

**TEACHER MOTIVATION AND ITS INFLUENCE ON ACADEMIC  
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN  
MOMBASA COUNTY, KENYA**

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## DECLARATION

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## **DEDICATION**

This work is dedicated to my late parents: Mzee Hassan Dindia and Mama Nadzua Dindia, for their great love, encouragement and support that enabled me to accomplish my studies.

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## TABLE OF CONTENTS

<b>DECLARATION.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iv</b>
<b>TABLE OF CONTENTS .....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>ix</b>
<b>LIST OF FIGURES .....</b>	<b>xi</b>
<b>ABBREVIATIONS AND ACRONYMS.....</b>	<b>xii</b>
<b>ABSTRACT .....</b>	<b>xiii</b>
<b>CHAPTER ONE: INTRODUCTION.....</b>	<b>1</b>
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study .....	4
1.4 Objectives of the Study.....	5
1.5 Research Questions .....	5
1.6 Significance of the Study .....	5
1.7 Limitations of the Study.....	7
1.8 Delimitations of the Study .....	8
1.9 Theoretical Framework .....	9
1.10 Conceptual Framework Teacher Motivation Influence on Academic Performance of Public Primary Schools .....	11
1.11 Definitions of Central Operational Terms .....	13
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE.....</b>	<b>15</b>
2.1 Introduction.....	15
2.2 Effect of Teacher Motivation on Students’ Academic Performance .....	15
2.3 Influence of Teacher Motivation on Classroom Practices.....	17
2.4 Relationship between Teacher Professional Support and Students’ Academic Performance .....	18
2.5 Summary of the Research Gaps .....	20

<b>CHAPTER THREE: METHODOLOGY .....</b>	<b>21</b>
3.1 Introduction.....	21
3.2 Research Design.....	21
3.3 Study Location .....	21
3.4 Study Variables .....	22
3.4.1 Independent Variable .....	22
3.4.2 Dependent Variable .....	23
3.5 Target Population.....	23
3.5.1 Schools.....	24
3.5.2 Respondents .....	25
3.6 Sample Size and Sampling Procedure .....	25
3.6.1 Sampling of the Schools .....	25
3.6.2 Sampling of the Teachers.....	26
3.7 Research Instruments .....	26
3.7.1 Questionnaire for Teachers .....	27
3.7.2 Interview Guide for Head Teachers .....	27
3.7.3 Student Performance Datasheet .....	28
3.8 Pilot Study.....	28
3.8.1 Validity of the Study .....	28
3.8.2 Reliability of the Research Instrument .....	29
3.9 Data Collection Procedures.....	30
3.10 Data Analysis .....	30
3.11.1 Ethical Considerations .....	31
<b>CHAPTER FOUR: FINDINGS, DISCUSSION AND INTERPRETATION</b>	<b>32</b>
4.1 Introduction.....	32
4.1.1 Demographic Information.....	32
4.1.2 Highest Qualifications of the Teachers .....	34
4.1.3 Participants' Age Category .....	35
4.1.4 Length of Time Worked at Current Station .....	36
4.2 Effect of Teacher Motivation on Student Academic Performance .....	37

4.2.1	Teachers' Preferred Methods of Motivation.....	37
4.2.2	Ways Teachers Are Motivated in Schools.....	39
4.2.3	School Structure for Motivation of Teachers.....	40
4.2.4	How the Level of Teacher Motivation Influences Overall Academic Performance .....	41
4.2.5	Extent to Which Motivation Influences Teachers' Decision to Remain in a School .....	42
4.2.6	Perception of Teachers on Fairness and Equity in School Motivation.....	43
4.2.7	How Teacher Motivation and Commitment Influence Student Academic Performance .....	44
4.2.8	Non-Monetary Factors That Contribute to Teacher Performance .	46
4.2.9	Extent Structures of Teacher Motivation Influence Student Academic Performance .....	47
4.2.10	Strategies Beyond Monetary Motivation Used by Primary Schools .....	48
4.2.11	Long-Term Influence of Teacher Motivation on Academic Performance .....	49
4.3	Teacher Motivation Influences Classroom Practices that Enhance Academic Performance .....	50
4.3.1	Available Professional Development Opportunities.....	50
4.3.2	Available Professional Development Opportunities in Schools....	52
4.3.4	Disparities in the Influence of Teacher Motivation on Professional Development .....	53
4.3.5	Reasons for Disparities in Influence of Teacher Motivation .....	55
4.3.5	Ways Primary Schools Can Ensure Increased Motivation .....	55
4.3.6	Extent Motivation Influences Types of Professional Development Opportunities.....	57
4.3.7	Ways Primary Schools with Limited Financial Resources Facilitate Meaningful Professional Development.....	58
4.3.8	Strategies Public Primary Schools with Well-Motivated Teachers Employ to Ensure Continuous Professional Development and Retention .....	59

4.4	Teacher Professional Support and Student Academic Performance.....	61
4.4.1	Group/Individual Professional Support Activities.....	61
4.4.2	Gift Vouchers as Professional Support .....	62
4.4.3	Recognition and Promotion .....	63
4.4.4	Supplementary Pay and Insurance Benefits.....	64
4.4.5	Retirement Benefits System.....	65
4.4.6	Employment Services as Teacher Professional Support.....	66

**CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....68**

5.1	Introduction.....	68
5.2	Summary of the Findings.....	68
5.2.1	Effect of Teacher Motivation on Students’ Academic Performance .....	68
5.2.2	Influence of Teacher Motivation on Classroom Practices .....	69
5.2.3	Relationship Between Teacher Professional Support and Students’ Academic Performance.....	70
5.3	Conclusions of the Study .....	71
5.3.1	Teacher Motivation and Student Academic Performance .....	71
5.3.2	Teacher Motivation and Classroom Practices.....	71
5.3.3	Professional Support and Academic Performance.....	71
5.4	Recommendations of the Study .....	72
5.4.1	Policy Recommendations.....	72
5.4.2	Recommendations for Further Research.....	72
5.5	Contribution to Knowledge.....	73

**REFERENCES.....74**

<b>APPENDICES .....</b>	<b>82</b>
Appendix 1: Introductory Letter .....	82
Appendix 2: Participants’ Consent Form.....	83
Appendix 3: Teacher Questionnaire .....	84
Appendix 4: Interview Guide for Head Teachers .....	91

Appendix 5: Research Permit .....	93
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### **LIST OF TABLES**

Table 3.1:	Target Population of Schools and Teachers in Mombasa County	.24
Table 3.2:	Sample Population of Public Primary Schools .....	25
Table 3.3:	Data Analysis Plan .....	31
Table 4.1:	Sex of the Teachers .....	33
Table 4.2:	Length of Time Worked at the Current Station .....	36
Table 4.3:	Teachers' Preferred Methods of Motivation.....	37
Table 4.4:	Ways Teachers Are Motivated in Schools.....	39
Table 4.5:	Level of Teacher Motivation Influence on Academic Performance .....	41
Table 4.6:	Extent Motivation Influences Decision to Leave a School.....	42
Table 4.7:	Perceived Fairness and Equity in Teacher Motivation .....	43
Table 4.8:	Motivation and Commitment to Teaching Roles Influence on Student Academic Performance.....	45
Table 4.9:	Non-monetary Motivation Factors that Influence Teacher Performance .....	46
Table 4.10:	Extent structures of Teacher Motivation Influence Student Academic Performance .....	47
Table 4.11:	Strategies used to enhance Teacher Performance .....	48
Table 4.12:	Long Term Influence of Teacher Motivation on Academic Performance in Primary Schools .....	49
Table 4.13:	Available Professional Development Opportunities.....	51
Table 4.14:	Available Professional Development Opportunities in Schools....	53
Table 4.15:	Disparities in Influence of Teacher Motivation on Professional Development.....	54
Table 4.16:	Reasons for Disparities in Influence of Teacher Motivation on .....	55
Table 4.17:	Ways Primary Schools can ensure Increased Motivation.....	55
Table 4.18:	Motivation Influence on type of Professional Development .....	57
Table 4.19:	Ways Primary Schools with Limited Financial Resources Facilitate Meaningful Professional Development.....	58

Table 4.20:	Strategies used by Primary Schools to Motivate Teachers .....	59
Table 4.21:	Group/Individual Activities .....	61
Table 4.22:	Gift Vouchers .....	62
Table 4.23:	Recognition and Promotion .....	63
Table 4.24:	Supplementary Pay and Insurance Benefits.....	64
Table 4.25:	Retirement Benefits System.....	65
Table 4.26:	Employment Services Reward System .....	66

## LIST OF FIGURES

Figure 1.1:	Conceptual framework of Teacher Motivation influence on academic performance in public primary schools. ....	11
Figure 4.1:	Highest Qualification of the Teachers .....	34
Figure 4.2:	Age of the Teachers .....	35
Figure 4.3:	Does your school have a structure for motivation of teachers? .....	40

## **ABBREVIATIONS AND ACRONYMS**

<b>HRM</b>	Human Resource Management
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>NACOSTI</b>	National Council for Science Technology and Innovation
<b>OECD</b>	The Organization for Economic Cooperation and Development
<b>SPSS</b>	Statistical Package for Social Sciences
<b>US</b>	United States

## **ABSTRACT**

The study looked at how academic achievement in public primary schools in Mombasa County, Kenya, was impacted by teacher motivation. Its goals included determining relationships between teacher motivation and academic results as well as evaluating the impact of teacher motivation on professional development, classroom practices, and student performance. Grounded in Vroom's Expectancy Theory, and a conceptual framework on teacher motivation and its influence on academic performance in public primary schools in Mombasa County, Kenya. The study employed an embedded mixed-methods approach that utilized both quantitative and qualitative approaches. The target population comprised of 102 head teachers and 2040 teachers, from which a sample population of 10 head teachers and 109 teachers, selected using Gay and Diehl's (1992) and Cronbach's formulas. Data collection involved use of questionnaires for teachers and interviews with head teachers. A pilot study was done in Kilifi County to refine the research tools. Validity of the research instruments was determined using expert help from lecturers and supervisors. Determination of reliability was done using the split-half technique and the Product Moment Correlation Formula, with a reliability coefficient of 0.75 or higher deemed acceptable. Data analysis was done with aid of SPSS version 24, with outcomes exhibited in frequency tables and graphs. The findings show that teacher motivation, including salary increases, professional development, and additional incentives, enhances teacher performance and student academic outcomes. Structured motivation programs like goal-setting and recognition, improve work performance and retention. The study recommends policies focusing on regular salary reviews and professional development to boost teacher commitment and student success. This research contributes to the literature on educational effectiveness, providing insights for policymakers, educational institutions, and stakeholders on strategies to improve student academic performance through enhanced teacher motivation.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Education is a fundamental driver of societal development worldwide, with its influence being widely recognized in economic and social advancement. The 21st-century paradigm shift emphasizes knowledge-based economies, where education systems are closely linked to national economic development strategies. Research shows that expanding educational opportunities significantly contributes to economic growth and social transformation (Gordon, 2009; Behrstock and Clifford, 2009). However, the ability of education systems to achieve desired outcomes is highly dependent on the motivation, retention, and performance of teachers.

Teacher motivation remains a global concern, as educators in many countries face challenges related to remuneration, working conditions, and job satisfaction. Studies in the United Kingdom, Ireland, and the United States indicate that motivation is not always prioritized as a tool for teacher retention, with many institutions failing to recognize its direct link to academic performance (Camininti, 2022). In India, research by Dixit and Bhati (2012) highlighted the role of state funding, cost of living, and job market dynamics in influencing teacher motivation and retention. Similarly, in Brazil, disparities in teacher salaries compared to other professions have been found to impact job satisfaction and commitment to teaching (Brazil, 2014).

According to academics, instructors who are highly motivated are more likely to be dedicated to their profession, use efficient teaching strategies, and improve student performance (Davison, 2011). Conversely, low pay and poor working conditions

reduce teacher efficiency, affecting educational quality (Katachathu, 2010; Guma, 2012). Herzberg's motivation theory suggests that job dissatisfaction is not merely the absence of satisfaction but rather the result of inadequate remuneration and limited professional growth opportunities (Rice University, 2018). Therefore, an effective motivation system is critical for teacher performance and student success.

Teacher motivation, which is frequently influenced by social, political, and economic variables, has a large but complicated effect on students' academic achievement in Africa. Many African countries struggle with inadequate teacher salaries, poor working environments, and high attrition rates, which affect learning outcomes. In South Africa, studies show that unfavourable school environments, educational inequality, and underperformance among students are closely linked to teacher motivation levels (Fikile, 2015). A National Teacher Education Audit in South Africa revealed challenges such as fragmented teacher training, mismatches in supply and demand, and under qualified educators, all of which affect student achievement (HRM Circular No. 53, 2015). In Cameroon, research by Akah (2010) indicated that dissatisfaction with remuneration was a key reason for employee turnover and low productivity in education institutions. Similarly, Akerele (2011) noted that poor teacher motivation leads to decreased commitment and suboptimal teaching practices, ultimately affecting student performance. Studies from various African countries highlight the need for structured motivation programs, including salary adjustments, professional development opportunities, and improved working conditions, to enhance teacher motivation and student academic success (Namuddu, 2010; Khan and Mansoor, 2013; Awan and Asghar, 2014).

Studies by Kinyili, Karanja & Namusonge (2015) and Ngethe (2013), showed that teachers are more likely to stay in their jobs and perform better when they are motivated. However, disparities in teacher salaries, inadequate benefits, and poor working conditions contribute to low morale and high turnover rates. Research by Kalunge (2019) in Meru County found that teacher motivation significantly influences productivity, with underpaid teachers showing lower levels of commitment and effectiveness.

Okumbe (2011) emphasized that an effective motivation system in Kenya should attract, retain, and inspire teachers to deliver quality education. Studies in Limuru District (Waititu, 2010) and Mombasa County (Jonathan, Thibeli, and negatively impacting student performance. Additionally, Rizwan and Ali (2010) suggested that motivated teachers contribute to a school's competitive advantage by fostering higher academic achievement.

