THE FACTORS INFLUENCING MOTIVATION OF PUPILS ON THEIR ACADEMIC PERFORMANCE IN SELECTED SCHOOLS IN KABARNET ZONE, BARINGO DISTRICT – KENYA

BY

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A PROJECT SUBMITTED IN PARTIAL FULLFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF BACHELOR OF EDUCATION ARTS OF THE KAMPALA INTERNATIONAL UNIVERSITY- (UGANDA)

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September 2008
DECLARATION

I Henry Kiptoo REG. NO.BED/7099/51/BF do hereby declare that this research paper is my original work and not a duplicate of similar published work of any scholar for academic purpose in any other institution of Higher learning in any country.

It has therefore never been submitted to any other institution of higher learning for the award of a Certificate, Diploma or Degree in Education or any other field of study.

I further declare that all materials cited in this paper which are not my own have duly been acknowledged.

NAME:........................................

SIGNATURE:.................................

DATE:..............................17-09-2008..........................
This report effort resulting from the researchers effort in the area of the factors influencing motivation of pupils academic performance in selected primary schools in Kabanet zone, Baringo district Kenya was carried out under my supervision and with my approval it is now ready for submission for the award of a Degree in Bachelor of Education in Arts of the Kampala International University – Uganda.

Sign: [Signature]

MRS. NABUSETA DEBORAH TALIGOOLA

DATE: 17th Sept 2008
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DEDICATION

I wish to dedicate this work to my dear wife, Rose Ngetich and my children Lydia Jepkorir, Mercy Jebet, Michael Kiprotich, Caleb Kiptum, Naomi Jerop and Immaculate Jepkemboi.
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DEFINITION OF TERMS

**Motive** – An energizing condition of an organism that serves to direct that organism behavior usually towards a goal.

**Drive**– Refers to motivation closely related to biological needs and concerns the very survival to the organism.

**Motivation** – That condition which causes or encourages us to act in a certain way.

**Extrinsic motivation**- Motivation aroused by an inner urge drive or motive

**Intrinsic motivation** – Motivation aroused by an inner urge drive or motive.

**Achievement motivation**- Drive to overcome challenges advance and grow

**Affiliation motivation**- Drive to relate to people

**Competence motivation**- Drive to do high quality work

**Power – motivation** – Drive to influence people and situations

**Instigated**- Set off the sequence of behavior

**Satiable** – Aim towards a goal

**Pedagogical**- Teaching methods

**Reinforcement**- Whatever increases the probability of a response occurring.
ACRONYMS AND THEIR MEANINGS

FPE- Free Primary Education

KCPE- Kenya Certificate of Primary Education

TAC – Teacher Advisory Centre

‘n Ach’ – (Need for achievement ) motive that leads to seeking success or high standards of performance

GCN- Girl Child Network

MOE – Ministry of Education

KESSP- Kenya Education Sector Support programme

IGA- Income Generating Activities

ASAL- Arid and Semi Arid lands

WFP- World Food Programme

UNICEF – United Nations International Children Education Fund

OVC – Orphans and Vulnerable Children

NGO – Non Governmental Organizations

CCF – Christian Children Fund

ICT – Information Communication and Technology
ABSTRACT

The major purpose of the study was to find the factors that influence motivation on the academic performance of pupils in Kabarnet zone, Kabarnet Division of Baringo District. The area of study covered twenty primary schools and the researcher sampled ten Head teachers, ten teachers, ten standard eight pupils and ten parents.

The researcher used simple random sampling to determine the population sample. He used the questionnaires as instrument for data collection which were sent to the respondents to fill in answers and later collected by the researcher.

The researcher brought about three important elements in education that are of concern to both educational psychologists and teachers. These are the learner, the learning process and the learning situation.

The researcher found out that parental upbringing plays a very important role in motivation of learners. This is because parents provide not only physiological needs, but also safety needs as well as belonging needs. Teachers on the other hand need to use familiar learning resources appropriate to the level of the class they teach. They also need to use verbal praise or social approval and minimize unpleasant consequences of student involvement.

The researcher summarized his findings in frequency tables, pie-charts, and bar graphs.
CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY
Motivation is a term that if mentioned sends mixed reactions to the parents, teachers, pupils and other stakeholders in education sectors. However this term has a big role towards shaping the future of pupils as far as their academic performances is concerned. The question that lingers in many minds of parents is who is supposed to motivate the pupils? Many teachers think that it is the sole responsibility of parents to buy gifts or tokens to their children when they perform well in their studies. To many parents they think otherwise that since teachers are with their ‘kids’, they ought to shape their future by rewarding them whenever need arises.

The researcher in the preceding pages embarked on unearthing the factors influencing motivation of pupils in Kabarnet zone in Baringo district. These factors range from home based which centers around the child to school based factors.

1.2 STATEMENT OF THE PROBLEM
It is evident that since the introduction of Free Primary Education in the year 2003, there has been swelling enrolment of pupils in primary schools in Kenya. This Scenario has seen the classrooms overcrowding to a capacity ranging from sixty to a hundred pupils. The pupil teacher ratio is recorded to be as high as 1:100 one of the highest ever experienced in the countries in south of Sahara.

The performance in National Examination particularly the Kenya certificates of primary which is done by candidates at standard eight has experienced a downward trend for the last five years consecutively. Majority of the schools which have been performing well in my area of study in the past are now performing poorly or dismally well. Primary schools which used to send pupils to National schools after having done well in their KCPE no longer take even one candidate. This is a clear indicator that pupils in these schools are not prepared adequately enough to face the exams that are administered at the end of standard eight. It also means that one of the causes of pupils failure to achieve
the right marks to join secondary school is lack of motivation by either parents or teachers.

There could be other underlying reasons as to why these pupils perform poorly academically. The researcher has therefore embarked on the study to establish the root causes of this failure and try to come up with some remedial measures to curb the trend which the education standards is taking in this geographical area. The goal of education as cited by Taylor (1985) states that “Education first enlarge a child’s knowledge experiences and imaginative understanding and his/her awareness of moral values and responsible contributor to it, capable of achieving as much independent as possible”

It therefore means that without motivation the whole economy will be affected. That is why most governments spend a lot of their Revenue on education because it is the cornerstone of any Nation.

In conclusion, therefore, should the government turn a blind eye on motivating the school going children ,the Nation shall head to doom .All the stakeholders of education should embrace motivation in their endeavor to achieve better standards . Just like in Kenya the Millennium Goal of the year 2030 cannot be realized without motivating the educational sector in general.

1.3 PURPOSE
The purpose of the study will be to investigate the factors influencing motivation on pupil’s academic performance in selected primary schools in Kabarnet zone, Baringo District –Kenya.

1.4 SPECIFIC OBJECTIVES
The following objectives will guide the researcher during the study:
To find the role of parents in influencing learners motivation on their academic performance
To asses the type of instruction adapted by teachers towards pupil motivation.
To establish whether between teacher’s attitude has an influence on pupils motivation.
To assess the emotional climate of the schools and its contribution towards motivation of pupils.
To investigate head teachers role in influencing the motivation of pupils on their academic performance

RESEARCH QUESTIONS
What is the role of parents in influencing motivation of their children towards their academic performance?
How does the type of instruction given by teachers influence learners motivation in their academic work?
How do head teachers influence motivation of learners in their academic performance?
Do pupils get motivated in the tasks given to accomplish which are geared towards helping them attain high marks?

