

RELATIONSHIP BETWEEN TEACHER EXTRINSIC MOTIVATION AND PUPILS'  
PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EXAMINATION  
IN EMINING DIVISION, BARINGO COUNTY, KENYA

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## ABSTRACT

The purpose of this study was to investigate teacher extrinsic motivation factors that influenced pupils' performance in KCPE in Emining division, Baringo county Kenya. This study sought to find out the relationships between teacher extrinsic motivation and pupils performance in KCPE in Emining Division. In particular, the study assessed the extent to which the material and psychological needs of teachers are met. These includes overall levels of occupational status, job satisfaction, pay and benefits, recruitment and deployment, attrition, and absenteeism. Unfortunately, despite the importance and complexity of these issues, there is limited good quality published work. More research on teacher extrinsic motivation was therefore urgently needed. Research objectives were: to establish the influence of teachers' promotion on pupils' performance in KCPE, to investigate the influence monetary incentives on pupils' performance in KCPE and to examine the influence of capacity building trainings on pupils' performance in KCPE in Emining Division. The study was based on Herzberg's, two factor theory. The research instruments were questionnaires for teachers. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version 17 and presented using frequencies, means, percentages, tables and pie charts. The study employed proportional allocation of sample in each school of study. Simple random sampling was used to select one hundred and thirty two teachers from the twenty two schools. On Influence of teachers' promotion on pupils' performance in KCPE, the study found out that furthering studies by the teachers in Emining largely influenced their promotion chances which in turn had a positive direct influence on the performance their pupils. On the influence of the monetary incentives on pupils' performance in KCPE the study established that very few teachers always received monetary incentives and hence the poor performance among their pupils. The study found out that capacity building directly influenced pupils' performance thus served as a motivator for teachers to put in more effort in improving their pupils' performance thus need for more of these in Emining Division. However the study established that most schools had no incentives to motivate teachers. A case study of a well performing public primary school should be carried out on the relationship of teacher extrinsic motivation and pupils' performance. It is hoped that the study will be useful to school administrators, educationist and other stakeholders to improve and enhance effective and efficient management of schools.