



Effect of teachers' Motivation on Students' Academic Performance in Selected Secondary Schools in Karongi District, Rwanda

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Abstract: *This study assessed the effect of teachers' motivation on students' academic success in selected secondary schools in Karongi District, Rwanda. It focused on three dimensions of teacher motivation: goal orientation, active engagement in school life, and commitment to professional development, aiming to improve students' outcomes. The objectives examined goal orientation and performance in national examinations, active engagement and performance in internal assessments, and commitment to professional development and students' retention and promotion rates. The study population comprised 370 respondents, with a sample of 192 participants, including 15 Head Teachers, 15 Directors of Studies and 162 teachers. Slovin's formula determined the teachers' sample size, while stratified and purposive sampling techniques were applied. Qualitative data were analyzed thematically, whereas quantitative data were analyzed using frequencies, percentages, means, standard deviations, and regression analysis in SPSS. Findings indicate that the regression model was statistically significant ($F = 328.623$, $p = 0.000$). Since $p < 0.05$, the null hypothesis was rejected, indicating that teachers' motivation significantly affects students' academic performance. The regression sum of squares was 35.657, residual sum of squares 20.616, and total sum of squares 56.273. The study concluded that teacher motivation enhances success and recommends fair remuneration, recognition, and reward systems.*

Key words: Motivation, Teacher motivation, Students' academic performance

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1. Introduction

Students' academic success is influenced by a number of factors, including teacher motivation, and education is widely acknowledged as a major driver of both individual welfare and society growth. Motivated educators around the world exhibit more zeal, perseverance, and creativity in their instruction, which can improve learning outcomes and student engagement (Trigueros et al., 2020). Extrinsic elements like pay, recognition, and professional growth, as well as internal aspects like professional identity and a sense of achievement, can all contribute to teacher

motivation. Teacher behaviours and school performance are also impacted by accountability mechanisms as performance evaluation, curriculum standards, monitoring, and feedback systems (Suárez-Mesa & Gómez, 2024).

Achieving consistently high student performance levels in Africa is still difficult, in part because low pay, unfavourable working conditions, little recognition, inadequate professional development, and shoddy accountability mechanisms all have an impact on teachers' motivation. Research from Kenya shows a strong correlation between students' academic achievement and instructors' motivation, suggesting that teachers'

motivating circumstances can affect learning results (Oluoch & Gogo, 2022). Although their benefits may differ depending on the environment, education reforms, such as teacher appraisal, performance management, exams, and monitoring systems, have been implemented throughout East Africa to improve teaching quality and accountability.

With policies focusing on education quality, teacher development, governance, and accountability, education continues to be a key component of Rwanda's national development. The Education Sector Strategic Plan encourages better learning outcomes, teacher management, ongoing professional development, and enhanced accountability and governance (MINEDUC, 2018). High-quality and inclusive education, teacher capacity, and enhanced learning outcomes are still priorities in the Education Sector Strategic Plan 2024–2029 (MINEDUC, 2024). The significance of teacher development in Rwanda is further demonstrated by empirical data. Ngendahayo et al. (2023) discovered a statistically significant positive correlation ($r = .498$) between learner academic performance and ongoing professional development in Karongi District. In a similar vein, Nizeyimana (2024) looked at Rwandan teachers' job performance and motivation.

However, compensation, recognition, working circumstances, career advancement, and professional happiness are all factors that contribute to teacher motivation in addition to professional development. The goal of accountability through tests, performance reviews, inspections, and monitoring is to make sure that teacher practices support quantifiable learning results. However, research from Rwanda suggests that working conditions and school structure might affect teachers' agency and the execution of educational reforms (van de Kuilen et al., 2025). Thus, there is still little data on how students' academic achievement across topics in Karongi District is impacted by broader teacher motivation, namely goal orientation, active involvement in school life, and dedication to professional development. In order to close this gap, this study looks at how instructors' motivation affects students' academic achievement at a few chosen secondary schools in Rwanda's Karongi District.

1.2 Problem Statement

Despite Rwanda's continued efforts to improve educational quality through the Competence-Based Curriculum (CBC), continuous professional development, and performance contracts (*Imihigo*), disparities in students' academic achievement persist, particularly in rural districts such as Karongi. National statistics indicate that approximately 4.1% of learners in lower secondary and 4.8% in upper secondary education dropped out during 2023/2024, demonstrating continuing challenges in learner

retention and academic success (MINEDUC, 2024). Although teachers play a central role in improving learning outcomes, teacher motivation remains an important but insufficiently documented factor at district and school levels.