1.5 SCOPE OF THE STUDY
The researcher carried out his study within the selected primary schools in Kabarnet zone, Kabarnet division in Baringo District in Kenya as shown by the map below. The study is about the factors influencing motivation of pupils on their academic performance and the study was carried out from the months of January to September 2008.
1.6 SIGNIFICANCE OF THE STUDY
From the research findings, various stakeholders in education sector will find them useful. This is because the area of my study, motivation is a field that is important in all spheres of life. The Ministry of Education (MOE) will be able to borrow a leaf from the findings on the role of motivation of pupils towards helping them in attainment of better marks which will permit them to proceed not only to secondary school but to proceed from one class to another.

The Supervisors of education in the District will be able to use the findings to come up with strategies on how to improve the standards of Education. This is because by being in constant touch with the teachers and head teachers they will be able to share the problems that are experienced and look for solutions jointly.

Parents who are among the stakeholders will also find the study findings helpful because they will know their role in motivating their school going children so that they attain quality marks particularly at the end of primary education.

The pupils will find the findings important especially the standard eight pupils who are to be among the respondents.

The Head teachers who are the managers of schools will find the research findings helpful. This is because by providing a conducive environment the school pupils become motivated and strive hard in their studies.

1.7 LIMITATIONS AND DELIMITATIONS
1.7.1 LIMITATION
The researcher used a lot of finance to and from the sampled primary schools during the data collection stage. There was also much expenses on writing materials like fullscaps and biro pens which caused a lot of financial constrain. Some respondents never cooperated to the expectation of the researches because some questionnaires were not returned in time particularly from two schools.
1.7.2 DELIMITATIONS

Due to the co-operation of the head teachers, teachers, parents and standard eight pupils from the sampled schools, the researcher was able to collect information without a lot of effort and within the least time possible. The head teacher and teachers of the researcher schools were also supportive during this tedious exercise. The classes that the researcher taught were also understanding and co-operative.
CHAPTER TWO

REVIEW OF RELEVANT LITERATURE

2.0 INTRODUCTION

This chapter explains in details the findings of the study as got from different sources. It covers the meaning of motives and drives, needs and drives, definition of motivation motivational patterns, factors influencing motivation, properties of motivated behavior, theoretical framework, parental motivation on child’s mental development and motivational techniques in teaching.

Meaning of motives and Drives

A motive can be defined as energizing condition of an organism that serves to direct that organism’s behavior usually towards a goal. It is a series of stages we continually go through each of which begins with a stimulus (e.g. a bodily need). The stimulus triggers a motive (an arousal to action) which in turn activates and directs behavior, when this behavior attains a goal the motive is satisfied and the chain of motivation is complete.

A drive on the other hand has a biological meaning .It refers to motives that are closely related to biological needs and it concerns the very survival of the organism. These drives are also called physiological motives which include hunger, thirst, sex, need for air, rest, the need to escape from pain and the need to eliminate waste. However human beings are not motivated by physiological states only. The need to feel competent and self – determined is almost as basic as the need for food. We seek stimulus and challenge so that we can use our mind and master problems. The term intrinsic motivation has been used to describe this need. Out of which we develop a more specific motive to succeed and meet high standard of performance. This is the achievements motive Psychological motives are learned which include the afflictive motive and the aggression and the power motive.
**Distinctions between needs and drives**

The concepts of needs and drive play an important part in the study of motivation. Need refers to an internal imbalance that occurs when we are deprived of something so that we experience need all times and varying intensities. Needs are most compelling when they are not fulfilled which is referred to as state of deprivation, a state in which we suffer from an imbalance which makes us act to correct the imbalance.

Drives refer to the attempt of the organism to restore its state of balance by satisfying a certain need. For example, if we have a need for food, we are stimulated by the hunger drive to seek food. A drive as a reason to act or respond can come from several sources that is it could be physiological, social, etc.

In Muray's (1938) Classification, motives are put into two main groupings: The physiological and psychogenic or acquired motives. The primary drives include hunger and thirst. Hunger is a drive brought about by a chemical imbalance (or deprivation). In the blood that activates the hypothalamus (an area of the forebrain) involved in regulating hunger, sleep, temperature, thirst, and sex. This drive is not satisfied by the mere act of eating, but by the food itself which actually changes the composition of the blood and turns off the drive. Food is necessary because it builds, protects and repairs the body. The problem of malnutrition and its effects on brain development, physical and intellectual functioning has tremendous implications for African where a high proportion of children live on maize, cassava, bananas, sweet potatoes, yams, and other starchy food. As a result of poor nutrition, many of these children end up experiencing stunted and development.

In most third world countries the availability of clean, reliable and safe water needed to quench the thirst is hardly available. The safe but reliable water is from the taps which is not readily available to many homes and schools. However, most homes in cities and big towns are connected with treated piped water.
**Definition of Motivation**

Motivation is that condition which causes or encourages us to act in a certain way. It is a broad term that encompasses needs, drives motives urges purposes and other determinants of behavior.

Motivation may be aroused by stimuli outside the individual (Extrinsic motivation) or stimuli within the individual (Intrinsic motivation).

Extrinsic motivation may be as a result of praises marks (scores) given by a teacher or a teacher’s approval. Intrinsic motivation is aroused by an inner urge, drive or motive. Some pupils will have their own reasons for working hard in school despite the problems they encounter. It has also been found that intrinsic motivation stimulates achievement especially in situations where people work independently.

Teachers for this reason can encourage their pupils to be intrinsically motivated by providing task that are challenging and that trigger curiosity. Parents and teachers should not kill pupils sense of determination with an over close of extrinsic records. Rewards however can be used to control pupils or to inform them of their successes.

Research studies have shown that attempts to influence people’s behavior through rewards deadlines and surveillance may be successful as long as these controls are present, but when they are taken away interest in the activity often drop. Rewards that inform people when they are doing well can boost feelings of competence and raise the level of intrinsic motivation.

**Motivational patterns**

There are four patterns of motivation that are significant namely: Achievement, Affiliation Competence and Powers.

**Achievement motivation**

A researcher, David C Mclelland of Havad University examined the motivational patterns that are emphasized in schools books and families in different Nations. His
studies revealed that people’s motivational patterns tended to agree with the cultural environment in which they grew up, for example if their family, school church, friends and books emphasized achievement, their attitude towards life tended to be similar. If it emphasized friendship and affiliation then they were more dominated by social attitudes.

He further found that Nations with more achievement motivated people tend to have a faster social and economic development. Achievement motivation is a drive to overcome challenges, advance and grow. It leads to higher goals and drives so that people do better work and make more progress. In most nations one or two motivational patterns tend to predominate among workers because these workers have grown up with similar cultural backgrounds.

