

# Effect of Teachers' Morale on Standard Eight Pupils' Academic Achievement in Public Primary Schools in Marani Sub-County, Kenya

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**Abstract-** The purpose of this study was to investigate the effect of teachers' morale on standard eight pupils' academic achievement in public primary schools in Marani Sub-County, Kenya. The study utilized *ex-post facto* design. The target population was 320 standard eight teachers in 64 public primary schools. Simple random sampling technique was used to select teachers. The sample size was 100 teachers which represented 30% of the population. Questionnaire was used as data collection instrument. A standardized mock examination mean scores of standard eight pupils was obtained from the Sub-County education office. Data was analyzed using both descriptive (frequencies, percentages and means) and inferential statistics (Pearson coefficient of correlation). All null hypotheses tested at 0.05 alpha level were rejected and led to affirmation that there was a significant relationship between teachers' morale and pupils' academic achievement. Based on the results, it was recommended that teachers should be encouraged to prepare teaching-learning instruments, participate in internal quality assurance programmes and attend classes regularly. Teachers should also be motivated and supported by educational stakeholders for better academic achievement in schools.

**Index Terms-** Teachers' morale, Aspects of teachers' morale, pupils' academic achievement and public primary schools.

## I. INTRODUCTION

Morale of teachers and pupils' academic achievement are key aspects which influence overall success in schools. Teachers' morale is important in the success of day-to-day routine teaching and learning process (Lester, 1953). According to Houchard (2005) and French (1988) morale is a difficult concept to describe however several authors have attempted to define it variously. Washington and Watson (1976) refer to morale as the feeling a worker has about his/her job based on how the worker perceives him/herself in an organization and the extent to which the organization is viewed as meeting the worker's own needs and expectations. Mendel (1987) defines morale as a feeling, a state of mind, a mental attitude, and an emotional attitude. Perumal (2011) also contends that morale is the state of the spirit of a person or a group as exhibited by confidence, cheerfulness, discipline, and willingness to perform assigned tasks. Bentley and Rempel (1980) as well describe morale as the professional interest and enthusiasm that a person

displays towards the achievement of individual and group goals in a given job situation. Despite varying definitions of the term morale which have focused on feelings, attitudes, interest and state of spirit of a worker, it has proved to be useful in studying aspects of teachers' morale and how it affects pupils' academic achievement (French, 1988).

Hoy and Miskel (1987) posit that when a conducive school environment exists and teacher morale is high, teachers feel good about each other and at the same time they feel a sense of accomplishment of their work. Perumal (2011) as well contends that key to improving teacher morale is building a positive school atmosphere that reflects the physical and psychological aspects which provide the requisite conditions necessary for teaching and learning to take place. Canaya (2008) portends that when teachers' morale is high, teachers are happy even with a low compensation. Independent Schools Queensland (2012) also postulates that teacher morale is high when there is compensation which attracts and retains effective teachers. However, Bambi (2001) postulates that teachers' low morale hampers their work performance. According to Covington (2011) teachers' morale is low when there is stress stemming from the state and local demands, low pay, lack of administrative support, and heightened students' discipline problems. Similarly, Ravhudzulo (2012) argues that low teachers' morale is caused by inadequate management skills and capacities as well as a lack of teacher commitment towards work. Adelabu (2005) too indicates that teachers' low morale is caused by little motivation. Lumsden (1998) asserts also that decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanized perception of students also lead to low teachers' morale at work.

In Kenya, various stakeholders are worried about the declining pupils' achievement and teacher performance (Odhiambo, 2008). According to National Education Sector Support Programme (NESSP)-Kenya (Department of Education, Republic of Kenya, 2013) and the Task force on the Re-alignment of the Education Sector to the Constitution of Kenya 2010 (Ministry of Education (MoE), Republic of Kenya, 2012a) dismal performance has been caused partly by high pupil/teacher ratio thus constraining effective teaching, inadequate teacher development, and irregular monitoring of teaching and learning competencies at various grades. A Policy Framework for Education: Aligning Education and Training to the Constitution of Kenya (2010) and Kenya Vision 2030 and Beyond (MoE, Republic of Kenya, 2012b) indicates that poor management and

lack of good governance; impropriety in financial management; weak accountability; high staff turnover; poor service delivery; and infrastructural decay as the reasons for poor performance in schools. Even so, the aforementioned polices had not indicated whether teachers' morale had a bearing on pupils academic achievement.

