

**INFLUENCE OF TEACHER MOTIVATION ON STUDENTS' ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN THIKA TOWN,
KENYA**

BY


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DECLARATION


I declare that this project proposal is my original work and has not been presented in any other institution.

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This research proposal has been submitted with my approval as a University supervisor

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DEDICATION

I dedicate this research project to my father, George Mang'era, who has worked hard to finance my studies and this project. Without your support, I could not have made it. Your constant encouragement gave me the strength to work harder and smarter. May you live long to see the effect of your support to this nation and the world at large.

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ABBREVIATIONS

TSC - Teachers Service Commission

BOM - Board of Management

KUPPET - Kenya Union of Post Primary Education

CPD - Continuing Professional Development

CAT-Continuous Assessment Test

ABSTRACT

For education to take place, there must be motivation either intrinsic or extrinsic motivation from the teachers and the students, the teachers' function is to motivate students and teach them. Still, this is impossible if they are not motivated. The research finds out the influence of teacher motivation on students' academic performance in public secondary schools. The study is essential because of the teachers' strikes in Kenya that have been frequent in recent years. Furthermore, the topic has not been researched in Thika town. The study hopes to advocate for teacher's motivation to improve students' performance to stakeholders and act as a reference for future studies. The study will be carried out in Thika town in Kiambu; Kenya with a population of 200. The sample size was 50 teachers. To come up with this sample, the researcher used the convenience technique of sampling. The research study answer questions derived from the research objectives which include, establish the level of teacher motivation, to find out impacts of teachers' motivation on students' academic performance and to establish other strategies that can be used by administrators to motivate teachers. The study adopted the descriptive data analysis. The survey method was used because it provides information for the large population. The validity of the content is to be approved by a research expert and to ensure reliability test-retest method was used. The quantitative data was collected from journals and other case studies on the same topic, while questionnaires assisted in the collection of qualitative data. These questionnaires were answered and returned. The data was then analyzed by use of SPSS, and it employed the descriptive method and then represented in tables. Several factors that were found to affect teacher's motivation and influence students' academic performance include; In-service training, pre-service training, working conditions, promotions, remuneration, reporting time in school. The researcher concluded that most teachers are intrinsically motivated and that extrinsic motivation has a way of influencing the job satisfaction of the teacher. For this reason, the researcher recommends that research on the relationship between the level of teacher motivation basing on extrinsic motivation and the existence of few teachers in the teaching profession in Kenya yet many students graduate on the same profession.

CHAPTER ONE: INTRODUCTION

1.1 Preview

This chapter gives an overview of what is to be tackled in this chapter. It entails the background of the study, statement of the problem, the purpose of the study, conceptual framework, general objectives, specific objectives, research questions, the significance of the study, delimitation or scope of the research and assumptions of the study.

1.2 Background of the Study

Education is a universal activity that is part and parcel of human existence. It is by this notion that formal education was set up and it has become a primary and vital process that determines a country's development in terms of technology, economic sector, political sector, and even social sector. Formal education involves many people, i.e. the government, education ministries, society which includes the church, the teachers and the students. According to Richardson (2014), motivation is defined as willingness and desire that makes one be committed to a given activity to achieve specific goals.

Teacher motivation is a desire and willingness to teach using various educative methodology and style when dealing with students (John Marshall Reeve and Yu-Luan Su 2014). In recent years there has been a need to address teacher motivation because of teacher shortages and strikes among teachers. Rebecca Collie, Andrey Martin (2017) in their journal *Teaching and Teacher Education* found that when a teacher is demotivated, it will have a negative influence on the students since they shall arrive at school late or be absent without any serious reason.

In Kenya, TSC is given the mandate to manage teachers' accordance as stipulated in 2015 Act. Moreover, the TSC are employers of teachers and are in charge of their remuneration and even promotions and impeachment. It is also essential to note the roles of KUPPET to Kenyan teachers. It advocates for sound ethical and professional policies that guarantee job security and fair solution to its members, and its other function is to develop the capacity of members through seminars, symposiums and workshops locally and internationally.

For education to be a success, the teachers and students must have intrinsic motivation and extrinsic motivation. Teachers, for instance, are expected to motivate the students in their daily learning interaction for learners to put more effort into their studies hence perform better. Still, teachers cannot successfully do this without motivation, so basically, that is where the teacher motivation title comes in. Teachers being the primary custodians of the knowledge required by the students they must be motivated. It is then essential to find out how their motivation influences the students' academic performance.

Elenor Busby (March 2019) the USA in her report recorded that in the helpline for people with a psychological problem it is the teachers who recorded the most calls as compared with people from other professions. The National Education Union also reported that high workloads for teachers jeopardized the mental health of teachers. In Britain Leeds Becket (2018) in his research on the influence of teacher motivation on students' academic performance found out that when teachers were poorly motivated, there is a detrimental effect on the performance of the students. The statement, therefore, acts as a driving force of the research to be done in Kenya by looking at three main variables of teacher motivation, i.e. the level of teacher motivation, the impacts of various motivating

factors and strategies used by administrators to motivate teachers and how the mentioned variables affect students' performance in academics.

For instance, Conrad Potberg (2015) South Africa; in his research found out that proper and enough educational facilities or infrastructure is one of the things that can motivate or demotivate teachers who in turn share the same effect on their students which affects their academic performance.

