Original Research Article

Impact of Teacher Motivation on Academic Performance of Primary School Pupils in Uriri Sub-County, Kenya

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Abstract

This paper explores the Head teachers' motivational skills on learners and teachers in influencing performance in Public Primary Schools in Uriri Sub-County. Using correlational methodology and survey techniques, the study investigates how motivational practices of School Head teachers' influence learners' motivation, subsequently affecting the performance outcomes of pupils within the school. The study population comprises of Head teachers and teachers from Public Primary Schools in Uriri Sub-County, Kenya. Questionnaires were developed and validated for both Head teachers and teachers, focusing on motivational approaches. Data analysis involved descriptive statistics and Pearson correlation. Findings indicate a positive correlation between effective practices by Head teachers and teacher motivation levels on learners' academic. Additionally, teacher motivation has been linked to improved performance outcomes among both educators and students. This research contributes to understanding the critical role of school Head teachers' motivational approaches in shaping educational outcomes. By elucidating the dynamics of motivational approaches, insights for better educational practices are enhanced for a conducive learning environment.
Keywords: Pupils and Teachers' Motivation, Head Teachers' Motivational Approaches.

BACKGROUND OF THE STUDY

Effective motivation in educational institutions plays a crucial role in shaping the learning environment and driving the success of teachers and pupils. The head of school, as the primary leader in an educational setting, wields significant influence over the school's culture, policies, and practices. Moreover, the motivation levels of teachers, who are at the forefront of delivering quality education, are vital in determining their performance and, consequently, the academic achievements of pupils. Therefore, the head of schools' motivation impacts the performance of teachers and pupils in fostering a conducive and productive learning environment. In recent years, there has been a growing recognition of the importance of motivation in education and its direct correlation with student outcomes. Research has shown that effective motivation can lead to improved teacher morale, increased student engagement, and enhanced academic achievement. Furthermore, motivation, as a key driver of behavior and performance, is closely linked to leadership practices within educational institutions. When teachers are motivated and inspired by their leaders, they are more likely to be engaged in their work,

exhibit higher levels of job satisfaction, and deliver better educational outcomes for their students Werang, *et al*., (2024).

Teachers being considered as one of the most faithful sources in the success of educational process in schools, they have to produce well learned students that depends upon their teaching performance. So, the teachers need to be well trained and highly motivated. Any increase in teachers' motivation would contribute in improvements in their performance. In schools, teachers are not fully independent; they have to work under the guidance of the head teacher. Head teachers supervise the teachers in instructions for better performance. Head teachers may also motivate the teachers to do their best. Teachers' performance increased by improving the head teachers' instructional supervisory practices Ahmed, Samee, & Khalid, (2021). Similarly, according to Rahabav, (2016) supervisors should come forth and have to make the decisions to improve the quality of teaching in their teachers.

Head teachers play a vital role in designing, preparing, implementing, directing and leading process

for the unity of all programs and power sources Pont (2020). A head teacher as a manager should utilize his/her vision and brain power to achieve the desired objectives towards the progress of the school. The Head teachers' functions include giving direction, combating routine and encouraging good initiatives, improvement of teacher's professional status, the adoption and diffusion of better techniques and the meaning of progressive programs of action   Fisher & Wambu, (2015).

The Head teacher as the leader in the school must have the ability and skill that can be practiced in everyday life at school. According to Von Krogh, *et al*., (2012), the conduct of the leader may be affected by the context knowledge of the valve and their experience of the capabilities of the leader as an example, who believes that individual needs must be secondary to the needs of the organization, will play a critical role in the sections of these subordinates. The way the Head teacher interacts with the subordinate greatly influences the success or failure of the school he leads. The Head teacher's effort in improving teacher performances must be by choosing the right kind of motivation which are generally in the form of money or goods as well as non-material in the form of praise and appreciation. Considering that motivation is a driving factor that greatly influences human behavior, a teacher who has high motivation in his work will certainly be motivated to do work effectively and efficiently so that the planned goals can be achieved properly. The motivation of each person is different, some of them have high or low motivation and all of them affects their performance (Bennis, 2006).

Statement of the Problem
In many educational systems, particularly within developing regions such as developing countries like Kenya, the quality of education is a persistent concern. Despite various interventions and policies aimed at improving educational outcomes, many government primary schools in this region continue to struggle with low teacher morale due inadequate motivational strategies of' the Head teachers' resulting to low students' performance.

Head teachers, as the central figures in school, plays a crucial role in shaping the educational environment. However, there is a significant gap in understanding how they directly affect teachers' motivation and, consequently, the performance of both teachers and students. Effective motivation of the teachers, leads to enhanced job satisfaction, increased engagement, and improved performance. Conversely, inadequate motivation can result in low teacher morale,

high turnover rates, and diminished educational outcomes.