Studies carried out in Kenya in relation to teachers' welfare for instance by Kosgei, Mise, Odera and Ayugi (2013) argue that poor performance is attributed to inadequate number of teachers. Kirau (2013) opines that job security, teaching facilities, student interest, promotions, and administrative support are the most important factors in terms of teachers working morale. Wekesa and Nyaroo, (2013) points out that fair compensation has an effect on teachers' morale and their work performance. The studies focused on specific teachers' morale factors and their influence on performance yet this study attempted to establish the effect of teachers' morale on pupils' academic achievement in public primary schools in Marani Sub-County.

In Marani Sub-County, since the year 2009 up to 2014, pupils' performance in Kenya Certificate of Primary Education (KCPE) examination has been below average with accumulated mean standard score of 222.04 marks out of 500 marks (Marani Sub-County Education Office, 2014). A study conducted by Ogamba (2011) found out that understaffing and irregular supervision of teachers were some of the causes of poor performance in Marani division. Studies in human resource management have also shown that morale affects performance (Akintayo, 2012; Torrington, Hall and Taylor, 2008; and Beaumont, 1994). It is however not known how morale affects pupils' performance in education sector thus this study sought to establish the effect of teacher morale on standard eight pupils' academic achievement in public primary schools in Marani Sub-County. As a result, the study was guided by the following objectives;

- (i) To establish the relationship between attitudinal aspect of teachers' morale and standard eight pupils' academic achievement in public primary schools in Marani Sub-County.
- (ii) To find out the relationship between professional aspect of teachers' morale and standard eight pupils' academic achievement in public primary schools in Marani Sub-County.
- (iii) To determine the relationship between motivational aspect of teachers' morale and standard eight pupils' academic achievement in public primary schools in Marani Sub-County.

## II. RESEARCH ELABORATIONS

Leithwood (2006) carried out a study on teacher working conditions that matter as evidence for change and established that high morale is typically associated with hopeful attitudes, an optimistic view toward one's colleagues, and enthusiasm for one's work, whereas low morale is associated with cynicism, feelings of despair, and lack of enthusiasm. Further, he found out that teacher behaviour associated with low morale included less effective teaching performance, absenteeism, turnover and resistance to change. These findings considered issues of teacher morale and attitude thus creating room to investigate their effect

on pupils' academic achievement. Ayeni and Afolabi (2012) contend that teacher tasks are statutory curricula functions that are performed by the teachers to enable learners achieve the set educational goals in schools. The performance of teachers' work is therefore manifested in their knowledge of the subject-matter, skills, and competences in the teaching and learning processes, which lead to the accomplishment of the stated educational goals. This suggests that teachers must possess qualities which are effective for teaching and learning within the school setting. Teachers need to discern what to teach, how to teach it and whom to teach it. Too, Kimutai and Kosgei (2012) concur with Ayeni and Afolabi (2012) by making assertion that quality of teachers' work has a significant impact on pupils' academic achievement and to ensure quality oriented teaching and learning processes, the teachers are expected to have in-depth knowledge of the pedagogy in their subject areas. These authors had focused more on teachers' work performance and a gap existed to establish effect of attitudinal aspect of teachers' morale on pupils' academic achievement. Mwangi (2013) argues that teachers in most cases lack enthusiasm and are unable to teach effectively in order to enhance learners' achievement. Ayele (2014) portends that teachers have negative attitudes towards teaching because of poor achievement of students. Apparently a gap existed to determine the effect teachers' morale on pupils' academic achievement which was not focused in the study.

