

**THE IMPACT OF TEACHER MOTIVATION ON STUDENT PERFORMANCE.
A CASE STUDY OF SECONDARY SCHOOLS IN NAIROBI**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF MANAGEMENT
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THE AWARD OF THE DEGREE IN BACHELOR OF ARTS OF THE
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DECLARATION

This research project is my original work and has never been presented to any other University.

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This research project has been submitted for examination with my approval as University Supervisor

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JOHNSON MUTEKE

The Management University of Africa.

DEDICATION

I dedicate this research project to Makarios Children's Home family whose vision and commitment to nurturing young lives have been a constant source of inspiration to me. Their unwavering dedication to creating a brighter future for the children has greatly motivated me throughout my academic journey.

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ABSTRACT

Students as well as educators need to be intrinsically or extrinsically motivated for education to succeed. The study intends to serve as a guide for further research while promoting tactics to raise teacher motivation as a way to raise student achievement. Determining the degree of teacher motivation, analyzing the effect of teacher motivation on student academic achievements, and identifying tactics administrators can use to improve teacher motivation are some of the main goals the study aimed to accomplish. This study looked into how teacher motivation affected the academic achievement of students in Nairobi County, Kenya's secondary schools that are privately operated. The study sought to determine how motivated teachers are, how workshops and seminars affect student performance, and how a supportive learning environment contributes to improved academic performance. A sample of 222 respondents, comprising parents, instructors, students, and principals, participated in a descriptive survey design. Structured questionnaires were used to gather data, and descriptive statistics had been used for analysis. The results showed that teacher motivation has a major impact on student achievement, with non-monetary elements like acknowledgment and supportive leadership being crucial. The study comes to the conclusion that better student results can result from increasing teacher motivation through professional development, acknowledgment, and a nurturing environment. Institutionalizing teacher support networks and conducting additional study on long-term incentive techniques and emotional intelligence in the classroom are among the recommendations.

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ABBREVIATIONS

BOM – Board of Management

CAT – Continuous Assessment Test

CPD – Continuing Professional Development

ICT – Information and Communication Technology

KUPPET – Kenya Union of Post Primary Education Teachers

MOE – Ministry of Education

MUA – Management University of Africa

TSC – Teachers Service Commission

OPERATIONAL DEFINATIONS OF TERMS

Teacher Motivation : The external or internal elements that motivate educators to carry out their jobs well, including recognition, compensation, working conditions, and opportunities for growth.

Student Performance : The measurable academic outcomes of students as influenced by cognitive, emotional, and environmental factors, including exam results, classroom engagement, and teacher interaction.

Professional Development: Structured training programs such as workshops, seminars, or in-service courses aimed at improving a teacher's knowledge, skills, and instructional practices.

Positive Learning Environment: A supportive, inclusive, and resource-rich educational setting where teachers and students feel safe, respected, and encouraged to perform at their best.

Supportive Leadership: School administrative practices that value, guide, and empower teachers through trust, communication, recognition, and participatory decision-making.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides a general outline of the study, covering the background of the research, the problem statement, the purpose of the study, the overall and specific objectives, the research questions, the significance of the study, its scope, and a summary of the chapter.

1.1 Background of the Study

Education is a fundamental pillar of personal growth and national development. It plays a critical role in shaping not just individuals but also the economic, technological, political, and social progress of a country. A successful education system relies on the collaboration of many players, including governments, school administrators, teachers, students, and the broader community. Among these, teachers hold a central position, as their motivation and commitment directly influence the quality of education delivered in classrooms. Teacher motivation refers to the drive and passion that educators bring to their profession. When teachers are motivated, they are more likely to adopt effective teaching practices, remain engaged in their work, and positively impact their students' learning experiences. On the other hand, when teachers feel undervalued or unsupported, their performance may decline affecting students' academic outcomes. Therefore, the degree to which pupil achievement is influenced by instructor motivation is crucial, especially in the context of Kenya's education system.

In Kenya, the Teachers Service Commission (TSC) is responsible for managing the professional affairs of teachers, including their recruitment, salaries, promotions, and

disciplinary matters. Alongside this, unions and professional bodies like the Kenya Union of Post Primary Education Teachers (KUPPET) work to improve teachers' working conditions. One of the ways they do this is through capacity-building efforts such as workshops, seminars, and training programs. These motivational strategies aim to enhance teacher effectiveness by improving both their skills and their morale, ultimately boosting students' academic performance. g. The purpose of the research is to examine how these factors effect on teachers and how they reflect in student success.

Despite these efforts, many teachers continue to face challenges that can lead to job dissatisfaction. Issues such as low pay, overwhelming workloads, limited chances for professional growth, and poor school infrastructure often result in decreased motivation. In Kenya, recurring teacher strikes and protests, such as those witnessed in 1997, 2003, 2012, and 2015, reflect ongoing struggles in the education sector. More recently, new promotion policies like the requirement of advanced degrees have sparked further concern among teachers. These developments bring to light the need to identify best practices that can support and sustain teacher motivation, while also fostering a learning environment where students can thrive.

This study aims to examine these concerns in detail by focusing on private secondary schools in Nairobi County. It explores how the level of teacher motivation affects student achievement, the role of professional development in shaping teacher attitudes, and strategies that schools can adopt to build a supportive and effective teaching and learning environment.

1.2 Statement of the Problem.

Despite the fact that teachers are paid equally at each level and students are paying their fee, there has been differences in the final performance of the students in various schools' setups not only in Kenya but also across the continent. Various school are performing excellently while others are performing very poor . These differences in performance mainly those performing very poor is a great problem since in both cases the parents involved are paying equal fee. We have seen above even teachers in some schools in Kenya striking such as those in 1997, 2003, 2012, and 2015, it's clearly that there is something lacking among some teachers which is contributing to this problem . That issue bringing that deference is motivation. We have seen also globally the same happening . Example ,In Britain, research by Leeds Beckett (2018) revealed that poorly motivated teachers hinder student performance. This research examines how teacher motivation impacts student performance, analyzing three key variables: teacher motivation levels, the effect of motivational factors (e.g., workshops, seminars), and administrative strategies for motivation. Teacher motivation influences classroom engagement, timeliness, and availability, all of which directly impact student achievement. Poorly motivated teachers may seek alternative careers, exacerbate teacher shortages and disrupt learning. While previous studies have highlighted these challenges in other contexts, Nairobi County presents a unique opportunity to explore how teacher motivation affects diverse private secondary schools with varying gender compositions, performance levels, and structural setups.

1.3 Research Objectives

1.3.1 General Objective

To determine the impact of teacher motivation on the academic performance of students in private secondary schools within Nairobi County.

1.3.2 Specific Objectives

1. To evaluate how the level of teacher motivation affects students' academic performance.
2. To analyze how motivational factors (e.g., workshops, seminars) affect students' performance.
3. To analyze how creating a positive learning environment affect students' performance.

1.4 Research Questions

1. How the level of teacher motivation affects students' academic performance?
2. How motivational factors (e.g., workshops, seminars) affect students' performance?
3. How creating a positive learning environment affect students' performance?

1.5 Significance of the study

A degree certificate in the researcher's field of expertise will be presented . the results of this study help the researcher get inside into how when a teacher is fully motivated influences the performance of the student. The study finding will serve as study material

and also will provide secondary data in the respective field of the study which can be used by future researchers in management university of Africa. If all the suggestion are followed ,the secondary schools in Kenya will be able to experience better performance from there students and also from the teachers . In overall the schools in Nairobi Kenya will be able to achieve its main objective .

1.6 Scope of the Study

This study which is approximated to be carried out from January to December 2025 in private schools in Kibera constituency in Nairobi city . Kibera constituency is located in south west of Nairobi city .Kibera being one of the densely populated arear ,it has both day school and boarding school , also mixed or only girls or only boys school with variance in their performance .

1.7 Chapter Summary

In this chapter one , has clearly discussed about global ,regional local perspective on the impact of teacher motivation towards student performance , also It has indicated exactly what the problem and also the objectives of the study .Also It has discussed on significance of the study on researcher ,the targeted school, and to MUA institution .Finally the chapter gives out the approximate time when the research should be carried out ,geographical area of study and the targeted group .

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is divided into three parts: Theoretical review which discusses theories of the independent variables; empirical research review undertaken on the variables indicating the gaps that this study filled, and it outlines the conceptual frame work illustrating relationships between the variable

2.1 Theoretical literature review

The study was supported by Path-goal Theory of Leadership, Achievement Goal Theory, Expectancy Value Theory and Flow Theory.

2.1.1 Path-goal Theory of Leadership

This study was guided by Robert House's (1971) Path-Goal Theory of Leadership, which emphasizes the important role leaders play in motivating their teams to achieve both personal and organizational objectives. As noted by Keya (2019), the theory highlights that leaders should clearly define roles and set specific tasks and expectations to guide their teams effectively. It identifies four leadership styles directive, supportive, participative, and achievement-oriented each of which can be used depending on the situation. In the context of this research, the theory supports the idea that school principals can adopt various leadership strategies to improve teacher performance and student outcomes. For instance, by setting high standards and fostering a culture of continuous improvement, principals demonstrate an achievement-oriented style.

The Path-Goal Theory also focuses on how leadership behaviors interact with team members' characteristics, such as their skills and motivation levels. According to Landrum

and Daily (2012), one of the theory's strengths is its emphasis on results-oriented behavior, which helps team members become more effective when they understand their roles and goals clearly. However, the theory is not without limitations—it places more emphasis on how leaders influence their teams and less on how followers might influence leaders in return.

