MOTIVATION AND ACADEMIC PERFORMANCE OF LEARNERS IN
EARLY  CHILDHOOD EDUCATION CENTRES IN GITHUNGURI
DIVISION KIAMBU DISTRICT KENYA.

A Research Report Submitted to the Institute

Of Open and Distance Learning Kampala

International University

In partial fulfilment of the requirements for the Award

Of Degree of Bachelor of Education in Early

Childhood and primary Education

By

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NOVEMBER 2008

# DECLARATION

I, Jane W Nyakianda declare that this work is original and was a result of my personal effort. This research proposal has never been presented before to any institution of learning for any award of a degree.

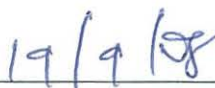| | | |
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| **STUDENT** | : | **Jane W. Nyakianda** |
| **SIGN** | : | |
| **DATE** | : | |

13-9-08

## APPROVAL

This is to certify that this research proposal has been submitted in partial fulfilment of the requirements for the Bachelors with Degree in Early Childhood and Primary Education with my approval as University supervisor.

_____          DATE ___19/9/18___

**Kule J. Warren**
**Supervisor**

# DEDICATION

I dedicate this research work to my parents and my children.

## ACKNOWLEDGEMENT

This course would not have been successful without the contribution of persons and organizations of which I am greatly indebted. First I would like to thanks my supervisor **Mr. Kule J. Warren** for professional guidance, adherence and encouragement towards the study.

I also take this opportunity to thank the entire staff of Institute of Open and Distance Learning among others, my fellow students for their academic advice and comforting company.

I sincerely thank Kampala International University for offering me this chance to undertake this course. Appreciation also goes to all the teachers and learners who took part in this research study. In addition I am grateful to all those who supported me during the course. May God bless you all.

Thank you.

# ABSTRACT

The study involved both qualitative and quantitative methods of data collection in which questionnaires, interview guides and focus group discussions were used to collect the data from the respondents.

The first research question sought to find out the types of motivation needed for better performance in early childhood education centres. The study discovered that; Gifts, promises, appreciations, courage, and awards were the factors given by the respondents.

The second research question sought to find out the causes of poor motivation in early childhood education centres. The study findings revealed that; Poverty, lack of ethics, poor relationships, poor performance, and poor teacher payments were the answers given here by the respondents.

The third research question sought to find out the impacts of motivation in early childhood education centres? The answers given by respondents to this researcher question were therefore as follows; good performance, sense of belonging, participation, courage, academic interest, were the answers given by the respondents.

Summary of the study, conclusions and recommendations were later drawn after the data was collected form the respondents.

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# DEFINITION OF TERMS

For the purpose of this study the following terms are defined operationally:

**Motivation:** It means to drive, entice, push or encourage someone to do something, It involves incentives and rewards to the one executing the required task.

**Intrinsic motivation:** Intrinsic (internal) motivation refers to the development of interest from within the individual; the origin of motivation is natural and compels the individual to act.

**Extrinsic motivation:** Extrinsic (external/ artificial) motivation refers to forces outside the individual, originating from the environment. They pull the individual towards the desired activity.

**Motive:** It refers to a reason for doing something

**Reward:** It refers to something given to learners in recognition of good behaviour work among other good deeds

**Punishment:** It refers to a deterrent or rough treatment, it is a negative reinforcer

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Research has it that learners' motivational histories accompany them into each new classroom setting. For this reason, it is essential for teachers to view themselves as active socialization agents capable of stimulating learners and motivation them to learn. The classroom environment is equally important, if learners experience the classroom as a caring, supportive place where there is a sense of belonging and everyone is valued and respected, they will tend to participate fully in the process of learning.

Various task dimensions can also foster motivation to learn. Ideally, tasks should be challenging but achievable. Relevance also promotes motivation, as does "contextualizing" learning that is, helping learners to see how skills can be applied in the real world. Tasks that involve "a moderate amount of discrepancy or incongruity" are beneficial because they stimulate learners' curiosity, an intrinsic motivator.

In addition, defining tasks in terms of specific, short-term goals can assist learners to associate effort with success. Extrinsic rewards, on the other hand, should be used with caution, for they have the potential for decreasing existing intrinsic motivation. This importance of motivation has led the researcher to research on its effects in academic performance.

### 1.2 Statement of the Problem

The poor performance of learners in early childhood education is due to many factors and the current state is worth concern. This includes lack of motivation, instructional materials and

learning attitudes. This has prompted the researcher to research on motivation as a factor causing low performance.

## 1.3    Purpose of the Study

The researcher was to find out the relationship between motivation and academic performance of learners in early childhood education centres in Githunguri division of Kiambu district, Kenya. This included motivation by parents, teachers and the government. This study hoped to find out the weaknesses with the learners and teachers in achieving high performance and find out the relationship between motivation and academic performance of the learners

The researcher is a teacher in a primary school with learners' from nursery school, standard one, standard two, standard three and standard four who are all in their early childhood. She has taught for twenty three years. She has met most of the challenges facing learners and teachers and teachers in early childhood education centres which have adversely hindered the achievement of high academic performance.

## 1.4    Objectives of the Study

### 1.4.1    General Objective

This study was to determine the degree of motivation and academic performance of learners in early childhood education centres in Githunguri Division in Kiambu district.

### 1.4.2    Specific Objectives

This study sought to;
(i)      Determine the profile of the respondents terms of Socio demographic data

(ii)     To find out the types of motivation needed for  better performance of pupils in early childhood education centres.

(iii)    To find out the causes of poor motivation in early childhood education centres.

(iv)    To find out the impact of motivation in early education centres.

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### 1.4.3 Research questions

1) What are the types of motivation needed for better performance in early childhood education centres?

2) What are the causes of poor motivation in early childhood education centres?