Ayeni and Afolabi (2012) carried out a study on teachers' instructional task performance and quality assurance of students' learning outcomes in Nigerian secondary schools. The findings of the study revealed that teachers' instructional work entailed delivery of lessons, evaluation of learning outcome, classroom management, and feedback on learning outcomes. Apparently, this study was conducted in a secondary school setting and captured performance of teachers' instructional work. Effect of teachers' morale on pupils' academic achievement was not discussed. Perumal (2011) contends that teachers' low morale is caused by pupils' indiscipline and absenteeism, lack of professional development and collaboration at school level, inadequate support from school management and parents, large class sizes, inequity in teaching load between management and staff, poor salaries, nepotism, professional jealousy and lack of unity amongst educators. Mobegi, Ondigi and Oburu (2010) carried out a study on secondary school head teachers' quality assurance strategies and challenges in Gucha district, Kenya. Findings from this research revealed that teachers preferred using discussion and lecture methods as teaching and learning strategies. Other methods such as use of assignments, investigation, experiment, project and dramatization were utilized irregularly. This study focused on strategies used in delivery of lesson rather than teachers' instructional work for example preparation of teaching and learning materials, pupils' evaluation, management of students' records for instance class attendance register, pupils progress reports, issuance of learning materials records and so on which form part of teachers' work and equally influence pupils' academic achievement. The issue of teacher morale was not discussed in the study. Ogamba (2011) found out that inadequate teaching resource materials, poor relationship between teachers and the community, heavy workload, haphazard teacher transfers, and teacher absenteeism were some of the factors contributing to dismal performance in

schools. However, the study did not investigate the effect of teachers' morale on pupils' academic achievement. Nyamosi (2013) contends that adequacy of teaching-learning resources and interpersonal relationships influence pupils' academic performance while Matoke, Okibo and Nyamongo (2015) opine that teachers' capacity building has a significant effect on teacher motivation. The authors missed out on establishing the relationship between teacher morale and pupils' academic achievement hence a gap existed for this study.

Wekesa and Nyaroo (2013) undertook a study to examine the effect of compensation on performance of public secondary school teachers in Eldoret Municipality Uasin Gishu County, Kenya. The findings of the study indicated that fair compensation has an effect on teachers' morale and work performance. The study focused only on compensation as a factor influencing teachers' morale and did not include any information related to pupils' academic achievement hence creating a gap for study. National Center for Education Statistics (1997) observes that, administrative support and leadership, good student behavior, a positive school atmosphere, and teacher autonomy are working conditions associated with higher teacher satisfaction. Further to that, favorable workplace conditions were also positively related to teacher' job satisfaction regardless of teachers' background characteristics or school demographics whether a teacher was employed by a public or private school, an elementary or secondary school, and regardless of teachers' background characteristics or school demographic satisfaction. Kirau (2013) conducted a study on perceptions of secondary school agriculture teachers on selected morale factors in Machakos District. The results indicated that teachers acknowledged pay followed by job security, teaching facilities, student interest, promotions, and administrative support as the most important factors in terms of their working morale. This study focused on specific subject teachers in the secondary schools to find out their perception on selected morale factors thus creating a gap for the study. Mengistu (2012) indicates that teachers are demotivated by inadequate salaries and benefits, slim opportunities for promotion, lack of decision making opportunities and poor relationships among them, with principals and with parents. Lambersky (2014) as well points out that principals' behaviour for instance, showing professional respect, encouraging and acknowledging teachers' efforts and results, providing appropriate protection to teachers and allowing teachers' voices heard enhance teachers' morale. Consequently the current study moved further in an attempt to fill a gap on the effect of teachers' morale on pupils' academic achievement. Kopyay and Matis (1967) examined the relationship between teacher morale and organization climate. The findings of the study showed that open nature of the school climate appeared to be associated more with high teachers' morale whereas the closed nature of the school climate appeared to be associated more with low morale teachers. The study focused on teacher morale and organization climate as study variables. As a result a gap existed to determine the correlation between teachers' morale and pupils' academic achievement.

Oparanya, Kisiangani and Okiya (2015) conducted a study on factors influencing academic performance of standard eight girls in national examinations in public primary schools in Matungu Division, Kenya. Results from the study revealed that

