impact on labor productivity (Akpan, 2013). As previously said, this circumstance offers all pertinent details and serves as a starting point for further, cautious searching. Since no study has been conducted in Rusizi public primary schools to investigate how teachers' motivation affects pupils' academic performance, this study examined the relationship between teachers' motivation and pupils' academic achievement. Therefore, it

has been chosen to research how motivation affects teacher performance in Rwanda's Rusizi District of the Western province.

Specifically, this study attempts to:

- To establish the effect of teachers' incentives on pupils' academic achievement in public primary schools in Rusizi District-Rwanda.

### **Hypothesis of the study**

**H<sub>01</sub>**: There is no significant effect between teachers' incentives and pupils' academic achievement in public primary schools in Rusizi District

### **LITERATURE REVIEW**

#### **Theoretical Framework**

The study is anchored on Herzberg's Motivation Theory, which was developed in 1959 by Frederick Herzberg. The theory suggests that there are two variables that a company should adapt to affect organizational motivation. The two factors are motivating factors and hygiene factors. Herzberg elucidates that motivating factors are found within the actual job itself and their presence cause employees to work harder. The theory highlights examples of motivating factors which include: Sense of achievement, praise and recognition, interesting and challenging work, responsibility, promotion opportunities and growth. Herzberg explains that in the actual job itself, hygiene variables are not present, but they surround the job. These variables include company policies; wage, status and protection working conditions supervision relationships. The theory argues that presence of hygiene factors may not necessarily cause employees to work harder but the lack of variables would lead workers to work less hard (Deci, 2019).

The theory is relevant to the study because it describes various factors which influence motivation of employees thus influencing execution of an association, which is the focal point of this examination. For instance, Herzberg highlights that organizations, in this case schools must give employees (teachers) a feeling of pride, and this will make you feel good to have achieved something tough but worthwhile. In addition, employees need to be praised and recognized of their successes and paid fairly and reasonably in order to increase their motivation and productivity at work.

According to the theory, school managers should strive to have inspired all staff and have very few grievances in order to record good performance. This can be achieved by eliminating stressors in work hygiene and improve workplace satisfaction by ensuring that the everyday working community is positive wherever it is. Every teacher is working under favorable conditions and treated with equal respect. Additionally, school administrators need to ensure that wages in the sector are fair and that there are no substantial pay differences between teachers doing similar work. Finally, the theory emphasizes that employee recognition and empowerment means is important. Heads of schools should delegate increased transparency to each teacher by steadily increasing the amount of responsibility given to a teacher. Present of these factors will boost teachers' motivation which will drive them to work harder, thus increase school performance.

#### **Empirical literature**

This section review different studies that have been conducted on the effect of teachers' motivation on pupil's academic performance by stacking on the influence of teachers' incentives on pupil's academic performance in primary school. Considering teaching and learning as a main activity in schools many studies indicated that, modification of government policies, implementation of incentive programs, involvement of parents and community with regard to supervision are among best techniques of motivating and improving teacher attendance as well as teaching and learning process (Chitimwango, 2016). The more incentives, the better the performance of employees (Hatwal & Chaubey, 2014).

This system of giving financial incentives to employees is another way of compensating them in addition to their salaries. This system of compensating employees is based on performance. The results of many studies also support the notion that extrinsic rewards today significantly drive workers. They will want to put in extra -effort to achieve their goals, if they feel more free. Employees are less sensitive to receiving financial recompense for their labor and are not driven by intrinsic benefits.

Nowadays, it is uncommon for a recent graduate to be interested in a career in education. Many people turn to teaching as a last choice after all other efforts to find other careers have failed, and they only continue in the profession for as long as they are unable to find other occupations owing to low income and are unmotivated. Idowu et al. (2019) define incentives as material or immaterial benefits that are given to encourage an individual or a group of individuals to act in a particular way. Alastair (2019) claims that financial incentives are employed in a variety of businesses as a strategy to increase employee enthusiasm and therefore productivity by connecting cash rewards with the output of the individual worker in the organization, or both. This implies that incentives play a critical role in motivating teachers to work effectively. It works like gas for a car or a gear that trains the subconscious to perform as expected.

The teachers will only be motivated to give their all if their salaries are paid on time and they receive timely inspirational tea gifts, which will result in balanced learning and improved academic performance on the part of the kids. The current generations of teachers were once students themselves, pursuing academic success and certification. This suggests that financial incentives should be used to motivate teachers to give their all, which would translate into the academic success of pupils. To encourage teachers to work more and be more excited about improving their work performance, we use the phrase incentive.