Achievement oriented people seek accomplishment for its own sake. They are not strongly money hungry although they may acquire wealth in their drives to achieve. This kind of teachers work because of their desire for challenge accomplishment.

The achievement motive is a psychological motive that evolves out of basic intrinsic motivation for achievement or the ‘n Ach’ and can be defined as a motive that leads to seeking success or the achievement of high standards of performance. People who simply seek to do their best without necessary looking for money popularity or other external rewards are said to be high in the ‘n Ach’

Research has shown that children who are high in ‘n Ach’ were taught to be dependent at a relatively early age and were likely rewarded with affection for it.

The achievement motive is most aroused by situations that are age involving where the individual feelings of self respect and competence are challenged. The need for the achievement leads to a selective perception of the environment and directs behavior towards the goal of meeting standards of excellence.

Other social motives that might affect the achievement motive include the desire for parental approval may cause a student to study harder and the need to be popular with
friends on the other hand may cause this same student to put down his books to go to a party.

 Traits of people with high need for achievement ‘n Ach’
  They do their best in competitive situations
  They are fast learners
  They are driven less by the desire for fame, fortune than by the need to live to a high self-imposed standard performance.
  They are self-confident
  They are relatively resistant to social pressures
  They are energetic and let little abstract their goals

 Affiliation motivation
 Is a drive to relate to people? Comparisons of achievement oriented teachers with affiliation motivated will illustrated how the two patterns influence behavior? Achievement oriented teachers work harder when they have specific feedback about their success and failures. But teachers with affiliation motives work better when they are plummeted for their favorable attitude and cooperation. Achievement motivated head teachers select teaching staff who are competent regardless of personal feelings about them. However, those who are affiliation motivated select friends and they want the job freedom to make these kinds of job contracts.

 Competence motivation
 Is a drive to do high quality work. Competence motivated employees (Teachers and head teachers) seek job mastery and professional growth. They tend to perform good work because of the inner satisfaction they feel from doing it. In fact, their drive for good work may be so great that they tend to overlook the importance of human relationship on the job.

 Power motivation
 Is a drive to influence people to influence people and situations. Power motivated Head teachers and teachers tend to be somewhat more willing than most people to take risks.
They may use power destructively but they also can use it constructively to build successful learning institutions.

One study of power motivations reports that power—motivated people make excellent managers if their drives are for institutional power instead of personal power. Institutional power is the need to influence others' behavior for the good of the whole organization. However, if a person's drive are towards personal power and political manipulation, that person tends to be unsuccessful in an organization. However, if a person's drive are towards personal power and political manipulation, that person tends to be an unsuccessful organizational leader.

2.1 FACTORS INFLUENCING MOTIVATION
There are a number of factors that influence motivation; be it achievement, affiliation, competence or power motivation.

(a) The physiological system of the organism— that is the physiological factors. Different organisms have diverse physiological needs. For example, a pupil will need love and approval from his or her parents and teachers to attain better marks in his or her school work.

(b) Emotions— The emotional states act as drives and they can reinforce the motive in progress; they increase our desire to do something.

(c) Habits— Not all habits work as motivators, only the habits which instigate and regulate actions in a dynamic sense may be referred to as motivators.

(d) Mental assets, values and attitudes of the individual which influence the motivational process.

(e) Environmental factors and incentives also play an important role. The school is an important environment to a student or pupil just like his or her home. If the school environment is enriched with instructional materials and other learning aids, the pupil becomes motivated to learn.
PROPERTIES OF MOTIVATED BEHAVIOUR

According to research there are four properties of motivated behavior as observed in an individual.

Motivated behavior is instigated. Something internal or external sets off the sequence of behavior. This could be a deficit within the organism for example lack of water or it could be an external object or incentive like food and someone close to you.

Motivated behavior is directional. When the motivated behavior has been set off, the organism is directed towards or away from something. All organisms move towards a goal that is satisfying and more away from a painful or undesirable one e.g. when we feel pain our behavior is directed towards reducing or eliminating the conditions that produced that pain by going to seek medical attention to relieve the pain.

Motivated behavior is selective. Once a motivated sequence of behavior has begun, it often takes over the whole organism. A motivated person selectively perceives the parts of the world that are relevant to his wants or needs e.g. person/parent who is thirst of quality education will definitely move his child to a high cost school.

Motivated behavior is satiable. It aims towards a goal which may be an object, a situation or a changed condition of the organism. Once the goal has been reached, behavior changes. For example a person who is hungry is alert to food smells. Once the hunger has been satisfied the person no longer pays much attention to food smells until he gets hungry again.

2.2 THEORETICAL FRAMEWORK

INTRODUCTION

Many theorists have attempted to classify human motivations and arrange them in order of priority. Abraham Maslow’s hierarchy of needs is one of the most popular classification other theories include the psycho-analytic and the learning based theories.

2.2.1 MASLOW’S THEORY OF SELF ACTUALIZATION

Maslow believed that a man can work out a better world for himself. He did this by critically examining the traditional approach of pain avoidance, pleasure seeking and tension reduction as the major sources of motivating behavior. He has argued that needs
are arranged in an hierarchy so that as one general need is satisfied, another higher order need will emerge and become operative in life. He came up with his own system of needs and categorized them into deficit and growth needs. Deficit and growth needs include physiological needs such as hunger and thirst. Once they are satisfied, the individual seeks to satisfy safety needs. The highest category of needs being self actualization needs.

Maslow argues that the lower needs in the hierarchy are more basic and powerful than the higher needs. For the higher needs to be achieved satisfaction of need for food, safety, love and belongings must be met first. Maslow purposes that people proceed up the hierarchy sequentially in the course of their lives.

Maslow also mentions that each individual has unique characteristic which should be supported and encouraged. The hierarchy of needs is presented in the form of a pyramid. At the base of the pyramid are the physiological needs. The order of needs starts from basic survival or lower order needs to higher order needs.
Physiological needs

These are the most potent of all the needs though least significant needs for the self actualized people/persons.

When one is deprived of the physiological needs for a long time, all the other needs fail to appear to background. Maslow propose that an individual who is deprived of food will be motivated to do something for example a child who is deprived of food will be motivated to do something to get food. This principle can be used to motivate pupils to do their work by sometimes depriving them of some of their privilege for example freedom to play.
Safety needs
These become the dominant force in an individual personality after the physiological needs have been successfully fulfilled. These are mainly concerned with maintaining order and security. People have the need for structure, law and order and to be under the direction of someone they trust.

Small children are physically incapable of controlling the environment they live and the safety need is particularly important for such children. It is important that the society protects children from hurtful experiences. They should be reared in and environment free of physical harm and be assisted to develop courage to face environmental stimuli.

Belonging and love needs
The category of needs emphasizes the basic psychological nature of human beings to identify with the group life. It includes the need to make intimate relatives with other members of the society being an accepted member of an organized group and the need for a family.

In the African traditional setting the need to belong was easily satisfied within the extended family set up. However in the modern developing society, the extended family is fast disappearing particularly in the urban areas where people do not even know their next door neighbors.