teacher factors like training, teacher shortage and inadequate teaching and learning facilities affected girls' performance. A gap therefore existed to investigate whether teachers' morale had an effect on pupils' academic achievement. A study by Olaleye (2011) investigated the perceptions of students on teachers' characteristics in relation to students' academic performance in secondary schools in Osun State – Nigeria. The findings of the study showed that students' perception of teachers' knowledge of subject matter, teachers' attitude to work and teachers' teaching skills correlate positively and significantly with student academic performance. Apparently, a gap existed to find out the effect of teachers' morale on pupils' academic achievement. Mariita (2012) also portends that there exists a positive relationship between parent involvement, socio-economic status and academic performance of pupils in primary schools. Similarly, Farooq, Chaudhry, Shafiq and Berhanu (2011), conducted a study to examine different factors influencing quality academic performance of secondary school students in a metropolitan city of Pakistan and found out that socio-economic status (SES) and parents' education have a significant effect on students' overall academic achievement. Kosgei et al. (2013) investigated the influence of teacher characteristics on students' academic achievement in secondary schools. A study carried out by Mburu (2013) to assess the influence of teachers' job satisfaction on pupils' performance in KCPE examinations in public primary schools in Gilgil District, Nakuru County, Kenya indicated that weak relationship between teachers and their employer led to dismal pupils' academic performance in KCPE examinations. Apparently, the study did not consider the effect of teachers' morale on pupils' academic achievement which the current study endeavored to address.

### III. METHODOLOGY

The study used *ex-post facto* design because the researcher had no direct control of teachers' morale and pupils' academic achievement such that by the time the researcher had carried out the study, possible relationships between these variables had occurred. In other words, the researcher did not have the ability to manipulate the two study variables but attempted to establish the relationship and effects that occurred between them (Orodho, 2009). The target population was 320 teachers in 64 public primary schools in the Sub-County. Simple random sampling was used to ensure that all teachers in the defined census had an equal and independent chance of being selected as members of the sample (Mugenda and Mugenda, 1999). This yielded a simple size of 100 teachers out of 320 teachers which represent 30% of target census. Structured closed-ended questionnaire was used as data collection instrument. Content and expert validity was used to ensure that test items covered all objectives and variables of the study while internal consistency technique was used to establish reliability of teachers' questionnaire which yielded a high Cronbach's coefficient alpha value of 0.989 and thus the questionnaire was considered reliable for this study. Quantitative method (descriptive and inferential statistics) was used to analyze data. The descriptive statistics generated were: frequencies, percentages and means. Inferential statistics used was Pearson correlation of coefficient. Data was analyzed using SPSS software. The null hypotheses ( $H_{01}$ , -  $H_{03}$ ) were tested at

0.05 alpha level using Pearson correlation of coefficient. The results were presented in form of tables and figures.

#### IV. RESULTS AND DISCUSSION

To achieve the study objectives, the relationship between attitudinal, professional, and motivational aspects of teachers' morale and standard eight pupils' academic achievement in public primary schools in the Sub-County was determined.

##### Attitudinal Aspect of Teachers' Morale and Standard Eight Pupils' Academic Achievement

In the first objective of the study the researcher was to establish the relationship between attitudinal aspect of teachers' morale and standard eight pupils' academic achievement. In this case, mean scores of attitudinal aspect of teachers' morale and pupils' academic achievement were computed and compared. Table 1 presents the results.

**Table 1**  
*Overall mean score of attitudinal aspect of teachers' morale and pupils' academic achievement by school*

School	N	Attitudinal Aspect of Teachers' Morale Mean scores	Pupils of Academic Achievement Mean scores
A	5	4.6429	331.00
B	5	2.0667	231.32
C	5	1.7048	200.04
D	5	1.6095	200.86
E	5	1.7238	214.32
F	5	4.6286	336.58
G	5	1.4381	168.47
H	5	1.4000	191.83
I	5	1.5619	204.35
J	5	1.8952	242.89
K	5	4.3714	259.66
L	5	1.5238	232.85
M	5	1.4095	204.35
N	5	1.4952	227.46
O	5	1.8762	223.72
P	5	1.4571	175.35
Q	5	1.4952	200.38
R	5	4.5143	305.12
S	5	4.5333	288.97
T	5	4.5048	268.64
Total	100	2.4933	235.41

Table 1 shows that when the mean of attitudinal aspect of teachers' morale was high, the mean score of pupils' academic achievement was also high, and vice versa. The researcher was further interested to find out the relationship between attitudinal aspect of teachers' morale and pupils' academic achievement and hence the following hypothesis was stated and tested:

*H<sub>01</sub>: There is no statistically significant relationship between attitudinal aspect of teacher morale and standard eight*

*pupils' academic achievement in public primary schools in Marani Sub-County*

To test the relationship, Pearson coefficient of correlation was used. The results are presented in Table 2.

