



Influence of Teacher Motivation on the Performance of Learners in Kiswahili in Public Day Secondary Schools in Suba South Sub-County, Homa Bay County, Kenya

Othoo Duncan - <https://orcid.org/0009-0000-6363-5466>

Oronge Evernate - <https://orcid.org/0000-0001-9509-3198>

Janet Ochola - <https://orcid.org/0009-0008-4738-7384>

Department of Educational Psychology & Science, School of Education,

Rongo University, Kenya

Email: duncanothoo@gmail.com

Abstract: *Kiswahili has evolved significantly since the eighteenth century and is now recognized as a key language for national integration and development in Kenya. Consistent with the Languages of Kenya Policy (2010), effective Kiswahili instruction remains central to educational outcomes. This study examined the influence of teacher motivation on learners' performance in Kiswahili in public day secondary schools in Suba South Sub-County, Homa Bay County, Kenya. Guided by McCrae and Costa's Five-Factor Theory of Personality, the study adopted a mixed-methods approach using a descriptive survey design. The target population comprised 210 participants, including Kiswahili teachers, principals, and deputy principals. Purposive sampling yielded 47 teachers and 28 principals as main respondents, while 28 deputy principals served as key informants. Quantitative data were collected through questionnaires and analyzed using descriptive statistics, while qualitative data were obtained through interviews and analyzed thematically. Instrument validity was established through expert review, and reliability was confirmed using the test-retest method ($r = 0.7513$). The findings revealed a strong and statistically significant positive relationship between teacher motivation and learners' performance in Kiswahili ($r = 0.627, p < .001$). The study recommends enhanced recognition, promotion, and continuous professional development to strengthen teacher motivation and improve learner performance.*

Keywords: *Teacher Motivation, Learners' performance, Kiswahili language, Secondary school education, Day school, Educational outcome*

How to cite this work (APA):

Othoo, D., Oronge, E. & Ochola, J. (2026). Influence of Teacher Motivation on the Performance of Learners in Kiswahili in Public Day Secondary Schools in Suba South Sub-County, Homa Bay County, Kenya. *Journal of Research Innovation and Implications in Education*, 10(1), 593 – 605. <https://doi.org/10.59765/vyr294f>

1. Introduction

According to Ojwang' (2021), Kiswahili was used in post-independence government policies, religion, colonial rule,

communication, trade, commerce education, and writing. While Kiswahili language is one of the most widely spoken native languages in the world (Bore, 2019); efforts are being made to promote the use of Kiswahili language, including its inclusion in higher education curricula as

noted by Okombo and Muna (2018). Proficiency in the language thus allows learners to showcase their thoughts in Swahili and continue their education in the dialect.

The motivation and quality of education provided by teachers have become subjects of conversation and worry in educational systems and standards (Edo & Nwos, 2018). Any country aiming to uphold high standards in its educational system must prioritize the needs and motivation of teachers (Corkin, Ekmekci, & Parr, 2018). A strong and dedicated teaching staff is crucial for any educational institution to enhance its overall quality and reputation. Enhancing teachers' motivation leads to better teaching, which in turn increases teacher motivation and helps retain high-quality educators, making it crucial for improving the overall quality of education. The extent to which teachers participate in teaching activities is typically influenced by their level of motivation.

According to Orina, Kiumi and Githae (2022), the level of motivation among teachers plays a significant role in determining their performance which ultimately impacts students' academic achievements. To foster motivation, it is crucial to provide teachers with suitable accommodation and meals on campus as well as sufficient teaching and learning materials and well-maintained infrastructure. These factors are motivating, leading to increased dedication and commitment towards the teaching and learning process. Moreover, offering competitive salaries, improving the learning environment, providing opportunities for professional development, implementing fair promotion policies, and acknowledging and rewarding excellence can further motivate teachers and enhance their performance resulting in improved student academic outcomes. The remuneration factors motivate teachers, hence, influencing their performance in improving students' academic performance. Teachers' motivation is a significant factor influencing pupils' learning. Motivation of teachers plays an important role in performance of Kiswahili as the morale and performance of a teacher is increased, thus, ensuring that the content delivery is more efficient (Takase, Niitani, Imai & Okada, 2019).

Language is a basic tool used in communication between one person and another (Susan et al., 2021). According to Mwanza and Musyoka (2018), Kiswahili is one of the languages used in many parts of the world. It is taught in many universities in USA, Europe, Middle East, Japan, China, Tanzania, Uganda, and Kenya (Ngavana et al., 2018). As such, it plays an important role in the global sectors such as religion, trade, and education (Bore, 2019). Its evolution from its origins in the 1700s to its status as a widely acknowledged tongue attests to its advancement.

Kalabai et al. (2021) indicated that as per the Kenya Institute of Curriculum Development (KICD), the objective of the Kiswahili program in secondary schools is

to equip students with the skills to listen, understand and communicate effectively in Kiswahili. It also aims to foster an understanding of societal matters and instill a sense of pride in using Kiswahili as both a national and global language. Notwithstanding the essential position that Kiswahili plays worldwide, regionally and nationally learners' Kiswahili proficiency level in K.C.S.E. stays below expectations (Kalabai et al., 2021). The Kenyan education is closely focused on summative assessments. As a result, the KCSE examination results are used to assess prospective candidates' talents based on their grades in all subjects, together with Kiswahili, which impacts decisions on placement to the next stage of education.

In the 2010 Kenyan constitution, Kiswahili is both the national language and official language alongside English. Besides, Languages of Kenya Policy (2010) encourages effective management and use of Kiswahili for national development and efficient public service administration to meet citizens' expectations and needs. The government has promoted Kiswahili by ensuring that policies touching on Kiswahili are implemented, such as Kiswahili being compulsory in both primary and secondary schools in Kenya and provision of free textbooks to all learners in public primary schools. Despite the government's goodwill in the promotion of Kiswahili, the performance of the subject in Suba South Sub-County lags its counterparts in terms of performance. While this shows a worrying trend, there is insufficient focus on the influence of teacher motivation on the performance of learners in Kiswahili in public day secondary schools in Suba South Sub-County, Homa Bay County, Kenya; a gap that this study sought to address.

