The Effect of Teacher Motivation on Secondary Schools' Performance in Selected Schools in Kirinyaga County

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Abstract

Effective and strategic leadership involves giving an organization a competitive advantage. Any organization that maintains its competitive advantage requires leadership that analyzes the environment, creates vision, and harnesses available resources to achieve its objectives effectively and efficiently in teacher motivation. If this is not done well, it affects the school system and teachers' motivation, influencing student learning and overall school performance. This study examined the effect of teacher motivation on school performance in selected schools in Kirinyaga County. The population under research was 542 subjects, with a target of 160 subjects. A questionnaire was used for data collection, and the statistical tool used for quantitative analysis was Statistical Package for Social Sciences (SPSS) version 23 for Windows. Teacher motivation significantly affected school performance in the selected schools in Kirinyaga County. A comparative analysis of the results indicated that Extra County schools had a more positive influence than Sub County schools in Kirinyaga County. It would be necessary for future researchers to establish other factors that affect school performance that were not captured in the study.

Keywords: Teacher Motivation, Secondary schools, School Performance, Kirinyaga County

Introduction

According to Leithwood and Jantzi, 2005; Leithwood and Riehl, 2005; Leithwood, Seashore-Louis, Anderson, and Wahlstrom, 2004 (as cited in Leithwood, Day, Sammons, Harris & Hopkins, 2006), the four basics that characterize a successful school leadership are: setting clear directions, developing or empowering people, changing the leadership structure or

designing the structure of the organization afresh and managing the educational program. Leithwood et al. (2005) summarized multiple successful principal leadership case studies in seven countries: the US, Australia, Sweden, Norway, Denmark, China, and England. The study was based on the three "basic" practices of successful leadership, setting direction, developing people, and redesigning the organization. In setting direction, the US report deduced that setting direction was closely related to demands for greater accountability and, in Australia, shared visions focused on learning over the life span.

According to a study on principal leadership and school improvement in South Africa, Shava and Tlou (2018) argue that teacher motivation in institutions is imperative to build educational performance. The study found a strong relationship between teacher motivation and the teacher's achievement, ultimately influencing learner achievement. Therefore, teacher motivation by school leadership is critical in improving school performance. This research compared the outcome of the five best Extra County Schools, five lowest Extra Counties, and five best Sub Counties compared to five lower Sub-counties based on the KCSE performance in 2018–2019.

Statement of the Problem

Teacher motivation has a significant impact on the performance of secondary schools. The effectiveness of school leadership may vary from school to school, but it is generally recognized as a critical factor in determining students' academic performance. Effective school leadership involves setting clear goals and expectations for academic achievement. When school leaders effectively engage teachers, parents, and students, they can create a positive learning environment that improves academic performance. If a conducive learning environment is provided to all schools equally, it becomes a good measure for comparing students' performance. However, this is not the case in Kirinyaga County. As much as school performance should be examined from different parameters, one major parameter generally used to determine school performance in Kenya is the academic performance in the Kenya Certificate of Secondary Education examination.

According to KCSE results for 2018, for example, the five best Extra County Schools had a range of mean score of between 6.5–8.48. For the year 2019, the mean score was between 7.00 and 8.35. The five lower Extra County Schools' 2018 mean score range was 4.96 – 6.3; in 2019, the mean score range was 5.25–6.89. The mean score range for the five

best Sub-County Schools in 2018 was 4.53–6.23. The 2019 mean score range for the five best Sub-County Schools was 4.8–7.17. The mean score range for the five lower Sub-County Schools in 2018 was 3.2–4.36. The mean score range for the five lower sub-county schools in 2019 was 3.37– 4.64. (Adopted from KCSE results Kirinyaga County).

Considering that the factors like Form One admission grades, teacher-student ratio, and learning facilities of the five upper and five lower Extra County Schools and five upper Sub-County and five lower Sub-County Schools are at par, respectively, one wonders why the range of school performance is that significant. As much as other factors may be affecting the school's academic performance, teacher motivation was the critical factor accounting for the considerable range in the school performance in the selected schools in Kirinyaga County. The study, therefore, endeavoured to determine the factors affecting secondary school performance in selected schools in Kirinyaga County.

