

THE EFFECTS OF TEACHER MOTIVATION ON ACADEMIC
PERFORMANCE OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN KURESOI
SOUTH SUB COUNTY, NAKURU COUNTY, KENYA.

CHERONO ANNE

MED/2013/55605

A PROJECT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION
DEGREE IN EDUCATIONAL PSYCHOLOGY OF
Mount Kenya University

MAY 2024.

DECLARATION AND APPROVAL

DECLARATION AND APPROVAL

DECLARATION

I declare that this research project proposal is my original work and has not been presented for award of a Degree or Diploma in Mount Kenya or in any other university.

Signature: 

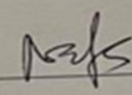
Date: 17/5/2024

Anne Cherono

MED/2013/55605

APPROVAL

This research proposal has been submitted for examination with our approval as University Supervisors.

Signature: 

Date: 15/5/2024

Dr. Nyang'ara N. M

Lecturer.

Laikipia University

Department of Psychology & Educational Foundations,

DEDICATION

I dedicate this project to my dear late parents, Mr. William & Mrs. Ruth Sang and also my children Jessicah, Kenneth, Penelope and Gertrude Cherotich.



ACKNOWLEDGEMENTS

I express my gratitude to my supervisors Dr. Nyang'ara and Mr. Peter Njenga for their invaluable support while developing this project. I wish also acknowledge the entire Mount Kenya University, Nakuru campus especially the library staff for their support. I wish to also acknowledge Mr. George Kobia for his moral support. Above all I thank God for his grace as I pursued this course. To all who participated I say a big thank you and God's blessings.



ABSTRACT

The three biggest issues facing Kenya are ignorance, illness, and poverty. The most crucial instrument for eradicating ignorance is education. Teacher motivation is one of the key components used to achieve educational goals in academic performance. Teachers' lack of motivation may be linked to students' subpar academic performance. The study's goals were to ascertain how teacher professional development affected students' academic performance in public primary schools in Kuresoi South Sub County, Nakuru County; how teacher compensation affected students' academic performance in public primary schools in Kuresoi South Sub County, Nakuru County; and how teacher working conditions affected students' academic performance in public primary schools in Kuresoi South Sub County, Nakuru County. The study used an ex-post facto research design in order to accomplish these goals. Attribution theory and affective events theory served as the study's guiding theories. The study sample was chosen using simple random sampling, with 275 participants chosen at random from a target population of 875. Prior to the main study, a pilot study was conducted to test the questionnaire's validity and reliability and address any potential weaknesses. The study collected data using quantitative methods. The Teachers Testing Questionnaire Instrument (TTQI) was one of these. Questionnaires that were self-administered were used to gather primary data. The Statistical Package for Social Sciences (SPSS v 24.0) software was utilized in the study to examine the information gathered. The results of the study were displayed as tables. According to the study, academic performance was positively and significantly impacted by teacher motivation. In order to improve the academic performance of students in public primary schools, it is advised that elements of teacher motivation, such as professional development, compensation, and working conditions, be prioritized and carefully examined. In order to improve the academic performance of primary school students, it is hoped that schools will use the study's findings to establish a supportive environment for teachers to develop better habits. The findings of this study may be of help to the ministry of Education and other stakeholder's specific educational interventions.

TABLE OF CONTENTS

DECLARATION AND APPROVAL	i
DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS AND ACRONYMS	xi
CHAPTER ONE	12
INTRODUCTION	12
1.0 Introduction	12

1.1 Background to the Study	12
1.2 Statement of the Problem	16
1.3 Purpose of the Study	18
1.4 Objectives of the Study	18
1.5 Research Questions	19
1.6 Significance of the Study	19
1.7 Scope of the Study	19
1.8 Study Limitations	20
1.9 Delimitations	20
1.10 Assumptions of the Study	20
1.11 Operational Definition of Key Terms	21
CHAPTER TWO	22
LITERATURE REVIEW	22
2.0 Introduction	22
2.1 Empirical Literature	22
2.1.1 Professional Development of Teachers and Academic Performance	22
2.1.2 Remuneration of Teachers and Academic Performance	29
2.1.3 Teachers Working Conditions and Academic Performance	34
2.2 Theoretical Review	40
2.3 Conceptual Framework	43
CHAPTER THREE	46
RESEARCH METHODOLOGY	46
3.0 Introduction	46
3.1 Research Methodology	46
3.2 Research Design	46
3.3 Location of the Study	47
3.4 Target Population	47
3.5 Sampling Procedures and techniques	47
3.6 Research Instrument	48
3.7 Reliability and Validity of the research Instrument	48
3.8 Data Collection methods and Procedures	49
3.9 Data analysis techniques and Procedures	50

3.10 Ethical Considerations	51
CHAPTER FOUR	52
RESULTS AND DISCUSSIONS	52
4.1 Introduction	52
4.2 Questionnaire Response Rate	52
4.3 Demographic Characteristics of respondents	53
4.4 Analysis in Relation to Research Objectives	56
4.4.1 Teachers Professional Development and Academic Performance	57
4.4.2 Remuneration of Teachers and Academic Performance	62
4.4.3 Teachers Working Conditions and Academic Performance	67
4.4.4 Model Summary and Parameter Estimates	71
4.4.5 Academic Performance	73
CHAPTER FIVE	75
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	75
5.1 Introduction	75
5.2 Summary of the Findings	75
5.3 Conclusions	77
5.3.1 Influence of Teacher Professional Development on Academic Performance	77
5.3.2 Influence of Teacher Remuneration on Academic Performance	77
5.3.3 Influence of Teacher Working Conditions on Academic Performance	78
5.4 Recommendations	78
5.5 Areas for further Research.....	79
REFERENCES	80
APPENDICES	89
APPENDIX 1: QUESTIONNAIRE	8992
APPENDIX II: INTRODUCTION LETTER FROM MKU	93
RESEARCH PERMIT FROM NACOSTI.....	94
FIELD ENTRY AUTHORIZATION.....	95
APPENDIX III: TURNITIN REPORT	96
APPENDIX IV: MAP OF KURESOI SUB COUNTY	98



LIST OF TABLES

Table 4.1: Response Rate	52
Table 4.2: Distribution of Respondents by Gender.....	53
Table 4.3: Age Category of Teachers	54
Table 4.4: Professional Qualification of Teachers	54
Table 4.5: Length of Services of Teachers	55
Table 4.6: Length of Stay in Current School	56
Table 4.7: Influence of Teachers Professional Development on Academic Performance	57
Table 4.8: Correlation Analysis between Teachers Professional Development and Academic Performance	59
Table 4.9: Model Summary-Teachers Professional Development and Academic Performance	60
Table 4.10: ANOVA-Teachers Professional Development and Academic Performance	60
Table 4.11: Regression Coefficient-Teachers Professional Development and Academic Performance	61
Table 4.12: Influence of Teacher Remuneration on Academic Performance	62
Table 4.13: Correlation Analysis between Teacher Remuneration and Academic Performance	64
Table 4.14: Model Summary-Teacher Remuneration and Academic Performance	65
Table 4.15: ANOVA on Teacher Remuneration and Academic Performance	65
Table 4.16: Regression Coefficient-Teacher Remuneration and Academic Performance	66
Table 4.17: Influence of Influence of Teachers Working Conditions and Academic Performance	67
Table 4.18: Correlation Analysis between Teachers Working Conditions and Academic Performance	69
Table 4.19: Model Summary-Teachers Working Conditions and Academic Performance	70
Table 4.20: ANOVA on Teachers Working Conditions and Academic Performance	70
Table 4.21: Regression Coefficient-Teachers Working Conditions and Academic	

Performance 71
Table 4.22: Model Summary and Parameter Estimates 72
Table 4.23: Academic Performance 74

LIST OF FIGURES

Figure 1: Conceptual Framework 44



LIST OF ABBREVIATIONS AND ACRONYMS

BOM :	Board of Management
INSET:	In-service training
JSC :	Junior Secondary School Certificate
KCPE :	Kenya Certificate of Primary Education
M.S. S :	Mean Standard Score
PTA :	Parent Teachers Association
SPSS :	Statistical Package for Social Sciences
TPD :	Teacher Professional Development
TSC :	Teachers Service Commission



Mount Kenya University

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In addition to the operational definition of important terminology, this chapter includes background information, the problem statement, purpose, objectives, research questions, significance, scope, constraints, delimitation, and assumptions.

1.1 Background to the Study

Since education aims to provide the economy with human capital that can successfully and competently convert various assets into yield of high esteem, it plays a crucial role in a country's economic development. It is seen as the cornerstone of social and economic progress and a standard approach to addressing people's well-being (Orodho, 2004). The purpose of schools is to help students improve their knowledge, attitudes, and abilities (Dornyei, 2001).

As institutions, schools have two main goals: performance or outcome goals and organization maintenance goals. Schools aim to achieve high scores on national exams in order to meet performance goals. Activities that uphold and ensure the survival of an organization are known as maintenance aims. These incorporate high scholarly and train measures, great execution in co-curricular exercises and public image (Meaghan & Nick 2002).

The provision of high-quality education, which is defined by the caliber of its inputs and output, is essential for the efficient and successful accomplishment of school performance or outcome goals in a primary school context (Okumbe, 2001). It now demands high-quality instruction and learning, a fact supported by Dornyei (2001), who

emphasized that successful schooling is largely dependent on the caliber of the teaching staff. When teachers give high-quality instruction, students' performance will be used to gauge how well they are doing (Adair, 2009). In elementary schools, teacher motivation is one of the numerous factors that lead to improved student performance. According to the Kenya Education Sector Support Program (KESSP) and Session Paper No. 1 of 2005, a teacher is one of the most crucial components of the educational system. Therefore, effective management and use of this resource are essential for high-quality learning outcomes in the educational system.

Nyange (2013) looked into the variables affecting secondary school teachers' job satisfaction in Kenya's Voi District. The study aimed to ascertain the degree to which supervision affects secondary school teachers' job satisfaction, the degree to which recognition affects their job satisfaction, the relationship between promotions and job satisfaction, and the relationship between secondary school teachers' job satisfaction and their pay in Kenya's Voi District.

According to Alarm and Farid (2011), teacher motivation is essential since it has a direct impact on the students. Marques (2010) supports this reality by concluding that performance, motivation, and satisfaction are interconnected. Additionally, according to Dornyei (2001), teacher efficacy has a direct impact on students because there is a strong correlation between the two and that students' achievement may be achieved with the teacher's help. This suggests that low teacher motivation significantly contributes to students' subpar performance.

Globally, teachers in China, especially at high school and college level reported that they enjoy high public esteem, respect and recognition for their professionalism and expertise.

Pre-school and primary school teachers in China were less recognized in the past but have been gaining higher esteem as the certification standards have been raised and competition for jobs has been increasing in China (Bishop, 2008). In the US teachers are being paid moderately low pay rates. Teachers with additional encounter and advanced education acquire more than those with a standard bachelor's degree and certificate while secondary teachers have the most noteworthy median salary earning. Numerous teachers exploit the chance to increment their wage by managing after-school programs and other extracurricular exercises. Merit pay systems are on the rise for teachers, paying teachers extra money based on excellent classroom evaluations, high test scores and for high success at their overall school (Karuga, 2004).

Across the African continent, schools in Nigeria are rapidly deteriorating and the damage to the system ranges from inadequate teaching and learning facilities to ineffective leadership and teacher motivation. Ankabi (2010) drew attention to the fact that teachers in Nigeria are dissatisfied, frustrated and demotivated. The state of schools is marked by dilapidated buildings with outdated facilities and equipment. Teachers are sometimes forced to work under the most unfavourable and unfavorable conditions. This has inevitably led to poor performance of students in external examinations, which is linked to cheating in examinations, factionalism and other negative practices (Akanbi, 2010).

In Zimbabwe, Gullatt and Bennet (2005) highlighted that the need for dynamic teachers has reached a critical level in today's technologically-driven society that is undergoing fundamental changes. The learning environment and teachers' motivation to develop knowledge require relative attention in learning outcomes. What happens in the

classroom between the teacher's psychological engagement in motivation and the student's ability to learn well all have an impact on the student's learning opportunities. Classroom activities, the repetitive actions that students and teachers perform while learning are important because they constitute the knowledge that is created.

Locally, in Kenya, teacher motivation and occupation fulfillment is not any better. For pay and recompenses to the teachers is comparatively low than in the other alternate callings. Teaching profession is considered as 'calling of the final resort' where people end up there after they neglect to secure better proficient courses. In a few schools, teachers are not involved in decision making as staff meetings are merely used as directive forums. There is poor housing and working conditions. Remuneration of teachers, giving chance to teachers to advance their careers, provision of teaching and learning materials and equipment to the teachers is sometimes not prioritized (Ogw'ori, 2012). These demotivate teachers hence affecting the performance of the learners in primary schools.

Mutiso (2005) found that teachers in rural areas are more negatively impacted because of the ongoing lack of basic amenities like libraries, banking services, housing, clean water, telephone services, and electricity. These teachers may find their jobs unpleasant, he adds, especially in comparison to their urban counterparts who have easier access to these facilities. The aforementioned conclusions were further supported by Sargent and Hannum's (2000) study in China, which showed that teachers in rural areas of developing countries face particular challenges.

Musili (2015) conducted a study to look into how teacher-related factors affected students' KCSE performance in Kibwezi Sub County's public secondary schools. The

goals were to ascertain how teacher job satisfaction affected students' performance on the KCSE exam, how teacher motivation affected students' performance, how professional qualification affected students' performance on the KCSE exam, and finally, how teacher professional experience affected students' performance on the KCSE in Kibwezi Sub County. The respondents were chosen using a stratified sample and a descriptive survey design. According to the study, professional development for teachers has an impact on students' performance since these teachers make better use of their skills and abilities. Herzberg's two-factor model results. Low teacher motivation and job satisfaction were found in developed countries, according to the findings of a study by Sylvia and Hutchinson (2005). These findings were attributed to internal factors such as pay incentives that were ineffective at increasing motivation.

