

**AN ASSESSMENT OF THE RELATIONSHIP BETWEEN
MOTIVATION FACTORS AND PERFORMANCE OF
TEACHERS IN PUBLIC PRIMARY SCHOOLS IN LIKUYANI
SUB-COUNTY, KAKAMEGA COUNTY.**

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ABSTRACT

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. Consequently, this study assessed the relationship between teacher motivation and performance of primary school teachers in Likuyani sub-County, Kakamega County. Specifically, the study sought to establish the methods of motivation preferred by teachers in public primary schools, find out whether motivation of teachers had any relationship with their morale to perform and the relationship between intrinsic and extrinsic motivation and performance of teachers. The study was based on Vroom's (1964) Valence Instrumental Expectancy theory which explains why people work and behave the way they do in terms of effort and direction they take. The study employed descriptive survey research design. The target population comprised of the District Education Officer, 3 Quality Assurance and Standards Officers, 66 primary school head teachers and 852 teachers. The research employed a mixed methodology research design which utilized both quantitative and qualitative data. Purposive and stratified sampling techniques were used. Data was collected using questionnaires and interview schedules. Analysis was done using descriptive and inferential statistics and presented in frequency tables, pie charts and bar graphs. The findings of the study indicated that there was a positive relationship between intrinsic and extrinsic motivation and performance. It was also found out that there was no preferred method of motivation of teachers in Likuyani Sub County. There was positive relationship between intrinsic ($r=.809$) and extrinsic ($r=.758$) motivation on teacher performance. Motivation of teachers [$r=.856$, $p<.05$] positively influenced their performance. The Multiple linear regression model ($R^2 = .739$) shows that all the predictors account for 73.9% variation in performance among primary school teachers in Likuyani Sub-County. The study recommends that the Ministry of Education should use various approaches to motivate teachers and that schools should provide factors that promote intrinsic motivation among teachers. The findings will be of assistance to the Ministry of Education, TSC and the Schools' Boards of Management in formulating better strategies of motivating primary school teachers in order to increase service quality and productivity in terms of school results.