

**CHILDREN'S MOTIVATION AND ACADEMIC PERFORMANCE IN CHINATO
DIVISION, KURIA DISTRICT,
KENYA**

**BY
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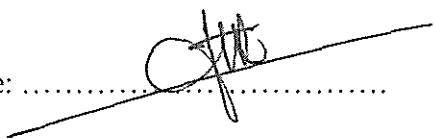
**A RESEARCH PROJECT SUBMITTED TO THE INSTITUTE OF OPEN
AND DISTANCE LEARNING IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF
BACHELOR IN EDUCATION OF KAMPALA
INTERNATIONAL UNIVERSITY.**

NOVEMBER 2009.

DECLARATION

I, Nyaichoro Lucas declare that this research project is my original work and has never been submitted to any university for any award. Where the works of others have been cited acknowledgement has been made.

Signature:



Date: 12.10.09

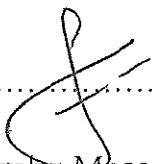
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APPROVAL

I certify that the work submitted by this candidate was under my supervision. His work is ready for submission, to be evaluated for the award of a Bachelor of Education at Kampala International University.

Supervisor.....



Date .. 12th Oct 2021

Mr. Womuzumbu Moses

DEDICATION

My gratitude to my colleagues who continuously encouraged and advised me during my writing of this project. These are Tom Maisori (KIU), Moses Chacha (UON) special regards goes to my family members for braving my inaccessibility during my study and writing of this project. My wife Margy Nyageta and my children Becky Robi and Erick Nyaichoro.

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ABSTRACT

In many countries, a better educated populace is becoming increasingly concerned about the quality of schooling provided for their children. Second, in all parts of the world, parents are becoming increasingly aware of the significance of education to their children's chances in the burgeoning knowledge economy.

It seems inevitable that the yardstick by which education quality is judged will become increasingly demanding. The norms and standards which define quality schooling for the twenty -first century will need to be responsive to this wider circle of stakeholders.

The general objective of the study was to investigate some of the motivational factors affecting the pupils in Chinato Division, Kuria District in Kenya. Provide information that can be associated more with high performance among students.

Enable policy makers make provision for improving the motivation of students with increased knowledge on the relationship between motivation and achievement of public in Kenya primary education certificate.

Increase awareness of the headteachers Board of Governors and Teachers on motivational factors associated with high performance in class.

The study was conducted in the Division of Chinato in Kuria District of Kenya. Keboroti primary school is twenty kilometers from Ntimaru on the Ntimaru- Migori highway road.

The information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires, they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study was presented and analysed using tables.

CHAPTER ONE:

INTRODUCTION

1.0 BACKGROUND TO THE STUDY

Many studies have attempted to estimate the impact of motivation on student's performance, yet most have serious estimation problems that cast doubt on their results (Glewwe, 2002, and Glewwe and Kremer, 2006). Almost all existing studies are "retrospective," that is based on data collected from schools as they currently exist (in contrast to data collected from a randomized trial). Yet even the best retrospective studies offer only limited guidance due to their estimation problems, the most serious being omitted variable bias (unobserved school, household and child characteristics that are correlated with observed school variables), and measurement error in school data. This has led to wide variation in the estimated impacts of key variables.

Academic economists and international development agencies claim that an educated population is essential for economic growth and, more generally, for a higher quality of life (Lucas, 1988; Barro, 1991; Mankiw, Romer and Weil, 1992; UNDP, 2003; World Bank, 2000). One of the eight Millennium Development Goals is that by 2015 all children in developing countries should finish primary school. Yet developing country students who finish primary school often perform poorly on academic tests (Glewwe and Kremer, 2005), and the value of a "low quality" education may be low. This raises the question: What can developing countries do to promote learning in their schools?

In the teacher-learner relationship, each party has certain legitimate expectations of the other. For example, the learner can expect that the teacher will provide instruction, guidance, inspiration, and leadership in learning. The teacher, on the other hand, can expect the learner to make an appropriate professional investment of energy and intellect to acquire the knowledge and skills necessary to become an effective

professional, to develop When examining the concept of motivation, it's argued that learning of all ages are naturally quite adept at being self-motivated and at directing and managing their learning on tasks that they perceive as interesting fun, meaningful, or relevant in some way (McCombs, 1994). Typically, that means activities that are engaging or related to implicit or explicit personal goals such as feeling competent, in control, and/or connected to others.