General Objectives

The general objective of the study was to determine the effect of teacher motivation on secondary school performance in selected schools in Kirinyaga County.

Specific Objectives

1. To find out whether setting goals affects school performance in selected schools in Kirinyaga County.
2. To find out whether remuneration given affects school performance in selected schools in Kirinyaga County.
3. To examine whether staff development programs affect school performance in the selected schools in Kirinyaga County.
4. To determine whether feedback affects school performance in the selected schools in Kirinyaga County.

Hypothesis

H_1. Teacher motivation has a significant effect on School performance in the selected schools in Kirinyaga County.

H_0. Teacher motivation has no significant effect on School performance in the selected schools in Kirinyaga County.

Review of Literature

Theoretical Review

Motivation Theory: Goal Setting Theory

On goal-setting theory, Tosi and Latham (1991, p.213), "describe it as "the direct and most elementary motivational elucidation of why some people achieve better than others is because they have different achievement goals." Goal setting theory was established and grounded on the accrued research findings of hundreds of studies conducted over 25 years. Tosi et al. (1991) research findings resulted in the goal-setting theory, which shows how goals and feedback can be highly motivating factors for employees. The Goal-Setting Theory was created based on five principles: challenge, clarity, commitment, task complexity, and feedback. According to this theory, goals affect performance via four mediating mechanisms. The study hypothesized that if teachers are motivated by precise, balanced achievable goals which they actively engaged in setting up, they would be more motivated to perform, leading to high school performance.

Theory of School Performance

The seven correlates of Effective School performance are a theory developed under the so-called effective school movement. The movement hypothesized that all children could learn and that the school controls the factors necessary to ensure students' mastery of the core curriculum (Lezotte, 2001). Effective School movement researchers like Larry Lezzotte and Wilbur Brookover conducted studies in the mid-1970s identifying characteristics of schools that were improving or declining regardless of socio-economic status or family background. The researchers endeavoured to identify and isolate the philosophies, policies and practices the schools had in common. Based on their findings, the staff in the declining schools had low expectations of their students' abilities, while the improving schools had high opinions of students' abilities. In 1991, Lezotte published *Correlates of Effective Schools: The First and Second Generation*. He described the "7 Correlates of Effective Schools 'as; teacher motivation, a clear and focused mission, a safe, orderly environment, a climate of high expectations, frequent monitoring of student progress, positive home-school relations, and opportunity to learn and student time on task assign to them by the teachers.

Empirical Review

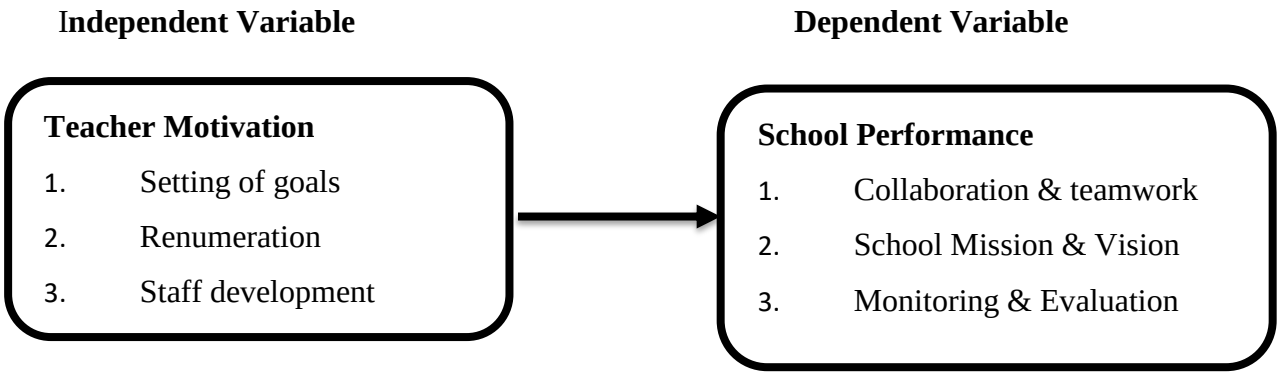
Teacher's Motivation and School Performance