Teresa Kemunto (2013) in her research on the influence of teacher motivation on students' academic performance found out that training teachers before and during (seminars, conferences, workshops) their teaching profession motivated and in them, updated them and in return had an effect on the academic performance of the students. In Kenya there have been strikes over teachers' pay for instance in 1997,2003,2012,2013 where the strike took twenty-four days, in 2015 the strike took three weeks and even in 2019 the teachers were about to strike because of how they are motivated by their employers who are the teachers' service commission.

On 13 September 2019, the standard newspaper said that KUPPET were protesting because of a requirement that any teacher who was seeking a principal or deputy principal's post must have a master's degree. The TSC invited online application from teachers who wanted to be promoted, and the master's degree was among the mandatory requirement, the TSC portal automatically blocked teachers without postgraduate qualification. This new policy was to apply even to the current principals, and deputy principals who were to apply again, a situation that would limit most teachers and burr them from promotions and in turn affect them negatively. It is because of these recent happenings that there is need for this research because the administrators need to know

how the motivation of the teacher possibly affects students' academic performance. But since the country is big and there were inadequate funds and time to research the whole country the researcher settled on Thika town in Kenya and concentrated explicitly on public secondary school. Thika town is in Kiambu County.

1.3 Problem Statement

The research aims at finding the influence of teacher motivation on students' academic performance by looking at the three main objectives and variables. i.e. The level of teacher motivation and how it affects students' academic performance. The study finds out the level of teacher motivation by checking the interaction of the teacher and the students, the time the teacher arrives at school and availability in attending classes and how these variables reflect on students' performance. The second objective concentrates on the impacts of conferences, workshop and seminars on teachers and how they influence students' academic performance. The third objective which is to establish the strategies used by administrators to motivate teachers, under this objective the researcher is to concentrate on the effect of pre-service training on teachers, promotion, working conditions and remuneration of teachers.

The above variables have always affected the system of education. For instance, if a teacher feels demotivated, and they change their career, the state will suffer from inadequate teachers, and students will not be taught. The case is even worse when the teachers go on strike, and learning has to stop. For instance, in 2013, teachers in England went on strike over their payment; the same case has been in Kenya for a very long time.

Kiambu County has one of the best schools in Kenya, which includes Thika town. The researcher decided to take Thika town because it has a mixture of schools in terms of gender, year of establishment, performance and also boarding and day school.

1.4 Purpose of the Study

The purpose of this study is to investigate and find out the influence of teacher motivation on students' academic performance in public schools in Thika town in Kenya.

1.5 Conceptual Framework

This study has two main variables, the dependent variable, which is Students' academic performance and the independent variable, which is influence of teacher motivation. The independent variable is further divided into other variables according to the three objectives of the research as illustrated below in a table. The table illustrates the relationship between the independent variables which is derived from influence of teacher motivation and the dependent variable which is students' academic performance. In precise the relationship between the two variables is what the study's main concern is.

Independent Variable.

Dependent Variable.