Since teaching is a hard job, it must be compensated well in order to draw and keep teachers (Olando, 2003). By doing this, educators will be less likely to flee for better opportunities elsewhere. Olando also emphasizes that favorable conditions are necessary for any effective work to occur. Therefore, it is important to create an environment that allows an individual to perform and achieve the intended outcomes. According to Okemwa (2003), because of the underdevelopment in their schools, teachers in rural areas face greater disadvantages than their urban counterparts. This is relevant to Kuresoi South Sub County in the larger Nakuru County, where the purpose of the study is to ascertain how much academic success in public primary schools is influenced by teacher compensation, working conditions, and professional development.

1.2 Statement of the Problem

With a cumulative mean standard score of 244.06 out of 500, students in Kuresoi South

Sub-County, Nakuru County, performed below average in the Kenya Certificate of Primary Education (KCPE) exam from 2017 to 2022 (Kuresoi Sub-County Education Office, 2022). Only 24 of the 91 schools in Kuresoi South Sub County received a mean standard score of 250 marks, according to the results of the KCPE 2022, which indicates that 74% of Kuresoi's public primary schools received below-average scores. Stakeholders in Nakuru County's education system are very interested in this problem of diminishing academic performance. The study "Influence of school environment on academic achievement of students in secondary schools in zone "a" senatorial district of Benue state, Nigeria" by Odeh, Oguche, Angelina, and Ivagher (2015) was one that made a contribution to this field of study. The study was guided by three research questions and three hypotheses. For the study, a descriptive survey design was chosen. 1636 teachers from 119 secondary schools in Benue State's Zone "A" Senatorial District took part in the study. The study used a sample of 250 teachers. The findings of the study showed that students' academic performance in secondary schools in Benue State's Zone "A" Senatorial District is significantly impacted by the physical facilities, environment, and discipline of these institutions. The working conditions, pay, and professional development of teachers are said to be the cause of this subpar performance. Although there are many reasons for this poor performance, little research has been done to examine the relationship between teacher motivation and students' academic achievement. The status of the teaching profession has deteriorated in developed countries over the last half-century, according to IIEP (2012). Few links exist between teacher performance, compensation, and development, and there are few incentives for teaching. According to a UK study by Spear (2000), teacher motivation and job satisfaction were low because of work overload, low pay, and a negative societal

perception of teachers. Additionally, the study confirmed the results of Herzberg's twofactor model. Sylvia and Hutchinson (2005) found that low teacher motivation and job satisfaction were caused by intrinsic factors such as pay incentives that did not increase motivation. Their study was conducted in developed nations.

In the past, preschool and primary school teachers in China were not as well-known, but as certification requirements have increased and job competition has increased, their status has grown (Bishop, 2008). The pay rates for teachers in the United States are relatively low. Secondary teachers earn the highest median salary, while teachers with more experience and advanced training earn more than those with only a bachelor's degree and certificate. Many educators take advantage of the opportunity to increase their pay by overseeing after-school activities and other extracurricular activities. Teachers are increasingly being paid more under merit pay schemes, which are based on high test scores, good classroom evaluations, and overall school success (Karuga, 2004). Therefore, the purpose of this study was to determine how certain teacher characteristics affected the academic achievement of students in public primary schools in Kuresoi South Sub County, Nakuru County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish the effect of teacher motivation on academic performance in public primary schools in Kuresoi South, sub-County, Nakuru County.

1.4 Objectives of the Study

- i. To establish the influence of teacher professional development on academic performance in public primary schools in Kuresoi South Sub County, Nakuru County.

- ii. To determine the influence of teacher remuneration on academic performance in public primary schools in Kuresoi South Sub County, Nakuru County.
- iii. To determine the influence of teacher working conditions on academic performance in public primary schools in Kuresoi South Sub County, Nakuru County.

1.5 Research Questions

- i. To what extent does teacher professional development influence academic performance in public primary schools in Kuresoi South Sub County, Nakuru County?
- ii. How does teacher remuneration influence academic performance in public primary schools in Kuresoi South Sub County, Nakuru County?
- iii. What is the influence of teacher working conditions on academic performance in public primary schools in Kuresoi South Sub County, Nakuru County?

1.6 Significance of the Study

It is believed that the findings of this study will benefit policy makers, the Ministry of Education, Parents and School Administrators to understand the influence of teacher` motivation on pupil academic performance. It can work as a tool to show whether teacher motivation has any influence on pupils` performance and to make recommendations on how teachers can be motivated.

1.7 Scope of the Study

The study was conducted in Nakuru County's Kuresoi South Sub-County. Head teachers and other educators at public primary schools in Kuresoi South Sub County, Nakuru County, were the main focus. Academic performance was the dependent variable, and the study was restricted to three independent variables: teacher professional

development, teacher compensation, and teacher working conditions. The research was carried out over roughly four months.

1.8 Study Limitations

This study faced a number of challenges when being carried out. Some respondents were not willing to participate in the study. Therefore, some information could be withheld. The researcher was persuasive and explained to them the importance of the study. The respondents were also notified on the confidentiality of the information they gave. The researcher also encountered challenges in accessing the respondents due to the fact that teachers and head teachers are ordinarily occupied with class work throughout the day and could be unavailable over the weekend and during school holidays. In regard to this limitation, the researcher sought appointment with respective school heads in order to determine the most appropriate time to access the respondents and also give them incentives.

1.9 Delimitations

The study only covered one of the eleven Sub Counties of Nakuru County that is Kuresoi South Sub County. The Sub County was chosen on basis of proximity to the researcher. The researcher therefore traveled across the Sub County with ease during the study with reduced limitations.

1.10 Assumptions of the Study

The study was based on the following assumptions: -

- i. The respondents will give the correct information when responding to the research instruments
- ii. Kenya Certificate of Primary Education (KCPE) is an indicator of measure of pupils' academic performance.

- iii. The sample size will be adequate to enable the researcher draw a valid conclusion about the population.

1.11 Operational Definition of Key Terms

Academic achievement: The summary cognitive measure of what a learner has learnt as well as of many units or months of work. School /class Mean Standard Score (M.S.S.) for consecutive K.C.P.E. exams will be used.

Motivation: those internal and external elements that give a teacher the drive and enthusiasm to stay engaged in and dedicated to their work as teachers and to work tirelessly to ensure that students do well on tests.

Primary school teacher: A person appointed by the Teachers Service Commission (T.S.C.) to teach children in a primary school.

Remuneration: Is a reward for employment in the form of pay, salary, or wage, including allowances, benefits (such as transport allowance, medical plan, pension plan), cash incentives, and monetary value of the noncash incentives.

Satisfaction: The degree to which teachers feel positively about various factors of their job to which when provided makes them feel that they are getting value at the school and makes them more willing to work harder.

Teacher Professional Development is defined as a process of improving both the teacher 's academic standing as well as acquisition of greater competence and efficiency in discharging her/his professional obligations in and outside the classroom.

Teachers working conditions: refers to the working environment and all existing

circumstances affecting teaching of pupils in the classrooms, including workload, classroom conditions, management support and distance at work, housing and travel.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter summarizes earlier research on how teacher motivation affects students' academic achievement in classrooms. The study themes were teacher professional development, Teacher remuneration and teachers working conditions. The material was sourced from published books, journals and articles. The chapter presents the empirical literature, followed by the theoretical framework, then the conceptual framework and finally recap of literature review.

2.1 Empirical Literature

This section looks at similar studies done by other researchers in relation to the topic of study and the objectives of study. The studies reviewed revolve specifically on teacher professional development, remuneration of teachers and teachers working conditions as part of Teacher motivation factors. The review of the foregoing is relative to academic achievement.

2.1.1 Professional Development of Teachers and Academic Performance

Professional development is a means for increasing teaching professionalism, which could have a positive influence on the job satisfaction and retention in their schools and their profession. Several studies in other employment situations other than schools

support a positive relationship between satisfaction with work place training and overall job satisfaction (Schmidt, 2004) and found that satisfaction with career development positively correlated with organizational commitment and job satisfaction. The role of supervisor must provide adequate guidance for his subordinates.

Almost all teachers value outside professional support, even though they may not like having their decisions and actions as educators controlled by others. Bennell and Akyeampong (2007) point out that more opportunities for teacher professional development and more appealing career structures are necessary to increase teacher motivation, which in turn improves student performance. Particularly when paired with mentoring and observation, in-service training (INSET) can boost teacher morale and improve student outcomes (Ginsburg 2009). Although they believe they need outside assistance, resources, and training to succeed in their jobs and advance in their careers, teachers do seem to have faith in their own skills (Bennell and Akyeampong 2007).

The study "Influence of school environment on academic achievement of students in secondary schools in zone "a" senatorial district of Benue state, Nigeria" by Odeh, Oguche, Angelina, and Ivagher (2015) was one that made a contribution to this field of study. The study was guided by three research questions and three hypotheses. For the study, a descriptive survey design was chosen. 1636 teachers from 119 secondary schools in Benue State's Zone "A" Senatorial District took part in the study. The study used a sample of 250 teachers. The findings of the study showed that students' academic performance in secondary schools in Benue State's Zone "A" Senatorial District is significantly impacted by the physical facilities, environment, and discipline of these institutions. The researchers recommended, among other things, that appropriate school

Observed student achievement is a significant and connected channel through which professional development also increases teacher motivation. High-achieving students have been linked to teacher job satisfaction (Michaelowa 2002), and teachers in various developing nations have been observed to become more motivated when they see their hard work result in better student performance. Specifically, teachers can be highly motivated by coaching them to set expectations for students, improve classroom management, and use innovative teaching techniques (Mendez 2011).

Teacher motivation is unfortunately frequently undermined by circumstances surrounding career development. Teachers are frequently hired from underperforming academic programs in the educational system, which not only reinforces the perception that teaching is a low-skilled occupation but also makes it an appealing alternative for those who lack talent and a last resort for those who do.

An analysis of Ethiopian teachers' morale and motivation. Remarkably, Michaelowa (2002) discovers that teachers with the highest levels of education are the least content with their jobs, suggesting that their training does not align with the demands of their jobs. When dedicated, talented educators do join the system, they are met with limited prospects for advancement and only infrequent, subpar training that does not equip them with the skills they need to overcome obstacles in the classroom (Ramachandran and Pal 2005). Although these opportunities are limited, teachers frequently depend on and cherish the chance to network with other educators and even advance up the career ladder to become official mentors to other educators.

Aacha (2010) investigated the relationship between motivation and the performance of primary school teachers in the Kimanya-Kyabakuza division of Masaka district. Finding

out how intrinsic and extrinsic motivation affected teachers' motivation and whether it affected their role to perform was the aim of the study. A descriptive survey design was adopted. The study's findings demonstrated that teachers performed well despite having low motivation. It was found that intrinsic motivation and teacher performance were strongly positively correlated in the division's primary schools. Nonetheless, a relationship between extrinsic motivation and teachers' performance was discovered, indicating that extrinsic motivation affected teachers' performance.

Both good and bad teachers are promoted together because the main factors influencing advancement are years of service and qualifications, which further deters motivation (Bennell and Akyeampong 2007). Teachers frequently view their work in the classroom as a stepping stone to another career path, such as school administration. Nevertheless, there aren't many chances for growth in or out of the classroom under the current system (Fanfani 2004). Higher absenteeism may result from teachers' independent study to further their credentials when they do pursue their post-classroom goals (Methodological Guide for the Analysis of Teacher Issues 2010).

A study on the effects of teacher professional development activities on Turkish students' academic performance was conducted by Sukru (2016). In this study, the researcher compared the level of participation of Turkish teachers in professional development activities to that of top-performing nations, such as Singapore, South Korea, Hong Kong, Taiwan, and Japan, as determined by the Trends in International Mathematics and Science Study 2015. The study's findings showed that, in comparison to teachers in Turkey, a higher percentage of educators in the top-ranked nations engaged in professional development activities across the majority of the subcategories of

professional development in both science and mathematics, which enhanced students' academic performance.

Numerous studies have examined the relationship between student academic achievement and teacher preparation programs. Ngala (2007) asserts that there is a positive relationship between teacher preparation and students' academic performance on final exams, when all other variables are held constant. Teachers in high-performing schools showed greater interest in staff training programs than their counterparts in average and low-performing schools, according to a different study on staff development programs and teacher effectiveness conducted by Ngala and Odebero (2010) in the Rift Valley and Nyanza provinces. A study on the impact of teacher motivation on secondary school students' performance was carried out in Pakistan by Atiya and Palwasha (2013). The research was quantitative in nature and a survey was conducted to acquire the views of the respondents who were the teachers themselves. The findings of the study revealed that teacher motivation was important as it improved skills and knowledge of teachers as well as directly influencing students' achievement.

Oparanya, Kisiangani and Okiya (2015) conducted a study on factors influencing academic performance of standard eight girls in national examinations in public primary schools in Matungu Division, Kenya. Results from the study revealed that teacher factors like professional development, teacher shortage and inadequate teaching and learning facilities affected girls' performance. A gap therefore existed to investigate whether Teacher morale had an effect on pupils' academic achievement.

Musili (2015) did a study to investigate the influence of teacher related factors on students' performance in KCSE in public secondary schools in Kibwezi Sub County.

The objectives sought to establish the influence of teacher job satisfaction on students' performance in KCSE exam, determine the influence of teacher motivation on students' performance, assess the influence of teacher professional qualification on students' performance in KCSE examination and lastly to establish the influence of teacher professional experience on students' performance in KCSE in Kibwezi Sub County. The study used descriptive survey design and stratified sample was used to select the respondents. The study established that teacher professional training influenced students' performance because such teachers utilize their acquired skills and talents better. The study recommends that schools should motivate their teachers more, the ministry of education should provide more opportunities for further professional training and that newly employed teachers should be given on the job training to enhance performance.

According to Hanushek's (2011) review of 113 studies, in 100 of them, advanced degreeholding teachers did not predict higher student achievement levels. Both positive and negative relationships were found in the 13 studies where teacher advanced degrees were a significant predictor variable. Put another way, in six out of the thirteen studies, teachers with advanced degrees had a detrimental effect on students' academic performance. In 15 percent of the 60 studies they reviewed, Greenwald, Hedges, and Laine (2013) discovered that master's degree-holding teachers produced students who outperformed their non-master's degree-holding counterparts.