The Quality Assurance and Standards Office (QASO'S) examination analysis of the Kiswahili performance in Kenya Certificate of Secondary Education (K.C.S.E.) in Suba South Sub- County in Homa bay County confirms a trend that Kiswahili language has consistently scored low grades. This study therefore aimed to investigate the influence of teacher motivation on performance of learners in Kiswahili in public day secondary schools in Suba South Sub-County, Homa Bay County, Kenya.

2. Literature Review

The motivation and quality of education provided by teachers have become subjects of conversation and worry in educational systems and standards (Edo & Nwos, 2018). It is widely recognized that any country aiming to uphold high standards in its educational system must prioritize the needs and motivation of teachers (Corking et al 2018). A strong and dedicated teaching staff is crucial for any educational institution to enhance its overall quality and reputation. Enhancing teachers' motivation typically leads to better teaching, which in turn increases teacher

motivation and helps retain high-quality educators, making it crucial for improving the overall quality of education. The extent to which teachers participate in teaching activities is typically influenced by their level of motivation.

Research conducted in the field of literature has provided evidence that the connection between employee recognition and performance varies across different levels of the organization, with a linear relationship being observed (Pare & Trembley, 2007). In a recent study conducted by Kwamboka and Sang (2019) on the effects of acknowledgment strategies on project effectiveness were investigated in Kenyan tertiary institutions and Owoeye et al (2019) observed a direct relationship between employee appreciation job involvement and staff accomplishment in Kenya. In the realm of empirical research both studies revealed promising results for workplace recognition and performance in the African nation research, it has been found that recognizing employees has a significant impact on their attitudes and behaviors, which ultimately leads to improved performance.

In Asia, Candelaria (2019) conducted a study to examine how “awards and recognition impact the academic performance of grade four-acacia learners in local elementary schools. The research employed a single subject exploring the methodology to study how acknowledgements and accolades affect scholastic achievement of learners in mathematics. Purposive sampling was employed in the study because the learners who were all enrolled in the class of the researcher were the ones selected for the research. The academic performance in mathematics for iv-acacia before the pre-test was measured in terms of mean score.” The mean score for the pre-test was 1623, indicating a need for improvement. However, the post-test score of 2863 suggested a very satisfactory performance. The post-examination results of students revealed a remarkable advancement in their mathematical abilities when compared to their scores on the pre-test. “The data indicated a noteworthy boost in academic achievement in mathematics both before and after involvement in the Shining Star Awards Program.” Nevertheless, the previous study utilized a singular research method while the current study employed various techniques and a descriptive survey design to fill the void in existing literature.

In recent research conducted by Mlawa (2021) on the impact of school leaders in Tanzania, the appreciation of educators' commitment and perseverance in government-run elementary schools in Iringa municipality was duly acknowledged. The research utilized a combination of methods. With the help of 93 students from 9 different schools, data was gathered through interviews, questionnaires, and document searches. “The gathered information was examined using content analysis for

qualitative data and descriptive statistics for quantitative data. The results indicated that head teachers in public primary schools employed diverse methods and approaches to motivate teachers, such as acknowledging their achievements. The organization prioritized work performance by involving teachers in decision making, ensuring transparency and accountability, adopting a democratic leadership style, providing equal opportunities for further studies, organizing seminars, workshops, and training sessions.” However, the previous examination was carried out in government-owned primary schools whereas the current research focused on government day high schools to bridge the information deficiency.

Research was carried out by Ogeto and Simiyu (2018) with the aim of investigating “the impact of employee recognition and promotion on the performance of Jomo Kenyatta University of Agriculture and Technology in Kenya.” “This study adopted a case study approach where 28 departments were selected from a total of 140 departments using random sampling method. In order to obtain a representative sample 400 employees were randomly chosen from a population of 2 000 employees at JKUAT Juja main campus.” “The collection of data was done through questionnaires and document analysis tools. Descriptive statistics such as mean and standard deviation were utilized to analyze the data and determine central tendency and dispersion.” To determine the significance and correlation between the variables the chi-square test was employed. The findings revealed a considerable influence on performance by the independent variables. In contrast to the reviewed literature that adopted a case study design, the present study used a descriptive survey research design to fill the gaps in the existing literature.

Monyamane (2020) conducted a study, “to investigate how the availability of promotion opportunities and professional development programs affects the job satisfaction of high school teachers in the central region of Botswana. Information was gathered from 206 secondary school teachers in nine secondary schools situated in the central region. Botswana: The quantitative approach was employed as the technique of data analysis. The information was then displayed using descriptive statistics, ANOVA and independent sample t-tests tables. The research results indicated that the male secondary school teachers in the central region of Botswana are dissatisfied with their job and advancement prospects, in contrast to their female colleagues. The study discovered that secondary school teachers in the central region of Botswana are highly content with the availability of professional development opportunities in their respective fields. The research proposed that the authorities should promote gender parity in teaching particularly during promotional stages.” In order to fill the knowledge, vacuum the present investigation took place in Kenya instead of Botswana.

In research conducted by Ndijuye and Tandika (2019) the effect of timely promotions on the motivation levels of pre-primary educators in Tanzania was examined in which two districts were chosen (“1 urban affluent and 1 rural poor”). “Stratified purposive sampling was employed to choose 16 schools, with eight from each district, 32 pre-primary schoolteachers, four from each school, and eight school principals, one from each school. Information was gathered through interviews, surveys, and document analysis. Regardless of whether they taught in urban or rural areas, the research findings consistently indicated that teachers’ main responsibility was to promote the overall development of children. The attainment of this position was contingent upon timely promotion and other motivational factors, including the active engagement of educators in decision-making procedures, recognition from educational officers and favorable working conditions. It suggested that collaboration among stakeholders in pre-primary education should be prompt in supporting teachers, settling their salary dues, enhancing their welfare packages, and improving the working conditions.” Unlike the previous study that focused on pre-school teachers in Tanzania, the current research included a diverse group of day secondary school teachers, principals, and their deputies to address the existing knowledge gap.