Despite these limitations, the Path-Goal Theory was highly relevant to this study as it provided a valuable lens to understand how school leaders, particularly principals, can motivate both teachers and students to work toward and achieve educational goals. The theory underscores the importance of removing obstacles, offering support, and clarifying the way forward to enhance motivation, satisfaction, and overall performance. In a school setting, a principal may demonstrate directive leadership by clearly outlining academic expectations, policies, and the steps needed for teachers and students to meet institutional goals. By removing hindrances such as resource shortages or lack of clarity in task expectations, principals help create an environment conducive to academic success.

Supportive leadership under this theory is particularly beneficial in schools where morale is low or where staff and students face emotional or psychological challenges. A supportive principal may offer encouragement, address personal concerns, and foster a warm school climate, which contributes to improved job satisfaction among teachers and better learning experiences for students. This, in turn, can positively impact academic performance as both groups feel valued and understood. Supportive behavior is essential in educational contexts where emotional intelligence plays a critical role in leadership effectiveness.

Participative and achievement-oriented leadership styles are equally important under this framework. Participative leadership encourages collaboration and shared decision-making,

which can lead to higher teacher and student ownership of school initiatives. On the other hand, achievement-oriented leadership sets high standards and challenges stakeholders to perform at their best. In this way, principals can create a performance-driven school culture that motivates both teachers and students to surpass their own limitations. The flexibility offered by the Path-Goal Theory allows school leaders to adapt their styles based on situational and individual factors, making it a dynamic and practical model for educational leadership.

2.1.2 Achievement Goal Theory

This makes the case that a person's orientation toward a goal is connected to all forms of motivation. This approach distinguishes between two types of goals: mastering goals and performance goals. Performance goals are predicated on gaining a sense of superiority or gratifying one's ego by seeming intelligent in front of one's peers. As the name suggests, mastery objectives are driven by the desire to become completely proficient in a certain ability or idea. Instead of completing a project only because it satisfies the standards, students with mastery goals will finish it when they are proud of it. They might keep thinking about and improving the task even after they submit it for evaluation. According to the former theory, mastery objectives and intrinsic motivation are mostly complementary. Using the concepts of approach and avoidant conduct from psychology, some education researchers have further deconstructed the idea of accomplishment goal theory. Students with approaches performance goals, as the name implies, actively strive to perform better than their peers, whereas those with avoidant performance goals actively try to avoid being regarded as less capable. Approach and avoidant orientations also apply to mastery goals, albeit they have received less attention.

Achievement Goal Theory provides a robust structure for understanding how the objectives and orientations of pupils affect their learning behavior and performance. Performance goals often emerge in competitive academic environments where grades and peer comparison are emphasized. These students may be highly motivated to succeed, but their focus tends to be on external validation. This can sometimes lead to surface learning, where the aim is to pass rather than to understand. When students fear failure or social embarrassment, they may resort to cheating or avoidance behaviors rather than fully engaging in the learning process.

Mastery goals, in contrast, nurture a love for learning and promote deeper cognitive engagement. Students with mastery orientations are more likely to use effective learning strategies such as elaboration, self-monitoring, and critical thinking. These students are also more resilient in the face of academic setbacks because their self-worth is not tied to outperforming others but to personal growth and competence. In classroom settings, teachers can promote mastery goals by emphasizing learning over performance, using formative assessments, and providing constructive feedback.

Moreover, the inclusion of approach-avoidance dimensions in this theory adds depth to understanding student motivation. For example, a student with an avoidant performance goal might procrastinate or withdraw from classroom participation to avoid appearing incompetent. Conversely, an approach mastery goal can drive a student to seek out challenging learning opportunities, even when success is uncertain. Educators who understand these dynamics can tailor their teaching approaches and classroom environments to encourage adaptive goal orientations, ultimately leading to improved student engagement and achievement.

2.1.3 Expectancy Value Theory

As Expectancy Value Theory explains, goal orientation has a significant influence on perseverance during a demanding endeavor. This paradigm states that performance and task selection are directly impacted by expectations and values. The theory in question consists of two primary parts.

A student's effort, the degree of difficulty they select, and, eventually, their performance will determine whether they succeed or fail. Second, a student's effort and mastery of a skill or topic are directly impacted by how much they value learning it. Beliefs upon one's own ability to succeed (sometimes referred to as self-efficacy) and the task's complexity have an impact on expectations as well as values. Students are more inclined to motivate themselves to put in extra effort on the current activity if they can recall performing well or feeling content after finishing a task comparable to this one in the past.

Students are unlikely to participate in the exercise, though, if they recall that it was either too easy and they ended up being frustrated, or that it was too easy and they got bored. Students' perceptions of other people's views and projections toward them, as well as their own understandings of their prior accomplishment outcomes, also have an impact on these beliefs, objectives, and recollections. Numerous social and cultural elements, particularly those related to parents and educators, have an impact on children's perceptions along with interpretations.

Expectancy Value Theory highlights how the interplay between a student's beliefs about success and the value they attach to a task shapes their academic behavior. For example, a student who believes they are capable of solving mathematical problems and sees math as

important for their future career is more likely to exert high effort and choose advanced courses. This theory suggests that motivation is not just about self-belief but also about the perceived usefulness and personal relevance of academic tasks.

Expectancy beliefs are shaped by both past experiences and feedback from key influencers like parents and teachers. A student who consistently receives encouragement and recognition from adults is more likely to develop a positive expectancy for success. However, repeated failures or negative reinforcement can diminish these beliefs, leading to disengagement. Teachers can bolster expectancy beliefs by setting achievable goals, scaffolding learning tasks, and celebrating incremental progress to help students build confidence over time.

The value component is multifaceted and includes intrinsic value (enjoyment of the task), utility value (usefulness of the task), attainment value (importance of doing well), and cost (perceived effort and sacrifice). A student may value learning science because they find it interesting (intrinsic), it aligns with their career aspirations (utility), or it reflects their self-identity as a smart student (attainment). However, if the cost in terms of stress, time, or risk of failure is too high, they may opt out. Therefore, fostering student motivation requires attention to not just capability beliefs but also to how students interpret the relevance and cost of academic activities.

2.1.4 Flow Theory

The psychological state known as "flow" is characterized by a person's muted sense of time and pure intrinsic motivation. When working on mastery-oriented assignments, students experience flow. This condition is accompanied by a decrease in self-consciousness and

emotions. Throughout the learning process, a student may experience a wide range of psychological states, including amazement, perplexity, worry, and helplessness, but the most productive state is flow. Because they are inwardly driven to study, pupils not only gain a lot of knowledge when in flow, however, they will also persist without continual encouragement from the teacher. The psychological state known as "flow" is characterized by a person's muted sense of time and pure intrinsic motivation. When working on mastery-oriented assignments, students experience flow. This condition is accompanied by a decrease in self-consciousness and emotions. Throughout the learning process, a student may experience a wide range of psychological states, including amazement, perplexity, worry, and helplessness, but the most productive state is flow. Because they are inwardly driven to study, pupils not only gain a lot of knowledge when in flow, however, they will also persist without continual encouragement from the teacher.

Flow Theory, developed by Mihaly Csikszentmihalyi, offers a unique perspective on motivation by emphasizing the experiential quality of engagement. Flow is characterized by deep concentration, a sense of control, and a merging of action and awareness. In educational settings, achieving flow means that students are fully immersed in the learning activity, often losing track of time because the task is optimally challenging and personally meaningful. This state enhances not only learning outcomes but also student satisfaction and well-being.

Creating the right conditions for flow in classrooms involves designing tasks that balance difficulty with student ability. This means differentiated instruction is essential, as tasks that are too hard cause anxiety, while those that are too easy lead to boredom. Teachers who understand their students' skill levels can provide tailored challenges that push each

learner slightly beyond their comfort zone an idea known as the “zone of proximal development.” Providing timely feedback and clear goals also helps maintain the flow state by keeping students aware of their progress and what is expected next.

Flow also supports intrinsic motivation, which is crucial for lifelong learning. When students learn for the joy of learning, they are inclined to persevere and participate voluntarily in academic endeavors and persist even in the absence of external rewards. Flow experiences are memorable and can shape students’ attitudes toward learning throughout their lives. Therefore, fostering environments that regularly allow for flow experiences can cultivate self-directed, passionate learners. In the broader view of this research, flow reinforces the idea that student performance improves when learning becomes an internally rewarding experience rather than a means to an end.

2.2 Empirical Literature Review

One important factor influencing student accomplishment is teacher motivation. Dedicated, tenacious, and creative teaching methods are more likely to be used by highly motivated educators, which eventually improves student outcomes. The level of teacher motivation, the effects of different motivating variables, and best practices for improving this important component of the educational process are the main topics of this literature review, which synthesizes empirical research on the elements influencing teacher motivation.

2.2.1. Level of Teacher Motivation and students’ performance

Several studies have explored various variables affecting academic achievement in secondary schools, including the social and economic background, infrastructure, parental involvement, as well as peer influence. Mutai (2019) highlighted that students from low-

income families face significant challenges like inadequate resources and lack of school fees, which negatively impact their academic performance. Ouma et al. (2020) further emphasized the role of infrastructure in student success, noting that insufficient learning environments hinder educational outcomes. Meanwhile, Wanjiru (2021) demonstrated that parental involvement in a child's education is crucial for academic success, but often, this involvement is limited, especially in economically disadvantaged areas. Kamau (2022) discussed how peer influence can shape student behavior and academic motivation, suggesting that positive peer groups can enhance learning outcomes.

However, a gap exists in these studies regarding the role of teacher motivation in addressing these challenges. While much attention has been given to external factors like socio-economic conditions and infrastructure, little focus has been placed on how motivated teachers can mitigate these issues. For instance, while students from lower socio-economic backgrounds struggle with resource scarcity, highly motivated teachers can creatively use the available resources and maintain student engagement. Similarly, in schools with poor infrastructure, teacher enthusiasm and commitment can inspire students to make the most of what is available. Moreover, despite the limitations of parental involvement, motivated teachers can step into mentorship roles, providing the academic and emotional support that students might otherwise lack.

