

**INFLUENCE OF TEACHER MOTIVATION ON PUPILS' PERFORMANCE IN
KCPE IN PUBLIC PRIMARY SCHOOLS IN NAKURU MUNICIPALITY,
KENYA**

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REG NO. MEDS/1001/10

**A Research Project Submitted in Partial Fulfilment for the Requirement of Award
of the Degree of Master of Education in Educational Planning, Management and
Administration of Mount Kenya University.**

Mount Kenya University

November 2011

ABSTRACT

Since the inception of Free Primary Education (FPE) in 2003 in Kenya, public primary schools have been performing poorly in national examinations. Among the reasons put forward in various studies for the shift in pupils' performance is teacher motivation. The purpose of this study was to examine the influence of teacher motivation on pupils' performance in KCPE in public primary schools in Nakuru Municipality. The causal-comparative research design was adopted. The study was carried out among public primary school head teachers, teachers and examination officers in Nakuru Municipality. The study used a sample of 52 primary schools from which, 52 head teachers, 52 examination officers and 104 teachers were selected using Purposive Sampling and Cluster Sampling techniques. The study employed questionnaire to collect data. Descriptive and inferential statistics were used to analyse the data. Descriptive statistics included frequency counts and percentages and inferential statistics included Pearson product-moment correlation coefficient and regression model analysis. Data was presented in summary form using frequency distribution tables, bar charts and pie charts. The study established that majority of the primary school teachers from Nakuru Municipality were not motivated by salary/remuneration and also that leadership styles used by the school management were not effective in motivating the teachers which in turn could enhance pupils' performance in KCPE. The study also established that the existing teaching environment in public primary schools in Nakuru municipality have not been successful in motivating teachers. However, promotion criteria and growth, job security and working conditions are some of the motivation factors that had positively influenced teachers' motivation, which subsequently influenced pupils' performance in KCPE. The study recommends that the education stakeholders such as the Ministry of Education, Teachers Service Commission and the School Management Teams (Head teachers) should consider improving teacher motivation factors such as salary/remuneration, work recognition and appreciation schemes, enhancing interpersonal relations and creating avenues for fostering teachers' attitude and improving working conditions in schools. It is hoped that the findings of this study will be used in assessing the influence of teacher motivation on pupils' performance in KCPE and also improving and enhancing efficient and effective managerial skills by primary school head teachers for sustaining of quality education.