MOTIVATION AND ACADEMIC PERFORMANCE OF LEARNERS IN EARLY CHILDHOOD EDUCATION CENTRES IN KIGUMO DIVISION, MURANG'A SOUTH DISTRICT, KENYA.

BY

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A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF EDUCATION DEGREE IN EARLY CHILDHOOD AND PRIMARY EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY

AUGUST 2009

DECLARATION

I, Mwangi James Njoroge Reg. No. BED/13430/61/DF, hereby declare that this research report is my own original work and not a duplication of similarly published work of any scholar for academic purpose as partial requirement of any college/ university or otherwise.

It has, therefore, never been presented to any institution of higher learning for the award Diploma or Degree in any field of study.

I further declare that all materials cited in this report, which are not my own, have been duly acknowledge.

Sign ...Mwagi............   Date ...12|8|09.......

APPROVAL

This is to certify that this research report has been submitted for examination in partial fulfillment of the requirements for the award of Bachelor of Education in Early Childhood and Primary Education with my approval as the candidate's University supervisor.

Supervisor: .....SAMANYA BULHAN....

Sign: ....

Date: .....12TH /AUG/04.....

DEDICATION

This work is dedicated with love to my wife, Salome Wanjiru and children Susan Wambui, Cynthia Njeri and Maureen Waithera for their support, patience, encouragement and prayers during the entire period of my study at Kampala International University.

May God reward them abundantly.

ACKNOWLEDGEMENT

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

The topic of this study was *Motivation and Academic Performance of Learners in Early Childhood Education Centers in Kigumo Division of Murang'a South District in Kenya.* The study was carried out under three objectives, namely; *determining the degree of motivation* and *determining if there if there is any significant relationship between motivation and academic performance.* The study was based on the theory of Abraham Maslow of *motivation and hierarchy of needs.* In the methodology, the study relied on primary source of information, the questionnaire. The design of the study was descriptive survey research. The study utilized forty teachers to provide information. In the findings, rewards were found to have positive effects on learner's performance. To the government, there should be provision of money to cater for teaching aids and materials necessary for learning. Policies should also be written where the topic of motivation should be included in the teacher training colleges. This will provide quality teaching in the schools. The school environment should be improved to allow enough space for learning.

Play should be compulsory to all learners as it motivates them to be in school. The parents should always be involved in matters related to learning and motivation of learners whether through physical rewards or prizes during Prize-giving days. Areas for further research were also proposed on the following topics: the role of Childhood Education Centres in provision of education in Kenya and the effect of using untrained teachers in Early Childhood Education Centres, on academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In his contribution Ford (1993), defined motivation as the arousal and persistence of interest. In simple terms, it means encouragement. Motivation is either *intrinsic* or *extrinsic*.

Intrinsic motivation means the desire of learners themselves to learn in order to achieve specific objectives. A teacher can help his or her pupils acquire intrinsic motivation by relating his/her knowledge of their abilities, needs and interest to meaningful goals.

Extrinsic motivation refers to those rewards and inducements that act as motivators to learners. A teacher should always attempt to have learners translate these temporary external devices into intrinsic motives. He may achieve this by making sure that his learners succeed at some level and being there to reinforce their efforts.

Motivation greatly influences the performance of learners in any given task. In learning institutions, learners need to be motivated so that they can perform better. Since motivated learners obviously are the most desirable to teach, it is well worth the time and effort for teaches to consider motivation as an important drive to learning. Serna (1989), discovered that motivation was needed for learners actually to use study skills. Providing a rationale, setting goals, using shaping procedures and aiming at errorless learning all encourage pupils to use the study skills. Teachers need to establish motivational strategies to promote the performance of learners.

According to Brophy (1987), no motivational strategies will succeed if certain pre-conditions are not met. One of these is a supportive, warm and encouraging classroom atmosphere, so that pupils are sufficiently secure to take risks without fear of criticism. Teachers should also know and understand their pupils, and set worthwhile meaningful objectives that are clearly understood by their classes. It is important that teachers view themselves as active socialization agents capable of stimulating learners motivation to learn.

1

Teachers should strive to provide a conducive classroom environment. When learners are provided with a caring and supportive environment where there is a sense of belonging and where they feel valued and respected, they tend to participate actively in their own learning. According to Ames (1990), structuring the learning environment well influences learners view of the nature and process of learning.

Various task dimensions foster motivation to learn. Tasks provided to the learners should be challenging but achievable. Relevance of the task provided is also important as it helps the 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. 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 potential for undermining the existing intrinsic motivation.

The introduction of free primary Education programme in Kenya in January 2003 has enabled public primary schools in Kenya to access most of the learning resources required in the school. However, this has not been able to make many schools in Kigumo Division to record a substantial improvement in academic performance. The researcher felt that lack of adequate motivation in learners is the major obstacle to achieving high academic performance in our schools. It is against this background that the researcher decided to carry out a research study based on the effects of motivation on academic performance.

1.2 Statement of the Problem

The teacher has the responsibility of helping the learners in early childhood feel confident and be successful. The learners should not be bored but should be made interested in their school work. Teachers should often motivate learners to study classroom subject matter by arousing curiosity and stimulating situational interest, as well as by capitalizing on individual personal interests. The researcher set to find out the relationship between motivation and academic performance of learners in early childhood Education Centers in

2

Kigumo division of Murang'a South district, Kenya. This includes motivation by parents, teachers and other stakeholders. This study hoped to find out the weaknesses with the learners and teachers in achieving high performance and finding out 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 and standard three who are all in their early childhood. He has taught for a period of fifteen years and has met most of the challenges facing learners and teachers in early childhood education centers which has adversely hindered the achievement of high academic performance.

1.3 Purpose of the Study

The purpose of the study is to investigate motivation and academic performance of learners in early childhood education centers in Kigumo Division, Murang'a South District, Kenya.

1.4 Significance of the Study

This study will benefit the following:

The study findings will give information on the teaching performance thus providing the knowledge on 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 fulfillment.

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.

1.5 Objectives

1.5.1 General

The studies determined the degree of motivation and academic performance of the learners in pre-schools in Kigumo Division in Murang'a South District.

1.5.2 Specific

The study sought to;

1 Determine the profile of the respondent as to age, gender and qualifications.

2 Determine the degree of motivation in terms of:

- Rewards
- School environment
- Teaching skills
- Learning activities
- Teachers attitude

3 Determine if there is significant relationship between motivation and academic performance.

1.6 Research Questions

1. What is the profile of the respondent as to:
   - Age
   - Gender and
   - Qualifications?

2. What is the degree of the motivation in terms of:
   - School environment
   - Teaching skills
   - Learning activities and
   - Teachers' attitude?

3. Is there a significant relationship between motivation and academic performance of learners in Early Childhood Education Centers?

1.7 Scope of the Study

The study was based on motivation and academic performance of learners in early childhood education centers in Kigumo Division. The Division is located in Murang'a South District in Central province of Kenya. It was carried out during the period between 1st May and 30th July 2009.

1.8 Limitations and Delimitations

1.8.1 Limitations

The researcher used substantial amount of money in transport using the public means to reach the respondents. Money was also used in typesetting, printing, photocopying and binding in order to produce final research report document. The time of conducting the research was short squeezed with a lot of activities.

1.8.2 Delimitations

The researcher had the advantage of being well-known in the area of study by the virtue of sharing the same linguistic and cultural background with the respondents. Some of the roads leading to the schools were tarmacked and access to the institutions was easy using the public transport system.

1.9 Theoretical Framework

This study was based on the *humanistic theory* of Abraham Maslow. This theory puts emphasis on the *positive potential of a person*. Abraham Maslow born in 1908 and died in 1970 was the proponent of this theory called hierarchy of human needs. A need may be defined as a discrepancy or difference between what an individual is and what an individual wishes to be. Maslow's goal was to put human needs in such an arrangement that the most obvious needs are at the base of the pyramid. The physiological needs such as food, air, water, sleep are necessary for survival. When people are thirsty or starving this will almost always dominate their thoughts and behaviours. Once the physiological needs are satisfied, we move upwards to the next level of safety needs. If Maslow's theory is applied to this study, it will mean that the starving child will not

develop or learn well since the physical needs have not been met bearing in mind that it is in the first hierarchy. 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 follows:

Physiological Needs- This refers to basic needs of the body such as food, shelter, drink, rest among others. Physiological needs such as hunger and sleep are dominant and are basic to motivation. Unless they are satisfied, everything else recedes. For example, learners who frequently do not eat breakfast or suffer from poor nutrition generally become lethargic and stop interacting; their learning potential is severely lowered.

Safety Needs- These are needs for security, protection, stability and freedom from fear and anxiety, and also for the structure and limits in our lives. Any of our learners who are afraid of school, of their peers, of a teacher, or of their parents' reactions have their safety needs threatened, and their classroom performance can be affected.

Love and Belongingness Needs- This refers to the human need for family and friends. Healthy, motivated people wish to avoid feelings of loneliness and isolation. Learners who feel alone-not part of the group-or who lack any sense of belongingness usually have poor relationships with others, which can then affect classroom learning.

Esteem Needs-These needs encompass the reactions of others to us as individuals, and also our own opinions of ourselves. We want favourable judgments from others, which should be based on honest achievement. Our own sense of competence combines with the reactions of others to produce our sense of self-esteem. As a teacher, be sure to provide opportunities for learners to satisfy this need. Help them to achieve and receive deserved reinforcement.

