The perennial poor performance in K.C.S.E examinations has always been blamed on, among other factors, low level of motivation among teachers who are accused of neglecting their students, being lazy at work and general lack of zeal. Teachers’ complaints about poor pay and deteriorating work conditions always receive little attention from the government. The scenario has witnessed rapid movement of teachers to the more lucrative sectors of the economy. Those who remain have constantly engaged the government in standoffs over salary increment and other benefits. Therefore, the purpose of this study was to find out the relationship between teachers’ level of motivation and their students’ performance in K.C.S.E examinations in Masimba Division of Masaba South District. The researcher also found out how motivation incentives for teachers affect students’ performance as well as the activities that motivate teachers. The researcher adopted a survey design based on the content theory of motivation with the questionnaire items following the work of Herzberg et al (1959) and Maslow (1970) and other content theories. The population of this study was secondary school teachers in Masimba Division of Masaba South District. The division had 200 government employed teachers across 20 secondary schools. The researcher interviewed 80 teachers, representing 40% of the total population. The stratified sampling technique was used to select a 40% representation from each school and to ensure that teachers from both genders are included. The data obtained from the respondents on job satisfaction and job dissatisfaction was tabulated manually. Responses were sorted into categories of job factors and frequencies recorded for each job factor identified from all the questions in the instrument. To arrive at the intended analyses, the participants’ responses were keyed into SPSS software and several sets of statistical analysis performed. The findings from this study will be significant in creating insights for school managers on how to motivate the teachers who work under them. It will further help to provide alternative solutions to factors that serve as dissatisfiers and reveal effective techniques for solving motivational problems that confront teachers.