Sukru (2016) did a study on Teacher professional development activities on the academic performance of students in Turkey. In this study, the researcher examined Turkish Teacher involvement in professional development activities by comparing their participation with the level of participation in top-performing countries in the Trends in

International Mathematics and Science Study 2015, including Singapore, South Korea, Hong Kong, Taiwan, and Japan. The results of this study indicated that, when compared with teachers from Turkey, a larger proportion of teachers in the top-ranking countries participated in professional development activities in most of the sub-categories of professional development in both mathematics and science thus improving the academic performance of students in school.

A highly qualified and motivated teaching staff that understood the curriculum and the needs of the students was necessary to improve the quality of education, according to the Koech Commission (1999), which was tasked with looking into the Kenyan educational system.

Professional development can help teachers become more professional, which may improve their job satisfaction and retention in their profession and schools. Workplace training satisfaction and overall job satisfaction are positively correlated, according to a number of studies conducted outside of educational institutions. Schmidt (2004) also discovered a positive correlation between job satisfaction and organizational commitment and career development satisfaction. A supervisor's job is to give his subordinates enough direction.

Akpo (2014) explored the link between Teacher inputs and students' academic achievement in the Junior Secondary School Certificate (JSC) Mathematics for the period 2009 to 2013. One hundred and sixty-four JSC mathematics teachers from the 150 secondary schools participated in the study, with the final JSC Mathematics results of the students serving as the dependent variable of the study. Mathematics Teacher input data (professional development, academic qualifications, teaching experience and subject specialization) were collected from a questionnaire developed by the researchers.

Standard multiple regression was used to analyze the link between Teacher inputs and students' academic achievement in JSC Mathematics. The study found that Teacher professional development and subject specialization had a significant and positive relationship with students' academic achievement in JSC Mathematics.

A study by Mahulo (2012) sought to determine how teacher preparation affected the academic performance of students in mixed public secondary schools in Kenya's Gem District. Descriptive survey design was used in the study. The 107 teachers who were selected from 20 schools made up the study's population. These were selected for the study using a stratified random sampling technique. Purely day and boarding cum day were the two strata. According to the study, training by itself has little effect on Gem District students' performance. It was verified that the district's KCSE exam classes are taught by a large number of inexperienced teachers. According to the study, in order to increase teachers' productivity, they should receive professional training.

2.1.2 Remuneration of Teachers and Academic Performance

According to Okumbe (2001), employees are more motivated when they believe their compensation is fair in relation to their contributions. Employees become dissatisfied and perform worse when they believe their compensation is unfair. The results of Debbie's 2007 study seem to support Herzberg's (1966) theory that compensation is a hygiene factor rather than a motivator and that, once people are content with their salary, further raises won't have much of an impact on other factors that are pushing them to quit. According to Torrington et al. (2008), the hygiene factor has a threshold. In comparison to the rewards bestowed upon others, the output (promotion, salary, status) and the input (skills, efforts, experience) are fairly matched. According to teacher unions,

pay levels are frequently low and are falling both in real terms and in comparison to other professions. Teachers are always forced into a second job or private tutoring when the government has reduced their pay. Garnor (2004) Activities that generate secondary income divide teaching attention and loyalty and have a detrimental effect on educational quality.

Akpo (2014) investigated the relationship between the academic performance of students in the Junior Secondary School Certificate (JSC) Mathematics from 2009 to 2013 and the contributions of their teachers. The study's dependent variable was the students' final JSC Mathematics scores, and 164 JSC mathematics teachers from 150 secondary schools took part. A questionnaire created by the researchers was used to gather input data from math teachers, including their professional development, academic credentials, teaching experience, and subject specialization. The relationship between teacher inputs and students' academic achievement in JSC Mathematics was examined using standard multiple regression. The study discovered a strong and favorable correlation between students' academic success in JSC Mathematics and teacher professional development and subject specialization.

According to research by Marnane and Olson (2011), which used data from North Carolina and Michigan, teacher pay has a significant impact on how long teachers remain in the classroom. According to the findings, teachers with higher opportunity costs—as indicated by test scores or degree subjects stay in the classroom for shorter periods of time than teachers with higher salaries.

IIEP (2012) noted that over the past 50 years, the status of the teaching profession has declined in developed nations. There are few incentives for teaching and few connections

between teacher development, pay, and performance. Due to work overload, low pay, and a negative societal perception of teachers, a study conducted in the UK by Spear (2000) found that teacher motivation and job satisfaction were low. The study also supported the findings of Herzberg's two-factor model. The results of a study conducted in developed nations by Sylvia and Hutchinson (2005) confirmed the existence of low teacher motivation and job satisfaction, which were ascribed to intrinsic factors like pay incentives that did not work to boost motivation.

Teachers were dissatisfied with socioeconomic status, career choice, student behavior, and exam stress, according to a 2011 study on "Factors Affecting Teachers Motivation" by Alarm and Farid. It also showed that teacher motivation was influenced by students' behavior, exam stress, classroom environment, socioeconomic status, rewards and incentives, and the teacher's self-confidence.

The quality of teaching as a result of improved performance was found to be a major determinant of improved education experience and outcomes in a 2002 study conducted in Papua New Guinea called "Listen and Learn: A Policy Report on Papua New Guinean Teacher Attitudes to their Own Profession." It came to the conclusion that little was known about teachers' attitudes toward their work. Teacher motivation was impacted by terms of service, including pay, the system of allowances, and other benefits like housing, management of in-school and regional education centers, a lack of professional development and training, and a lack of a teacher's say in decision-making.

A study by Nyantika (1996) on "Factors Leading to Poor Performance in KCSE in Magombo Zone of Manga Division, Nyamira District" found that clan politics, a lack of

rewards for teachers and students to boost their morale, and absenteeism among teachers were the main causes of poor KCSE performance.

Mahulo (2012) conducted a study to find out how student academic performance in mixed public secondary schools in Kenya's Gem District was impacted by teacher preparation. The study used a descriptive survey design. The study's population consisted of 107 teachers who were chosen from 20 schools. Stratified random sampling was used to choose these for the study. The two strata were boarding cum day and purely day. The study found that the performance of Gem District students is not significantly impacted by training alone. It was confirmed that many inexperienced teachers teach the district's KCSE exam classes. The study concluded that professional training for teachers is necessary to boost their productivity.

However, in their investigation of the relationship between incentive pay, teacher motivation, and student achievement in the United States, McKinney (2011) came to the conclusion that career pay had no effect on students' reading and math proficiency or teacher motivation. Furthermore, neither reading nor math scores were impacted by school size, nor were they by personal factors like age, gender, years of experience, degrees obtained, membership in professional organizations, or graduate study.

Using St. Mary's schools as a case study, Zalwango (2014) conducted research in Tanzania to examine the role of motivation in improving the performance of private primary school teachers. The study's specific objectives were to determine the markers of motivation, investigate the variables affecting teachers' performance, and determine how motivation affected students' performance. A sample of 50 respondents, including head teachers, were consulted using a modified descriptive survey design. The results of the study showed that, in spite of their lack of motivation, teachers performed well. As

evidenced by their early arrival at work, consistent testing, and involvement in school events, among other things, the teachers generally carried out their responsibilities and activities with high morale. The study suggested pay increases for teachers to reflect the high standards of living, reward good work, upgrade facilities, and, most importantly, strive toward achieving predetermined objectives in order to enhance their performance at work.

A study on the effect of motivation on teachers' and students' performance in secondary schools in the Udi local government area was carried out by Chudi-Oji (2013). A survey study was conducted in a few public and private schools in the Udi local government area. To find the mean score, questionnaires were distributed, arranged, and examined. The conclusions were derived from the respondents' answers to the research questions. However, Chudi (2013) discovered that teachers' reluctance to teach effectively in the classroom resulted in a drop in performance due to irregular salary payments. School administrators were advised by (Chudi, 2013) to implement effective motivational techniques in their institutions, such as responsibility and recognition.

A study by Aacha (2010) examined how motivation affected the performance of primary school teachers in Masaka district's Kimanya-Kyabakuza division. The purpose of the study was to determine the impact of intrinsic and extrinsic motivation on teachers' motivation and whether it had any bearing on their role to perform. The survey design was modified to be descriptive. The results of the study showed that although teachers' motivation was low, their performance was still good. In the division's primary schools, it was discovered that there was a strong positive correlation between teachers' performance and intrinsic motivation. However, a correlation between teachers'

performance and extrinsic motivation was found, suggesting that extrinsic motivation had an impact on teachers' performance. In order to improve teacher motivation and performance at work, the study recommended an increment in primary teachers' salaries to match their cost of living.

In order to investigate the impact of pay on the performance of public secondary school teachers in Eldoret Municipality Uasin Gishu County, Kenya, Wekesa and Nyaroo (2013) conducted a study. The study's conclusions showed that teacher morale and productivity are impacted by equitable pay. There is a research gap because the study only looked at pay as a factor affecting teacher morale and excluded data on students' academic performance.

Kimengi (2001) found that poor working conditions and terms of service negatively impacted teachers' public image and diminished the profession's value. Most respondents said they were only in the field because they had nowhere else to go. The study found that teachers will seek and stay employed if the physical, social, economic, and security aspects of their working conditions are satisfactory; "if work conditions are not perceived as satisfactory, then high turnover can be expected" (Sergiovanni and Carver 2014). Sogomo (2003) found that fringe benefits were the primary source of overall job dissatisfaction, but many secondary school principals in Kenya were happy with their overall job role.

Nyange (2013) investigated the factors influencing the job satisfaction of secondary school teachers in the Voi District of Kenya. In Kenya's Voi District, the study sought to determine the relationship between secondary school teachers' job satisfaction and their pay, the degree to which supervision influences their job satisfaction, the degree to which

recognition influences their job satisfaction, and the relationship between promotions and job satisfaction. The research design used in the study was descriptive. The study found that teachers were dissatisfied with their pay because, in the opinion of the majority of respondents, it did not adequately cover their expenses and was not a reflection of their competence. The respondents' expectations were not met by the other benefits provided, such as transportation, medical, pension, and fringe benefits.

2.1.3 Teachers Working Conditions and Academic Performance

Living and working conditions have an effect on teachers' motivation and morale, which in turn affects their performance. Workload, classroom conditions, management support, and travel, housing, and work distance are the primary factors that affect teacher morale and motivation. The majority of teachers in countries like India and Pakistan teach very large classes, and the high expense of travel makes teacher tardiness and absenteeism worse, according to Bannell and Akyeampong (2007). According to a 2007 study by Bannell and Akyeampong, "a teacher motivation crisis" is occurring in many primary schools in Sub-Saharan Africa and South Asia as a result of a number of factors, including low accountability, an ineffective policy environment and management, low pay, low vocational and occupational status, and poor living and working conditions.

According to a 2002 study titled "Listen and Learn: A Policy Report on Papua New Guinean Teacher Attitudes to their Own Profession," one of the main factors influencing better educational experiences and results was the quality of instruction brought about by increased performance. It was concluded that the attitudes of teachers toward their work were not well understood. Terms of service, such as compensation, the allowance system, and other benefits like housing, the administration of regional and in-school

education centers, a lack of professional development and training, and a lack of a teacher's voice in decision-making, all had an effect on teacher motivation.

According to a 2013 study by Eshiali on "Factors Influencing Performance among Primary and Secondary Schools in Western Kenya," schools with teachers who created current lesson plans, work schemes, and teaching notes saw high exam scores. He argued that in order for teachers to work effectively for the benefit of the students, schools should provide a healthy work environment for them.

The Koech Commission (1999), which was tasked with investigating the Kenyan educational system, noted that improving the quality of education required a highly qualified and motivated teaching staff that could comprehend the curriculum and the needs of the students. It also noted that low teacher morale was a result of unfavorable terms and conditions of service. The Koech Commission suggested that teachers' working conditions be improved, that their terms of service be improved to increase their commitment and morale, and that promotions be granted based on experience and demonstrated merit.

Mukabane (2016) investigated the academic achievement and motivation of science teachers in Kenyan primary schools located in Butere Sub-County. The study looked at school learning factors that affect teacher motivation in order to meet its goals. Herzberg's Theory of Motivation served as the foundation for the investigation. The study's target population included parents, head teachers, school management committee chairmen (SMCs), and teachers. It was based on a cross-sectional survey design. The sample for this study was gathered using basic random sampling procedures. The study found that school inspections were not conducted on a regular basis and that the teaching

environment had unfavorable conditions that discouraged teachers. Additionally, it was shown that student performance was impacted by teacher workload and the parentteacher relationship. The study recommended; supervision be enhanced in schools, teachers' workload to be reduced and the gap between the head teacher and the teachers, the teachers and parents and teachers and society be minimized.

Chudi-Oji (2013) conducted a study on the impact of motivation on the performance of teachers and students in secondary schools in the Udi local government area. In the Udi local government area, a survey study was carried out in a few public and private schools. Questionnaires were distributed, organized, and reviewed in order to determine the mean score. The responses provided by the respondents to the research questions were used to draw the conclusions. However, Chudi (2013) found that because of inconsistent pay, teachers' unwillingness to teach effectively in the classroom led to a decline in performance. (Chudi, 2013) suggested that school administrators use motivational strategies like accountability and acknowledgment that work in their institutions.

One study that contributed to this area of research was "Influence of school environment on academic achievement of students in secondary schools in zone "a" senatorial district of Benue state, Nigeria" by Odeh, Oguiche, Angelina, and Ivagher (2015). Three research questions and three hypotheses served as the study's compass. A descriptive survey design was selected for the study. The study's participants were 1636 teachers from 119 secondary schools in the Zone "A" Senatorial District of Benue State. A sample of 250 teachers was used in the study. The study's conclusions demonstrated that the physical facilities, atmosphere, and discipline of secondary schools in Benue State's Zone "A"

Senatorial District have a major influence on students' academic performance. Among other things, the researchers suggested that suitable school administrators be given the ability to create a favorable learning environment that supports efficient instruction. Teachers should treat students fairly, the environment should be safe, and students should feel like they belong at school.