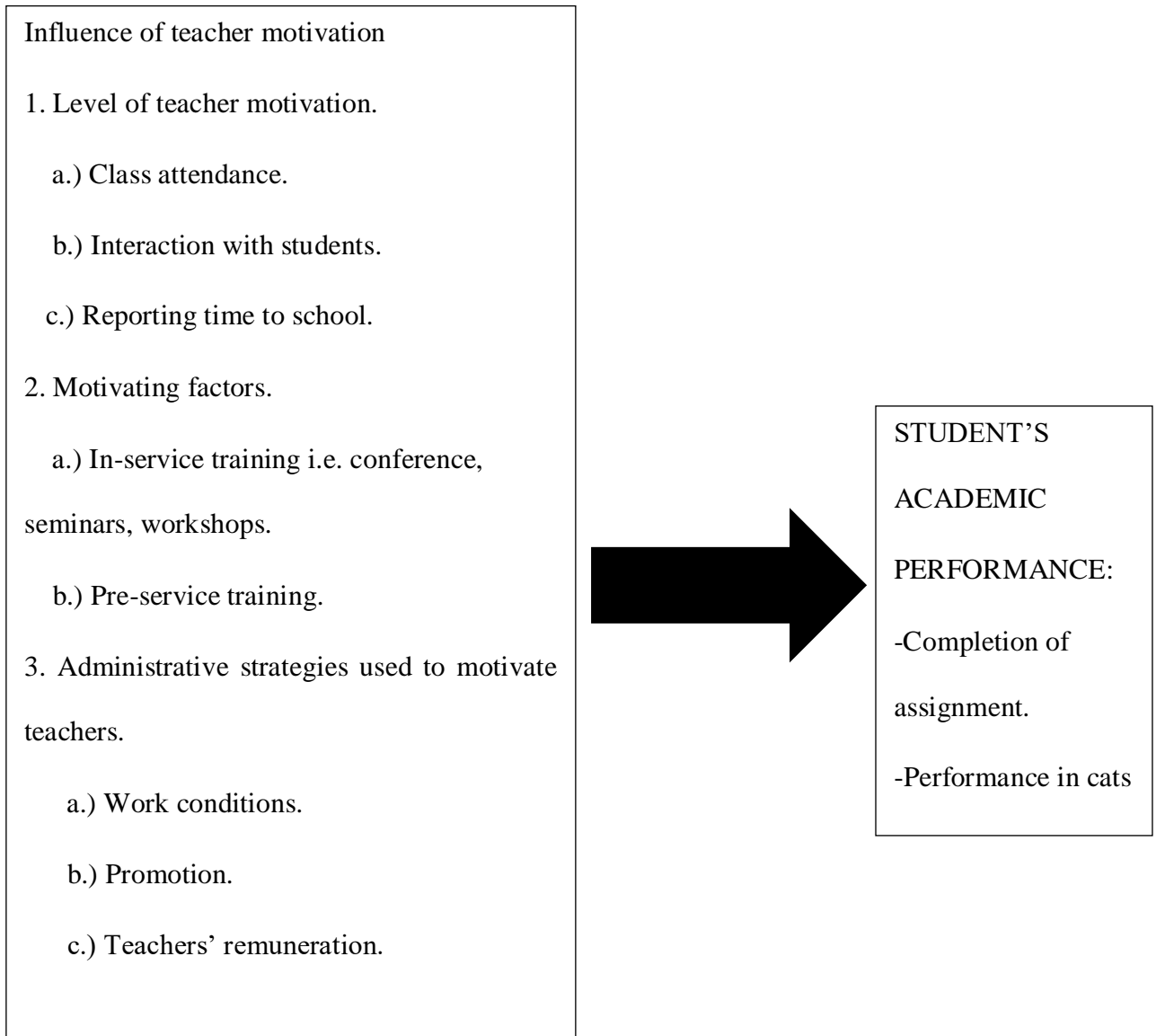


Figure 1 : Conceptual Framework

Source: Author 2020

1.6 Objectives of the Study

1.6.1 General Objective

1. The general objective of this research was to find out the influence or rather the impacts of teacher motivation on the academic performance of the students.

1.6.2 Specific Objectives

In precise the research was to:

- i. Establish the level of teacher motivation and how it affects students' academic performance.
- ii. Find out impacts of motivation factors (conference, seminar, workshop and pre-service training) on teachers and its influence on students' academic performance.
- iii. Establish or suggest strategies that can be used by administrators to motivate teachers.

1.7 Research Questions

The research was guided by the following questions:

1. How does the level of teacher motivation affect students' academic performance?
2. How does the various motivation factors on teachers affect students' academic performance?
3. Which strategies can be used by administrators to motivate teachers to ensure good academic performance?

1.8 Research Hypothesis

H01 There is no direct relationship between the level of teacher motivation and students' academic performance.

H02 There is no relationship between in-service training as a motivating factor and the academic performance of the students.

H03 There is no relationship between administrative strategies used to motivate teachers and the academic performance of the students.

1.9 Significance of the Study

1. The study hopes to provide findings that will be used by administrators to ensure teachers are motivated since they shall know how much their teaching staffs are motivated hence the students' academic performance could be improved.

2. The study hopes to advocate to academic stakeholders motivating factors that affect teachers in the process affecting students' academic performance.

3. The study hopes to act as a foundation to teacher motivation researches in Thika town.

1.10 Scope of the Study

The study will be carried out in Thika town which is found in Kiambu county. Kiambu County is in the central part of Kenya. The study focused on public schools only because no research on influence of teacher motivation on students' academic performance has been done in Thika town plus all the schools under study are governed by one body and all of the teachers have one employer and one ministry.

1.11 Limitations

1.The performance of the students is usually affected by many factors. Therefore, validating that the teachers' motivation is the only factor that affects students' performance is impossible.

2.The variables are broad and therefore thorough research on them was a huge challenge.

CHAPTER TWO: LITERATURE REVIEW

2.1 Preview

This chapter is made up of various reviews done in the past that are related to this research topic and its main objectives. It also involves the theoretical framework which provides information on various motivation theories that will be used in the research.

2.2 Level of Teacher Motivation

According to Javaid (2009) the level of teacher motivation and morale of teachers is determined by their conditions of living, conditions of working which then affects their performance in classroom. This implies that the level of teacher motivation is affected by various factors and it in turn affects their performance, attendance and even relation with students.

2.2.1. Class Attendance

In Kenya, secondary school lessons are allocated forty minutes and teachers are supposed to deliver exhaustively on a topic. Therefore, teachers have to be in class on time to ensure that the teaching time is maximumly used.

For effective learning, a teacher is supposed to employ various teaching methods, strategies and style. Therefore, teachers have to prepare adequately for the lessons. At the end of the day the teachers shall have played various roles in class i.e. as a planner, motivator, decision- maker and also a craftsman. As Richardson (2014) states, motivation is the interaction of intrinsic and extrinsic motivation to perform certain work to achieve goals just like the conscious and unconscious factors work hand in hand. This statement, therefore, implies that the level of teacher motivation will work hand in hand with how they appear in class, teaching method and interaction with students.

Atkison (2000) found out that demotivated teachers lacked enthusiasm in both teaching and in students work while motivated teachers had the enthusiasm and even looked forward to attend lessons and to meet their students. For instance, marking the students' work and giving extra tutorials and extra work is only possible when the teacher is well motivated.