According to Mudulia (2017), considerable differences exist between high-achieving and low-achieving learning institutions. In high-achieving learning institutions, instructors were appraised for their work, which had a causal effect of raising their standard of motivation. The methods of instruction were found to affect achievement. The learners who reported that their achievement was good also attributed this to the fact that they did many practicals, conducted discussions often, and were involved in asking and answering questions. This means that instructors' motivation significantly affects a school's performance. The findings by Mudulia (2017) concur with the hypothesis advanced in this study that teacher motivation is a factor affecting school performance. Well-motivated teachers lead to high school performance. Teachers can be motivated by adequate resource provision, staff development programs, remunerations, and a conducive work environment. The study would have captured the effect of rewarding students in relation to school performance. Research by Mwaria, Namusonge, Makokha, and Nyagechi (2016) concluded that motivation and management of instructional practices significantly influenced school performance.

School Performance

A study by Nyagosia, Waweru, and Njuguna (2013) examining the correlation between an institution's effectiveness and its overall achievement in KCSE deduced that the seven correlates of effective schools by Lezotte (2010) were good indicators of educational attainment in high schools. In addition, the study deduced that, in contrast to low-performing learning institutions, top-achieving institutions were focusing more on six of the correlates of effective schools, namely: teacher motivation, emphasis on school mission and vision, security and organization of schools, expectations for achievement, positive home-school interactions, and sufficient chances for learners to acquire knowledge.

Conceptual Framework



(Source: Author 2023)

The independent variable is teacher motivation aspects (setting of goals, remuneration, and staff development), while School Performance is the dependent variable (Collaboration & teamwork, school mission & vision, and monitoring & evaluation).

Methodology

Research Design

The study adopted a descriptive research design and used a questionnaire as a data collection method, and a census was used as a sampling technique. Quantitative research involves a scientific description of a social phenomenon in a mathematical or a computational technique-using numbers. In the case of this study, the social phenomena described teacher motivation as a factor affecting School performance in the selected secondary schools in Kirinyaga County. The study involved testing hypotheses which is one characteristic of quantitative research design.

Target Population

The target population consisted of 542 subjects drawn from different departments, job designations, and responsibilities in all the selected Secondary Schools in Kirinyaga County.

General Description of the Extra County Schools

The total number of subjects in the Extra County Schools was 324. According to the World Bank data (UNESCO-Institute for Statistics (2020), the recommended pupil-teacher ratio in Secondary schools in Kenya in 2009 was 33:1, meaning the Extra County Schools in Kirinyaga County were fairly staffed since most of them have their student-teacher ratio

below 31:1. The schools for the Extra County should either in three categories, i.e. category 1 (C1), Category 2 (C2) and Category 3 (C3) and should be a boarding school. Only one deputy principal and one dean of studies, and any five BOG members per school were considered for the study.

General Description of the 5 Best Extra County Schools

The student-teacher ratio for the five best extra-county schools in Kirinyaga County is 20:1. In choosing the extra-county schools, the researcher considered schools with a staffing mean of 20 ± 6 for the five best Extra-County Schools. The best five Extra County Schools had a KCSE average mean of 7.42 in 2018 and 2019. The five best Extra County Schools chosen had to be 7.42 ± 1.5. This made them qualify for comparative study.

General Description of the 5 Lower Extra County Schools

The student-teacher ratio for the Lower five Extra County Schools is 23:1. In choosing the Extra County Schools, the researcher considered schools with a staffing mean of 23 ± 5 for Lower Extra County Schools. The Lower 5 Extra Counties had a KCSE mean of 5.99 in 2018 and 2019. The five lower Extra County Schools chosen were within the range of 5.99 ± 1.5. This made them qualify for comparative study.