Research on how the school environment affects teacher motivation confirms that a bad school environment can result in low motivation and, consequently, poor performance (Chimombe, 2011). Michaeloaw (2002) discovered that workload difficulties have a positive correlation with absenteeism and a negative correlation with teacher job satisfaction. In addition to having a detrimental effect on teachers' efforts, a heavy workload in Africa also makes them reluctant to try new teaching methods (Bennel & Akyeamong 2007).

Nyongesa (2007) asserts that the government and the general public have treated secondary school teachers carelessly. Their workplace is not as important, he said. According to Kimengi (2001), the situation is made worse by the presence of teachers in rural areas. Mutiso (2005) found that teachers in rural areas are more negatively impacted because of the ongoing lack of basic amenities like libraries, banking services, housing, clean water, telephone services, and electricity. These teachers may find their jobs unpleasant, he adds, especially in comparison to their urban counterparts who have easier access to these facilities.

Nyagaya (2015) conducted a study on the factors influencing teachers' job satisfaction in public primary schools in Nairobi's Kayole Division. Data for the study was gathered from public primary schools in Kayole Division using a straightforward random sampling technique. All 20 of Kayole's public primary schools and their teachers were

the study's target population. In order to determine the factors influencing teachers' job satisfaction in public primary schools in Nairobi's Kayole Division, the study used primary data gathered from structured questionnaires that included both closed-ended and open-ended questions for head teachers and teachers. Because they teach between 31 and 40 lessons a week, the majority of teachers expressed dissatisfaction, according to the findings. According to the study's findings, the majority of teachers were dissatisfied with their jobs because they had a lot of work to do in terms of the number of lessons they taught each week, and some were also dissatisfied with the state of the classrooms. In order to increase teacher satisfaction, the study suggested that more teachers be hired and that school infrastructure be upgraded.

According to Johnson & Holdaway (2013), the management styles, working conditions, occupations, role, and involvement in the district of Alberta's elementary and junior high school principals were the factors that had the highest satisfaction scores. According to Nyongesa (2007), general working conditions like a tidy workspace, sufficient tools, suitable housing, and infrastructure can also result in a satisfactory degree of job satisfaction and, consequently, raise students' academic performance.

Poor working conditions and terms of service were found to depress teachers' public image and devalue the profession, according to Kimengi (2001). The majority of those surveyed stated that they were only in the field because they had no other options. According to the study, if the physical, social, economic, and security aspects of working conditions are satisfactory, teachers will seek and remain employed; "if work conditions are not perceived as satisfactory, then high turnover can be expected" (Sergiovanni and Carver 2014). Many Kenyan secondary school principals were content with their overall

job role, according to Sogomo (2003), who also found that fringe benefits were the main cause of overall job dissatisfaction.

According to Nyongesa (2007), both the public and the government have been negligent in their treatment of secondary school teachers. According to him, their workplace is not as significant. Kimengi (2001) contends that having teachers in rural areas exacerbates the situation. Due to the constant lack of basic amenities like libraries, banking services, housing, clean water, telephone services, and electricity, Mutiso (2005) found that teachers in rural areas are more negatively impacted. He continues by saying that these teachers might find their work unpleasant, particularly when compared to their urban counterparts who have greater access to these amenities. In their study conducted in China, Sargent and Hannum (2000) also supported the aforementioned conclusions by demonstrating that teachers working in rural areas of developing nations encounter unique difficulties.

According to Ellis and Dick (2012), teachers' status and working conditions needed to be improved in a manner similar to that of other college or university graduates. For instance, the majority of teachers in elementary and secondary schools have restricted access to a secretary, computer, or office. According to Mutiso (2005), the workload is frequently so heavy that it prevents many, if not most, teachers from achieving their full potential in the classroom without having to make unwarranted personal sacrifices or endure undue hardship. According to Howson et al. (2008), secondary teachers' standing needs to be raised, and new hires and more funding are essential.

2.2 Theoretical Review

This section covers a review of theories pertinent to Teacher motivation and academic achievement. These include attribution theory and affective events theory. The foregoing is discussed in the context of teacher motivation and academic performance in primary schools.

2.2.1 Attribution Theory

Teachers' status and working conditions needed to be improved in a way that was comparable to that of other college or university graduates, according to Ellis and Dick (2012). For example, most elementary and secondary school teachers have limited access to an office, computer, or secretary. According to Mutiso (2005), the workload is frequently so heavy that it prevents many, if not most, teachers from achieving their full potential in the classroom without having to make unwarranted personal sacrifices or endure undue hardship. According to Howson et al. (2008), secondary teachers' standing needs to be raised, and new hires and more funding are essential.

According to attribution theory, there are three types of reasons why people usually give for success or failure: First, the success or failure could have been caused by internal or external factors. To put it another way, we may succeed or fail because of aspects of our environment or because of things we believe to be within ourselves (Weiner, 1986). Second, success or failure can be attributed to either stable or unstable factors. Repetition of the same behavior is likely to produce the same outcome if we believe the cause to be stable. The outcome will most likely be different the next time if it is unstable. Third, Jones et al. (1972) distinguish between two possible explanations for success or failure: controllable and uncontrollable.

By looking at the elements that are ascribed to teachers' motivation, the attribution theory can be used to explain how teacher motivation affects academic achievement in Kuresoi North Sub County's public primary schools.

2.2.2 Affective Events Theory

Howard Weiss and Russell Cropanzano, two organizational psychologists, created the Affective Events Theory proponent (1996). For these teachers, the theory explains how moods and emotions affect employees' job satisfaction and performance. The model explains how employees' internal factors—such as their thoughts, feelings, and mental states—and how they respond to events that happen in their workplace impact their job satisfaction, organizational commitment, and performance. According to the theory, cognitive-based behaviors are the best indicators of job satisfaction, whereas affective work behaviors are explained by employee mood and emotions. According to the theory, emotional incidents at work that are both positive (like uplifts) and negative (like hassles) can be distinguished and have a big psychological impact on employees' job satisfaction. This leads to long-lasting affective reactions on the outside, such as job performance, job satisfaction, and organizational commitment, as well as internal ones, such as cognition, emotions, and mental states.

According to the Koech Commission (1999), which was entrusted with investigating the Kenyan educational system, improving the quality of education required a highly qualified and motivated teaching staff that understood the curriculum and the needs of the students.

The relationship between a number of antecedent variables, including dispositions, workplace events, job characteristics, job opportunities, and employee behavior

displayed while on the job, such as organizational citizenship behaviors, counterproductive work behaviors, and job withdrawal, may instead be mediated by job satisfaction, according to some research. Therefore, when employees encounter positive experiences like reaching a goal or winning an award, or negative ones like handling a challenging client or responding to a revised deadline, their decision to stay or leave is influenced by the feelings, moods, and thoughts related to the fulfillment they get from their work. Employees who report low job satisfaction are more likely to plan to quit, according to research showing that intention to quit fully mediates the relationship between job satisfaction and turnover. This theory's flaw is that it fails to take into consideration workers who express a high level of job satisfaction but leave abruptly. While the theory focuses on emotions and moods, it ignores extrinsic factors that could influence employees' decisions, such as better job offers outside of their current organization or personality traits that could influence their decision to leave their jobs early under ideal working conditions. These are subject variables that are impossible to measure objectively because teachers are frequently impacted by feelings and moods that they bring to class.

These feelings or moods could make it difficult to carry out teaching responsibilities, so this theory is pertinent to the study because teacher factors like motivation impact teacher productivity, which in turn influences students' KCPE performance in Kuresoi South Sub County public primary schools. It was determined that this theory was appropriate for this investigation.

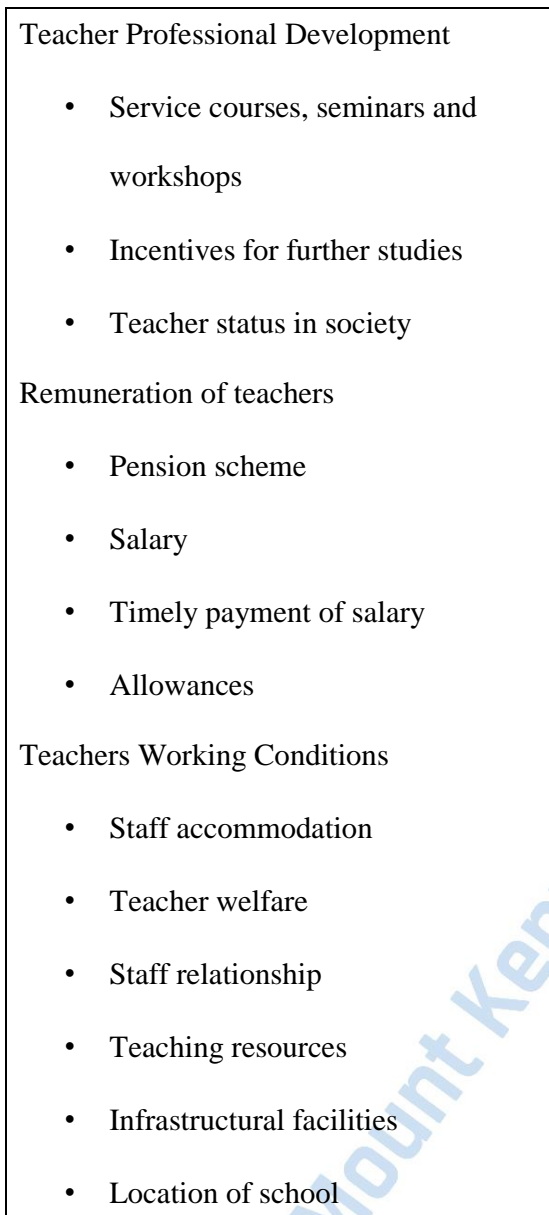
2.3 Conceptual Framework

A conceptual framework is based on specific concepts and propositions which are derived from empirical observations. The framework represents a diagrammatic representation of study concepts (variables) and how they are perceived to interact.

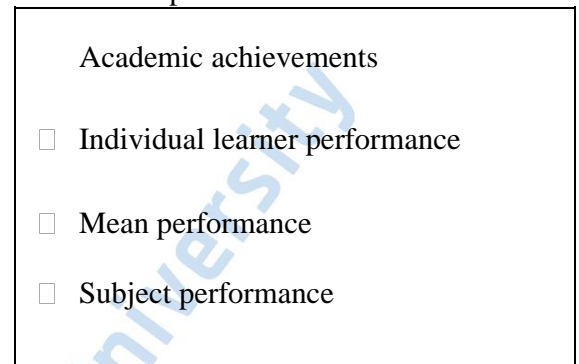
Figure 2.1 shows the conceptual framework for the present study.



Independent Variables



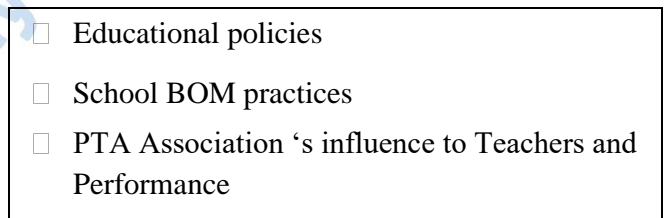
Dependent Variable



Intervening variables



Figure 1: Conceptual Framework



Source: Researcher (2018)

Two sets of study variables are described in

the conceptual framework, as shown in Figure 1. These comprised the dependent variable as well as predictor (or independent) variables. Academic performance is the dependent variable, whereas independent variables include teacher professional development, teacher compensation, and teacher working conditions. It is anticipated that the independent constructs mentioned will have an impact on academic achievement

in public primary schools and serve as a means of inspiring teachers. This study will be carried out based on the aforementioned assumption.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The methodology used to arrive at research findings that address the previously stated problem and study objectives is the main focus of this chapter. The research design, target population, sampling strategy, research instrument, pilot testing, data collection process, data analysis, and study findings presentation are all covered in this chapter. The chapter concludes by outlining the ethical considerations that were taken into account during the study.

3.1 Research Methodology

The study used quantitative research method. Quantitative research method is conclusive in its purpose, as it tries to solve a problem and understand how possible it is by looking for projectable results to a larger population.

3.2 Research Design

According to Kothari (2008), a research design is a blueprint of conducting a research study. A good research study is founded on a suitable research design, and the reverse is true. The present study adopted an ex-post facto research design. This is a quasiexperimental design where the effect of given predictor variable (s) on the dependent variable is examined without altering the subjects being investigated. It is further postulated that this research design is ideal in social research studies where it is impractical or unacceptable to manipulate the characteristics of human participants. Expost facto research studies examine facts that have already taken place (Simon & Goes,

2013). The choice of using the research design is based on the fact that the study examined the influence of teacher motivation on academic performance in public primary schools in Kuresoi South Sub-County without altering the respondents in the study. In line with this, all the three variables and academic performance that was central to this study are events that have already occurred by the time the study was conducted. Moreover, the study adopted a quantitative approach which implies that the data collected is numerical in nature.

3.3 Location of the Study

This study was conducted in all public primary schools in Kuresoi South Sub-County, Nakuru County, Kenya. The Sub County is selected for the study because of the available information from the Sub-County Education Office revealed that the performances of KCPE over the last five years showed worrying trend compared to others Sub Counties. Therefore, this location was rich of information useful for this study.

3.4 Target Population

A target population is a collection of people or subjects who have similar traits (Kombo & Tromp, 2010). In Kuresoi South Sub County, Nakuru County, 91 public primary schools, 91 head teachers, and 784 primary school TSC teachers made up the study's target population.

3.5 Sampling Procedures and techniques

Descriptive studies should use a sample size of 10–30% of the population, according to other researchers like Mugenda and Mugenda (2003). The process of selecting specific items for study is known as sampling. The sample size for this study was 25% because

it is recommended that researchers use the largest sample possible because statistics derived from a large sample are more accurate (Kasomo, 2007). Out of the 91 schools, 273 participants—including the head teacher and at least two teachers from each school—were chosen, accounting for 25% of the target population. To guarantee that every teacher in the school had an equal chance of being included, simple random sampling was employed. After drawing the names of every teacher in a school on paper and thoroughly combining them in a container, two teachers were chosen, along with the head teacher, to take part in filling out the questionnaire.