Orji (2014) further adds that how well a teacher performs is reflected by the students' performance. Motivated teachers always teach their students well delivering all their expertise to the students but then when they lack intrinsic motivators like loving their work and extrinsic motivators like salary then their morale reduces and this can lead to reduced focus on teaching which is reflected by how late they attend lesson, how they deliver and also how early they leave the classes.

A research carried out by International institute for educational planning found out that absenteeism can be as high as 25% in other countries and this always has a negative impact on the students who are not taught and at the end of the day do not achieve the objectives of the syllabus.

2.2.2. Interaction with Students

In every learning institution there are always teachers, students, learners and support staffs, but for syllabus and education objectives to be fulfilled, it is teachers and students who must work hand in hand. Therefore, there must be positive teacher- student interaction for effective learning. In dealing with interaction of teachers with students, we looked at the how a teacher appreciated the students' attempts, to what extent a teacher went to improve the students' performance and how the teacher motivated her learners.

According to Ken Ayo Azubuike and Orji Friday Oko (2016) in their research on impacts of teachers' motivation on the academic performance of students: implication for school administration notes that the behavior of a child is always influenced by how the response and reaction of the teacher is on his or her behavior and actions. According to Boss and Vaughn (2002) it is important for teachers to recognize positive and desirable actions of students and let know they have to observe such at all times rather than only pointing their weaknesses and be verbal on them a situation that is usually there with the teachers.

It should always occur to teachers that students are different and they are differently motivated, therefore, they should use different methods but then this kind of knowledge requires a teacher to be well -motivated so as to exercise patience with slow learners or geniuses in class without demotivating or insulting them. It is important for students to know teachers have high expectation for them, hence they cannot allow them to quit (Carter,2000). Lavoir (2007) reiterates that without motivation there is no learning.

Ayo and Oji (2016) "reinforcement always strengthen the behavior to which they are directed". When a negative reinforcement is given to a student who gives an attempt in

class then there is a high chance that the student will not try again in future. It is with this reason that teachers' emotions should be intact with no anger, despise or negative attitude towards a student. Birch and Ladd (1997) positive teacher-student relationship had an essential role of developing competence in a school, solved problems, and boosted the self-esteem and attention of students, which makes students perform better, and the result motivates teachers.

Davis and Ashley (2003) study preferred that teachers should put more effort in developing a good relationship with the student, which will make teachers creative in their delivery and, in turn, make the students feel safe and motivated to take intellectual risks. Successful teacher relationship makes students feel capable, and only this can be achieved when teachers are motivated since "no blind man can lead another blind man."

2.2.3 Reporting Time in School

In Kenya, all teachers are expected to be in school from eight in the morning to five except during Fridays and Mondays when they have to be present for parade meetings with the students. Reporting time of teachers is one of the factors that will help determine the level of teacher motivation since lateness without reasonable excuse is, of course, a sign that a teacher is not motivated and of the cause, as Leeds Becket (2018) puts it, low motivation of teachers will have a detrimental effect on the performance of the students.

2.3 Motivating Factors

Factors that motivate and keep the motivation of teachers intact are many, but this study was to focus on:

2.3.1. In-service Motivating Factors (seminars, conferences, and workshops)

By 1981 in-service training was already an active process for all teachers. Uche (1981) and cross River State Government Reports (1979) confirmed that teachers who went for in-service training performed better than those who did not go for in-service training.

De Jesus and Lens (2005) found out that in-service motivation played a big role in motivating teachers which in turn influence the academic performance of the students. Adeyemo Adeyinka and Omisore Adedotun (2013) suggested that conferences, workshops and seminars boost the growth and morale of teachers to teach students.

In Greece, other than inductive training, the in-service training is optional and its aim is to support the implementation of innovative subject for high schools and it is provided by The National Organization for Teachers Training from June 2011. In Kenya, in - service training is referred to as Continuing Professional Development(CPD) and is done to strengthen teachers professional understanding, role, context, self and sharing knowledge and activities across schools.(Githara,P.M. 2010).

Ministry of Education is the body that provides CPD courses to secondary schools in Kenya through the Kenya Education Sector Programme (KESSP). These programs are offered mostly during the April, August, and December holidays.

In-service trainings are important because they foster continuous professional growth by keeping the teachers abreast of new development in their area of specialization and promote competence. Eduwen Osamwonyi (2016) states that in-service training is necessary because it enhances work performance and motivates the teacher in the field of

education. It's therefore a necessity and a factor that motivates the teacher other than just keeping the teachers updated with the current innovations. When teachers attend the conferences, seminars, and workshop, they acquire knowledge which boosts their confidence and develop their intrinsic motivation. When they are back from the training, they employ the new skills that automatically reflect on students' academic performance.

2.3.2 Pre-service Training

Pre-service training is a long process. For instance, in Kenya, secondary school teachers have to undergo pre-service training of three years for those who are graduating with a diploma and four years for those graduating with a degree. These teachers have a term or a year of teaching practice and as from 17 October 2019, the TSC decided and even announced internship vacancies for ten thousand teachers before they are fully employed. Other than just trying to accommodate the high demand of teachers due to 100% transition, it is a way of motivating these trainee teachers who could be jobless for a long time and feel frustrated with education.