In Uriri Sub-County, there is limited empirical data on the specific leadership practices of head teachers and how these practices impact teacher motivation and student performance. The lack of comprehensive studies in addressing this issue has resulted in a dearth of actionable insights for policymakers and educational leaders aiming to improve the quality of education in this region.

Therefore, this study sought to address the following problem: How do the Head teachers' practices in government primary schools in Uriri Sub-County influence teachers' motivation, and what is the subsequent impact on the performance of both teachers and students? By exploring this problem, the study aims to identify key Head teachers' practices that can be leveraged to enhance teacher motivation and improve educational outcomes in the region.

This investigation is essential for developing effective strategies to support Head teachers in adopting a positive motivational approaches for teachers. Ultimately, the findings of this study could inform policy decisions and professional development programs designed to uplift the standards of education in Uriri sub-county, thereby contributing to the broader goal of educational excellence in Kenya.

LITERATURE REVIEW
Introduction
Motivation within educational institutions plays a pivotal role in shaping the academic environment, teacher effectiveness, and student outcomes. This literature review examines existing research on the influence of head of school motivation on the performance of teachers and pupils.

Head of School Motivational Practices
Motivation of Teachers
Teacher motivation is essential for maintaining enthusiasm, commitment, and instructional quality. Deci and Ryan's Self-Determination Theory Vallerand, (2000) posits that intrinsic motivation, driven by autonomy, competence, and relatedness, fosters teacher engagement and performance. Additionally, Hargreaves, (2005) emphasizes the role of distributed leadership, where decision-making and accountability are shared among staff, promoting a sense of ownership and motivation. Motivation can be intrinsic or extrinsic.
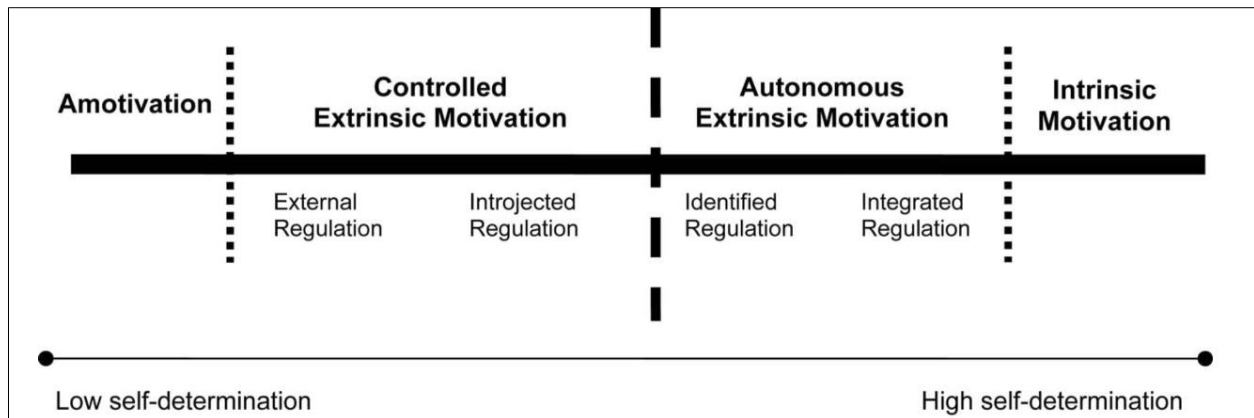
Figure 1: Depicting the continuum of self-determination taken from Lonsdale, Hodge, & Rose, (2009)

Intrinsic Motivation

Intrinsic motivation effects at the time of performance of work. It provides satisfaction during the performance of the work. (Vaino & Holbrook, 2012) concluded that a teacher who is intrinsically motivated can perform better than the expectations. It can be concluded from the discussion of (Nyambegera & Gicheru, 2016) that praise, designation of power, delegation of authority and responsibility, competition and participation in the decision-making process are the examples of intrinsic motivation. Intrinsic rewards to the responsibility, success, recognition and the work itself will have elongated term and have deep influence on motivation.

Extrinsic Motivation

It is the type of motivation in which the teachers are motivated at external level. Head teachers may motivate them by giving rewards, incentives, paying promotions and other benefits for motivation of teachers. Teachers' motivation is enhanced by the supervisory practices of head teachers and it helps in better students' performance (Esia-Donkoh & Baffoe, 2018) it can be said that a motivated teacher is energetic and has positive behavior. He works and design classroom activities to achieve the goals. He leads curiosity and creativity among the students.