3.6 Research Instrument

In order to gather information, the researcher employed a questionnaire. A structured questionnaire was used in the study to help gather primary data from the participants. There were both closed-ended and Likert-scale questions on the survey. Closed-ended questions are crucial because they are simpler to administer because each item has a choice of responses, and they are easier to analyze because they are in an instantly usable format (Saunders and Thornhill, 2010).

3.7 Reliability and Validity of the research Instrument

3.7.1 Validity of research instrument

Validity tests are conducted with the aim of ensuring that the data collection instrument (presently, a structured questionnaire) is able to facilitate collection of the intended data (Kimberlin & Winterstein, 2008). The data collected is supposed to be in line with the study objectives. In the case of the present study, the researcher sought to assess the content validity of the research questionnaire. Content validity which statistically cannot

be determined (Kimberlin & Winterstein, 2008), was assessed through consultation with the assigned University supervisors.

3.7.2 Reliability of research instrument

A reliability test evaluates a research instrument's consistency. When given repeatedly to the same or comparable respondents, a reliable instrument can produce consistent results

(Kombo & Tromp, 2010). Initially, a pilot study was conducted before the primary study. Kuresoi North Sub County's public primary school teachers and head teachers were chosen at random to participate in the pilot study. In order to effectively exclude pilot study participants from participating in the main study, an area outside the current study's scope was chosen. The rationale of the pilot study was in order to address any probable weakness in the questionnaire that was employed in facilitating collection of data for the main study.

In this study, the Cronbach alpha coefficient was used to test the reliability of the research questionnaire. This choice is founded on the fact that the data collected was on a Likert scale and this test is the most recommended and widely used (Kimberlin & Winterstein, 2008). The reliability threshold was alpha coefficient equal to or greater than 0.7. In other words, the study constructs that returned alpha coefficients that meet the foregoing threshold was factored in the research instrument used in collection of data for the main study.

3.8 Data Collection methods and Procedures

The researcher obtained an introductory letter from the School of Education at Mount Kenya University to introduce herself to the head teachers of the public primary schools

in Kuresoi South Sub County. Additionally, the researcher went so far as to request a permit from the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher visited the study area and obtained permission from the D.E.O.'s office, Kuresoi South Sub County, Nakuru County, and the president's office before beginning the study. The letter guaranteed the respondents' confidentiality and outlined the study's goals and specifics. The researcher administered the questionnaires in person in order to increase the response rate by explaining to the respondents the importance of their participation in the research study.

3.9 Data analysis techniques and Procedures

To verify the information gathered, the completed questionnaires were first screened. The Statistical Package for Social Sciences (SPSS) Version 24 made data analysis easier. The analysis made use of both descriptive and inferential statistics. The descriptive statistics that were employed included measures of dispersion in the form of standard deviations, measures of central tendencies represented by means, and measures of distribution in the form of frequencies and percentages. Multiple regressions and Spearman rank correlation were examples of inferential statistics. The results of the study were displayed as tables. The regression model listed below was chosen.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon \text{ Where:}$$

$$Y = \text{Academic Performance } \beta_0 = \text{Constant } \beta_1, \beta_2 \text{ and } \beta_3 =$$

Regression coefficients of independent variables

X_1 = Teacher professional development

X_2 = Remuneration of Teachers

X_3 = Teachers working conditions

ε = Error term

3.10 Ethical Considerations

The study factored in a number of ethical considerations before, during and after carrying out the study. The study had questionnaires structured in a way that desist from seeking sensitive data from the respondents, for instance the exact age of the respondents. This was addressed by seeking to collect categorical data instead of continuous data. Respondents were not asked to provide their names or the names of their schools as part of the study. Additionally, the participants were guaranteed that the study was conducted solely for scholarly purposes. Furthermore, the researcher was open to sharing the study's results with any interested participants.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The results of this study are detailed in this chapter. To assess the impact of the three independent variable constructs—teachers' professional development, teacher compensation, and working conditions—on the dependent variable, academic performance, descriptive statistics were produced and linear regression models were fitted. To evaluate the relationship between independent variables, a multiple linear regression was employed on academic performance of pupils in public primary schools in Kuresoi South Sub County, Nakuru County.

4.2 Questionnaire Response Rate

The response rate is as shown in table 4.1.

Table 4.1: Response Rate

Questionnaires	Occurrence	% (Percent)
Filled and collected	210	76.9
Unfilled	63	23.1
Total	273	100

The chosen head teachers and TSC teachers of public primary schools in Kuresoi South Sub County, Nakuru County, received a total of 273 questionnaires. 210 of the 273 surveys that were distributed were completely filled out, yielding a response rate of 76.9%; the remaining 23.1% were left blank and therefore not gathered. According to Fincham (2008), the optimal response rate is 60% or higher. Therefore, since the

response rate was above 60% that is 76.9%, data collected was sufficient to undertake analysis.

4.3 Demographic Characteristics of respondents

The study's objective was to ascertain the demographic data of the participants. The researcher began by performing a broad examination of the demographic data that the participants had supplied, including their gender, age range, level of education, length of time spent working as a teacher or school administrator, and length of time spent at their current institution. Table 4.2 through Table 4.6 present the findings.

4.3.1 Gender Distribution

The gender of the respondents was examined based on their classification as male or female, and the findings are displayed in Table 4.2.

Table 4.2: Distribution of Respondents by Gender

Gender	Frequency	Percent
Males	93	44.4
Females	117	55.6
Total	210	100

According to Table 4.2, women made up the majority of the teachers (55.6%), while men made up 44.4%. The Kenyan government (2007) states that, with regard to public appointments, all public institutions must adhere to a one-third gender rule. Given that the percentage of minority male teachers was higher than 33 percent, one could be content based on this.

4.3.2 Age Category of Respondents

Teachers were divided into four age groups: under 30, 31–40, 41–50, and 51–60. Table 4.3 displays the results of the analysis.

Table 4.3: Age Category of Teachers

Age bracket	Frequency	Percent
30 years and Below	43	20.5
31-40 years	95	45.4
41-50 years	39	18.4
51-60 years	33	15.7
Total	210	100

According to the results, 20.5% of the teachers were under 30 years old, 45.4% were between 31 and 40, 18.4% were between 41 and 50, and 15.7% were between 51 and 60. Taking together the teachers who were below 30 years and those between 31-40 years it is evidence that majority 65.9% of the teachers in Kuresoi south sub county are below 40 years. This indicates that a sizable portion of educators will not be retiring anytime soon.

Therefore, there input towards the academic performance of pupils is of great essence.

4.3.3 Professional Qualification of Respondents

The study sought to determine the professional qualification of the teachers. Teachers qualification in the profession of teaching was measured as either being a P1 teacher, diploma, degree or master's qualification. Results for this parameter were reported together in Table 4.4

Table 4.4: Professional Qualification of Teachers

Level of Education	Frequency	Percent
P1	93	44.4

Diploma	56	26.6
Degree	50	23.9
Master's degree	11	5.4
Total	210	100

From Table 4.4, it can be seen that majority (44.4%) of the teachers were P1 teachers, 26.6% of the teachers had diploma qualification, 23.9% had bachelor's degree level of professional qualification while 5.4% had master's degree. This results shows that all the teachers had qualified professional qualification to teach pupils in primary schools.

4.3.4 Respondents Length of Service

This study established the length of service as determined by the number of years a respondent had been employed as a teacher. Accordingly, a respondent's teaching experience was classified as less than five years, five to ten years, eleven to fifteen years, and more than fifteen years, as shown descriptively in Table 4.5.

Table 4.5: Length of Services of Teachers

Number of years	Frequency	Percent
5 years and below	113	53.6
5-10 years	51	24.4
11-15 years	10	4.9
15 years & above	36	17.1
Total	210	100.0

Table 4.5 shows that the majority of teachers (53.6%) had less than five years of teaching experience, followed by those with five to ten years (24%), and those with more than fifteen years (17%). Just 10 teachers, or roughly 5% of the 210 teachers who responded, had 11–15 years of teaching experience.

4.3.5 Duration of Service in Current School

The duration of service in the current school was set for the teachers, just like the length of service in teaching experience. Less than one year, one to five years, six to ten years, and more than ten years were the categories used to determine the number of years of service in the current school. In light of this factor, the data was examined and shown in Table 4.6.

Table 4.6: Length of Stay in Current School

Number of years	Frequency	Percent
1 years and below	31	19.5
1-5 years	8	75.5
6-10 years	0	0
10 years & above	2	4.9
Total	210	100.0

As shown in Table 4.6, the majority of the teachers (75.5%) had been employed by the respective schools for one to five years, while roughly 20% had been there for one year or less. Just 5% of the teachers had been at the current school for more than ten years, and none of them had been there for six to ten years.

4.4 Analysis in Relation to Research Objectives

This study sought to achieve three objectives namely: to establish the influence of teacher professional development on academic performance in public primary schools in Kuresoi South Sub County; to determine the influence of teacher remuneration on academic performance in public primary schools in Kuresoi South Sub County, Nakuru County; and to determine the influence of teacher working conditions on academic performance in public primary schools in Kuresoi South Sub County. Analysis of the

objectives including academic performance in public primary school as well as correlation analysis and regression analysis of each objective are presented in the following subheadings.

4.4.1 Teachers Professional Development and Academic Performance

This was the first objective the researcher analyzed to establish the influence of teacher professional development on academic performance in public primary schools in Kuresoi South Sub County. The researcher presented the results as per the following subheadings.

4.4.1.1 Influence of Teachers Professional Development on Academic Performance

The purpose of the study was to determine the degree of agreement regarding the following claims regarding the professional development of teachers. Respondents were asked to answer four statements about teachers' professional development in order to accomplish this goal. Responses to this variable were rated on a 5-point Likert scale, where 1 represented strongly disagree and 5 represented strongly agree. The results are shown in Table 4.7.

Table 4.7: Influence of Teachers Professional Development on Academic Performance

Statement	N=210					Mean	SD
	SA	A	U	D	SD		
	%	%	%	%	%		
The company provides funding so you can take part in seminars, workshops, and in-service training related to your field of expertise.	11.1	44.4	11.1	22.2	11.1	3.22	

The employer offers opportunities and incentives for further studies.	0	55.6	11.1	11.1	22.2	3.00
School management updates teachers in line with changes in the curriculum Professional development enables teachers to serve students better and improving the standard of performance	11.1	55.6	11.1	11.1	11.1	3.44
performance	44.4	11.1	0	44.4	0	3.56

Notably, one-third of the teachers disagreed and strongly disagreed with the statement, while 55.5% agreed and strongly agreed that the employer provides support to allow them to take part in in-service courses, seminars, and workshops in your subject area. In a similar vein, the majority of teachers (roughly 56%) concurred that the employer provides chances and incentives for additional education, but 22% of respondents strongly disagreed. Additionally, it was demonstrated that, as agreed upon by roughly 56% of the teachers, the school administration keeps teachers informed about curriculum changes. In a similar vein, the vast majority of respondents (roughly 55%) agreed and strongly agreed that professional development helps teachers better serve students and raise performance standards.

Looking at the mean values, all the statements concerning teachers' professional development scored a mean of above 3. This means that most of the respondents agreed with all the statement. Therefore, the findings showed that teacher professional development had an influence on academic performance of pupils in public primary schools in Kuresoi South Sub County.

The results are consistent with a study by Sukru (2016) on the effects of teacher professional development activities on students' academic performance in Turkey. The

study found that teachers who engaged in professional development activities in the majority of the subcategories of professional development in both science and mathematics enhanced their students' academic performance. The study also supports that of Musili (2015), who conducted research to examine how teacher-related factors affected students' performance in KCSE in public secondary schools in Kibwezi Sub County. The study discovered that professional training for teachers affected students' performance because these teachers made better use of their learned skills and abilities. The results also concurred with those of Oparanya, Kisiangani, and Okiya (2015), who studied the factors influencing the academic performance of standard eight girls in national examinations in public primary schools in Kenya's Matungu Division. They discovered that professional development for teachers had an impact on the performance of the girls.

4.4.1.2 Correlation Analysis on Teachers Professional Development and Academic Performance

The association between the academic achievement of students in public primary schools and the professional development of teachers was ascertained through correlation analysis. Table 4.8 provides a summary of the correlation analysis's findings.

Table 4.8: Correlation Analysis between Teachers Professional Development and Academic Performance

		Teachers Professional Development	Academic Performance
Teachers Professional Development	Pearson Correlation	1	.443**
	Sig. (2tailed)		.004
	N	210	210

Academic Performance	Pearson Correlation	.443**	1
	Sig. (2tailed)	.004	
	N	210	210

** . Correlation is significant at the 0.01 level (2-tailed).

A correlation of 0.443 indicates a moderately positive relationship between teacher professional development and academic performance, according to the correlation analysis used to ascertain the relationship between these two variables in public primary schools. Since the p-Value of 0.004 is below the acceptable significance level (α), it can be said that academic performance and teachers' professional development are related.

4.4.1.3 Regression Analysis-Teachers Professional Development and Academic Performance

To find out empirically if teacher professional development affected students' academic performance in public primary schools, regression analysis was used.

Table 4.9: Model Summary-Teachers Professional Development and Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.443 ^a	.196	.176	.56841

a. Predictors: (Constant), Teachers professional development

The linear regression's goodness of fit between teachers' professional development and academic performance was satisfactory, according to the regression results in Table 4.9. According to the linear model, variations in teachers' professional development account for 19.6% of the variances in academic performance in Kuresoi South Sub County's public primary schools, with an R squared of 0.196. Academic performance is positively

correlated with the combined effect of the predictor variables, as indicated by the correlation coefficient of 44.3%.

The overall model significance was presented in Table 4.10

Table 4.10: ANOVA-Teachers Professional Development and Academic Performance

<u>Model</u>	<u>Sum of Squares</u>	<u>Df</u>	<u>Mean Square</u>	<u>F</u>	<u>Sig.</u>
1 Regression	3.078	1	3.078	9.527	.004 ^b
Residual	12.601	209	.323		
Total	15.679	210			

- a. Dependent Variable: Academic performance
- b. Predictors: (Constant), Teachers professional development

According to the results, the implementation of safety standards in public primary schools in Kuresoi South Sub-County, Nakuru County, can be statistically explained by the professional development of teachers. The model was significant overall, as indicated by the F statistic of 9.527. A probability value of (0.004) supported this. Significant because the reported probability of (0.004) is lower than the traditional probability of (0.05). The likelihood that the statement "overall model was insignificant" was true was extremely low, according to the probability of (0.004).