Based on set timetables that reward experiences and capabilities, instructors in the United States are overwhelmingly paid (Thomas and James, 2013). There is anyway a developing interest in whether execution related rewards can enhance teacher engagement and performance based on rigorous teacher assessments. Thomas & James (2013) research was conducted to assess the effect of the divisive teacher assessment system introduced in the District of Columbia Public Schools that introduced uniquely high-powered rewards linked to different teacher performance measures. The study provided estimates of regression-discontinuity that compared the results of maintenance and execution among low-performing instructors whose evaluations put them near the limit that showed an away from of excusal. The investigation additionally differentiated outcomes among high-performing teachers whose positioning put them near a limit recommending an incredibly enormous monetary motivation. The discoveries demonstrated that excusal dangers raised the deliberate turnover of educators with low execution by 11 rate focuses (i.e., in excess of 50%) the presentation of instructors who remained at 0.27 of the standard

deviation at the educator level expanded and improved. The investigation additionally found that monetary advantages expanded the exhibition of high-performing teachers (effect size = 0.24).

The effect of incentive intensity on student achievement under a group-based teacher incentive pay program was calculated by a study conducted by Singoni (2017). Awards were focused on students' results within a grade, school and subject, offering major differences in the size of the group. Using the proportion of students enrolled in a teacher's classes in a grade subject as a proxy for incentive intensity,

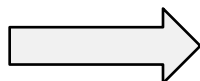
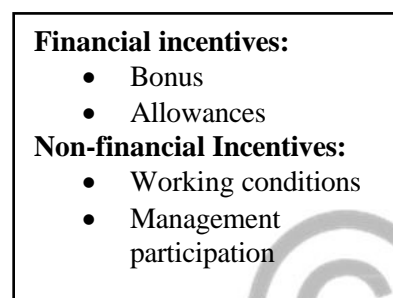
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The study showed that student performance increased when a teacher is responsible for more students after the introduction of the program: mean results are somewhere in the range of 0.01 and 0.02 standard deviations for a 10-rate point increment in math, English and social examinations share, while the methods for science gauges are little and not factually critical.

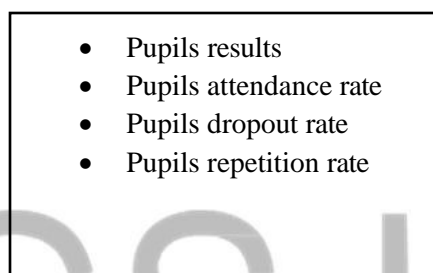
### Conceptual framework

The framework demonstrates that the independent variables which are teachers ‘motivation and pupils’ academic performance as dependent variables., workplace environment, performance appraisal and incentives influence school performance. It is expected that when schools give incentives to appreciate teachers’ efforts, it will increase teachers’ motivation to discharge their duties hence, leading to good performance in schools. The following conceptual framework gives more details:

#### INDEPENDENT VARIABLE TEACHERS’ MOTIVATION



#### DEPENDENT VARIABLE PUPILS ACADEMIC ACHIEVEMENT



**Figure1:** Conceptual framework  
**Source:** Researcher, 2023

### METHODOLOGY

This study adopted a correlational research design. The researcher was able to better understand the nature of the relationship between pupils' academic achievement and teachers' motivation in Rusizi District, with the use of this design. Therefore, the design was useful in determining if a relationship between the independent and dependent variables exists or not.

In Rusizi District, there are 26 public primary schools (Rusizi District, 2023). But the study was limited to eight randomly selected public primary schools which are Nyenji Primary school, Nyagahanga Primary school, Karengye Primary school, Ntenyi Primary school and Gakoni Primary school, Murama Primary school, Munyinya Ps and Kamonyi Primary School. Thus, the population that was involved in this study was all teachers and Head teachers from eight selected schools. Thus, the total population was 153 people.

In addition, the study used the following formula proposed by using Yamane (1973) to determine the sample size because that is too large waste scarce resources and could expose more participants than necessary to any related risk.