Impact of Motivation on Teacher Performance

Research suggests a strong correlation between head of school leadership, teacher motivation, and performance. A study by Hallinger & Heck, (1996) found that principals' transformational leadership positively influenced teacher commitment, collaboration, and instructional innovation. Similarly, Seashore *et al*., (2010) demonstrated that distributed leadership practices led to higher teacher efficacy, job satisfaction, and student achievement.

Impact of Motivation on Pupil Performance

The influence of head of school on teacher motivation extends to pupil performance. Robinson, *et al*., (2008) conducted a meta-analysis revealing a significant association between effective school leadership and improved student outcomes. Furthermore, (Bryk, 2010) highlighted the mediating role of teacher effectiveness in the relationship between motivational practices and pupil achievement.

Objective of the Study

1. To assess the relationship between motivation and academic performance among pupils in public primary schools in Uriri Sub County, Kenya.

RESEARCH METHODOLOGY

The study was correlational and data was collected using survey technique. Population and Sampling the Target Population According to Orodho (2008) a target population is a hypothetical population from which the data is collected as put forward by Oso (2016) it is the population which the researcher has in mind and to which the study findings are expected to apply. According to the feasibility of time, resources and financial constraints this study was delimited to all the Government Primary Schools of Uriri Sub -County in Migori County, Kenya. All the male and female head teachers and teachers of all the Government Primary Schools of Uriri Sub-County were taken as population. Multistage sampling was carried out; Uriri Sub-County was selected purposively as it has a greater number of Government Primary Schools than others. Using random sampling 75 (50% of total population of 150) Government Primary Schools were selected. Then all the head teachers (75) and three senior teachers from each selected school 225 in total were selected on availability basis.

Two questionnaires were developed; One for head teachers and other for Primary School teachers, as the requirements of this study. The questionnaire for head teachers' instructional supervisory practices included 34 items regarding seven factors i.e. collaboration factor including 5 statements; professional development 5 statements, motivational approaches 5 statements, assistance and support factor including 5 statements, oversight responsibility 5 statements, inspection factor 5 statements and hindrances factor

including 4 statements. The questionnaire for teachers' motivation included two factors i.e. intrinsic and extrinsic, pertaining 12 statements; 6 for each factor.

The instruments were validated through experts' opinion and pilot study. After incorporating the experts' suggestions, the instruments were administered to 20 head teachers and questionnaires for teachers' motivation were administered to 50 teachers not included in actual sample. The data were analyzed to find out the reliability coefficient Cronbach alpha (α) which was 0.72 for questionnaire about motivational practices of head teachers and for teachers' questionnaire it was 0.886.

DATA ANALYSIS AND DISCUSSION

Data was collected through self-visit; respondents were briefed about the study and were informed of the secrecy of the data and usage only for research purpose. The data was tabulated before analyzing. There was no negative statement in both questionnaires, so reverse coding was not needed to these statements. To analyze the data SPSS software was used.

The results from the analysis are presented in the following table.

Table 1: Instructional supervisory practices of head teachers

Factors	SA f (%)	AG f (%)	UN f (%)	DA f(%)	SDA f(%)	Mean	SD
1. Collaboration	101 26.9%	162 43.2%	30 8%	59 15.73%	16 4.27%	3.69	1.1
2. Professional Development	153 40.8%	187 49.9%	17 4.5%	13 3.5%	5 1.3	4.25	.94
3. Leadership skills	148 39.4%	182 48.5%	22 5.8%	19 5.06%	4 1.06%	4.2	.83
4. Assistance & support	130 34.6%	197 52.5%	23 6.1%	18 4.8%	7 1.86%	4.13	0.85
5. Oversight Responsibility	141 37.6%	208 55.5%	13 3.5%	9 2.4%	4 1.06%	4.26	0.72
6. Inspection	141 37.6%	208 55.5%	13 3.5%	9 2.4%	4 1.06%	4.26	0.7
7. Hindrances	126 33.6%	180 48%	37 9.8%	26 6.93%	6 1.6%	4.05	0.92
8. Overall motivation	940 35.9%	1324 50.57	155 5.9	153 5.8	46 1.75	4.12	.86

Table 1 shows that 70% of head teachers with supporting mean score 3.69 and SD = 1.1, agreed and strongly agreed for collaboration factor of head teachers' supervisory practices. 90.7% of head teachers with supporting mean score 4.52 and SD = 0.9, agreed and strongly agreed for professional development factor; 88% of head teachers with supporting mean value 4.2 and SD = 0.83, agreed and strongly agreed for leadership skills factor; 87% of head teachers with supporting mean score 4.13 and SD = 0.85, showed better response for assistance and support to teachers factor; 93% of Head teachers with supporting mean score 4.52 and SD = 0.69, responded better both for oversight responsibility factor and inspection factor and 82% of head teachers with supporting mean score 4.05 and SD = 0.92, responded better for hindrances factor of head teachers' instructional supervisory practices.