Table 4.11 displays the regression coefficients of the independent variable (Teachers professional development).

Table 4.11: Regression Coefficient-Teachers Professional Development and Academic Performance

	Unstandardized	Standardized
--	----------------	--------------

Model	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	2.325	.433		5.364	.000
Financial Resources	.419	.136	.443	3.087	.004

a. Dependent Variable: Academic Performance

The regression coefficients for the independent variable (teachers' professional development) are shown in Table 4.11. The findings show that the academic performance of students in Kuresoi South Sub County's public primary schools can be statistically explained by the professional development of teachers. (b=0.419, P value=0.004) supports this, explaining that a unit increase in teachers' professional development would result in a 0.419-factor increase in academic performance in public primary schools.

This finding agree with that of Akpo (2014) who explored the link between Teacher inputs and students' academic achievement in the Junior Secondary School Certificate (JSC) Mathematics for the period 2009 to 2013 and the study found that teacher professional development and subject specialization had a significant and positive relationship with students' academic achievement in JSC Mathematics.

4.4.2 Remuneration of Teachers and Academic Performance

This was the second goal the researcher examined in order to ascertain how teacher compensation affected students' academic achievement in Kuresoi South Sub County's public primary schools. The following subheadings are how the researcher presented the findings.

4.4.2.1 Influence of Teacher Remuneration on Academic Performance

The purpose of the study was to determine the degree of agreement regarding the claims regarding teacher compensation. Responses to this variable were rated on a 5-point Likert scale, where 1 represented strongly disagree and 5 represented strongly agree. The results are shown in Table 4.12.

Table 4.12: Influence of Teacher Remuneration on Academic Performance

Statements	SA %	A %	U %	D %	SD %	Mean
The pension scheme in place offers good expectations upon retirement	11.1	11.1	22.2	44.4	11.1	2.67
The medical cover in place is very useful to me and my family	0	22.2	11.1	44.4	22.2	2.33
The amount of salary is commensurate with the work load	0	33.3	11.1	33.3	22.2	2.56
The payment of monthly salary is timely	0	11.1	0	56.6	33.3	1.89
The allowances you receive are adequate	22.2	22.2	0	33.3	22.2	2.89
The annual salary is adequate and assured	0	33.3	11.1	44.4	11.1	2.78

Table 4.12 reveals that while 22% of teachers were unsure about the statement, the majority (roughly 56%) disagreed or strongly disagreed that the current pension plan offers good expectations upon retirement. In a similar vein, 22% of the teachers agreed with the statement that the medical coverage in place is very helpful to them and their families, while the majority (roughly 67%) disagreed or strongly disagreed. A third of the teachers agreed with the statement, but roughly 55% disagreed and strongly disagreed that the pay was commensurate with the workload. Additionally, it was

demonstrated that the majority of teachers (90%) did not receive their monthly salaries on time. The majority of teachers (roughly 56%) disagreed or strongly disagreed with the statement regarding the adequacy of their allowances, while 22% agreed and another 22% strongly agreed. Additionally, the majority of teachers (44.4%) disagreed with the claim that their yearly compensation was guaranteed and sufficient. However, about 33% of them agreed with the statement, while 11% were unsure.

It is evident from table 4.12's mean values that every statement pertaining to teacher compensation received a mean score below 3.0. This indicated that the majority of those surveyed didn't agree with the statements. This demonstrates that the majority of the teachers in Kuresoi South Sub County lacked motivation, which had a detrimental effect on the students' academic achievement in Kuresoi South Sub County, Nakuru County.

The results of this study are consistent with those of Okumbe (2001), who discovered that when workers believe their compensation is unfair, they become dissatisfied and perform worse. The results also concur with those of Chudi-Oji (2013), who investigated the effect of motivation on the performance of teachers and students in secondary schools in the Udi local government area. The study discovered that teachers' inability to teach effectively in the classroom resulted in a drop in performance due to irregular salary payments. These results also support those of Nyange's (2013) study, which examined the factors influencing secondary school teachers' job satisfaction in Kenya's Voi District. The study found that teachers were dissatisfied with their pay because, according to the majority of respondents, it did not adequately cover their expenses and was not a measure of their competence. The respondents' expectations were not met by the other benefits provided, such as transportation, medical, pension, and fringe benefits.

4.4.2.2 Correlation Analysis on Teacher Remuneration and Academic Performance The association between teacher compensation and academic achievement in public primary schools was ascertained through correlation analysis. Table 4.13 provides a summary of the correlation analysis's findings.

Table 4.13: Correlation Analysis between Teacher Remuneration and Academic Performance

		Teacher Remuneration	Academic Performance
Teacher Remuneration	Pearson Correlation	1	.627**
	Sig. (2-tailed)		.000
	N	210	210
Academic Performance	Pearson Correlation	.627**	1
	Sig. (2-tailed)	.000	
	N	210	210

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis used to determine the relationship between teacher compensation and academic performance in public primary schools shows a strong positive relationship between the two, with a correlation of 0.627. It can be concluded that there is a relationship between teacher compensation and academic performance because the p-Value of 0.000 is less than the acceptable significance level (α).

4.4.2.3 Regression Analysis-Teacher Remuneration and Academic Performance

To find out empirically if teacher compensation affected students' academic performance in public primary schools, regression analysis was used.

Table 4.14: Model Summary-Teacher Remuneration and Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.627 ^a	.393	.378	.49384

a. Predictors: (Constant), Teacher Remuneration

Table 4.14's regression results show that the linear regression's goodness of fit for the relationship between teacher compensation and academic performance was satisfactory. According to a R squared of 0.393, variations in teacher compensation in the linear model account for 39.3% of the variances in academic performance in Kuresoi South Sub County's public primary schools. Academic performance is positively correlated with the combined effect of the predictor variables, as indicated by the correlation coefficient of 62.7%.

The overall model significance was presented in Table 4.15

Table 4.15: ANOVA on Teacher Remuneration and Academic Performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	6.168	1	6.168	25.289	.000 ^b
Residual	9.511	209	.244		
Total	15.679	210			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Teacher Remuneration

The findings indicate that teacher compensation has a statistically significant impact on the explanation of academic performance in Kuresoi South Sub County's public primary schools. With a F statistic of 25.289, the model as a whole was deemed significant. A probability value of 0.000 supported this. Significant because the reported probability of

0.000 is lower than the traditional probability of 0.05. The statement "overall model was insignificant" had a very low probability, as indicated by the probability of 0.000.

Table 4.16 displays the regression coefficients of the independent variable (Teacher Remuneration).

Table 4.16: Regression Coefficient-Teacher Remuneration and Academic Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.176	.300		7.251	.000
School Management Practices	.519	.103	.627	5.029	.000

a. Dependent Variable: Academic Performance

Table 4.16 displays the regression coefficients for the independent variable, teacher compensation. The results demonstrate that the academic performance of students in the public primary schools in Kuresoi South Sub-County is statistically significantly impacted by teacher compensation. This is supported by (b=0.519, P value=0.000), which shows that students' academic performance in public primary schools would rise by 0.519 factors for every unit increase in teacher pay.

4.4.3 Teachers Working Conditions and Academic Performance

In order to ascertain the impact of teacher working conditions on academic performance in public primary schools in Kuresoi South Sub County, the researcher examined this third objective. The following subheadings are how the researcher presented the

findings. 4.4.3.1 Influence of Teachers Working Conditions and Academic Performance

The study also aimed to determine the degree of agreement regarding the statements pertaining to the working conditions of teachers. Responses to this variable were rated on a 5-point Likert scale, where 1 represented strongly disagree and 5 represented strongly agree. The results are shown in Table 4.17.

Table 4.17: Influence of Influence of Teachers Working Conditions and Academic Performance

Statements	SA %	A %	U %	D %	SD %	Mean
The school provides lunch and tea to teachers	0	77.8	11.1	11.1	0	3.67
Employer gives out clear job description to the teachers	0	11.1	55.6	33.3	0	2.78
The school provides houses to teachers	0	11.1	22.2	55.6	11.1	2.33
The school provides teaching /learning resources	0	55.6	11.1	22.2	11.1	3.11
The school is situated in an easily accessible area.	0	22.2	44.4	22.2	11.1	2.78
The school has sufficient facilities for its infrastructure.	11.1	11.1	55.6	11.1	11.1	3.00

According to the results in Table 4.17, approximately 78% of teachers agreed that the school provides teachers with lunch and tea, while 11% disagreed. Roughly 56% of the teachers were unsure and a third disagreed with the statement that the employer gives them a clear job description. While 22% of teachers partially agreed and 11% agreed,

roughly 56% of teachers disagreed that the school provides housing for teachers. A third of teachers disagreed and strongly disagreed with the statement that schools provide teaching and learning resources, compared to about 56% who agreed. It was also revealed that most of the teachers agreed that the school is located in an accessible area, even though one-third of them disagreed and strongly disagreed with the statement. In a similar vein, the majority of respondents (roughly 56%) agreed in part that schools offer sufficient infrastructure; 11% disagreed with the statement, while another 11% agreed. Kenya. Mukabane found that there were insufficient school inspections and that the teaching environment had unfavorable conditions that demoralized teachers. It was also demonstrated that the parent-teacher relationship and teacher workload had an effect on student performance.

The findings also support those of Nyagaya (2015), who looked into the variables affecting teachers' job satisfaction in public primary schools in the Kayole Division of Nairobi County. Nyagaya discovered that some teachers were unhappy with the conditions in the classroom, and that the majority of teachers were unhappy with their jobs due to their heavy workloads, which included teaching a lot of lessons each week. The findings corroborate those of Nyongesa (2007), who concurred that adequate workspace, adequate equipment, appropriate housing, and infrastructure can all contribute to a satisfactory degree of job satisfaction and, in turn, improve students' academic performance.

4.4.3.2 Correlation Analysis on Teachers Working Conditions and Academic Performance

The association between teachers' working conditions and students' academic achievement in public primary schools was ascertained through correlation analysis.

Table 4.18 provides a summary of the correlation analysis's findings.

Table 4.18: Correlation Analysis between Teachers Working Conditions and Academic Performance

		Teachers working conditions	Academic Performance
Teachers working conditions	Pearson Correlation	1	.495**
	Sig. (2-tailed)		.001
	N	210	210
Academic Performance	Pearson Correlation	.495**	1
	Sig. (2-tailed)	.001	
	N	210	210

** . Correlation is significant at the 0.01 level (2-tailed).

A correlation of 0.495 indicates a moderately positive relationship between teachers' working conditions and students' academic performance, according to the correlation analysis used to ascertain the relationship between these two factors in public primary schools. Since the p-Value of 0.001 is below the acceptable significance level (α), it can be said that academic performance and teachers' working conditions are related.

4.4.3.3 Regression Analysis-Teachers Working Conditions and Academic Performance

To find out empirically if teachers' working conditions affected students' academic performance in public primary schools, regression analysis was done.

Table 4.19: Model Summary-Teachers Working Conditions and Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
-------	---	----------	-------------------	----------------------------

1	.495 ^a	.245	.226	.55098
a. Predictors: (Constant), Teachers working conditions				

Table 4.19's regression results show that the linear regression's goodness of fit between teachers' working conditions and academic performance was satisfactory. The linear model's R squared of 0.245 shows that variations in teachers' working conditions account for 24.5% of the variances in students' academic performance in Kuresoi South Sub County's public primary schools. Academic performance is positively correlated with the combined effect of the predictor variables, as indicated by the correlation coefficient of

49.5%. The overall model significance was presented in Table 4.20

Table 4.20: ANOVA on Teachers Working Conditions and Academic Performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	3.840	1	3.840	12.651	.001 ^b
Residual	11.839	209	.304		
Total	15.679	210			

a. Dependent Variable: Academic performance
b. Predictors: (Constant), Teachers working conditions

The results show that teacher working conditions can statistically explain academic performance in public primary schools in Kuresoi South Sub County, Nakuru County. According to the F statistic of 12.651, the model was significant overall. This was confirmed by a probability value of (0.001). significant since the conventional probability of 0.05 is higher than the reported probability of 0.001. The probability of (0.001) indicated that there was very little chance that the statement "overall model was insignificant" was accurate. Table 4.21 displays the regression coefficients for the independent variable, which is the working conditions for teachers.

Table 4.21: Regression Coefficient-Teachers Working Conditions and Academic Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.019	.462		4.367	.000
Student Enrolment	.562	.158	.495	3.557	.001

a. Dependent Variable: Academic Performance

Table 4.21 displays the regression coefficients for the independent variable, which is the working conditions for teachers. The results demonstrate that teacher working conditions statistically significantly explain academic performance in public primary schools in Kuresoi South Sub-County, Nakuru County. This is supported by (b=0.562, P value=0.001), which shows that students' academic performance in public primary schools would rise by 0.562 for every unit improvement in teachers' working conditions.

The findings align with those of Odeh, Oguche, Angelina, and Ivagher (2015), who examined the impact of the school environment on secondary school students' academic performance in Benue State, Nigeria's Zone "A" Senatorial District. They found that the school climate, discipline, and physical facilities had a major impact on the academic performance of secondary school students in Benue State's Zone "A" Senatorial District.

4.4.4 Model Summary and Parameter Estimates

Table 4.22 shows the model summary and parameter estimates

Table 4.22: Model Summary and Parameter Estimates

Variable	Beta	Std. Error	t	Sig.
Teacher Professional Development	0.443	0.136	3.087	0.004
Teacher Remuneration	0.627	0.103	5.029	0.000

Teachers Working Conditions	0.495	0.158	3.557	0.001
-----------------------------	-------	-------	-------	-------

4.4.4.1 Discussion of the Model Summary Results

Research Question one: To what extent does teacher professional development influence academic performance in public primary schools in Kuresoi South Sub County?