Teacher motivation plays a crucial role in bridging these gaps. Motivated teachers tend to go beyond the classroom, investing in their students' well-being and academic progress, regardless of socio-economic constraints. They foster conditions that is favorable and supportive of learning, which motivates engaged students' participation and optimal use of available resources. Furthermore, they can shape peer interactions, fostering a mutually

supportive and cooperative culture among students. In this way, teacher motivation not only fills the gap left by socio-economic, infrastructural, and parental challenges but also plays a vital role in enhancing overall academic achievement.

2.2.2 Motivational Factors and students' performance

Many different things affect what motivates teachers. It's important to understand these influences and how they vary in order to create meaningful strategies that can help improve teachers' performance.

School Leadership and Culture, supportive school leadership, characterized by trust, collaboration, and clear communication, is a significant driver of teacher motivation. Hoy et al. (1991) found that schools with a positive organizational climate, where teachers feel valued and respected, had higher levels of teacher morale and, subsequently, student achievement. Transformational leadership, where leaders inspire and empower teachers, is particularly effective (Leith wood et al., 2004). Research on school principal's leadership style has shown a notable impact on teachers' sense of self-efficacy; a key factor in teacher motivation.

Professional Development and Opportunities for Growth ,providing teachers with relevant, high-quality professional development opportunities and avenues for career advancement is crucial for maintaining motivation. Darling-Hammond et al. (2017) emphasized the importance of ongoing, job-embedded professional development that focuses on enhancing pedagogical skills and content knowledge. Access to mentoring programs and opportunities to collaborate with peers can also boost teacher confidence and motivation

(Ingersoll & Strong, 2011). Studies on teacher retention frequently link continued professional development with lower teacher turnover rates.

Working Conditions and Resources, Adequate resources, manageable workloads, and supportive working conditions significantly impact teacher motivation and job satisfaction. Johnson (2006) found that factors such as excessive paperwork, large class sizes, and lack of resources contributed to teacher burnout and decreased motivation. Similarly, Griffin & Smith (2006) highlighted the importance of providing teachers with adequate time for planning, collaboration, and professional reflection. Research suggests that schools with better resources and a lower student-to-teacher ratio achieve better student academic outcomes.

Student Behavior and Support, Teachers' motivation can be negatively impacted by disruptive student behavior and a lack of support from parents and administrators. Sutton & Wheatley (2003) explored the relationship between classroom management challenges and teacher stress, revealing that teachers who struggle with student behavior often experience lower job satisfaction. Creating a positive classroom environment through effective classroom management strategies and supportive policies can mitigate these challenges and enhance teacher motivation. Studies on behavioral interventions at school, such as Positive Behavioral Interventions and Supports (PBIS), have demonstrated positive impacts on both student behavior and teacher well-being. **Recognition and Rewards,** both formal and informal recognition of teachers' contributions, such as awards, public praise, and opportunities to share best practices, can enhance motivation.

Ryan and Deci (2000) 's Self-Determination Theory suggests that acknowledgement of competence is vital to sustaining motivation. Studies show that non-monetary rewards, such as professional development opportunities, can be more effective in the long run at boosting teacher morale and performance. Studies on employee-of-the-month schemes show mixed results: While they can offer an immediate boost in morale, they might not have a long-term impact on motivation. Autonomy and Control, giving teachers autonomy over their teaching practices, curriculum design, and classroom management fosters a sense of ownership and increases motivation. Barth (2006) emphasized the importance of teacher autonomy and the role of the principal in creating a school climate where teachers feel empowered. Teachers who feel they have a voice in decision-making and are trusted to make professional judgements are more likely to be engaged and motivated. Research on educational reforms shows how overly prescriptive approaches can undermine teacher motivation, resulting in poorer educational outcomes.

2.2.3. Creating a positive learning environment and students' performance

Based on the empirical literature, several evidence-based practices can be implemented to enhance teacher motivation and improve student achievement. Foster a Supportive School Climate, School leaders should cultivate a positive and collaborative school environment that emphasizes trust, respect, and open communication (Hoy et al., 1991). This includes promoting shared leadership, providing opportunities for teacher voice, and creating a culture of continuous improvement.

Provide High-Quality Professional Development, invest in ongoing, job-embedded professional development opportunities that focus on enhancing teachers' pedagogical skills, content knowledge, and classroom management strategies (Darling-Hammond et al.,

2017). This may involve mentorship programs, peer collaboration, and opportunities to learn from experts. Offer Adequate Resources and Support, ensure that teachers have access to sufficient resources, including materials, technology, and time for planning and collaboration (Johnson, 2006). This includes providing support for classroom management, addressing student behavioral challenges, and managing teacher workloads. Recognize and Reward Teacher Contributions, implement both formal and informal recognition programs to acknowledge teachers' hard work and achievements (Ryan & Deci, 2000). This may involve providing opportunities for professional growth, public praise, and recognition of exceptional performance.

Empower Teachers with Autonomy and Decision-Making, Allow teachers greater autonomy in curriculum design, instructional strategies, and classroom management (Barth, 2006). This will empower them to take ownership of their teaching practices and cater to their students' individual needs. Promote Work-Life Balance, ensure that teachers are able to balance their work and personal lives. Encourage practices such as flexible work arrangements and adequate time for lesson planning. This can significantly reduce teacher burnout and improve motivation.

2.3 Summary and Research gaps

Table 1: Summary and Research Gaps

Authors	Areas of Focus	Methodology	Findings	Knowledge Gaps	Focus of the Current Study
Chibulo Foster Mwachikoka (2024)	Relationship between teacher motivation and student achievement	Mixed methods, largely correlational studies	Indicate association between teacher motivation and student performance	Limited understanding of causal link many studies show correlation but not causation	This study will examine whether a direct causal relationship exists between teacher motivation and student achievement in secondary schools in Nairobi
Adebayo, M., Ibrahim, A. B., Yusuf, B., & Omah, I. (2022)	Teacher motivation's impact on student engagement and autonomy	Mostly quantitative; limited qualitative insights	Teacher motivation likely influences student engagement, but evidence remains indirect	Influence on student motivation and role of teacher autonomy remain underexplored empirically	The study will explore how teacher motivation influences both student motivation and engagement through teacher autonomy
Achyut Gnawali (2023)	Tools for measuring teacher motivation	Lacks standardized tools; varied metrics	No universal tool to measure motivation effectively	Lack of standard measurement for teacher motivation	This study will adopt and test a comprehensive framework to assess teacher

			across settings		motivation levels reliably
Various Studies (e.g., Adebayo et al., 2022; Gnawali , 2023)	Intrinsic vs. extrinsic motivation	Predominantly focused on self- determination theory	Misses’ other factors like social support, leadership , working environment	Overemphasis on intrinsic/extrinsic dichotomy; neglect of other variables	This study broadens the analysis to include social and institutional influences on teacher motivation
Various Studies (e.g., Asiimwe et al., 2022)	Classroom diversity and its effects on teacher motivation	Homogeneous classroom studies dominate	Little attention to varied classroom contexts	Motivation in differentiated learning environments is poorly understood	The study investigates how teacher motivation varies across diverse classroom and school settings in Nairobi
Various Researchers (e.g., Adebayo et al., 2022)	Cultural factors influencing motivation	Cultural dimensions often overlooked	Culture impacts teacher attitudes but is underrepresented	Cultural determinants of motivation lack empirical support	The study examines how Kenyan cultural and institutional norms shape teacher motivation
Various Researchers (e.g., Adebayo	Emotional intelligence and teaching	Limited integration in teacher motivation studies	Emotional intelligence affects job satisfaction and	Link between emotional intelligence and teacher motivation underexplored	The study integrates emotional intelligence as a dimension influencing teacher

o et al., 2022)			teaching style	motivation and performance	
Various Authors (e.g., Achyut Gnawali , 2023)	Teacher motivation's impact on academic outcomes	Mostly short- term, exam- focused studies	Immediate academic outcomes analyzed	Neglect of long-term student outcomes	This study considers the extended effects of teacher motivation on holistic student development
Various Research ers (2022– 2024)	Burnout and stress in teaching	Burnout explored more than motivation	Well- being's broader influence on motivation is unclear	Well-being and burnout not jointly analyzed in relation to motivation	This study assesses how teacher well- being, burnout, and motivation interact to influence performance
Various Authors (2022– 2024)	Education policy and motivation	Few evaluate actual outcomes of policies	Policy interventi ons often assumed effective without assessment	Lack of policy-level intervention studies	The study evaluates the role of policy measures (e.g., CPD, evaluation systems) in enhancing teacher motivation

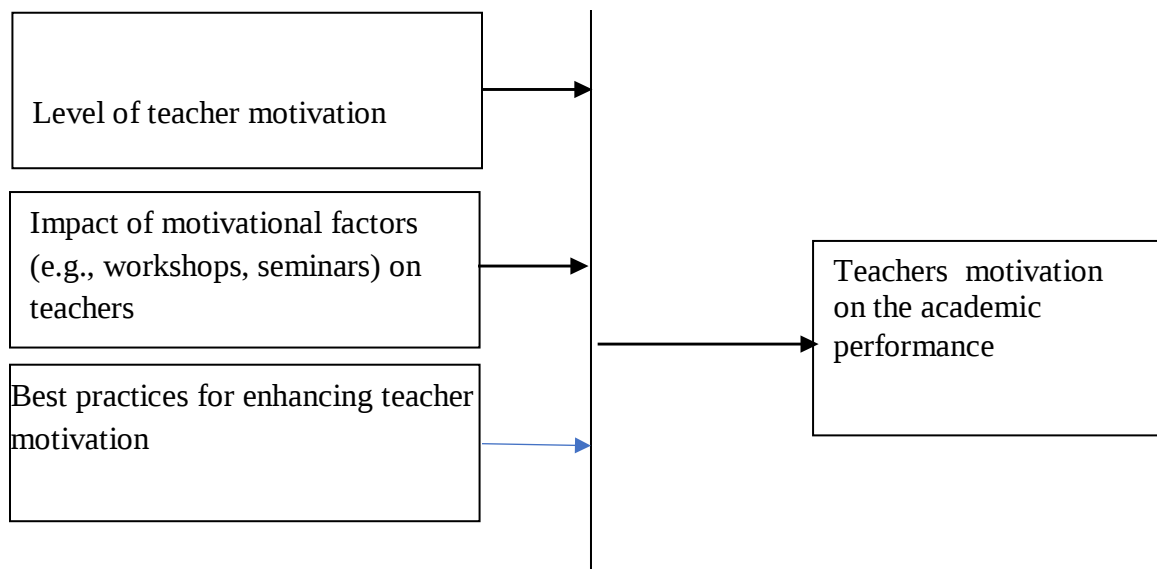
2.4 Conceptual Framework

Figure 1: Conceptual Framework

A conceptual framework, according to Imelda (2014), is the outcome of combining many linked ideas to provide a broader comprehension of the study subject and to explain a particular occurrence.