Evidence indicates that teachers' morale, professional satisfaction, commitment, and motivation influence their instructional effort and students' learning outcomes (Kunter et al., 2013). In Rwanda, inadequate incentives, limited professional development, recognition, and support have been associated with reduced teacher engagement and instructional effectiveness (Manishimwe & Andala, 2024). Reports from Karongi District also indicate concerns related to teacher absenteeism, low morale, and limited engagement in learner-centred teaching (REB, 2024).

However, limited empirical evidence explains how intrinsic and extrinsic teacher motivation affects students' academic success in secondary schools in Karongi District. This creates an important knowledge gap for policymakers and school leaders. Therefore, this study seeks to examine the effects of teacher motivation on students' academic success in secondary schools in Karongi District, providing evidence to inform strategies for improving teacher engagement and learner outcomes.

1.3 Objectives

1.3.1 General Objective

The primary objective of this study is to examine the effect of teachers' motivation on students' academic achievement in selected secondary schools in Karongi District, Rwanda.

1.3.2 Specific Objectives

1. To examine the effect of teachers' goal orientation on students' performance in national examinations in selected secondary schools of Karongi District;
2. To assess the effect of teachers' active engagement in school life on students' performance in internal assessments in selected secondary schools of Karongi District;
3. To determine the effect of teachers' commitment to professional development on students' retention and promotion rates in selected secondary schools of Karongi District;
4. To establish the overall relationship between teachers' motivation and students' academic success in selected secondary schools of Karongi District.

1.3 Research Hypotheses

H₀₁: There is no statistically significant relationship between teachers' goal orientation and students' performance in national examinations in selected secondary schools of Karongi District.

H₀₂: There is no statistically significant relationship between teachers' active engagement in school life and students' performance in internal assessments in selected secondary schools of Karongi District.

H₀₃: There is no statistically significant relationship between teachers' commitment to professional development and students' retention and promotion rates in selected secondary schools of Karongi District.

H₀₄: There is no statistically significant relationship between teachers' motivation and students' academic success in selected secondary schools of Karongi District.

2 Literature Review

This chapter covers conceptual review, theoretical frameworks and empirical studies in relation to the research variables. It also presents the conceptual framework and emphasizes the research gap that the study addresses.

2.1 Conceptual Review

2.1.1 Motivation

Motivation is a complex psychological process that starts, guides, and maintains people's actions in order to accomplish particular objectives. It affects performance, dedication, perseverance, and effort (Kěsoy & Kutluer, 2023; Šilinskas & Raižienė, 2023). According to Ismail et al. (2023) and Onyefulu et al. (2023), teacher motivation in education encompasses both extrinsic factors like pay, recognition, working conditions, rewards, and career opportunities, as well as intrinsic factors like professional interest, satisfaction, personal growth, and commitment to students. Because it affects professional engagement, teaching quality, instructional effort, and students' learning outcomes, teacher motivation is crucial (Bayer et al., 2024; Šilinskas & Raižienė, 2023).

2.1.2 Amotivation

When people lack both intrinsic and extrinsic motivation and see little to no relationship between their behaviours and desired results, they are said to be amotivated (Guay, 2022). Low lesson planning, absenteeism, little involvement in professional development, opposition to

curricular changes, and a diminished interest for student progress are all indicators of teacher amotivation in schools. Working circumstances, recognition, compensation, professional development, and career possibilities are all linked to teacher motivation in Rwanda (Ndahayo et al., 2023; Nizeyimana, 2024). Amotivation in students might show itself as low effort, indifference, poor attendance, and a tendency to give up easily. In addition to increasing student engagement and achievement, teacher support can lower amotivation (Brandmiller et al., 2024; Keller et al., 2023).

2.1.3 Teachers' Motivation

The intrinsic and extrinsic elements that affect teachers' dedication, effort, classroom procedures, professional growth, and retention are referred to as teacher motivation. Professional interest, recognition, self-fulfilment, and a sense of purpose are examples of intrinsic motivation; income, incentives, working conditions, administrative assistance, and career opportunities are examples of extrinsic motivation (Murwanashyaka, 2024; Nizeyimana, 2024). In order to increase student outcomes, motivated instructors are more likely to put forth effort, employ learner-centred teaching strategies, attend class frequently, and take part in professional development (Carter et al., 2023). On the other hand, low motivation brought on by low pay, excessive workloads, little recognition, inadequate resources, and inadequate support may lower teachers' involvement and performance in the classroom.