Academic performance is positively and significantly impacted by teacher professional development, according to the results displayed in table 4.22. This is demonstrated by the p-value of 0.004, which is less than 0.05 at the 95% level of confidence, and the regression analysis value of t-calculated, which is greater than 2. ($b_1=0.443$) suggested that there is a 0.443-unit increase in academic performance for every unit increase in the effectiveness of teacher professional development. Compared to the other two variables, teacher compensation ($b=0.627$) and working conditions ($b=0.495$), teacher professional development had the least impact on academic performance.

Research question two: How does teacher remuneration influence academic performance in public primary schools in Kuresoi South Sub County, Nakuru County?

The findings show that academic performance was positively and significantly impacted by teacher compensation. Table 4.22 demonstrates that, when compared to professional development and working conditions, teacher compensation had the greatest impact on academic performance. The regression analysis's t value of 5.029, which is greater than 2, and p value of 0.000, which is less than 0.05 at the 95% confidence level, demonstrate this. ($b=0.627$) suggested that a 0.627-unit increase in academic performance results from a one-unit increase in teachers' effectiveness in compensation.

Research Question three: What is the influence of teacher working conditions on academic performance in public primary schools in Kuresoi South Sub County, Nakuru County?

The findings show that academic performance was positively and significantly impacted by the working conditions of teachers. After teacher compensation, table 4.22 demonstrates that working conditions had the second-highest impact on academic achievement. Academic performance increases by 0.495 units for every unit improvement in teacher working conditions, according to the regression analysis value of t value 3.557, which is greater than 2, and p-value of 0.001, which is less than 0.05 at 95% confidence level (b=0.495).

After the analysis the study model was as follows;

$$\text{Academic Performance} = 0.443x_1 + 0.627x_2 + 0.495x_3$$

4.4.5 Academic Performance

Lastly, the study aimed to ascertain the academic achievement of students in Kuresoi South Sub-County, Nakuru County's public primary schools. The respondents were asked to answer a series of statements indicating whether or not the recorded performances over the previous year (2021–2022) demonstrated any improvement. This served as the dependent variable. Responses to the statements were measured using a 5point Likert scale, where 1 denotes strongly disagree and 5 denotes strongly agree.

Table

4.23 presents these findings.

Table 4.23: Academic Performance

SD D U A SA

The following performances have recorded improvement in the past one year (2021 to 2022)	%	%	%	%	%	Mean
Mean performance in all subjects	9.8	48.8	31.7	9.8	0	3.59
Class performance (grade 4).	9.8	56.1	24.4	9.8	0	3.66
Class performance (grade 5).	12.2	63.4	17.1	7.3	0	3.80
Class performance (grade 6).	12.2	63.4	17.1	7.3	0	3.80
Class performance (class 7).	12.2	51.2	29.3	7.3	0	3.68
Class performance (class 8)	14.6	56.1	22	4.9	2.4	3.76
Overall school performance.	17.1	43.9	31.7	7.3	0	3.71

Results in Table 4.23 indicated that most of the respondents (about 49%) disagreed that mean performance in all subjects improved in the past one year. The findings further suggested that class performance (grade 4) did not improve in the past one year as indicated by (56%) of the respondents who disagreed to the statement. With regards to whether class performance (grade 5) improved in the past one year, it is noted that majority (about 64%) of the respondents disagreed to the statement. Similarly, another majority (about 64%) of the respondents disagreed that there was an improvement in class performance (grade 6). The respondents were asked to indicate whether there was improvement in class performance of class 7, majority (51%) of the respondents disagreed to the statement. It is noted that there was no improvement in class performance of class 8; this was indicated by 56% of the respondents who disagreed to the statement. It is also evident from the findings that there was no improvement in overall school performance as indicated by (about 44%) of the respondents who

disagreed to the statement.

CHAPTER FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study's key findings, pertinent discussions, conclusions, and required recommendations are summarized in this chapter. The purpose of the study was to determine how teacher motivation affected the academic achievement of students in public primary schools located in Kuresoi South, sub-County, Nakuru County. Based on the results of the descriptive and inferential statistical analyses, the summary is prepared in accordance with the study's goals and research questions. Every suggestion leads directly to every conclusion.

5.2 Summary of the Findings

5.2.1 Research Question one: To what extent does teacher professional development influence academic performance in public primary schools in Kuresoi South Sub County, Nakuru County?

The study discovered that student academic performance was positively impacted by teacher professional development. The academic performance of students in public primary schools in Kuresoi South Sub County was positively and significantly impacted by teacher professional development, which is a component of teacher motivation, according to the results of inferential statistics like ANOVA. The results also showed that teachers were given support and opportunities by their employers, which affected students' academic achievement. This observation was made because the majority of respondents agreed with the following statements: the employer provides opportunities and incentives for further education; the school administration keeps teachers informed

about curriculum changes; professional development helps teachers serve students better and raises performance standards; and the employer provides assistance to enable them to participate in in-service courses, seminars, and workshops in their subject area.

5.2.2 Research question two: How does teacher remuneration influence academic performance in public primary schools in Kuresoi South Sub County, Nakuru County?

The outcome shows that academic performance was positively and significantly impacted by teacher compensation. When compared to professional development and working conditions, teacher compensation had the biggest impact on academic performance. According to the study, the majority of respondents disagreed with the following statements: that the medical coverage in place is very helpful to them and their families; that the amount of salary is commensurate with their workloads; that the monthly salary is paid on time; that the allowances they receive are sufficient; that the pension plan in place offers good expectations upon retirement; and that their annual salary is adequate and guaranteed. This demonstrates that the majority of the teachers in Kuresoi South Sub County, Nakuru County, lacked motivation, which had a detrimental effect on the students' academic achievement.

5.2.3 Research Question three: What is the influence of teacher working conditions on academic performance in public primary schools in Kuresoi South Sub County, Nakuru County?

The findings showed that academic performance was positively and significantly impacted by the working conditions of teachers. After teacher compensation, working conditions had the second-highest impact on academic achievement. The following factors were used to measure the working conditions of teachers: whether the school provided lunch and tea to teachers; whether the employer provided them with a clear job

description; whether the school provided housing for teachers; whether the school provided teaching and learning resources; whether the school was situated in an accessible area; and whether the school had sufficient infrastructure. According to the majority of respondents, Kuresoi South Sub County, Nakuru County, had poor working conditions for teachers, which may have contributed to the sub-county's students' subpar academic performance. Regression results corroborated this, showing a positive and significant relationship between academic performance and teacher working conditions.

5.3 Conclusions

5.3.1 Influence of Teacher Professional Development on Academic Performance

According to the study's findings, the academic performance of students in public primary schools in Kuresoi South Sub County, Nakuru County, was positively impacted by the following aspects of teacher professional development: whether the employer provides support to allow teachers to take part in in-service courses, seminars, and workshops in their subject area; whether the employer provides opportunities and incentives for additional education; whether school management keeps teachers informed about curriculum changes; and whether professional development enables teachers to serve students better and improve the standard of performance. The academic achievement of students in public primary schools in Kuresoi South Sub County, Nakuru County, was positively and significantly impacted by teacher professional development.

5.3.2 Influence of Teacher Remuneration on Academic Performance

It can be inferred that inadequate teacher compensation may have played a significant role in the low academic achievement in Kuresoi South Sub County, Nakuru County's public primary schools. This followed the realization that the existing pension plan did

not provide adequate retirement expectations, that the medical coverage was not helpful to teachers and their families, that the salary was not commensurate with the amount of work they were doing, that the monthly salary was not paid on time, that the allowances they received were insufficient, and that the annual salary was not guaranteed or adequate. Furthermore, it was determined that the most positive and significant impact on academic performance came from teacher compensation.

5.3.3 Influence of Teacher Working Conditions on Academic Performance

It was determined that Kuresoi South Sub County, Nakuru County, had poor working conditions for its teachers. The study found that teachers are not given clear job descriptions by their employers, that schools do not provide housing for teachers, that schools are not situated in easily accessible areas, and that schools lack sufficient infrastructure. Thus, the study came to the conclusion that students' academic performance suffered when teachers had unfavorable working conditions. This was corroborated by a strong and favorable correlation between academic achievement and teacher working conditions.

5.4 Recommendations

According to the study, TSC should provide opportunities and incentives for teachers to pursue additional education, and teachers' service commissions, as their employer, should help teachers take part in in-service training, seminars, and workshops related to their field of expertise. Teachers will be able to provide better instruction and raise the bar for academic achievement as a result.

Given that the study found a high influence of teacher remuneration on academic performance, it is advised that teachers receive better compensation. This includes

making sure their pension plan offers good expectations upon retirement, that their medical coverage is very helpful to them and their families, that their salary is commensurate with their workload, that their monthly salary is paid on time, and that their allowances are sufficient.

It is advised that in addition to providing teachers with housing, lunch and tea, and teaching and learning materials, the school install sufficient infrastructure. Overall, since improved academic performance results from improved working conditions for teachers, it is advised that this be prioritized.

5.5 Areas for further Research

Other aspects of teacher compensation, professional development, and working conditions might also have a positive impact on students' academic achievement in public primary schools. Additional elements of the variables of teacher compensation, professional development, and working conditions on academic performance may be used in future research. Since the study did not make use of the conceptual model's provision of intervening variables, other researchers have the chance to include variables such as school BOM practices, educational policies, and the influence of PTA associations on teachers and performance in order to determine whether the results can be applied to other contexts.

REFERENCES

- Aacha, M. (2010). Motivation and performance of primary school teachers in Uganda. *Educational Research Journal*, 4(3), 77-81.
- Adair, J. (2009). *Leadership and Motivation*. New Delhi, Replika Press PUT.

- Akpo, S. (2014). The influence of selected teacher inputs on students' academic achievement in the Junior Secondary School Certificate mathematics in Namibia. *The Journal for Transdisciplinary Research in Southern Africa*, 9(3), 465-479.
- Alarm, T., & Farid S. (2011). Factors affecting teacher motivation. *International Journal of Business and Social Sciences*. 2 (1), 23-31.
- Ankabi, J. (2010). Teacher Motivation and Job Satisfaction: A study Employing Experience Sampling Method. *Journal of Undergraduate Science*, 3(4), 147-157.
- Atiya, I., & Palwasha, J. (2013). Teachers job performance and the role of motivation. *Abasyn Journal of Social Sciences*, 5(2), 37-54.
- Bennel, P. & Akyeampong, K. (2007). Teacher motivation in Sub Saharan Africa and South Asia for DFID (Department for International Development. Paris.
- Bishop, J. (2008). The recognition and reward of employee performance. *Journal of Labor Economics*, 5(4), 36-56.
- Chimombe, W. (2011). Effect of the school environment on teacher motivation. *Educational Research and Reviews*, 5(7), 408-414.
- Chudi, O. (2013). Impact of motivation on teachers-students' performance in secondary schools in Udi local government area. *Research on Humanities and Social Sciences*, 6(7), 1-8.
- Debbie, K. (2007). Teacher motivation on students' performance in mathematics in government secondary schools, Makurdi Lg Area. *International Journal of Humanities and Social Science Invention*, 2 (51), 35-41.

- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press
- Ellis, A., and Dick, L. (2012). Teacher morale and attitude to work in selected senior secondary schools in the Cape Coast Municipality, Ghana. *European Journal of Educational and Development Psychology*, 2 (2), 24-47.
- Eshiali, M. (2013). Factors Influencing Performance among primary and secondary schools in Western Kenya. *Educational Administration Quarterly*, 18 (3), 34-64.
- Fanfani, N. (2004). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-44.
- Garnor, N. (2004). Factors affecting students' quality of academic performance: A case of secondary school level. *Journal of Quality and Technology Management*, 7 (2), 01-14.
- Greenwald, R., Hedges, L. V., & Laine, R. D. (2013). The effect of school resources on student achievement. *Review of Educational research*, 66(3), 361-396.
- Gullatt and Bennet (2005). *Employee Motivation and Job Satisfaction in Finnish organizations. A study of Employees in the Oulu Region, Finland*. Master of Business Administration Thesis, University of London.
- Hanushek's (2011). Teachers, schools, and academic achievement. *Econometrical*. 73(2), 417-458.
- Heider, F. (1958). *The Psychology of Interpersonal. Relations*. New York: Wiley.
- Herzberg, F. (1987). One more time: How do you motivate employees? *Harvard Business*

Review, pp. 109-20.

Howard, W., and Russell, C. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. *Research in Organizational Behavior*, 18(3), 1-74.

Howson, et al (2008). Relationship between Educational Philosophy and Academic Achievement of Third Year College Students at Spicer Memorial College. Pune, India: University Press.

Hutchinson, G. (2005). Influence of Teacher Characteristics on Students' Academic Achievement among Secondary Schools. *Journal of Education Practice*, 4 (3), 76-82.

Johnson, M., & Holdaway, F. (2013). An investigation on students' academic performance for junior secondary schools in Botswana. *European Journal of Education Studies*, 3 (3), 111-127.

Jones, E., and Davis, K. (1972). From Acts to Dispositions: The Attribution Process in Person Perception. In L. Berkowitz (ed.), *Advances in Experimental Social Psychology*, 2, Orlando, FL: Academic Press.

Karuga, G. (2004). An Investigation of Job Satisfaction/ Dissatisfaction Among Elementary School Teachers and Head Teachers in Nairobi, Kenya and A Comparison of Their Perception On Fourteen Selected Job Factors from Herzberg Et Al. Two Factor Theory. University of Illinois; U.S.A.

Kimberlin, L., & Winterstein, G. (2008). Research fundamentals. *Am J Health-SystPharm*, 65.

- Kimengi, R. (2001). Factors affecting teacher motivation in public secondary schools in Thika West district, Kiambu County (Unpublished M. Ed project). Kenyatta University, Nairobi.
- Koeh, (1999). Report on the education system in Kenya. (TIQET); Nairobi.
- Kombo, D.K. & Tromp, D.L.A. (2011). Proposal and Thesis Writing: An Introduction. Nairobi: Pauline's Publication Africa.
- Kothari, R. (2008). Research methodology: Methods and techniques. New Delhi: New Age International (P) Limited publishers.
- Mahulo, P. (2012). Influence of teacher training on the Performance of students in mixed secondary Schools in gem district, Kenya. ProQuest Education Journals, 19(3), 125-134.
- Marnane, E., and Olson, G. (2011). Principal leadership, teacher morale, and student achievement in seven schools in Mitchell County, North Carolina (Unpublished Doctoral thesis). East Tennessee State University. Electronic Theses and Dissertations. Paper 1081
- Marques, J. (2010). Joy at Work at Joy: Living and Working Mindfully Every Day. Personhood Press.
- McKinney, J. (2011). The relationship between teacher morale and organizational climate. A paper presented at the annual meeting of the American Educational Research Association, New York, U.S Department of Health, Education and Welfare Office of Education.