General Description of the Sub-County Schools

The total number of subjects in the sub-county schools was 218. As noted earlier in this study, according to the world bank data (UNESCO-Institute for Statistics (2020), the pupil-teacher ratio in secondary schools in Kenya in 2009 was 33:1, meaning the sub-county schools are well staffed considering most have a student-teacher ratio of below 33. The Sub-County Schools should not be too small, as the total student population should exceed 100 students. The school could be both day and boarding but must have had a day school component. Only one deputy, one dean of studies, and any five Board of Governors (BOG) members per school were considered for the study.

General Description of the 5 Best Sub-County Schools

The student-teacher ratio for the five best sub-county schools in Kirinyaga County is 19:1; the researcher considered schools with a staffing mean of 19 ± 5 for top Sub-County schools. The best five Sub-County Schools had an average KCSE mean of 5.38 for 2018 & 2019, and

the researcher considered Schools within the range of 5.38± 1.5. This made them qualify for comparative study.

General Description of the 5 Lower Sub County Schools

The student-teacher ratio for the Lower five Sub-cCounty is 14:1. In choosing the Sub County Schools, the researcher considered schools with a staffing mean of 14± 5 for lower Sub-County schools. The lower five Sub-County Schools had an average KCSE mean of 3.94 for 2018 & 2019. The five lower Sub-County Schools chosen had to be within the range of 3.94± 1.5. This made them qualify for comparative study.

The population targeted is represented in the table below:

Target Population

Department	**Number**	**Percent**
Principals	20	3.69%
Deputy Principals	20	3.69%
Dean of Studies	20	3.69%
Teachers	382	70.48%
Board of Governors	100	18.45%
Total	**542**	**100%**

(Source: Author 2023)

Sampling Design

Sampling is the process of selecting several individuals or objects (samples) from a population to be a participant in the research study. A sample is a group of people, objects, or elements that are taken from a larger population for participation in a study (Rentala, 2018). In this case, a sample is a small group of individuals or objects selected from a population in such a manner that it represents population characteristics. The method of sampling applied was stratified sampling because the population was first divided into two or more mutually exclusive segments /strata based on categories of one or more combinations of relevant variables.

The sample size for this study was obtained using a formula developed by D. Nassiuma: N=population size; n=sample size; C=Coefficient of variation, which is ≤ 30%;

e=margin of error, which is fixed between 2-5%). The study sample was calculated at a 30% coefficient of variation and a 2% margin of error.

$n= NC^2 / C^2 +(N-1)e^2$

$n= 542(0.30)^2 / (0.3^2 + (542 -1)0.02^2)$

$n=159.2$ $n \approx 160$

The sampling design was represented in a table as shown below:

Sampling Design

Department	Number	Sample Size	Percentage
Principals	20	6	3.8%
Deputy Principals	20	6	3.8%
Dean of Studies	20	6	3.8%
Teachers	382	113	70.6%
Board Of Governors (BOG)	100	29	18.%
Total	542	160	≈100%

(Author 2023)

Data Collection Instruments

Data was collected using questionnaires. The questionnaire had five sections and 53 items in total. Section 1 had 15 questions and captured the dependent variable: school performance. Sections 2, 3, 4, and 5 captured independent variables on teacher motivation. The questions went with a Likert scale of 1 to 5. For all questions, the scale to be used was 1=Strongly disagree, 2= Disagree, 3=Neutral, 4=Agree and 5=Strongly agree

Data Collection Procedures

Before embarking on the research, the researcher wrote to the principal of the concerned institutions requesting permission to collect data from their institutions. The written permission was important because it enabled the researcher to access the list of all the employees from the institutions.

A research license was obtained from the National Commission for Science, Technology & Innovation (NACOSTI). The questionnaire was printed and administered to all respective schools with the help of a research assistant hired to contact the school principals and collect the required documents on behalf of the researcher.