2.1.4 Students' Academic Performance

Measurable learning outcomes, such as performance on national and school exams, subject-specific test scores, and advancement or completion rates, are referred to as students' academic achievement. Disparities still exist between regions, socioeconomic categories, and educational institutions in Rwanda, notwithstanding gains in examination results and educational engagement (MINEDUC, 2024). Through instructional quality, teacher attendance, classroom engagement, and formative assessment techniques, teacher behavior which is influenced by motivation and working conditions can impact students' learning (Carter et al., 2023). However, little study has looked at the connection between kids' academic achievement in rural areas like Karongi and teachers' motivation. Thus, this study investigates the relationship between teacher motivation and students' academic achievement in particular secondary

2.2 Theoretical Review

2.2.1 Self-Determination Theory (SDT)

Three fundamental psychological needs autonomy, competence, and relatedness are used by Deci and Ryan's Self-Determination Theory (SDT) to explain motivation

(Deci & Ryan, 2020). Making meaningful decisions, feeling competent, and being attached to supportive connections are all examples of autonomy. When these demands are met, instructors are more likely to exhibit professional engagement and intrinsic drive in the classroom. According to SDT, motivation can range from intrinsic motivation to extrinsic motivation and amotivation (Deci & Ryan, 2008). While excessive control and punitive methods may create amotivation, supportive leadership, acknowledgement, constructive criticism, professional growth, and positive relationships can boost motivation (Ryan & Deci, 2020). SDT thus contributes to the understanding of teacher motivation and its possible impact on students' academic achievement.

2.2.2 Achievement Goal Theory

Achievement Goal Theory (AGT) makes a distinction between performance goals, which concentrate on showcasing skill in comparison to others, and mastery goals, which emphasise learning, self-improvement, and growing competence (Anghel, 2023; Leggett, 2023). While performance-avoidance goals may be linked to worse results, mastery-oriented pupils typically exhibit better perseverance, deeper learning strategies, and positive responses to academic obstacles. AGT is pertinent to this study because motivated educators can foster learning environments where students are encouraged to prioritise growth, learning, and improvement over competition. Therefore, in secondary schools in the Karongi District, students' goal orientations, engagement, perseverance, and ultimately their academic success may be influenced by teacher motivation and classroom methods.

2.2.3 Walberg Theory of Educational Productivity

According to Walberg's Theory of Educational Productivity, a number of interrelated elements, such as student ability, motivation, instructional quality, classroom atmosphere, peer impact, home environment, and school organization, contribute to students' academic success (Walberg, 1984). The hypothesis highlights classroom management, teacher-student interaction, and motivational factors as significant learning impacts. It is pertinent to our study because strong teacher-student connections, positive classroom settings, and high-quality instruction can all be fostered by motivated teachers and efficient accountability procedures. Additionally, rather than concentrating on just one aspect, the idea promotes taking into account a variety of factors that affect academic achievement. While teacher motivation can affect students' academic actions and outcomes, recent research demonstrates that motivational theories are linked to academic accomplishment (Urhahne & Wijnia, 2023; Sarwar & Abid, 2025).

2.3 Empirical Review

2.3.1 Teachers Goal Orientation on Student performance in National examinations

The term "goal orientation" describes teachers' emphasis on attaining particular learning objectives, such as better student performance on national exams. Research indicates that educators who have high mastery and performance goals are more likely to put out effort, employ efficient teaching strategies, and encourage successful learning outcomes (Marsh & O'Mara, 2008; Sahito & Vaisanen, 2020). In Rwanda, improved teacher performance and students' mathematical proficiency have been linked to teacher incentive variables such recognition, in-service training, and compensation (Nzabahimana & Andala, 2024). In a similar vein, data from Uganda suggests that greater exam pass rates are linked to teacher motivation and professional dedication (Akatwijuka & Arinaitwe, 2024). Because learning discrepancies still exist in Karongi District, it is vital to look at how teacher motivation affects students' academic progress.