Needs For Self-Actualization- This is Maslow's term for the tendency, in spite of the satisfaction of the lower needs, to feel restless unless we are doing what we think we are capable of doing. Encourage your learners to recognize their potential, and guide them to activities that will enable them to feel both competent and fulfilled.

Maslow believed that the lower needs (physiology and safety etc) needed 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 high 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 the 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 issues is also a move away from unsatisfying specialization 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 Maslow also believed that people were often motivated by more than one set of needs at a time and they place varying importance on different needs.

This means that someone could be motivated by their basic needs 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, 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 became 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 is when 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.

In school environment a deficit in any one need category in Maslow's hierarchy will affect learners' performance. Hungry learners for example usually are not scholars; their hunger overwhelms all other concerns. Similarly, learners who are fearful may find it difficult to concentrate on their studies. Learners who feel rejected and isolated may refuse to participate fully in class activities. Teacher-learner relationships are significant in satisfying learners needs (Whisler1991). Like all human beings, learners need to feel that they are worthy of respect, from both themselves and others. This respect must be based on actual achievement. Teachers frequently are accused of using excessive praise, to the point where it becomes meaningless. Learners recognize this and resent it; they often see it as insulting. To avoid making this mistake, target specific student behaviours, so they understand exactly why they are being reinforced. We should remember that unless learners believe that they are doing all that they could be doing, they will be plagued by feelings of restlessness and even discontent.

Maslow's remarkably perceptive analysis of human needs furnishes us with rich general insights into human behaviours.

1.10   Definition of Key Terms and Concepts

For the purpose of this study the following terms and concepts were defined operationally:

Extrinsic Motivation

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

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.

Motive

It refers to a reason for doing something.

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.

Punishment

It refers to a deterrent that involve either the presentation of unpleasant stimulus or the withdrawal of a pleasant stimulus as a consequence of behaviour. Punishment should not be confused with negative reinforcement because it does not increase the probability of a response occurring; rather it is intended to have the opposite result.

Reward

It refers to something given to learners in recognition of good behaviour, work among other good deeds.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

In this section the researcher made an attempt of reviewing related literature to the theme *"Motivation and Academic Performance of Learners in Early Childhood Education Centers in Kigumo Division"*. The researcher analyzed areas such as early childhood education, effectiveness of early childhood education in preparing children in social-emotional competence, the definition and perspectives of 'motivation' rewards as motivator and tips for teachers on motivation and academic performance. The researcher also contributed by airing own life experiences and views in supporting or differing with other writers and researchers in varied areas.

2.1 Early Childhood Education

Early childhood development is regarded as the foundation for social, psychological and academic growth and that is why in Kenya early care and development program target children from birth to 5 years, who comprise 20% of the population, this is according to Adan (2003). The researcher is in agreement and observes that there is an old adage to the effect that '*a house is as good as the foundation it is built on*' and nothing fits this description more than early childhood learning and its relationship with the future of children. A good early childhood education centre builds in an individual the right philosophies regarding not just schooling but social and emotional strength well, (Nduku 2003). The ultimate purpose of early childhood care and education is the child's holistic development. The child's preparation for schooling is an integral part of this holistic development and not an isolated objective (Policy Review Report Paper No 11 2005). The world community that assembled in Dakar, Senegal in 2000 for the 10th *Anniversary of Education For All (EFA)* reaffirmed its commitment to early childhood education. According to Draft Session Paper No. 1 of 2005, the Kenyan government is trying to include Early Childhood Education Development of ages 4 and above

as part of basic education. While significant progress has been made in expanding access to early childhood education there are clear indicators that enrolments are still low.

2.2 Effectiveness of early childhood education centers in motivating children in social-emotional competence

According to Kariuki and et.al (1997), it is in Early childhood Education Centers where most striking changes in behaviour are linked to the child's growing senses of his/her own identity and increasing independence. The child delights in mastering of new skills and enjoys exploring the world outside his/her home. In agreement Erickson (1950), asserts that it is during this time that the child develops autonomy, learns to choose and decide to accept the consequences of choice. It is in this period of life that development can be guided towards the highest potential and determines what one will be. Hurlock (1978) and Hedrick (1980), reckons that one of the most frequent reasons why families send children to school is for them to learn to get along well with others and teachers should agree with parents that this is indeed a very important kind of competence to acquire. The focus of the teacher therefore must be geared towards helping the child acquire the ability to function successfully as part of a group, restrain their social impulses, obtain what they want in socially acceptable ways and find satisfaction in helping each other as they help their group as a whole.

The World Bank Report (October 1995), established that pre-school and primary curricular were deficient in areas pertaining to personality, development, situational and stress coping. This was due to curriculum that is heavy in academic orientation than in socio-emotional skills.
Doherty (1997), asserts that understanding a child's school experience, involves moving beyond purely academic definitions of school readiness. He reckons that it also necessary to consider factors such as motivation and quality of child's social and emotional skills. Therefore, in reality: certain dispositions

in children need to be nurtured for successful learning to take place. Such dispositions include, willingness to engage in task, willingness to accept school rules and authority of teachers, ability to concentrate, ability to complete tasks in time and readiness to monitor ones behaviour. It is therefore the view of the researcher that the child should be properly motivated in order to achieve the required standards. Research has established that children who are deprived of human physical touch and opportunities to eat well and hence play develop brains, which are 20-30 percent smaller than normal for their age (Nash 1997). Elkind (1973), asserts that motivating children to play is an important stress valve.

It is the natural way of dealing with stress for children as well as adults. The study establishes that school curriculum and teaching are biased towards academic skills hence the dimension of socio-emotional development do not get as much emphasis. The result of the study indicates that teachers in early childhood education centers focus more on preparing children academically than in any other development areas such as socio-emotional development. It is also therefore, no wonder that these teachers, managers and trainers perceive the importance of socio-emotional competence differently and yet they have common goals about child development.

2.3 Definition and perspectives of motivation

According to Bhatia and Behera (1998), motivation is 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 e.t.c.

According to Macibi (2003), motivation is the drive that makes a person act, or not act in a particular way. He adds that it is general term that applies to the entire class of drives, desire, needs, wishes and other like forces. Any thing done to touch on these forces causes a behaviour which is interpreted as motivation behind that behaviour.

In his contribution 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 behaviour in a particular committed direction.

The researcher agrees with the above authors and adds that there is a distinction between motivation and satisfaction, motivation is the drive and effort to satisfy a need while 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 reaction 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 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) (Macibi, 2003). Hence, there is need to satisfy the staff and student needs in organization, which is a school. 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

2.4 Rewards as motivators to learners in early childhood education centers

According to Kulbir (2000), a reward is a higher motive to desirable conduct, unlike punishment. The teachers' main reliance should be on positive incentives. Rewards stimulate and strengthen right impulses and direct them to right channels. The purpose of rewards is to motivate the learners to work and conduct themselves on desired lines. Rewards tend to strengthen the purpose of schooling.

On the other hand naturalists consider rewards as bribery. They think that these rewards have a demoralizing effect on the learner because they tempt him/her to work not for duty's sake but the sake of prizes. They also argue that rewards may lead to unhealthy and jealousy 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, Kulbir (2000).

The researcher has a different opinion with naturalists 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 learners appreciated through rewards publicly, they feel encouraged. This develops in them greater confidence, sense for achievement, and incentive for more achievement. Kulbir (2000), adds that rewards are mainly of two types:

Non-material rewards: These are the incentives like praise, commendations, encouragement, appreciation, position of importance and honour, higher marks

and ranks among others. These rewards work wonders with the children because they are self-respecting and want to show off.

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

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

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

ii) They should be few in numbers. If they are too many they will loose their value as incentives and also an item of pride.

iii) 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 honour with them without carrying much material gain.

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

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

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

vii) The reward should be free from the element of partiality and favouritism.

According to Allan C. Ornstein (1999), sometimes teachers work at cross purposes. They turn initial learner's 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 they 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 young children come to school with basic needs unmet, such as being hungry or tired, or if they come to school abused or with poor self-concept of who they are, it is difficult to motivate them 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.

2.5 What teachers should understand about motivation and academic performance?

The teacher has the responsibility of helping the learner feel and be successful. Pupils 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.

- Make sure the classroom is comfortable, orderly and pleasant. A learner's sense of physical and psychological comfort is affected by such factors as room temperature, light, furniture arrangement, pictures and bulletin boards, cleanliness among others.
- Be sure learners can fulfill their basic needs. Provide time to discuss academic and social expectations, responsibilities and behaviours.
- 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 loose self-confidence. If the tasks are too easy, they will eventually become bored and loose interest in their 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 behaviour is a defense mechanism brought on by previous failure, lack of stimulation or poor self-esteem. Other learners are reared in environment that results to stress and the need to excel.

- Help learners take appropriate responsibility for their success and failure. Learners need to be taught that they cannot excel in all activities, and pupils 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 encouragement.

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

- Provide variety in learning activities. Change in instructional activities help learners pay attention and renew interest. Young learners and low achieving ones need more variety to avoid boredom.

- Use novel and interactive instructional methods. The idea is to get pupils 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 that one pupil success helps others to succeed. Co-operative learning also reduces stress and anxiety, especially among low-achieving learners.

- Providing ways of 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.

- Monitor learners work; provide feedback. Knowledge of results, notes on home or written assignments, even nods or verbal praise are

information that learners receive and need for purpose of reinforcement and recognition, Kulbir (2000).