- Meaghan, B., & Nick, J. (2002). Motivating teachers for excellence. Clearinghouse on Educational Management.
- Mendez, M. (2011). Teaching Teachers: Professional development to improve student achievement. *Research point*, 3(1), 1-4.
- Michaelowa, K. (2002). Teacher Job Satisfaction, Student Achievement and the Cost of Primary Education in Francophone Sub-Saharan Africa, HWWA Working Paper 188, Hamburg: Hamburg Institute of International Economics.
- Michaelowa, K. (2003). Determinants of Primary Education Quality: What we learn from PASEC for Francophone Sub-Saharan Africa. Biennale Meeting of Association for Development of Education in Africa. Grand Baie, Mauritius
- Mugenda, O. & Mugenda, A. (2003). Research methods: Quantitative and qualitative approaches. Nairobi: African Center for Technology Studies.
- Mukabane, W. (2016). Teacher motivation and academic performance in science subject in primary schools in Butere Sub-County, Kenya. *The Journal of Educational Research*, 46 (9), 693-698.
- Musili, G. (2015). Influence of teacher related factors on students' performance in Kenya Certificate of Secondary Education in public secondary schools in Kibwezi SubCounty, Kenya. *Journal of Teacher Education*, 4(2), 2-12.
- Mutiso, N. (2005). An Investigation of factors that contribute to job satisfaction and dissatisfaction among the rural primary school teachers. *School Effectiveness and School Improvement*, 4, 290–310.

- Neuman, W.L. (2000). *Social research methods: Qualitative and quantitative approaches* (4thEd.). Boston: Allyn and Bacon.
- Ngala, F., Oriosky, N. and Odebero, S. (2010). Teacher perceptions of staff development as it relates to Teacher effectiveness: A study of rural primary schools in Kenya. *Education Research and Reviews*
- Nyagaya, P. (2015). Factors influencing Teacher level of job Satisfaction in public primary schools in Kayole Division, Embakasi Sub County, Kenya. *Journal of Occupational Psychology*, 63, 1–8.
- Nyange, O. (2013). Factors influencing Teacher job satisfaction in Public secondary schools' in Voi District Kenya. *Adult Education Quarterly*, 40(4), 207-218.
- Nyantika, K. (1996). A study of factors leading to poor performance in the Kenyan Certificate of Secondary Schools in selected schools in Magambo of Manga Division, Nyamira District. *International Journal of Humanities and Social Sciences*, 2 (17), 56-78.
- Nyongesa, B. (2007). *Educational Organization and Management*. Nairobi: Autolitho Ltd.
- Odeh, C., Oguche, O., Angelina, J., and Ivagher, E. (2015). Influence of school environment on academic achievement of students in secondary schools in zone “a” senatorial district of Benue State, Nigeria. *International Journal of Recent Scientific Research*, 6(7), 4914-4922.
- Ogw'ori, G. (2012). Teacher Performance Incentives and Student Outcomes. *Journal of Human Resources*, 37(2): 913-927.

- Okemwa, A. (2003). Teachers Motivation and students' academic performance: How effective are strategies being employed by schools to influence motivation of teachers in secondary schools in Embu North District, Embu County, Kenya? *International Journal of Humanities and Social Science*, 4(9), 86-99.
- Okumbe, J.A. (1998). *Education Management. Theory and Practice*. Nairobi. University of Nairobi.
- Okumbe J.A. (2001) *Educational Management. Theory and Practice*: Nairobi, EAEP
- Organ, D. W. (1988). A reappraisal and reinterpretation of the satisfaction-causes -Performance hypothesis. *Academy of Management Review*, 2, 46-53.
- Olando, A. (2003). An investigation into job satisfaction of public secondary school teachers in Nairobi County, *Journal of Vocational and Technical Education*. 13(2), 16-21.
- Oparanya, G., Kisiangani, O., and Okiya, J. (2015). Factors influencing academic performance of standard eight girls in national examinations in public primary schools: A case of Matungu Division, Kenya. *International Journal of Scientific and Technological Research*, 4 (6), 46-58.
- Orodho, A.J (2004). *Techniques of writing research proposals and reports in Education and Social Sciences*. KANAZIJA: Nairobi.
- Ramachandran, F., and Pal, F. (2005). Research on teaching mathematics: The unsolved problem of Teacher mathematical knowledge. In V. Richardson (Ed.), *Handbook of research on teaching*. Washington DC: AERA.

- Sargent, T. & Hannum, E. (2000). Keeping teachers happy. Job satisfaction among primary school teachers in rural China. University of Pennsylvania.
- Saunders, M., Lewis, P., & Thornhill, A. (2010). Research Methods for Education Studies (2nd) Edition. Harlow: Prentice Hall.
- Schmidt, L. (2004). Nurturing teachers in famine. Education Digest, 70 (9): 12-15.
- Sergiovanni, T., and Carver, E. (2014). The New School Executive. A theory of Administration (2nd ed.). New York: Harper and Row Publishers.
- Simon, M., & Goes, J. (2013). Ex Post Facto Research. Accessed on February 10, 2018 from <http://www.dissertationrecipes.com/Ex-Post-Facto-research.pdf>
- Sogomo, K. (1993). Job Satisfaction of Secondary School principals in the Rift Valley province of Kenya. M.E.D Thesis Lakehead university, Thunder Bay; Ontario
- Spear (2000). The study of teacher morale in secondary schools. (Published M.A dissertation). University of Durham, North East England.
- Sukru (2016). Teacher professional development activities on the academic performance of students in Turkey. Educational Studies in Mathematics, 30(4), 229-260.
- Torrington, D., Hall, L., & Taylor, S. (2008). Human resource management, (7th Ed). England: Pearson education Ltd.
- Weiner, B. (1972). Attribution: Perceiving the Causes of Behavior. Morristown, NJ: General Learning Press.

Wekesa, P., and Nyaroo, K. (2013). Effect of compensation on performance of public secondary school teachers in Eldoret Municipality Uasin Gishu County, Kenya. *Educational Research*, 3(2), 159-171.

Zalwango (2014). The role of motivation in enhancing Teacher performance in private primary schools a case of St. Mary's international schools. *Eurasia Journal of Mathematics, Science & Technology Education*, 3(2), 149-156.

APPENDICES

APPENDIX 1: QUESTIONNAIRE

The purpose of this questionnaire is to collect data on how the three factors—teacher compensation, TPD, and working conditions—affect academic performance in public primary schools located in Kuresoi South Sub County, Nakuru County, Kenya. To maintain confidentiality, you can omit your name. Please check the corresponding box (✓) to answer the following questions, or check the blank spaces to provide a comment on the statements that are indicated.

Section I: Demographic Information

Please complete the following fields with your personal information. Please tick (✓) only one response.

1. What is your gender. Male [] Female []
2. What is your age category?
Below 30 years [] 31-40 years []
41-50 years [] 51-60 years []
3. Your top most academic qualification?
Masters [] Degree []

Diploma [] P1 []

4. How many years have you been in service as a teacher?

Less than 5 Years [] 5 – 10 Years []

11 – 15 Years [] More than 15 Years []

5. How long have you been in the present school?

Less than 1 Year [] 1 – 5 Years []

6 – 10 Years [] More than 10 Years []

Section II: Teacher Professional Development

6. Please select whether you agree or disagree with the following statements regarding teacher professional development. Please use a 5-point rating system where:

SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, and SD = Strongly Disagree

	Statements	SD	D	U	A	SA
		1	2	3	4	5
i	The company provides funding so you can take part in seminars, workshops, and in-service training related to your field of expertise.					
ii	The employer provides incentives and opportunities for additional education.					
iii	Teachers are kept informed by school administration about curriculum changes.					

iv	Teachers can better serve students and raise performance standards through professional development.					
----	--	--	--	--	--	--

Section III: Remuneration of Teachers

6. Please select whether you agree or disagree with the statements regarding teacher compensation. Please use a 5-point rating system where:

7. SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, and SD = Strongly Disagree

	Statements	SD	D	U	A	SA
		1	2	3	4	5
I	The existing pension plan provides positive retirement expectations.					
ii	My family and I greatly benefit from the medical coverage that is in place.					
iii	The pay scale is in line with the amount of work required.					
iv	The monthly salary is paid on time.					
V	The allowances you get are sufficient.					
vi	The yearly compensation is guaranteed and sufficient.					

Section IV: Teachers Working Conditions

8 Please select whether you agree or disagree with the statements regarding the working conditions of teachers. Please use a 5-point rating system where:

SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, and SD = Strongly Disagree

	Statements	SD	D	U	A	SA
		1	2	3	4	5
I	Teachers are given tea and lunch by the school.					
ii	Teachers receive a clear job description from the employer.					
iii	Teachers are given housing by the school.					
iv	The school offers resources for instruction and learning.					
V	The school is situated in an easily accessible area.					
vi	The school has sufficient facilities for its infrastructure.					

Section V: Academic Achievement

9. Please select whether you agree or disagree with the statements regarding academic performance and achievement. Please use a 5-point rating system where:

SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, and SD = Strongly Disagree

	The following performances have recorded improvement in the past one year (2021 to 2022)	SD	D	U	A	SA
		1	2	3	4	5
I	Average performance across all subjects.					
ii	Performance in class (grade 4).					
iii	Performance in class (grade 5).					
iv	Performance in class (grade 6).					
v	Performance in class (grade 7).					
vi	Performance in class (grade 8).					
vii	Overall academic achievement.					

APPENDIX II: INTRODUCTION LETTER FROM MKU

Mount Kenya



University

**NAKURU CAMPUS
OFFICE OF THE DIRECTOR**

Resma Plaza, Oginga-Odinga Road, P.O. Box 17273-20100, Nakuru Kenya
Tel: 020-2338144, Cell: 0705-669811, 0739-729561
E-mail: nkr.campus@mku.ac.ke; Web: www.mku.ac.ke

Our Ref: MKU/03/DIREX/0515/750

7th May 2015

TO WHOM IT MAY CONCERN,

Dear Sir/Madam,

RE: ANNE CHERONO – ADM. NO. MED/2013/55605

The above named is a bonafide student of Mount Kenya University, School of Postgraduate Studies. She is pursuing a degree course leading to the award of Master of Education in Educational Psychology. It is a requirement of the course that the student conducts a research project in a related area.

In the process of conducting the research, the student may need to access government or public data in your organization that is relevant to the research.

Any assistance given to the student will be highly appreciated.

Thank you.

Yours faithfully,


DR. PAMELA OCHIENG

Mount Kenya University
P.O. Box 17273-20100 NAKURU
NAKURU CAMPUS
DIRECTOR


ISO 9001:2008 Certified

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice *Et al*



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No. A **7749**


CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. ANNE CHERONO
of MOUNT KENYA UNIVERSITY, 0-20152
OLENGURUONE, has been permitted to
conduct research in Nakuru County

on the topic: **INFLUENCE OF TEACHERS' MOTIVATION ON ACADEMIC PERFORMANCE IN SELECTED PUBLIC PRIMARY SCHOOLS IN KURESOI SUB COUNTY, NAKURU COUNTY, KENYA**

for the period ending:
29th January, 2017

Permit No : NACOSTI/P/16/7064/8357
Date Of Issue : 29th January, 2016
Fee Received : Ksh 1,000



[Signature]
Director General
**National Commission for Science,
Technology & Innovation**

.....
**Applicant's
Signature**

APPENDIX IV: Field Entry Authorization

**MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION**



Telegrams: "LEARNING"
Telephone: 0518005896
E-mail - Kuresoideo@hotmail.com
When replying please quote

SUB COUNTY EDUCATION OFFICE
KURESOI SOUTH
P.O BOX 107-20131
KERINGET

DATE: 1ST OCTOBER, 2016

To

**All Head teachers, Teachers
Kuresoi South Primary Schools.**


RE: RESEARCH AUTHORIZATION FOR ANNE CHERONO.

The above subject refers.

Your letter dated 29th January, 2016 from National Commission for science technology and innovation reference NACOSTI/P/16/7064/8357 refers.

Authority is hereby granted to the above named to carry out research in public primary schools - Kuresoi South Sub County on the topic: "*Influence of Head teachers and teachers' motivation on academic performance in selected.*"

Kindly accord her the necessary assistance.


PP SAMWEL CHEMWOLO
SUB-COUNTY DIRECTOR OF EDUCATION
KURESOI SOUTH

SUB COUNTY DIRECTOR OF EDUCATION
KURESOI SOUTH,
P. O. BOX 107, KERINGET
Date: 1st Oct 2016

APPENDIX V: Turnitin Report

ANN cherono

THE EFFECTS OF TEACHER MOTIVATION ON ACADEMIC PERFORMANCE OF PUPILS IN PUBLIC PRIMARY SCHOOLS I...

-  Assignment title
-  postgraduate
-  Mount Kenya University

Document Details

Submission ID
trn.oid::1:3066797336

Submission Date
Nov 4, 2024, 7:26 PM GMT+3

Download Date
Nov 4, 2024, 7:33 PM GMT+3

File Name
ANNE_RESEARCH_PROJECT_OCT_2024.docx

File Size
825.6 KB

92 Pages
20,219 Words
105,612 Characters

18% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Exclusions

- ▶ 1 Excluded Source

Match Groups

- 404 Not Cited or Quoted 12%**
Matches with neither in-text citation nor quotation marks
- 49 Missing Quotations 1%**
Matches that are still very similar to source material
- 119 Missing Citation 1%**
Matches that have quotation marks, but no in-text citation
- 25 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 17% Internet sources
- 9% Publications
- 8% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something unusual, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

APPENDIX VI: MAP OF KURESOI SUB COUNTY