3) What are the impacts of motivation in early childhood education centres?

## 1.5 Theory

This study was based on the theory of Abraham Maslow (1908 - 1970) of motivation based on a hierarchy of needs. This is probably the most popular theory of management although the theory has its critics. Maslow believed that each person has five categories of needs as indicated below.

# Maslow's Hierarchy of Needs

**Self-actualization**
personal growth and fulfilment

**Esteem needs**
achievement, status, responsibility, reputation

**Belongingness and Love needs**
family, affection, relationships, work group, etc.

**Safety needs**
protection, security, order, law, limits, stability, etc.

**Biological and Physiological needs**
basic life needs - air, food, drink, shelter, warmth, sex, sleep, etc.
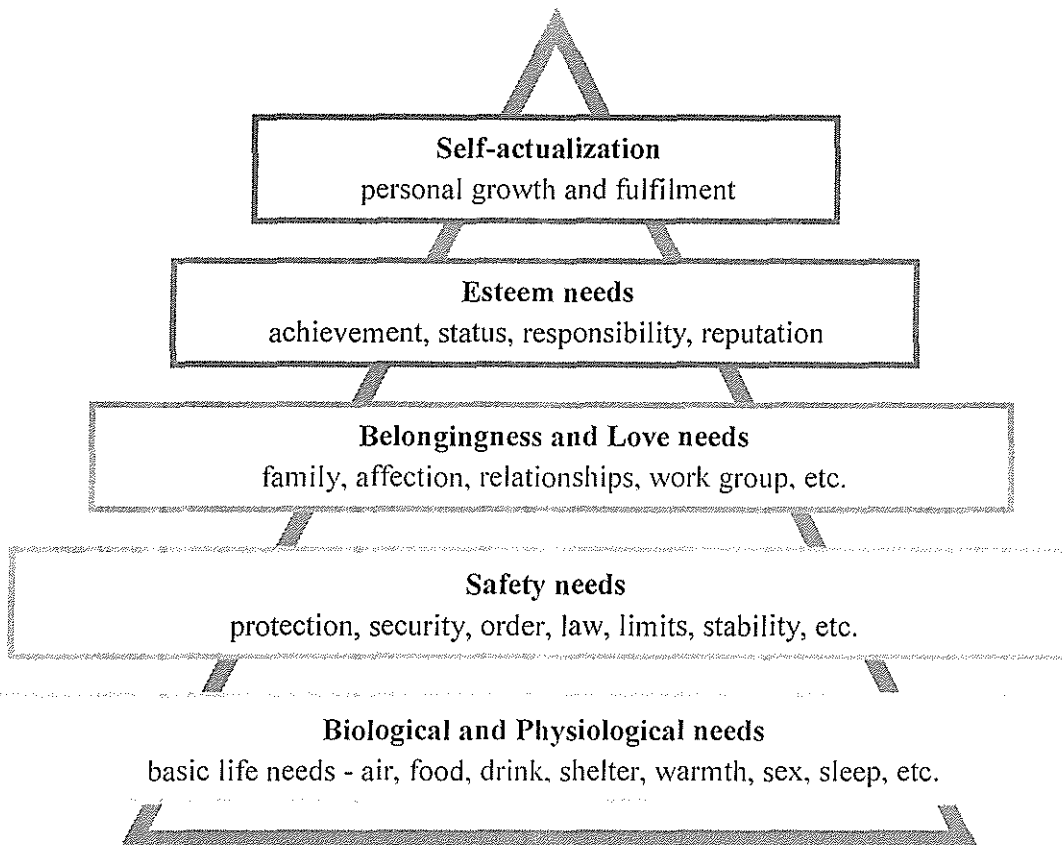
**Source:** © design Alan Chapman 2001-7, based on Maslow's Hierarchy of Needs

**Physiological needs** - Basic needs for the body, such as food shelter drink rest etc.

**Safety needs** - Where the basic needs are reasonably satisfied we turn to thinking about protection from danger, security and order so that we feel safe. These safety needs can be a concern for physical safety but also covers psychological safety needs such as job security etc.

**Social needs** - Once the first two needs are reasonably satisfied, social needs such as needing acceptance, giving and receiving affection and "belonging" become things that people want

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**Ego needs** - Next comes people's need for achievement, self esteem, self confidence, respect and status

**Self Actualization needs** - finally at the top of the hierarchy once all of the other levels have been reasonably satisfied is the need to become the person that we feel that we are capable of becoming. This means that we have achieved what we consider to be our very best.

Maslow believed that the lower needs (physiology and safety etc) needed to be at least partially covered before the higher needs (such as ego and self actualization) could be activated (In fact Maslow believed that these two higher needs are very rarely satisfied in anyone). He believed that once one set of needs was at least partly satisfied people would begin to be motivated by needs from the next category. An example which might be used here is a shift in the emphasis of the union movement in Australia from wages and working hours to now emphasizing issues such as job security, industrial health and other security issues. There is also a move away from unsatisfying specializations to a team or group work system which gives workers more responsibility and hence more satisfaction. Informal groups such as sporting or friendship groups are also often encouraged in the work environment. Can you see what needs this is addressing?

Maslow also believed that people were often motivated by more than one set of needs at a time and that they place varying importance on different needs. This means that someone could be motivated by their basic need for food, shelter and comfort but may override these needs by refusing to do a job which contradicts their personal values. Their self-esteem (which is an ego need) was the dominant one. As our circumstances change the needs that we consider to be the most important to us can change too. If the physiological needs are neglected for too long we may starve or become ill. These needs may then become the dominant ones and the job taken even though it conflicts with a person's values.

So we are more often motivated by higher needs. Maslow suggests that once we have activated these higher needs we often view them as more important than the lower needs. An example of this an employer might wonder why a job which is secure and has a good superannuation package as its main attraction does not attract applicants. It may be that the sort of person that the employer wants for the job is more attracted by the ego needs such as independence and sense of achievement in a job and considers that it is worth the risk of an insecure job environment.