Data Analysis

Quantitative analysis was used since it allows the researcher to present findings in numerical form. The statistical tool used for quantitative analysis was Statistical Package for Social Sciences (SPSS) version 23 for Windows. This is because it helps analyze presented descriptive statistics in the form of percentages, means, and frequencies for general information. Regression analysis was used to determine the effects of teacher motivation on school performance. The collected data was presented in frequency tables and pie charts. The collected data were checked for accuracy, uniformity, logical completeness, and consistency before the analysis was done.

The researcher used the regression model below:

$Y= \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 \ldots \epsilon$ Where:

Y = School Performance

X_1 = Setting of goals

X_2 = Remuneration

X_3 = Staff development

X_4 = Feedback

β_0 = coefficient of the model

$\beta_1 - \beta 4$ = Beta Coefficient of dependent variables

ϵ = Stochastic Error Term

Interpretation of the Linear Regression:

The linear regression result for the independent variables X_1, X_2, X_3 & X_4 of 50% and above signified a positive correlation between the dependent variable and the independent variables, and a result of below 50% indicated that no significant positive correlation exists between the independent variable and the dependent variable.

Reliability of the Study

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.955	.956	5

(Source: Author 2023)

In this study, Cronbach's Alpha was used to check data reliability. According to Bujang, Omar, and Baharum (2018), "For a single coefficient alpha test, the approach by assuming the Cronbach's alpha coefficient equals to zero in the null hypothesis yielded a smaller sample size of less than 30 to achieve a minimum desired effect size of 0.7." Yurdugül H. (as cited in Bujang et al., 2018) concluded that, "the sample size of 30 is sufficient on condition that the first (largest) eigenvalue obtained from Principal Component Analysis (PCA) of the sample data set is higher than 6.00. However, if the first Eigenvalues are between 3.00 and 6.00, then the required minimum sample size is 100." This is corroborated by Conroy R. (as cited in Bujang et al.,2018), who concluded that" a sample size of 30 can measure reliability using Cronbach's alpha considering the scale items have strong correlations." The researcher, therefore, maintained his items at a minimum of 8 in each domain and with a sample size of 160 and 53 items which was within the accepted range for Cronbach alpha analysis.

The analysis aimed to determine whether questions on a particular domain of investigation, i.e., the Domain with the least questions is eight items and the one with the most is fifteen items with a 5-point Likert scale for every item. The null hypothesis had set the coefficient of Cronbach's alpha at 0.50, while in the alternative hypothesis; the coefficient of Cronbach's alpha is set at 0.80. Based on the alpha of 0.05 from a table used by Bujang et al.(2018) as per Bonnet's formula, the minimum sample size requirement under such discrimination is 23 to be able to detect at least 80.0% power of the test. According to Table 3.3, Cronbach's alpha was quite strong at 95.5%, indicating strong consistency and reliability.

Coefficient of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. An error in the Estimate
1	.865[a]	.749	.742	.38729

a. Predictors: (Constant), Teacher motivation

(Source: Author 2022)

The analysis results in Table 4.25 indicated R Square, which is the coefficient of determination to school performance as affected by the independent variables. Since R Square was .749 in percentages, it is 74.9%. This further indicates that this is the percentage accounted for by the independent variables adopted by the researcher in this study. This further reveals a strong relationship between the predictors identified in the study and the fact that teacher motivation affects school performance. Other variables (25.1%) are uncounted and hence not covered in this study equally affect school performance.

Analysis of Variance (ANOVA)

The researcher sought to establish the variation in independent variables to determine their effect on school performance at selected schools in Kirinyaga County. The results were as indicated below.

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	69.304	4	17.326	115.508	.000[b]
	Residual	23.250	139	.150		
	Total	92.553	143			

a. Dependent Variable: School performance

b. Predictors: Teacher motivation.

Note: Value of significantly less than 5%(Sig)p-value

(Source: Author 2022)

The researcher sought to establish the variations among the independent variables and the result in the study as well as their effect on the school performance in the selected Schools in Kirinyaga. The ANOVA indicates values of (F= 115.508, p= 0.000), while the (df =4,139). With sig (p=000[b]), which is less than 0.05, it indicates that the overall regression model is significant.