Independent Variables

Dependent Variable



2.5 Operationalization of Variables.

Table 2: Operationalization of Variables.

Variables	Indicators	Instruments
Level of teacher motivation	• Willingness to take extra duties • Commitment to student performance • School attendance records	• Questionnaires • Interviews
Impact of Motivational Factors	• Effect of salary and benefits on performance • Influence of working conditions • Role of professional development opportunities • Perceived recognition and appreciation	• Questionnaires

	• Focus group discussions • School performance reports	
Best Practices for Enhancing Teacher Motivation	• Effective leadership styles • Use of incentives and rewards • Opportunities for career growth • Supportive school environment • Interviews with school administrators • Policy document reviews	• Questionnaires

2.6 Chapter Summary

The theoretical and empirical literature was reviewed, research gaps were noted, and key findings were described in this chapter. It gave the research a structured approach by defining the conceptual framework and operationalizing the variables. The chapter concluded with a thorough synopsis.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter outlines the methodology that will be used to examine the impact of teacher motivation on students' academic performance in private secondary schools within Nairobi County. It covers the research design, target population, sampling strategy, data collection instruments, pilot study procedures, methods of data collection and analysis, as well as the ethical considerations guiding the study.

3.1 Research Design

The study will employ a descriptive survey design, which is appropriate for collecting quantitative data that reflects current opinions, behaviors, and conditions without manipulating any variables (Creswell & Creswell, 2018). This design is suitable for social science research as it enables the researcher to gather comprehensive data from a large number of respondents within a natural setting. Furthermore, it allows for comparison and generalization across the sampled population (Bryman, 2016). The design is ideal for understanding patterns of teacher motivation and its influence on students' academic outcomes.

3.2 Target Population

The target population refers to the entire group of individuals from which the sample will be drawn (Saunders, Lewis & Thornhill, 2019). The study had targeted the following comprises principals, teachers, students, and parents from selected private secondary schools in Kibra Constituency, Nairobi County. These stakeholders are chosen due to their direct involvement in or influence on the teaching and learning process.

Table 3 ; Target population

Category	Target population	Percentage
Principals	50	10%
Teachers	30	6%
Students	220	44%
Parents	200	40%
Total	500	100%

Source: Ministry of education, Laikipia county (2025)

3.3 Sample and Sampling Technique

A stratified random sampling technique will be employed to ensure proportional representation of each subgroup in the population (Etikan & Bala, 2017). The Yamane formula (1967) will be used to calculate the sample size. This will ensure statistical reliability while maintaining a manageable group size for data collection.

$$n = \frac{N}{1 + N(e)^2}$$

Where:

N= Number in population

e = Confidence interval

n= Sample size

$$500 / \{1 + 500(0.0025)\}$$

$$= 222 \text{ respondents}$$

Based on this calculation, 222 respondents will be selected for the study. The breakdown of the sample size is presented in the table below:

Table 4; sampling size

Category	Target population	Sample
Principals	50	10
Teachers	30	80
Students	220	100
Parents	200	32
Total	500	222

Source: Author

3.4 Research Instruments

The study will employ structured questionnaires as the primary instrument for data collection. The questionnaires will contain both closed and A 5-point Likert scale (ranging from 1 = Strongly Disagree to 5 = Strongly Agree) will be used to quantify attitudes and perceptions (Likert, 1932; Mohajan, 2018). Structured questionnaires are chosen due to their consistency, ease of administration, and suitability for statistical analysis to capture quantitative and qualitative data. Two pieces will comprise the instrument: Demographic information was collected in Section A, whereas Section B focused on research variables such as teacher motivation levels, the influence of motivational factors, and strategies for improving motivation.

3.5 Pilot Study

Ten percent of the entire sample, or about 22 respondents, will participate in a pilot study that will be carried out in a single school that is not included in the main study. The purpose will be to evaluate the questionnaire items' structure, relevance, and clarity. Bell, Bryman, and Harley (2019) assert that pilot testing facilitates the identification of unclear or

deceptive items and improves instrument accuracy. The pilot study's data will not be included in the final analysis of the results.

3.5.1 Validity of Research Instruments

Validity refers to how well an instrument measures what it is intended to measure (Heale & Twycross, 2015). To ensure content and construct validity, the instruments will be reviewed by experts in educational research and adjusted based on feedback from the pilot study. This process will confirm that the questionnaire items are appropriate and representative of the research objectives.

3.5.2 Reliability of Research Instruments

The study obtains relevant data by focusing on a precise group referred to as the target population. Researcher generalization findings from the entire set of population entities which make up the target population according to Burns and Grove (2021). According to Mugenda and Mugenda (2019) a population consists of an organized group that contains entities with shared components pertaining to study goals. The research focuses on key stakeholders from secondary schools in Nairobi County as its targeted population. The population comprises school leaders alongside their teaching staff and their current students together with their family members since these groups critically affect learning results. The education system possesses four main pillars which include principals who set policies and leadership directions and teachers who lead instruction and students who directly receive educational benefits and parents who offer financial backing and involvement in their children's educational journey (Wanjohi, 2022).

3.6 Data Collection Procedure

Prior to beginning the study, the researcher will secure permission from the Management University of Africa. After approval, the researcher will look for additional authorization. the appropriate educational authorities, such as the Nairobi County Education Office and the Ministry of Education, to enable easy access to secondary schools in the research area. The researcher will formally explain the goals, importance, and ethical issues of the study to the parents, instructors, students, and principals of the chosen schools prior to data collection. After being informed that participation is voluntary, participants' consent will be requested. To increase respondents' trust and willingness to participate, a cover letter outlining the goal and confidentiality of the study will be included with every questionnaire.

The information will be gathered using structured questionnaires and interviews. The researcher will distribute the questionnaires to students, teachers, and parents, allowing them sufficient time to complete them. For clarity and accuracy, the researcher will provide necessary guidance where needed. Additionally, key informant interviews will be conducted with school administrators and education officials to supplement the questionnaire data.

The complete procedure for gathering data will be completed over ten days, ensuring that all targeted respondents have ample time to participate. Upon retrieval of the questionnaires, the responses will be reviewed for completeness and accuracy before proceeding to data analysis.

3.7 Data Analysis and Presentation

The data analysis process will begin with an examination of the completeness and accuracy of the responses collected through the questionnaire, with only fully completed and valid responses considered for further analysis to ensure data reliability. The data collected will be reviewed for inconsistencies, missing values, and errors before being coded to facilitate quantitative analysis, where each response will be assigned numerical values for easier data entry and statistical computation. The data will be summarized using descriptive statistical methods like frequencies, percentages, averages, and standard deviations, which will aid in classifying and tabulating responses to find trends and patterns pertaining to the influence of impact of instructor motivation on pupils' performance. After that, the data will be graphically represented using tables, bar charts, pie charts, and histograms to show distributions and trends. This will make it easier to understand how motivation affects students' academic achievement. Statistical techniques like regression analysis and correlation analysis will be used to evaluate the relevance of each component and their combined effect on students' performance in order to ascertain correlations between the independent variables and academic accomplishment. The results of both descriptive and inferential statistics will be examined in light of the study's goals the research objectives and existing literature, with key observations highlighted and possible explanations for the trends provided to give a comprehensive understanding of the study's results. By employing these analytical techniques, the study will effectively evaluate the impact of teacher motivation on student performance in secondary schools in Nairobi County and provide meaningful insights for educators, policymakers, and stakeholders.

3.8 Ethical Considerations

This research will adhere strictly to ethical standards in line with academic and institutional guidelines.

3.8.1 Informed Consent

Informed consent refers to the voluntary agreement of participants to take part in a research study after being fully informed about its purpose, procedures, potential risks, and benefits. Participants will be provided with clear information regarding the study's objectives, methods, and their rights, including the right to withdraw at any stage without consequences. Additionally, approval will be sought from relevant authorities, such as school administrations and educational boards, to ensure compliance with ethical research guidelines.

3.8.2 Voluntary Participation

Taking part in this study will be completely voluntary, with no participant being forced or pressured to join. Before any data is collected, the purpose of the research will be clearly explained to everyone involved, giving them the freedom to decide whether or not to participate. Only those who agree willingly will take part, ensuring the study respects each person's right to make their own informed choice.

3.8.3 Confidentiality

To maintain confidentiality, all data collected from respondents will be kept in a safe location and utilized only for educational purposes. The questionnaire will include a brief introduction reassuring participants that their responses will remain confidential.

Identifying information, only the researcher and approved educational supervisors will be granted access to these data, and it won't be disclosed with outside parties.