As per the research conducted by Tumwujukye (2017), an investigation was conducted to assess the influence of automatic progression on the scholastic performance of primary school students in Mubende district, Uganda. The study utilized purposive sampling method to select 65 pupils out of a total population of 100. Information was gathered through questionnaires and interview schedules which were then analyzed using frequency distributions and percentages. The findings showed a meaningful relationship between promotion and academic success. Nevertheless, the existing literature predominantly concentrates on learners’ progression while the current study aimed to fill this void by investigating teachers’ motivation.

In recent research conducted by Chirchir and Letangule (2021) the focus was on investigating the correlation between teacher evaluation and development implementation and its effect on the academic performance of students in public secondary schools in Kenya. A direct random sampling method was utilized with a proportion of 3:1 to ensure equal representation of all 200 schools involved. “The study also utilized purposive sampling to select key informants. The primary data was collected through a structured questionnaire administered online. To analyze the results both descriptive and inferential statistics were employed to assess both qualitative and quantitative aspects of the data.” The findings of this study revealed that the continuous evaluation of teachers’ professional growth assessment of their competence and practical application as well as the assessment of their time management abilities

significantly influenced their performance ultimately benefiting their students.

Kagama and Irungu (2018) conducted research to analyze the influence of, “teacher performance assessments on the effectiveness of educators in secondary schools within Kenya. Utilizing stratified and simple random sampling methods 46 secondary schools with a total of 460 instructors from two counties were carefully chosen for the study.” The result was that “teacher evaluations had a significant impact on their overall effectiveness.” Moreover, it was observed that, “educators perceived government policies as discouraging towards their professional development and the execution of these policies. Consequently, to motivate teachers and improve student performance the researchers suggested incorporating appraisal systems.” However, the present study delved into the psychological aspects that shaped the teaching performance in Kiswahili in the Suba South Sub-County aiming to bridge the existing gap in literature.

Xie and Zhang (2020) in China explored, “the influence of educational interventions on elevating the academic success of students in schools. The study relied on data sourced from the China Education Panel Survey (CEPS) which was designed and carried out by the National Survey Research Center of Renmin University. The participants included 28 county-level units selected as Primary Sampling Units across 31 provinces municipalities and autonomous regions in China. A total of 19 487 valid student questionnaires were gathered from 1 school along with 438 classes and 19 007 parent questionnaires 14 teacher questionnaires and 1 school leader questionnaire were distributed for data collection. An additional 9920 previous seventh-grade students their families teachers and principals were interviewed during the second round of data collection.” The findings revealed that, “schools with a higher socio-economic status a greater number of academically proficient students and better-equipped facilities demonstrated more effectiveness in enhancing the academic performance of students.” In order to address the gaps identified in existing literature this study was carried out in Kenya.

Research carried out by Mappadang et al (2022) aimed to investigate the relationship between academic interest and academic achievement among undergraduate students majoring in accounting in Indonesia. The study utilized a cross-sectional survey design and gathered information from 872 participants through disproportionate random sampling. The researchers used the multinomial logistic regression method to analyze the data on academic achievement. According to the results, “academic interest was a significant factor in predicting academic performance. However, the attitude and learning quality of students did not have any impact on their academic success. Those with a keen interest in academics were more

likely to excel in their studies. Conversely negative effects were observed when considering attitude and learning quality.” Interestingly, previous literature focused mainly on university students' academic achievement while this particular study aimed to bridge the gap by examining the academic progress of mixed-day secondary school students.

A recent study conducted by Adams et al (2019) explored, “the correlation between developmental resources and academic attainment among teenagers in Ghana, Kenya and South Africa. The research adopted a cross-sectional approach and gathered data from 792 secondary school students aged 18 from these three countries. The sample consisted of 428 students from Ghana 180 from Kenya and 184 from South Africa. Utilizing Analysis of Variance, the researchers examined the disparity in developmental resources between the three countries and their influence on academic performance. The results indicated that, “Ghanaian students possessed fewer assets compared to their Kenyan and South African counterparts. Furthermore, it was found that across all three nations high-achieving students reported a higher number of developmental resources primarily internal assets.” However, it is worth noting that both internal and external resources have the potential to positively impact outcomes including academic success. In future studies implementing interventions to enhance academic performance in sub-Saharan African contexts could prove beneficial by promoting the development of both types of resources.” Unlike the current research which utilized a descriptive survey method, the aforementioned study employed a cross-sectional design.

According to Didinya et al. (2018), “teachers who stay at their school outperform those who leave, and the gap appears to be larger in schools that serve predominantly low-income pupils.” “Furthermore, a growing body of evidence suggests that more effective teachers are more likely to stay in schools than their less effective colleagues and that this is true even in schools with underserved pupil populations,” (Kihara et al., 2018; Nyakundi et al., 2019). “Teacher turnover can be high, especially in schools serving low-income and low-achieving pupils,” (Didinya et al., 2018), “as well as in urban and low-performing schools,” (Kagema & Irungu, 2018).

In contrast Hussein (2021) undertook a study to explore, “the influence of teacher attributes and school efficacy on the scholastic achievement of eighth grade students in Mandera West Sub-County Kenya. The research utilized a comparative causal design to examine the interplay between the variables. The target population consisted of 15 head-teachers 65 teachers and 300 students from class 8 who responded to a comprehensive questionnaire. The data was analyzed using excel software employing standard

statistical techniques such as mean frequency and percentage calculations to compare various aspects of the responses. The findings demonstrated a significant positive correlation between teacher characteristics and school effectiveness in relation to students' academic performance in the Kenya Certificate of Primary Education (KCPE) examinations. However, a closer examination revealed a direct association between teacher attributes and student academic success. The study's outcomes revealed a strong link between school effectiveness and academic performance. In contrast to previous research this study employed a mixed-methods approach to address the gaps in existing literature.

3. Methodology

The current study implemented a descriptive survey research design. This particular methodology was deemed appropriate for investigating educational matters and expected to yield a plethora of insights and details regarding the psychological factors of teachers under investigation. The data was gathered at a specific point in time to provide a comprehensive overview of the present situation (Cohen et al., 2002). The aim of the research was to garner information on how specific psychological elements of teachers influence the academic performance of Kiswahili students in public day secondary schools located in Suba South Sub-County, Homabay County-Kenya during a distinct period within a standard school year.