According to Jeanne (1999), just as motivation and cognitive processes, so too, do cognitive processes affect motivation. As teachers, we cannot 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 the 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 Kakker (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.

According to Cronbach (1999), 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 primary 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 stimulating 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 psychologist 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 Oakes (1999).

According to Bernstein, the real danger of over motivating a lesson is caused by the confusion between entertainment and teaching, arising when you can't guide learners to come to grips with the materials you are to teach. You became over concerned with what will appeal to your learners. You, rather 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 the event.

According to Rieman (2000), behaviourism is based on the views that human beings are primary 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 them for proper responses on tests. Effective behaviourism motivates them 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, although referrals to social workers and other individuals and agencies in the community.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The purpose of the study was to investigate motivation and academic performance of learners in Early Childhood Educational Centers in Kigumo Division of Murang'a South District. In view of this the researcher used this section to outline procedures and techniques used in planning how to collect data, selection of the respondents, actual data collection and other related aspects.

3.1 Research Design

The study employed the descriptive survey method to determine motivation and academic performance of learners in Early Childhood Education Centers in Kigumo Division, Murang'a South District, Kenya. The researcher collected information in standardize form from groups of people. He did this mainly by the selection of samples of teachers handling learners in early childhood education centers and employed questionnaires to collect data

3.2 Environment

The study was conducted in early childhood educational centers in Kigumo Division. The division is located in Murang'a south district of central province; the centers are in a rural setting.

3.3 Target population

According to Peil (1995), population refers to all the cases or individuals that fit in a certain specification. The population of this study comprised of teachers handling learners in early childhood programmes in Kigumo division of Murang'a South district.

3.4 Sample population

Pell (1995), stressed that sample population is a small group (population) in a given study area. The researcher could not visit all the schools in Murang'a South District. He visited selected schools in Kigumo Division. The teachers who responded to the questionnaires represented the entire population of those teaching learners in early childhood education centers in Kigumo Division. The sample population totalled forty teachers in these schools.

3.5 Sampling procedure

Peil (1995), defines sampling as the selection of a part to represent the whole. The researcher used purposive sampling whereby the selected respondents filled the criteria of having experience in teaching learners in Kigumo Division. The researcher arrived at forty teachers by considering the classes which the teachers were handling. The classes ranged from standard one to standard three since these classes have learners in their early childhood.

3.6 Research Instruments

Gall & Borg (1996), stated that a questionnaire is a device consisting of a series of questions dealing with psychological, social and educational topics given to a group or individuals with the objectives of obtaining data with regard to some problem of investigation.

The researcher constructed a questionnaire with questions which were in closed and open form to help the respondents fill without boredom. The personal touch was meant to overcome resistance. He handed them individually and encouraged the respondents to participate, he collected and checked to ensure that all the questions were answered.

The researcher chose the questionnaire because of its popularity as a means of collecting all kinds of data in research. It's wide use in educational research, information and to inquire into opinions and attitudes. The researcher constructed the questionnaires basing it on the objectives of the study in order

to establish the respondent's views on motivation and academic performance of learners in early childhood education centers.

3.7 Validity and Reliability of the Materials

To establish of the questionnaires, the researcher used the method of expert judgment, which is recommended by Gay (1992), as the best method for reliability. To affect this, after constructing the questionnaire, the researcher contacted experts to ensure the reliability and validity of the research instruments. After the consultations, the researcher made the necessary adjustment to ensure that the questionnaire was made to the advice of the experts. That is, it was made more clear, relevant, specific and logically arranged. In additional, a pre-test was conducted in order to test and improve on the reliability of the questionnaire. To prove the validity of the data collection instrument the numbers of relevant questions was divided by the total number of questions, and the outcome was above optimal. The following scale was used, (Adopted from Dr Chandy).

$$V = \frac{RQ}{TQ} = \frac{12}{15} = 0.8$$

Whereby, V=Validity

RQ = Relevant questions

TQ =Total number of questions

The above expression, indicates that, the number of relevant questions from the total number of questions on the questionnaire, were above the required 0.5 scales. Hence, the instrument used was valid.

3.8 Research procedures

The researcher first secured a letter of introduction form the office of the administrator, institute of open and distance learning, Kampala International University, which was presented to Head teachers of the schools, for permission to carry out research in their schools.

The researcher ensured that, the completed questionnaires were collected as soon as they were filled, to avoid loss or misplacement.

3.9 Data processing and analysis

Data was analyzed and interpreted, with the view of checking for accuracy and completeness. The questionnaires were edited immediately after they were collected, which facilitated an easy follow up the respondents, for clarifications/ corrections, before analysis was done.

The questionnaires were analyzed using descriptive statistics that is frequencies and percentages that were presented in tables, pie charts, line Chart and bar Charts to enhance understanding, for discussion.

3.10   Statistical Treatment of Data

Table of frequency and percentage were used to determine the age, gender and qualifications of the respondents among other related aspects to the study.

Formula: frequency count = f/n×100

f-frequency

n- Number of respondents

100-Total number of respondents

Source: *Mugenda and Mugenda* (1999).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETION

4.0 Introduction

While the previous chapter presented the methodology of the study. This chapter provides presentation, interpretation and analysis of data. Presentation and analysis of the collected data was computed by using percentages in order to show the distribution of the respondents on the various question items. Tables, pie charts and Charts were used in the presentation of data.

The percentage (%) was obtained using the formula; $(\%) = \frac{n}{N} \times 100$

Where n = Number of respondents

N = Total population

Source: Mugenda and Mugenda (1999).

As earlier on noted in chapter three of this work the information for the study was provided by the teachers provided by the teacher. Forty (40) teachers provided the following information.

Table 1: profile of the respondents

Category	Frequency	Percentage (%)
Age (in years)		
21-30	10	25
31-40	15	37.5
41-50	9	22.5
51-60	6	15
Total	40	100
Gender		
Male	16	40
Female	24	60
Total	40	100

Qualification		
Degree	10	25
Diploma	12	30
Certificate	18	45
Total	40	100

The table above shows that the majority of the teachers fall between the ages of 31-40years (37.5%). Female teachers (60%) are the majority as compared to their male counterparts (40%). As far as the qualifications are concerned majority of the teachers (45%) have certificates in primary teaching.

4.1 Rewards.

Table 2: You are not annoyed when the learner gives a wrong answer.

Responses	Frequency	Percentage (%)
Strongly Agree	20	50
Agree	10	25
Disagree	7	17.5
Strongly Disagree	3	7.5
Total	40	100

From the above table (2), it is evident that in most cases the teacher is not annoyed when the learner gives a wrong answer; majority of them 75% agreed that they are not annoyed and it is only 25% of the teachers who disagree to this. This motivates the learners to try in answering the questions.

Table 3: You tell the learner 'good' when he/she give a correct answer

Responses	Frequency	Percentage (%)
Strongly Agree	19	47.5
Agree	12	30
Disagree	6	15
Strongly Disagree	3	7.5
Total	40	100

The findings in table 3 show that in many cases (77.5%) teachers respond positively by telling learners 'good' only a few (22.5%) disagree that they do this. Telling learners 'good' is a big factor in motivation.

Table 4: You normally put a 'good star' on learner's book when they do well.

Responses	Frequency	Percentage (%)
Strongly Agree	3	7.5
Agree	5	12.5
Disagree	22	55
Strongly Disagree	10	25
Total	40	100

Table 4 shows that the majority of the teachers (80%) disagreed that they put a gold star on learners' books when they do well, only 20% agreed to this statement implying that physical motivators are rarely used by teachers to motivate the learners.

Table 5: You ask the pupils to clap for the one who do well.

Responses	Frequency	Percentage (%)
Strongly Agree	21	52.5
Agree	10	25
Disagree	5	12.5
Strongly Disagree	4	10
Total	40	100

From the table above it is evident that the majority of the teachers (77.5%) agreed that they ask other pupils to clap for those who do well. However a small percentage (22.5%) disagree to this.

Table 6: You give a badge to the learners who do well in class.

Responses	Frequency	Percentage (%)
Strongly Agree	3	7.5
Agree	5	12.5
Disagree	22	55
Strongly Disagree	10	25
Total	40	100

Table 4 shows that majority of the teachers (80%) disagreed that they give a badge to learners who do well, only 20% agreed to this statement implying that physical motivators are used by teachers to motivate the learners.

4.2 Teacher's relationship with learners in early childhood Education centres

Table 7: You show the objectivity and fairness to the opinions expressed by learners.

Responses	Frequency	Percentage (%)
Strongly Agree	10	25
Agree	20	50
Disagree	3	7.5
Strongly Disagree	7	17.5
Total	40	100

From the above table, it is evident that teachers show objectivity and fairness to the opinions expressed by learners; majority of them 75% agreed to this and only 25% of the teachers disagreed to doing this.