**Table 2**  
*Relationship between Attitudinal Aspect of Teachers' Morale and Pupils' Academic Achievement*

Variables	Academic Performance	Attitudinal Aspect of Teachers' Morale
Pearson Correlation	1.00	.890
Sig. (1-tailed)	.890	1.00
	.000	.000
N	100	100

As shown in Table 2, the correlation coefficient between attitudinal aspect of teachers' morale and pupils' academic achievement was 0.890 with *p* value of (.000) level of significance. The result implies that the relationship was highly significant at 0.05 level of significance and thus the null hypothesis was rejected.

These results support Wadesango (2012) who measured teachers' morale in a four to one continuum where four represented very high morale and one signified very low morale. The result revealed that majority of teachers (60%) scored 1.0 average mean and thus had very low morale because of the feeling that they are not involved in school activities. Ayele (2014) also found out that there was a link between teachers' negative attitudes towards work and poor achievement of students. Consequently, this denotes that the higher the teachers scored in the Likert scale type the higher was their morale and vice versa. Moreover, low morale scores among the teachers affected total average mean of attitudinal aspect of teachers' morale. Therefore, the results imply that teachers need to feel appreciated in order for them to direct all their energy towards enhancing pupils' academic achievement.

In addition, the findings of this study are congruent with Wanzare (2011) who reported that teachers' negative attitude towards work leads to unsuccessful students' academic performance in schools. Govindarajan (2012) as well agrees with the results of this study by affirming that high mean score of attitudinal aspect of teachers' morale is characterized by interest and enthusiasm towards work and it has a relationship with high students' academic achievement. Therefore it suffices to make an observation that attitudinal aspect of teachers' morale is critical as the teachers need to have a natural push or urge in undertaking

their instructional duties. Results of this study are similar to those of Olaley (2011) who established that teachers' attitude to work correlated positively and significantly with students' academic performance with Pearson coefficient of correlation ( $r=0.67, p<.05$ ). DeBruyne (2001) also concurs with these results in his study conducted to identify the factors responsible for job dissatisfaction and low teacher morale when he found out that teachers' attitudes have a significant impact on their job performance and academic performance of students. In the same vein, Luu (2011) study on the relationship between employee attitudes and organizational performance found out that employee attitudes are positively related to productivity. Correspondingly, Achurra and Villardon (2013) utilized analysis of variance to examine the statistical difference between the level of teacher self-efficacy and perceived learning outcomes. The test result showed that teachers with a higher perceived level of overall efficiency had students with greater perceptions of learning (mean = 2.89) than teachers with lower levels of efficacy (mean = 2.74) with a significant level of  $p < 0.01$  and  $F = 6.17$ .

In regard to pupils' academic achievement from the Sub-County mock examination, the results of this study corroborate those of Ojuodhi (2012) whose study indicated that there was a dismal performance in KCPE for the last eight years in primary schools in Lari Division with an average mean score of below 250 marks. The researcher mentioned inadequate parental support of school activities as the major cause of poor pupils learning outcome. Kaloki (2012) similarly found out that average performance in KCPE of pupils in the division since the year 2002 had been below the average mark of 250 marks. He cited acute shortage of teachers and high pupils-teacher ratio as reasons for dismal performance. Consequently, this denotes that examination results are used as a yard stick to gauge performance level of the pupils. In addition it appears many schools are faced with a myriad of challenges which are inhibiting them from improving on pupils' academic achievement.

**Professional Aspect of Teachers' Morale and Standard Eight Pupils' Academic Achievement**

The second objective in this study was to find out the relationship between professional aspect of teachers' morale and standard eight pupils' academic achievement in public primary schools in Marani Sub-County. The results have been presented in Table 3.

**Table 1**

**Overall mean score of professional aspect of teachers' morale and pupils' academic achievement by school**

School	N	Professional Aspect of Teachers' Morale Mean Score	Pupils Academic Achievement Mean Score
A	5	4.6607	331.00
B	5	2.0857	231.32
C	5	1.5429	200.04
D	5	1.5714	200.86
E	5	1.7000	214.32

F	5	4.7571	336.58
G	5	1.5286	168.47
H	5	1.4857	191.83
I	5	1.4143	204.35
J	5	1.5714	242.89
K	5	4.2857	259.66
L	5	1.5000	232.85
M	5	1.5571	204.35
N	5	1.5429	227.46
O	5	2.2857	223.72
P	5	1.5429	175.35
Q	5	1.8143	200.38
R	5	4.6286	305.12
S	5	4.5286	288.97
T	5	4.6286	268.64
Total	100	2.5350	235.41