The issue of needing to help students want to learn and self-regulate their learning comes up in those situations are asked to learn something that does not particularly interest them; have little or no control or choice; they lack the personal skills or resources needed to be successful; or lack adequate external supports and resources, including adult help, respect, and encouragement. (Ryan, 1991).

Since, for many students, these conditions describe much of their schooling experiences, we need to understand how to develop not only the student skills involved in self-regulation, but also the motivation or will to self-regulate their own learning To enhance motivation to learn, all the preceding personal and contextual variables involved in schooling must be addressed.

1.2 STATEMENT OF THE PROBLEM

In many countries, a better educated populace is becoming increasingly concerned about the quality of schooling provided for their children. Second, in all parts of the world, parents are becoming increasingly aware of the significance of education to their children's chances in the burgeoning knowledge economy.

It seems inevitable that the yardstick by which education quality is judged will become increasingly demanding. The norms and standards which define quality schooling for the twenty-first century will need to be responsive to this wider circle of stakeholders.

The issue of children's' motivation in particular appear to be impacting on the academic performance of students.

1.3 OBJECTIVES OF THE STUDY

1.3.1 GENERAL OBJECTIVE

The general objective of the study was to investigate some of the motivational factors affecting the pupils in Chinato Division, Kuria District in Kenya

1.4 SPECIFIC OBJECTIVES WERE TO:

Determine the relationship between the learner's perspective of learning and schooling pupils performance

Determine the relationship between the contextual conditions and schooling and pupil's performance

Determine the relationship between the impacts of teacher beliefs and practices and pupils performance.

1.5 RESEARCH QUESTIONS.

1. What is the relationship between the learner's perspective of learning and schooling and pupil's performance?
2. What is the relationship between the contextual conditions and schooling pupil's performance?
3. What is the relationship between the impacts of teacher beliefs and practices and pupils performance?

1.6 SCOPE OF THE STUDY

The study was conducted in the Division of Chinato in Kuria District of Kenya.

Kebaroti primary school is twenty kilometers from Senta on the highway Kehancha road. Motivation is a homeostatic phenomena. The school improved its result to a better means score with time. The study was based on motivation and pupils performance. Any other aspect of the topic apart from mentioned in the objectives was not be investigated because of resource and time constraints. The research was carried out between March and June 2009.

1.7 SIGNIFICANCE OF THE STUDY

This study is of benefit to the following disciplines:-

Provide information that can be used by Ministry of Education policy makers to identify motivational factors that can be associated more with high performance among students.

Enable policy makers make provision for improving the motivation of students with increased knowledge on the relationship between motivation and achievement of pupils n Kenya primary education certificate.

Increase awareness of the Head teachers, Board of Governors and Teachers on motivational factors associated with high performance in class.

1.8 LIMITATIONS OF THE STUDY

In conducting this study, a number of challenges were encountered, including:

- Attitudes Towards the Exercise - Some respondents were unwilling to freely share the information (especially negative information). This was mainly true at the local level because of fear of not knowing whether the information could go to their superiors with negative repercussions.
- Nevertheless, the researcher tried and overcame these limitations and collected sufficient and representative data to reach the conclusions made.