3.8.4 Privacy

Respecting the privacy of participants will be a key priority. The study will ensure that participants' identities and personal details are not disclosed in any form. Data collection will be conducted in a manner that safeguards respondents' privacy, and no personal inquiries beyond the scope of the research will be made.

3.8.5 Anonymity

Anonymity will be upheld by ensuring that respondents' identities are not linked to their responses. In line with Mugenda (2009), no names, ethnic backgrounds, or personal identifiers will be collected. Instead, responses will be coded to protect participants' identities. This will ensure that participants feel comfortable providing honest and unbiased responses without fear of identification or repercussions.

3.9 Chapter Summary

The study's methodology and research design were covered in this chapter. The target population, sampling strategies, data collection instruments, pilot study, data analysis protocols, and ethical considerations were all covered in detail. The methodology offered an organized way to look into how student academic achievement in Nairobi County's private secondary schools is impacted by teacher motivation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.0 Introduction

This chapter presents the response rate, background details of the participants, and a detailed analysis of the findings in line with the study's main objectives. Data was gathered using structured questionnaires distributed to principals, teachers, students, and parents. The collected responses were then analyzed using simple descriptive statistics such as percentages and frequency counts.

4.1 Response Rate

The study targeted a total of two hundred and twenty-two participants, and remarkably, every single questionnaire was completed and returned. This one hundred percent response rate is considered outstanding and adds strong credibility to the study's findings.

Table 5: Response Rate

Category	Frequency	Percentage
Response	222	100%
Non-response	0	0%
Total	222	100%

Source: Author

4.2 Demographic findings

4.2.1 Respondents

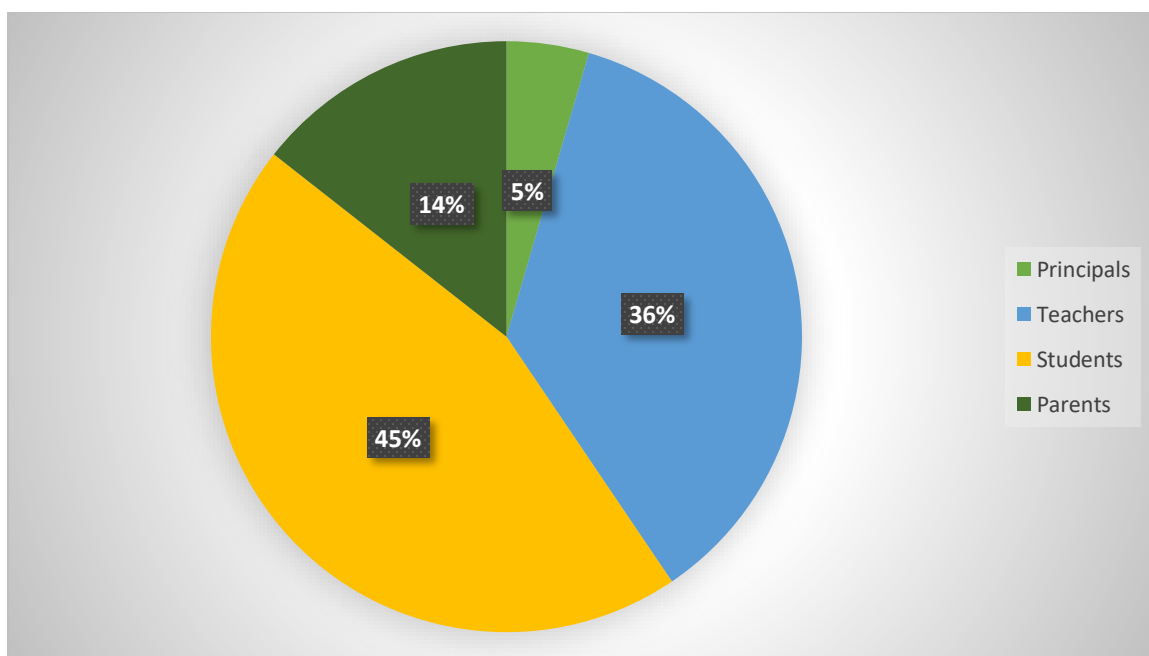
Table 6 : Respondents by Role

Category	Frequency	Percentage
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Principals	10	4.5%
Teachers	80	36.0%
Students	100	45.0%
Parents	32	14.5%
Total	222	100%

Source: Author

Figure 2: Respondents by Role

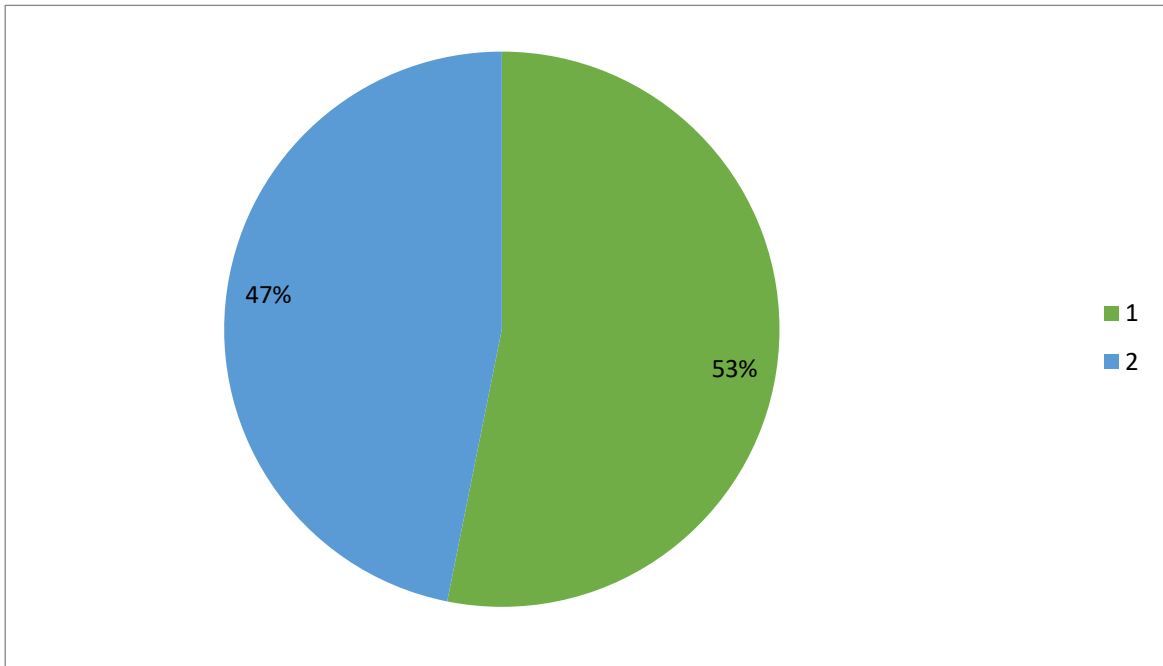


The study involved four main groups: 10 principals (4.5%), 80 teachers (36%), 100 students (45%), and 32 parents (14.5%). These proportions ensured representation across key educational stakeholders. The student group formed the largest portion, reflecting their direct experience of teaching practices, while the teacher group provided firsthand insight into motivation and its link to performance. This distribution was essential to achieving a balanced and holistic understanding of the issue.

4.2.2 Gender Distribution

Out of the 222 respondents, 53% were male while 47% were female. This nearly balanced gender representation indicates that the findings were not biased towards either gender. It also reflects inclusivity and diversity among stakeholders engaged in the study.

Figure 3; Gender



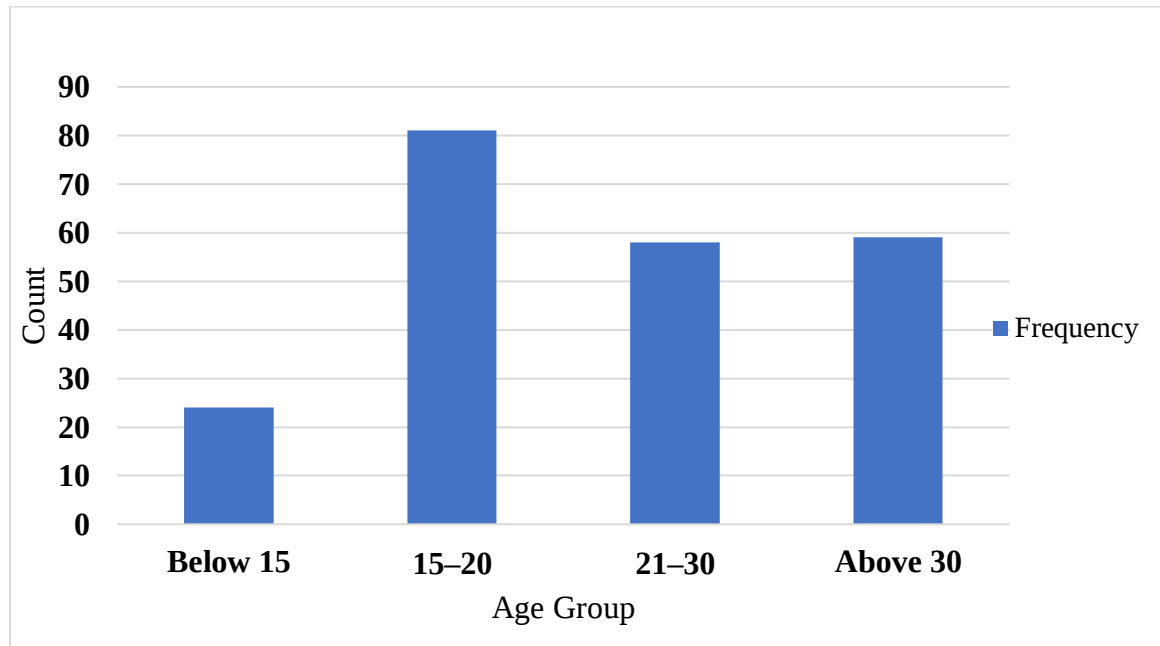
4.2.3 Age Distribution

Table 7 ; Age of Respondents

Category	Frequency	Percentage
Below 15	24	10.8%
15-20	81	36.5%
21-30	58	26.1%
Above 30	59	26.6%

Total	222	100%
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4.2.4 Age of the Respondents



Analysis

Respondents' ages were grouped into four categories. The highest number (81 individuals, or 36.5%) were between 15 and 20 years, followed by: 59 (26.6%) who were above 30 years, 58 (26.1%) in the 21-30 years category, and 24 (10.8%) who were below 15 years.