Hypothesis Testing

Teacher Motivation

H_1. Teacher motivation has a significant effect on School performance in the selected schools in Kirinyaga County.

H_0. Teacher motivation has no significant effect on School performance in the selected schools in Kirinyaga County.

Chi-Square Test 4

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	629.975[a]	160	.000
Likelihood Ratio	398.406	160	.000
Linear-by-Linear Association	32.917	1	.000
No of Valid Cases	144		

a. 181 cells (96.8%) have an expected count of less than 5. The minimum expected count is .01.

(Source: Author 2022).

Explanation

The hypothesis was subjected to a chi-square test; the test gave a significant P- value that led to a decision to drop the null hypothesis and the adoption of the alternative hypothesis. As a rule of thumb if p=0.000<0.05, which based if p <_0.05 Reject the H_0

Therefore Accept H_1. Teacher motivation significantly affects School performance in the selected schools in Kirinyaga County.

Multiple Regression

Best Extra County Schools

Regression Analysis of Best Extra County Schools.

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.569	.141		11.123	.000
	Setting of Goals	-.197	.065	-.255	-3.041	.003
	Renumeration	.501	.079	.643	6.380	.000
	Staff development	.254	.111	.367	2.298	.023
	Feedback	.060	.085	.075	.698	.486

a. Dependent Variable: School performance

(Source: Author 2023)

The researcher used the regression model below:

$Y= \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 \ldots \epsilon$ Where:

Y = School Performance

X_1 = Staff Goals

X_2 = Remuneration

X_3 = Staff development

X_4 = Feedback

β_0 = coefficient of the model

$\beta_1 - \beta 4$ = Beta Coefficient of dependent variables

ϵ = Stochastic Error Term

The regression of the coefficient indicates a positive with no significant statistical relationship between teacher motivation and school performance, which is increased by a beta coefficient of 0.06 and a p-value of 0.486 >0.05. (r= 0.06, while p = 0.486). When all the variables are held constant, the addition of teacher motivation will contribute to an increase of 0.06 in school performance at best Extra-County schools as selected schools.

Best Sub County School

Regression Analysis of Best Sub-County Schools

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.388	.273		1.421	.162
	Setting of Goals	-.298	.106	-.336	-2.814	.007
	Renumeration	.416	.104	.505	3.997	.000
	Staff development	-.078	.146	-.098	-.530	.599
	Feedback	.832	.150	.789	5.539	.000

a. Dependent Variable: School performance

(Source: Author 2022)

The researcher used the regression model below:

$Y= \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 \ldots \epsilon$ Where:

Y = School Performance

X_1 = Setting of Goals

X_2 = Remuneration

X_3 = Staff development

X_4 = Feedback

β_0 = coefficient of the model

$\beta_1 - \beta 4$ = Beta Coefficient of dependent variables

ϵ = Stochastic Error Term

The regression of the coefficient indicates that there is a positive with a statistically significant relationship between teacher motivation and school performance, and this is increased by a beta coefficient of 0.832 and the p-value of 0.000 <0.05 (r= 0.832, while p = 0.000). When all the variables are held constant, the enhancement of teacher motivation will

contribute to an increase of 0.832 in school performance at best Sub-county Schools as selected schools.

Regression Analysis of Lower Extra County Schools.

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.715	.079		21.637	.000
	Setting of Goals	.107	.058	.160	1.828	.070
	Renumeration	-.024	.075	-.035	-.321	.749
	Staff development	.155	.112	.240	1.378	.170
	Feedback	.438	.083	.601	5.298	.000

a. Dependent Variable: School performance

(Source: Author 2023)

The researcher used the regression model below:

$Y= \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 \ldots \epsilon$ Where:

Y = School Performance

X_1 = Setting of Goals

X_2 = Remuneration

X_3 = Staff development

X_4 = Feedback

β_0 = coefficient of the model

$\beta_1 – \beta 4$ = Beta Coefficient of dependent variables

ϵ = Stochastic Error Term.