The esteem needs
They fall in two categories namely the self-esteem needs such as self respect, self regard and self evaluation and on the other hand esteem needs that relate to respect from the others which includes reputation, status, social success and fame. There are many status symbols in the society which give the feeling of self esteem. These include possessing things such as house, large tracts of land and many heads of cattle. There is also need to feel superior to others. This need is satisfied by saying purchasing very expensive clothes and vehicles.
Self Actualization needs
This is the highest needs as Maslow proposes. It means fulfilling ones individual nature in all its aspects that is being what one can be. People who are motivated towards self actualization value freedom which refers to freedom from cultural and self-imposed restraints. But this does not mean that self actualizing people are against culture but at this level a person does not worry about his survival needs such a person feels satisfied in his social relation with his family, society and his career.

2.2.2 SKINNER’S THEORY OF REINFORCEMENT
According to Skinner, whatever increases the probability of a response occurring is reinforcement, this being the stimulus that reinforces.

There are two kinds of reinforcement. Positive and negative reinforcement. The former follows an action or response with something pleasant while the latter follows a response by removing something unpleasant. Negative reinforcement is the easing of an unpleasant situation to strengthen a desired response.

A primary reinforcement is rewarding in and of itself without any association with other reinforcers. All the things that satisfy the basic needs, and primary reinforcers such as food, water and air- which satisfy the hunger need, thirst need and breathing need. Primary reinforcers are innate while secondary reinforcers is one whose value has to be learned through association with other reinforcers. It is referred to as secondary not because it is less important, but because it is learned.

A rat learns to get food by pressing a bar then a buzzer is sounded every time the rat press the bar and gets food. Even if the rat stops getting the food it will continue to press the bar just to hear the buzzer. Although the buzzer no value by itself to the rat, it has become a secondary reinforce money is a secondary reinforcer. Through its association with food clothing and other primary reinforcers it becomes a powerful reward.

Reinforcement is important in education parents should strive to provide their children
with primary reinforcers at all costs just like secondary reinforcers. This will go hand in hand in improving their academic performance because when a pupil is exposed to hunger due to lack of food, he/she will be hungry and cannot concentrate while in class. Teachers in the other hand should also strive to propagate positive reinforcement in their students and suppress negative reinforcement which are unpleasant and detrimental to their studies.

2.3 PARENTAL MOTIVATION ON CHILD’S MENTAL DEVELOPMENT

According to Kathleen Hayton Reid book *Home At its Best*, she writes that children want good food, a safe place to sleep, some clothes and playmates. Though these wants are important one may think they make up all his needs, but this is not true! There are other desires that are of great importance to his proper development. It is not easy for the child to tell us of the other wants, for he might not himself quite understand what he needs. They are wants of his mind, the deep down desires that nobody sees or notices. If we as parents know how to satisfy these wants our children will be happy, will play better with their playmates, will study better in school, will work better in their garden due to intrinsic motivation which are deep and hidden desires.

A feeling of satisfaction at having done something well in one of them, children want to feel accepted to feel that we as parents need them that they have indispensable place in the home. When parents show their appreciation of what they do for them they satisfy this desire in their hearts. They are giving them what they want when they praise them for work well done. Parents feel that they need them. Sometimes they may not do the will just as they should like them to do but will make them feel that they are doing their best and that parents are pleased with their efforts.

Children also want attention from their parents on day to day basis. Many parents have never realized that some children behave naughty and act rudely only to gain attention either from their parents or from others around them. They may get a punishment which hurts them but they feel it is worth the hurt to gain some attention. For some children
punishment provides real enjoyment. It is advisable that if one has a child with this kind of emotion, it is worth to ignore for a time most of his misbehavior and make much of his successes but ignoring his failures. By doing so you give him the attention he wants. Praises him when you are able to do so and this will produce further efforts to please you. In addition is taking a real interest in all the child’s activities for instance listening to be real stories he has to tell can helping him to build his lorry going out and seeing the “mind castle” he has built.

Another need that children feel is happiness. We may give him this happiness by being a happy person and making home a happy place.

2.4 MOTIVATIONAL TECHNIQUES IN TEACHING

There are a number of motivational techniques that teachers adopt so as to improve their standards.

The use of verbal praise, social approval for example statement like good! Fine work etc. is a relatively consistent reinforce or incentive. Frequent social approval contingent on desirable behavior can be a teacher most trustworthy dance when academic achieved academic behavior needs to be changed.

Capitalization on the arousal value of suspense, discovery curiosity and exploration stimuli that are novel surprising complex incongruous in ambiguous usually give rise to a kind of conceptual arousal. However the teacher should remember that if students cannot solve the situations and the problems posed. They will become bored or frustrated and therefore such methods will eventually fail to arouse any positive response in the part of the students.

The use of familiar material or giving examples which are familiar and relevant to the students/pupils. This will enable the students to remember the concepts for a longer duration of time unlike the use of unfamiliar or foreign material which may be hard for students to grasp them.
Minimization of the attractiveness of competing motivational systems. The teacher needs to analyze what competing motivational system exists. He needs also to devise ways of minimizing the attractiveness of having the student behave in a manner that is not appropriate for them. Competing motivational system in the classroom may include such a situation as the desire to be accepted by the fellow students which competes with the need for achievement not satisfied by school work but only by athletics. In addition students may need money and can only be able to earn it in a way detract them from their achievement of educational objectives.

Minimization of the unpleasant consequences of student involvement. The student’s involvement with subject matter ought to be positively reinforced. The factors or occurrences that have an aversive effect include:

Physical discomfort, Frustration, Loss of self-esteem, Learning material that is too difficult and Lack of feedback.
CHAPTER THREE:

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter looks into the research methodology that is used by the researcher to work out his findings. It covers the research design, organization of the study, sampling size and sampling technique. Target population, sampling procedure and Data analysis.

3.1 RESEARCH DESIGN

The collection of data in this research was done by the use of survey method. The researcher got views from the ten primary schools in the area of the study. This was due to inaccessibility of some schools especially during the rainy season when some roads are rendered impassible.

3.2 ORGANIZATION OF THE STUDY

STUDY AREA

The researcher carried out the study within Kabarnet Zone in Kabarnet Division of Baringo District in Kenya.

DATA COLLECTION

The researcher visited the schools sampled to distribute the questionnaires and collected them later from the head teachers or deputy head teachers. Interview guides were also distributed to enable those who encountered problems in filling the questionnaires.

TYPES OF DATA GATHERED

The researcher gathered both primary and secondary data from the study. The latter was got from the field by the use of questionnaires and the former was sourced from journals, periodicals, newspapers and magazines as well as text books from libraries to find them easy to do so.
INSTRUMENTATION
The researcher used tailor made questionnaires to gather data from the respondents. These questionnaires had both closed-ended and open ended -questions expressed in simple language.

SAMPLING PROCEDURE
Simple random procedure was used to sample ten schools from the twenty primary schools in the Zone. This method gave every school an equal chance to participate in the study. Hence it removed any case of biasness’ during the study. Purpose sampling was also used when sampling head teachers from each sampled primary school. This method was chosen because head teachers are the administrators and managers of the schools under the study and therefore conversant with the school matters.

