

## ABSTRACT

Teacher's motivation is important because teachers have the responsibility to impart knowledge and skills to learners. This study was conducted with the aim of establishing if Teacher job motivation has relationship with performance in secondary schools in Kenya. The Study was guided by the following objectives: to identify what constitutes teacher motivation From teacher's perspective and from the school management's opinion on teacher motivation, correlate what schools' management offer teacher in hope of motivating them and to correlate these with 13 selected schools' performance. The study adapted a survey research design. Purposive sampling was used to select principals/schools while simple random sampling was used to pick teachers from the sampled schools. A sample of 143 respondents was selected from a target population of 310. The study population was 13 Principals and 130 teachers. The data was collected by aid of questionnaires. Piloting was carried out in two schools to establish the validity of the questionnaires; test-retest method was used. Face validity technique was used to validate the instruments where assistance from university supervisors was sought. The teachers sample was randomly selected, 10 teachers present in school on the day of the visit were requested to complete the questionnaire. Drop and pick technique was used. Data analysis was facilitated by use of IBM Statistical Package for Social Sciences ( SPSS) version 22. Descriptive statistics and inferential statistics ( spearman's rho correlation) were used to analyze the data and the result was presented by use of frequency distributions in form of percentage and correlation coefficient. The study found out that teacher's motivations improved the student examination performance in various secondary schools in Kericho Sub County. The study recommended that school managers and the ministry of education should seek other ways of motivating teachers rather than the ones studied in the research.