## 1.6    Statement of the Null Hypothesis (H$_O$)

There is no significant relationship between the level of motivation and academic performance of learners in early childhood Education centres in Githunguri Division.

## 1.7 Significance Of Study

This study will benefit the following:

The study findings will give information on the teaching performance thus providing the knowledge on what are the weaknesses of the teachers that need to be improved.

The teachers will be able to realize their weakness and improve in their handling of the pupils to achieve maximum performance in their areas of teaching.

The pupils will benefit from the improved handling by the teachers and improve in their performance, thus realizing their potential for maximum fulfilment.

The community at large will benefit from the possible high performance of the pupils since the pupils will initiate better and faster development in the community.

# CHAPTER TWO

## REVIEW OF RELATED LITERATURE

### 2.0 Definition of the term Motivation

In his contribution towards the definition of this term Maicibi (2003), stated that motivation is the drive that makes people act, or not act in particular way. It is a general term applying to the entire class of drives, desires, needs, wishes and other like forces. Any thing done to touch on these forces causes a behavior which is interpreted as motivation behind that behavior.

However Stoner, (2000) defined motivation as a human psychological characteristic that contributes to a person's degree of commitment. It includes factors that cause channel, and sustain human behavior in a particular committed direction.

Bhatia and Behera (1998), refer to motivation as broadly classified into two groups, intrinsic and extrinsic.

Intrinsic (internal) motivation is defined as development of interest from within the individual. Here, the origin of motivation is natural and compels the individual to act. For example, an individual may specify the goals and aims of an organization, and may develop an intention of achieving them.

Extrinsic (external/ artificial) motivation refers to forces outside the individual, originating from the environment. They pull the individual towards the desired activity. External motivation can be ensured on the rewards and punishments, attractive environment, recognition, praise etc.

The researcher is in agreement with the above authors and observes that many people tend to confuse motivation with satisfaction. While Motivation is the drive and effort to satisfy a

need, satisfaction is the contentment experienced when a need has been met. To state it differently, and to relate the two terms, motivation implies a drive towards an outcome, and satisfaction is the outcome itself which is already experienced. In agreement (Koontz and Weihrich, 1998) stipulate that both concepts when positively applied, lead to staff retention in organizations.

People have needs, and therefore, many work for organizations to meet these needs. A need is a lack of something wanted. This lack gives birth to something wanted. This lack gives birth to a drive in the people, to satisfy that need.

If these needs are satisfied, organization staff remains in their organization which shows a High Retention Rate (HRR). When needs are not met, then there is a high tendency in the staff to want to leave the organization, which shows a low retention rate (LRR) of the organization (Maicibi, 2003). Hence, there is need to satisfy the staff and student needs in an organization, which is a school; in this case of the study, motivated individuals are always looking for better ways to do a job. It is always the responsibility of the managers to make employees look for better ways of doing a job. An understanding of the nature of motivation is helpful in this context

## 2.1 Rewards as motivators to learners in early childhood education centres

Motivation can be made in form or rewards. According to Kulbir (2000) reward is a higher motive to desirable conduct than punishment. The teachers' main reliance should be on positive incentives. Reward stimulates and strengthens right impulses and directs them to right channels. The purpose of rewards is to motivate the learners to work and conduct on desired lines. Reward tends to strengthen the purpose of schooling.

On a different perspective Naturalists consider rewards as bribery. They think that these rewards have a demoralizing effect on the student because they tempt him/her to work not for duty's sake but for the sake of prizes.

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Rewards may also lead to unhealthy jealousies and competition. Learners may be tempted to win rewards by fair means or foul. Moreover rewards satisfy only a chosen few and leave the group on the whole untouched.

The desire to win a material reward is ethically a low motive and provides an incentive of poor value.

The researcher differs with naturalists and is of the opinion that rewards provide incentive to the learners to work hard and behave well in school, furthermore the society as a whole is governed by a system of rewards and punishments. Thorndike's law of effect also provides a psychological justification for the system of rewards and punishments. When the work of the student is appreciated through rewards publicly, they feel encouraged. This develops in them greater confidence, sense for achievement, and incentive for more achievement.

According to Kulbir (2000) rewards are mainly of two types:

Non-material rewards: These are the incentives like praise, commendations encouragement, appreciation, position of importance and honor, higher marks and ranks etc. These rewards work wonders with the children because they are self respecting and want to show off.

Material rewards:    These are the incentives like prizes, medals, books, cups, scholarships, articles, cash, badges.

The following principles should be followed while using rewards and prizes as incentives.

- Group rewards should be preferred over individual rewards. This will save individuals from a false sense of vanity and pride.

- They should be a few in numbers. If they are too many they will lose their value as incentives and also as an item of pride.

- Rewards should be of low intrinsic value. They should not appeal to material consideration. Pupils should not run after them for any monetary gain. They should carry honor with them without carrying much material gain.

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- Reward should be given for general efforts, rather than attainments. This will encourage sustained efforts.

- Rewards should be given immediately. Delay minimizes their charm and value.

- Rewards should be given for the minor virtues of conduct such as punctuality, regularity and personal cleanliness.

- They should not be given for any single performance, but for any performance in general.

- The reward should be free from the element of partiality and favoritisms. Kulbir (2000).

According to Ornstein (1999) sometimes as teachers we work at cross-purposes. We turn initial learners interest into boredom by undermining the natural curiosity and interest of learners with an over emphasis on practice and drill and other forms of drudgery; then we dispense extrinsic rewards to compensate for the decline in intrinsic motivation. Cognitive theory describes motivation as intrinsic (without apparent reward), and extrinsic (influenced by apparent reward).