Role of Head Teachers Motivational Approaches on Learners Academic Achievement in Public Primary Schools in Uriri Sub -County

Ordinarily, motivation is another important factor that affects a student's academic progress. It can have a very important impact on the amount of effort that is exerted. Motivations normally make learners get encouraged, especially when both intrinsic and extrinsic are employed effectively.

Head Teachers' Motivational Approaches on Learners' Academic Achievement

Motivational approaches vary from one school head teacher to the other. When head teachers were asked how motivation influenced learners' academic performance in their school, they responded as shown in table 2.

Table 2: Influence of motivation on learners' academic performance

How has motivation influenced learners academic performance in your school		Frequency	%	Valid %	Cumulative %
Valid	Positively	14	53.8	53.8	53.8
	Perform better academically	10	38.7	38.5	92.3
	Learners are motivated to learn	2	7.5	7.7	100.0
	Total	**26**	**100.0**	**100.0**	

The head teachers, 14 (53.8 percent) responded that motivation has positively influenced learners' academic achievement while 10 (38.7 percent) reported that motivation made them to perform better. It is achieved when sound leadership using positive motivation is applied by management. Additionally, Otieno, (2022) found that a less physically crowded environment, along with motivation and parental support, were associated with higher educational outcomes of children. They even argued that transformational head teachers engage in certain behaviors that heighten followers' motivation and performance in schools.

The Involvement of BOM in School Learners' Motivation

It was found that the nature of Head teachers transfers significantly affects teachers' motivation levels, which in turn can influence learners' academic performance either positively or negatively, and enhancing motivation among learners can be accomplished by increasing their awareness of the importance of school outcomes and the methods to achieve them, thereby ensuring that the Board of Management plays a crucial role in creating an environment where both teachers and students are encouraged to excel through supportive policies and initiatives that emphasize the significance of academic success and the collaborative efforts required to attain it.

Table 3: Involvement of BOM in motivation of learners

		Frequency	%	Valid %	Cumulative %
Valid	Budgeting to award the winners	11	41.6	42.3	42.3
	Awarding top teachers	8	30.5	30.8	73.1
	Taking learners to trips	5	19.4	19.2	92.3
	Not applicable	2	8.5	7.7	100.0
	Total	**26**	**100.0**	**100.0**	

The findings of the study in table 4.3 revealed that 11(41.6%) of BOMs are budgeting to award the winners hence motivate them. Teachers whose subjects have done well are equally motivated 8(30.5%). This means it was motivation for both learners and their teachers. This differs with the work of (Park, Lee, & Cheong, 2007) who opined that head teachers and staff are the ones motivated. Further the studies by Goodman, *et al*., (2011) found that principals' who exhibited inspirational motivation behavior, and set direction had highly motivated teachers. Motivation has been seen as

the internal force that compels a person to meet a certain need.

During the interview with SCDE, it was found that schools which have consistent motivation system, perform better than those without. In these schools therefore, there was academic healthy competition (Yambo, 2022b). When head teachers were asked about their schools' policy on motivation of learners they responded as shown in figure 4.5.
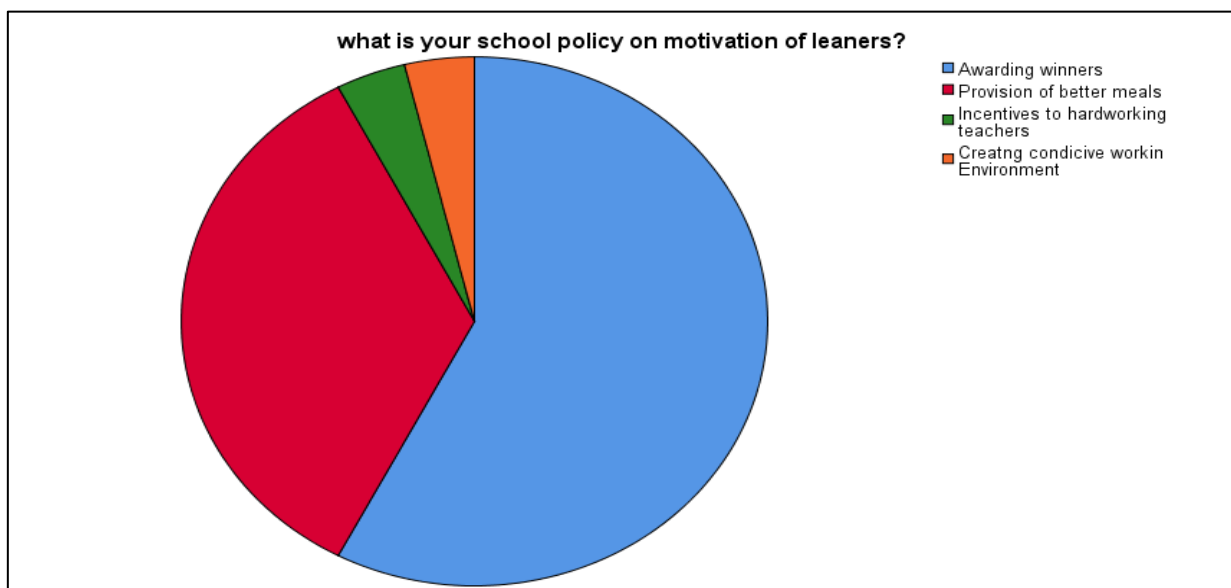