The regression of the coefficient indicates that there is a positive with a statistically significant relationship between teacher motivation and school performance, and this is increased by a beta coefficient of 0.438 and a p-value of 0.000 <0.05. r= 0.438, while p =

0.000). When all the variables are constant, the addition of teacher motivation will contribute to an increase of 0.438 in school performance at Lower Extra County as selected schools.

Lower Sub County

Regression Analysis of Lower Sub County Schools.

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.772	.264		2.926	.009
	Setting of Goals	.779	.177	.880	4.407	.000
	Renumeration	-.132	.216	-.190	-.611	.549
	Staff development	.234	.172	.333	1.360	.191
	Feedback	-.027	.168	-.041	-.158	.876

a. Dependent Variable: School performance

(Source: Author 2023)

The researcher used the regression model below

$Y= \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 \ldots \epsilon$ Where:

Y = School Performance

X_1 = Setting of goals

X_2 = Remuneration

X_3 = Staff development

X_4 = Feedback

β_0 = coefficient of the model

$\beta_1 – \beta 4$ = Beta Coefficient of dependent variables

ϵ = Stochastic Error Term life.

The regression of the coefficient indicates a positive with no statistically significant relationship between teacher motivation and school performance which is decreased by a beta

coefficient of -0.027 and the p-value of 0.876 >0.05. (r= -0.027, while p = 0.876). When all the variables are constant, the reduction in teacher motivation will contribute to a decrease by -0.027 in School performance at Lower Sub-County as selected schools.

Summary Findings

Teacher's Motivation

The study hypothesized that if teachers are motivated by specific, balanced achievable goals which they actively engaged in setting up, they would be more motivated to perform, leading to high school performance. From the descriptive analysis of the best Extra-County and best Sub-County Schools, most of the respondents felt that teacher motivation contributed to school's performance, while the majority of the respondents from lower Sub-county Schools and lower Extra-county felt the leadership in their respective schools have not been motivating teachers to enhance school performance. A chi-square test gave a significant p-value of (p=0.000), indicating that there is a positive with no statistically significant relationship between teacher motivation and school performance. Teacher motivation gave a Pearson correlation r (0.774**) which indicates a strong relationship between teacher motivation and School performance in the selected schools in Kirinyaga County.

The findings of this present study are in agreement with the findings of previous studies by Mwaria et al. (2016), Sheikh Ali et al. (2016), and Mudulia (2017), as cited in the literature review. According to Mudulia (2017), for example, considerable differences exist between high-achieving learning institutions and low-achieving one's in terms of motivation. In high-achieving learning institutions, instructors were appraised for their work, which had a causal effect of raising their standard of motivation. The findings by Mudulia (2017) agree with the hypothesis advanced in this study that teacher motivation is a factor affecting school performance. Well-motivated teachers lead to high school performance. Sheikh Ali et al. (2016) found a significant positive correlation between school performance and teachers' motivation exists. According to the study, the three dimensions of teacher job satisfaction, such as reward, autonomy, and social benefits, were positively correlated to the other predictors of employee motivation: work environment, cooperation, and facilitation. According to the study, the most important thing that school principals can do to raise

employee satisfaction is to focus on the intrinsic parts of the job, such as making the work challenging and interesting.

Conclusion

In conclusion, teachers' motivation through offering or denying the motivation by providing targets, good remuneration, staff development, and proper feedback affected school performance in the selected schools in Kirinyaga County. However, the degree differs based on the categorization of the schools. In the best Extra-County and best Sub-County Schools, teachers are motivated, which has contributed to better school performance. In contrast, teachers in lower Sub-County Schools and lower Extra-County Schools are not motivated, thus contributing to poor school performance.

Recommendations

The teachers from lower Sub-County Schools and lower Extra-County Schools need to be motivated by establishing targets, better remunerations, staff development, and feedback mechanisms. The best Extra County and Sub-County schools have adopted motivating their teachers, thereby contributing towards enhanced school performance.

Areas for Further Research

There are other factors slightly over twenty – five percent which affect leadership that affect school performance that was not captured in this study. Studies can also be done on other factors affecting school performance.

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