RELIABILITY OF THE INSTRUMENTS
The researcher devised his own questionnaires which were tailor made purposely for the study. The set of questions were reliable and straightforward for the three groups of respondents namely Head teachers and teachers, parents and standard eight pupils. The questions were both open and closed ended. The instruments allowed the researcher to cover a large number of populations within the shortest time possible.

3.3 SAMPLE SIZE AND SAMPLING TECHNIQUES
The researcher took a sample size of five pupils, five parents and five teachers from each school. Since only one person was to fill the questionnaire from each group of respondents, the researcher took papers numbered 1-5 folded them and asked each would be respondent to pick. Those who picked number five (5) were allowed to fill the questionnaire while Head teachers automatically filled one questionnaire from each of the sampled schools.
3.4 TARGET POPULATION
The researcher targeted a population of 200 teachers 5000 pupils from the twenty primary schools and a population of 8,000 parents all drawn from Kabarnet Zone, Kabarnet Division in Baringo District.

3.5 PROCEDURE OF THE STUDY
The researcher secured a covering letter from Kampala international university to authorize him to carry out the study. After which he went ahead to distribute the questionnaires to the sampled primary schools.

The researcher also requested permission letter from the Head teachers of sampled schools to allow him specific dates and times to visit the schools so as to collect data from pupils, teachers and parents.

3.6 DATA ANALYSIS
The researcher embarked on analysis of the thirty questionnaires that were returned by the respondents from the ten primary schools in Kabarnet Zone, Kabarnet Division of Baringo District. The researcher analyzed and presented them in frequency tables, pie charts and bar graphs.
CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

The preceding chapter provides the factors influencing motivation of pupils on their academic performance in Kabarnet zone in Baringo district. The researcher had the following objectives in mind when carrying out his study. To find the role of parents in influencing learners motivation on their academic performance, to assess the type of instruction adapted by teachers in motivating the learners and to assess the emotional climate of the school and how it influences motivation of pupils in their academic performance.

4.1 Background Information

<table>
<thead>
<tr>
<th>NAME</th>
<th>OUT</th>
<th>IN</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 KIPTILIT</td>
<td>3</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>2 KAPSOO</td>
<td>3</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>3 KAPROPITA</td>
<td>3</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>4 KIBOI</td>
<td>3</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>5 KAPSOGO</td>
<td>3</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>6 AIC VISA OSHWAL</td>
<td>3</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>7 KAPKUT</td>
<td>3</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>8 KAMGOIN</td>
<td>3</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>9 KAMAGOK</td>
<td>3</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>10 RIO</td>
<td>3</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>24</td>
<td>80%</td>
</tr>
</tbody>
</table>

The above analysis was done in the frequency tables’ pie-charts and bar graphs.
4.1.2 Gender of teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>37.25%</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>62.75%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2 From the above findings it shows that 62.75% of the teachers within my area of research are female whereas a small percentage 37.25% are male. This indicates that more teachers are madams in the zone. This indicates that female teachers are more and due to the nature of their work in the family. They are not able to motivate learners unlike male teachers who may be having extra time.

4.1.3 Age brackets of teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 50 yrs</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>45-49</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>40-44</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>35-39</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>30-34</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>Below 30</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 3 From the findings, above, it is evident that 50% of the head teachers and teachers are between the ages of 35 years to 39 years but only a 25% are either above 40 years to 44 years or below 34 to 30 years. It is a clear indication that most teachers are in the age bracket of 35 and 39 years with none below 30 years, this should give a warning to the government to train more young teachers. This shows that teachers in the age bracket 35-39 years are the majority and could influence their learners towards performing well academically because of the mental assets values and attitudes that they impart in their learners.
4.1.4 Religions of teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian</td>
<td>7</td>
<td>87.5%</td>
</tr>
<tr>
<td>Islam</td>
<td>1</td>
<td>13.5%</td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4 The above findings indicates clearly that Christianity is a major religion taking 87.5% while Islam is a minor religion as denoted by 13.5%. No other religion was evident in the course of this research. Since Christianity and Islam imparts religious values and attitudes to learners, teachers can easily use and contribute to motivation.

4.1.5 Education of teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>1</td>
<td>13.5%</td>
</tr>
<tr>
<td>Diploma T.T.C</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Primary T.T.C</td>
<td>7</td>
<td>87.5%</td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 5 from the above findings, the highest education qualification is that of primary teachers training college as shown by 87.5% and only a small percentage 13.5% proceeded to acquire university education. This clearly indicates that teachers should be encouraged to further their education. It is true to say that teachers educational qualification also affects learners education and so teachers should strive to pursue further studies to improve their skills of motivating learners in their academic performance. For competence motivated teachers seek job mastery and the professional growth and tend to perform good work because of the inner satisfaction they feel from doing it.
4.1.6 Teaching experience of teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 20 yrs</td>
<td>1</td>
<td>12.25%</td>
</tr>
<tr>
<td>Between 15-19 yrs</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>Between 10-14 yrs</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Between 5-9 yrs</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Below 5 yrs</td>
<td>1</td>
<td>12.25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 6 It is evident from the above findings that 50% of the teachers and head teachers fall between 10 to 14 years in their experience, while 25% have experience ranging between 15 to 19 years. Only a handful have experience above 20 years and below 5 years respectively as shown by (12.25%). Most teachers in Kabarnet zone have enough teaching experience to make the zone excel in National Examinations. Majority have enough experiences which show clearly that they have a mastery of content to handle the classes they teach hence able to motivate their learners.

4.1.7 Enrolment of candidates in the schools

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 100 candidates</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>Between 70-99</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Between 40-69</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>Between 10-39</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Between 10</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 7 From the above findings a half 50% of the schools sampled had between 10-39 candidates, 25% had below 10 candidates and 12.5% had between 40-69 and above 100 candidates respectively. Most schools in Kabarnet zone have ideal classroom population that can enable candidates perform well in national examination. This indicates that learners in average class with less than 40 pupils get attention from their teachers while a large class which leads to a less motivated class which contributes to poor performance.
4.1.8 Age brackets of parents

Chart 1 from the chart it indicates that 50% of parents range between 40-44 years while 25% range between 35-39 years whereas the rest fall between 45-49 and 30-34 years of age. None was above the age of 50 years. Majority of parents fall between the age of 30-34 years which could tell that they are able to motivate their children. This indicates that learners in average class with less than 40 pupils get attention from their teachers unlike a large class which leads to a motivated class which contributes to better performance.

4.1.8 Gender of pupils

From the graph below the majority of the pupils are girls 75% while 25% are boys which indicates clearly that the enrolment in primary schools has more girls than boys. The age of parents has a link with the children upbringing and therefore young parents have time to spend with their children as Kathleen Hayton (home at its best) writes and children want good food, a safe place to sleep some cloths and playmates. All these motivates them to perform better academically.