2.3.2 Teachers' Active Engagement in School Life on Internal Assessment Performance

Participation in extracurricular activities, instructional planning, assessment design, and school governance are all examples of teachers' active involvement in school life. Research indicates that motivated and involved teachers are more likely to implement efficient teaching and evaluation strategies, which enhances students' success on internal assessments. In Uganda, more involvement and better student results were linked to teacher satisfaction, recognition, professional development, and institutional support (Sekiswa & Matovu, 2025). In a similar vein, motivated educators improve academic achievement by giving prompt feedback and actively involving students in learning activities (International Research Journal [IRJ], 2025). Additionally, research conducted in Pakistan discovered a strong correlation between student achievement, supporting practices, and teacher motivation (Hussain et al., 2024). Stronger student academic engagement and performance are generally a result of teacher motivation, professional involvement, and helpful interactions (Sypré et al., 2024).

2.3.3 Teachers' Commitment to Professional Development on Student Retention and Promotion Rates

Teachers' engagement with modern pedagogical approaches, content understanding, and teaching abilities are all strengthened by professional development (PD). PD is strongly correlated with both student performance and instructor effectiveness, according to recent data from

Rwanda. Workshops, seminars, and short courses in Kicukiro District demonstrated considerable positive connections with both students' academic achievement ($r = 0.496\text{--}0.940$, $p < .01$) and effective teaching practices ($r = 0.611\text{--}0.732$, $p < .01$). These results show that professional development improves teachers' ability to engage students and raise performance on all types of assessments. Evidence from Mbarara City, Uganda, indicates that motivated teachers exhibit stronger professional dedication and have higher examination pass rates, despite the fact that teacher retention and advancement are still poorly studied in Rwanda. Demotivation, on the other hand, is linked to poorer performance and more turnover, which may have an impact on students' advancement

2.3.4 Relationship Between Teachers' Motivation and Students' Academic Success

Research shows that student academic progress and teacher motivation are positively correlated. Teacher motivation was a strong predictor of student performance in government secondary schools in Wakiso District, Uganda; work satisfaction, recognition, timely salary

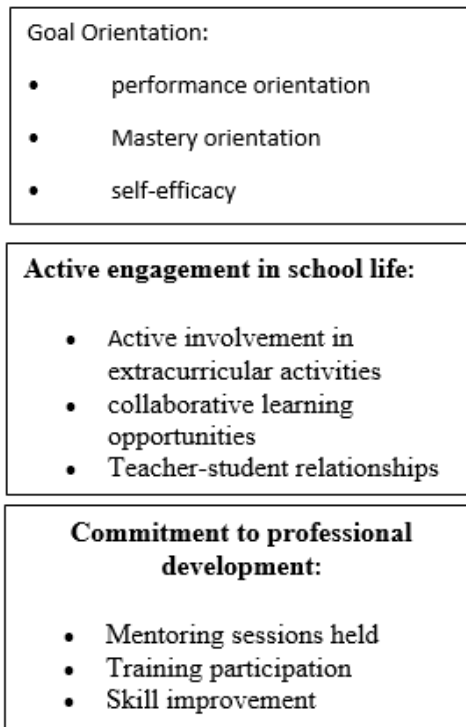
payment, and instructional materials explained 55% of performance variation ($R^2 = .55$, $p < .001$) (Sekiswa & Matovu, 2025). Exam pass rates were also higher in schools with highly motivated teachers than in those with demotivated staff. Lesson planning, student expectations, classroom involvement, and instructional commitment are all influenced by teacher motivation and enhance academic success. According to systematic reviews, motivated teachers maintain student engagement, improve teacher-student interactions, and offer efficient support. In general, academic success and overall student development are favourably correlated with internal and extrinsic motivation, active participation, goal orientation, and professional commitment.

2.4 Conceptual Framework

The framework illustrates how teachers' goal orientation, active engagement, and professional development influence students' academic success through examination performance, internal assessments, retention, and promotion (Kumar, 2025).