Mixed method approach was used, combining quantitative and qualitative methods (Kothari & Garg, 2019). Data from both quantitative and qualitative studies were combined, explained and new information was built upon them (Creswell & Guetterman, 2021). The quantitative approach, which made use of questionnaires from teachers of Kiswahili and principals and deputy principals, generated data that was statistically evaluated to determine the prevalence of particular tendencies. In a qualitative approach, a clear image of the questions which were asked during the interview with the deputy principals were provided to gather real comments (Kothari & Garg, 2020).

The study involved 37 principals, 37 deputy principals and 136 teachers of Swahili language in Suba South Sub-County (MoE, Suba South Sub County, 2024). Therefore, the target population consisted of 210 respondents. Sampling is the approach of choosing a sample from a population of interest to enable researchers to understand the concept under study in detail (Dunn, 2023). All units of the population which meet selection standards for a collection were looked upon and a sample selected for comprehensive assessment.

Table 1: Population and Sample Size

Items	Population	Sample Size
Principals	37	28
Deputy Principals	37	28
Teachers of Kiswahili	136	47
Total	210	103

Source: Suba South Sub-County office, 2024

The data collection tools utilized in this research consisted of questionnaire and interview guide. These tools were adequate for gathering exhaustive and extensive primary data, addressing the objectives of the study due to their standardized questions, and answering all the research questions accurately as it allowed the respondents ample time to reflect on answers by avoiding hasty responses thus enhancing validity (Mugenda & Mugenda, 2003).

The data collected from questionnaires given to Kiswahili teachers were organized and analyzed using statistical software called SPSS version 29. The close-ended questionnaires were assigned numerical values to facilitate the calculation of descriptive variables. The information gathered from the questions with specific answers was keyed and examined using descriptive statistics, such as frequency distributions, means, and standard deviations and the analysis presented in tables. Tables were created to present the results in relation to the research questions. The mean was determined by dividing the sum of all scores for each item by the number of respondents who answered that particular item. Inferential statistics on the other hand focused on sample values to make inferences about the population under study. Inferential statistics uses data summary from population sample to predict the extent of whole population's characteristics (Bhandari, 2020). Quantitative data analysis was done using Pearson Correlations and Regression. However, qualitative data generated from the interview schedule was analyzed thematically using the following six steps according to Braun and Clarke, (2006). The researcher first familiarized himself with the data obtained from the interviews, to

identify specific meanings and patterns and transcribe them. This was then followed by the development of codes for recognized patterns and meanings (themes). The researcher then organized and categorized the data. Different themes were then combined to create overarching themes that encompassed the entire set of data. After sorting of data, the researcher then reviewed the themes which involved recombination of 49 major themes and after defining and naming the themes, reporting was done convincingly, coherently, logically and without repetition. Therefore, all the six phases of the thematic data analysis were used to analyze the qualitative data in the present study. Ethical standards were also strictly adhered to.

4. Results and Discussion

4.1 The Influence of Teacher Motivation on the Performance of Learners in Kiswahili

The study sought to find out the influence of teacher motivation on the performance of learners in Kiswahili. To achieve this, the respondents were probed based on the following statements, where they were asked to indicate their responses based on SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree and SD= Strongly Disagree. The responses were then descriptively analyzed into Frequencies, Percentages, Means and Standard Deviations and the relationships established using Pearson correlations and presented in Table 2.

Table 2: Influence of Teacher Motivation on the Performance of Learners in Kiswahili

Teacher Personality Items		Ratings					MR	SD
		SD	D	N	A	SA		
		1	2	3	4	5		
Equal recognition of all teachers boosts their morale to handle Kiswahili as a subject	F	11	13	6	12	19	3.25	1.12 6
	%	17.4	21.0	10.3	19.5	31.8		
Appreciating teachers of Kiswahili for the work motivates them to handle Kiswahili as a subject	F	8	15	3	14	21	3.41	1.14 3
	%	12.3	24.6	5.6	22.6	34.9		
Using various techniques when motivating teachers influence their learners' performance in Kiswahili	F	6	8	8	18	21	3.66	1.15 2
	%	10.3	12.3	13.8	29.7	33.8		
	F	6	8	8	12	27	3.75	

Career growth of teachers of Kiswahili is seen in learners' performance in Kiswahili	%	10.3	12.3	12.3	19.5	44.1		1.15 7
Promotion of teachers of Kiswahili by TSC motivates them to handle Kiswahili as a subject	F	3	5	17	14	23	3.85	1.16 4
Teachers' promotion can influence performance of learners in Kiswahili	%	4.1	8.7	27.7	22.6	36.9		
Listening to teacher's concerns in tackling Kiswahili by other teachers motivates them to teach Kiswahili	F	4	5	5	20	26	3.92	1.19 5
Praising teachers of Kiswahili who outperform their colleagues intrinsically motivates thus influencing the learning outcome of learners in Kiswahili	%	7.2	8.7	8.7	33.3	42.1		
Teachers of Kiswahili find it stimulating to teach Kiswahili as a subject	F	2	3	14	18	24	3.97	1.23 2
	%	3.6	5.1	22.6	29.7	39.0		
	F	5	6	3	13	33	3.98	1.27 0
	%	8.7	10.3	5.6	21.0	54.4		
	F	2	6	8	13	32	4.10	
	%	3.6	10.3	12.3	21.0	5.2		

Key: Strongly Agree (SA) =5; Agree (A) =4; Neutral (N) = 3; Disagree (D) =2; Strongly Disagree (SD) =1

Table 2 indicates that in rating respondents' levels of agreement based on the information given, below average of the respondents (31.8%) strongly agreed that "equal recognition of all teachers boosts their morale to handle Kiswahili as a subject," while only 19.5 per cent agreed that; equal recognition of all teachers boosts their morale to handle Kiswahili as a subject. Cumulatively, 51.3 per cent of the respondents agreed that "equal recognition of all teachers boosts their morale to handle Kiswahili as a subject." The overall mean rating for the influence of the aspect of teacher motivation on the performance of learners in Kiswahili is 3.25 and a standard deviation of 1.126 which implies a moderate but positive influence of equal teachers' recognition on their morale to tackle Kiswahili. The findings support those of Owoeye, Kiiru and Muli (2019) who noted that recognition plays an important role in influencing attitudinal and behavioral outcomes that eventually culminated to performance. Therefore, equal recognition by school heads, employer and other stakeholders is very important towards teacher's eagerness to teach as this can boost the performance of learners in Kiswahili language.