There are still gaps in our knowledge of the direct relationship between teacher motivation and academic results in public primary schools, despite the abundance of studies on teacher motivation and student performance. Although earlier research concentrated on teacher turnover or overall employee motivation, a thorough analysis of the ways in which teacher motivation affects academic achievement of students in public primary schools in Mombasa County was necessary.

## **1.2 Statement of the Problem**

The academic performance of students in Kenya's public primary schools in Mombasa County has shown inconsistencies, with concerns raised about the effectiveness of teaching due to low teacher motivation. Available data in the County Education Office shows inconsistencies in performance for most schools

with only one school out of ten having consistent improvement in performance. Considering that Teacher motivation plays a crucial role in influencing job satisfaction, professional commitment, and instructional quality, all of which impact student learning outcomes. However, many public primary school face challenges of reduced morale and subpar teaching practices. The intricacies of this relationship are compounded by the diversity of motivation structures, varying from one institution to another, and the broader socio-economic landscape in which the schools operate. Every school aspires to develop students who are responsible members of society via exceptional academic achievement and character.

Even though competent teachers are hired to help students perform and reach academic greatness, it has been noted that credentials by themselves are inadequate in motivating teachers. The motivation of teachers and its impact on academic success in public primary schools in Mombasa County has been largely overlooked, even though many studies focus on student performance. This research aimed to address this gap by analysing how teacher motivation affects student performance in public primary schools. To generate insights that guide policy decisions and enhance educational quality in Kenya, this research aimed to evaluate the impact of teacher motivation on the academic success of students in public primary schools

### **1.3 Purpose of the Study**

The purpose of the research was to examine how teacher motivation affects academic performance in public primary schools in Mombasa County.

#### **1.4 Objectives of the Study**

1. To assess the effect of teacher motivation on students' academic performance in public primary schools in Mombasa County, Kenya, using national examination results.
2. To examine the influence of teacher motivation on classroom practices in public primary schools in Mombasa County.
3. To determine the relationship between teacher professional support and students' academic performance in public primary schools in Mombasa County, Kenya.

#### **1.5 Research Questions**

1. How does teacher motivation affect students' academic performance in public primary schools in Mombasa County, based on national examinations results?
2. In what ways does teacher motivation influence classroom practices in public primary schools in Mombasa County?
3. What is the relationship between teacher professional support and students' academic performance in public primary schools in Mombasa County based on national examination results and teacher support surveys?

#### **1.6 Significance of the Study**

The research of how teacher motivation influences academic performance in public primary schools within Mombasa County, Kenya, is significant as it can affect various facets of education, including schools, educators, and learners. Below are the key points highlighting the significance of this research:

This study provides critical insights into how teacher motivation influences instructional strategies, student engagement, and overall academic performance in public primary schools in Mombasa County. The findings can inform evidence-

based policies and interventions aimed at enhancing teacher motivation, ensuring equitable and competitive practices that improve teaching effectiveness.

The study emphasizes the connection between teacher motivation and student success, providing insights for policymakers, school leaders, and educational planners on how to create and execute strategies that enhance teacher effectiveness and resource distribution in primary education

### **To the Ministry of Education**

This study provides evidence on how teacher motivation affects instructional strategies, student engagement, and overall academic performance in public primary schools in Mombasa County. The findings can inform evidence-based policies and interventions that enhance teacher motivation, ensure equitable practices, and improve teaching effectiveness. Policymakers may use this information to design programs and allocate resources that strengthen teacher support and professional growth, ultimately enhancing student learning outcomes.

### **To Teachers**

The study offers teachers insight into how motivation influences their classroom practices and professional development. By identifying factors that enhance motivation, teachers can adopt strategies that improve instructional quality, student engagement, and academic achievement. Additionally, the findings may help teachers advocate for supportive measures and recognition that contribute to their job satisfaction and professional growth.

### **To Students**

The research benefits students indirectly by promoting better teaching and learning environments. Motivated teachers are more likely to employ effective instructional strategies, encourage active participation, and foster academic success, creating a positive impact on students' overall learning experiences and outcomes.

### **To School Administrators**

School administrators gain evidence-based guidance on the role of teacher motivation in shaping classroom practices and academic performance. This information can inform decisions regarding teacher support, professional development programs, recognition schemes, and resource allocation, ultimately enhancing school performance and student achievement.

### **To Researchers and Academicians**

The study contributes to the scholarly indulgent of teacher motivation and its impact on academic outcomes in Kenyan primary schools. It provides empirical data that can support future research, comparative studies, and theoretical development on teacher motivation, classroom practices, and educational performance both locally and globally.

## **1.7 Limitations of the Study**

During the examination of how teacher motivation impacts the academic performance of students in public primary schools in Mombasa County, Kenya, various limitations emerged that may have influenced the study's breadth, results, and applicability. These comprised:

## **1. Sample size limitation due to the concentration of schools**

Mombasa County has a large number of private schools and a relatively smaller number of public primary schools. This could have led to sample bias. To mitigate this limitation, the study employed stratified random sampling to ensure that all selected public primary schools were proportionately represented, and a sufficient number of schools and participants were included to enhance representativeness.

## **2. Context-Specific findings**

The findings were mainly derived from public primary schools in Mombasa County and might not be easily applicable to other areas or educational systems with varying socioeconomic, cultural, or institutional traits. To overcome this limitation, the research offered a comprehensive overview of the county's demographic and educational background, allowing readers to correctly interpret the results and evaluate their relevance in different environments. Moreover, the research aligned its results with pertinent national and global literature to place the findings within a wider educational framework

### **1.8 Delimitations of the Study**

The specific delimitations include;

The research specifically examined the effect of teacher motivation on learners' scholastic performance, without exploring other potential determinants such as parental involvement, school infrastructure, or curriculum quality.

The research specifically examined the effect of teacher motivation on learners' academic performance. Other potential determinants of student achievement, such as parental involvement, school infrastructure, teaching resources, and curriculum quality, were excluded in this research.

The research was conducted during the 2025 academic year. Therefore, the findings reflect the context and conditions of that specific period and may not account for changes in policy, teacher incentives, or student performance trends in subsequent years.

## **1.9 Theoretical Framework**

This research was directed by Vroom's Expectancy Theory of 1964, a psychological theory of motivation that explains why individuals choose to engage in specific behaviors based on their expectations of desired outcomes. The theory emphasizes that motivation is determined by three key components: Expectancy (E), Instrumentality (I), and Valence (V).

Expectancy (E) refers to an individual's belief that their effort will lead to successful performance. In the context of this study, it reflects teachers' perception that their effort in lesson preparation, instructional delivery, and classroom engagement will improve student learning outcomes. If teachers believe that their efforts are unlikely to influence academic performance, their motivation to perform effectively may diminish.

Instrumentality (I) represents the perceived link between performance and outcomes. For teachers, this is the belief that high performance in teaching will result in tangible rewards, recognition, promotions, or professional development opportunities. If teachers perceive that good performance does not translate into meaningful rewards, their motivation to exert effort may decline.

Valence (V) denotes the value an individual places on the expected outcomes or rewards. Teachers assign different levels of importance to rewards such as salary

increments, recognition, or career growth. The more desirable and meaningful the reward, the greater the likelihood that teachers will be motivated to improve their performance.

The theory is commonly expressed through the formula:  $\text{Motivation} = E \times I \times V$ . This implies that motivation will be high only when all three components are positive. For instance, a teacher who perceives their salary as inadequate (low valence), doubts that their efforts will improve student performance (low expectancy), or believes that good performance will not be rewarded (low instrumentality) is unlikely to be motivated.

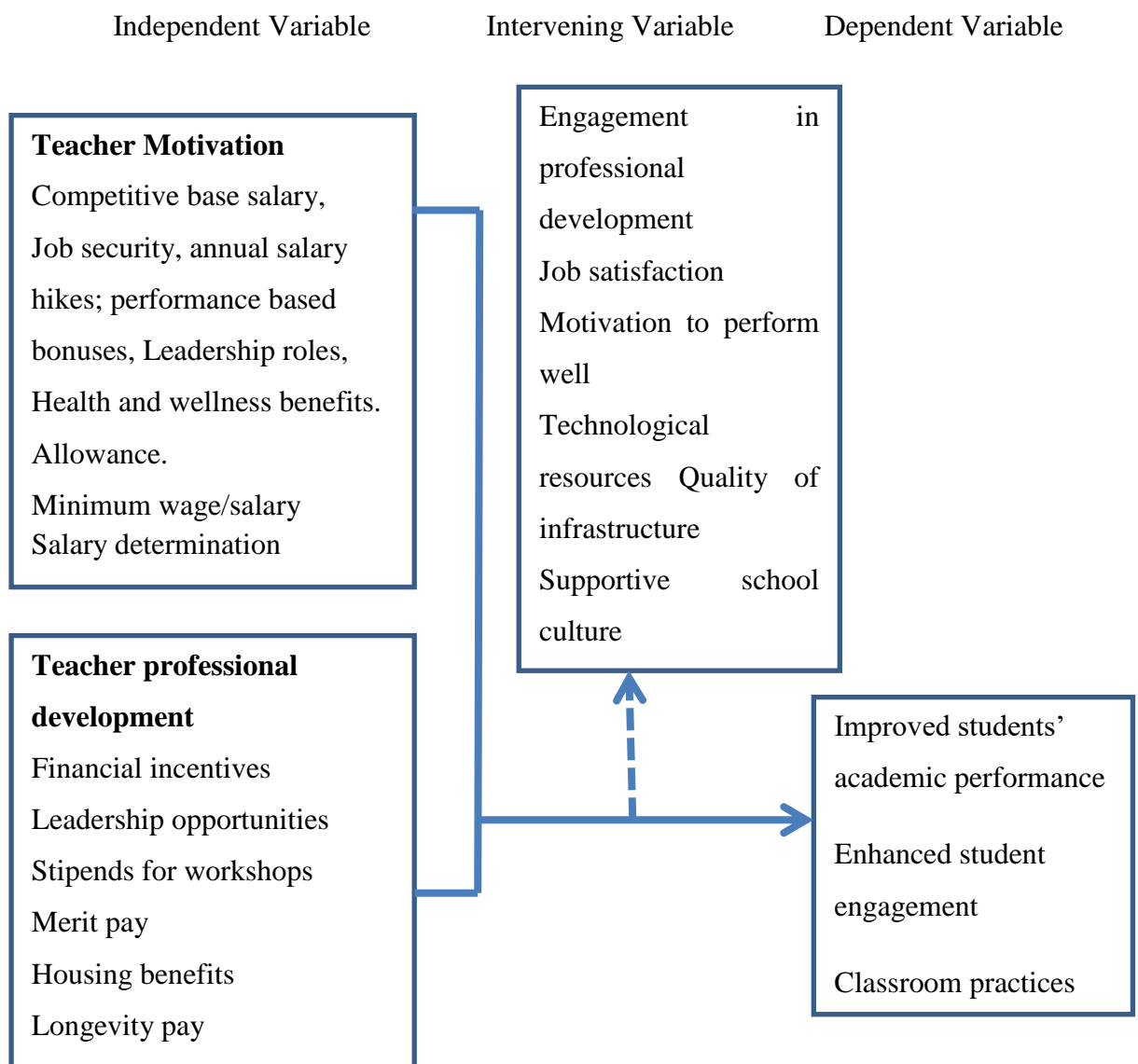
### **Application to the Study**

Vroom's Expectancy Theory directly informs this study by providing a framework to understand teacher motivation as an independent variable and its effect on students' academic performance, the dependent variable. The theory helps define the key aspects of teacher motivation effort (expectancy), performance-reward link (instrumentality), and reward desirability (valence) which were operationalized in this study through measures of teacher engagement, professional support, recognition, and perceived incentives.

Utilizing this theory, the research connects teacher motivation to classroom methods and educational results, demonstrating that motivated educators are more inclined to implement effective teaching strategies, actively involve students, and improve academic achievement. It also informs the design of data collection instruments, as survey items and performance metrics were aligned with the expectancy, instrumentality, and valence components to capture how motivation translates into measurable academic outcomes.

Vroom’s Expectancy Theory provides both a conceptual lens and an analytical framework for this study, helping to explain how teacher motivation influences student learning outcomes and guiding the identification and measurement of variables central to the research.

### 1.10 Conceptual Framework Teacher Motivation Influence on Academic Performance of Public Primary Schools



**Figure 1.1: Conceptual framework of Teacher Motivation influence on academic performance in public primary schools.**

Source: Researcher (2025)

Teacher motivation is the primary factor influencing academic performance in public primary schools. It encompasses two key dimensions: teacher retention and professional development. Teacher retention is influenced by indicators such as a competitive base salary, job security, annual salary increases, performance-based bonuses, leadership opportunities, and health benefits. Professional development, on the other hand, is driven by factors including salary scale advancement, financial incentives for certification, leadership opportunities, stipends for workshops and training, merit pay, longevity pay, and housing benefits.

The connection between teacher motivation and academic performance is further shaped by several intervening or moderating variables. These include job satisfaction, engagement in professional development, intrinsic motivation to perform well, availability of teaching materials, access to technological resources, quality of school infrastructure, and the presence of a supportive school culture. These factors influence how effectively teacher motivation translates into improved academic outcomes.

The dependent variable, academic performance, reflects the tangible outcomes of teacher motivation. This includes students' academic achievement, classroom teaching practices, and student engagement and participation. Together, these components form a conceptual framework that illustrates the effect of teacher motivation on academic performance in public primary schools.

## 1.11 Definitions of Central Operational Terms

**Academic Achievement:** The degree to which a student has met their learning objectives and shown their academic topic understanding. Indicators like grades, results on standardized tests, and the accomplishment of educational goals like degrees, certificates, or diplomas are commonly used to gauge it.