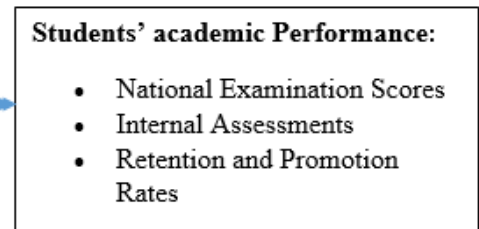
Independent variable

Teachers Motivation



Dependent variable

Students' academic Performance



Source: Researcher 2026

2.5 Research Gap

There is little information currently available about how instructors' enthusiasm affects pupils' academic achievement in secondary schools in Rwanda's Karongi District. Goal orientation, active involvement, and professional growth have not received much attention as separate variables in prior research, which mostly concentrates on other contexts and frequently treats motivation generically (Bayer et al., 2024; Asadpour et al., 2025). Internal assessments, retention, and promotion have not been thoroughly studied, and goal orientation has seldom been explicitly connected to national examination results. There isn't many research that combine these motivational factors to look at how they affect various academic metrics. Although it does not fully address these factors, recent Rwandan research shows connections between teacher motivation and student accomplishment (Nzabahimana & Opiyo, 2024). As a result, this study uses an integrated investigation to fill in methodological, conceptual, measuring, and contextual gaps.

3. Methodology

The study adopted a descriptive and correlational research design, incorporating a sequential mixed-methods approach in which quantitative findings were followed by qualitative interviews to provide deeper explanations of the results. The target population comprised 370 participants from 15 selected secondary schools in Karongi District, including 340 teachers, 15 Head Teachers, and 15 Directors of Studies. Using Slovin's formula at a 5% margin of error, a sample of 192 respondents was selected. The sample included 162 teachers, 15 Head Teachers, and 15 Directors of Studies. Teachers were selected using stratified sampling, while Head Teachers and Directors of Studies were purposively selected as key informants.

Both primary and secondary data were collected. Primary data were obtained through structured questionnaires administered to teachers and semi-structured interviews conducted with Head Teachers and Directors of Studies. Secondary data were obtained through relevant school

documents, government reports, books, journal articles, policies, and other publications related to teacher motivation and students' academic success. The questionnaire used Likert-scale items to measure teacher motivation and students' academic success, while interviews provided qualitative information explaining quantitative findings.

A pilot study was conducted among respondents with characteristics similar to those of the target population to identify unclear, ambiguous, repetitive, or inappropriate questions and improve the research instruments. Content validity was established through expert and supervisor review based on the research objectives, research questions, conceptual framework, and relevant literature. Reliability of the questionnaire was assessed using Cronbach's Alpha in SPSS, with the results used to establish the internal consistency of the measurement items.

Quantitative data were edited, coded, entered, and analyzed using SPSS. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize respondents' characteristics and study variables. Pearson correlation analysis was used to determine the strength and direction of relationships between teacher motivation and students' academic

success. Multiple regression analysis was used to determine the extent to which teacher motivation predicted students' academic success, with coefficients, p-values, and R-squared values used to test the research hypotheses. Qualitative interview data were analyzed thematically through coding, categorization, and identification of major themes. Documentary data were also reviewed to complement the survey and interview findings.

Finally, ethical principles were observed throughout the study. The researcher obtained ethical approval and permission from relevant authorities and participating schools. Participants provided informed consent and participation was voluntary. Confidentiality and anonymity were maintained by protecting participants' identities and reporting findings in aggregate form. Participants were informed of their right to withdraw without penalty, while appropriate consent and assent procedures were considered for students below 18 years where applicable. The researcher also respected local cultural norms, used appropriate language, and ensured responsible handling and honest reporting of research data.

4. Results and Discussion

4.1 Descriptive Statistics

Table1: Descriptive Statistics of Teachers' Goal Orientation and Students' Performance in National Examinations

	N	Min	Max	Mean	Std.
Teachers in this school set specific academic goals aimed at improving national examination results.	192	3.00	5.00	4.2708	.58746
Teachers clearly communicate national examination expectations to students	192	2.00	5.00	4.4219	.66643
Lesson plans are prepared with strong focus on national examination content and standards	192	2.00	5.00	4.1250	.66710
Teachers regularly review past national examination papers with students.	192	2.00	5.00	4.2917	.64584
Teachers monitor students' academic progress in preparation for national examinations.	192	1.00	5.00	3.9115	1.12909
Teachers provide additional support to students who are at risk of poor national examination performance.	192	1.00	5.00	3.8698	.96468
Teachers maintain high academic expectations that motivate students to perform well in national examinations.	192	2.00	5.00	4.1927	.62189
Valid N	192				

Source: primary data, 2026.