If teachers accept Maslow's theory, or parts of it, then they must consider the implications when needs are not being fulfilled, especially in the context of teaching learners. When children and youth come to school with basic needs unmet, such as being hungry or tired, or if they come to school abused or with a poor self – concept of who they are, it is difficult to motivate these learners to learn. They have other needs – other interests and concerns – that compete with intellectual or aesthetic needs while we teachers sometimes operate on one level, with assumptions that our learners have their basic needs sufficiently in place, the learners deficiencies create many cognitive problems which result in academic failure and loss of human potential.

## 2.2 Tips for teachers on motivation and academic performance

Strategies and methods for motivating learners:

The teacher has the responsibility of helping the student of helping feel and be successful. Learners should not be bored but should be made interested in their school work. Below are some basic applications of theories of motivation for producing learner success in schools.

Be sure learners can fulfil their basic school needs. Provide time to discuss academic and social expectations, responsibilities and behaviors.

Make sure the classroom is comfortable orderly and pleasant. A student's sense of physical and psychological comfort is affected by such factors as room temperature light, furniture arrangement, pictures and bulletin boards, cleanliness.

Help learners perceive classroom tasks as valuable. Learners are motivated when they believe the tasks they perform are relevant to their personal needs, interests and goals.

Be sure tasks are suitable for learners' capability, if the tasks are too difficult, learners will quickly become frustrated and loss self-confidence. If the tasks are too easy, they will eventually become bored and lose interest in the work.

Recognize that learners have different levels of anxiety and need for advancement. Some learners need extra time, support, or help because they seem to be unmotivated. Most of this behavior is a defense mechanism brought on by mechanism brought on by previous failure, lack of stimulation or poor self esteem. Other learners are reared in environments that result to stress and the need to excel.

Help learners take appropriate responsibility for their success and failure. Learners need to be taught they cannot excel in all activities, and learners who do not adequately perform in one area can improve with effort and also excel in other areas. Built on the strengths of learners, work around (don't ignore) their weakness through support and encouragement.

Help learners set reasonable goals. Encourage learners to set realistic, short term goals. Discuss the need for planning, practice and persistence.

provide variety in learning activities. Changes in instructional activities help learners pay attention and renew interest. Young learners and low achieving learners need more variety to avoid boredom.

Use novel and interactive instructional methods. The idea is to get learners to ask 'why?' 'How come?' and what will happen if I do x, y or z. The goal is to get learners interested and then to think. Most important avoid too much 'teacher talk'. It leads to a bored passive audience.

Use co-operative learning methods. Get learners to participate and work together. Have them work as a team so one learners success helps other learners to succeed. Co-operative learning also reduces stress and anxiety, especially among low-achieving learners.

Monitor learners' work; provide feedback. Knowledge of results, notes on homework or written assignments, even nods or verbal praise are information that learners receive and need for purposes of reinforcement and recognition.

Provide ways for improving. Comments about skill performance and on how to improve are important because they allow learners to make corrections, avoid bad habits and better understand the content of the subject. Kulbir (2000).

According to Jeanne (1999), just as motivation and cognitive processes, so too, do cognitive processes affect motivation. As teachers, we can not realistically address either learning or motivation in isolation from the other. One form of intrinsic motivation is interest, which can take either of two forms. Situational interest is temporary and evoked by something in the immediate environment. Personal interest is more stable and resides within the individual. As teachers, we can often motivate learners to study classroom subject matter by arousing curiosity and stimulating situational interest, as well as by capitalizing on individual personal interests. Jeanne Ellis Ormrod (fourth edition)

According to S.B Kakkar (1995) interests are a specific type of positive incentive and are also a product of motivation. They arouse and sustain concentrated effort and hence their constant use in teaching.

If teachers can adopt and accommodate classroom activities to cater to a real interest that the child has shown, he/she will succeed in creating a stimulating, effective learning situation. S.B Kakkar (1995).

According to Cronbach (second edition) some pupils are not ready for the reading materials and ideas the teacher thinks appropriate for their grade. A topic that excites some will be only another dull assignment for others. Even among pupils high in ability and interest, emotional needs cause some to welcome challenges and high hurdles, whereas others must be coaxed along with emotional support and reassurance.

According to S.K. Kochhar (2000) all problems of educational methodology are primarily problems of motivation and learning, perception and thought. But it needs to be remembered that the problem of motivation is not to awaken on audience but to direct the energy of an alert group into constructive channels and keep it there.

It means inculcating and simulating interest in a particular topic at the moment. It in fact, involves the understanding and use of natural urges of the child and also assisting him/her in acquiring new desirable motives. S.K. Kochhar (2000).

According to Jeannie (1999), Educators and psychologists commonly distinguish between extrinsic motivation, which comes from someone or somewhere else and intrinsic motivation which is generated from within. Rewards and punishments are associated with extrinsic motivation, and they can be efficient in starting or stopping simple routine arts and habits. But as behaviours become more complex, systems for rewards and punishments must become equally elaborate. Rewards and punishments ultimately become harder to keep convincingly aligned with the behaviour they must influence. Jeannie( 1999).

According to Bernstein (1964) the real danger of over motivating a lesson is caused by the confusion between entertainment and teaching, a rising when you cant guide come to grips with the materials you are to teach. You become over concerned with what will appeal to your learners. You, ratter than the materials, are on display. You have whatever issues reside in the materials. You do not think about them sufficiently or go deeply into them in order to lead learners deeply into them. You become carried away by sickness.

According to Rieman (2000) behaviourism is based on the views that human beings are primarily the product of their environment and that children can become moral, intelligent people if they are rewarded for proper behaviour. Behaviourists break down material into small lessons, test the learners after each lesson, and reward the learners for proper responses on tests. Effective behaviourism motivates the learners to learn, not to train or control them.