**Academic Performance:** Measurable outcomes of teaching effectiveness, including students' learning achievements and engagement.

**Access to Technological Resources:** Availability and use of computers, projectors, and other educational technology.

**Availability of Teaching Materials:** Access to textbooks, instructional resources, and learning aids necessary for teaching.

**Classroom Teaching Practices:** Instructional strategies, lesson delivery, and overall teaching effectiveness observed in classrooms.

**Engagement in Professional Development:** Participation in workshops, training programs, and other skill-enhancing activities.

**Incentives:** These are advantages or prizes given to people or groups in order to promote particular activities, outcomes, or behaviours.

**Job Satisfaction:** Teachers' contentment with working conditions, environment, and overall professional experiences.

**Motivation:** Is the drive or desire or reason the teachers to perform better to enhance students' academic performance.

**Motivation to Perform Well:** Teachers' self-reported commitment and effort to deliver quality classroom instruction.

**Primary school:** This educational establishment offers elementary-level instruction, usually to pupils between the ages of six and fourteen. These are both public and

private entities, which are funded and operated by the government and private organizations.

**Professional Development:** Continuous improvement of teachers' skills, knowledge, and professional competencies over time.

**Student Academic Achievement:** Performance in exams, class assessments, and other standardized evaluations.

**Student Engagement and Participation:** Attendance, active learning involvement, and contribution to classroom activities.

**Supportive School Culture:** Collaborative practices, administrative support, and positive organizational climate for teaching.

**Teacher Retention:** The ability of schools to retain qualified teachers through salaries, benefits, and career opportunities.

**Teacher remuneration:** refers to the total package of monetary and non-monetary rewards that primary school teachers in both public and private schools receive in exchange for their labour and services.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This part reviewed literature organized according to the study objectives. The review involved an examination of global, regional, and local studies on teacher motivation, classroom practices, professional support, and academic performance. Each subsection identified key findings, methodologies, inconsistencies, and gaps. The gaps guided the current study's contribution to knowledge in public primary schools in Mombasa County.

#### **2.2 Effect of Teacher Motivation on Students' Academic Performance**

Teacher motivation has been widely recognized as a critical driver of improved learning outcomes across different educational contexts. Khan and Mansoor (2013) observed that financial motivation enhances employee performance and classroom effectiveness, suggesting that motivated teachers are more productive and committed. UNESCO (2020) similarly reported that motivated teachers are more satisfied with their jobs, leading to better learner results. While these studies demonstrate a clear link between motivation and general performance, they do not directly connect teacher motivation to academic outcomes in primary schools.

Regionally, Mugenzi (2011) found that financial motivation reduced teacher attrition in Rwanda, indicating the importance of motivation for workforce stability. Studies from South Africa and Nigeria (Francis & le Roux, 2011; Onwu & Chika, 2015) also highlighted motivation as a key factor in effective teaching, yet none measured the specific impact on student achievement. Lubang (2019) reported similar patterns

in South Sudan but did not quantify the effect of motivation on actual academic performance.

In Kenya, Muriuki (2020) observed that teachers felt undervalued due to inadequate pay and limited professional support, which undermined their motivation. Onderi et al. (2017) linked teacher income to engagement in teaching tasks, but the study did not explore corresponding learner outcomes. Overall, few Kenyan studies directly examine how teacher motivation translates into measurable student performance, particularly KCPE results, leaving a significant empirical gap.

Existing studies on teacher motivation mainly focus on teacher behaviour and general instructional outcomes but rarely measure its direct effect on student academic results. Evidence from public primary schools in Mombasa County is particularly limited, leaving a major contextual gap. Most available research relies heavily on teacher perceptions rather than linking motivation to actual national examination performance.

This study addresses these limitations by examining how teacher motivation influences academic performance using national examination results from Mombasa County. It provides empirical evidence that connects specific motivation indicators to real learner outcomes rather than subjective reports. By focusing on the county's unique educational context, the study generates new insights in an area that has been largely understudied and strengthens understanding of how motivation shapes academic achievement.

### **2.3 Influence of Teacher Motivation on Classroom Practices**

Research consistently shows that motivated teachers are more likely to adopt effective classroom practices that enhance learner outcomes. Ngore et al. (2021) found that recognition and financial incentives significantly support teachers' professional growth, resulting in improved instructional practices. Studies conducted in the United States and the United Kingdom (Camininti, 2022) similarly revealed that teacher recognition contributes to higher retention rates and enhanced classroom performance. Des Georges (2021) further established that teachers who feel valued demonstrate stronger professional commitment and employ more effective teaching strategies. In Pakistan, Khan and Mansour (2013) reported that both intrinsic and extrinsic motivation improved teacher engagement, while Salim (2012) in the United States showed that administrative support positively influenced teaching quality. Chadwick (2019) in England also noted that opportunities for promotion improved teacher morale and strengthened classroom stability.

Evidence from East Africa reinforces these findings. Muvunyi (2016) and Winnard (2017) highlighted the importance of supportive school leadership in fostering better teaching practices and enhancing learning environments. In the Kenyan context, Salim (2012) found that motivation improved teacher performance in Likoni, though the study did not explore specific classroom behaviours. Kiptui et al. (2015) observed mixed relationships between pay, job satisfaction, and teaching quality, and did not examine how motivation affects practical classroom activities such as lesson delivery, learner engagement, or assessment.

Despite these contributions, most existing studies describe teacher motivation in general terms and seldom investigate its direct influence on specific classroom

practices within primary schools. Limited research isolates particular instructional behaviours, leaving gaps in understanding how motivation shapes day-to-day teaching. Furthermore, no documented study has focused on public primary schools in Mombasa County, creating a significant contextual gap.

The current study addresses these gaps by examining how teacher motivation shapes daily classroom practices, particularly instructional methods, learner engagement, and assessment behaviours. It focuses on public primary schools in Mombasa County, where empirical evidence on this relationship remains scarce. By analysing how motivation influences teachers' classroom behaviours, the study clarifies the pathways through which motivation enhances instructional effectiveness and ultimately contributes to improved academic performance.

#### **2.4 Relationship between Teacher Professional Support and Students' Academic Performance**

Professional support has been widely acknowledged as a critical factor in enhancing teacher confidence, instructional quality, and ultimately learner outcomes. Studies conducted in the United States and Canada (Des Georges, 2021; Susan et al., 2012) demonstrate that recognition, mentoring, and supportive work environments significantly increase teacher engagement and professional commitment. Hilgers (2010) similarly found that motivated and well-supported teachers create positive learning environments that foster student engagement and improve achievement levels. In the United Kingdom, Chadwick (2019) reported that promotion opportunities and recognition initiatives strengthened teacher stability and reduced turnover, indirectly improving student performance by ensuring continuity in classroom instruction.

Research from Rwanda (Muvunyi, 2016; Tarifa, 2019) further indicates that supportive educational policies and targeted professional development programmes improve teacher retention, though these studies did not evaluate the direct impact on academic outcomes. In the broader East African region, Winnard (2017) highlighted the role of strong school leadership and professional guidance in enhancing both teaching quality and student achievement. Kenyan studies reveal similar patterns; for instance, Salim (2012) found that administrative support positively influenced academic results, while Kiptui et al. (2015) noted weak links between teacher motivation and academic performance but overlooked key elements of professional support such as mentoring, supervision, and structured training.

In spite of these insights, only a limited number of studies have thoroughly investigated the precise connection between teacher professional assistance and student academic achievement. Local research also rarely analyses support structures such as continuous professional development, recognition systems, or instructional supervision. Notably, no study has examined how these professional support mechanisms influence academic outcomes in public primary schools within Mombasa County. This gap limits contextual understanding of how support systems shape learning in coastal Kenya. The current study addresses this gap by examining how professional support enhances teacher motivation and contributes to improved academic performance. It also provides county-level evidence and identifies the professional support factors most essential for strengthening student outcomes.

## **2.5 Summary of the Research Gaps**

The existing literature showed limited examination of how teacher motivation directly affects academic performance, particularly when measured through national examination results. Most studies rely on perceptions rather than actual learner outcomes, with very few focusing specifically on the context of public primary schools in Mombasa County. Hence, the gap in understanding the true influence of teacher motivation on measurable academic performances of learners in public primary schools.

Research also lacks clarity on how teacher motivation influences day-to-day classroom practices. Studies rarely isolate specific instructional behaviours such as lesson preparation, learner engagement, or assessment strategies, leaving an incomplete picture of how motivation shapes the quality of teaching. This absence of detailed evidence limits the ability to connect teacher motivation with improved learning experiences in the classroom.

Furthermore, there is insufficient empirical evidence on the role of professional support in enhancing academic performance, particularly in Kenyan coastal schools. Support structures such as mentoring, supervision, continuous professional development, and recognition are often overlooked in existing studies. As a result, there is little understanding of how these forms of support contribute to better student outcomes, especially within Mombasa County's public primary schools.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This section provided a detailed explanation of the study's methodology. In addition to the research design, study site, target population, sample size and sampling procedure, research tools, piloting, validity, reliability, data collection procedures, and data processing, this chapter included the logistics and ethical aspects of the study.

#### **3.2 Research Design**

The research used the embedded mixed-methods research design, integrating qualitative information from head teacher interviews with quantitative data from surveys evaluating the effect of teacher motivation on academic achievement in public primary schools. This design was selected because, it was a useful tool for compiling data, acquiring accurate information about the state of a phenomena, and drawing conclusions from the data using a combination of approaches for both quantitative and qualitative data (Orodho, 2009). For the quantitative portion of the research, a questionnaire was used, while the qualitative component used an interview guide.

#### **3.3 Study Location**

The research was done in Mombasa County, the second largest city in Kenya that is home to all walks of people. The County borders the following counties: Kwale County to the South and Kilifi County to the North. Mombasa County was purposely selected because of its position as a cosmopolitan city with a population of 1,389,000 people. Despite being the better performing county in the coastal

region with a high student enrolment in primary schools, there have been disparities in KCPE performance, with some schools having a considerably low performance which is counter-intuitive as teachers are deemed well motivated.

The selection of Mombasa County was based on its variety, which may offer important insights into how educational institutions cater to the requirements of a heterogeneous populace. Studying performance in this context could help shed light on strategies for inclusive and culturally sensitive education. The location presents primary schools with diverse socio-economic attributes, ranging from those in low socio-economic environments predominantly in the slums to those of high socio-economic environments predominantly in sub-urban areas like Nyali Sub County. Hence, as Mugenda and Mugenda (1999) claims that doing so would allow the researcher to get data from a diverse target group, increasing the data's representativeness.

### **3.4 Study Variables**

#### **3.4.1 Independent Variable**

In this research, teacher motivation is conceptualized as the independent variable and refers to the extent to which teachers are encouraged, supported, and provided with conditions that enhance their willingness to perform effectively. Teacher motivation is examined through key components such as remuneration, performance incentives, and opportunities for professional development. These components include financial rewards, career progression, recognition, and access to continuous training.

A highly motivated teacher is more likely to demonstrate strong instructional commitment, adopt effective teaching strategies, and remain in the profession,

thereby contributing to improved student academic outcomes. Schools that invest in motivation-enhancing practices such as offering professional development opportunities, promotions, and performance-based incentives are better positioned to retain competent teachers and promote higher levels of learner achievement. Thus, teacher motivation is expected to exert a positive influence on students' academic performance.

### **3.4.2 Dependent Variable**

Academic performance is the dependent variable in this research and refers to the measurable learning outcomes demonstrated by pupils in public primary schools. It is assessed through indicators such as achievement in core subjects, problem-solving ability, creativity, innovation, and overall learning proficiency. Also, academic performance is associated with the quality and effectiveness of teaching, including teachers' professional qualifications, ongoing training, and instructional practices. For this study, learner performance in the Kenya Certificate of Primary Education (KCPE) examination is utilized as the primary indicator of academic achievement. The KCPE results provide an objective, standardized measure of learning outcomes and allow for a reliable evaluation of how teacher motivation influences student academic success.

### **3.5 Target Population**

The whole population of items or people that the researcher plans to examine is known as the target population (Sekaran, 2003). The Head teachers from 102 public elementary schools were the subject of the investigation. The schools and total population of head teachers were selected based on the Gay and Delhi formula, while the teachers were chosen using the Cronbach's formula. The head teachers are

responsible for creating an environment that supports teacher motivation through leadership, policies, and resource allocation. Their management style, incentives, and support systems directly affect teacher morale and, ultimately, student performance.

The study focused primarily on the teachers, because they are the direct implementers of classroom instruction, and their motivation has an immediate and measurable influence on learners' academic performance. Education officers, while important in supervision and policy implementation, are not the ones who teach, assess learners daily, or interact with pupils in ways that directly shape performance outcomes. since their level of motivation influences their teaching methods, commitment, and ability to engage students effectively. Understanding their perspectives helped in identifying motivational factors that influence student performance.

### 3.5.1 Schools

The population targeted consist of 102 public schools in Mombasa County, Republic of Kenya.

**Table 3.1: Target Population of Schools and Teachers in Mombasa County**

<b>Sub County</b>	<b>Public schools</b>	<b>Teachers in Public schools</b>
Nyali	13	260
Kisauni	23	460
Mvita	25	500
Changamwe	11	220
Likoni	20	400
Jomvu	10	200
<b>Total</b>	<b>102</b>	<b>2040</b>

### 3.5.2 Respondents

The study focused on all 102 public primary school teachers and head teachers in Mombasa County. For the research study, 109 teachers from 2040 teachers from 102 public primary schools, 10 head teachers, and 10 public primary schools made up the sample group.

### 3.6 Sample Size and Sampling Procedure

Cooper and Schindler (2001) define a sampling frame as the totality of the components from which the researcher selects a sample. The schools and head teachers were chosen using the purposive sample approach.