This distribution shows that the study included both students (mostly younger) and older stakeholders like parents and school staff.

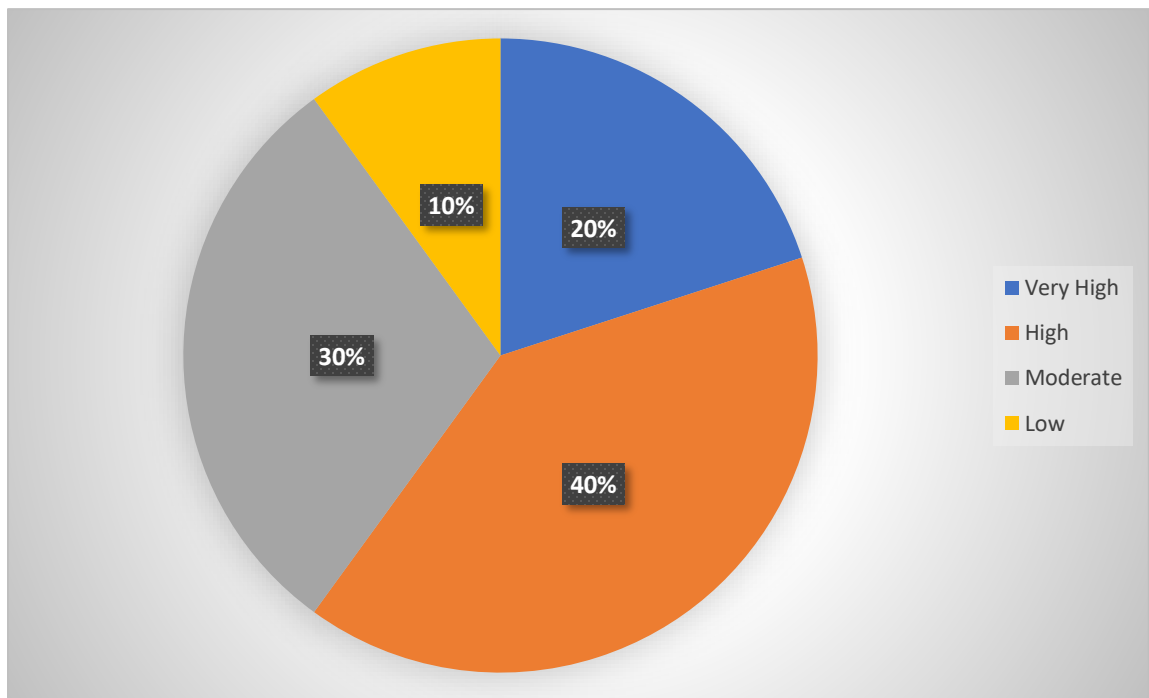
4.3 Descriptive Analysis

4.3.1 level of Teacher motivation

Table 8 : level of Teacher motivation

Motivational level	Frequency	Percentage
Very High	2	20%
High	4	40%
Moderate	3	30%
Low	1	10%

Figure 5: level of Teacher motivation



The data collected from principals indicated that 20% rated the motivation of teachers as “Very High,” 40% as “High,” and 30% as “Moderate,” while only 10% rated it as “Low.”

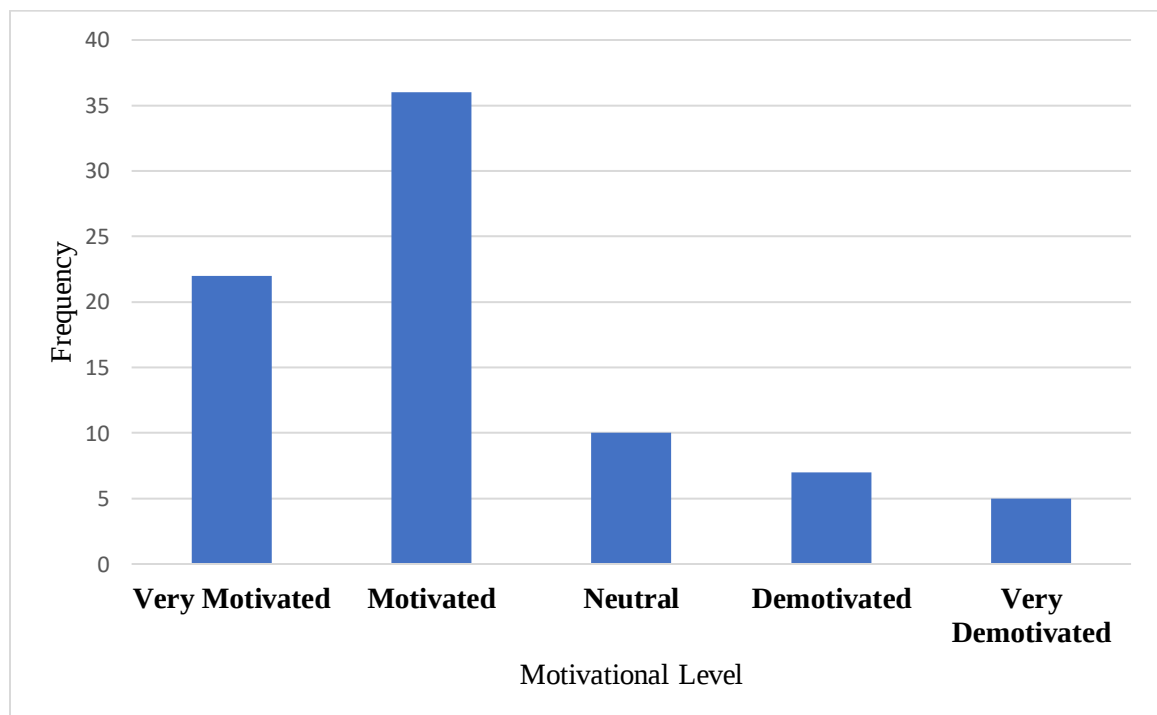
This suggests that school leaders generally perceive their staff as moderately to highly motivated, which is critical for sustaining academic performance.

4.3.2 Influence of Motivation Factors on Students performance

Table 9 : Motivation Factors

Motivational level	Frequency	Percentage
Very Motivated	22	27.5%
Motivated	36	45%
Neutral	10	12.5%
Demotivated	7	7.9%
Very Demotivated	5	5.6%

Figure 6 : Motivation Factors



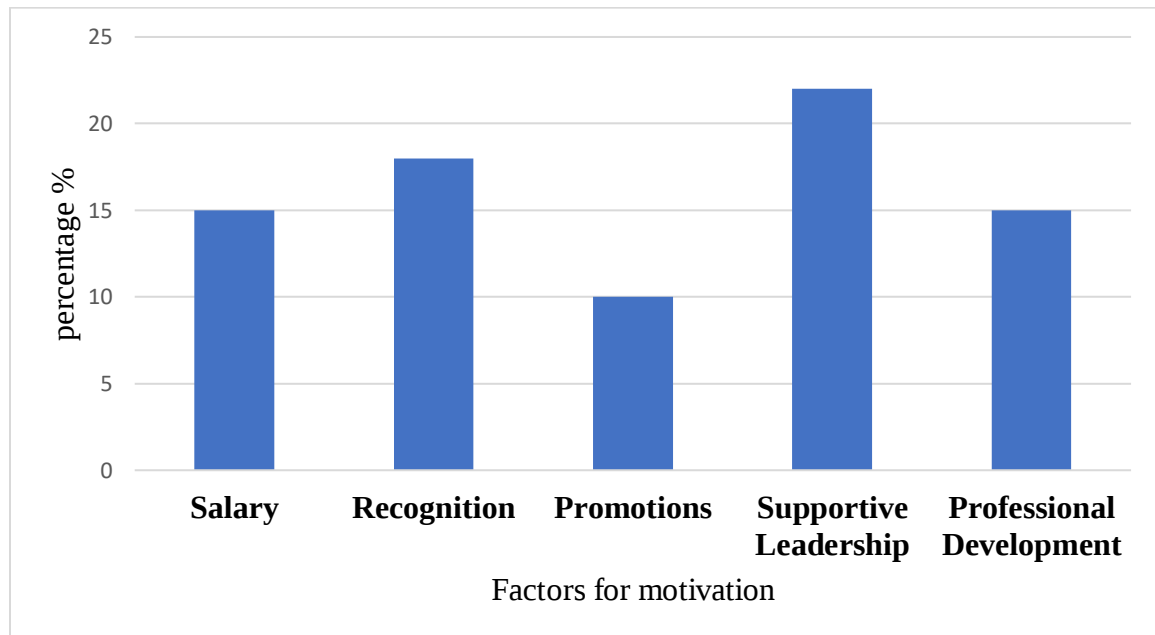
Teachers' self-assessment revealed that 27.5% considered themselves “Very Motivated,” and 45% were “Motivated.” However, 12.5% remained neutral, and about 15% were either “Demotivated” or “Very Demotivated.” This mixed response indicates that while most teachers are engaged in their roles, a significant minority are experiencing low morale. Such demotivation, if unaddressed, can directly affect classroom delivery, consistency, and student outcomes.