Moses Ochanji, Nicholas Twoli, Bwire and John Maundu (2015) in their study on Mentoring in Pre-service Teacher Education: The Case of a Developing Country, Kenya suggest that pre-service training mentors and also promotes development by equipping teachers with skills that give them confidence in their work.

2.4 Administrative Strategies Used to Motivate Teachers

Organizational strategies used to motivate teachers are also part of the motivating factors for the teachers. The study looked at other motivating factors controlled by the administration that motivate teachers' morale and also affect students' academic

performance. The study was interested in working conditions, teacher remuneration, and promotion of teachers.

2.4.1 Working Conditions

Enoch Rabotapi (2016) suggested that teachers should be motivated in particular, new teachers are supposed to be taken through an induction to ease their transition into the work environment. This is probably because adapting to a new environment is not easy, and it can affect their interaction with the students hence affect students' performance.

Chrispen Chiome (2016) advocates that teachers should be motivated by administrators by ensuring teachers are well informed and equipped to work in the 21st century. They need to be up to date with technology. This will also help the teacher give advanced examples in class and in turn improve students' performance.

According to Anjali Sharma (2016) the working conditions of teachers have a positive correlation with the motivation of the teacher. Every administration should, therefore ensure there are necessary facilities that motivate teachers and keep them on toes. For instance, lack of facilities like printers or fullscaps, charts, chalks, staffroom equipped with chairs can demotivate teachers and also limit the way they teach, i.e., teaching method and morale of the students hence poor performance can be noted.

According to Clement Croome (2000), environment affects job performance and job satisfaction Dilani adds that there is a link between the health of an individual and the work environment by considering the sanitation, lighting, and air freshness in the rooms. Teachers' wellbeing must be prioritized by ensuring this and their morale to be boosted by keeping their environment and the classes favorable.

Diana Wanja Gitonga (2012), in her research on the influence of teacher motivation on students' performance in KCSE, suggests that the working condition of a teacher involves classroom conditions, workload, distance from home to work, means of communication in school, and available facilities in the school. All these have to be favourable for a teacher to be motivated enough to do his/her work.

Conrad Potberg (2015), in his research, found out that proper and enough educational resources and facilities/infrastructure is one of the demotivating factors that affect students' academic performance.

2.4.2 Promotion

According to TSC act section 35, it is the TSC that is in charge of promoting teachers in Kenya every year. Asiago Lenah, Dr Walter Okibo, Dr. Andrew Nyangau, and Cleophas Ondima (2015), in their research on the effects of non-financial incentives on job satisfaction of teachers in public secondary schools, found out that most teachers were demotivated by the fact that promotions from the TSC took long yet promotions was one of the main factors which boosted their morale and gave them more reasons to stay on their jobs longer that is until retirement.

2.4.3 Remuneration

It is monetary benefits that teachers get, for example, salary, allowances, pensions, medical cover. It is what attracts and keeps one in a particular job or career because their economic and basic needs are taken care of by the money. Archingbong (2013) for education to be a success, there must be a continuous effort from stakeholders to provide

the right working conditions, incentives, and remuneration. These are what make the teacher go to school, prepare for lessons, arrive early, and motivate learners.

Prem Gaire (2015) states that when administrators provide timely pay and increase their income yearly, then teachers would be motivated to improve their performance.

In Kenya, there have been several teachers' strikes based on the low salary in Kenya, and during the strikes, the students are not usually taught.

2.5 Theoretical Framework

The study majored on three theories of motivation.

1. The First One is Victor Vrooms Expectancy Theory; that suggests that motivation is a cognitive process where one believes that the more they put effort into particular works, the more the performance and the more the reward.

It is from this theory that the level of teacher motivation will be approached from since the attitude, attendance of a teacher and the relationship they have with their students determine the kind of effort they are putting which will, in turn, affect students' performance which in this case is the reward.

According to this theory, the teacher will be and is expected to put more effort into teaching so as the performance of students can be greater. This also applies to the administration that has to keep the teachers motivated to facilitate good performance from students.

2. The Second Theory is the Maslow's Theory of Motivation; which suggests that there is a hierarchy of needs in human beings that determine human motivation. These needs are to be met in their order, i.e., psychological, security, belonging, self-esteem and

then the prestige needs. In this study, the psychological condition is part of the intrinsic motivation. This is mostly achieved during the pre-service motivation, security which is achieved through the salary of the teacher, belonging that involves the relationship of the teacher and student (interaction), self-esteem that is achieved through in-service training, and the prestige needs that are achieved in the working conditions and also promotion. When these needs are met, there is positive feedback from the result of the students, and when not met, the adverse effects are achieved. It is for these reasons that a teacher is ranked according to students' performance.

3. The Third Theory is the Herzberg's Theory of Motivation: It is a theory that is concerned with the extrinsic motivators which are controlled by the administration, leader, or manager. According to Herzberg, recognition, advancements, achievement, responsibility, and characteristics of work itself are the intrinsic motivators that promote job satisfaction and salary, rules and regulations, working conditions, and technical supervision are the extrinsic motivators that determine dissatisfaction or fulfillment of an individual in the job.

It is, therefore, essential that the employers of teachers (TSC) and the ministry of education control these extrinsic motivators to motivate teachers and hence promote students' academic performance.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Preview

This chapter reviews the research design that was used, the study area, the target population, the sampling technique that was used, the sample size, measurement of variables, research instruments that were used, validity and reliability of the research, the data collection technique, data analysis, and finally logistical and ethical considerations.