With an aggregate mean of 4.15, the results suggest that teachers' goal orientation in selected secondary schools of Karongi District was typically quite strong. Clearly expressing national test expectations recorded the highest mean ($M = 4.42$), followed by studying prior examination

papers ($M = 4.29$) and defining explicit academic goals ($M = 4.27$). Maintaining high academic standards also obtained a high grade ($M = 4.19$), whereas lesson planning focused on test subject scored $M = 4.13$. Monitoring students' academic progress had a lower mean ($M = 3.91$),

while giving additional support to at-risk kids recorded the lowest mean ($M = 3.87$), highlighting areas for improvement. Overall, goal-oriented teaching approaches boosted examination preparation, student motivation, and

academic accomplishment, indicating the relevance of explicit goals, expectations, monitoring, and targeted support.

Table2: Descriptive Statistics of Teachers' Active Engagement in School Life and Students' Performance in Internal Assessments

	N	Min	Max	Mean	Std.
Teachers actively participate in preparing and moderating internal assessment tests	192	2.000	5.000	4.11979	.766596
Teachers collaborate with colleagues to improve internal assessment standards.	192	2.00	5.00	4.1719	.66839
Teachers provide timely feedback to students after internal assessments.	192	2.00	5.00	4.2500	.59667
Teachers participate in academic meetings focused on improving continuous assessment results.	192	3.00	5.00	4.1354	.49330
Teachers are actively involved in co-curricular activities that support academic improvement	192	1.00	5.00	3.8490	.90554
Teachers closely follow up students' performance in internal assessments throughout the term	192	3.00	5.00	4.1146	.41867
Teachers' active involvement in school academic programs improves students' internal assessment scores	192	2.00	5.00	4.1771	.49064
Valid N	192				

Source: primary data, 2026

The results indicate that teachers' active participation in school life was generally quite high, with an overall mean of 4.12. The highest mean ($M = 4.25$) was reported for timely feedback following internal assessments, which was followed by active participation in academic programs ($M = 4.18$) and teamwork ($M = 4.17$). Test preparation and moderation received $M = 4.12$, whilst participation in academic meetings received $M = 4.14$. Additionally, student performance follow-up was rated highly ($M =$

4.11). Co-curricular activity participation had the lowest mean ($M = 3.85$), suggesting a need for improvement. In general, better internal assessment performance was supported by teachers' active participation in assessment preparation, teamwork, feedback, academic meetings, and student follow-up. The results emphasize how crucial it is for teachers to continue participating in extracurricular and academic activities in order to improve students' academic performance.

Table3: Descriptive Statistics of Teachers' Commitment to Professional Development and Students' Retention and Promotion Rates

	N	Min	Max	Mean	Std.
Teachers regularly attend professional development workshops and training programs.	192	1.00	5.00	3.8125	1.09078
Teachers apply new teaching methods learned from professional development activities.	192	3.00	5.00	4.0260	.31432
Professional development activities improve teachers' ability to support struggling students	192	1.00	5.00	3.7865	.98216
Teachers' continuous learning contributes to reduced student repetition rates.	192	1.00	5.00	3.9688	.85557
Teachers' improved instructional skills increase students' chances of being promoted to the next class	192	1.00	5.00	4.0208	.93763
Commitment to professional growth helps teachers address causes of student dropout.	192	1.00	5.00	4.0937	.15259
Professional development strengthens teachers' capacity to improve student retention and promotion rates.	192	2.00	5.00	4.0625	.70618
Valid N	192				

Source: primary data, 2026.

The results indicate that instructors' dedication to professional development was typically high, with an

overall mean of 3.97. The highest mean ($M = 4.09$) was found for the commitment to professional development in

addressing the causes of student dropout, followed by enhancing instructors' ability to increase retention and promotion ($M = 4.06$). High ratings were also given to using innovative teaching strategies ($M = 4.03$) and enhancing instructional skills to increase chances of promotion ($M = 4.02$). Attending seminars for professional development yielded a score of $M = 3.81$, whereas continuous learning contributed to less repetition with a

score of $M = 3.97$. The area in need of improvement was indicated by the lowest mean ($M = 3.79$) for professional development that improves support for challenging students. All things considered, ongoing professional development improved teachers' ability to instruct, encourage learners, retain students, and promote them, underscoring its significance in enhancing students' academic advancement.

Table4: Descriptive Statistics of Students' academic success in selected secondary schools of Karongi district in Rwanda.