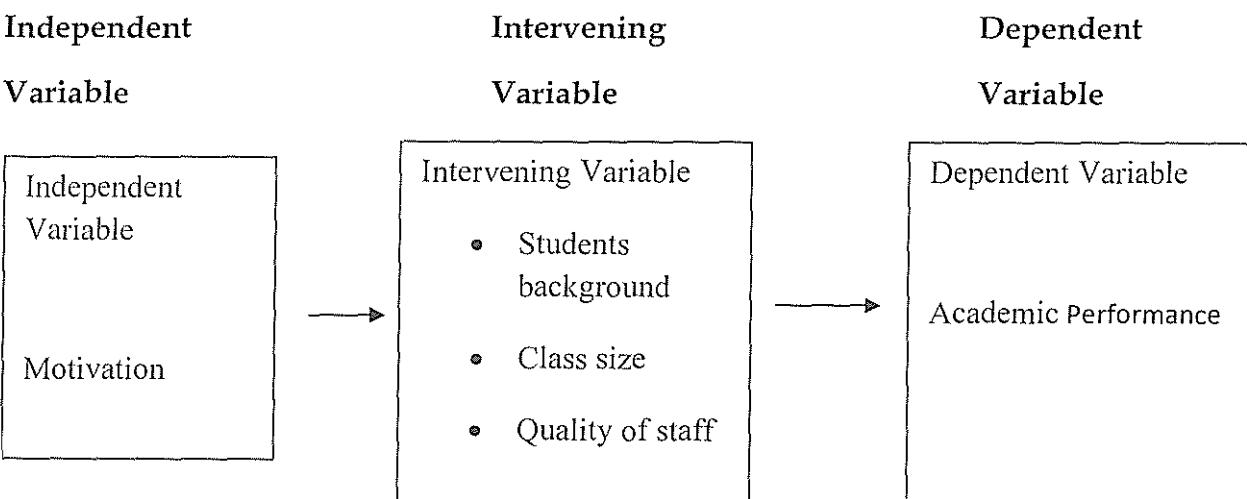
1.9 CONCEPTUAL FRAME WORK

This helped to define the topic through the explanation of variables within the topic.

There are *independent* variables which control, influence and predict the *dependent* variable. We also have the intervening variables which work hand in hand with the independent variables to control the dependent variable.

For the purpose of this research the independent variable was motivation and the dependent variable was academic performance. Intervening variables included; pupils background, quality of staff and class sizes. This can be illustrated with the aid of a conceptual model as below.

CONCEPTUAL FRAMEWORK



CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study which will be presented in sub-themes.

2.1 THE LEARNER'S PERSPECTIVE OF LEARNING AND SCHOOLING

The learner's perspective learning to be interesting, fun, personally meaningful, and relevant and the context support and encourages personal control, motivation to learn and self-regulations of the learning process occur naturally (McCombs and Whistler, 1989; Ridley, 1991). That is in situations the learners perceives as interesting or related to personal goals that can be purchased in self-determining ways, the learner is caught up in the activity and not even be consciously aware of being self-motivated and self-regulatory.

In many ways, the learner is in a state of flow or immersion in the enjoyment of the activity (Csikszentmihalyi, 1990). In this state, the process of learning is intrinsically motivating, and motivation to learn is enhanced. Learners then want to regulate their learning and make the decisions necessary to reach personal learning goals or purchase personal interests.

From the learning perspective, then, motivation to learn and self regulation are natural. The problem is that students many times do not understand the role of their thinking in learning and do not see current education content and practices as intrinsically interesting and engaging or relevant to their desired goals and personal interests. They also do not see the context as one that supports basic personal and social needs, such as to be self-determining, competent, and connected to others (Deci & Ryan, 1991).

2.2 CONTEXTUAL CONDITIONS AND SCHOOLING

For a variety of reasons, our educational system operates to determine much of what students learn it, how they learn it, and how long it takes them. The critical dimensions of self-regulation are then absent; and student's opportunities to develop self-regulated learning strategies are unequally distributed among those learners who come from families who value personal responsibility, learning and education and who are in a socioeconomic position to provide their children with opportunities to learn personal responsibility and self-regulation skills outside of school. (Caplan et al., 1992)

When these more advantaged students are in school, they are characterized as being goal-directed, being able to manage their time and effort while learning, and having a strong sense of self efficacy about their abilities to reach learning goals (Caplan, Choy, & Whitmore, 1992). They are usually the ones we see doing well in school as contrasted with children who see themselves as less likely to succeed, are more impulsive, have lower academic goals, are more anxious, and are more influenced by extrinsic factors than their more advantaged peers (Caplan et al., 1992)

Educational conditions that allow for the development of self-regulation strategies are the very ones that can address students' will to learn. They are those conditions that honour students' needs for choice and control.

Educators involved in rethinking the conditions that will not only help students learn desire outcomes but also engage students in wanting to learn these outcomes have recognized the importance of putting students in control of their own thinking and actions (e.g., AAAS, 1993), Farges, 1993; Wiggins, 1992) As stated by Farges (1993), the director of the San Francisco project 2061 Science for All Americans (a K-12 curriculum model), "it is essential that students feel they have 'ownership' in decisions if they are to support them with any enthusiasm".