According to Karen (1999), teachers can address the most basic level of need the physiological by providing physical comfort, food, drink, adequate light and temperature control, and even clothing if necessary. Medical care and other of school needs can be provided if not directly within the school program, through referrals to social workers and other individuals and agencies in the community.

# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.0 Research Design:

The study will employ the descriptive survey method to determine motivation and academic performance of learners in early childhood Education Centres in Githunguri Division, Kiambu district, Kenya.

### 3.1 Research Environment

The study will be conducted in early childhood education centres within the Regular schools in Githunguri Division. The Division is located in Kiambu District of central province; the schools are in a rural setting.

### 3.2 Respondents

This study will involve 15 teachers, 15 pupils, 15 parents and 15 political leaders. The total number of respondents will therefore be 60 in total and these will be the only respondents to be interviewed for this study.

This will be derived as follows;

| Type of respondents | Number |
|---------------------|--------|
| Teachers | 15 |
| Pupils | 20 |
| Parents | 15 |
| Political leaders | 10 |
| Total | 60 |

### 3.3 Instruments / Tools

This study will utilise a researcher devise instruments which are questionnaires. The researcher has decided to use questionnaires because the tool is easier and cheaper to use as compared to other tools. Mugenda and Mugenda (1999).

## 3.4 Data Collection Procedures

Letters will be sent to the Head Teachers asking permission to carry out research in their schools on motivation and academic performance of learners in early childhood education centres. After collecting the data, the researcher will present the data in tables and charts and analyse the

## 3.5 Statistical Treatment of Data

Table frequency and percentage will be used to determine the age, gender and academic level of learners.

Formula:    frequency count $= f/n \times 100$

$$f - \text{frequency}$$
$$n - \text{number of respondents}$$
$$100 - \text{total number of respondents}$$

## 3.6 Limitations of the study

Unwillingness of the respondents to effectively respond to the questions was one of the most notable problems that the researcher faced wile conducting the research.

Financial constraints are problems that occurred during the process of conducting the research. Transport costs were so high to be met by the researcher and this fully contributed to the delay of the research because it became so hard for the researcher to continue with the tight budget.

Hostility among some respondents were also other limitations of the study in the sense that the researcher found that there are hostile respondents who in the long run might turn down the request of the researcher to answer the questions. Many of such respondents walked away despite of the fact that the researcher tried to plead for their attention.

Shyness of the respondents is also well another limitation of the study.

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The researcher was affected by the prevailing weather conditions i.e. the rain. It is true that the research was conducted during rainy season and it became so hard for the researcher to find the respondents since they were in doors.

However, the researcher overcame these problems in the following ways;

Strict adherence to the tight budget was the solution to the problem of lack of finance.

Humble talk and convincing of respondents were the ways employed by the respondents to overcome the problem of unwilling and shy respondents to answer the questions.

CHAPTER FOUR


FINDINGS, ANALYSIS AND PRESENTATION

## 4.0 Introduction


The data was collected using both quantitative and qualitative methods, which was then analyzed and processed to make it useful and understandable. Data was collected, tabulated and then analyzed.


## 4.1    Social Demographic Characteristics

## 4.1.1   Age

Respondents were asked questions related to their age and the results are shown in the table below:


**Table 1: Age distribution of respondent**

| Age group | Frequency | Percentage |
|---|---|---|
| Below 24 | 4 | 6.6 |
| 25 - 29 | 16 | 26.6 |
| 30 – 39 | 12 | 20 |
| 40 – 49 | 22 | 36.6 |
| 50 – above | 6 | 10 |
| TOTAL | 60 | 100 |

*Source: Primary data*


The figure shows that 6.6% of the respondents were below 24 years, 26.6% were between 25-29 years of age, 20% were between 30-39 years of age, 36.6% were between 40-49 years and 10% were above 50 years of age.


## 4.1.2   Marital Status

Another variable which was important in respect to the situation of the people in the area was marital status. Information regarding marital status of the respondents was obtained by asking them whether they were married, single, widowed or widowers.

**Table 2: Marital status**

| Marital Status | Frequency | Percentage |
|---|---|---|
| Married | 30 | 50 |
| Single | 8 | 13.3 |
| Widow | 16 | 26.6 |
| Widower | 6 | 10 |
| TOTAL | 60 | 100 |

*Source: primary data*

Table 2 above shows that 50% of the respondents were married, 13.3% were single, 26.6% were widows and 10% were widower

## 4.1.3 Sex of the respondents

Sex was also another factor which was considered during the study. This is because the researcher was interested in finding out the number of females and males in the whole of the population, and compares the percentage composition of the two.

**Table 3: Sex of the respondents**

| Sex | Frequency | Percentage |
|---|---|---|
| Female | 40 | 60 |
| Male | 20 | 40 |
| Total | 60 | 100 |

*Source: primary data*

Table 3 above shows the sex of the respondents and it was found that 60% of the respondents were females and 40% were males.

## 4.1.4 Educational status

Respondents were asked questions related to their educational status and their responses are shown in the table below;

Table 4: Educational level of the respondents

| Education levels | Frequency | Percentage |
|---|---|---|
| Illiterate | 22 | 36.6 |
| Primary | 14 | 26.6 |
| Secondary | 8 | 13.3 |
| University | 4 | 6.6 |
| Tertiary | 6 | 10 |
| Others | 4 | 6.6 |
| Total | 60 | 100 |

*Source: primary data*

Table 4 above shows educational levels of the respondents and it revealed that 36.6% of the respondents were illiterate, 26.6% were of primary level, 13.3% had secondary illiterate, 6.6% received university education, 10% had tertiary education and 6.6% fell under other levels of education.