4.3.3 Creating a Positive Learning Environment

Table 10 : Positive Learning Environment

Factors	Frequency	Percentage
Salary	15	18.75%
Recognition	18	22.5%
Promotion	10	12.5%
Supportive Leadership	22	22.5%
Professional Development	15	18.75%

Figure 7 :Positive Learning Environment



Teachers were asked to indicate what factors most influence their motivation. The most frequently cited were supportive leadership (22.5%) and recognition (22.5%), followed by professional development (18.75%) and salary (18.75%). Promotions were least cited at 12.5%. This shows that while monetary compensation is relevant, non-monetary forms such as recognition and a positive leadership culture are equally if not more important in boosting morale. These findings align with motivational theories emphasizing intrinsic factors.

4.3.4 Student View on Teacher Engagement

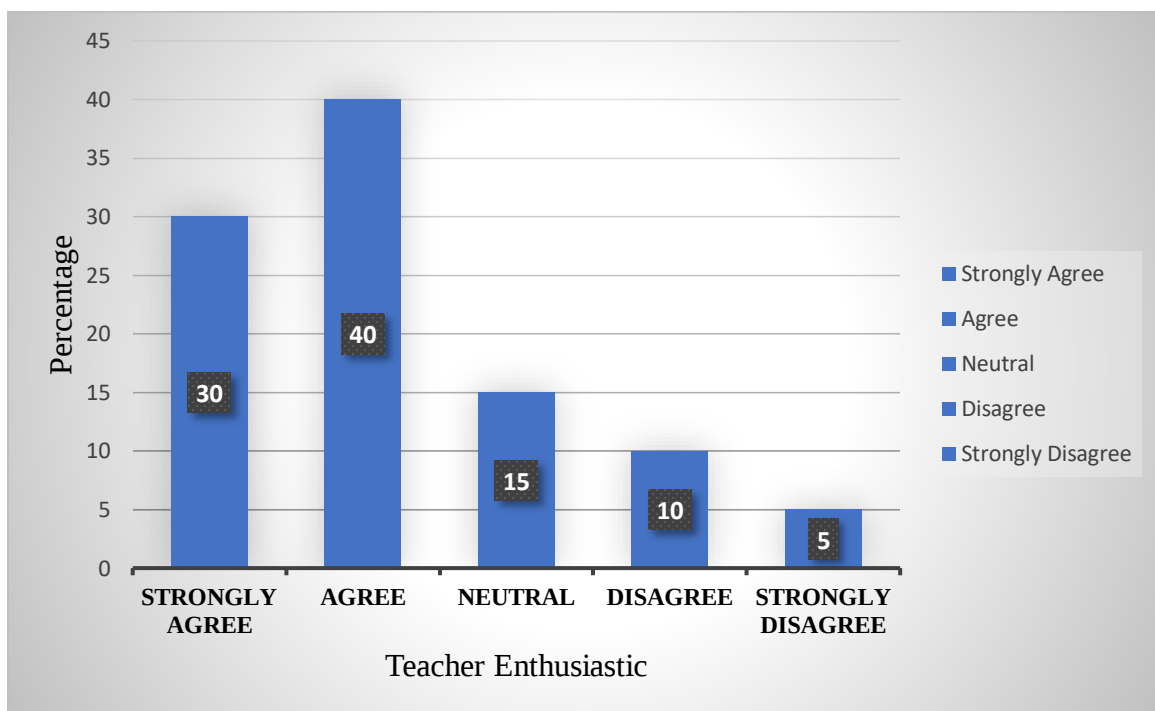
Table 11 : Student View on Teacher Engagement

Teachers enthusiastic	Frequency	Percentage
Strongly Agree	30	30%

Agree	40	40%
Neutral	15	15%
Disagree	10	10%
Strongly Disagree	5	5%

Source: Author

Figure 8: Student View on Teacher Engagement



From the student perspective, 70% of students agreed that their teachers were enthusiastic and supportive, while only 15% disagreed. Students who perceived their teachers as motivated also reported feeling more encouraged to learn. This confirms that teacher motivation significantly influences classroom dynamics, student interest, and academic engagement.

Principals identified several strategies used to enhance motivation: regular performance evaluations, staff promotions, workshops, as well as the development of an encouraging educational environment. These practices were linked to improved student discipline, class attendance, and performance.

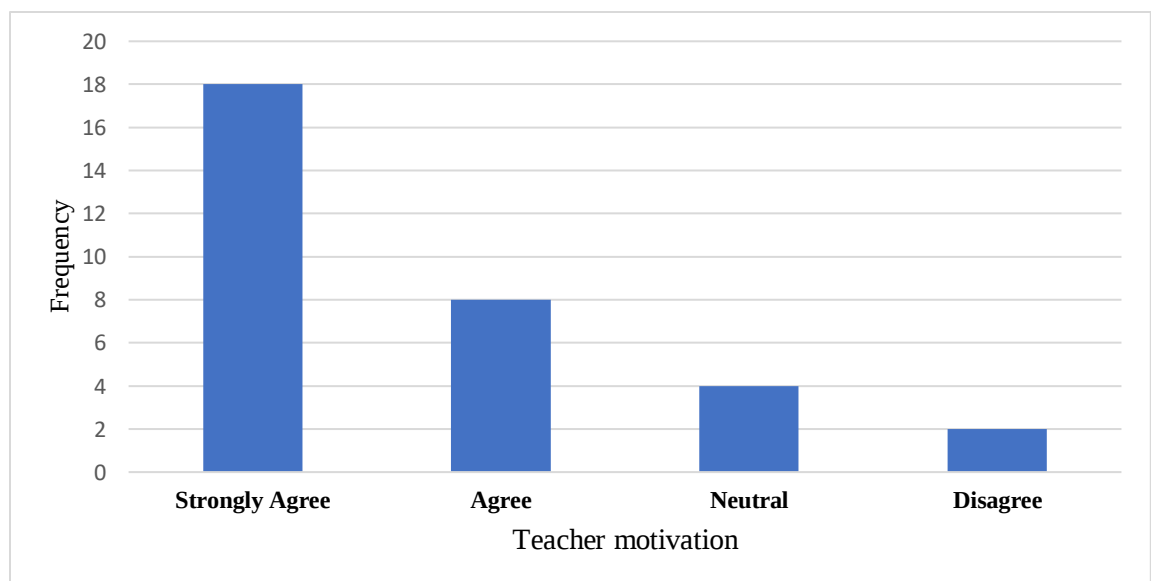
4.3.5 Parents on Teacher Motivation and Student Outcomes

Table 12 : Parents on Teacher Motivation and Student Outcomes

Teacher Motivation Affects Performance	Frequency	Percentage
Strongly Agree	18	56.3%
Agree	8	25%
Neutral	4	12.4%
Disagree	2	6.3%

Source: Author

Figure 9 ; Parents on Teacher Motivation and Student Outcomes



Parents, when asked whether they believe teacher motivation affects their children's performance, overwhelmingly agreed 56.3% "Strongly Agreed," and 25% "Agreed." Only 6.3% disagreed. This demonstrates a strong community perception of the importance of teacher satisfaction and well-being in shaping student success.

4.4 Limitations of the Study

Some challenges were experienced during data collection where by a few respondents were hesitant to provide personal or sensitive information. This was mitigated by ensuring anonymity and confidentiality. Some participants delayed filling out questionnaires or provided limited information. Polite follow-ups and clarifying the academic purpose of the study helped address this.

4.5 Chapter summary

Chapter Four shares the results of the study exploring how motivated teachers impact student performance in private secondary schools in Nairobi. It looks at feedback from principals, teachers, students, and parents, along with background details like age and gender. Overall, the findings show that most teachers feel motivated especially when they feel supported and appreciated and this motivation clearly helps students do better in school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter summarizes the study's results, makes inferences from the data analysis, and offers suggestions for practice and policy. It also provides ideas for additional investigation. The chapter is structured in accordance with the research's goals: assessing how motivated teachers are, examining motivating elements, and determining how a supportive learning environment affects student achievement.

5.1 Summary of Findings

5.1.1 Response Rate and Demographics

With a high response rate of 100%, the survey showed that the targeted stakeholders were actively participating. Teachers, principals, students, and parents made up the sample, which was selected from a range of demographic backgrounds, such as age, gender, and prior teaching experience. The sample's diversity offered a comprehensive viewpoint on teacher motivation and how it affects student achievement.

5.1.2 Level of Teacher Motivation

The results showed that secondary schools in Nairobi have a generally relatively high degree of teacher motivation. A significant number of teachers reported being either “motivated” or “very motivated” to perform their duties. However, a considerable portion expressed neutrality or low levels of motivation, indicating inconsistencies across schools. Principals tended to rate teacher motivation slightly higher than the teachers themselves, suggesting a possible perception gap between leadership and teaching staff.

5.1.3 Motivational Factors (e.g., Workshops, Seminars)

The study established that non-financial motivational factors play a pivotal role in enhancing teacher motivation. Opportunities for professional growth through workshops, seminars, and continuous training were highly valued. Teachers appreciated being involved in decision-making and recognized for their efforts. Financial incentives such as salaries and promotions were also important, but they were not the sole determinants of motivation. Students confirmed those educators who have access to chances for development as professionals tended to be more engaging and effective in the classroom.

5.1.4 Creating a Positive Learning Environment

Creating and sustaining a positive learning environment emerged as a key influence on both teacher motivation and student performance. Factors such as supportive school leadership, constructive feedback, peer collaboration, and recognition systems were identified as critical in fostering motivation. Both parents and students observed that teachers who felt respected and supported created more conducive and engaging classroom environments.

5.2 Conclusion

The study concludes that teacher motivation is a vital determinant of student academic performance. When teachers are motivated, they demonstrate higher levels of engagement, enthusiasm, and effectiveness in their teaching. This directly translates into better classroom experiences and academic outcomes for students. The research also concludes that teacher motivation is influenced more by non-financial incentives, such as recognition

and leadership quality, than by monetary rewards alone. It is therefore essential for school administrators to understand and harness these motivational drivers.