2.3 IMPACTS OF TEACHER BELIEFS AND PRACTICES

A number of researchers have emphasized the importance of teacher beliefs in determining not only classroom practices but also the orientation or perspective one has about learners, learning, and motivation. Research by Deci and Ryan (1985) has shown that if teachers have an autonomy orientation rather than a control orientation, their students will demonstrate greater intrinsic motivation and self-regulation. Thus, an autonomy orientation supports perceptions of self-determination and promotes willingness to learn.

Furthermore, as students are given more responsibility for their own learning, Meece (1991) points out, both students and teachers come to believe that learning is supported by student self-regulation. Teachers then are more likely to let students make significant learning choices such as designing class projects, choosing learners, or setting classroom rules. Making these choices further supports self-regulated learning; and teachers' role change from maintaining control to providing appropriate instructional supports or "scaffolding" modeling thinking and learning strategies, and being co-learners in an apprenticeship model of learning.

One set of beliefs about teaching and learning that supports an autonomy orientation is constructivism. This theory of learning holds that learning is a unique process of constructing meaning from information and experiences, that learners are responsible for their own learning, that teachers need to guide the process of learning by helping students raise questions about their understanding, and that all students can learn (Comeaux, 1993)

What teachers believe about learners, learning, and teaching, however, can predict practice only to the degree that the context and policies of their school support these beliefs rather than interfering with them. For teachers to change their beliefs rather than interfering with them. For teachers to change their beliefs rather than interfering with them. For teachers to change their beliefs and practice, they also must be supported in their needs for autonomy, competence, and relatedness to others (Deci & Ryan, 1991 ;)

and have opportunities to learn about alternative techniques for following learning for all learners

Furthermore, school policies and practices must be supportive of new understandings about motivation in learning (Maehr & Midgley, 1991; McCombs & Marzano, 1990).

2.4 DOES PAY AFFECT TEACHER BEHAVIOUR?

The large literature on teacher effectiveness looks at the effect of teacher characteristics on student performance, in other words what the teacher brings to teaching, rather than what motivates teachers or how they teach. Here we focus on the research into pecuniary incentives on teachers.

Teacher salary levels may influence student outcomes either through recruitment and retention of more able teachers and/or because higher wages induce greater effort.

The most developed research area on what motivates teachers is around recruitment and leaving decisions. Hanushek et al. (1999) look at the results of tests teachers take on leaving teacher training to assess whether higher paying school districts get better recruits (including both those entering the profession and those changing job).

They find that those districts that pay higher wages do get teachers with higher test scores. But once a district fixed effect is included, no significant relationship is found: in other words, the association may not be a function of higher wages but of other features of the district.

In an attempt to assess whether pay affects who becomes a teacher, Dolton and Mavromaras (1994) explore the career choices of two cohorts of graduates in 1970 and 1980. Their results suggest women are more likely to choose a career in teaching, that both cohorts were sensitive to relative pay in making career choice and this sensitivity was somewhat stronger in the 1970 cohort.

Nickell and Quintini (2001) assess how teachers' (and other public sector workers') position in the pay hierarchy is related to the position in the measured ability distribution of new recruits to teaching. They examine two groups of individuals, a cohort born in 1958 and a cohort born in 1970. Comparing the cohorts, they conclude that declining relative pay in public services has been accompanied by a decline in the academic quality of recruits.

However, as noted above, teacher effectiveness and academic ability may not be strongly related, and so this does not necessarily mean a decline over time in the quality of teachers.

The view that pay levels impact on recruitment is backed up by Jacobsen (1995), who found that the starting wage affects recruitment into teaching in New York County, and that the relative wage rate affects retention rates and absentee rates among teachers in this (large) county.

Research on teacher retention by Murnane and Olsen (1989, 1990) explicitly modeled the impact of salaries and opportunity costs on the length of stay in teaching for teachers in North Carolina and Michigan.

As a measure of opportunity cost, these studies used either degree subject, an ability test score, or an average salary of a graduate in the same subject who did not become a teacher. They find a positive effect of opportunity wages on teacher attrition in these states.

Dolton and van der Klaauw (1999, 1996) undertake a similar study for the UK, but estimate more detailed measures of the opportunity cost, using individual wage data on teachers and data on starting wages in the non-teaching sector to explicitly estimate individual specific opportunity wages. They also distinguish between the different destinations and reasons for leaving teaching.