**Table 3.2: Sample Population of Public Primary Schools**

Sub County	Schools (N)	Sample Schools (n)	Head Teachers (n)	Teachers (N)	Sample Population (n)
Nyali	13	1	1	260	14
Kisauni	23	2	2	460	24
Mvita	25	3	3	500	27
Changamwe	11	1	1	220	12
Likoni	20	2	2	400	21
Jomvu	10	1	1	200	11
<b>Total</b>	<b>102</b>	<b>10</b>	<b>10</b>	<b>2040</b>	<b>109</b>

Source: Researcher (2024)

#### 3.6.1 Sampling of the Schools

In determining both the total number of schools and school head teachers to be involved in this research, the researcher used Gay and Diehl (1992) formula. In a research study, the number of participants must include at least 10% of the total population (Gay and Diehl, 1992). Mombasa County has 102 registered public

primary schools, with a population of about 2040 teachers. This implies that 10% of 102 schools are calculated as  $10/100*102 = 10$

Sample number of schools was 10 schools from which a sample population of 10 head teachers was purposively drawn.

### **3.6.2 Sampling of the Teachers**

The research utilized Cronbach's Formula (1951) to calculate the sample size for the survey based on simple random sampling technique in order to identify the number of teachers that were included in the research.

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

Where;

N= population size

n= sample size.

e=Tolerance at target confidence level, calculate 0.05 at 95% confidence level

As a result, the sample size for teachers was determined as follows:

$$n=2040/ (1+ (2040*0.05*0.05))$$

$$n=109$$

A representative sample of teachers from each Sub County and participating school was chosen by random selection. A proportional sample of teachers from each participating school was selected using the simple random sampling approach. As a result, every teacher had an equal chance to take part in the study.

### **3.7 Research Instruments**

The research utilized primary and secondary data that were both quantitative and qualitative. An interview guide and questionnaires with both closed-ended and open-

ended questions were utilized to gather the primary data. Secondary data was taken from the primary school KCPE data sheets.

### **3.7.1 Questionnaire for Teachers**

Teachers filled out the questionnaire on their own. Because of the way the questionnaire was constructed, the majority of the closed-ended items used Likert scales as their preferred method of measurement. However, the questionnaire's open-ended questions gave participants a chance to express their thoughts about teacher motivation and how it affects students' academic achievement in public primary schools. According to Bonharme (2006), closed questions offer structured answers by having participants select their answers from a list of options. This means that answering a closed question requires little effort and saves a significant amount of time.

The questionnaires were very inexpensive to administer and allow the researcher to gather the necessary data from a greater number of participants in a shorter period of time is a major factor in his decision to employ them for primary data collection. Furthermore, there won't be any problems that could arise from utilizing alternative techniques like focus groups. Finally, the majority of respondents often feel more comfortable expressing their opinions and perceptions that questionnaire and interview guides were safer.

### **3.7.2 Interview Guide for Head Teachers**

The head teachers were study's secondary respondents were the head teachers, who mostly provided information on their perceptions of the impact of teacher compensation on primary school learners' academic achievement. The head teachers

were posed supplementary questions to obtain more comprehensive information based on their replies to the interview queries

### **3.7.3 Student Performance Datasheet**

The data sheets were used to collect data on learners' KCPE performance in primary schools in Mombasa County. The data sheets were filled by the head teachers.

## **3.8 Pilot Study**

To evaluate the validity and dependability of the study tools, the researcher carried out piloting. Two randomly chosen schools in nearby Kilifi County participated in the pilot research. Twenty teachers and two principals were chosen at random by the researcher to participate in the pilot project. The pilot study aimed to allow the researcher to explore the research instruments' thoroughness, effectiveness, and ease of use by eliminating ambiguities and correcting errors (Mugenda & Mugenda, 2003) Before commencing the actual collection of data, this method functions as a learning tool for the research team, allowing for the detection of mistakes (Sekaran, 2003).

### **3.8.1 Validity of the Study**

The degree to which variances found using a measuring tool correctly reflect real variations among test takers is known as validity, according to Copper and Schindler (2003). The validity of this study was guaranteed in two ways: first, the researcher employed pre-established sets of questions from earlier published studies and foundational works, and second, the researcher worked under the supervision of the project supervisor to confirm the validity of the data collecting tools. The department's seasoned and experienced lecturers were consulted in order to ascertain the content authenticity.

### 3.8.2 Reliability of the Research Instrument

To make sure the measurements consistently caught the intended variables, the research instrument's reliability was evaluated. Cronbach's alpha (Cronbach, 1951), which gauges how closely linked a set of items are as a group, was used to assess the questionnaire's internal consistency. to determine the number of teachers involved in the study by calculating the survey's sample size using basic random sampling. The following is the formula for Cronbach's alpha:

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

Where;

N= population size

n= sample size.

e=Tolerance at target confidence level, calculate 0.05 at 95% confidence level

As a result, the sample size for teachers was determined as follows:

$$n = 2040 / (1 + (2040 * 0.05 * 0.05))$$

$$n = 109$$

Where k represents the number of items,  $\sigma_i^2$  is the variance of each individual item, and  $\sigma_t^2$  is the total variance of the sum of all items. A higher Cronbach's alpha indicates greater internal consistency and reliability of the scale. Following the guidelines of Nunnally (1978), a reliability coefficient of 0.7 or above was considered acceptable for this study.

A small sample of responders who were similar to the research population took a pre-test, and the questionnaire was modified in response to their comments. Following these changes, the final instrument showed enough internal consistency,

demonstrating its dependability for gathering information on academic achievement and teacher motivation in public primary schools.

### **3.9 Data Collection Procedures**

Following clearance from all pertinent authorities and the acquisition of required permits, the field data collection process adhered to the protocol. The chosen schools were visited by the researcher. During the visits, the researcher requested permission from the head teachers to conduct the study. At this stage, the researcher received a letter from the organization authorizing them to conduct the study ethically. The NACOSTI authorized a study. The researcher chose the teachers who participated in the study at random after getting permission to move forward. Teachers who agreed to participate signed a consent form after the researcher thoroughly explained the study's objectives during the interviews. After a predetermined period of time, the researcher gathered the completed questionnaires from the instructors. On the first day of the study, the researcher also spoke with the head instructors.

### **3.10 Data Analysis**

Coding was the first step in data processing, after which questionnaire answers were reviewed, enumerated, and arranged for completeness in accordance with the study's research questions. Questionnaires that were found to be incomplete were eliminated from the research. The Statistical Package Social Sciences (SPSS) version 24 for Windows, a program for analyzing social science data, was then used to enter the data. This procedure ensured that the data were complete, appropriately entered, matched other data, and were organized in a way that simplified the coding and tabulation processes. The collected data were documented and kept via data entry.

Quantitative data were analyzed using frequencies. Inferential analysis involved use of correlation analysis. Narratives from the interviews were analyzed thematically.

**Table 3.3: Data Analysis Plan**

<b>Objective</b>	<b>Instrument</b>	<b>Analysis</b>
Teacher motivation influences teacher motivation and retention to enhance performance	Semi-structured Questionnaire	Frequency and distribution, counts
Motivation influences teacher professional development and its subsequent influence on classroom practices	Semi-structured Questionnaire	Quantitative approach: the mean and standard deviations.
Correlation between teacher motivation and student academic achievement	Semi-structured Questionnaire and interview guide	Descriptive statistics – and correlation analysis.

### **3.11.1 Ethical Considerations**

The National Council for Science, Technology, and Innovation and Kenyatta University Graduate School granted official authority to collect data for the project. The approval involved submission of a copy of the proposal, an ethical review letter and application letter. A mandatory fee of Kshs 2000 was paid to NACOSTI for processing of the research permit. This was done to make sure that everyone involved knew about the planned research project. These motivate the participants to willingly consent to participate in the research. Participants were fully told by the researcher about the methods used to gather data. This helped assure respondents that information collected would not be accessed by individuals not involved in the study. The researcher ensured that only those taking part in the study received the questionnaires. If any details were reported word for word, the participants needed to give their approval. By protecting their names and contact information, the participants were assured of their anonymity.

## CHAPTER FOUR

### FINDINGS, DISCUSSION AND INTERPRETATION

#### 4.1 Introduction

The collected data, the outcomes of the statistical analysis, and the interpretation of the results are all displayed in this chapter. Following the progression of the particular research problems and objectives concerning the influence of teacher compensation on academic achievement in public primary schools in Mombasa County, Kenya, they were displayed in tables and graphs. Organization of the data gathered was directed by the study questions. The first section provided demographic data on the respondents.

The chapter was organized as per study's objectives,

1. To assess the effect of teacher motivation on students' academic performance in public primary schools in Mombasa County, Kenya, using national examination results.
2. To examine the influence of teacher motivation on classroom practices in public primary schools in Mombasa County.
3. To determine the relationship between teacher professional support and students' academic performance in public primary schools in Mombasa County, Kenya.

##### 4.1.1 Demographic Information

The researcher collected demographic data on sex, age, qualifications and experience of teachers. In order to enable analysis of trends, identification of potential disparities, and improve understanding of how the factors influence teacher performance and overall student academic. The study findings on the sex of the respondents were presented in Table 4.1.

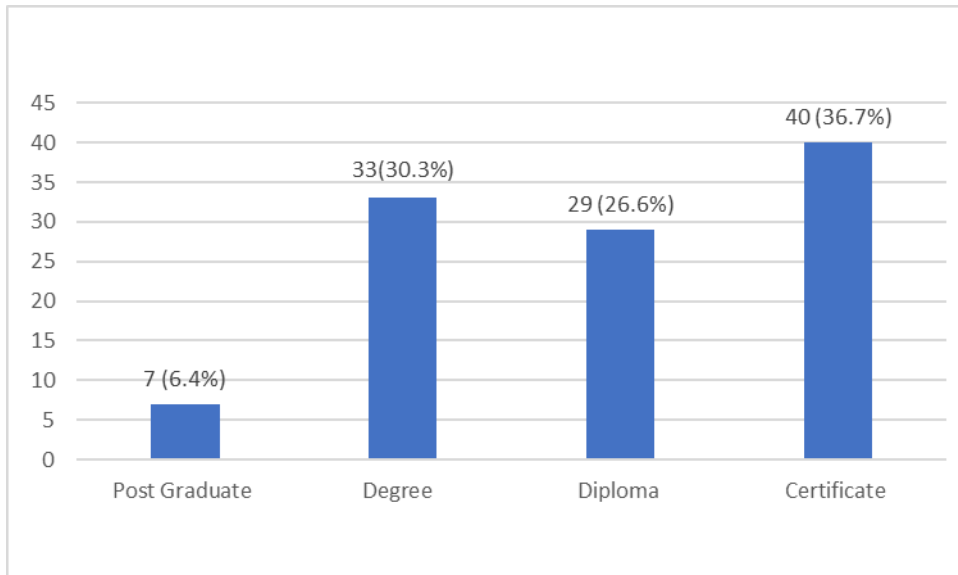
**Table 4.1: Sex of the Teachers**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	62	56.9
Female	47	43.1
<b>Total</b>	<b>109</b>	<b>100.0</b>

The goal of the research was to explore the professors' gender. The survey included 47 (43.1%) female teachers and 62 (56.9%) male teachers. The sex of the respondents was crucial in enabling the researcher to make a comparison of the opinions of both males and females that took part in the study. Previous studies indicate that there are gender differences in opinion based on the gender differences. Nyakundi and Omondi (2021) on gender dynamics in educational research revealed that gender often plays a significant role in shaping responses and perceptions among educators. In their study, male and female teachers differed in their views on professional growth opportunities and motivational factors, which emphasize the importance of gender as a variable in educational studies. Waititu (2013) in a study that explored gender differences in perceptions of workplace support, found that female teachers tended to place a higher value on professional development compared to male teachers, who prioritize structured incentives. This underscores that gender perspectives can significantly influence preferences and expectations within educational settings.

### 4.1.2 Highest Qualifications of the Teachers

Since instructors have a significant influence on both their own and students' academic achievement, the researcher set out to determine the teachers' educational backgrounds. The results are displayed in Figure 4.1.

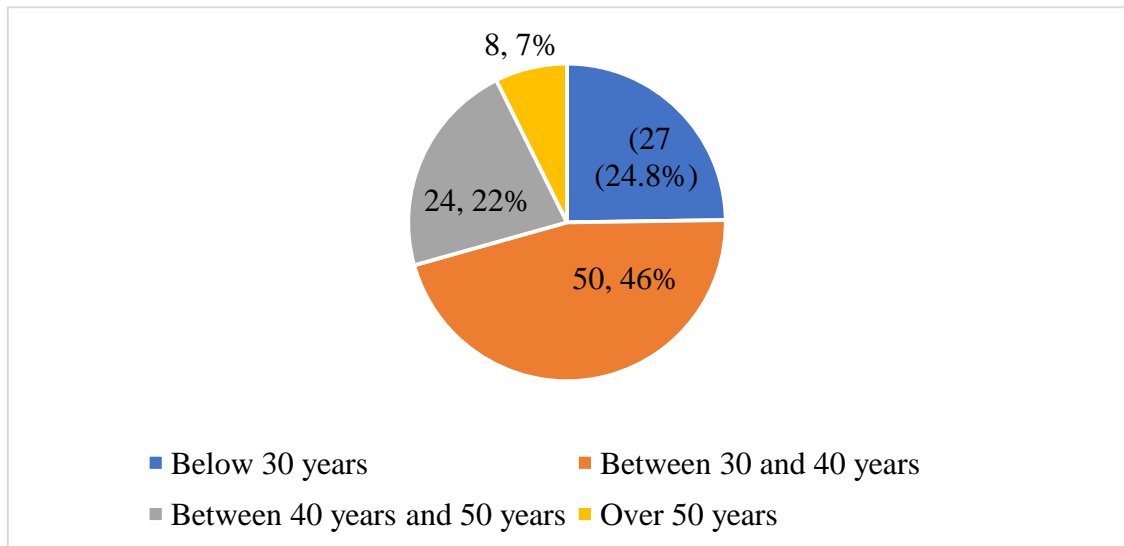


**Figure 4.1: Highest Qualification of the Teachers**

The study found that 7(6.4%) of the teachers had a postgraduate qualification, while 33(30.3%) had a degree, as 29(26.6%) reported having a Diploma certificate. A majority 40(36.7%) of the teachers had a certificate. A study by Mulwa and Gitonga (2021) that highlighted similar findings showed that most teachers in primary education settings in Kenya hold certificates or diplomas as their highest qualification, which aligns with the study's findings. This educational profile reflects common requirements for teaching positions at this level, where certificate and diploma programs are often sufficient for hiring in primary education settings, and degree or postgraduate qualifications are less common.