This indicates that since female pupils from the largest population of most schools unlike male pupils, parents and teachers need to be concerned about girl child education.
4.2 School based factors are factors

4.2.1 Mode of motivation of used by teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal praises</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Tokens</td>
<td>1</td>
<td>12.25%</td>
</tr>
<tr>
<td>Awards</td>
<td>3</td>
<td>36.75%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 7 From the above findings it is true to say that a half (50%) of teachers and head teachers used verbal praises to motivate their learners while a handful 12.25% use tokens whereas 36.75% of them use Awards to induce learners. Since the verbal praises is one common mode of motivation used by teachers, other ways could also be borrowed for maximum results like social approval, tokens and awards as Skinner studied reinforcement in rats, it is also important in education teachers should strive to reinforce their pupils positively.

4.2.2 Emotional climate of school

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>Average</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 9

It is clear that a 50% of the schools has average emotional climate while quarter (25%) have their emotional climate being very good or good. It clearly indicates that the
emotional climate of the school intrinsically motivates the pupils. If the environment is well planned with all facilities provided for learning this contributes to motivation of pupils. Teachers competence also contributes to an enriched environment.

### 4.2.3 Ways head teachers can improve emotional climate of their school

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancing team work</td>
<td>2</td>
<td>25.5%</td>
</tr>
<tr>
<td>Promotions and prize giving</td>
<td>2</td>
<td>25.5%</td>
</tr>
<tr>
<td>Proper management</td>
<td>3</td>
<td>36.5%</td>
</tr>
<tr>
<td>Provision of physical facilities</td>
<td>1</td>
<td>12.25%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 10 From the above findings, through proper management is indicated with 36.5% while enhancing teamwork and through promotions and prize giving took 25% whereas 12.25% is shown by provision of physical facilities. Proper management of schools contribute to ways of improving emotional climate of schools that head teachers should borrow a leaf from. This will go hand in hand to motivating the learners and perform well in their academic. For competence teaching staff work harder when they have specific feedback about their success work failures.

### 4.2.4 Rating of school attendance of pupils

![Attendance Rate Chart](chart.png)
Graph 2: The graph shows that majority 62.25% school attendance is excellent while 25% of the pupils rate their attendance as good whereas 12.25% rate it as average. It indicates that though pupil attendance may be excellent, teachers should strive to motivate those pupils whose attendance is not regular. This can be done through guidance and counseling individual child to establish to root causes of absenteeism.

4.2.5 Best reasons for pupils going to school

Graph 3: All responded by giving the main reason for coming to school as to pursue a career which is an intrinsic drive. And it is a clear indicator that most pupils would like to continue with their education. This indicates clearly that pupils are intrinsically motivated and would like to pursue careers after completion of primary education. Teachers should mature these and help pupils in career choices.
4.2.6 Person playing important role in encouraging pupils in their studies.

Graph 4 All 100% of the pupils responded by indicating that their teacher encourages them most in their studies. Mother and father is neither indicated in this case nor other relatives. This indicates clearly that pupils are intrinsically motivated and would like to pursue after completion of primary education. Teachers should nature these and help pupils in career choices.

4.2.7 Scores of pupils in the latest examination done
Graph 5: From the above graph, 37.25% of the pupils scored between 250-299 and 300-249 marks respectively in a recent examination they did. While on the other hand 25% got between 350-399 marks whereas none scored above 400 marks. Pupils could be motivated more to attain marks above you by teachers and parents. This is because for pupils who attain below 300 marks vacancies in secondary schools may not be available to them.

4.2.8: Rating pupil satisfaction with marks attained

Graph 7: This graph indicates clearly that 62.25% of the pupils are not satisfied with the marks scored while 37.25% are satisfied with the marks. It show that pupils who are intrinsically motivated do not get satisfied with the marks attained unlike pupils who extrinsically motivated.
4.2.9 Ways pupils can improve the marks

Graph 7 From the graph 12.25% respondents hold the view that they have to put more effort and read many books while 62.75% said that they have to work extra harder in their studies whereas 25% had no response to this question. Pupils who work harder attain better marks because of intrinsic motivation. This could also be done by reading more books. Teachers can also assist pupils to form study groups and guide them in good study habits.

4.3 Home based motivational factors

4.3.1 Religious status of the parents
Chart 2: The chart indicates that majority of the parents 77.75% are Christians while a small percentage 12.25% are Muslims. It is a clear indication that parents who are either Christians or Muslims influence children moral and spiritual growth. This contributes to nurturing the spiritual wellbeing thus enables them to have self discipline and do well in their school work.

4.3.2 Education level of parents

Chart 3 The above chart indicates that a big fraction (37.25%) of parents completed their primary education, a quarter 25% completed college and secondary education whereas a dismal 12.25% reached university level.
This shows that children who came from families whose parents are learned perform better because the physiological needs are provided in addition to safety and belonging needs according to Maslow's theory of hierarchy of needs. Parents who attain university education and college education instill self-esteem to their children.

4.3.3 occupation of parents

Charts 5: The chart shows that majority of the parents are either secretary, soldiers or housewives as shown by 12.25% while a quarter 25% are teachers and majority being in business 37.25%.

According to David C Mclelland (Harvard university), he revealed that people's motivational patterns tend to agree with the cultural environment in which they grew up e.g. family school, church friendly and bias. It therefore shows that the occupation of parents has a direct link to level of learners. As Kathleen Hayton Reld (Home at its best)
puts it clear that children want attention from their parents in day to day basis and need happiness. Parents occupation could affect the motivation levels of their children.

4.3.4 Marital status of parents

Chart 6: The chart indicates that 77.75% of the parents are married while 12.25% are divorced. None responded as single. This has an effect on the upbringing of children born in single families tend to be indirect to one parent unlike children born in families with both parents. Hence this could affect their academic performance depending on the level of motivation.
4.3.5 parents response to encouragement

Chart 7: All parents 100% responded that they encouraged their children in their school work. Which indicate that parents in this century have realized the importance of educating their children.
It is a clear indication that parents have known the need to encourage their children in their school work with the expectation to perform well in examination

4.3.6: Ways parents do the encouragement

Chart 8: The chart indicates that majority of the parents -62.25% encourage their children through verbal praises while a quarter- 25% took them for a trip and 12.25% gave tokens to their children to encourage them in their school work. Verbal praises is a cheap and readily available means of motivation unlike other ways of encouragement like tokens taking for trips.
4.3.7 Circumstances parents encourage their children

Chart 9: Most parents agreed that they encourage their children after doing well in school as shown by 75% while a quarter 25% agreed that they did responded that they did this as a routine. No parent responded that he/she encouraged their children after attaining average marks. It shows that if children are motivated as a routine it could well bring start results unlike waiting them to do well so as to encourage them. For the proprietor of motivated behaviour is instigated, directional, selective and satiable.

4.3.8 Parents rating on educating their children

Chart 10: The chart indicates that majority- 75% of the parents see that it is very important to educate their children while 12.25% view this as either important or most
important. It is a clear indication that parents view the education of their children to be very important irrespective of sex. Thus could tell that both boys and girls are given equal opportunities in education and encouraged to do well in their studies. This is because achievement motive is a psychological motive that evolves out of basic intrinsic motivation for achievement or the ‘n Achi’.