3.2 Research Design

The study adopted the descriptive survey design, which was used to investigate a population by first determining samples to be used to determine occurrences. This design was used because it gave the researcher the time and room to research on motivating factors broadly, strategies used by the administration to encourage teachers and also the level of teacher motivation and finally find out the relationship between the above and students' academic performance. The descriptive survey was considered the most appropriate one, as Orji (2011) points out that it is best if the researcher intends to get information and responses from a large population.

3.3 Study Area

The research was carried in Thika town in Kiambu County in Kenya. There have been many kinds of research on the Influence of Teacher Motivation on the Academic Performance of Students. Still, there is no documented research on the Influence of Teacher Motivation on students' academic performance in public secondary schools in Thika town. It is for this reason that the researcher was interested in this specific area.

3.4 Target Population and Sample Size

The research population was of two hundred teachers from the public secondary schools in Thika town. The sample size was fifty teachers who acted as respondents.

3.5 Sampling Techniques

The research employed the convenience sampling technique because the researcher did not want to be biased in terms of gender or level of education in terms of the diploma or degree level of education.

3.6 Research Instruments

The research employed the use of the questionnaire because teachers can read and write and because it collected more information over a short period. (Orodho, 2012). Since the research aimed to keep the compiled data anonymous, questionnaire proved to be the best instrument for the study. The study was broad with limited time, making questionnaire the best data collection tool.

According to Bell 1993, Touliatos and Campton 1988 the use of questionnaires is the only way to achieve collecting data that has the respondents' views, attitudes, feelings, and opinions. Hence, it's the most effective instrument for this research.

3.7 Reliability

The study employed the test-retest method to ensure the reliability of the information collected, which confirmed the correlation co-efficiency provided a measure of stability.

3.8 Validity

The questionnaire contained questions generated from the research objectives and conceptual framework. The items were checked before being administered to ensure they were relevant and understandable.

3.9 Data Analysis

Data analysis is the separation of data and the examination of the data to determine its parts about the real data collected. The research used descriptive analysis and inferential analysis that is the correlation to test the null hypothesis. The descriptive statistics that were used are mean and standard deviation. The results were summarized in terms of the study's objectives and presented in tables and explanations.

3.10 Logistics and Ethical Consideration

The researcher acquired an introduction letter from Greta University and a self-written letter to ask for permission to carry out the research. Then the researcher sought appointments with the schools involved in the study through the school principals. The researcher then administered questionnaires personally. The researcher also ensured that the research did not interfere with the school programs by administering questionnaires during break time and after 4 pm.

The respondents were made aware of the purpose of the research before taking part in the study and to ensure privacy and anonymity. The respondents did not write their names or names of the schools in which they teach. After the analysis of the data, the answered questionnaires were destroyed.

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.1 Preview

This chapter represents the data collected by the questionnaires that were returned by the respondents and analyzed by SPSS. The study was aimed at finding out the influence of teacher motivation on secondary school students' academic performance in Thika town. The findings of the survey are described systematically, as illustrated in the conceptual framework, and they are based on the research question under the following statements:

- i. How does the level of teacher motivation affect students' performance?
- ii. How do the various motivation factors on teachers affect students' academic performance?
- iii. Strategies used by the administration to motivate teachers to ensure good academic performance.

All the 50 questionnaires were responded to adequately; therefore, they were all analyzed. The data were analyzed using the correlation method and frequencies in the descriptive method and the data presented in tables.

4.2 Level of Teacher Motivation

4.2.1 Class Attendance

Atkison (2000) found out that demotivated teachers lacked the morale and enthusiasm to work or teach. This is categorized as intrinsic motivation, and it has a way of affecting the reporting time and the time taken to teach.

From the analysis below, the researcher fails to reject the null hypothesis because the lateness or earliness of a teacher is not the only factor that affects the students' performance.

When motivated, I attend lessons on time	How do the students perform in cats		
--	-------------------------------------	--	--

When motivated, I attend lessons on time	Pearson correlation	1	- .001
	Sig.(2-tailed)		.995
How do the students perform in cats	Pearson correlation	- .001	1
	Sig.(2-tailed)	.995	

Table 1: Class attendance

4.2.2 Interaction with Students

According to Ayo and Oji (2016), “reinforcement always strengthens the behaviour to which they are directed and that a student is always influenced by the response and reaction of the teacher to her or his behaviour.”

	How frequently do you administer CATs?	How do the students perform in CATs?
How frequently do you administer cats	Pearson correlation 1	-.289
	Sig (2-tailed)	.049
How do the students perform in cats	Pearson correlation -.289	1
	Sig (2-tailed)	.049

Table 2: Interaction with students

In the above analysis, the researcher rejects the null hypothesis because it's clear that the frequency of administering exams has a relationship with how they perform.

How frequently do you administer CATs?

	Frequency	Percent
Never	8	16.0
Once a term	8	16.0
Twice a term	22	44.0
Three times a term	12	24.0
Total	50	100.0

Table 3: Interaction with students 2

In the above analysis, we realize that most teachers administer cats twice a semester and three times a semester.

