

Abstract

This study sought to investigate the influence of principals' practices in motivating teachers on students' academic performance in public day secondary schools in Kitui West Sub-County. The study objective sought to determine the influence of principals' teacher motivation practices on students' academic performance in public secondary schools in Kitui west sub county, Kitui county Kenya. The study was based on Job Demands–Resources theory and used descriptive survey research design. The target population for the study comprised of all the 26 secondary school principals and 249 teachers in public secondary schools in Kitui west sub county. Census sampling was used to select 26 principals. Systematic sampling was used to select a sample of 38 teachers. Data was collected by use of questionnaires. A test re test technique was used to establish instrument reliability. Both qualitative and quantitative data was analysed using descriptive statistics. The results of quantitative data were presented using frequency distribution and cross-tabulation tables. Qualitative data was organized in themes based on the research objectives and presented in a narrative form. It was also revealed that on average, majority 95.6% of the principals and 77.06% of the teachers respectively were in agreement with the statement that Principals motivation management practices influences students' academic performance. The study recommends enhanced awareness creation among stakeholders on the importance of teacher motivation and their involvement in decision-making as well as ensuring full support for school programs by the school administration.