## 4.2 Types of motivation needed for better performance in early childhood education centres

Table: 5 Types of motivation needed for better performance in early childhood education centres

| Answer | Teachers | Pupils | Parents | Political leaders | Total | % |
|---|---|---|---|---|---|---|
| Gifts | 2 | 3 | 4 | 2 | 11 | 18.3 |
| Promises | 4 | 3 | 3 | 2 | 12 | 20 |
| Appreciation | 3 | 5 | 5 | 1 | 14 | 23.3 |
| Courage | 4 | 3 | 2 | 2 | 11 | 18.3 |
| Awards | 2 | 6 | 2 | 3 | 13 | 21.6 |
| Total | 15 | 20 | 15 | 10 | 60 | 100 |

*Source: primary data*

## Gifts

Giving of gifts by the teachers was another type of motivation given to pupils. Many of the teachers were found to be give out gifts to their pupils so that they can get the interest to continue learning with ease and without any difficulty as such. Gifts are seen and are said by the respondents as one of the best ways of motivating pupils and how to boost pupils' performances in early childhood education and many of the respondents noted that many of the teachers have given many gifts to their pupils. This was ranked to be 18.3% of the total percentage of the respondents.

## Promises

Promises were also identified as one of the ways in which pupils are motivated by their teachers in early childhood education. Promises have really been noticed as one of the tools used by the teachers to motivate their pupils because many of the teachers do use this so much in order to motivate their pupils. Promises put the pupils in the hope of receiving something after a period of time since they expect to get gifts at the end of the day. This had 20% of the total number of respondents who got involved in the study and this was the outcome of the research question as given by the respondents who were mainly teachers because they were four in number out of 12 respondents.

## Appreciations

Appreciations were also given by the respondents as one of the ways in which the teachers motivate early childhood education pupils. Appreciation was see and given by the respondents one of the tools in which the pupils are encouraged/ motivated by the teachers. Appreciations are usually given by the teachers to the pupils because teachers do speak such words as 'thank you'. These are real words but they have been found to be so instrumental in that many of the pupils do give a lot of courage after the end of the appreciation. This was ranked at 23.3% by the respondents who took part in this study.

## Courage

Courage was also given by the respondents as one of the ways in which pupils are being motivated by their teachers in early childhood education. It was found that many of the teachers in many of the childhood education centres have ever said 'keep it up', which is very important because the pupils have been found to be encouraged. Courage plays a very big

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role in the motivation of the pupils in early childhood education centres because they are being given words that encourage them in the long run. This was ranked to have 18.3% of the total percentage of the respondents in the study.

## Awards

Awarding of the pupils by their teachers in early childhood education centres was also found to be one of the ways in which the pupils are being motivated. The respondents noted that many of the schools do give awards to the pupils like the best pupils in class, in examinations and the best pupils in participation and this has really encouraged the pupils and has motivated many of the pupils in early childhood education centres. Awsrd giving was found to be having 21.6% of the total percentage of the respondents who got involved in the study and who were interviewed by the researcher.

## 4.3 Causes of poor motivation in early childhood education centres

**Table: 6 Causes of poor motivation in early childhood education centres**

| Answer | Teachers | Pupils | Parents | Political leaders | Total | % |
|---|---|---|---|---|---|---|
| Poverty | 2 | 5 | 4 | 4 | 15 | 25 |
| Lack of ethics | 3 | 3 | 2 | 3 | 11 | 18.3 |
| Poor relationships | 0 | 2 | 3 | 2 | 7 | 11.6 |
| Poor performance | 4 | 4 | 2 | 1 | 11 | 18.3 |
| Poor teacher payments | 6 | 6 | 4 | 0 | 16 | 26.6 |
| Total | 15 | 20 | 15 | 10 | 60 | 100 |

*Source: primary data*

## Poverty

Poverty was also given by the respondents as one of the causes of poor motivation in early childhood education. It was found that many of the teachers can not give gifts and offers to the pupils because they do not have and they can not give out what they do not have. Poverty

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has a great effect in motivation of the pupils in early childhood education. Poverty was found to e having 25% of the total number of the respondents.

**Lack of ethics among teachers**

Lack of ethics among the teachers was one of the answers given by the respondents as another cause of poor motivation in early childhood education. This is because in education ethics is vital. Teachers are trained to motivate pupils and not to demotivate or discourage them in the long run. The respondents noted that many of the teachers do not have ethics in that many of them do not have the capacity to motivate their pupils yet motivation is a fundamental aspect in education. The teachers in the ethics of education are fully trained to motivate their pupils in terms of words like appreciation and even in tangible things like gifts to the pupils in order to promote their desire to study. Lack of ethics among teachers was ranked 18.3% of the total percentage of the respondents who were involved in the study.

**Poor relationships**

Poor teacher-pupil relations was another factor behind the cause of poor motivation of the pupils by their teachers. It was found that many of the teachers had parallel relationships. Many of the teachers do not like their pupils whom they teach. This has the worst effect on motivation in the way that it is quite hard to teach the pupils whom the teachers themselves do not like and this has affected the performance of the pupils in early childhood education. This problem was found to be having 11.6% of the total percentage of the respondents who got involved in the study.

**Poor performance**

The respondents here noted that poor performance of the pupils do discourage the teachers and it makes them keep silent as far as motivation of the pupils is concerned in early childhood education. Poor performances of the pupils affect their motivation issues because the teachers are mainly affected due to pupils' performance. This according to the respondents had 18.3% of the total number of respondents who were involved in the study. This was ranked 26.6% of the total number of respondents.

**Poor teacher payments**

Poor teacher payment was a no fore gone conclusion in the factors that are responsible for the poor motivation of the pupils by their teachers in early childhood education. It was noted that

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the pupils are affected because of their teachers' poor payments. The teachers are in many time was perplexed by the way they are paid their respective schools where they teach to the extent they can not afford time for motivating the pupils.