4.3.9 Parents opinion on how to help children perform better academically

A – Buying necessary books and materials
B – Making a follow-up of their children academic performance
C – Give time for studies and buy additional revision books
D – Provide basic needs and support
E – No opinion

Chart 11: The chart shows that 37.25% of the parents support the view that buying necessary books and materials helps children to perform better academically while 12.25% accepted that allowing much time, providing basic needs and support goes hand in hand with improving children’s performance. Those who never gave their opinion was 12.12%. Buying of tokens should not be the only way of motivating pupils that parents can use to encourage their children in school work. It is clear that buying of necessary
books and materials enables children to perform better academically. According to Kathleen (Home at its Best), “If we parents know how to satisfy these wants our children will be happy”. Books and any other educational materials makes children happy and builds their self-esteem, thus contribute to better performance.
CHAPTER FIVE
SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 INTRODUCTION

This chapter outlines the summary, discussion, conclusion and recommendation of the study.

5.1 SUMMARY AND DISCUSSION

The purpose of the study was to evaluate the factors influencing motivation of pupils on their academic performance in selected primary schools in Kabarnet Zone, Baringo District.

The researcher summarized the content of the topics by beginning from the background information of motivation, its meaning from several scholars, benefit to the learner and Kenya’s concern about motivation. The researcher went further to look into the influence of this motivation to learners in Kabarnet Zone which was the geographical area.

The researcher presented and analyzed the data in tabular form, pie charts and bar graphs. This was because of the three categorize of respondents namely head teacher and teachers, parents and standard eight pupils all drawn from sampled schools.

The questionnaires are analyzed normally and percentages calculated as well as size of angles determined to get the sectors of pie charts from the data analysis it is clearly indicated that head teachers and teachers used verbal praises to motivate their learners as shown by 50% compared to the use of tokens which took 12.25%. The use of Awards by head teachers and teacher was also a motivational strategy that took 36.75%.

The researcher also noted that all parents motivated their children in their education as indicated by 100% through verbal praises after doing well in their academic performance majority of the parents, the researchers notes rate highly education of their children as shown by 75% and give their opinion of buying supplementary books and materials to help boost performance of their children

The pupils responded that their teachers played a major role in motivating them in the academic performance as compared to their parents, irrespective of their educational background. This is mainly done through verbal praises.
The main theme behind the study of the topic was to find out the factors influencing motivation on pupils academic performance in Kabarnet Zone, Kabarnet Division Baringo District from background information, literature review, methodology and data presentation and analysis. The researcher went through the research process of analysis and interpretation of data. Teachers and head teachers use verbal praises, token and Awards and tokens which took 36.75% and 12.25% respectively. Most teachers and head teachers agreed that the mode of instruction given to their learners was 100% suitable and their effect on learners performance was quite well as indicated by a percentage of 53.25%.

The emotional climate of the schools also had a role in influencing motivation of learners on their academic performance 50% of the head teachers rated the emotional climate of their schools being average as compared to those who rated this as very good and good taking 50%

The contribution of emotional climate of the contribution of the schools on academic performance was indicated by 50% of the candidates in standard eight joining district secondary schools whereas 12.25% gave between 5-9 candidates joined provincial schools there was none who joined national schools 36.5% of the head teachers gave their opinion of improving through proper management as compared to 25.25% who gave their opinion of enhancing teamwork.

In addition to head teacher and teachers role in motivating learners in their academic performance, parents have also get a bigger role especially being the first teachers of their children. Majority of the parents agreed strongly that they encouraged their children in their education and they did this through the use of verbal praises as shown by 62.25% taking them for a trip taking 25% and by use of tokens as indicated by 12.25% parents did this after their children did well in the school work as indicated by 75% while 25% of the parents did this as a routine. It is also evident from the parents that 75% of them rate the importance of educating their children as very important as compared to 12.25% who view this as important and most important respectively. The opinions of parents on how they can help their children perform better academically 37.25% support the view that buying necessary books and material while 12.25% hold the view that children should be allowed enough time providing basic needs and support respectively.
From the pupils' view, majority of them gave their main reason for attending schools as to pursue a career which is an intrinsic form of motivation. The person who played an important role in motivating them in their studies was indicated by 100% being teachers. The manner in which the pupils are encouraged is shown by verbal praises and tokens which took 37.25% as compared to 25% the use of certificates.

On pupils' performance in the latest examination, 37.25% of them scored between 250-299 marks and 300-349 marks. While 25% scored between 350-399 marks. No candidate scored above 400 marks. Pupils' response indicated that 62.25% of them were not satisfied with the marks they got while 37.25% were satisfied with the marks. This shows clearly that some candidates are intrinsically motivated while others are externally motivated. Pupils had their view on how to improve the marks scored in the examination - 62.75% of them had the view that they had to work this question and 12.25% said that they had to read more books.

5.3 CONCLUSION

From the study, it is true that parents have not played their role fully of motivating their children in their academic work. This is because majority of the pupils who participated in the study indicated that teachers encouraged them in their school work. Parents should supplement the resources provided in the schools so as enable their children to get access to a variety of books and reading materials.

Teachers and head teachers should also strive to provide a conducive learning environment and foster motivation strategies that will enable them to join national schools after primary education instead of majority joining provincial and district schools.

In addition, head teachers should strive at all cost to provide an excellent emotional climate in their schools. This will not only boost the morale of teachers and at the long run enable the school to perform well in the external examination like KCPE done by candidates in standard eight. Pupils should also attend school regularly to keep abreast with what is taught by their teacher. By so doing they will be able to complete the syllabuses in time and attain better marks in the external examination.
5.4 RECOMMENDATIONS

The researcher wish to make the following recommendations pertaining to the study: Some students are naturally enthusiastic about learning others need to be inspired and encouraged before they can bring the best in themselves. This lack of enthusiasm is not a permanent state but may be a result of a number of factors which need to be tackled intelligently by the teacher or parent.

**Teachers must be able to maintain interest in class** to focus the attention of the student. There are ten ways in which teachers can motivate their students. Teachers have to identify student needs. They should try to understand the interest of the students and try to fit in the subject matter to fit them. This can be done by relating the content to their experiences and interests. New ideas about career directed to them must first proceed from this point, if the new material is to be understood. Teachers must focus all assignments as discussions to this core objective.

**Teachers must involve students in class.** The students must feel a connection to the subject matter under discussion in class if they are to remain interested. Teachers should involve them in activities apart from just listening and talking notes because they learn better by doing, making, designing and solving. They should ask questions invite experiences, let students suggest approach to the content to other parts of their lives.

**Teachers communicate high expectation to students.** This is done by raising the standards of the students through requesting them to do what they think is too high for them. By so doing, teachers will be showing that they have faith in their students’ abilities even if they commit a few mistakes. It is equally important to make students aware of high flying models for example showing them of high achievement in a consistent manner until what they thought was extra ordinary becomes normal to them.

**Teachers should help students set goals for themselves.** They can focus students attention and efforts by inducing them to reach specific goals, beginning by easy goal and gradually raising the standards. However be careful to set a few goals lest the students’ attention gets overwhelmed.