Table 8: You show concern and build up with learners

Responses	Frequency	Percentage (%)
Strongly Agree	10	25
Agree	17	42.5
Disagree	6	15
Strongly Disagree	7	17.5
Total	40	100

Bar Chart 1: Showing concern and build up with learners

Chart Showing response on whether respondents show concern and build up with learners
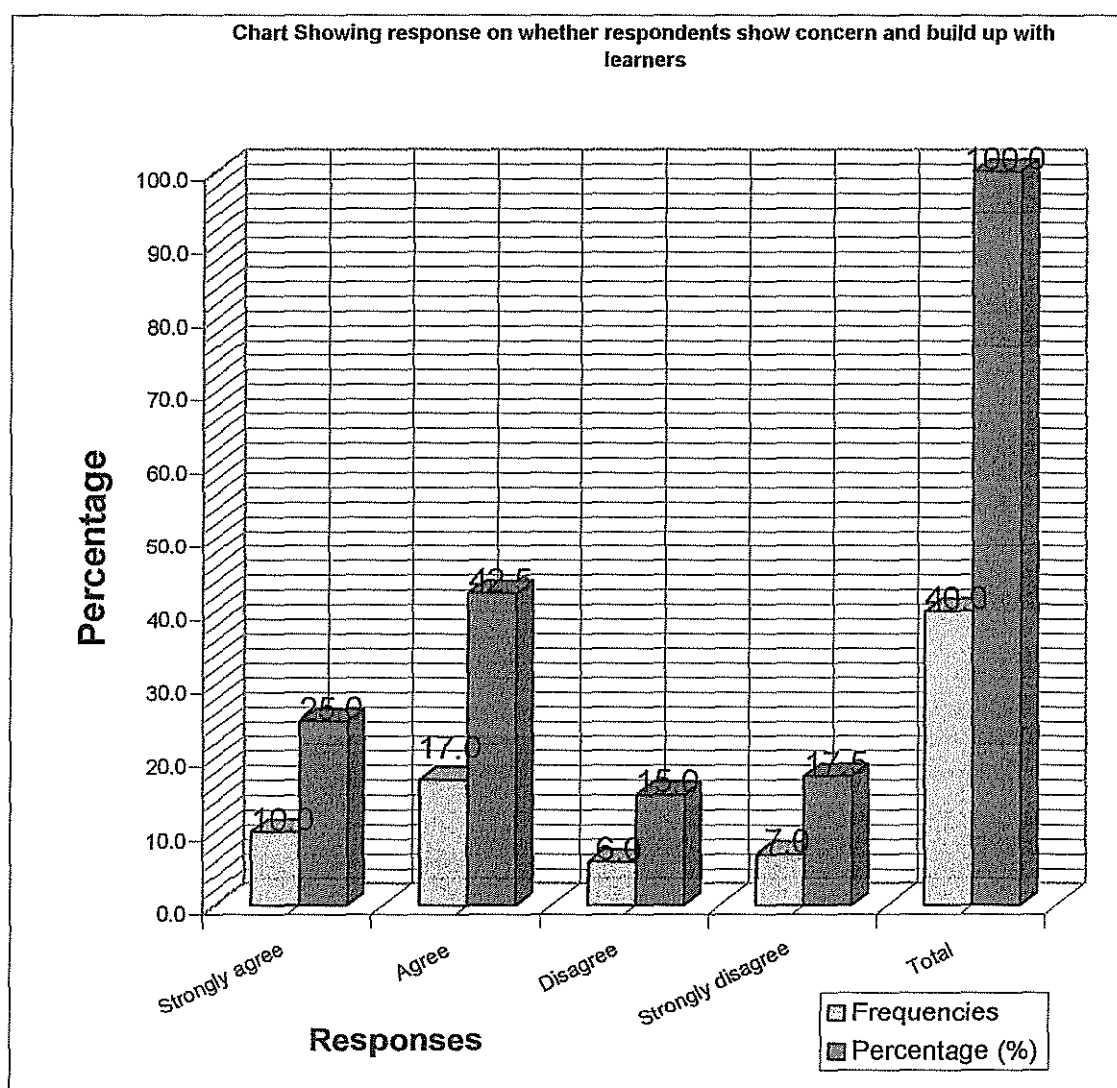
Table 8 and the Bar Chart 1 above shows that 67.5% of the respondents agreed that they show concern and build up with learners and only 32.5% refuted this.

Table 9: You help learners attain their maximum potential.

Responses	Frequency	Percentage (%)
Strongly Agree	15	37.5
Agree	13	32.5
Disagree	10	25
Strongly Disagree	2	5
Total	40	100

As regards helping learners attain their maximum potential 70% agreed to this and 30% disagreed.

Table 10: You help learners to improve academically through motivation

Responses	Frequency	Percentage (%)
Strongly Agree	8	20
Agree	7	17.5
Disagree	7	17.5
Strongly Disagree	8	20
Total	40	100

From the table above it is evident that half of the respondents (50%) agreed that they help learners to improve academically through motivation while the other half (50%) disagreed with the statement. This implies that half of the respondents motivate the learners

Table 11: You give positive reinforcements through rewards

Responses	Frequency	Percentage (%)
Strongly Agree	10	25
Agree	3	7.5
Disagree	20	50
Strongly Disagree	7	17.5
Total	40	100

Bar Chart 2: Giving positive reinforcement through rewards

Response of teachers on giving positive reinforcement through rewards
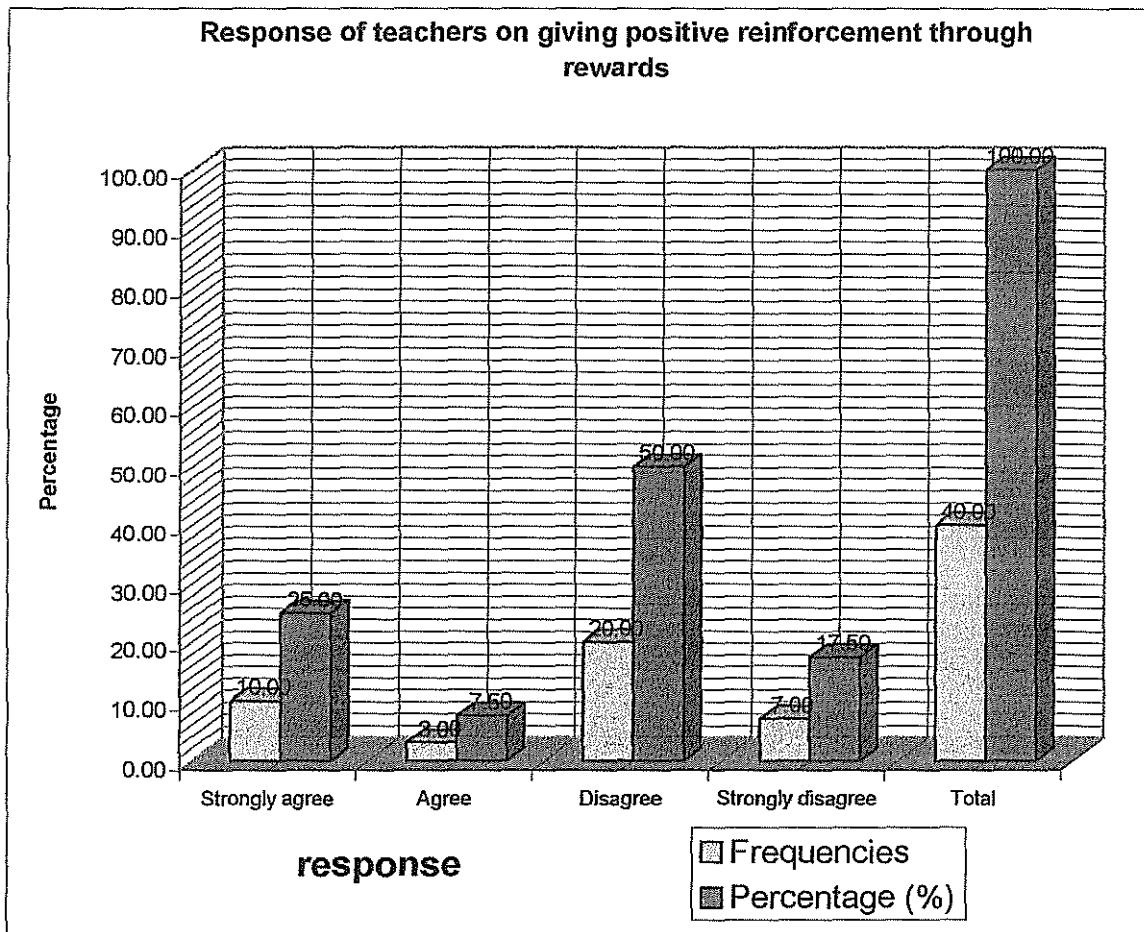
Table 11 and Bar Chart 2 show that majority of the teachers (67.5 %) don't give positive reinforcement through rewards to the learners. Only 32.5% agreed that they do it. The findings indicate that motivation through rewards is missing.

4.3 Learning activities

Table 12: You assist the learners I n practical skills in the class session

Responses	Frequency	Percentage (%)
Strongly Agree	4	10
Agree	16	40
Disagree	10	25
Strongly Disagree	10	25
Total	40	100

Bar Chart 3: Showing how teachers assist learners in practical skills in the class session.

