

**RELATIONSHIP BETWEEN TEACHER MOTIVATION AND PUPILS'
PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION
IN NYANDARUA WEST DISTRICT, NYANDARUA COUNTY, KENYA**

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MEDS/1086/11

**A Research Project Submitted In Partial Fulfillment for the Degree of Masters of
Education Planning, Management and Administration of Mount Kenya
University**

MOUNT KENYA UNIVERSITY

AUGUST, 2014

ABSTRACT

Free primary education was introduced in Kenya in January 2003. People from various backgrounds, donors, parents guardians and churches have expressed their views on its quality. There are various problems facing education in Kenya. The major one being national wastage. The problems facing national wastage and which are teacher oriented include poor learning environment, high repetition rates, drop out and poor pupils performance. Teachers in Kenya have portrayed lack of commitment at their working place. The purpose of this study was to investigate the relationship between teacher motivation and pupils performance in Kenya certificate of Primary Education in Nyandarua West District, Nyandarua County Kenya. The study was based on ex-post facto casual comparative research design. The study focused on public primary schools in Nyandarua West District. The District was divided into five sub-zones. Simple random sampling was used to select two schools from Nyandarua Central District for pilot study. The target population comprised of teachers who taught class 8 pupils in 2011. Out of an accessible population of (350) teachers (180) teachers were selected for the study through simple random sampling procedure. Questionnaire was used to collect data for teachers who taught class (8) pupils in the year 2011. Expert judgement of research instruments validity was carried out and test retested to determine the instrument reliability. The data was combined and computed into descriptive statistics. These included frequencies and percentages. The data was computed using Statistical Package for Social Sciences (SPSS) version 17. The study finding led the researcher to conclude that the teacher motivation is low due to the fact that the salary received is not enough to meet their basic needs. The work load is high that is the teacher pupil ratio. The learning materials provided are inadequate. The research findings show that the low teacher motivation negatively affects the performance of KCPE. The researcher recommends that Dissatisfied alleviation measures should be established within the teaching profession so that teachers are motivated and therefore the performance in KCPE is improved. It is hoped that the finding of this study will help the Ministry of Education in the improvement of K.C.P.E performance and enhancing efficient and effective managerial skills for sustainability of quality education.