They find that both teacher salaries and foregone wages matter for retention. The intensity of leaving teaching for non-employment is solely influenced by teacher wages and not by-wages in the outside option. On the other hand, higher opportunity wages and lower wages in the profession increase the tendency amongst teachers to switch careers.

In common with other studies, they also find evidence of heterogeneity in turnover propensities, which they link to observed differences in educational background, gender, social class and ability.

Ballou and Podgursky (1999) argue that that experience is over-rewarded in US schools, seniority producing high pay rewards but little gain in student performance. However, this perceived misalignment of the rewards to seniority does not necessarily imply that higher teacher pay produces no impact on student outcomes other than through staff recruitment.

Teacher's salary levels are found to positively influence student outcomes by Hanushek et al (1999). Loeb and Page (1999) and in the Dewey et al. (2000) meta-analysis. However, other studies have been unable to identify significant effects from salary levels.

Loeb and Page (1999) argue that the reason that many studies fail to find significant improvements in student outcomes and teachers¹ pay is because the outside option, including alternative labour market opportunities and local quality of life indicators.

Hence they argue that simple cross-section results are a mixture of labour supply and demand factors. When controls for area characteristics are made, they suggest higher pay and student outcomes are positively correlated, although no causal mechanism is identified.

Hanushek et al. (1999) suggest that movements in pay levels among Texas school districts were positively correlated with student value added in mathematics and reading. This, they suggest, was not due to improved staff retention as this was not greatly affected by the movements in pay levels.

In addition, when the sample was split by school recruitment and numbers of probationary staff it was those schools with no probationary staff and no recruitment which had the greatest value added gains. This, they argue, means that improved score performance by students was not driven by the impact of pay on staff retention and recruitment but reflects broader teacher improvements by continuing staff.

2.5 EVIDENCE ON THE IMPACT OF INCENTIVES ON STUDENT PERFORMANCE

There is very little evidence on the impact of incentives on student outcomes, in fact there are only papers by Ladd (1999), Clotfelter and Ladd (1996) and Cooper and Cohn (1997).

Ladd (1999) describes the incentive programme for schools in Dallas, and uses panel data on schools to test for effects on test scores and student drop-out rates. The scheme, introduced in 1991/2, is school-based rather than individual student-based and provides monetary rewards to all students in successful schools.

Ladd's study uses a panel of school-level student test score gains across six large Texas cities, over the period 1991-1995 (availability of comparable data prevents any "before/after" comparison). The output measure used is the pass rate on mathematics and reading tests, thus emphasizing the bottom end of the ability distribution.

The panel regressions control for common time effects and for city fixed effects rather than school fixed effects. There are also a number of school characteristics, such as racial mix and percent disadvantaged. The results are generally positive, in that pass rates appeared to increase faster in Dallas than in other cities.

However, the results are somewhat complicated by the fact that a positive Dallas effect is also found for the year before the scheme was introduced. Effects differ by sub-groups, being most positive for Hispanics and whites, and insignificant for blacks.

The study does not investigate how these improvements came about, but interestingly Ladd notes a substantial increase in turnover of school principals once the scheme was in place.

Cooper and Cohn (1997) estimate both OLS and frontier production functions for South Carolina. The variables of interest for our purposes are the participation by teachers in two incentive plans. One is a purely individual scheme whereby teachers who are able to demonstrate superior levels of performance in student attendance and performance, as well as self-improvement, are awarded a bonus of around \$2000.

The second scheme includes a collective element (a campus component) alongside an individual teacher bonus as above. Each school district participating in the scheme used a fraction of its incentive funds for this, which is allocated to schools with high student achievement.

Boozer (1999) sets out the details of the scheme and the context in some depth. The major problem - from the point of view of evaluating incentives - is that teachers are free to apply for an award or not. They choose to participate or not in September, to become eligible for an award in the following July. In fact around 16% applied, of whom 80% were successful.

(Boozer, 1999) consequently, as Cooper and Cohn put it, "It is possible, even likely, that only the most productive teachers choose to apply for an award". Therefore, any positive effect of this variable confounds both incentive effects and selection effects.

Education and training can reduce social and economic disparities. Kenya is characterized by large inequalities with respect to income distribution and this has constrained economic growth. Investment in education and training will be an

important strategy to address such differences, which in turn result in faster economic growth. The involvement in education and training is justified on the basis that human capital investments have large social returns.