Teachers' Assistance to Learners on Practical Skills in the Classroom

Bar chart with Y-axis labeled "Percentage" (0 to 45) and X-axis labeled "Frequecy" showing categories: Strongly Agree (Frequency 4, Percentage 10), Agree (Frequency 16, Percentage 40), Disagree (Frequency 10, Percentage 25), Strongly Disagree (Frequency 10, Percentage 25). Legend: Frequency, Percentage (%).
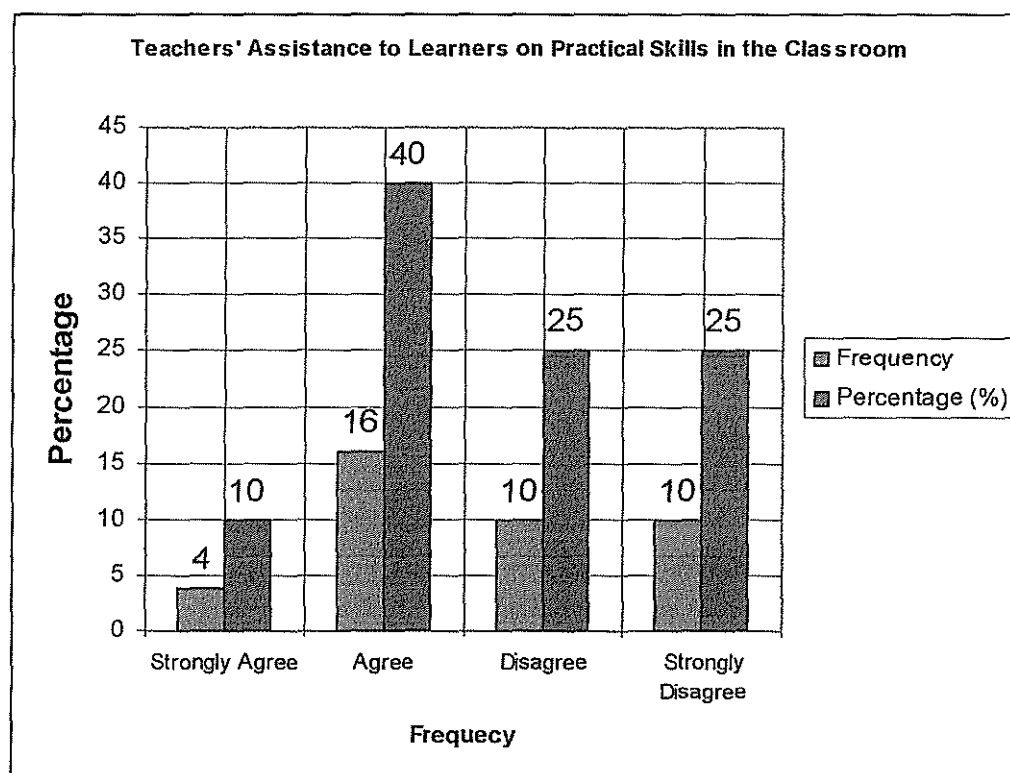
From table (12) and the Bar Chart (3) above, half of the respondents (50%) assist learners in practical skills in the class session. The other half (50%) don't. This is very unfortunate since practical skills are very essential for these learners.

Table 13: You encourage learners to participate in different co-curricular activities

Responses	Frequency	Percentage (%)
Strongly Agree	5	125
Agree	9	22.5
Disagree	14	35
Strongly Disagree	12	30
Total	40	100

32

Most teachers disagreed with the statement that they encourage learners to participate in co-curricula activities. 65% disagreed. Only 35% agreed with the statement. The implication here is that teachers do not consider learners interest nor do they encourage learners to participate in different co-curricular activities.

4.4 Teaching skills

Table 14: The teachers employ varied teaching strategies to cater for all learners

Responses	Frequency	Percentage (%)
Strongly Agree	10	25
Agree	20	50
Disagree	7	17.5
Strongly Disagree	3	7.5
Total	40	100

The table indicates that the majority of the teachers (75%) employ varied teaching strategies to cater for all learners. However, a small percentage (25%) does not do this. The few who do not employ varied teaching strategies do a disservice to learners in early childhood education.

Table 15: The teachers adapt different activities to suite the needs of the learners

Responses	Frequency	Percentage (%)
Strongly Agree	8	20
Agree	9	22.5
Disagree	12	30
Strongly Disagree	11	27.5
Total	40	100

Pie Chart 1: Adapting different activities to suite the needs of the learners
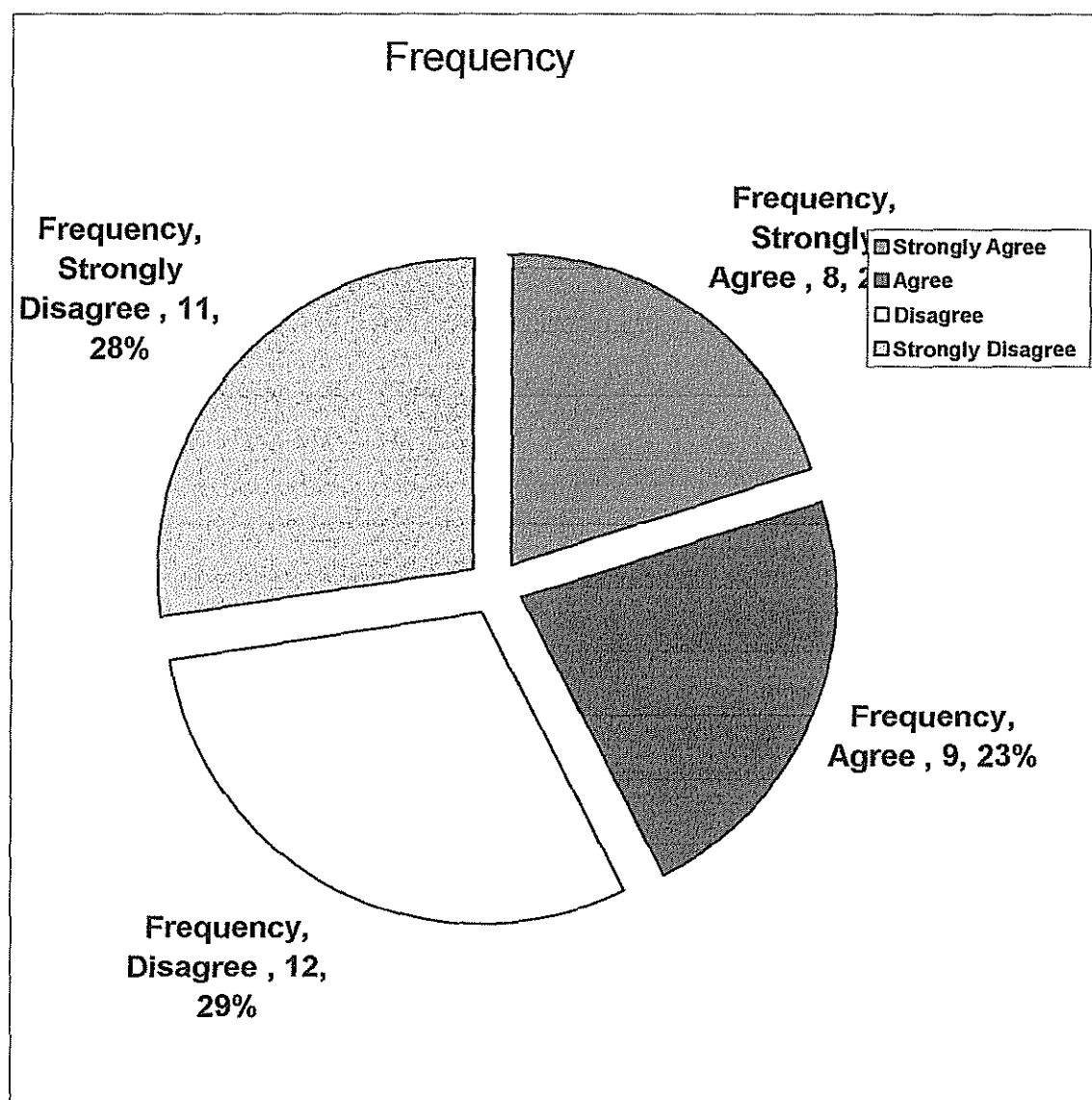
Most teachers disagreed with the statement that they adapt different activities to suit the needs of learners, 57.5% disagreed. Only 42.5 % agreed with the statement. The implication here is that teachers do not adapt different activities to suit learners' needs.

Table 16: The teachers present the lesson clearly, in an understandable and organized manner to help pupils.

Responses	Frequency	Percentage (%)
Strongly Agree	5	12.5
Agree	13	32.5
Disagree	15	37.5
Strongly Disagree	7	17.5
Total	40	100