In one of the interviews with the Deputy Principals, DP6 said that:

Teacher recognition plays a significant role in academic performance of learners in Kiswahili. Therefore, whenever teachers' efforts were recognized, they were able to know what to teach, how to teach and when to teach and as such facilitates learning and passing of Kiswahili as a subject among learners.

The emerged theme from the sentiments of the respondent suggest that recognition helps teachers to deliver the lessons successfully. It was found that teachers, whose

efforts were recognized, were pleased and satisfied with their academic outcome of their learners and this could encourage them to participate actively in academic tasks for good performance. And yet DP11 commented that:

A teacher is like an engine that for it to refuel, it must be motivated through recognition. Recognized teachers feel motivated and hence function like engines. Motivated teachers do their best during the lesson, and should learners fail, they feel very bad and demotivated.

From the emerged theme, it can be inferred that motivation plays a vital part in academic success and advancement as it links to various outcomes such as curiosity, determination, acquisition and achievement. Therefore, for a teacher to handle any subject effectively, there is need for a teacher to be motivated so well so as to be able to effectively deliver Kiswahili content to the learners.

From Table 2, it was noted that 34.9 per cent strongly agreed that, "Appreciating teachers of Kiswahili for the work motivates them to handle Kiswahili as a subject." Only 22.6 percent of the respondents agreed with the statement. Cumulatively, 57.5 per cent of the respondents supported the statement that, appreciating teachers of Kiswahili for the work motivates them to handle Kiswahili as a subject. The overall mean rating for the influence of the aspect of teacher motivation on the performance of learners in Kiswahili is 3.41 and a standard deviation of 1.143 which implies a moderate but positive influence of appreciation of teachers of Kiswahili on their motivation to handle Kiswahili as a subject. Findings by Lee (2020) and Lois (2018) discovered that appreciating teachers for their work motivates them. The findings support that of Guilband et al. (2019) that appreciating teachers for the work motivates them. Therefore, teachers' appreciation by principals motivates teachers of Kiswahili to perform

better not only in class but also entirely in their areas of jurisdictions.

This was expressed by DP9 during the interview with Deputy Principals that:

You know, teacher appreciation is like adding flavour into food stuff. A praised teacher can enjoy his or her work and become resourceful to learners during the teaching and learning process; Employers need to praise its teachers by so doing teachers find it worthy to teach. Praised teachers are energetic and enduring.

The emerged theme simply inferred that, whenever teachers are appreciated, they tend to be happily involved in classroom activities. Learners in turn enjoy their lessons. Learning enjoyment thus facilitates learning and good performance in Kiswahili language.

From Table 2, the study found that 33.8 per cent of the respondents strongly agreed that “using various techniques when motivating teachers influence their learners’ performance in Kiswahili.” It is 29.7 per cent of the respondents who agreed with the statement. Majority of the respondents cumulatively at 63.5 per cent agreed that, using various techniques when motivating teachers influence their learners’ performance in Kiswahili. The overall mean rating for the influence of teacher motivation on the performance of learners in Kiswahili is 3.66 and a standard deviation of 1.152 which implies a strong positive influence of teachers’ recognition by showing appreciation on their morale. The quantitative findings support those of Owoeye et al (2019) found positive linkage between employee recognition, work engagement and employee performance in Kenya. It should be noted that teachers’ recognition by way of appreciation by principals, employers and other stakeholders is very important towards teacher’s willingness to participate in school and class activities.

In one of the interviews with the Deputy Principals, DP8 said that:

Teachers possess a great influence on the education and growth of their students. Hence organizing a special and impactful week of teacher appreciation is a meaningful way to honor their remarkable contributions in the field of education. Schools and employers can employ diverse approaches such as incentives to boost teachers' motivation and morale in the workplace.

From the emerged theme, it can be inferred that appreciating teachers work best when appreciation is accompanied by material gifts. When teachers are appreciated, they feel valued. This motivates them to work

even harder to produce good results among the learners of Kiswahili language.

From Table 2, the study found that 44.1 per cent of the respondents strongly agreed that “Career growth of teachers of Kiswahili is seen in learners’ performance in Kiswahili.” It is 19.5 per cent of the respondents who agreed with the statement. Majority of the respondents cumulatively at 63.6 per cent agreed that career growth of teachers of Kiswahili is seen in learners’ performance in Kiswahili. The overall mean rating for the influence of teacher career growth on the performance of learners in Kiswahili is 3.75 and a standard deviation of 1.157 which denotes a strong positive influence of teachers’ career growth on learner performance in Kiswahili. The quantitative findings agree with Ayitham (2022) and Pant (2022) who confirmed that career growth of teachers translates into learner’s performance.

It is therefore noted that teachers add value to their careers by way of advancing knowledge and taking up other administrative roles in school. As they do that, they gather more techniques of teaching, and this translates into better performance of learners.

Qualitative results from interviews with the Deputy Principals further confirmed through DP12 that:

Many teachers opt to progress their professional trajectories by shifting away from traditional classroom positions and taking on leadership roles as school heads or deputies. Such responsibilities not only facilitate the smooth operation of school affairs but also enhance knowledge and skills in the realm of education.

Through the emerged theme, it was confirmed that teachers who take up more challenging tasks have opportunity to learn and grow their skills. They actively seek learning opportunities and new challenges. They have positive and high expectations of their learners.

From Table 2, the study found that 36.9 per cent of the respondents strongly agreed that “Promotion of teachers of Kiswahili by TSC motivates them to handle Kiswahili as a subject.” Another 22.6 per cent of the respondents agreed with the statement. A simple majority of the respondents cumulatively at 59.5 per cent agreed that, promotion of teachers of Kiswahili by TSC motivates them to handle Kiswahili as a subject. The overall mean rating for the influence of career growth of teachers of Kiswahili on learners’ performance in Kiswahili is 3.85 and a standard deviation of 1.164 which implies a strong positive influence of teacher promotion on learners’ performance in Kiswahili. In support of quantitative findings by the majority.