For the country to achieve the desired economic growth and social development, due attention needs to be placed on the development of the human resource capital. Growth of the education and training sector contributes to economic growth and social returns, and also increases demand for more equitable education and training attainments

This is an important human welfare indicator by itself. Investment in education and training will ensure wealth creation, achievement of the desired economic growth, more employment creation and guarantee sustainable development for the Kenyan people.

CHAPTER THREE: METHODOLOGY

3.0 INTRODUCTION

This section entails the methods used to collect the data necessary to answer the research

It comprises the following,

3.1 RESEARCH DESIGN

The study used Descriptive research design. This enhanced the researcher to obtain a better understanding of the impact of motivation on performance of pupils. The method chosen allowed a collection of comprehensive intensive data and provided an in-depth study on motivational factors and how these affect pupils' academic performance.

3.2 POPULATION OF STUDY

The respondents to the research were pupils, teachers and the school administration of the sampled school which were the target respondents.

3.3 STUDY SAMPLE

With regard to above the study employed stratified sampling,

Sampling as follows. -

- For pupils-30 of the sample suffice.
- Teachers- 8 teachers from the school
- School administration - 2 the head teacher and his deputy from the school.

3.4 RESEARCH INSTRUMENTS

➤ QUESTIONNAIRE

Primary data was collected by use of questionnaire and interviews, filled by teachers and students of the sampled schools to obtain ideas on what constitutes motivation and how motivational factors affect student preparedness and performance. These were designed in both open and closed ended form. The method ensured high proportion of responses and higher returns rate.

➤ INTERVIEW METHOD

This took face-to-face interactions with the teachers, pupils and school administration.

Secondary data was obtained from the Ministry of Education magazines annual report records and other researches done. This gave other information required in the research.

3.5 RESEARCH PROCEDURE

The researcher had an introductory letter from the university and presented it to the area authority to obtain permission for study. This gave directive to the local administrators at grass root level for acceptance. After acceptance by the authorities the major task of collecting data begun immediately.

3.6 DATA ANALYSIS AND INTERPRETATION

The information collected was analyzed and edited to create consistency and completeness.

After collecting the questionnaires they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study was presented and analyzed using tables. That is -

Descriptive statistics was used to measure central tendency, variability and relationship between variables. This included proportions, mean scores and percentage.

Summary statistics were used in the presentation of analysis. This included use of mean & percentages, summarized tabulations and frequency distribution.

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter deals with the analysis of the data as given in the questionnaire and the interviews. The research findings were based on sample size comprising of chinato zone. The respondents were teachers and students from the school. The summary of the collected data for each factor is presented by the use of tables to give a clear picture of the scores of responses that were gathered.

The following is the response rate in percentage of the sample planned and the actual responses.

TABLE 1: RESPONSE RATE

Type of response rate	Sample planned	Actual response	Response
Administration	2	2	5%
Teachers	8	8	20%
Pupils	30	24	75%
Total	40	34	100%

Source; primary data source,(2008) Therefore the response rate:-

$$\frac{\text{Actual number responded}}{\text{Planned number responded}} \times 100 = \frac{34}{40} \times 100 = 85\%$$

Planned number responded 40

After compiling the interview data and the questionnaire the interpretations of motivation and performance of students is seen below and since the main theme of the research was to find out the effect of motivation on performance of pupils, most of questionnaires and quantitative analysis will be based on the questionnaire answers.

4.2.0 TEACHERS BIO-DATA ANALYSIS

4.2.1 Age of Respondents

The results of the field study on age of the respondents from the selected school where 10 teachers who included the head teacher and his deputy responded revealed that 60% (ii) of the respondents were below 39 years, while 40% of respondents were above 39 years. This is an indication that most of the teachers are young as shown below. The table below shows the percentage (%) age distribution in years.

Table 2: Age of respondents

Age bracket	Frequency	Age (%)	Cumulative Age (%)
23- 30	2	22	22
31 - 38	4	39	39
39-above	4	39	39
Total	10	100	100

Source: Primary data source, 2008

4.2.2 Respondents Age

4.2.3 Respondents work Experience

The results of the field study on years of work-experience showed that 22% of the respondents ranged between 1-5 and 39% of the respondents having 5-10 while 39% had 5 and above years of work experience. This signifies that information was collected from teachers with experience as represented by 78% of the sample.

