

**TEACHERS AND PUPILS PERCEPTION ON THE  
RELATIONSHIP BETWEEN TEACHERS' MOTIVATION  
AND ACADEMIC PERFORMANCE OF PRIMARY SCHOOLS  
IN EMUHAYA NORTH ZONE IN  
EMUHAYA DISTRICT.**

**BY**

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## ABSTRACT

Primary level education in Kenyan is faced by myriad of challenges, some of these include lack of learning resources, inadequate teachers, overcrowding among others. These impacts negatively on pupil's performance. Therefore, efforts must be made to address the various aspects that lead to the poor performance. One such is teachers' motivation. This study was therefore designed to address the relationship between teachers' motivation and academic performance of their pupils.

The study adopted a descriptive research design. This enabled the researcher to obtain a better understanding of the teachers' motivation effects on academic performance of primary school pupils in Emuhaya North Zone, Emuhaya district, Kenya. The method chosen allowed a collection of comprehensive and intensive data and provided an in depth understanding of the topic under study.

Information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires, they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study was presented and analyzed using narratives and statistical figures.

The major findings of the study are that teachers' motivation has an impact on pupils' academic performance. Also the way teachers are remunerated affect their performance leading either pupils performing better or worse. Motivation in terms of remuneration have also led to teachers opting for better paying jobs in other sectors hence impact on pupils performance.

Based on the findings of this study, it is recommended that the government should find ways of motivating teachers in order to improve their output.