Teachers can also help students deal with the initial disappointment that may come with the failure to attain some goals immediately by teaching them to be systematic and
patient in their efforts. Also encourage self-analysis by students discuss their achievements and failures with a view of bringing out strengths and weaknesses.

**Teachers should strive to be passionate about their subjects.** If you love your work and knowledge you are communicating this will come out clearly to the students. Teachers should speak with conviction and passion as this will maintain student interest and appeal to the subject. Research carried has shown that a teacher who speaks with pleasure and contentment is less likely to bore students and will like the subject matter. Teachers should create new ways to present their content to create novelty in the students mind.

They should vary teaching methods. Speaking through a whole hour brings monotony and creates students boredom. Teachers should try to shift teaching approaches every few moments to refresh up the interest of the learners. This can be done by including the role plays, debates, brain storms, discussion demonstrations, tutorials, case studies presentation and group work..

**Focus on the important point’s in every lesson;** students only remember very few points of what went through the class. Hence teachers should choose the most important points they want their students to remember and focus on them. It is important to present these points several times and in various forms so they get fixed on the students mind. Moreover teachers can choose to list the important points on the board and make verbal statements about them.

**Teachers should avoid personal attacks.** It is advisable that if a teacher has an issue with a student he or she should be clear about it without mixing it up with other personal issues. There is no need to be angry or resentful or dismissive. Some teachers lose control of themselves while in class throw negative remarks to the students. They should not attack the students, but personally point out the issue at hand instead for example “algebra is giving you a hard time eh” instead of “you are not good in algebra”

**Creation of an open and supportive atmosphere.** Teachers should create an atmosphere of trust and openness with their students by interacting with them outside class and listening to their issues. It is also important to try to talk to students informally to connect with their issues and to let them see you as a friend and not a bully.
Some teachers maintain a very snobbish attitude towards their students creating a gulf between them students fail to see them as human beings there disconnecting with their content.

Last but not least, teachers should see themselves as a role model once a teacher sees himself as a model from which his/her students model their attitudes and behavior, then they begin taking themselves seriously because they know they are influential in their lives. A teacher should try to transform himself or herself gradually to become a better person morally economically and socially, such a teacher should improve his or her self-respect and self worth and his/her students will respect and value him/her as a person.

It is through you as a teacher that the students will feel a need to raise educational standards by performing exemplary well in their exams. A careless teacher in the other hand, who has no control of his/her emotions disorganized morally, economically and socially will have no impact on his/her students because they will have low estimation of her him and at the wrong run reflected the same character through poor performance in their examinations.

Parents on the other hand have a role to provide the basic needs like the physiological needs, safety needs and belonging and love needs as Maslow explains in his theory. In addition they should monitor their children’s academic work on day to day basis and liaise with the school administration when need arises.
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APPENDIX B1 QUESTIONNAIRE (FOR PUPILS)

What is your gender?
- Male [ ]
- Female [ ]

To which age bracket do you fall?
- 12 yrs [ ]
- 15 yrs [ ]
- Above 16 yrs [ ]

How do you rate your attendance in school?
- Excellent [ ]
- Good [ ]
- Average [ ]
- Poor [ ]

What could be your best reason for coming to school?
- Pursue a career [ ]
- Earning a living by getting a manual job after STD 8 [ ]
- Get a certificate [ ]
- Others (Specify) [ ]

(a) Who plays an important role in encouraging you in your studies most?
- Teacher [ ]
- Mother [ ]
- Father [ ]
- Others (Specify) [ ]

In what manner does the person chosen encourage you? Through ……
- Praise [ ]
- Award of certificate [ ]
- Tutorials [ ]
- Others (Specify) [ ]
Appendix B2 Questionnaire (For Parents)

What is your gender?
- Male
- Female

To which age bracket do you belong?
- Below 30 years
- 30-39 years
- 40-44 years
- 45-49 years
- 50 years and above

What is your religion?
- Christian
- Muslim
- Others (Specify)

To what level of education did you attain?
- Primary
- Secondary
- College
- University

What is your occupation?
- Business person
- Teacher
- Doctor
- Nurse
- Others (Specify)

Your marital status?
- Single
- Married
- Divorced
- Others (Specify)

(a) Do you encourage your children in their school work?
- Agree
- Disagree

If yes, how do you do it?
- Giving tokens
- Paving by word of mouth
- Taking them out for a trip
- Others (Specify)

In what circumstances do you encourage these children?
- After doing well
- After attaining average marks
- Others (Specify)
How do you rate the importance of educating your children?

- Very important
- Important
- Least important

In your own opinion what should parents do to help their school perform better in their academic work?

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…. 
Appendix B3 Questionnaire for Teachers and Head Teacher Only (questions with asterisks to be answered by head teachers)

Your gender?

Male

Female

To which age bracket do you belong?

> 50

40-44

30-34

20-39

Below 30 yrs

What is your religion?

Christian

Islam

Others (specify)

Your highest educational qualification

University

Primary T. College

Ploma T. College

Others (specify)

What is your teaching experience?

> 20 years

15-19 years

10-14 years

5 years or less

What was the enrolment of candidates in last year's K.C.P.E.? (2007)

100

70-99

40-69

10-39

Low

As a classroom teacher how do you encourage your learners while in class?

Uses

Kens

Others (specify)

Giving awards

How do the learners perform in assessment tests after objectives have been achieved?

Very well

Quite well

Not badly

Does the mode of instruction suit your learners?

Yes

No

In your opinion, how can head teachers improve the emotional climate of their schools so as to enhance academic performance?

__________________________________________________________________________________________________________
24th April 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR…. KIPCO HENRY…. REG. #…… BED/7091/51.1 OF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

INFLUENCE OF MOTIVATION ON PUPILS ACADEMIC PERFORMANCE IN SELECTED SCHOOLS IN KABARNET DISTRICT ISIMIRI DISTRICT - KENYA

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE
TRANSMMITAL LETTER

Dear Respondent

After the standard eight results were published for the last year (2007) the performance of primary school in KCPE became a topic of discussion and publicity in the media. While some schools are performing exceptionally well in this examination, many schools especially in Baringo District particularly Kabarnet zone in Kabarnet Division among other zones are still not producing good results. This questionnaire of research aims to investigate the extend to which motivation affects the academic performance of schools in Kenya Certificate of Primary Examination. It also aims to investigate the motivational strategies that are needed to improve the academic standards of schools in this zone and the entire district especially in K.C.P.E.

The following questionnaire was developed to gather data required for this research. I request you to be kind enough to answer the questionnaire.

- Do not write your name or the name of the school on the questionnaire.
- There are no correct or incorrect answers to questions. Please only supply your honest opinion in each case by ticking (√) only one option.
- Please answer all questions.

Kindly return the questionnaire to the person from which it was received after having completed. I sincerely thank you for your kind co-operation and support in this matter.

Yours faithfully

Mr. Kiptoo. H.
RESEARCHER
Kaptien Primary School

Ms N. Taligoola
SUPERVISOR
Kampala International University