### 4.1.3 Participants' Age Category

The study findings on the age of the teachers that participated in the study are presented in Figure 4.2 considering that teacher motivation is a relevant factor that influences academic performance of learners across different age groups.



**Figure 4.2: Age of the Teachers**

Findings of the study indicated that 27 (24.8%), between 30 and 40 years were a majority 50(45.9%) of teachers. However, between 40 and 50 years were 24 (22.0%) teachers, with 8 (7.3%) above 50 years of age. The distribution of the ages was an indicator that teachers of all ages are affected by remuneration; Remuneration is a relevant factor across different age groups, with the majority 45.9% aged between 30 and 40 years, followed by those between 40 and 50 years (24 or 22.0%) and a smaller group above 50 years (7.3%). The finding aligns with Ndung'u and Waweru (2022) findings that teacher motivation across age groups, mostly affects teachers in their early to mid-career stages (typically less than 40 years), who exhibit a greater response to changes in motivation including financial incentives, professional growth and job satisfaction. It important to therefore to point out that teacher

motivation is an influential factor for teachers at all career stages but may have heightened importance for younger teachers aiming for career advancement.

#### 4.1.4 Length of Time Worked at Current Station

The duration that teachers had spent in different schools was assessed to determine the impact of the time a teacher has been at a specific school. The results are displayed in Table 4.2

**Table 4.2: Length of Time Worked at the Current Station**

<b>Age Bracket</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 1 year	4	3.7
1 – 5 years	56	51.4
6-10 years	20	18.3
Over 10 years	29	26.6
<b>Total</b>	<b>109</b>	<b>100.0</b>

The research outcomes indicate that most of the teachers were 1-5 years old in their current stations. Fewer teachers 4(3.7%) reported that they had been in their respective schools for less than 1 year. Teachers in the 6-10 years bracket were 20(22.0%), while 29(26.6%) teachers were in the over 10 years age bracket. This reflects a broader trend where experienced teachers are more likely to remain in their positions compared to their less experienced counterparts, particularly in schools facing significant challenges (RAND, 2020).

The length of time a teacher has worked at a station significantly impacts on the level of motivation. Long-serving teachers more often develop a strong sense of belonging, job satisfaction, and confidence, enhancing their motivation. However,

prolonged tenure can also lead to stagnation and reduced enthusiasm if career growth opportunities are limited. Conversely, newly transferred teachers may be motivated by fresh experiences but influenced by the level of support in their new work stations. Overall, regardless of tenure, elements like professional development, leadership, and working circumstances are critical to maintaining teacher motivation, which has an overall impact on students' academic success.

## **4.2 Effect of Teacher Motivation on Student Academic Performance**

The objective of the research was to explore how teacher motivation influences student academic performance in public primary schools in Mombasa County. The underlying assumption was that motivated teachers are more committed, use more engaging instructional strategies, and create positive learning environments, all of which translate into improved academic achievement. The findings presented in this section show the preferred methods of motivation and existing motivational practices in schools, and how these contribute to learner academic performance.

### **4.2.1 Teachers' Preferred Methods of Motivation**

Table 4.3 presents information obtained from regarding their preferred methods of motivation and how this influence student academic performance. teachers

**Table 4.3: Teachers' Preferred Methods of Motivation**

<b>Method of Motivation</b>	<b>Frequency</b>	<b>Percentage</b>
Base salary increase	56	51.4
Opportunity for professional development	25	22.9
Housing benefit	4	3.7
Free medical Insurance	8	7.3
Free insurance	1	.9
Give vouchers	4	3.7
Promotion opportunities	7	6.4
<b>Total</b>	<b>109</b>	<b>100.0</b>

The findings show that base salary increase was the most preferred motivational factor, cited by 56 (51.4%) teachers. Teachers indicated that when their basic needs are met through adequate salaries, their morale and instructional commitment improve, leading to better student academic performance. This aligns with Khan and Mansoor (2013), who established that financial incentives greatly influence employee retention and effectiveness an outcome that directly shapes learner performance.

A further 25 (22.9%) teachers highlighted opportunities for professional development as a key motivator. Head teachers interviewed confirmed that empowering teachers through training opportunities not only enhances teacher capacity but also positively impacts academic outcomes due to improved pedagogy. These findings are consistent with Lubang (2019), who found that intrinsic motivational factors such as career advancement significantly enhance teacher performance and subsequently student achievement.

Other motivational methods such as free medical insurance 9 (8.2%), promotion opportunities 7 (6.4%), vouchers 4 (3.7%), and housing benefits 4 (3.7%) were noted to have varying but positive effects on academic performance. Although cited by fewer teachers, these factors contribute to job satisfaction, indirectly influencing classroom engagement and learner results.

Overall, the findings demonstrate that when teachers receive motivation that meets their financial, professional, and recognition needs, they tend to teach more effectively, invest more in learner progress, and foster a positive learning environment that drives academic performance.

#### 4.2.2 Ways Teachers Are Motivated in Schools

The study also sought to establish the existing strategies schools use to motivate teachers. The results are presented in Table 4.4.

**Table 4.4: Ways Teachers Are Motivated in Schools**

<b>Ways teachers are motivated in schools</b>	<b>Frequency</b>	<b>Percentage</b>
Setting of targets	9	8.3
Salary increment	11	10.1
Annual teachers' retreat and issuance of certificates	5	4.6
Token of appreciation for good academic performance in KCPE	52	47.7
Feedback and recognition	5	4.6
Promotion opportunities	10	9.2
In-service training	11	10.1
Others	1	.9
Classroom observation and holistic participation	5	4.6
<b>Total</b>	<b>109</b>	<b>100.0</b>

The findings indicate that 52 (47.7%) of teachers are motivated through tokens of appreciation for good academic performance, making it the most commonly used practice. Principals affirmed that teachers who produce strong results receive oral praise, certificates, and personalised recognition, which strengthens their morale and commitment. These results corroborate Muriuki (2020), who found that recognition and appreciation significantly enhance teacher motivation and output.

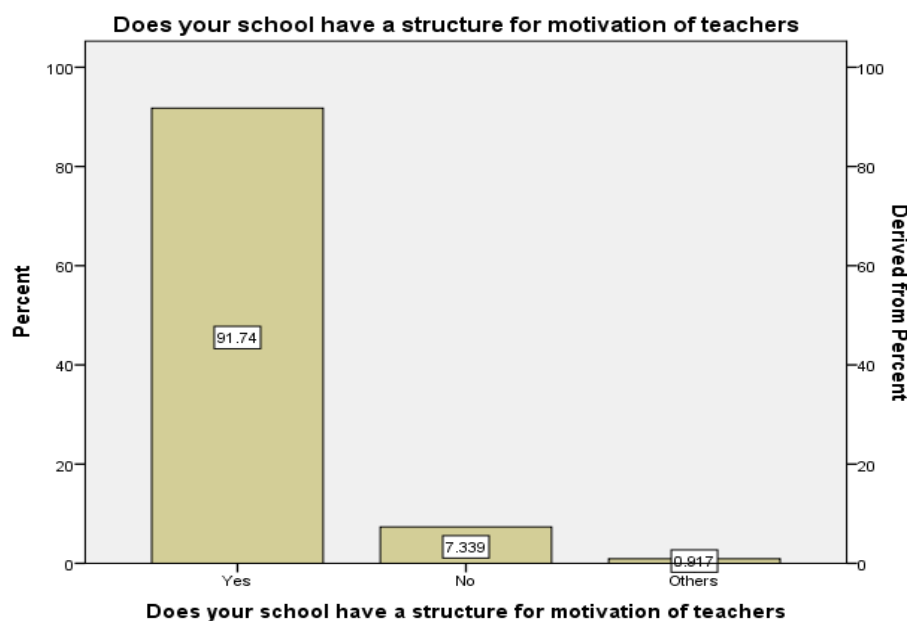
Additionally, salary increments and in-service training were each cited by 11 (10.1%) teachers. These practices contribute to continuous professional growth and

financial stability, both of which are crucial for effective teaching. Promotion opportunities, identified by 10 (9.2%), also play a role in improving teacher satisfaction and performance. These findings resonate with Lubang (2019), who emphasized that professional development and career progression are strong intrinsic motivators that enhance teacher effectiveness and student outcomes.

Most respondents 100 (91.7%) affirmed that their schools have structured motivational systems. This supports the view by Khan and Mansoor (2013) that structured incentive frameworks significantly influence performance and academic achievement.

Collectively, the results show that structured and consistent motivation through rewards, recognition, training, and financial incentives enhances teachers' instructional quality. This, in turn, leads to improved student academic performance, confirming the objective of the study.

#### 4.2.3 School Structure for Motivation of Teachers



**Figure 4.3: Does your School have a Structure for Motivation of Teachers?**

The finding is an indication that the schools have different structures that are used in remunerating teachers in order to enhance performance. The study found out that most schools have a structure for motivation of teachers as reported by 100 (91.7%) while 8(7.3%) teachers said no, only 1(0.9%) failed to respond.

#### **4.2.4 How the Level of Teacher Motivation Influences Overall Academic Performance**

The findings directly support the study objective by demonstrating that teacher motivation has a measurable and positive effect on student academic performance.

**Table 4.5: Level of Teacher Motivation Influence on Academic Performance**

<b>Level of teacher motivated influence on academic performance</b>	<b>Frequency</b>	<b>Percentage</b>
Create a stimulating learning environment	61	56.0
Positively and the zeal to perform better in respective subjects	44	40.4
Clear career progression paths	2	1.8
Neutral	1	.9
Others	1	.9
<b>Total</b>	<b>109</b>	<b>100.0</b>

The results in Table 4.5 indicate that 61 (56.0%) of teachers believe that high motivation enables them to create a stimulating learning environment, which is essential for improving learner engagement and achievement. This finding is consistent with Lubang (2019), who established that motivated teachers are more committed and create classrooms conducive to higher learner achievement.

A further 44 (40.4%) of the teachers reported that motivation increases their zeal to perform better in the subjects they teach, thereby enhancing the quality of instruction students receive. This aligns with Khan and Mansoor (2013), who found a strong positive link between teacher motivation, job performance, and student outcomes. Narratives from teachers and principals also confirmed that motivated teachers not only work harder but also provide additional support to learners, resulting in improved academic performance.

Only 1 (0.9%) teacher remained neutral, while another did not respond. Overall, the findings confirm that teacher motivation directly improves teaching quality, which in turn enhances pupils' performance in national examinations. These results resonate with Muriuki (2020), who similarly observed that motivated teachers demonstrate greater effort and consistency, leading to better student academic outcomes.

#### **4.2.5 Extent to Which Motivation Influences Teachers' Decision to Remain in a School**

Retention of teachers is a critical factor influencing continuity in teaching and learner performance.

**Table 4.6: Extent Motivation Influences Decision to Leave a School**

<b>Extent motivation influences decision to leave a school</b>	<b>Frequency</b>	<b>Percentage</b>
High	59	54.1
Moderate	45	41.3
Low	5	4.6
<b>Total</b>	<b>109</b>	<b>100.0</b>

Table 4.6 shows that 59 (54.1%) of the teachers believe that motivation highly influences their decision to remain in a school. High teacher retention enhances academic performance by ensuring consistency in syllabus coverage and long-term mentoring of learners factors essential for strong academic outcomes.

This finding aligns with Asuquo and Akpan (2020), who reported that motivated teachers are more likely to remain in their schools, resulting in stable learning environments that support student performance. A further 45 (41.3%) teachers reported a moderate influence, a finding supported by Kinyili et al. (2015), who noted that valued and supported teachers are more committed, leading to improved student achievement.

Only 5 (4.6%) teachers believed motivation had a low influence, underscoring the importance of motivation in teacher stability. Overall, the findings affirm that motivated teachers remain longer in schools, creating stability that positively affects student academic performance.

#### **4.2.6 Perception of Teachers on Fairness and Equity in School Motivation**

Fairness in motivation practices strongly influences teacher morale, which ultimately shapes the quality of instruction delivered to students.

**Table 4.7: Perceived Fairness and Equity in Teacher Motivation**

<b>Perceived fairness and equity in teacher motivation</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	82	75.2
No	17	15.6
I don't know	10	9.2
<b>Total</b>	<b>109</b>	<b>100.0</b>

Table 4.7 shows that 82 (75.2%) of teachers perceive motivation practices in their schools as fair and equitable. Fair motivation boosts teacher morale, leading to improved performance and better student outcomes.

This finding aligns with Karanja and Waweru (2021), who noted that fairness in motivation enhances job satisfaction and teacher commitment, which significantly contributes to academic improvement. Conversely, 17 (15.6%) felt that motivation was not fairly applied, while 10 (9.2%) were unsure. Mureithi (2020) observed that perceived unfairness lowers morale and may reduce teacher effort, ultimately affecting student performance.

Thus, fairness in motivation is critical to sustaining teacher effort and improving learner achievement.