Another important conclusion is that the school environment plays a central role in sustaining teacher morale. A supportive and inclusive culture that values teacher contributions, provides opportunities for growth, and encourages collaboration has a direct and positive effect on both teacher well-being and student achievement. Lastly, the study emphasizes the interconnectedness of all stakeholders principals, teachers, students, and parents in creating an environment where motivation and performance can thrive.

5.3 Recommendations

Based on the findings of the study, it is clear that enhancing teacher motivation is essential for improving student academic performance. One key recommendation is to increase access to professional development opportunities. Schools should institutionalize regular workshops, seminars, in-service training sessions, and mentorship programs aimed at improving pedagogical practices and boosting morale. These professional development activities should be practical, inclusive, and tailored to address the specific needs of teachers. When teachers are exposed to new teaching strategies and given space to grow professionally, they are more likely to remain engaged, confident, and motivated. These opportunities also foster a culture of continuous learning, which benefits not just the teachers but also the students.

Another recommendation is the implementation of structured recognition and support systems within schools. Teachers, like professionals in other sectors, thrive when their work is acknowledged and appreciated. Recognition can take many forms, including

awards, appreciation days, promotions, public commendations, or even personal thank-you notes. Such gestures, while seemingly small, have a powerful psychological impact, affirming teachers' value and boosting their intrinsic motivation. Supportive school environments that prioritize teacher well-being and regularly check in on staff satisfaction contribute to a more committed and productive workforce.

School leadership also plays a critical role in shaping the motivational climate within schools. Therefore, it is recommended that principals adopt transformational leadership practices that inspire and empower teachers. This includes involving teachers in decision-making, offering timely and constructive feedback, being approachable, and leading by example. Transformational leaders build trust and a sense of shared purpose, which significantly increases teachers' emotional commitment to their work and the institution. When teachers feel they are part of a vision and their voices matter, they tend to go an extra mile in supporting student achievement.

In addition to leadership, the improvement of working conditions should be a top priority. Overburdened workloads, lack of teaching materials, and poorly maintained classrooms contribute to demotivation and teacher burnout. Schools should work to build environments that support both teaching and learning by making sure teachers have the resources they need and are not overwhelmed by large class sizes, and appropriate teaching aids. Investing in better infrastructure, such as staff rooms, ICT labs, and teaching materials, demonstrates a tangible commitment to teacher support and can enhance their overall job satisfaction.

While non-monetary factors are essential, the study also affirms that financial incentives cannot be overlooked. Fair and transparent salary structures, timely promotions, and performance-based bonuses contribute to a sense of fairness and financial security. The Ministry of Education and the Teachers Service Commission (TSC) should regularly review compensation policies to ensure that they remain competitive and equitable. Teachers need to see clear career progression paths, and they should be rewarded appropriately for their years of service, qualifications, and performance.

Finally, schools should cultivate a collaborative culture that promotes teamwork and shared goals. Encouraging positive teacher-teacher and teacher-student relationships enhances motivation and reduces isolation. Team planning, peer observations, and interdepartmental collaborations help build mutual respect, trust, and a supportive community that uplifts everyone. A collaborative atmosphere nurtures personal and professional fulfillment, which in turn boosts morale and teaching effectiveness.

5.4 Suggestions for Further Research

Although this study sheds light on important aspects of teacher motivation and its impact on student performance, it opens up several avenues for further exploration. One area worth investigating is the role of emotional intelligence in teacher motivation and classroom performance. Self-awareness, empathy, and relationship management are all components of emotional intelligence that may significantly affect how teachers handle classroom challenges, interact with students, and cope with stress. A deeper understanding of this dynamic could help inform training programs and support mechanisms that promote emotional resilience among teachers.

A comparative study between public and private secondary schools could also provide valuable insights. While this research focused primarily on private institutions in Nairobi, public schools may face different motivational challenges, such as larger class sizes, limited autonomy, and different administrative structures. Comparing the two contexts can help policymakers tailor interventions to meet the unique needs of each sector and promote equity in educational outcomes. Additionally, future studies should consider evaluating the long-term impact of government policy interventions such as Continuous Professional Development (CPD) programs, performance appraisal systems, and teacher promotions on teacher satisfaction, retention, and motivation. Understanding whether these initiatives actually improve motivation or simply increase administrative burden would help in refining and improving existing frameworks.

With the rapid adoption of technology in education, another potential area of research is the influence of digital learning tools and infrastructure on teacher motivation. Teachers in urban areas may have more access to technology, while those in rural regions might face significant barriers. Investigating how these differences affect motivation and teaching outcomes can inform more inclusive policies that ensure equitable access to digital resources.

Lastly, longitudinal studies that follow teachers and students over time could provide deeper insights into how sustained levels of motivation affect academic achievement and life outcomes. Such studies can capture the evolving nature of motivation and its long-term implications for both teachers' careers and students' success beyond the classroom. Tracking these patterns can help build a more predictive understanding of motivation and guide more strategic interventions in the education sector.

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APPENDICIES

APPENDIX I: LETTER OF INTRODUCTION

Dear Respondent

Re: QUESTIONNAIRE FOR RESEARCH

I'm a Management University of Africa student doing research to help me fulfill a portion of the requirements needed to receive a degree in Bachelor of Education Arts. The topic is;
**THE IMPACT OF TEACHER MOTIVATION ON STUDENT PERFORMANCE.
A CASE STUDY OF SECONDARY SCHOOLS IN NAIROBI.**

I sincerely ask for your help with this research by answering the questions on the questionnaire that is included. You may be certain that any supplied information will be kept private and used exclusively for academic reasons.

Yours faithfully,

SHITAHA BENSON ATEMA

APPENDIX II : QUESTIONNAIRE

Section A: Demographic Information

1. Gender: ☐ Male ☐ Female
2. Age: ☐ Below 15 ☐ 15-20 ☐ 21-30 ☐ Above 30
3. Category: ☐ Principal ☐ Teacher ☐ Student ☐ Parent
4. School Name (Optional): _____
5. How long have you been affiliated with this school?
☐ Less than 1 year ☐ 1–3 years ☐ 4–6 years ☐ Over 6 years

Section B: Teacher Motivation and Student Performance

Questionnaire for Principals

1. How would you rate the overall motivation of your teachers?
☐ Very High ☐ High ☐ Moderate ☐ Low ☐ Very Low
2. Which of the following do you provide regularly to improve teacher motivation?
☐ Seminars ☐ Workshops ☐ Promotions ☐ Rewards ☐ Others: _____
3. How often do you conduct staff performance evaluations?
☐ Monthly ☐ Termly ☐ Yearly ☐ Never
4. In your opinion, does teacher motivation affect student performance?
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
4. What strategies do you use to create a positive learning environment?

Questionnaire for Teachers

1. How motivated are you to teach in your current school?
☐ Very Motivated ☐ Motivated ☐ Neutral ☐ Demotivated ☐ Very Demotivated
2. What motivates you most as a teacher? (Tick all that apply)

☐ Salary ☐ Recognition ☐ Promotions ☐ Supportive Leadership ☐ Professional Development

3. Do you feel your workload is manageable?

☐ Yes ☐ No

4. Have you attended any workshops or seminars in the past year?

☐ Yes ☐ No

If yes, how relevant were they to your teaching?

☐ Very Relevant ☐ Relevant ☐ Neutral ☐ Irrelevant

5. How often do you receive feedback from your school administration?

☐ Weekly ☐ Monthly ☐ Termly ☐ Rarely ☐ Never

5. In your opinion, how does teacher motivation influence student academic outcomes?

Questionnaire for Students

1. Do you believe your teachers are motivated?

☐ Yes ☐ No ☐ Not Sure

2. How often do your teachers attend classes on time?

☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

3. Are your teachers enthusiastic and supportive in class?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

4. Do you feel motivated to learn when your teacher is actively engaged?

☐ Yes ☐ No ☐ Sometimes

6. What factors do you think help you perform better in school?

Questionnaire for Parents

1. Do you believe teacher motivation affects your child's academic performance?

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

2. Have you interacted with your child's teachers regarding academic progress?

☐ Yes ☐ No

3. How would you describe the morale of teachers in your child's school?

☐ Very High ☐ High ☐ Moderate ☐ Low ☐ Very Low

4. What suggestions do you have to improve teacher motivation?

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Thank you for your participation!

APPEDIX III: DATA COLLECTION LETTER



Date: 16th May 2025

TO WHOM IT MAY CONCERN

SHITAHA BENSON ATEMA- BEDK/2/00145/3/21

This letter serves to introduce the above named who is a **Bachelors of Education, Arts (BED)** student and is interested in carrying out research on The Impact of Teacher Motivation on Student Performance. A Case Study of Secondary Schools in Nairobi.

Any assistance accorded to him in pursuit of this study will be greatly appreciated.

Yours Sincerely,



Dr. Juster Nyaga

Dean, School of Management and Leadership

APPEDIX IV: RESEARCH WORK PLAN

Activity	October 2024	November 2024	January 2025	February 2025	March 2025	April 2025	May 2025	June 2025
Proposal writing								
Questionn aire structuring								
Collection of data								
Analysis of variables								
Report presentati on								

APPENDIX V :FINANCIAL BUDGET

Table 13 : Financial Budget

NO	ITEM	COST (KSH)
1.	CD	500.00
2.	Airtime	500.00
3.	Transport	1,000.00
4.	Typing, Printing and stationery	2,000.00
5.	Photocopying	1,000.00
6.	Binding	2,000.00
7.	Lunch	3,000.00
8.	Miscellaneous	2,500.00
	Total	12,500.00