Fig. 2: The involvement of BOM in motivation of learners

The awarding of learners was reported to be an encouragement and a source of motivation to learners

hence improved their concentration in school and eventual academic performance. This was coupled with

a sense of self-discipline skills that inspired and motivated even the committed teachers. As pointed out by (Yambo J. O., 2022a) it was equally worth noting that some BOM in collaboration with other NGOs and CDF motivated students by budgeting for their special meals upon their positive academic improvement.

Parents Involvement in School Motivation of Learners

In this study, 270 parents participated and when they were asked, as parents how has motivation influenced learners' academic performance in your school? They responded as depicted in table 4.14.

Table 4: Parents involvement in school motivation of learners

As a parent has motivation influenced learners' academic performance in your school?					
		Frequency	Percent	Valid %	Cumulative %
Valid	Yes	179	66.2	69.2	71.2
	No	91	33.8	30.8	100.0
	Total	270	100.0	100.0	

Table 4 shows that 179 (66.2 percent) of parents reported that motivation has positively influenced academic performance. Parents are key stakeholders in schools and their infrequent visit is highly questionable. This finding was in line by the work of (Ombuya, Yambo, & Mboya, 2012) showed that mode of motivation or school motivation policy supported parents and favorable parental rejoinders encouraged achievements of the learners and improved their academic attainments. On the contrary, Manamela, (2015) revealed that the management of parental involvement in the secondary schools was still a challenge. Parental involvement was not effectively managed at these schools because the schools do not have clear policies on parental involvement. None of the schools included in the study had an official policy on parental involvement, especially about learners' motivation.

DISCUSSION

The influence of school motivation on the performance of both teachers and students is a critical area of study in education. A well-functioning school depends heavily on proper motivated individuals at all levels. The kind of motivation and communication plays significant roles in shaping the culture of a school. A head of school who fosters a supportive and collaborative environment can inspire teachers to excel in their roles and create a positive atmosphere for learning. On the other hand, inadequate motivation can lead to dissatisfaction among teachers, which may trickle down to affect student performance.

Motivation is a key factor (Gruenert & Whitaker, 2017). Teachers who feel valued, recognized, and supported are more likely to be motivated to put in their best effort, which can directly impact student outcomes. Similarly, students who are motivated to learn, whether through intrinsic or extrinsic factors, tend to perform better academically.

Researching the interplay between motivation, and performance can provide valuable insights for improving educational practices and outcomes. It could involve studying different motivational approaches, and assessing their impact on teacher morale and student achievement. Additionally, exploring how these factors vary across different school contexts and cultures could yield valuable comparative data.

CONCLUSION

Through an analysis of various studies, it becomes evident that effective motivation, whether intrinsic or extrinsic, plays a pivotal role in driving teacher engagement, commitment, and job satisfaction. Teachers who feel empowered, valued, and motivated are more likely to invest their energies in delivering high-quality instruction, which directly translates into positive learning outcomes for students. The symbiotic relationship between communication and motivation is further emphasized by research indicating that instructional leadership practices, coupled with motivational strategies, create an optimal environment for teaching and learning. When school leaders prioritize creating a supportive culture that fosters teacher motivation and professional growth, they lay the groundwork for enhancing student performance and academic success. In essence, the success of a school hinges upon the dynamic interplay between leadership and motivation. By recognizing and leveraging this interdependence, educational institutions can cultivate a positive ecosystem where both teachers and students thrive, leading to improved educational outcomes and long-term success.

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