	N	Min	Max	Mean	Std.
The majority of students complete their studies and are promoted to higher levels of education without repeating classes.	192	3.00	5.00	4.4896	.54137
The pass rate in national examinations is generally high among students in this school.	192	3.00	5.00	4.3750	.49606
Students demonstrate steady academic progress throughout the school year as reflected in internal assessment results	192	2.00	5.00	4.2969	.54185
The school records a high student retention rate, with few students dropping out before completing their studies.	192	1.00	5.00	4.3333	.56358
Most students successfully meet the academic requirements needed for promotion to the next grade level.	192	3.00	5.00	4.2865	.48671
The overall performance of students in internal assessments has improved over recent years.	192	1.00	5.00	3.8281	.96896
4 Students in this school consistently achieve satisfactory results in national examinations.	192	2.00	5.00	4.3073	.63440
Valid N	192				

Source: primary data, 2026.

The results indicate that pupils' academic performance in a subset of secondary schools in the Karongi District was generally quite high, with an overall mean of 4.27. The highest mean ($M = 4.49$) was observed for completion and promotion without repeating classes, followed by national examination pass rates ($M = 4.38$) and student retention ($M = 4.33$). $M = 4.31$ for satisfactory national exam results and $M = 4.30$ for consistent academic development in internal assessments. $M = 4.29$ for fulfilling the academic

prerequisites for promotion. The area that needs attention is the improvement in internal evaluation performance over the past few years, which had the lowest mean ($M = 3.83$). Overall, the results show good retention, promotion, test performance, and academic advancement, indicating that good teaching strategies and learner support help students in the chosen secondary schools achieve successful academic results.

4.2 Inferential Statistics

Table 5 : Corrélation matrix

			Teachers commitment to SPD	Teachers active engagement	Teachers goal orientation	Students' academic performance
Teachers commitment to CPD	Pearson Correlation		1	.979**	.970**	.777**
	Sig. (2-tailed)			.000	.000	.000
	N		192	192	192	192
Teachers active engagement	Pearson Correlation		.979**	1	.973**	.793**
	Sig. (2-tailed)		.000		.000	.000
	N		192	192	192	192
Teachers goal orientation	Pearson Correlation		.970**	.973**	1	.792**
	Sig. (2-tailed)		.000	.000		.000
	N		192	192	192	192
Students' Academic performance	Pearson Correlation		.777**	.793**	.792**	1
	Sig. (2-tailed)		.000	.000	.000	
	N		192	192	192	192

* Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation results indicate that all three teachers' motivation dimensions were positively and significantly associated with students' academic performance at the 1% significance level. Teachers' active engagement exhibited the strongest positive correlation with students' academic performance ($r = .793$, $p < .001$), followed by teachers' goal orientation ($r = .792$, $p < .001$) and commitment to continuous professional development ($r = .777$, $p < .001$). These findings suggest that

improvements in teachers' engagement in school activities, goal setting, and professional development are associated with enhanced students' academic performance. Active engagement demonstrated the strongest relationship, highlighting its importance to academic outcomes. However, the very high correlations among the independent variables ($r = .970-.979$) indicate substantial overlap and suggest that multicollinearity should be assessed before subsequent regression analysis.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.796 ^a	.634	.632	.32940

a. Predictors: (Constant), Teacher's motivation

The model shows good explanatory power, with $R^2 = .634$ and adjusted $R^2 = .632$. Thus, teachers' motivation explains

63.4% of the variation in students' academic success, while 36.6% is explained by other factors not included in the

model. Overall, the findings demonstrate that teachers' motivation is strongly associated with students' academic success in selected secondary schools in Karongi District. Effective goal orientation, active engagement in school life, and commitment to continuous professional development may contribute to improved academic

outcomes by strengthening teachers' instructional commitment, participation, and professional capacity. Therefore, strengthening teachers' motivation through professional development opportunities, recognition, supportive working conditions, and appropriate incentives may help promote students' academic success.

Table7: ANOVA analysis on effect of teachers' motivation on students' academic performance

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35.657	1	35.657	328.623	.000 ^b
	Residual	20.616	190	.109		
	Total	56.273	191			

a. Dependent Variable: Students academic performance

b. Predictors: (Constant), Teachers motivation

The ANOVA results show that the regression model is statistically significant, with $F(1, 190) = 328.623$ and $p < .001$. Thus, teachers' motivation is significantly associated with students' academic success. The regression sum of squares (35.657) compared with the residual sum of

squares (20.616) indicates that teachers' motivation explains a substantial proportion of the variation in students' academic success. Overall, the model provides a statistically significant fit for the data.