TABLE 3 : Pupils bio-data

YEARS	NO.OF RESPONDENTS	NO.OF RESPONDENTS (%)
1-5	2	22%
5-10	4	39%
10-above	4	39%
Total	10	100

Source; primary data source (2008)

4.3.0 PUPILS BIO-DATA ANALYSIS

Out of the 30 target pupils, only 24 responded. The researcher deemed this as adequate and sufficient for the purpose of data analysis since it represented 80%. 4.3.1 Category

Table 4: category of Respondents

Category	Frequency	Frequency (%)
Class five	3	12.5
Class six	5	21
Class seven	7	29
Class eight	9	37.5
Total	24	100

Source; primary data source (2008)

From the table above it can be seen that most of the respondents were from the upper classes.

Table 5: GENDER of respondents

GENDER	FREQUENCY	PERCENTAGE (%)
Female	13	58
Male	11	42

Source; primary data source (2008)

From the field of study we realized that male as well as female respondents responded.

4.3.4 Age of respondents

The results of the field study on age respondent from the selected school where 24 students responded revealed that 30% (ii) of the respondents were 18 years and above, while 39% of respondents were between 16-17 years, while 22% were between 14-15%. This is an indication that the sample comprised young students who are vulnerable to drug abuse as shown below.

Table 6: Age bracket of the respondents

Age bracket	Frequency	Age (%)	Cumulative age (%)
23-30	2	22	22
31-38	4	39	39
39-above	4	39	39
TOTAL	10	100	100

Source; primary data source, 2008

4.2.2 Respondents Age

4.2.3 Respondents work Experience

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4.3.4 Age of Respondents

The results of the field study on age respondent from the selected school where 24 students responded revealed that 39% (ii) of the respondents were 18 years and above, while 39% of respondents were between 16-17 years, while 22% were between 14-15%. This is an indication that the sample comprised young students who are vulnerable to drug abuse as shown below.

The table below shows % age distribution in years.

Table4 : Category of respondents

Age bracket	Frequency	% Age	Cumulative % age
10-11	5	22	22
12-13	9	39	39
14 above	9	39	39
TOTAL	24	100	100

Source; primary data source (2008)

TEACHERS ANALYSIS Table 4.2.5 summary of response on whether there is a relationship between learners perspective of learning and schooling and students performance.

RESPONDENT	FREQUENCY	PERCENTAGE
YES	9	90
NO	1	10
TOTAL	10	100

Source; primary data source (2008)

From the above table majority of respondents (90%) were of the view that there exists a relationship between learners' perspective of school and performance, while (10%) said the relationship is non-existence.

Table 4.2.6 Summary of respondents on whether there exists a relationship between the contextual conditions and schooling and pupil's performance.

Table 4.2.6 Summary of respondents on whether there exists a relationship between the contextual conditions and schooling and pupils performance.

RESPONDENT	FREQUENCY	PERCENTAGE
Great extent	3	30
Very Great extent	4	40
Lower extent	2	20
Very low extent	1	10
TOTAL	10	100

Source; primary data source (2008)

According to the table above it clearly shows that there is a relationship between contextual conditions and schooling with performance of pupils, as majority of the respondents (40%) said that there is a relationship to a very great extent, 30% said the existence of the relationship is to a great extent, while (20%) said its to a lower extent and (10%) said its a very low extent.

Table 4.8 Summary of respondents on whether there is a relationship between the impacts of teacher beliefs and practices and pupils performance.

RESPONDENT	FREQUENCY	PERCENTAGE
Yes	10	100
No	0	0
TOTAL	10	100

Source; primary data source (2008)

According to the response in the table above majority of them i.e. (100%) indicated that teacher beliefs had impact on academic performance of pupils.

PUPILS ANALYSIS

Table 4.12 summary of response on whether there exists a relationship between the learners' perspective of learning and schooling and pupils performance.

RESPONDENT	FREQUENCY	PERCENTAGE
YES	18	75
NO	6	25
TOTAL	24	100

Source; primary data source (2008)

From the above table majority of respondents (75%) said that there exists a relationship on the learners' perspective of schooling with pupils' performance, while (25%) said that the relationship is no-existence.