Monyamane (2020) revealed that, “secondary school teachers in the Central region of Botswana are significantly

satisfied with the provision of professional development in their various schools. Kagema and Irungu (2018) similarly deduced that teacher appraisals influenced teacher performance. Teacher promotion should advance teachers from one job group to the next or in terms of a career; promotion should advance teachers' rank or position in a hierarchical structure. Since promotion is intertwined with motivation, when teachers are promoted, they are expected to deliver better than before. This later translates to better performance of their learners not only in Kiswahili but also in other subject areas.

During an interview with Deputy Principals, DP20 had this to comment:

Promotion by TSC generally implies the use of different strategies to raise teachers rank or position. Through this, teachers of Kiswahili find it motivating to stay in school and teach as expected. TSC uses promotion to improve teachers' performance. You see...TSC uses TPAD to identify teachers who are ripe for promotion. This technique is cumbersome, but we are managing!

The theme that emerged highlights that promotion is a fundamental component of teacher performance. It is also an essential element in the teaching and learning process. When teachers are promoted, they are therefore expected to achieve higher mean scores in subsequent exams.

From Table 2, the study found that 42.1 per cent of the respondents strongly agreed that "teachers' promotion can influence performance of learners in Kiswahili." It is 33.3 per cent of the respondents who agreed with the statements that, teacher's promotion can influence performance of learners in Kiswahili. Majority of the respondents cumulatively at 75.4 percent agreed that teachers' promotion can influence performance of learners in Kiswahili. The overall mean rating for the influence of the aspect of teacher motivation on the performance of learners in Kiswahili is 3.92 and a standard deviation of 1.195 which implies a strong positive influence of teacher's promotion and emotional intelligence on learners' performance in Kiswahili. Lemos and Verissimo (2024) in Portugal also suggested that there is a close link between teacher promotion and academic performance. It was discovered that teacher promotion plays a very significant role in lesson delivery and hence performance of learners in Kiswahili. In support of this statement, DP9 during the interview with Deputy Principals commented that:

For teachers who understand themselves during the teaching process, their employers should promote them based on merit. Promoted teachers tend to associate themselves with learners fairly without many problems. They also seem to be

academically curious and thus help learners pursue much of their learning obligations.

The emerged theme from the respondent tend to suggest that teachers who are aware of themselves are normally ready to assist learners to pass exams.

From Table 2, the study found that 39.0 per cent of the respondents strongly agreed that "listening to teacher's concerns in tackling Kiswahili by other teachers motivates them to teach Kiswahili." Another 29.7 per cent of the respondents agreed with the statements that, listening to teacher's concerns in tackling Kiswahili by other teachers motivate them to teach. Majority of the respondents cumulatively at 68.7 per cent agreed that, listening to teacher's concerns in tackling Kiswahili by other teachers motivates them to teach Kiswahili.

The overall mean rating for the influence of the aspect of teacher motivation on the performance of learners in Kiswahili is 3.97 and a standard deviation of 1.232 which implies a strong positive influence of listening to teacher's concerns in tackling Kiswahili and their motivation to teach. The findings agree with that of Noor (2023) that there is a close link between attention and academic performance. Teachers like any other being, have issues to be dealt with. When their concerns are addressed well, they develop free mind for work and achievement. This eventually boosts good performance not only in Kiswahili language but also in other learning areas.

During the interview with the Deputy Principals, DP15 reported that:

Listening to teachers is crucial because it allows teachers to engage well with other stakeholders. When teachers are focused and attentive, they can better deliver their lessons. Teachers concern coil around; teaching learning pedagogy, communication, learning technology and curriculum issues.

From the emerged theme from the respondent, it can be inferred that, Kiswahili teachers' concerns if not dealt with, can be detrimental to the success of learners in Kiswahili language.

From Table, the study found that 54.4 per cent of the respondents strongly agreed that "Praising teachers of Kiswahili who outperform their colleagues intrinsically motivates thus influencing the learning outcome of learners in Kiswahili." Another 21.0 per cent of the respondents agreed with the statement. Many of the respondents cumulatively at 75.4 per cent agreed that, praising teachers of Kiswahili who outperform their colleagues intrinsically motivates thus influencing the learning outcome of learners in Kiswahili. The overall mean rating for the influence of teacher motivation on the performance of learners in Kiswahili is 3.98 and a standard deviation of 1.270 which

implies a strong positive influence of praising teachers of Kiswahili who outperform their colleagues on learners' performance in Kiswahili.

Chirchir and Letangule (2021) also documented that, appraisal of teachers' continuous professional development, appraisal of teachers' knowledge and application and the appraisal of teachers' continuous time management greatly influences their performance hence improving students' academic performance. The findings further support that of Ngujiri et al (2018) who confirmed that teacher appraisals influence their commitment at work.

Therefore, teachers who outperform others in terms of mean scores should be praised as this boosts their morale in handling Kiswahili language which translates into good performance of learners in Kiswahili language.

During the interview with Deputy Principals, DP17 confirmed that teachers who outperform others in terms of mean scores should be praised by saying:

As you know, praising a teacher is like igniting an engine. As you praise teachers, kindly use soft words that are appealing to the teacher; School heads, parents and even learners should complement the teachers' efforts by praises. Praises work magic, try and you will see!

According to the emerged theme from the comments of the respondent, when teachers are praised, they influence learner's academic performance by creating conducive learning environment to learners that finally boosts academic performance of learners in Kiswahili language.

From Table 2, the study found that 52.8 per cent of the respondents strongly agreed that "Teachers of Kiswahili find it stimulating to teach Kiswahili as a subject." It is 21.0

Table 3.

Correlation between Teacher Motivation and Learners' Performance in Kiswahili

Independent Variable	Inferential Statistic Test	Correlation with "Teachers of Kiswahili find it stimulating to teach Kiswahili as a subject Kiswahili"
Teacher motivation	Pearson Correlation	.627**
	Set Sig. (2-tailed) (α)	.05
	Observed P value	.000

The results in Table 4. indicate, a strong positive relationship of $r = .627$; $p = .000$ between teacher motivation and students' performance in Kiswahili. Since P value obtained was 0.0 which was $< .05$, it could be concluded that there was statistically significant influence of teacher motivation on learners' performance in Kiswahili.

