

**AN EVALUATION OF THE RELATIONSHIP BETWEEN TEACHER
MOTIVATIONAL STRATEGIES AND STUDENT ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN
NAKURU NORTH SUB-COUNTY: KENYA**

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Abstract

Motivation has been used to encourage teachers and students to increase academic achievements and other positive behavioral changes. Teacher motivation is significantly linked to students' learning outcomes. This study evaluated the relationship between teacher motivational strategies and student academic performance among selected public secondary schools in Nakuru North Sub County. The study aimed at identifying various teacher motivational strategies employed by public secondary schools and their effects on student academic performance as reflected in K.C.S.E results. It also aimed at identifying the challenges encountered in implementing teacher motivational strategies. The motivational theory of Fredrick Herzberg served as the conceptual framework. The research targeted public secondary schools in Nakuru North sub-county. All the eighteen public secondary schools that participated in the KCSE in 2011 to 2013 were studied. The study sampled 132 respondents in total comprising eighteen principals and 114 teachers. The study involved descriptive surveys research and Ex-post facto research designs. Stratified random sampling technique was used in identification and selection of the study sample. Semi-structured questionnaires were used to collect data from the selected teachers and the eighteen principals of the selected schools. Statistical package for social sciences (SPSS) version 20 was used to aid in the processing and analysis of data collected. Statistical tools used for data manipulation were means, percentages and correlation coefficient. The data was presented in form of tables, bar graphs and pie-charts. The findings of the study revealed that there is a weak positive correlation ($r=0.212$) between teacher motivational strategies and student academic performance as exhibited by 2011 to 2013 KCSE results. The study recommends that the schools should improve their teacher motivational strategies in order to enhance student academic performance.