Positive reinforcement does not have a direct relationship with the completion of the assignment. This gives the researcher insight that other factors prompt the students to finish their work on time and not just the reinforcements from their teachers. For example, we can say that a student's motivation is the one that determines how they complete their exams.

Positive reinforcement to my students	Do the students complete their assignment in time		
Positive reinforcement to my students	Pearson Correlation	1	-.226
	Sig. (2-tailed)		.115
Do the students complete their Assignments in time	Pearson Correlation	-.226	1
	Sig. (2-tailed)	.115	

Table 4: Positive Reinforcement

4.2.3 Reporting Time in School

Reporting time in school is one of the factors that help determine the level of teacher's motivation. Therefore, it's high time we find out if it affects a student's academic

I arrive in school early	How do the students perform in CATs?		
I arrive in school early	Pearson Correlation	1	.206*
	Sig. (2-tailed)		.164
How do the students perform in cats?	Pearson Correlation	.206*	1
	Sig. (2-tailed)	.164	

performance.

Table 5: Reporting time in school

From the above analysis, the researcher fails to reject the null hypothesis. This is because the students' performance might be based on content delivery or the students' interest and time management in their studies and not the teachers' arrival time in school.

4.3 Motivating Factors

4.3.1 In-service Training

Uche (1981) stated that teachers who went for in-service training performed better as compared to the ones who attended the in-service training. According to the data collected, we can say that most teachers strongly agree and agree with Uche at a rate of 68% against 32% who are not of this idea. Still, for the training to be more effective, most teachers prefer it to be once a term to avoid distracting the teacher-student learning time.

The analysis below indicates that the academic performance of students is influence by the in-service training that the teachers attend. Most teachers also suggest that they prefer in-service training to be done annually for it to be effective.

The in-service training influences the academic performance of my students

	Frequency	Percent
Strongly agree	17	34.0
Agree	17	34.0
Not sure	4	8.0

Disagree	4	8.0
Strongly disagree	8	16.0

Table 6: In-service training

How frequently would you want to take part in the in-service training?

	Frequency	Percentage
Twice a term	13	26.0
Termly	17	34.0
Annually	20	40.0
Total	50	100.0

Table 7: Frequency in in-service training

In the table below, a correlation between more in-service training to motivate teachers and how students perform in cats makes the researcher fail to reject the null hypothesis. This is because the performance of students is not only based on the teacher.

More in-service training motivates me	in- How do the students perform in cats		
More in-service training motivates me	Pearson correlation	1	.302*
	Sig (2-tailed)		.309
How do the students perform in cats	Pearson correlation	.302*	1
	Sig(2-tailed)		.309

Table 8: Correlation of in-service training

4.3.2 Pre-service Training

This is the training offered before being considered legible to teach. According to Ochanji, Twoli, Bwire, and Maundu (2015) suggest that pre-service training equip teachers with skills as well as giving them confidence and morale in their work. From the analysis below, we conclude that most teachers agree that pre-service training is crucial in the profession at a rate of 60%.

The knowledge I acquired during my pre-service training was and is still important.

	Frequency	Percent
Strongly agree	17	34.0
Agree	13	26.0
Not sure	8	16.0
Disagree	12	24.0
Total	50	100.0

Table 9: Pre-service training

4.4 Administrative Strategies

The administration is a significant part of the learning process; it's the one that foresees the learning process, maintains a conducive environment for learning, and many more roles through various strategies. This study, however, focuses on three areas:

4.4.1 Working Conditions

Proper staffroom facilities	Proper sanitation in the teaching environment	Do the students complete their assignments in time			
Proper staffroom facilities	Pearson correlation	1	-.240	.375**	
	Sig.(2-tailed)		.093	.007	
Proper sanitation in the teaching environment	Pearson correlation	-.240	1	-.033	
	Sig.(2-tailed)	.093		.820	
Do the students complete their assignments in time	Pearson correlation	.375**	-.033	1	
	Sig(2-tailed)	.007		.820	

Table 10: Working conditions

From the above analysis, we find the correlation between proper staffroom facilities and students' completion of assignments makes the researcher reject the null hypothesis.

The correlation between proper sanitation in the teaching environment and students' completion of assignments makes the researcher fail to reject the null hypothesis.

4.4.2 Promotion

Promotion involves recognition and being given more responsibility, title, and allowance. Many teachers state that recognition from teachers and administration highly motivates them at a percentage of 84%.

	Frequency	Percent
Highly motivates	25	50.0
Motivates	17	34.0
Highly demotivates	4	8.0
Demotivates	4	8.0
Total	50	100.0

Table 11: Promotion

4.4.3 Remuneration

Salary	How do the students perform in cats?		
Salary	Pearson correlation	1	.016
	Sig.(2-tailed)		.916
How do the students perform in cats	Pearson correlation	.016	1
	Sig.(2-tailed)	.916	

Table 12: Remuneration

From the above analysis, the researcher found out that there is no direct relationship between the teachers' remuneration and students' academic performance. The performance of the students is not solely dependent on the salary of the teacher hence rejecting of the null hypothesis.

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Preview

This chapter gives a summary of the findings as per the data collected and analyzed in chapter four. It provides a conclusion and recommendations on the influence of teacher motivation on students' academic performance.