**Bar Chart 4:** Lesson presentation by teachers
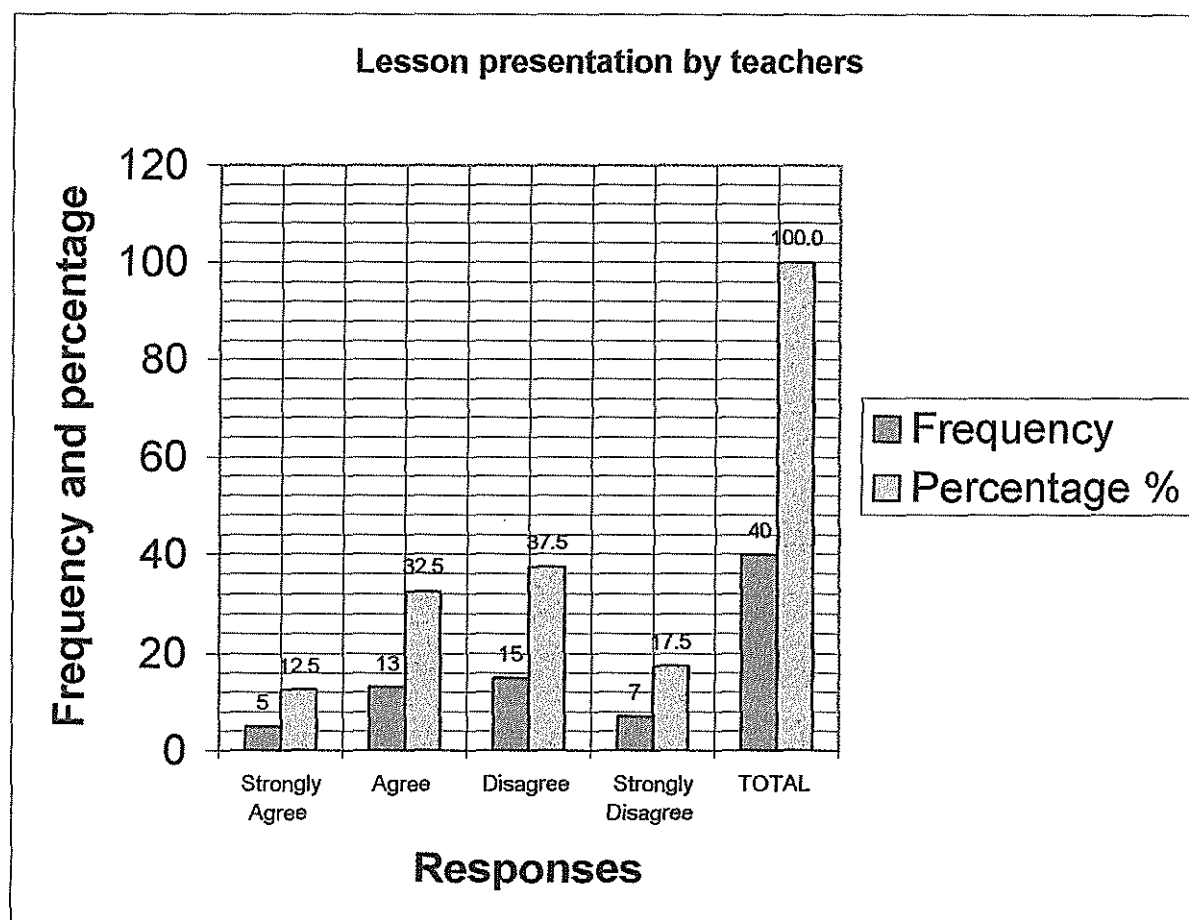
Table (16) and Bar Chart (3) above indicate that majority of the teachers refuted that they presented the lesson clearly, understandably and in an organized manner to cater for learners needs; 55% refuted. Only 45% agreed. This implies that a considerable number of teachers do not plan their lessons well and do not have the interest of these learners at heart.

4.5 School Environment

Table 17: The school has a well equipped resource room which is accessible to learners.

Responses	Frequency	Percentage (%)
Strongly Agree	1	2.5
Agree	4	10
Disagree	5	12.5
Strongly Disagree	30	75
Total	**40**	**100**

Bar Chart 5: Availability of well equipped resource room accessible to learners.
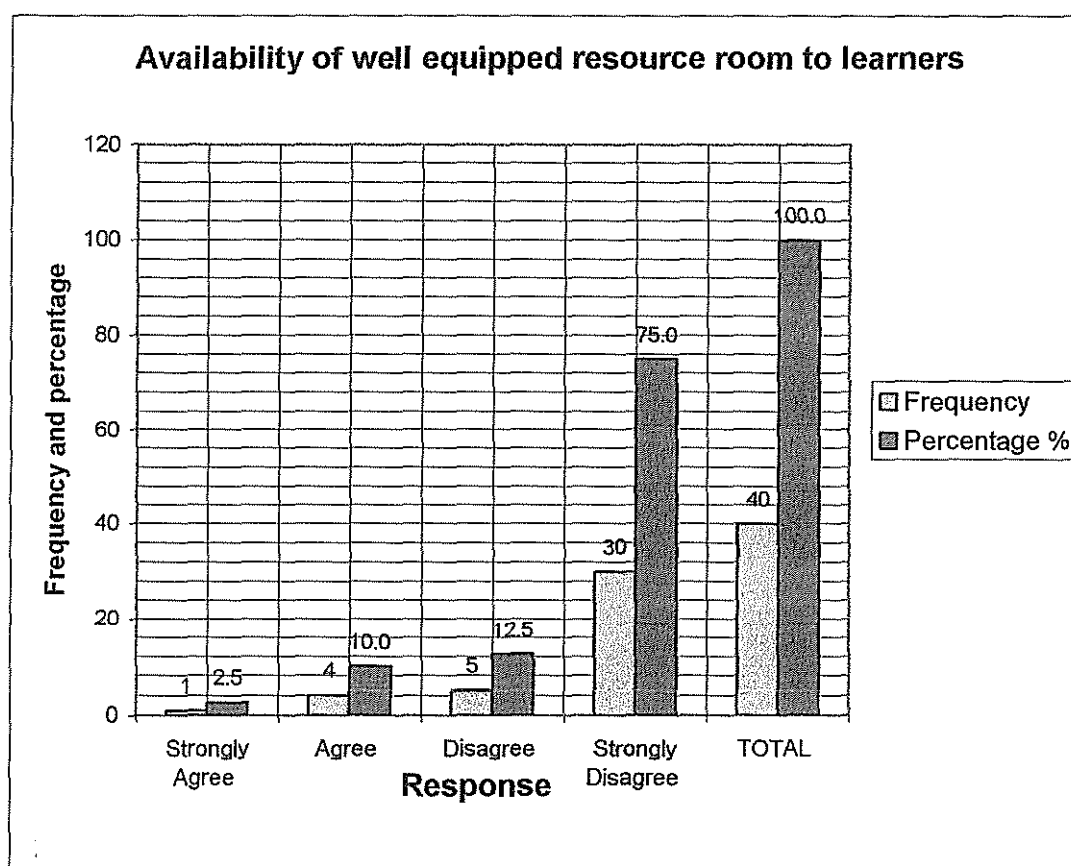
It is clear from Table (17) and Chart (5) above that majority of the teachers either disagreed (12.5%) or strongly disagreed (75%) that the schools have well equipped resource rooms which are accessible to the learners. Only a small number (12.5%) agreed that resource rooms are available.

Table 18: There is adequate space for children's use in school and classes

Responses	Frequency	Percentage (%)
Strongly Agree	10	25
Agree	3	7.5
Disagree	20	50
Strongly Disagree	7	17.5
Total	40	100

It is clear from table 18 that the majority of the teachers (67.5%) disagreed that the space in schools and classes is adequate for children. Only 32.5% of the teachers agreed that their schools and classes have adequate space. This implies that the population of the learners is high thereby lessening space in school and classrooms.

Table 19: There are enough textbooks in class for all children to use during the lesson.

Responses	Frequency	Percentage (%)
Strongly Agree	7	17.5
Agree	8	20
Disagree	15	37.5
Strongly Disagree	10	25
Total	40	100

It is clear from Table 19 that there is inadequate textbooks for all children to use during the lesson. 37.5% disagreed while 25% strongly disagreed. Only 37.5% agreed that they have enough textbooks. This clearly indicates that learners lack these necessary learning aids.

Table 20: The classroom environment is conducive for teaching and leaning and caters for all learners.

Responses	Frequency	Percentage %
Strongly Agree	2	5
Agree	5	12.5
Disagree	7	17.5
Strongly Disagree	26	65
TOTAL	40	100

Bar Chart 6: Classroom environment
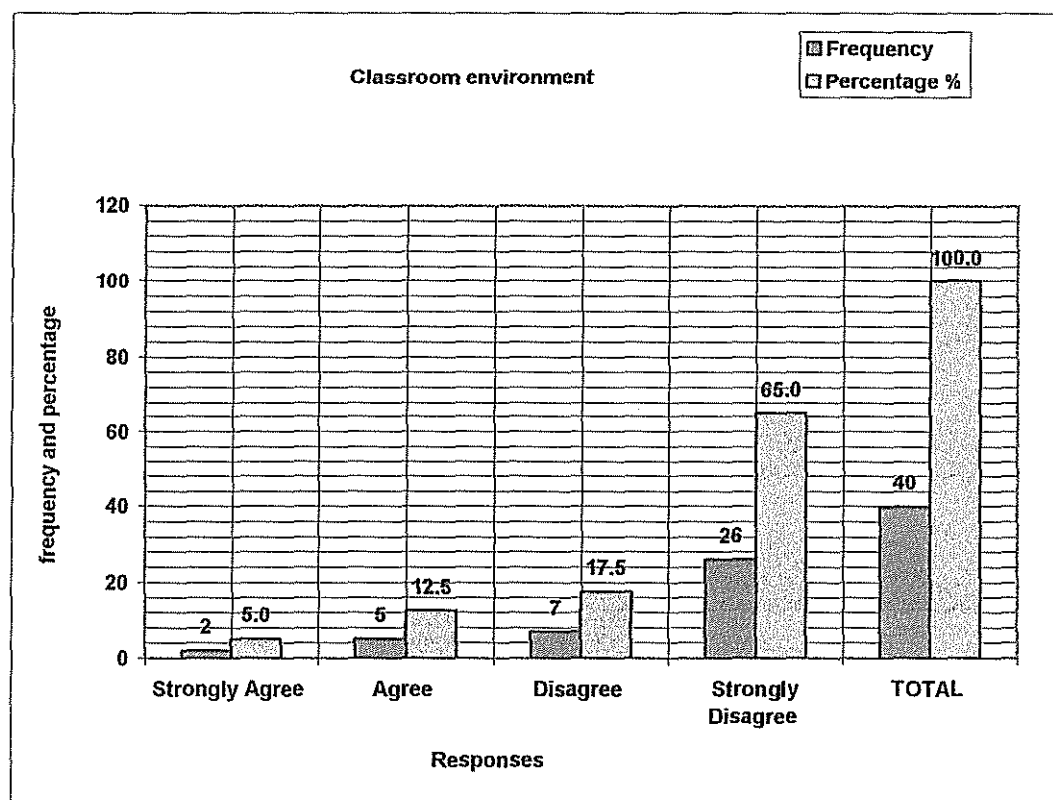
According to Table 20 and Bar Chart 6 above majority of teachers (82.5%) disagreed that the classroom environment is conducive for teaching. Only 17.5% agreed. This clearly shows that facilities in the schools are inadequate and learners are subjected to unconducive environment in the classroom hence hindering effective learning.