## 4.4 The impacts of motivation in the academic performance of pupils in early childhood education centres

**Table: 7 Impacts of motivation in the academic performance of pupils in early childhood education centres**

| Answer | Teachers | Pupils | Parents | Political leaders | Total | % |
|---|---|---|---|---|---|---|
| Good performance | 5 | 4 | 4 | 2 | 15 | 25 |
| Sense of belonging | 3 | 4 | 2 | 1 | 10 | 16.6 |
| Participation | 4 | 4 | 3 | 3 | 14 | 23.3 |
| Courage | 1 | 6 | 4 | 1 | 13 | 21.6 |
| Academic interest | 3 | 3 | 2 | 3 | 11 | 18.3 |
| Total | 15 | 20 | 15 | 10 | 60 | 100 |

*Source: primary data*

## Good performance

The respondents here noted that it is quite paramount that there has to be good performance when the pupils are motivated because they really get them involved in academics. The total percentage of respondents here was 15 in number out of 60 interviewed respondents, which constituted 25% of the total percentage of the respondents who fully got involved in the study.

## Sense of belonging

The findings revealed that sense of belonging was yet another factor worth of mention in the question of the impact of motivation to pupils of early childhood education centres. It was noted that pupils get the sense of belonging when they are motivated so that they get the mind of education and they feel as partakers in the education system and not as a distant

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participants. The total number of respondents here were 10 in the general number of 60 and this constituted 16.6% of the total percentage of the respondents. The sense of belonging here means that the pupils will really have the interest of studying and this will have a great impact in their performances.

## Participation

Participation was found as one way of increasing motivation among the pupils because it was noted that participation is a strong tool of participation in the sense that the pupils will participate in academics. Participation was rated by the respondents to be 23.3% of the total percentage of the respondents who got involved in the study. Participation here means that the pupils will have the interest of getting involved in the study and this positively influences the interest of the pupils in the education centres.

## Courage

The findings also revealed that courage was another impact of motivation among pupils because it was it was discovered that pupils get courage to continue getting involved in education issues since they get the thanks and appreciations from their teachers who assess the performance of the pupils in early childhood education centres. The findings revealed that courage helps in performance up to 21.6% of the total impact of motivation in early childhood schools. Courage is the inbuilt confidence of the pupils in what they are studying coupled with the interest they have in studies.

## Academic interest

The study found that academic interest was also the impact of motivation in early childhood education. The respondents noted that once there is motivation, pupils automatically get interest in academic than when there is no motivation. The respondents noted that whenever there is motivation, pupils get the morale to study and they seize to see education as a hard 'thing' but rather as a possible activity which can be done with a lot of interest if really one has the desire. This according to the respondents constituted 18.3% of the total number of respondents.

# CHAPTER FIVE
# SUMMARY, CONCLUSION AND RECOMMENDATION

## 5.0 Introduction
This chapter was concerned with the summary of the study, conclusion and recommendation.

## 5.1 Summary of the study
The major objective was to find out motivation and academic performance of learners in early childhood education centres in Githunguri Division Kiambu district-Kenya. The study was conduced in Githunguri Division, Kiambu District –Kenya, teachers, pupils, parents, and political leaders were involved in the study. A total of 60 (sixty) participants, 20 pupils, 10 political leaders, 15 teachers, and 15 parents were involved in the study. The study question was investigated in line with the research questions of the study.

The first research question was "What are the types of motivation needed for better performance in early childhood education centres? The study discovered that; Gifts, promises, appreciations, courage, and awards were the factors given by the respondents.

The second research question was "What are the causes of poor motivation in early childhood education centres? The study findings revealed that; Poverty, lack of ethics, poor relationships, poor performance, and poor teacher payments were the answers given here by the respondents.

The third research question was "What are the impacts of motivation in early childhood education centres? The answers given by respondents to this researcher question were therefore as follows; Good performance, sense of belonging, participation, courage, academic interest, were the answers given.

Conclusions and recommendations were then made after presenting and interpreting the data.

## 5.2 CONCLUSION

The conclusion was made in line with the various themes of the study and was based on the findings of the study.

The first research question sought to identify the types of motivation needed for better performance in early childhood education centres. The study discovered that; Gifts, promises, appreciations, courage, and awards were the factors given by the respondents.

The second research question sought to identify the causes of poor motivation in early childhood education centres. The study findings revealed that; Poverty, lack of ethics, poor relationships, poor performance, and poor teacher payments were the answers given here by the respondents.

The third research question sought to identify the impacts of motivation in early childhood education centres? The answers given by respondents to this researcher question were therefore as follows; good performance, sense of belonging, participation, courage, academic interest, were the answers given by the respondents.

## 5.3 RECOMMENDATIONS

The recommendations were made in relation to the findings and conclusions. The researcher therefore came up with the following recommendations in an attempt lift address the issues concerned with motivation and academic performance of learners in early childhood education centres in Githunguri Division Kiambu district-Kenya. The study was conduced in Githunguri Division, Kiambu District –Kenya of early childhood education centres. The following recommendations were therefore advanced by the researcher.

**Increase teachers' salaries**

Increase teacher's payment in form of salaries. The amount of money paid to teachers is low and it can not motivate them to do their duties adequately, fore example the salary scale for Kenyan teachers depend on their qualifications like the degree holder initially getting Kshs 25000/= but the increment should be at list 50000/= to motivate the teachers.

**Training on jobs**

Training on job should be emphasized. Teachers should be given more opportunities for further studies and the government's contribution for the school fees for those wish to pursue further studies from certificates to diplomas, from diplomas to degrees up to PhD levels to allow teachers acquire more skills as part of motivations on the pupils performance.

**Government policy**

Government should make a policy of setting up minimum wage legislation for teachers even in private schools because teachers in private schools are low paid yet they are supposed to work hard to teach pupil's and perform with also those of government schools. This law will help those suffering in both government and private schools.