Table 3 indicates that when the mean of professional aspect of teachers' morale was high, the mean score of pupils' academic achievement was also high and vice versa. Further analysis was done by the researcher, to determine whether the relationship between professional aspect of teachers' morale and standard eight pupils' academic achievement was significant and consequently the following null hypothesis was formulated and tested:

*H<sub>02</sub>: There is no statistically significant relationship between professional aspect of teachers' morale and standard eight pupils' academic achievement in public primary schools in Marani Sub-County.*

Pearson coefficient of correlation was used to test the relationship and the results have been presented in Table 4.

**Table 2**

**Relationship between Professional aspect of teachers' morale and pupils' academic achievement**

	Variables	Academic Performance	Professional Aspect of Teachers' Morale
Pearson Correlation	Academic Performance Professional Aspect of Teachers' Morale	1.00	.877
Sig. (1-tailed)	Academic Performance Professional Aspect of Teachers' Morale	.877	1.00
	Academic Performance Professional Aspect of Teachers' Morale	.000	.000
N		100	100

As it can be seen on Table 4 the correlation coefficient between professional aspect of teachers' morale and pupils' academic achievement was 0.877 with  $p$  value of (.000) level of significance. The result means that the relationship was highly

significant at 0.05 alpha level thus the null hypothesis was rejected.

Several studies conducted elsewhere such as African Population and Health Research Center (2010) agree with the results of this study by asserting that inadequate initiative by teachers to prepare professional documents and execute teaching-learning process has an influence on low pupils' academic achievement. Regina (2010) too supports the findings of this study by asserting that availability and usage of teaching materials have a positive impact on learners' output and teachers' productivity. Thus, it can be deduced from the results that the higher teachers scored in the Likert scale in regard to professional aspect of morale the higher the pupils' mean score was and vice versa.

Further, the findings of this study are in harmony with Reche, Bundi, Riungu and Mbugua (2012) who found out that teachers' who inadequately prepared teaching-learning resources, had large workload, and irregularly assessed by head teachers, had their pupils post low mean standard scores in primary schools national examination. In the same vein, Nyakundi (2012) in her study on factors affecting teacher motivation in public secondary schools in Thika District, Kenya revealed that 74% of teachers who attended in-service training as part of professional training programmes had improved on their teaching skills and there was improved students' academic performance. Equally, Mphale and Mhlauli (2014) carried out an investigation on students' academic performance for junior secondary schools in Botswana and found out that classroom teaching had a positive impact on students' academic performance in regard to knowledge and skills in problem-solving, final examinations and acquisition of better communication skills.

In addition, authors who used inferential statistics in their studies such as, Ayeni and Afolabi (2012) concur with the results of this study by indicating that there is a significant relationship between teachers professional tasks and students' academic performance ( $r = 0.828$  at  $p < 0.05$ ). Similarly, Adeyemo, Oladipupo and Omisore (2013) in their study on teachers' motivation on students' performance also found out that there was a significant effect between teachers professional training courses and students' academic performance ( $F = 6.437$  with the significance value = 0.013).

**Motivational Aspect of Teachers' Morale and Standard Eight Pupils' Academic Achievement**

In the third objective sought to establish the relationship between motivational aspect of teachers' morale and standard eight pupils' academic achievement in public primary schools in the Sub-County. Consequently, overall mean scores of motivational aspect of teachers' morale and pupils' academic achievement were calculated. Table 5 presents the results.

**Table 5**

**Overall mean score of motivational aspect of teachers' morale and pupils' academic achievement by school**

School	N	Motivational Aspect of Teachers' Morale Mean Score	Pupils Academic Achievement Mean Score
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A	5	4.2321	331.00
B	5	2.1571	231.32
C	5	1.9857	200.04
D	5	1.8714	200.86
E	5	1.9143	214.32
F	5	4.2571	336.58
G	5	1.6857	168.47
H	5	1.7000	191.83
I	5	1.7571	204.35
J	5	1.8000	242.89
K	5	3.9857	259.66
L	5	1.7714	232.85
M	5	1.6143	204.35
N	5	1.6429	227.46
O	5	2.0429	223.72
P	5	1.8286	175.35
Q	5	1.7714	200.38
R	5	4.3286	305.12
S	5	4.2143	288.97
T	5	4.1429	268.64
Total	100	2.5429	235.41

Table 5 indicates that when the mean of motivational aspect of teachers' morale was high, the mean standard score of pupils' academic achievement was also high and vice versa.