Table 21: The teacher provides enough learning materials and equipment for learners.

Responses	Frequency	Percentage (%)
Strongly Agree	0	0
Agree	4	10
Disagree	15	37.5
Strongly Disagree	21	52.5
Total	**40**	**100**

Bar Chart 7: Provision of learning materials and equipment for learners
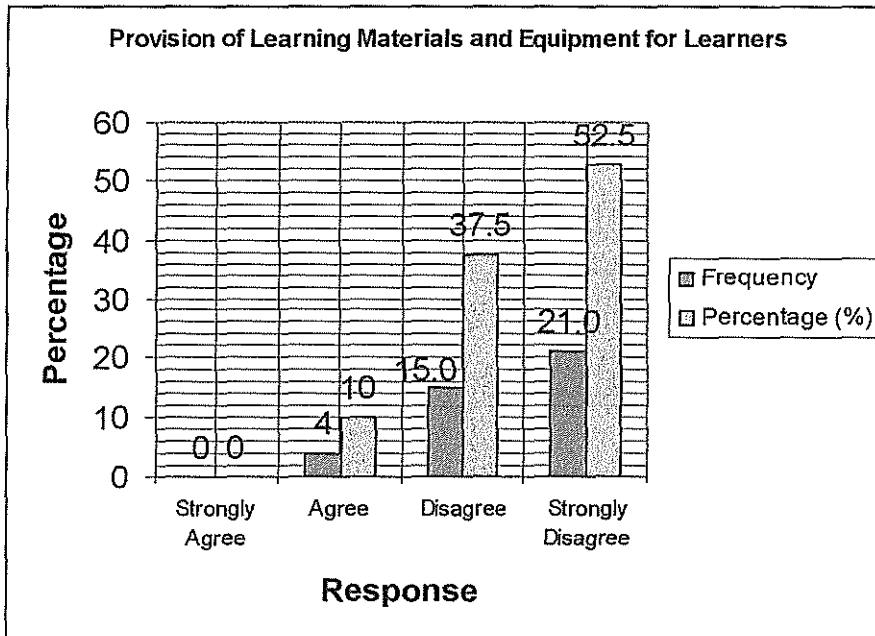

Table (21) and Bar Chart 7 (above) shows that majority of the teachers disagreed that they provide learners with enough materials and equipment, 90% disagreed and only 10% agreed. This implies that teaching and learning materials are inadequately availed to the learners and hence ineffective learning.

4.6 Academic performance of learners in early childhood Education Centres

Table 22: Learners who have intrinsic motivation perform better academically than their non-motivated peers.

Responses	Frequency	Percentage (%)
Strongly Agree	35	87.5
Agree	4	10
Disagree	1	2.5
Strongly Disagree	0	0
Total	**40**	**100**

In table 22, as regards whether learners who have intrinsic motivation perform better academically than their non-motivated peers, 97.5% agreed to this and only 2.5% disagreed. This means that academic performance improves with motivation.

Table 23: The academic performance of learners improves with motivation.

Responses	Frequency	Percentage (%)
Strongly Agree	20	50
Agree	13	32.5
Disagree	4	10
Strongly Disagree	3	7.5
Total	**40**	**100**

The table 23 above, depicts that majority of the respondents agreed that academic performance of learners improves with motivation. 82.5% of the respondents agreed with this and only 17.5% disagreed.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study aimed at investigating motivation and academic performance of learners in early childhood in early childhood Education Centers in Kigumo Division of Murang'a South District. The study was guided by the research objectives. The main purpose of this chapter, therefore, is to discuss the research findings as presented. Following the, discussion, conclusion and recommendations follow. Finally, suggestions for further research.

5.1 Discussion of the findings on profile of the respondents

In order to determine the profile of the respondents, the researcher considered the respondents socio-demographic data of age, gender and academic qualifications. Table (1) in Chapter Four indicate that the majority of the teachers (37.5%) fall between the ages of 31-40 years meaning that they were at their most productive age. At this age the teachers are active and if well inducted can be of good help to learners in early childhood education centers. As far as gender is concerned female teachers are the majority (60%) as compared to their male counterparts, this is an indication that these teachers can effectively teach learners. Majority (45%) of the teachers have certificates in primary teaching. Those with degrees and diplomas are the most qualified to work with learners in early childhood education centers.

The teachers of Kigumo require more knowledge about educational methodology and motivation in order to effectively instruct learners in early childhood education. These views are supported by S.K Kochhar (2000) in chapter two (2.6) who said that all problems of educational methodology are primarily problems of motivation and learning, perception and thought. But it needs to be remembered that the problems of motivation is not to awaken on audience but to direct the energy of an alert group into constructive channels and keep it there.

5.2 Discussion of the findings on the degree of motivation in terms of rewards, school environment, teaching skills, learning activities and teacher's attitude.

5.2.1 Rewards

Looking at Table (2) in Chapter 4, it is evident that in most cases the teacher is not annoyed when the learner gives a wrong answer; majority of them 75% agreed that they are not annoyed and it is only 25% of the teachers who disagreed to this. This motivates the learners to try in answering the questions. The findings in table 3 shows that in many cases (77.5%) teachers respond positively by telling students 'good', only a few (22.5%) disagreed that they do this. Telling learners 'good' is a big factor in motivation.

Table 4 shows that the majority of teachers (8%) disagreed that they put a gold star on learner's books when they do well, only 20% agreed to this statement implying that physical motivators are rarely used by teachers to motivate the learners. From table 5, its evident that majority of the teachers (77.5%) agreed that they ask other pupils to clap for those who do well. Table 6 shows that majority of teachers (80%) disagreed that they give a badge to learners who do well, only 20% agreed to this statement implying that physical motivators are rarely used by teachers to motivate the learners. it is important for teachers to understand the importance of rewarding learners since this only motivates them and enhances academic performance. That is probably why in chapter two Kulbir (2000), stressed that a reward is a higher motive to desirable conduct unlike punishment. The teachers' main reliance should be on positive incentives. Rewards stimulate and strengthens right impulses and directs them to right channels. The purpose of rewards is to motivate the learners to work and conduct themselves on desired lines. Rewards tend to strengthen the purpose of schooling.

5.2.2 Teachers attitudes

From table 7, its evident that teachers show objectivity and fairness to the opinions expressed by learners; majority of them 75% agreed to this and only 25% of the teachers disagreed to doing this. Looking at table 8, it emerged clearly that 67.5% of the respondents agreed that they show concern and build up with learners and only 32.5% refuted this. In table 9, as regards helping learners attain their maximum potential 70% agreed to this and 30% disagreed. From table 10, its evident that half of the respondents (50%) agreed that they help the learners to improve academically through motivation while the other half (50%) disagreed with the statement. This implies that half of the respondents motivate the learners.

Looking at table 11, showing response of the teachers on giving positive reinforcement through rewards, it emerged clearly that majority of teachers (67.5%) disagreed that they do this; only 32.5% agreed that they do this. It is clear that motivation through rewards is missing. This finding indicates that some teachers have negative attitudes towards learners and do not adequately motivate them. Learners in early childhood education centers need to be motivated in whatsoever they do, in order to reduce their perceived confusion. Allan Onstein (1995), in chapter two believes that if students are well motivated by their teachers, they will concentrate in school work, and this motivation will encourage students to get rid off academic problems, such as confusion, boredom, and frustrations. This implies that the teacher must be a role model and skillful in assisting students who uplift their moral behaviour. This will lead to good teaching and learning process.

5.2.3 Learning activities

From table 12 in chapter four, half of the respondents (50%) assist learners in practical skills in ther class session. The other half (50%) don't. this is very unfortunate since practical skills are very essential for the learners. Yet in table 13, most teachers (65%) disagreed with the statement that they encourage learners to participate in co-curricula activities, the implication here is that the

teachers do not consider learners interest nor do they encourage learners to participate in different co-curricula activities.

Table 14 indicates that the majority of the teachers (75%) employ varied teaching strategies to cater for all learners. However a small percentage (25%) does not do this. The few who do not employ varied teaching strategies do a disservice to learners in early childhood education.

Looking at table 15, most teachers disagreed with the statement that they adapt different activities to suit the needs of learners, 57.5% disagreed. Only 42.5% agreed with the statement. The implication here is that teachers do not adapt activities to suit learner's needs; this situation does not augur well for learners who have difficulties in learning.