5.2 Summary of Research Findings

The purpose of this study was to find out the influence of teacher motivation on students' academic performance in public secondary schools in Thika town, Kenya. The study adopted a descriptive survey design and convenience sampling to get the fifty samples who answered the questionnaires used to collect the data.

The responses to the questionnaire were used to answer the research questions and give discursive information based on the collected data.

5.2.1 Conclusion

The researcher found out that the earliness or lateness of a teacher in class or school has no influence on the students' performance or does not affect the students' completion of assignments. This is because students' performance is based on many things and not time but rather on the content.

The interaction of the teacher with the students influences students' academic performance; therefore, a teacher needs to have a good relationship with the students by first knowing them.

On motivating factors, the researcher found out that in-service training influences students' academic performance. However, they indicated that for it to be effective, it has to be administered in a way that does not affect learning that is by taking place annually.

The researcher also found out that in-service training keeps the teacher abreast of new information and enriches their skills.

Pre-service training is essential to both the teacher and the students.

The researcher concluded that promotion motivates the teacher. As much as the working conditions of the teacher and teacher remuneration have no direct influence on the students' performance, the highly encourage teachers at a higher percentage of 88%.

Therefore, the study concluded that as much as some of the motivating factors have no direct influence on the students' performance, others have a direct impact on the students' performance; hence it's essential for the teachers' motivation need be achieved fully.

5.3 Recommendation

5.3.1 Recommendation to Administration

The administrators should provide a conducive and peaceful environment to work on, then recognize the teachers' efforts and also help in disciplining students as well as providing teaching materials in time.

5.3.2 Recommendations to Employers

In this study the most advocated recommendations are;

- i. Promote the teachers to avoid stagnation.
- ii. Attend to teachers' issues on time.

- iii. Offer better salary-88% of respondents stated that salary motivates teachers.

5.4.3 Recommendation for Future Studies

A.) This study should be carried out in other towns in Kenya.

B.) Researching In-service training and pre-service training as motivating factors.

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APPENDICES

Dear Sir/Madam,

I am Lydia Kerubo, a student at Grets University, pursuing a Bachelor of Education Arts. I am researching the Influence of teacher motivation on students' academic performance in public secondary schools in Thika town. The study hopes to inform administrators and teachers, employers, and managers the factors that motivate teachers and how to keep teachers motivated to ensure better performance of students in public secondary schools. The research is also necessary for the successful completion of my degree studies.

I humbly request for your permission to collect data in your school. The information given will be treated as confidential and anonymous.

Yours hopeful,

Lydia Kerubo.

QUESTIONNAIRE

RESEARCH PROJECT ON INFLUENCE OF TEACHER MOTIVATION ON STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN THIKA TOWN: KIAMBU COUNTY IN KENYA.

PURPOSE OF THIS QUESTIONNAIRE IS TO: Collect information on the level of teacher motivation, impacts of motivating factors on students’ academic performance, and establish organizational strategies used to encourage teachers.

CONFIDENTIALITY: The information that you give in this questionnaire shall remain private, and the questionnaire shall be terminated after data analysis. **DO NOT** write your name or the name of the school. Your honest participation is highly appreciated.

Use tick () or dot () within the brackets to mark your choice.

1. How long have you been in the teaching profession?

[] 1-5yrs [] 6-7yrs [] 8-10yrs [] 11yrs and above.

2. Are you satisfied with your current position (class teacher, senior teacher: promotion position)? YES { } NO { }

3. If you have better offers outside the teaching profession, would you go for them? YES

[] NO []

why.....
.....

4. Does your attitude affect your performance in content delivery? YES [] NO []

5. How frequently do you administer cats?

A} NEVER [] B} ONCE A TERM [] C} TWICE A TERM [] D} THREE TIMES
A TERM []

6. How do the students perform in cats?

A} POORLY [] B} WELL [] C} EXTREMELY WELL []

7. The student's results in cats are reflected in the main exams. YES [] NO []

8. Do the students complete their assignments on time? YES [] NO []

9. Please indicate how much you agree or disagree with the following by marking one specific box.

STATEMENT	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
The knowledge I acquired during my pre-service training was and is still important					
Positive reinforcement to my students makes them complete their assignment in time					
More in-service training (conference, seminars, and workshops) motivates me					

The in-service training influences the academic performance of my students					
When demotivated, I don't deliver well					
My workload is manageable					
I arrive in school early					
STATEMENT	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
When motivated, I attend my lessons on time					
Availability of teaching resources like books keeps me motivated					
Incentives from the administration boost my morale to teach					
Reinforcements determine a teacher's and student's relationship					

10. In the following table, indicate how you feel about the following indicators.

INDICATORS	HIGHLY MOTIVATES	MOTIVATES	HIGHLY DEMOTIVATES	DEMOTIVATES
Recognition (praise from administration and parents)				
Salary				
Proper sanitation in the teaching environment				
Students' performance				
Proper Staffroom facilities				
Availability of teaching materials				

11. How frequently would you want to take part in the in-service training?

Twice a term () Termly () Annually ()

Why.....

.....

12. In your opinion, how should the following motivate you in your teaching career?

A.) Employer

.....

.....

B.) Administration

.....
.....

13. What highly motivates you to remain in your teaching career?

.....

THANK YOU FOR YOUR PARTICIPATION.