**Emphasis on rewards**

Emphasizes rewards of pupil's who perform well in their living examinations for those with A and good grades should be awarded for their good performance to act as an example for others to follow and work hard in all primary schools. This arrangement can work with the government intervention to award scholarships and scholastic materials in all levels of attainment in primary school in the country.

**Provision of learning materials**

Learning materials should be provided to add value to learning and performance such materials include books, lab facilities for sciences, and the teachers materials in all schools regardless of either government or private schools because all are the citizens of Kenya.

**Parental responsibility**

Parents should take the responsibility of motivating their children like good feeding, scholastic , ward of their children when they attain good grades, fees payment on time and other school needs even direct contact with children's' teachers in assessment.

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# Appendix A-Budget

| Item | Cost |
|------|------|
| **Item** | **Cost** |
| Stationery | 300 K/shs |
| Pens, Pencils | 200 K/shs |
| Transport | 1,500 K/shs |
| Miscellaneous | 1,000 K/shs |
| **Total** | **3000 K/shs** |

# Appendix B-Time frame

| Date | Activity |
|---|---|
| December 2007 | Choosing research topic |
| Jan to Feb 2008 | Reviewing of related Literature |
| April 2008 | Presenting proposal |
| May to June 2008 | Collecting data |
| June 2008 | Compiling the reporanalysis & typesetting. |
| June 2008 | Presenting the report marking. |

## Appendix-C: Transmittal letter for the Head teacher

The
Head Teachers
Githunguri Division

Dear Sir/ Madam,

### RE: PERMISSION TO USE SCHOOL FOR RESEARCH

I am a graduating student of Kampala International University. I am writing to request for permission to carry out research in your school.

The research is based on Motivation and Academic Performance of Learners in Early Childhood Education Centres.

Any assistance rendered to me to complete the research will be highly appreciated.

Respectfully yours,

.....................................

**Jane Wangui Nyakianda**
Noted by
KULE WARREN

# Appendix D – Questionnaires

**Dear student;**

Please indicate the ultimate answer to the questions below, by either ticking, or writing the required information

**Learners' profile**

1. What is your age? _____ (Years)
2. Indicate your gender?     Boy _____     Girl _____
3. What class are you in?

std 1___                    std 2___

std 3___                    std 4___

From the questions that follow choose the correct responses from the following:

**A** -Strongly agree                           **B** - Agree

**C** -Disagree                                 **D**- Strongly disagree

**Rewards.**

1 _____ the teacher is not annoyed when I give a wrong answer.
2. _____ The teacher tells me 'good' when I give a correct answer.
3. _____ the teacher puts a "gold star" on my book when I do well.
4. _____ Other pupils are asked to clap for me when I do well.
5. _____ am given a budge when I do well in class.

**School environment**

6. _____ am provided with good desks in class.
7. _____ My class teacher is always clean.
8. _____ There is enough lights in the class.
9. _____ We have enough teaching aids in class.
10. _____ the size of class is enough for us all

**Teaching Aids.**

11. _____I am able to hear the teacher from my sitting position.

12. _____I am able to read what the teacher writes on the board.

13. _____The teacher marks ad rewards me immediately I do my work.

14. _____The teacher asks questions when teaching.

15. _____I am helped in difficult areas in school.

**Learning objectives.**

16. _____I am given questions to answer after the lesson.

17. _____we are given work to discuss with my friends.

18. _____I am provided with books to read.

19. _____We are given time to go for games.

20. _____I am allowed to use the teachers apparatus.

**Teacher's attitude.**

21. _____My teacher comes to school very early.

22. _____The teacher is happy with work and praises me

23. _____The teacher is concerned when I don't perform well.

24. _____The teacher listens to my problems.

25. _____Am encouraged to work hard in call the subjects.

# Questionnaire for Teachers

**Section A of the questionnaire**

Dear staff/respondent,

You are kindly requested to help the researcher by providing information regarding the questions below..

**Profile of the respondent (Tick where applicable)**

   a)   Age of respondent: ☐ years

   b)   Gender:      Male   ☐            Female            ☐

   c)   Qualification: Degree ☐ diploma ☐ certificate ☐ Others
            ☐

   d)   Duration in the field of teaching: 10 years & above ☐   5-10 years ☐
            Less than 5 years      ☐

## SECTION B OF THE QUESTIONNAIRE

Use numbers to fill the spaces appropriately.

5 Strongly agreed - means you agree with the statement without any doubt.

4 Agreed       - means you agree with some doubt.

3 Disagreed     - means you disagree with some doubt.

2 Strongly disagreed - means you disagree without any doubt.

**Teacher's relationship with learners in early childhood education centres**

Q1._You show objectivity and fairness to the opinions expressed by learners.

Q2.__You show concern and build up with learners

Q3._You help learners attain their maximum potential

Q5._You help learners to improve academically through motivation

Q6. _You give positive reinforcement through rewards.

**Learning activities**

Q7._You assist the learners in practical skills in the class session.

Q8. You encourage learners to participate in different co-curricular activities

**Teachers level of motivation**

Q9.__The teachers employ varied teaching strategies to cater for all learners

Q10.__The teachers adapt different activities to suit the needs of learners

Q11.__The teachers present the lesson clearly understandable and organised   manner to help the pupils


**School environment**

Q12.__The school has a well equipped resource room which is accessible to learners

Q13.__There is adequate space for children's use in school and classes

Q14.__There are enough textbooks in class for all children to use during lesson.

Q15.__The class room environment conducive for teaching and learning and caters for learners

Q16.__The teacher provides enough learning materials and equipment for learners


**Academic performance of in early childhood Education**

Q17.__ Learners who have intrinsic motivation perform better academically than their non - motivated peers.

Q18.__ Girls in early childhood education centres perform better than boys.

Q19.__ The academic performance of learners improves with motivation