Table 16 indicate that majority of the teachers refuted that they present the lesson clearly, understandably and in an organized manner to cater for learners needs, 55% refuted. Only 45% agreed. This implies that teachers to do not plan their lessons well and do not have the interest of these learners at heart. Teachers in early childhood education centers of Kigumo Division should borrow a leaf from Nduku (2003), in chapter two (2.2) who stipulated that a good Early Childhood Center builds in an individual the right philosophies regarding not just schooling but social and emotional strength as well. He added that the ultimate purpose of early childhood care and education is the child's holistic development. The child's preparation for schooling is an integral part of this holistic development and not an isolated objective.

5.2.4 School environment

Looking at table 17, all the teachers either disagreed (20%) or strongly disagreed (80%) that the schools have well equipped resource rooms which are accessible to learners. None of them (0%) agreed that resource rooms are available. A resource room is very important for learners especially those with difficulties in learning as they are given additional assistance.

44

It is clear from table 18 that majority of the teachers (67.5%) disagreed that the spaces in schools and classes are adequate for children. Only 32.5% of the teachers agreed that their schools and classes have adequate space. This implies that the population of the learners is high thereby lessening space in schools and classrooms. From table 19, it is clear that there are not enough textbooks for all children to use during the lesson. Only 37.5% agreed that they have enough textbooks. This clearly indicates that learners lack these necessary learning aids. Table 20 indicate that majority of the teachers disagreed that the classroom environment is conducive for teaching and learning process. 87.5% disagreed while 12.5% agreed. This is a clear indication that the facilities in the schools are inadequate and learners are subjected to un-conducive environment in the classroom hence hindering effective learning.

Table 21 shows that majority of the teachers disagreed that they provide learners with enough learning materials and equipments, 90% disagreed and only 10% agreed. This implies that teaching and learning materials are inadequately availed to the learners and hence ineffective learning.

Otto (1997), in chapter two mentioned that, a class room that provides a truly educational environment is a place where pupils learn both consciously and unconsciously. In it, they will find interesting things that they will entice their learning ability. However, looking at the above tables in chapter 4, the finding go contrary to Otto's statement above.

Teachers should aim at creating good school and class room environment which entails a fairly good learning environment. Kulbir (2000), in chapter 2 also mentioned that, the class room environment greatly influences the teaching and learning processes.

5.3 Discussion of the findings on relationship between motivation and academic performance of learners in early child hood education centre

In table 22 as regards whether learners, who have intrinsic motivation performance, better academically than their non-motivated peers, 97.5% agreed

to this and only 2.5% disagreed. This means that academic performance improves with motivation. Table 23, depict that majority of the respondents agreed that academic performance of learners improves with motivation. 82.5% of the respondents agreed with this and only 17.5% disagreed.

This is supported by S. B Kakkar (1995), in Chapter 2, who asserted that interests are a specific type of positive incentive and are also a product of motivation. They aroused and sustain concentrated efforts and hence their constant use in teaching. If teachers can adopt and accommodate classroom activity to cater for a real interest that the child has shown, he/she will succeed in creating a stimulating, effective learning situation which results to good performance in academics.

Motivation to learn is a competence acquired *"through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction on socialization by significant others."* Once children start school they begin forming beliefs about their school related successes and failures. The resources to which children attribute their successes (commonly effort, ability, and lack on level of task difficulty) and failures (often lack of ability on lack of effort) have important implications for how they approach and cope with learning situations. School wide goals, policies and procedures also interact with class room climate and practices to affirm or alter students' increasingly complex learning related attitudes and beliefs.

And developmental changes comprise of one more strand of motivational web. And although younger children tend to see effort as uniformly positive, older children view it as a "double-edged sword". To them, failure following high effort appears to carry more negative implications especially for their self-concept of ability than failure that results from minimal or no effort.
From the findings therefore motivation is very important to the best results of the learners in academic performance. Teachers should be encouraged to

always motivate their learners either verbally or materially to encourage them to perform to their expectations.

5.4 Conclusions

Motivation affects the academic performance of learners in early childhood education centers, lack of motivation from teachers and administration demoralize learners resulting to poor academic performance. Motivating learners through rewards play a very important part in academic performance in therefore should be used both in school and home to encourage good performance.

Improved school environments to meet the needs of the students help them feel comfortable thus improve on their performance. Teachers should always use teaching aids in their teaching to make the teaching enjoyable and real to the learners. The learners should fully be involved in the learning activities as it is one way of motivating them to learn.

The teachers should have positive attitude towards the learners. This will create confidence to the learners thus enhancing positive learning. It is also a way of motivating the learners through teacher's interest in their problems.

5.5 Recommendations

From the research findings the researcher makes the following recommendations:-

To the government there should be provision of money to cater for teaching aids and materials necessary for learning. Policies should also be written where the topic of motivation should be included in the teacher training college. This will provide quality teaching in the schools.

The school environment should be improved to allow enough space for learning. Play should be compulsory to all learners as it motivates them to be in school.

The parents should always be involved in matters pertaining to learning and motivation of learners whether through physical rewards or prizes during prize giving days.

5.6 Areas for further research

Further research can be made on the following topics.

1. The role of early childhood education centers in provision of education in Kenya.

2. The effect of using untrained teachers in early childhood education centers, on learners' academic performance.

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APPENDICES

Appendix - A Transmittal letter for the head teachers

The Headteachers

Kigumo Division

Dear Sir/Madam,

RE : PERMISSION TO USE SCHOOL FOR RESEARCH.

I am a continuing student of Kampala International University. I am writing in 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 research will be highly appreciated.

Yours faithfully,

James N. Mwangi

Appendix C: **CURRICULUM VITAE**

PERSONAL INFORMATION

Name	:	James Njoroge Mwangi
Reg. No.	:	BED/13430/61/DF
Age	:	38 years
Gender	:	Male
Civil Status	:	Teacher
Date of Birth	:	5th December, 1970

EDUCATION BACKGROUND

COLLEGE:

1992-1994	:	Kilimambogo Teachers Training College
Qualifications	:	**Certificate in Primary Teaching (2 years)**

SECONDARY:

1988-1989	:	Gaichanjiru Boys High School
Qualifications	:	**Kenya Advanced Certificate of Education** (Form Five to Form Six)
1984-1987	:	Naaro Secondary School
Qualifications	:	**Kenya Certificate of Secondary Education** (Form One to Form Four- 4 years)

PRIMARY:

1977-1983	:	Kiguoya Primary School
Qualifications	:	**Certificate of Primary Education**
		(Standard One to Seven-7 years)

Appendix – B Questionnaires

Questionnaires 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 respondents   Years ☐

b) Gender: Male ☐   Female ☐

c) Qualification: Degree ☐   Diploma ☐ Certificate ☐   Others ☐

d) Duration in the field of teaching:

  10 years and above ☐   5-10 years ☐   Less than 5 years ☐

Section B of the questionnaire

Use numbers to fill the space 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 Disagree _____ means you disagree without any doubt

Rewards

1_____ you are not annoyed when the learner gives a wrong answer

2_____ you tell the learner 'good' when he/she give a correct answer

3_____ you normally puts a "gold star" on leraner's book when they do well

4_____ you ask the pupils to clap for the one who do well

5_____ you give a badge to a learner who do well in class

Teacher's relationship with learners in Early Education Childhood Centers

6_____ you show objectivity and fairness to the opinions expressed by learners.

7_____ you show concern and build up with lerarners

8_____ you help learners obtain their maximum potential

9_____ you help learners improve academically through motivation

10_____ you give positive reinforcements through rewards.

Learning activities

11_____ you assist the learners in practical skills

12_____ you encourage learners to participate in different co-curricular activities

Teaching skills

13_____ the teachers employ varied teaching strategies to cater for all learners

14_____ the teachers adapt different activities to suit the needs of learners

15_____ the teachers present the lesson clearly, in understandable and organized manner to help the pupils

School environment

16_____ the school has a well equipped resource room which is accessible to learners

17_____ there's adequate space for children's use in school and classes.

18_____ there are enough textbooks in class for all children to use during lessons

19_____ the class room environment is conducive for teaching and learning and caters for all learners

20_____ the teacher provides enough learning materials and equipments for learners.

Academic performance of learners in Early Childhood Education Centers

21_____ learners why have intrinsic motivation perform better academically than their non-motivated peers

22_____ the academic performance of learners improves with motivation.

Appendix C: **CURRICULUM VITAE**

PERSONAL INFORMATION

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Reg. No.	:	BED/13430/61/DF
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PRIMARY:

1977-1983	:	Kiguoya Primary School
Qualifications	:	**Certificate of Primary Education** (Standard One to Seven-7 years)

MURANG'A SOUTH DISTRICT: Administrative boundaries

Appendix D-Map of the research environment

MURANGA DISTRICT

KINYONA LOCATION
KIGUMO

KANGARI LOCATION

KIGUMO LOCATION

NGINDA
NGINDA

MARAGUA RIDGE
MARAGUA RIDGE

MARAGUA

ICHAGARI
ICHAGARI

KAMBITI
KAMBITI

THIKA DISTRICT

RUCHU

KIGUMO DIVISION

LEGEND
District Boundary
Division Boundary
Location Boundary
Location Name   KANGARI
Division Name   KIGUMO

KANDARA
ITHIRU

KAMAHUHA
KAMAHUHA

MAKUYU

MAKUYU
MAKUYU

MURUKA
MURUKA

MACHAKOS DISTRICT

0   2   4   6   8 Km.

Prepared by CBS, 1979 Population Census

This Map is not an Assembly over Administrative Boundaries