Table 4.13 Summary of respondents on the relationship between the contextual conditions and schooling and pupil's performance

RESPONDENT	FREQUENCY	PERCENTAGE
Great extent	8	33
Very Great extent	10	42
Lower extent	4	17
Very low extent	2	8
TOTAL	24	100

Source; primary data source (2008)

According to the table above it clearly shows that there is a relationship between contextual conditions and performance of pupils, as majority of the respondents (42%) said that is to a very great extent, 33% said its to a great extent, while (17%) said its to a lower extent and (8%) said its to a very low extent.

**Table 4.14 CHAPPTER 4:EO:V IFOIL:C ICDUOLUOECLUEOC2:CTCEUCUOLEOICLUOC
2PVTNL:C WCLOTNUOWC0DIEOVETNL2NO:CTIFCVAV2.:CVOEW EPTINO1**

RESPONDENT	FREQUENCY	PERCENTAGE
Yes	21	87.5
No	3	12.5
TOTAL	24	100

Source; primary data source (2008)

According to the response in the table above majority of the respondents represented by (87.5%) believe that there is a relationship between teacher beliefs and practices and students performance whereas 12.5% of the respondents said that the relationship is non-existence.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

In this chapter an attempt is made to discuss the findings and come up with conclusions and the recommendations there.

5.1 DISCUSSION

One of the main outcomes of the study is the confirmation it has provided that teacher beliefs are central to pupils performance. These findings are similar to one by Deci and Ryan (1985) has shown that if teachers have an autonomy orientation rather than a control orientation, their students will demonstrate greater intrinsic motivation and self-regulation. Thus, an autonomy orientation supports perceptions of self-determination and promotes willingness to learn.

This study sought to measure the impact of motivation of pupils on their academic performance. From the study most respondents were of the view that motivation was key to performance. Studies by Glewwe (2002), and Glewwe and Kremer,(2006) have attempted to estimate the impact of motivation on student's performance, yet most have serious estimation problems that cast doubt on their results.

Almost all other existing studies are "retrospective," that is based on data collected from schools as they currently exist (in contrast to data collected from a randomized trial). Yet even the best retrospective studies offer only limited guidance due to their estimation problems, the most serious being omitted variable bias (unobserved school, household and child characteristics that are correlated with observed school variables), and measurement error in school data. This has led to wide variation in the estimated impacts of key variables as opposed to the findings of this research.

5.2 CONCLUSION

Education and training can reduce social and economic disparities. Kenya is characterized by large inequalities with respect to income distribution and this has constrained economic growth. Investment in education and training will be an important strategy to address such differences, which in turn result in faster economic growth. The involvement in education and training is justified on the basis that human capital investments have large social returns.

For the country to achieve the desired economic growth and social development, due attention needs to be placed on the development of the human resource capital. Growth of the education and training sector contributes to economic growth and social returns, and also increases demand for more equitable education and training attainments.

This is an important human welfare indicator by itself. Investment in education and training will ensure wealth creation, achievement of the desired economic growth, more employment creation and guarantee sustainable development for the Kenyan people.

Anything the schools can do to arouse a child's motivation be it proper nutrition, healthcare and minimum satisfaction of physiological drives is not only humane but also helps to free the child from concern about these physical drives so that he or she can go on to higher level of motivation.

5.3 RECOMMENDATIONS

More studies on the effect of teachers' motivation on students academic performance needs to be carried out. A study on the effect of remuneration of teachers on performance is a good starting point.

A leaner who is homeostatically motivated has a high chance of performing better just like a teacher who is well remunerated. Indeed the government should look into improving teachers' terms of service so that much work would be performed in our schools.

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APPENDIX A

PUPILS' QUESTIONNARE

You are requested to answer all the questions as truthfully as possible. Do not write your name. The information obtained will be deemed confidential and will be for the purpose of this particular study.

1. Class

2. 2. Sex Male Female

3. What is your attitude towards your teacher

Positive

Negative

Neutral

4. Is your performance dependent on your teachers' efforts?

Very Much

Not really

Fairy

Not at all

5. How do you compare your teachers with those in other schools?

Very good

Humble

Easy

Very easy

6. How many students share a teacher in each class?

Ten

Twenty

Thirty

More

7. Do you normally get your privileges at school?

Yes

No