Using Yamane formulae:

$$n = \frac{N}{1 + (N)e^2}$$

Where:

n=sample size

N=the population size

e=the acceptable sampling error(5%)at95% confidence level Thus;

$$n = 153(1+153) (0.05)^2$$

$$n=110.6=111 \text{ respondents}$$

A sample of 111 respondents was targeted to participate in this study. This formula was used to estimate a representative sample.

**Table1. Table representing sample size**

Primary Schools	Number of teachers	Number of head teachers	Sample size
Nyenji Primary school	15	1	16
Nyagahanga Primary School	10	1	11
Karenge Primary School	12	1	13
Ntenyi Primary School	20	1	21
Gakoni Primary School	13	1	14
Murama Primary School	12	1	13
Munyinya Primary School	12	1	13
Kamonyi Primary School	9	1	10
<b>Total</b>	<b>103</b>	<b>8</b>	<b>111</b>

**Source:** Field Research, 2023

For this study, validity was used to check if a designed questionnaire is measuring what it is supposed to measure. The validity of the instruments was tested in eight public primary schools that were not sampled for the actual research to gauge their clarity and relevance. The results of the pilot study gave the researcher direction to arrive at content validity. The instruments were presented to the supervisor in order to assess whether they are relevant to the content. The researcher randomly chose teachers and head teachers from non-study areas. Surveys were regulated to the respondents while discussions were held with the head teachers. This was repeated after two weeks with similar individuals.

## FINDINGS

The study sought to establish the relationship between teachers 'incentives and pupils 'academic achievement in public primary schools. The respondents were asked to rate the statements by indicating the extent to which they apply to their organization in 5-point Likert scale. 5. Strongly Agree (SA), 4 Agree (A), 3. Neutral (N), 2. Disagree (D) and 1. Strongly Disagree (SD). Besides, the mean and deviation were used for interpretation of the findings where mean (M) is the average of group of scores and it is sensitive to extreme score when the population samples are small. Moreover, the standard deviation (SD) was also used to measure the variability in those statistics as it shows how much variation is there from the average (mean).

**Table2. Level of agreement on how teachers' incentives affect pupils' academic achievement**

Statements	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)	M	Std Dev
The school offers rewards to teachers according to their level of achievement.	16 (15)	14 (13)	27 (26)	14 (14)	13 (13)	4.6	.47
For those residing in far places, the school offers transportation Allowances.	10 (9)	30 (29)	15 (14)	22 (22)	39 (39)	4.1	.32
When I work professionally, the school gives me financial benefits	23 (22)	14 (13)	11 (10)	18 (17)	22 (21)	4.0	.75
I enjoy the school allowances provided	10 (9)	26 (25)	12 (12)	30 (29)	35 (34)	4.2	.42
Monetary (financial) incentives influence my performance.	46 (45)	11 (10)	14 (13)	10 (9)	12 (12)	4.5	.74
My medical allowance for my school is satisfactory.	14 (13)	18 (17)	3 (34)	18 (17)	11 (11)	3.9	.72
There are very strong physical Working conditions,	19 (19)	23 (22)	18 (17)	17 (16)	25 (24)	3.8	.77
To do my job, the school environment has stable work conditions	38 (37)	21 (20)	15 (15)	13 (13)	13 (13)	4.0	.67
I have enough time to be interested in some school affairs.	12 (11)	21 (20)	35 (34)	22 (22)	16 (16)	4.1	.88

Source: Primary data,2023

Key:M=Mean,Std=Standard Deviation

Table 2 depicts the effect of teachers' incentives on pupils' academic achievement in public primary schools. According to the first item on how the school offers rewards to teachers according to their level of achievement, the majority of 26% respondents were neutral, respectively 28% agreed, 14% disagreed and 13%strong agreed. These second item regarding the offer of transportation allowances for teachers who live far,the majority of 61% disagreed that statement and 14%were neutral. Respondents were also asked if they work professionally, the school gives them financial benefits, the majority of 38% disagreed, 35% agreed and 10% were neutral and even school allowances was not received as 63% disagreed but 34% agreed that statement. They agreed (55%) that monetary incentives influence their performance but 21% disagreed that statement. Besides, regarding the provision of medical allowance, the majority of 17% agreed and 13% strongly agreed and the big number of 34% was neutral on that statement. Even to do their job some of them (37%)strongly agreed and agreed(37%)that the school environment is stable work conditions and respectively, 15% were neutral, 13% disagreed and 13% strongly disagreed. Lastly regarding the respondents were asked if they have enough time to be interested in some school affairs, 38% of respondents disagreed, 20% strongly agreed and 11% agreed but a big number of respondents (34%) were neutral.