Table 8: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.708	.118		6.001	.000
	Teachers goal Orientation	.651	.036	.792	17.90	.000
	Teachers active engagements	.656	.037	.793	17.93	.000
	Teachers Commitment to CPD	.643	.038	.777	17.03	.000
	Teachers motivation	.657	.036	.796	18.12	.000

a. Dependent Variable: Students academic performance

Table 8 presents the regression coefficients examining the relationship between teachers' motivation and students' academic performance. The results indicate that all three motivation dimensions were positively and significantly associated with academic performance. Active engagement showed the strongest standardized coefficient ($\beta = .793$, $t = 17.93$, $p < .001$), followed by goal orientation ($\beta = .792$, $t = 17.90$, $p < .001$) and commitment to CPD ($\beta = .777$, $t =$

17.03 , $p < .001$). The unstandardized coefficients indicate that a one-unit increase in goal orientation, active engagement, and CPD commitment was associated with increases of .651, .656, and .643 units in academic performance, respectively. Overall, the findings demonstrate strong positive associations between teachers' motivation and students' academic performance.

Table 9: Summary of Hypothesis Testing

S/N	Hypotheses	P Values	Conclusion
1	There is no statistically significant relationship between teachers' goal orientation and students' performance in national examinations in selected secondary schools of Karongi District.	.000	Rejected
2	There is no statistically significant relationship between teachers' active engagement in school life and students' performance in internal assessments in selected secondary schools of Karongi District.	.000	Rejected
3	There is no statistically significant relationship between teachers' commitment to professional development and students' retention and promotion rates in selected secondary schools of Karongi District.	.000	Rejected
4	There is no relationship between teachers' motivation and students' academic success in selected secondary schools of Karongi District.	.000	Rejected

5. Conclusion and Recommendations

5.1 Conclusions

Firstly, the study concluded that teachers' goal orientation significantly and positively influenced students' performance in national examinations. Goal setting, examination preparation, lesson alignment, progress monitoring, revision, remedial lessons, and academic support improved learners' preparedness. However, large classes, heavy workloads, limited materials, and inadequate time constrained individualized support.

Secondly, the study concluded that teachers' active engagement in school life significantly and positively influenced students' internal assessment performance. Participation in assessment preparation, academic meetings, collaboration, learner monitoring, feedback, and academic programs strengthened continuous assessment. However, heavy workloads, administrative responsibilities, limited time, and inadequate incentives constrained teachers' engagement.

Thirdly, the study concluded that teachers' commitment to professional development significantly and positively influenced students' retention and promotion rates. Professional learning improved pedagogy, classroom management, assessment, and learner-centered practices. Mentoring, workshops, lesson observations, and professional learning communities supported teachers' growth. However, financial constraints, limited training opportunities, workloads, and insufficient time restricted participation.

Fourthly, the study concluded that teachers' motivation had a strong, positive, and statistically significant relationship with students' academic success. Regression results showed that teacher motivation explained 63.4% of variation in academic success ($R^2 = .634$), while 36.6%

resulted from other factors. Goal orientation, active engagement, and professional development positively contributed to academic performance.

5.2 Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. The Ministry of Education should strengthen policies and programs that enhance teachers' motivation by improving working conditions, ensuring competitive remuneration, expanding opportunities for career progression, and recognizing outstanding teacher performance. The Ministry should also increase investment in continuous professional development programs to enable teachers to acquire updated pedagogical knowledge and instructional skills.
2. School heads should foster supportive and participatory leadership that encourages teacher involvement in academic decision-making and school improvement initiatives. They should establish clear academic goals, regularly monitor instructional practices, provide constructive feedback, recognize teachers' achievements, and create a positive working environment that promotes motivation and professional commitment.
3. Teachers should maintain high levels of professional commitment by setting clear instructional goals, collaborating with colleagues, participating actively in school academic programs, and engaging in continuous professional development. They should also adopt innovative teaching methods, provide timely feedback to learners, monitor students' academic progress, and offer additional support to struggling students to improve learning outcomes.

4. District education authorities should organize regular in-service training, mentoring programs, and professional learning communities to strengthen teachers' competencies. They should also conduct regular school supervision to monitor teacher motivation, instructional quality, and implementation of professional development programs while providing technical support where necessary.
5. Development partners should support schools through funding for teacher capacity-building programs, instructional resources, educational technology, and mentoring initiatives that enhance teachers' professional competence and motivation.

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