To determine whether the relationship between motivational aspect of teachers' morale and pupils' academic achievement was significant, the following hypothesis was stated:

*H<sub>03</sub>: There is no statistically significant relationship between motivational aspect of teachers' morale and standard eight pupils' academic achievement in public primary schools in Marani Sub-County.*

To test the relationship between motivational aspect of teachers' morale and pupils' academic achievement, Pearson coefficient of correlation was used and the results are presented in Table 6.

**Table 6**

**Relationship between motivational aspect of teachers' morale and pupils' academic achievement**

	Variables	Academic Performance	Motivational Aspect of Teachers' Morale
Pearson Correlation	Academic Performance	1.00	.880
	Motivational Aspect of Teachers' Morale	.880	1.00
Sig. (1-tailed)	Academic Performance		.000
	Motivational Aspect of Teachers' Morale	.000	

N	100	100
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As shown in Table 6 the coefficient of correlation between motivational aspect of teachers' morale and pupils' academic achievement was 0.880 with  $p$  value of (.000) significance. The result implies that the relationship was highly significant at 0.05 alpha level thus the null hypothesis was rejected.

In support of the results, it was imperative for the researcher to review studies related to motivational aspect to teachers' morale. Some authors for instance, Yawson and Wonnia (2014) concur with the results in their study on teacher morale and attitude to work in selected senior secondary schools in the Cape Coast Municipality which found out that teachers' morale was low with a mean of 1.57. They cited lack of motivation from government in form of better remuneration, promotions and capacity building initiatives. Similarly, Gudo, Oanda and Olel (2011) found out that 62.3% of public universities lecturers had a low level aspect of motivational morale. The authors allude to inadequate staff remuneration as the motivational factor negatively affecting the lecturers. As a result, the findings from the Table 5 suggest that the higher teachers scored in the Likert scale type items in regard to motivational aspect of morale the mean was also higher and vice versa.

Furthermore, Lester (1953) established that teachers in secondary schools whose pupils achieved relatively high scholastically appeared to have higher morale than teachers in schools with relatively low pupils' achievement. In the same way, Ajala (2012) examined the influence of workplace environment on workers' welfare, performance and productivity and indicated that recognition for work well done by workers had a highest significance with mean of 3.32. Majority of workers (97.0%) agreed that giving them recognition for a job well done motivated them for greater productivity and increased performance. Consequently it appears that perhaps teachers who had a high morale were more likely to be meticulous in implementing the school curriculum hence high pupils' academic achievement.

Some similar studies which applied inferential statistics were also reviewed to determine their congruency with these results. Consequently, Aacha (2010) found out that there is a positive relationship between motivation of teachers and pupils academic performance with Pearson coefficient of correlation ( $r = 0.437$ ,  $p < .05$ ). Equally, National Centre for Education Statistics (1997) established that favourable work place conditions were positively related to teachers' job satisfaction and in turn influenced students' achievement.

## V. CONCLUSION AND RECOMMENDATIONS

It is concluded from the study that there was a strong significant relationship between attitudinal, professional and motivational aspects of teachers' morale and pupils' academic achievement. Based on the results of this study, it is recommended that teachers should prepare, update and maintain teaching and learning instruments such as schemes of work, lesson plans, pupils' assessment and attendance records, records of work covered and lesson notes. These professional activities will promote teachers' morale and spur pupils' academic achievement; School Management Committees should give

teachers' incentives when pupils have posted excellent results in their individual subject as a form of appreciation. Such motivation will assist in improving teachers' morale as well as lead to high pupils' academic achievement; and Parents Teachers Associations should ensure schools' environment is conducive for learning. This is because ample teaching and learning facilities have positive impact on teachers' morale and boosts pupils' academic achievement. Further studies can be carried out through replication of a similar study to other Sub-Counties in Kenya in order to have a broader scope in terms of generalization of the study findings.

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