Table3:Modelsummary

Model	R	R Square	Adjusted R Square	Std.Error of the Estimate
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1	.777 <sup>a</sup>	.604	.599	.69075
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a. Predictors:(Constant),teachers’ incentives

The Table indicates the model summary and the results of the Rvalue obtained, in which  $r=0.777$  represented the correlation coefficient of the model whose order value  $>0$ . This illustrates that the Incorporation of many variables improved the model when analyzing the effect of teachers ‘motivation on pupils’ academic achievement in public primary schools in Rusizi District. The adjusted  $r^2$  value of  $r= 0.599$ , also indicates that the multiple linear regression model could explain for approximately 60% of the variations in pupils ‘academic achievement. To identify the independent variables that were mostly responsible for effective devolution in the area, the beta value was used.

**Table4. Significance of Independent variables**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	440.192	4	110.048	14.978	.000 <sup>b</sup>
	Residual	778.817	106	7.3473		
	Total	1219.01	110			
b. Dependent Variable: Employee performance						

c. Predictors:(Constant),teachers’ incentives

The table above indicated standard regression which provides the effect of individual predictor variables. This variables incentive. The table shows the output analysis and whether there is a statistically significant difference group mean. As seen, it, the significance value is 0.000 and the mean is 7.34 which is above 0.05. Therefore, there is a statistically significant difference in them mean length of model

**Table5. Summary Result of Hypothesis Testing**

Hypotheses	Relationship	Correlation matrix	Decision
H <sub>1</sub>	There is no significant effect between teachers’ incentives and pupils ‘academic achievement in public primary schools in Rusizi District	$r = 0.508^{**}$ ; $p$ -value=0.000<0.01.	Rejected

The table above shows the summary results of hypothesis testing. The variation of Spearman Coefficient correlation is between -1 and 1. Spearman Coefficient correlation is significance when it is equal or greater than 0.01 level. According to the research, the correlation of 0.508 (64%) which is positive and very high correlation. As the significant level is at 0.01 (1%), the p-value of 0.000 (i.e. 0.0%) is less than 1%. This leads to confirm that there is significant relationship between with teachers ‘incentives and pupils’ academic achievement. Therefore, the researcher can conclude by saying that the research hypotheses all were tested; verified and then they are rejected. Thus, the study concluded that teachers ‘motivation affect pupils ‘academic achievement in public primary schools in Rusizi District- Rwanda

## DISCUSSION

The objective of this study was to establish how incentive of teachers affects pupils ‘academic achievement in public primary schools. These findings revealed that teachers’ incentives affect pupils ‘academic achievement in public primary schools when school offers rewards to teachers according to

their level their performance. Besides, the teachers' incentives are also seen through the school environment where the teachers are working and which has stable work conditions. The findings also revealed that sometimes teachers in those selected schools were not motivated because they do not have transportation and even medical allowances that is they are sometimes not motivated.

The regression results revealed that teachers' incentives significantly affected pupils' academic achievement public primary schools ( $r = 0.503$ ,  $p < 0.000$ ). The coefficient of correlation of Pearson's product moment suggests that the two variables had a strong positive relationship. These findings concur with Sarda (2005) who researched on how incentives improved teacher attendance in Peru. Although Sarda (2005) made an input on how teachers' behavior was positively influenced by introduction of incentives, this research was concluded on teacher attendance, without indicating whether other aspects of teaching process improved.

## Conclusion

Based on the research findings, the study concluded that teachers' incentives affect pupils' academic achievement in public primary schools in Rusizi District when school offers rewards to teachers according to their level of achievement and when the school provide financial incentives to the teacher which influence their performance. Besides, the teachers' incentives are also seen through the school environment where the teachers are working and which has stable work conditions. The findings also revealed that sometimes teachers in those selected schools were not motivated because they do not have transportation and even medical allowances that is they are sometimes not motivated. The study also recommends that the management of those primary schools would provide transportation to teachers and even medical allowances but also the management of those schools should provide accommodation to teachers in order to motivate them.

The study analyzed the effect of teachers' motivation on pupils' academic achievement in public primary schools in Rusizi District. Further studies could examine the impact of teacher's non-monetary motivation on the academic achievement of girls in both private and public schools.

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