#### **4.2.7 How Teacher Motivation and Commitment Influence Student Academic Performance**

Motivation and commitment to teaching roles is perceived to have influence on student performance. The researcher sought to establish how as presented in Table 4.8

**Table 4.8: Motivation and Commitment to Teaching Roles Influence on Student Academic Performance**

<b>Motivation and commitment to teaching roles</b>	<b>Frequency</b>	<b>Percentage</b>
Raises performance of learners	68	62.4
Motivated teachers influence learning	13	11.9
Achieving quality education	10	9.2
Personalized support and positive learning environment	7	6.4
Active participation in teaching	3	2.8
Consistent feedback	3	2.8
Lack of motivation affects performance	2	1.8
Others	3	2.8
<b>Total</b>	<b>109</b>	<b>100.0</b>

Findings in Table 4.8 show that 68 (62.4%) of teachers believe motivation raises learners' academic performance, directly supporting the study objective. This aligns with Nyaga and Mutungi (2023), who found that motivated teachers provide more interactive, engaging, and supportive learning environments, which greatly improve student outcomes.

Additionally, 13 (11.9%) indicated that motivated teachers influence learning positively, while 10 (9.2%) linked motivation to achieving quality education. Another 7 (6.4%) highlighted that motivation enables personalized learner support, which strengthens performance. These findings mirror those of Nyaga and Mutungi (2023), who found that motivated teachers frequently offer individualised feedback, further improving student achievement.

Consistent feedback 3(2.8%) and increased active participation 3 (2.8%) were also identified as outcomes of teacher motivation. Principals similarly emphasized that an environment where teachers feel valued results in teachers going the extra mile

for learners. The findings strongly support the argument that motivated teachers create positive learning environments that enhance learner performance.

#### 4.2.8 Non-Monetary Factors That Contribute to Teacher Performance

Table 4.9 illustrates that teachers value several non-monetary motivation strategies that positively influence their performance and, consequently, student academic outcomes.

**Table 4.9: Non-monetary Motivation Factors that Influence Teacher Performance**

<b>Non-monetary motivation factors that influence on teacher performance</b>	<b>Frequency</b>	<b>Percentage</b>
Career seminars, workshops and retreats	40	36.1
Appreciation and verbal appraisal	27	24.8
Issuance of certificates	19	17.4
Career advancement and promotions	14	12.9
Flexible scheduling, mentorship and leadership	4	3.7
Unity among teachers	5	4.6
<b>Total</b>	<b>109</b>	<b>100.0</b>

Opportunities for career seminars, workshops, and retreats (40; 36.1%) were the most cited non-monetary motivators. These are essential for improving teacher competence, which directly benefits learners.

The findings align with Chukwuma and Onuoha (2022), who established that non-monetary incentives such as professional development significantly enhance teacher motivation and student achievement. Appreciation and verbal appraisal (27; 24.8%) and issuance of certificates (19; 17.4%) were also highlighted, aligning with Gupta

and Kumar (2021), who found that recognition reinforces teacher morale and leads to improved instructional quality.

These non-monetary strategies collectively enhance teacher enthusiasm and engagement, thereby improving academic performance in schools.

#### 4.2.9 Extent Structures of Teacher Motivation Influence Student Academic Performance

The findings in Table 4.10 indicate that monetary structures significantly influence academic performance.

**Table 4.10: Extent structures of Teacher Motivation Influence Student Academic Performance**

Structures of teacher motivation	Influence on Performance					
	High		Moderate		Low	
	Frequency	%	Frequency	%	Frequency	%
Basic salary	80	73.4	28	25.7	1	0.9
Bonuses	71	65.1	33	30.3	5	4.6
Benefits	70	64.2	38	34.9	1	0.9
Incentives	59	54.1	45	41.3	5	4.6

A majority of teachers reported that basic salary (73.4%), bonuses (65.1%), and benefits (64.2%) highly influence student academic performance. Higher teacher compensation boosts morale, reduces absenteeism, and enhances focus on teaching tasks, all of which improve student performance.

These findings align with Smith and Richards (2021), who reported that competitive salaries and performance-based bonuses positively influence teacher motivation and

subsequently student outcomes. Incentives were also influential 59(54.1%), although less so compared to salary. This corresponds with Zhao and Li (2019), who found that while incentives are effective, salaries and bonuses have a stronger impact. Overall, the results confirm that compensation structures significantly influence teacher motivation, which directly affects student academic achievement.

#### 4.2.10 Strategies Beyond Monetary Motivation Used by Primary Schools

Table 4.11 shows that schools employ diverse strategies to improve teacher performance and ultimately student academic achievement.

**Table 4.11: Strategies used to enhance Teacher Performance**

<b>Strategies</b>	<b>Frequency</b>	<b>Percentage</b>
Certificates and letters of recognition	32	29.2
Conducive work environment	25	22.9
Annual retreats	15	13.8
Involving teachers in decision making	12	11.0
Allowing teachers to work in counties of own choice	8	7.3
Leadership opportunities	5	4.6
Scholarship opportunities	4	3.7
Free transport and food stuffs	1	0.9
Others	2	1.8
<b>Total</b>	<b>109</b>	<b>100.0</b>

These include awarding certificates and letters of recognition 32(29.2%), providing conducive work environments 25(22.9%), and organizing annual retreats 15(13.8%). These strategies boost teacher morale and commitment, which translate into improved instructional quality.

Principals further emphasized that job security, involvement in decision-making, and flexible work arrangements enhance teacher motivation. These findings align with Ngugi (2020) and Mwangi & Wambua (2018), who reported that supportive school environments and opportunities for professional growth significantly strengthen teacher motivation and student outcomes.

Thus, non-monetary strategies complement financial incentives in improving teacher morale and academic performance.

#### **4.2.11 Long-Term Influence of Teacher Motivation on Academic Performance**

**Table 4.12: Long Term Influence of Teacher Motivation on Academic Performance in Primary Schools**

<b>Long term influence of teacher motivation on performance</b>	<b>Frequency</b>	<b>Percentage</b>
Consistency in good performance	36	33.0
Regular training and promotion	27	24.8
Increase in salaries and certification	14	12.8
Learner acquisition of skills and knowledge for holistic development	13	11.9
Always looking forward to teach and offer remedial	13	11.9
Annual retreats	3	2.8
Low morale when not motivated	1	0.9
Others	2	1.8
<b>Total</b>	<b>109</b>	<b>100.0</b>

Table 4.12 shows that teacher motivation leads to long-term academic benefits. Consistency in good performance 36 (33.0%), regular training and promotions 27(24.8%), and increased salaries 14 (12.8%) all contribute to sustained academic improvement. Motivated teachers also provide remedial lessons 13(11.9%) and foster holistic learner development. These findings reinforce the study objective by demonstrating that long-term teacher motivation strengthens continuity in teaching and enhances learners' academic achievement over time. Motivated teachers sustain high performance, nurture learner competencies, and continually improve instructional practice.

### **4.3 Teacher Motivation Influences Classroom Practices That Enhance Academic Performance**

The research aimed to determine how teacher motivation shapes classroom practices that ultimately contribute to improved academic performance.

#### **4.3.1 Available Professional Development Opportunities**

The findings indicate that when teachers receive adequate professional development opportunities, recognition, and support, their classroom practices improve significantly leading to enhanced learner outcomes

**Table 4.13: Available Professional Development Opportunities**

<b>Available professional development opportunities</b>	<b>Frequency</b>	<b>Percentage</b>
Seminars and workshops	61	56.0
Online courses and webinars	13	11.9
Certifications	10	9.2
Retreats	8	7.3
Study leave	6	5.5
Free education to children	6	5.5
Promotions	2	1.8
Others	3	2.8
<b>Total</b>	<b>109</b>	<b>100.0</b>

The general opinion of 61 (56.0%) teachers was that seminars and workshops strongly contribute to their motivation. This supports Salim (2012), who argues that professional growth opportunities increase teacher satisfaction and retention. Motivated teachers are more likely to apply innovative instructional strategies, dedicate more time to lesson preparation, and employ learner-centred pedagogies practices strongly associated with improved academic performance. Schools with more resources were found to invest more in training, which enhances teacher competence and classroom delivery, ultimately improving student outcomes.

Other professional development options included online courses and seminars 13 (11.9%), certificates 10 (9.2%), retreats 8 (7.3%), study leave and free education for teachers' children 6 (5.5%), and promotions 3 (2.8%). Recognition practices both financial and non-financial—were found to boost teacher morale. Camininti (2022) similarly found that recognition has a direct impact on teacher retention and classroom engagement. Schools that fail to recognize teachers (as reported by 81%

of administrators in that study) experienced weakened teacher motivation, reduced instructional quality, and hence diminished learner achievement.

Qualitative reports reinforced this relationship. For example, Head Teacher 8 reported that “well-motivated teachers perform better and exhibit high levels of self-confidence,” implying that motivation translates into more effective classroom practices such as clearer explanations, better classroom organisation, and stronger learner support. This aligns with Chadwick (2019), who notes that fair remuneration improves teacher morale and enhances performance-related behaviours, including punctuality, lesson preparation, and learner monitoring all of which directly influence academic achievement.

Taken together, the findings show that professional development, recognition, and supportive school environments are central in strengthening classroom practices that enhance academic performance. Motivated teachers adopt improved instructional strategies, demonstrate greater commitment, and create engaging learning environments, which collectively contribute to better student outcomes.

#### **4.3.2 Available Professional Development Opportunities in Schools**

The study examined the types of professional development opportunities available to teachers, which directly influence their classroom practices and performance.

**Table 4.14: Available Professional Development Opportunities in Schools**

<b>Available professional development opportunities in schools</b>	<b>Frequency</b>	<b>Percentage</b>
Motivation by certification	39	34.9
Seminars and retreats	27	24.8
Trainings and workshops	26	23.9
Attending annual conferences	11	10.1
Paying fees	1	0.9
Others	6	5.5
<b>Total</b>	<b>109</b>	<b>100.0</b>

The findings indicate that motivation by certification (34.9%) is the most common motivation strategy. Certification improves teachers' confidence and competence in the classroom, leading to better instructional practices. Gordon et al. (2021) found that certification-based professional development significantly improves teacher motivation and classroom effectiveness. Teachers reported that participating in certification programs empowered them to use advanced teaching strategies, resulting in higher learner engagement and improved academic performance.

#### **4.3.4 Disparities in the Influence of Teacher Motivation on Professional Development**

The researcher wanted to see if there were differences in the motivation of the professors. Table 4.15 displays the results of the disparities research.

**Table 4.15: Disparities in Influence of Teacher Motivation on Professional Development**

<b>Disparities in influence of teacher motivation on professional development</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	34	31.2
No	46	42.2
I don't know	29	26.6
<b>Total</b>	<b>109</b>	<b>100.0</b>

Most teachers 46 (42.2%) believed there were no disparities in motivational practices, indicating a perceived fairness in how opportunities are distributed. Head teachers also affirmed fairness. However, 34 (31.2%) perceived the existence of disparities, while 29 (26.6%) were unsure.

Del (2023) noted that although motivation enhances teaching outcomes, its influence varies based on contextual factors such as school culture, leadership support, and resource availability. These disparities can translate into unequal classroom practices, where teachers with more motivation or better support deliver higher-quality instruction, influencing student academic achievement differently across schools.

### 4.3.5 Reasons for Disparities in Influence of Teacher Motivation

**Table 4.16: Reasons for Disparities in Influence of Teacher Motivation on Professional Development**

<b>Reasons for disparities in influence of teacher motivation on professional development</b>	<b>Frequency</b>	<b>Percentage</b>
Fairness is always	46	42.2
Varied motivation factors	8	7.3
Inclusion for sustainable development	7	6.4
Others	48	46.1
<b>Total</b>	<b>109</b>	<b>100.0</b>

Teachers attributed disparities to fairness issues, varied motivation factors, and lack of inclusion. Fair and inclusive motivational practices are essential because they ensure that all teachers remain committed and deliver consistent, high-quality classroom practices thereby contributing to uniform academic performance across classes.

### 4.3.6 Ways Primary Schools Can Ensure Increased Motivation

**Table 4.17: Ways Primary Schools can ensure Increased Motivation**

<b>Ways primary schools can ensure increased motivation</b>	<b>Frequency</b>	<b>Percentage</b>
Motivation for others to imitate	30	30.3
Seminars and workshops	16	14.7
Setting realistic goals	16	14.7
Providing adequate resources	10	9.2
Implementing new teaching strategies	6	5.5
Monitoring teachers progress	5	4.6
Peer teaching	3	2.8
Basic salary	1	0.9
Others	7	6.4
<b>Total</b>	<b>109</b>	<b>100.0</b>

Motivation for others to imitate (30.3%) demonstrates the importance of role modelling. Ryan & Deci (2020) assert that intrinsic motivation grows in supportive communities. When teachers observe motivated colleagues, they adopt similar classroom practices such as active learning strategies which enhance student achievement.

Seminars and workshops (14.7%) improve teacher competence, consistent with Des Georges (2021), who found that ongoing training makes teachers feel valued and more effective. Competent teachers deliver clearer explanations, varied methods, and stronger learner support.

Setting realistic goals (14.7%) aligns with Locke & Latham (2019), whose goal-setting theory shows that clear goals increase performance. Teachers with clear objectives plan lessons more purposefully, improving learner outcomes.

Providing adequate resources (9.2%) supports effective teaching. Winnard (2017) emphasizes that resource-rich classrooms allow teachers to implement diverse strategies that increase learner engagement. Implementing new teaching strategies (5.5%) supports Fullan (2016), who argues that innovation keeps teachers motivated and improves instructional quality.

Monitoring teacher progress (4.6%) supports Hattie (2012), who emphasizes that feedback enhances teaching quality, directly influencing student achievement. Peer teaching (2.8%) reflects Vygotsky's (1978) social learning theory, showing that collaborative learning among teachers strengthens their classroom practices.

Overall, motivated teachers are more innovative, better prepared, and more committed—all of which enhance academic performance. Schools must therefore

adopt targeted motivational strategies to foster strong classroom practices and improve student outcomes.