4.3 Discussion

per cent of the respondents who agreed with the statement. Most of the respondents cumulatively at 73.8 per cent agreed that teachers of Kiswahili find it stimulating to teach Kiswahili as a subject. The overall mean rating for the influence of the aspect of teacher motivation on the performance of learners in Kiswahili is 4.10 and a standard deviation of 1.301 which implies a strong positive influence of teachers' stimulation on learners' performance in Kiswahili. Sakurai (2021) discovered that teacher stimulation was partially more effective in the motivation of students and also fully more effective in the students' impression of the teachers. If Kiswahili subject is stimulating to teach, both the teacher and the learner gain Inspiration and become inspired respectively.

In an interview with Deputy Principals, DP21 had this to say:

Teachers' mental stimulation encompasses everything that exercises the teacher's brain. If stakeholders want teachers' brains to stay in peak condition, they should help teachers to use them. If they don't, they risk cognitive decline in the form of reduced thinking skills, memory problems and creativity.

According to the emerged theme from the opinion of the respondent, stimulation plays a big role in enhancing teacher's memory and its subsequent influence on learners' performance in Kiswahili.

4.2 Overall Teacher Motivation and Learners' Performance in Kiswahili

A study was carried out to assess the correlation between Teacher Motivation and a student's Performance in Kiswahili using a two tailed Bivariate Pearson analysis. The results were shown in the table 3

Quantitative findings established that teacher motivation was positively related to learner's performance in Kiswahili. This relationship was also established using Pearson correlation, where it was found that there was a strong positive relationship of ($r = .627$; $p = .0$) which is $< .05$ between teacher motivation and learner's performance in Kiswahili. Qualitative findings also established that, teacher motivation had influence on learner's performance in Kiswahili. This implies that the more motivated a

teacher is, the more likely she or he will be able to facilitate learners to perform well in Kiswahili.

5. Conclusions and Recommendations

5.1 Conclusion

In conclusion, teacher motivation influences learners' academic performance. Therefore, for a teacher to handle any subject effectively, there is need for a teacher to be motivated so well so as to be able to effectively deliver Kiswahili content to the learners.

References

Abas, I. H. & Noor, H. (2018). Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners. *Pertanika Journal of Social Science and Humanities*. Vol 26 (3) 127-134.

Adams, B.G., Wiium, N. & Abubakar, A. (2019). Developmental Assets and Academic Performance of Adolescents in Ghana, Kenya, and South Africa. *Child Youth Care Forum* 48, 207–222.

Bore, B. (2019). Multilingual Education in Kenya: Implications for Culture Preservation and Transmission. In *Bilingualism and Bilingual Education: Politics, Policies and Practices in a Globalized Society*. Springer International Publishing. Vol 4(3) (pp. 125–146).

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.

Candelaria, C. (2019). Effects of Awards and Recognition on the Academic Performance in Mathematics of Grade Four-Acacia Learners in Looc Elementary School: Ascendens *Asia Journal of Multidisciplinary Research Abstracts*. Vol. 3 No. 2B (2019)

Corkin, D. M., Ekmekci, A., & Parr, R. (2018). The Effects of the School-Work Environment on Mathematics Teachers' Motivation for Teaching: Self Determination Theoretical Perspective. *Australian Journal of Teacher Education*, 43(6) 134–144.

Chirchir, K. M. & Letangule, S. (2021). The Influence of Teacher Performance Appraisal and Development Implementation on the Secondary Students' Examination Scores in Public Schools

5.2 Recommendations

Based on the conclusions, the researcher came up with the following recommendations.

1. Teachers Service Commission should recognize efforts of Kiswahili teachers by promoting them in order to motivate them to work harder and
2. Finally, the Ministry of Education should organize regular refresher courses on how to improve Kiswahili teachers' motivation towards Kiswahili language to enable them to promote learning of Kiswahili language.

in Kenya. *European Journal of Education and Pedagogy*, 2(6), 34–44.

Creswell, J.W. & Guetterman, T.C. (2021). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 6th Edition. University of Michigan.

Creswell, J.W. & Miller, D.L. (2000). Determining Validity in Qualitative Inquiry. *Theory into Practice*, 39, 124-130.

Delamater, J. D., Myers, D.J., & Collett, J. L. (2015). *Social Psychology* (8th ed.). Routledge. <https://doi.org/10.4324/978042949309>

Didinya, D., Oudaa, T. & Ndanu, M. (2018). Effect of Performance Appraisal of Teachers on Academic Performance of Pupils in Public Secondary Schools in Hamisi Sub-County, Vihiga County, Kenya. *Journal of Popular Education in Africa (JOPEA)* ISSN 2523-2800

Dunn, P.K. (2023). *Scientific Research and Methodology: An introduction to quantitative research in science and health*; <https://bookdown.org/pkaldunn/SRM> Textbook

Edo, B. & Nwos, I. (2018). Working Environment and Teachers' Productivity in Secondary Schools in Port-Harcourt Metropolis. *International Journal of Innovative Psychology & Social Development* 6(4):39-49.

Fauzi, M. A. D. M., Hassan, Z., Setapa, M., Ramlee, N. A. Z., & Rahman, S. M. (2020). Factors Influencing Students' Performance at Universiti Teknologi Mara (UTM) Kelantan Branch. *Journal of Contemporary Social Science Research*, 4, 68-77.