#### **4.3.7 Extent Motivation Influences Types of Professional Development Opportunities**

Table 4.18 presents teachers’ views on how motivation shapes the professional development opportunities they pursue an aspect strongly linked to improved classroom practices and student academic performance.

**Table 4.18: Motivation Influence on type of Professional Development**

<b>Motivation influence on type of professional development</b>	<b>Frequency</b>	<b>Percentage</b>
High	71	65.1
Moderate	32	29.4
Low	6	5.5
<b>Total</b>	<b>109</b>	<b>100.0</b>

A majority of teachers, 71 (65.1%), reported that motivation highly influences the type of professional development they pursue. This aligns the finding to the study objective, as professional development directly shapes classroom practices such as lesson preparation, instructional delivery, learner engagement, and assessment—all of which impact academic performance. Turner and Henson (2023) similarly found that intrinsically motivated teachers actively pursue training aimed at improving pedagogy and learner outcomes.

Another 32 (29.4%) perceived a moderate influence, while only 6 (5.5%) indicated low influence. These findings correspond with Gordon et al. (2022), who argue that

motivated teachers are more likely to select development programs aligned with their instructional needs and career aspirations. This strengthens the link between motivation, continuous learning, and improved classroom practice.

Head teachers echoed these views, affirming that motivated teachers demonstrate greater initiative in adopting innovative teaching strategies. Therefore, motivation not only drives uptake of professional development but also enhances classroom practices, which in turn support improved student academic performance.

#### 4.3.8 Ways Primary Schools with Limited Financial Resources Facilitate Meaningful Professional Development

**Table 4.19: Ways Primary Schools with Limited Financial Resources Facilitate Meaningful Professional Development**

<b>Way to facilitate meaningful professional development</b>		
Utilizing available resources	22	20.2
Recognition of the teachers	20	18.3
Involving parents and NGOs	18	16.5
Leadership opportunities	16	14.7
Public recognition and sponsorship	12	11.0
Formation of Sacco's	1	0.9
Others	2	1.8
<b>Total</b>	<b>109</b>	<b>100.0</b>

Despite financial limitations, schools adopt strategies that indirectly strengthen classroom practices by maintaining teacher motivation. The most common approach—utilizing available resources (20.2%) is consistent with Silvy, Siswandari and Lenny (2024), who note that resource optimization enhances teacher capacity to improve instructional delivery.

Recognition (18.3%) also emerged as a key motivator. Smith and Brown (2023) confirm that recognition boosts morale and encourages participation in development activities, ultimately enhancing classroom practices such as feedback methods, student engagement strategies, and differentiated instruction.

Involving parents and NGOs (16.5%) supports the objective by supplementing training opportunities, while leadership roles (14.7%) empower teachers to make pedagogical decisions that improve instructional quality. As Carter and Lee (2023) argue, leadership opportunities enhance teacher ownership of classroom processes, which translates to stronger academic outcomes.

These findings affirm that even financially constrained schools can sustain teacher motivation thereby promoting improved classroom practices that support student academic performance.

#### **4.3.9 Strategies Public Primary Schools with Well-Motivated Teachers Employ to Ensure Continuous Professional Development and Retention**

**Table 4.20: Strategies used by Primary Schools to Motivate Teachers**

<b>Strategies used by primary schools employ</b>	<b>Frequency</b>	<b>Percentage</b>
Providing adequate teaching learning resources	33	30.3
Privileges including joining unions	22	20.2
Recognition and career advancement	18	16.5
Involvement of teachers in motivation and development activities	16	14.7
Keeping the promise	9	8.3
Setting aside funds for motivation	9	8.3
Others	2	1.8
<b>Total</b>	<b>109</b>	<b>100.0</b>

Providing adequate teaching and learning resources (30.3%) is the most common strategy and directly influences classroom practices such as lesson delivery, practical activities, and learner engagement. This mirrors Miller, Johnson, and Thompson (2022), who found that availability of instructional resources enhances quality teaching, thereby improving student academic performance.

Recognition and career advancement (16.5%) further strengthen motivation, with Nguyen, Lee, and Kim (2023) confirming that recognized teachers demonstrate stronger commitment to innovative instructional methods.

Involving teachers in professional development decisions (14.7%) echoes Smith and Taylor (2022), who affirm that participatory professional development increases teacher autonomy and pedagogical effectiveness. Setting aside motivation funds (8.3%) reinforces the need for sustainable investment in practices that maintain teacher enthusiasm and improve instructional quality (Hernandez et al., 2023).

Collectively, these strategies illustrate that highly motivated teachers engage more deeply in professional development, adopt improved instructional practices, and consequently contribute to better academic performance. Overall, the findings clearly demonstrate that teacher motivation significantly influences the uptake of professional development opportunities, which in turn improves classroom practices such as instructional planning, delivery, learner engagement, and assessment—ultimately enhancing student academic performance.

#### 4.4 Teacher Professional Support and Student Academic Performance

Teacher professional support refers to the range of incentives, recognition mechanisms, welfare provisions, and developmental opportunities provided to teachers to enhance their motivation, competence, and productivity. In public primary schools, such support plays a central role in shaping instructional quality, teacher commitment, and ultimately student academic achievement. This section presents the findings aligned to the study objective by examining how various forms of professional support including group/individual activities, gift vouchers, recognition and promotion, supplementary pay, insurance benefits, and retirement packages enhance teacher motivation and influence student academic performance in Mombasa County.

##### 4.4.1 Group/Individual Professional Support Activities

Group and individual activities such as learning opportunities, merit-based rewards, gain-sharing and annual awards constitute structured professional support systems that enhance teacher motivation. Motivated teachers typically deliver better instruction, provide targeted learner support, and engage learners more effectively factors that directly influence student academic performance.

**Table 4.21: Group/Individual Activities**

Group/individual activities	Influence on performance			
	Yes		No	
	Frequency	%	Frequency	%
Learning activities	98	89.9	11	10.1
Merit based prizes	91	83.5	18	16.5
Gain sharing scheme	90	82.6	19	17.4
Annual awards incentives	90	82.6	19	17.4

The findings show that 98 (89.9%) of teachers agreed that schools provide learning activities and challenges, which help improve student performance. Such activities strengthen teachers’ instructional practices, thereby improving learner outcomes. This aligns with Miller et al. (2021), who indicate that incentive structures enhance teacher motivation and lead to improved student academic outcomes.

Similarly, 91 (83.5%) supported the use of merit-based prizes, consistent with Johnson and Lee (2022) who observed that recognition through rewards and bonuses reinforces teacher commitment and improves classroom engagement—key determinants of academic performance.

The gain-sharing scheme and annual awards were also affirmed by 90 (82.6%) of teachers, supporting the notion that extrinsic motivation enhances intrinsic motivation and stimulates better instructional practices (Nguyen et al., 2023). This professional support, therefore, enhances teachers' efforts in preparing learners for high achievement, especially in national examinations.

#### 4.4.2 Gift Vouchers as Professional Support

Gift vouchers, including paid retreats and certificates, serve as supplementary professional support mechanisms aimed at boosting teachers’ morale. Although less frequently used, such rewards still play a role in strengthening teacher-student engagement and improving learning outcomes.

**Table 4.22: Gift Vouchers**

Gift vouchers	Reward system			
	Yes		No	
	Frequency	%	Frequency	%
Paid team building and retreat	82	75.2	27	24.8
Gift certificates	63	57.8	46	42.2

The results show that 82 (75.2%) of teachers received paid team-building and retreat opportunities, while 63 (57.8%) reported receiving gift certificates. Although these rewards were the least used, they still create a supportive professional environment. Smith and Taylor (2021) found that while tangible rewards have limited long-term impact, they reinforce teacher wellbeing and contribute indirectly to improved teaching quality and student achievement.

#### 4.4.3 Recognition and Promotion

Recognition and promotion are powerful forms of professional support that directly enhance teacher motivation and professional identity. Teachers who feel appreciated tend to demonstrate higher instructional effort, which boosts student academic performance.

**Table 4.23: Recognition and Promotion**

Recognition and promotion	Reward system			
	Yes		No	
	Frequency	%	Frequency	%
Promotions based output	82	75.2	27	24.8
Recognized and rewarded	71	65.1	38	34.9

The findings show that 82 (75.2%) of teachers reported receiving promotions based on performance, while 71 (65.1%) indicated that they were regularly recognized and rewarded. Recognition strengthens teachers' professional identity and encourages greater instructional commitment, ultimately improving student academic outcomes. This aligns strongly with motivation theory, which links recognition to enhanced performance.

#### 4.4.4 Supplementary Pay and Insurance Benefits

Professional support through monetary and welfare benefits improves job satisfaction, lowers stress, and enhances teacher commitment. Teachers who feel professionally supported are more likely to invest additional effort in classroom preparation and learner support, resulting in better academic outcomes.

**Table 4.24: Supplementary Pay and Insurance Benefits**

Supplement and Insurance	Reward system			
	Yes		No	
	Frequency	%	Frequency	%
Supplementary Pay	85	78.0	24	22.0
Insurance benefit /severity	61	56.0	48	44.0
Life, health insurance	95	87.2	14	12.8
Set aside money motivation	82	75.2	27	24.8

The findings reveal that 85 (78%) of teachers receive supplementary pay, and 95 (87.2%) benefit from life and health insurance. These professional support mechanisms enhance stability, reduce absenteeism, and increase engagement. Muthoni and Ochieng (2022) found that welfare programs significantly boost teacher satisfaction, which translates into improved instructional quality and learner performance.

Thus, supplementary pay and insurance benefits form a critical dimension of professional support that strengthens teacher commitment to effective teaching and student academic success.

#### 4.4.5 Retirement Benefits System

Retirement benefits are a long-term professional support mechanism that enhance job security and reduce attrition. Teachers who feel secure in their profession demonstrate higher loyalty, dedication, and investment in student learning.

**Table 4.25: Retirement Benefits System**

Retirement benefits	Reward system			
	Yes		No	
	Frequency	%	Frequency	%
Teacher pension programs	100	91.7	9	8.3
Money for retirement benefit	87	79.8	22	20.2
Requirement by law	91	83.5	18	16.5

The results indicate that 100 (91.7%) of teachers acknowledged the existence of pension programs, while 87 (79.8%) reported that schools set aside money for retirement benefits. This aligns with Karanja et al. (2023), who found that robust retirement programs increase teacher retention and long-term commitment. Such professional stability ensures continuity in teaching and contributes to improved student academic performance over time.

Overall, the findings clearly demonstrate that teacher professional support—through rewards, recognition, welfare benefits, and retirement packages significantly enhances teacher motivation and instructional effectiveness, which in turn improves student academic performance in public primary schools in Mombasa County. The reviewed literature supports the observed relationships, confirming that motivated, well-supported teachers positively influence learner outcomes.

#### 4.4.6 Employment Services as Teacher Professional Support

Employment service rewards such as recreational programs, family support services, and assistance to teachers' children constitute an important component of teacher professional support. These services enhance teachers' wellbeing, reduce personal and financial burdens, and strengthen their sense of belonging within the school community. When teachers experience holistic support, they are more motivated, less stressed, and better positioned to focus on instructional responsibilities, which positively influences student academic performance.

**Table 4.26: Employment Services Reward System**

Employment services	Reward system			
	Yes		No	
	Frequency	%	Frequency	%
Social and recreational programs	70	64.2	39	35.8
Service to teachers' children	75	68.8	34	31.2

The results indicate that 70 (64.2%) of teachers agreed that schools offer social and recreational programs for teachers and their families. Additionally, 75 (68.8%) confirmed that schools provide services to teachers' children, such as reduced transportation costs, food services, and support with school fees. These forms of professional support reduce teachers' personal stressors and enhance their ability to dedicate time and energy to classroom activities.

This finding aligns with Mwangi and Muthoni (2022), who found that employment services including recreational activities and family support significantly enhance teacher job satisfaction and retention. Their study reported that 66% of teachers felt that social support systems increased their sense of belonging and commitment.

Such stability and increased commitment translate into more consistent instructional delivery and better student academic outcomes.

Therefore, employment services function as a meaningful professional support mechanism that indirectly but significantly improves student academic performance through enhanced teacher wellbeing and reduced work-life conflict.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides an overview of the research results, conclusions, and suggestions derived from the investigation into how teacher motivation affects academic performance and classroom practices in public primary schools within Mombasa County. The research was directed by three objectives:

1. To assess the effect of teacher motivation on students' academic performance using national examination results.
2. To examine the influence of teacher motivation on classroom practices.
3. To determine the relationship between teacher professional support and students' academic performance.

The chapter also outlines policy recommendations, areas for further research, and the study's contribution to existing knowledge.

#### **5.2 Summary of the Findings**

##### **5.2.1 Effect of Teacher Motivation on Students' Academic Performance**

The research found that teacher motivation plays a significant role in determining learner academic outcomes. Teachers identified base salary increases (51.4%), professional development opportunities (22.9%), housing benefits, medical insurance, and career progression as the strongest motivators. An overwhelming 92% of teachers reported that their schools have structured motivational programs in place, including appreciation tokens, in-service training, promotions, and recognition awards.

Motivated teachers reported improved commitment, enhanced preparation, and better-quality lesson delivery, leading to improved learner engagement. Over 56% stated that motivation positively influenced academic achievement, while 62.4% agreed that motivated teaching enhances learner performance and quality education. Performance-based incentives such as bonuses, certificates, and recognition were also perceived as key drivers of improved student academic results.

Overall, the findings demonstrate that higher teacher motivation contributes to improved learner performance in national examinations, a more supportive learning environment, and consistent academic success.

### **5.2.2 Influence of Teacher Motivation on Classroom Practices**

The study established that teacher motivation strongly influences classroom practices and instructional behaviour. Motivated teachers demonstrated better lesson planning, timely syllabus coverage, more interactive teaching strategies, and increased use of learner-centered methodologies.