Guilband, P., Michael, J. & Hursh, M. J. (2019). Teacher motivation and Student perceptions of 'useful' digital technology in university teaching and learning. *Adaptive Instructional Systems*. Vol 5(3) p. 159-173

- Hamby, T., & Peterson, R. A. (2016). A meta-analytic investigation of the relationship between Scale-Item length, label format, and reliability. *Methodology: European Journal of Research Methods for the Behavioral and Social Sciences*, 12(3), 89–96
- Hussein, D. A. M. (2021). An Investigation into Teacher Characteristics and School Effectiveness In Relation to Academic Performance of Class VIII Students In Mandera West Sub-County, Republic of Kenya . *Journal of Education and Practice*, 5(1), 52–69.
- Kim, J. & Piper, B. (2019). Cross-language transfer of reading skills: an empirical investigation of bi-directionality and the influence of instructional environments. *Reading & Writing*, 32(4), 839–871.
- Kagama, J. & Irungu, C. (2018). An Analysis of Teacher Performance Appraisals and their Influence on Teacher Performance in Secondary Schools in Kenya. *International Journal of Education*, 11(1), 93-98.
- Kalabai, K., Miima, F. A., & Ondigi, S. H. (2021). Directed Reading and Thinking Activity as a Pedagogical Strategy on Learners' Reading Abilities in Kiswahili Language in Primary Schools, Bungoma County, Kenya. *Universal Journal of Educational Research*, 9(7), 1353–1358
- Kothari, C. R., & Garg, G. (2016). *Research Methodology: Methods and Techniques*. New Age International (P) Limited Publishers.
- Lee, J. S. (2019). Teacher as change agent: attitude change toward varieties of English through teaching English as an international language. *Asian Engl.* 21, 87–102.
- Kwamboka, M., & Sang, P. (2019). Virtual Teams Management Practices and Project Performance of Selected Universities in Kenya. UoN
- Lemos, M. S. & Verissimo, L. (2014). The Relationships between Intrinsic Motivation, Extrinsic Motivation, and Achievement, Along Elementary School. *Procedia - Social and Behavioral Sciences*, 112, 930-938.
- Mashood, M., Warrah, S., Mappadang, A., Khusaini, K., Sinaga, M. & Elizabeth, E. (2022). Academic interest determines the academic performance of undergraduate accounting students: Multinomial logit evidence, *Cogent Business & Management*, 9:1, DOI: 10.1080/23311975.2022.2101326
- Mbwayo, M., Kuria, M. W., Mutavi, T., & Stoep, A. V. (2020). Parents' and Teachers' Perceptions of Factors Affecting Learning in Kenya. *Global Social Welfare: Research, Policy & Practice*, 7(3), 245–256.
- Mlawa, A.G. (2021). The Role of Head Teachers Recognition of Teachers Job Commitment Efforts In Public Primary Schools In Iringa District Council. *Global Scientific Journals*. Volume 9, Issue 11, November 2021, Online: ISSN 2320-9186
- Musa, A. F. & Ibrahim, A. O. (2020). Determine The Relationship Between Teacher Knowledge and Students' Academic Performance Using Teacher Commitment As Mediator. *Quantum Journal of Social Sciences and Humanities*, 1(5), 1– 12.
- Mose, M. (2019). Bilingualizing linguistically homogeneous classrooms in Kenya: implications on policy, second language learning, and literacy. *International Journal of Bilingual Education and Bilingualism*, 22(4), 459–472.
- Monyamane, L (2020). The Influence of Promotion Opportunities and Professional Development on the Job Satisfaction of Secondary School Teachers in the Central Region of Botswana; <https://doi.org/10.5281/zenodo.3974440>
- Mugenda, A. & Mugenda, O. (2013). *Research methods: Quantitative and qualitative approaches*. Nairobi: ACTS Press.
- Mwanza, M. & Musyoka, L. (2018). Principals' Instructional Supervision Practices: Key to Kiswahili Academic Performance. *European Scientific Journal (Kocani)*, 14(28), 128–132.
- Ndijuye, L., & Tandika, P. (2019). Timely promotion as a motivation factor for job performance among pre-primary school teachers: Observations from Tanzania. *Erken Çocukluk Çalışmaları Dergisi*, 3(2), 440-456.
- Ngavana, N., Mutua, F., & Koech, K. P. (2018). The Extent of School Management Support of ICT Tools Integration in Teaching and Learning of Kiswahili Language in Public Secondary Schools in Kenya. *International Journal of Academic Research in Business and Social Sciences*, 8(9). 123-129
- Ngujiri, M., Goodeve, S.K., Mwaniki, M. & Kiumu, K.J. (2018) relationship between teacher commitment to students learning needs and level of students' discipline in public secondary schools in Naivasha sub- county, Kenya. *International Journal of Scientific Research and Management*. Vol 6(4) 274-281

- Ogeto, J. & Simiyu, A. (2018) Influence of Employee Recognition and Promotion On Performance Of Jomo Kenyatta University of Agriculture and Technology, Kenya. *International Journal of Social Sciences and Technology*. Vol 4(5) 604-618
- Orina, J.O., Kiimi, J.K. & Githae, P. (2022). Determinants of teachers' motivation and professional development in public secondary schools in Kenya. *International Journal of Educational Administration and Policy Studies*. 14(1):46-52
- Owoeye, I., Kiiru, D., & Muli, J. (2020). Recognition Practices and Employee Performance: Understanding Work Engagement as a Mediating Pathway in Kenyan Context. *Journal of Human Resource Management*, 8, 163-171.
- Paré, G., & Tremblay, M. (2007). The influence of high-involvement human resources practices, procedural justice, organizational commitment, and citizenship behaviors on information technology professionals' turnover intentions. *Group & organization management*, 32(3), 326-357. performance. *Management Research and Practice*, 4(4), 46-46.
- Takase, M., Niitani, M., Imai, T. & Okada, M. (2019). Students' perceptions of teaching factors that demotivate their learning in lectures and laboratory-based skills practice. *Int. J. Nurs. Sci.* 6, 414–420. doi: 10.1016/j.ijnss.2019.08.001
- Tumwujukye, J. (2017). The Effect of Automatic Promotion on Academic Performance of Learners in Primary Schools in Mubende District in Uganda. Published Thesis. Campala University Press.
- Steele, Jennifer L., Laura S. Hamilton, and Brian M. Stecher, (2011). Using Student Performance to Evaluate Teachers. Santa Monica, CA: RAND Corporation,
- Susan, S., Rono, J., Matere, A., & Situma, J. (2021). Extent of Code-Switching of English and Kiswahili During English Lessons in Public Primary Schools in Eldoret West Sub-County, Kenya. *International Journal of Advanced Research (Indore)*, 9(11), 568–576.
- Xie, G. & Zhang, Y. (2020) School of golden touch? A study of school effectiveness in improving student academic performance. *J. Chin. Sociol.* 7, 7.