Teachers reported that motivation encourages participation in professional development, adoption of innovative teaching methods, and improved classroom management. Schools support these practices through workshops, seminars, mentoring programs, and the provision of instructional materials.

However, disparities exist across schools depending on resource availability. Teachers in under-resourced schools reported limited access to development opportunities and inconsistent motivational structures. The study also revealed that fairness and transparent criteria for awarding incentives significantly affect teachers' overall classroom engagement and instructional effectiveness. Thus, teacher

motivation is a key predictor of classroom instructional quality, learner participation, and sustained teaching effectiveness.

### **5.2.3 Relationship Between Teacher Professional Support and Students' Academic Performance**

The findings indicate that teacher professional support such as social welfare programs, family support services, and compensation structures aligned to economic conditions—directly influences teacher wellbeing, job satisfaction, and academic outcomes.

The study found that 64.2% of teachers acknowledged the availability of social and recreational programs, while 68.8% confirmed support services for teachers' children, such as reduced transport costs and food assistance. Additionally, 66.1% agreed that compensation appropriately reflects the economic conditions, and 63.3% confirmed the presence of performance-based reward systems.

These support systems reduce personal stress, strengthen teachers' sense of belonging, and allow them to focus fully on instructional responsibilities. Schools providing consistent professional support experienced better teacher retention, improved morale, and higher academic performance among learners. Professional support therefore forms an essential component of an enabling school environment that drives improved learner achievement.

### **5.3 Conclusions of the Study**

#### **5.3.1 Teacher Motivation and Student Academic Performance**

The study concludes that teacher motivation significantly influences students' academic performance. Motivated teachers demonstrate stronger commitment, enhanced lesson delivery, and higher levels of accountability, which translate into improved learner performance in national examinations. Both monetary and non-monetary motivational strategies such as promotions, recognition, salary adjustments, and professional development contribute to better academic outcomes.

#### **5.3.2 Teacher Motivation and Classroom Practices**

Teacher motivation is crucial for high-quality classroom practices. Motivated teachers adopt innovative instructional approaches, engage learners actively, and demonstrate higher levels of preparation and consistency. Schools that offer adequate motivation through training, recognition, and supportive work environments promote effective classroom practices that directly impact learning.

#### **5.3.3 Professional Support and Academic Performance**

Professional support significantly enhances teachers' wellbeing and instructional performance, leading to improved student academic achievement. Welfare services, fair compensation, and performance-based reward systems contribute to stronger teacher commitment and consistency. Schools with robust professional support structures tend to produce better learner outcomes and sustain high academic performance over time.

## **5.4 Recommendations of the Study**

### **5.4.1 Policy Recommendations**

1. Increase teachers' base salaries and review them regularly to match economic conditions, as financial rewards remain a key motivational factor influencing teacher effectiveness and student outcomes.
2. Expand supplementary benefits such as housing, medical insurance, and pension schemes to improve long-term teacher motivation and retention.
3. Strengthen professional development programs by allocating funds for training, workshops, and certifications. Schools should also adopt resource-sharing models and partner with NGOs to reduce disparities across institutions.
4. Promote non-monetary motivation strategies including verbal appreciation, certificate awards, annual recognition ceremonies, and inclusive decision-making processes. Schools should institutionalize consistent, transparent, and equitable motivation programs.
5. Enhance professional support structures, including welfare services, recreational programs, and family-support initiatives, to reduce teacher stress and improve their capacity to support student academic performance.

### **5.4.2 Recommendations for Further Research**

1. Investigate the long-term effects of teacher motivation interventions on academic outcomes across different counties.
2. Examine how non-monetary motivational strategies influence teacher retention and instructional quality.
3. Analyze disparities in professional development access and their effects on teacher morale and classroom practices.

4. Evaluate the role of community partnerships and NGOs in enhancing teacher motivation in resource-constrained schools.
5. Explore the relationship between teacher wellbeing programs and learner academic achievement at national level.

### **5.5 Contribution to Knowledge**

The study contributes to knowledge by:

1. Demonstrating that teacher motivation is strongly linked to student academic performance, reinforcing existing theories that posit motivation as a driver of instructional quality.
2. Highlighting the critical role of teacher motivation in shaping classroom practices, particularly lesson planning, teaching innovation, and learner engagement.
3. Establishing that professional support systems significantly enhance academic outcomes by strengthening teacher wellbeing and morale.
4. Identifying gaps in professional development access and offering practical solutions such as resource sharing and stakeholder involvement—to ensure equity across schools.
5. Providing evidence that both monetary and non-monetary incentives are essential for sustaining long-term teacher performance and improving educational outcomes.

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## APPENDICES

### Appendix 1: Introductory Letter

#### Dear Respondents

I am pursuing a master's degree at Kenyatta University at the moment, and I am engaged in conducting research on the subject: *Teacher Motivation and its Influence on Academic Performance in Public Primary Schools in Mombasa County, Kenya.*

Since you have been acknowledged as a study participant, I respectfully ask that you supply the information required for the researcher to complete the report's draughting. To the best of your knowledge, please feel free and honest to supply the necessary information. It will be kept private, anonymous, and utilized solely to advance the study's objectives.

Please be aware that this will require around 30 to 45 minutes of your valuable time.

I appreciate your cooperation.

Yours Sincerely,

**ABUBAKAR HASSAN DINDIA**

**Appendix 2: Participants' Consent Form**

Researcher: Mr. **ABUBAKAR HASSAN DINDIA**

I have been given information about *“Teacher Motivation and its Influence on Academic Performance in Public Primary Schools in Mombasa County, Kenya.”* and conversed the research with **Abubakar Hassan Dindia**, who is carrying out this study as part of a Master’s degree at Kenyatta University.

I have been made aware of the possible risks and responsibilities involved in this research, and I have had the chance to ask **Mr. Abubakar Hassan Dindia** any questions I may have concerning the study and my involvement. I agree to take part in an interview that **Abubakar Hassan Dindia** will be conducting. I am aware that the interview's anonymous data will be included in **Abubakar Hassan Dindia's** master's project and could be utilized in publications that result from this study. I am aware that my input will be kept private. I am also aware that there are no possible dangers or obligations related to this study, except from the 45–60 minutes interview session.

I am aware that this research is voluntary, that I can choose not to participate, that I can leave the study at any moment, and that I'm not required to provide a reason for leaving. My treatment, my relationship with Kenyatta University, or my relationship with **Abubakar Hassan Dindia** will not be impacted in any way by my decision to withdraw my permission or refuse to participate.

If I have any questions or concerns about the research, I can get in touch with **Abubakar Hassan Dindia** at (+254722448092). Alternatively, I can file a complaint or voice any concerns to the Ethics Officer at the Human Research Ethics Committee, Office of Research, Kenyatta University.

Sign

Date

.....

.....

Name

.....

### Appendix 3: Teacher Questionnaire

#### PART A: Demographic Data

1. Kindly, Indicate your Sex?

Male ( )                      Female ( )

2. What is your highest level of education?

Postgraduate ( )

Degree ( )

Diploma ( )

Certificate ( )

Others (specify) .....

3. Please check the box next to the number that most accurately represents the range of years that your age falls within.

Below 30 Years [ ]

Between 30 and 40 Years [ ]

Between 40 and 50 Years [ ]

Over 50 Years [ ]

4. Could you please specify how long you have been employed at this school?

Less than 1 year [ ]                                      6-10 years [ ]

1-5 years [ ]    Over 10 years [ ]

5. How long does your school take to promote teachers?

Immediately [ ]    Within 1 year [ ]

1 - 3 years [ ]    3 or more years [ ]

I do not anticipate a promotion with this school [ ]

**PART B: Effect of Teacher Motivation influence on Student Academic Performance**

6. How would you prefer to be motivated by your school? Choose one only

<b>Mode of motivation</b>	<b>Tick ( )</b>
Base salary increases	
Opportunity for professional development	
Housing benefit	
Free medical Insurance	
Free insurance	
Give vouchers	
Promotion opportunities	
Scholarships	

7. How are teachers' in your school appraised for motivation? .....

.....

.....

8. Does your school have a structure for motivation of teachers? .....

.....

.....

9. How does the level of teacher motivation influence overall academic performance? .....

.....

.....

10. To what extent does motivation influence the decision of teachers to remain in the profession rather than pursuing alternative opportunities?

High ( )

Moderate ( )

Low ( )

11. Do teachers' in your school perceive fairness and equity of their motivation?

Yes ( )

No ( )

I don't know ( )

12. How does motivation and commitment to their teaching roles influence student academic performance?.....

.....

13. What are the non-monetary motivation factors that contribute to teacher performance.....

.....

14. To what extent do the following structures of teacher motivation influence student academic performance in your school?

Motivation structure	High	Moderate	Low
Base salary			
Bonuses			
Benefits			
Incentives			

15. What strategies, beyond monetary motivation, can primary schools employ to enhance teacher performance? .....

.....

16. What is the long-term influence of teacher motivation on the academic performance in primary schools? .....

.....

**Part C Teacher Motivation influence on Classroom Practices**

17. What are the available professional development opportunities in your school?

.....

.....

18. Which professional development opportunities are available in your school (Tick)

Motivation by certification ( )

Attending annual conferences ( )

Trainings and workshops ( )

Seminars and retreats ( )

Paying fees ( )

Others ( )

19. Are there disparities in the influence of teacher motivation on professional development?

Yes ( ) No ( ) I Don't know ( )

If yes/No give reasons .....

.....

20. How can primary schools ensure that an increase in teacher motivation translates to meaningful improvements in teaching methods and student academic performance, rather than being merely an expense?.....

.....  
.....

21. To what extent does the motivation influence the types of professional development opportunities teachers pursue?

High ( )

Moderate ( )

Low ( )

22. In what ways can primary schools with limited financial resources still facilitate meaningful professional development for their teachers, considering the potential limitations in increasing motivation?.....

.....  
.....

23. What strategies do primary schools with well-motivated teachers employ to ensure continuous professional development and retain experienced teachers, while maintaining high academic performance?.....

.....  
.....

**Part D Relation between Teacher Professional Support and Student Academic Performance**

Some of the performance-based awards that are offered by various organizations are listed below. List the performance-based incentives that your school uses to encourage high achievement. Please mark (√) the YES/NO response.

<b>Group/Individual Incentives</b>	<b>Yes</b>	<b>No</b>
Provides instructors with challenges, learning opportunities, and rewards for KCPE test success.		
This institution offers merit-based individual prizes to its staff.		
<b>Group/Individual Incentives</b>	<b>Yes</b>	<b>No</b>
Offers a gain-sharing scheme to educators whose subjects have seen enhancements in the KCPE tests.		
This institution awards yearly incentives to educators at the conclusion of the academic year.		

<b>Gift Vouchers</b>	<b>Yes</b>	<b>No</b>
This institution organizes paid team-building and retreats for teachers, both domestically and internationally, in celebration of the students' excellent academic achievements.		
This institution provides teachers with gift certificates to select items from the stores of their preference upon the announcement of the KCPE results.		

<b>Recognition and Promotion</b>	<b>Yes</b>	<b>No</b>
Gives teachers promotions based on their output.		
Teachers who perform exceptionally well on the KCPE exams are recognized and rewarded by this institution.		
<b>Supplementary Pay</b>	<b>Yes</b>	<b>No</b>
Teachers receive payment for time off, such as paid time off for illness and vacation.		

<b>Insurance Benefits</b>	<b>Yes</b>	<b>No</b>
Offers severance pay to employees who have been let go		

<b>Insurance Benefits</b>	<b>Yes</b>	<b>No</b>
Offers life, health, and hospital insurance.		
This institution sets aside money for workers' motivation.		

<b>Retirement Benefits</b>	<b>Yes</b>	<b>No</b>
Offers teacher pension programs.		
Money set aside for workers' retirement benefits.		
This school is required by law to contribute to the federal social security system.		

<b>Employment Services</b>	<b>Yes</b>	<b>No</b>
This school offers social and recreational programs for instructors and their families, as well as family assistance services including educational loans.		
This school provides individual services to teachers' children, such as reduced transportation costs, food services, and school fees.		

<b>Compensation</b>	<b>Yes</b>	<b>No</b>
The existing state of the economy is reflected in this school's incentive program.		
In this school, performance-based awards are long-lasting.		

**THANK YOU FOR PARTICIPATION**



7. What is the overall influence of teacher motivation on academic performance?
8. What is the motivation influence of the teachers to remain in the school rather than pursuing alternative opportunities?
9. What strategies, beyond monetary motivation, does your school employ to enhance academic performance?

**Part C Teacher Motivation and its influence on Classroom Practices**

10. What are the available professional development opportunities in your school?
11. How do teachers' perceptions of the fairness of their motivation affect their willingness to engage in professional development activities?
12. In what ways can primary schools with limited financial resources still facilitate meaningful professional development for their teachers, considering the potential limitations in increasing motivation?
13. How can your school ensure that an increase in teacher motivation translates to meaningful improvements in academic performance rather than being merely an expense?

**Part D Relationship between Teacher Professional Support and Student Academic Performance**

14. Kindly give the KCPE mean grade and rating of the performance

Year	KCPE Mean Marks	Rating of performance				
		Excellent	Good	Average	Poor	Very poor
2020						
2021						
2022						

15. What strategies have been employed to allocate resources effectively to teacher motivation and students' academic support services?

**THANK YOU FOR PARTICIPATION**


Appendix 5: Research Permit

 **REPUBLIC OF KENYA**

 **NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: 744948 Date of Issue: 26/November/2024

**RESEARCH LICENSE**




**This is to Certify that Mr. Abubakar Hassan Dindia of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Mombasa on the topic: TEACHER MOTIVATION INFLUENCE ON ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN MOMBASA COUNTY, KENYA for the period ending : 26/November/2025.**


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