MOTIVATION AND ACADEMIC PERFOMANCE

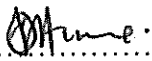## OF STUDENTS IN CHWELE DIVISION,

BUNGOMA WEST DISTRICT,KENYA

BY

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BED/10944/6 1 /DF

A RESEARCH PROJECT SUBMITTED TO THE INSTITUTE OF OPEN AND DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE

IN BACHELOR OF EDUCATION - ARTS OF

KAMPALA INTERNATIONAL

UNIVERSITY

AUGUST, 2008

DECLARATION

I declare that this research project is my original work and has never been submitted for any academic award. Where the works of others have been cited acknowledgment has been made.

Signature....... _(signature)_ ......   Date...25/08/2008

SITUMA W.PETER
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APPROVAL

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

Supervisor. _(signature)_   Date...25/08/008...

Mr Fwamba Sirengo

DEDICATION

This research work is dedicated to my dear wife Edith Situma, twin sons Joseph and David for their moral support and encouragement while undertaking this research.

ACKNOWLEDGMENTS

My gratitude goes to my supervisor Mr Fwamba Sirengo for the advice and guidance while i was writing this project and also for providing useful references in order to improve the quality of this project.

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DEFINITION OF TERMS

H.M.R - Human Resource Management

T.S.C - Teachers Service Commission

H.O.D - Head of Department

B.O.G. - Board of Governors.

P.T.A. - Parent Teachers Association.

K.N.E.C. - Kenya National Examination Council.

M.O.E. - Ministry Of Education.

D.E.O. - District Education Office.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Motivation is a force that serves three functions; it energizes or causes people to act, it directs behavior towards attainment of specific goal and it sustains the efforts expected in reaching the goals — i.e. the force that energizes, directs and sustains behavior (Riggio Ronald) E 1996 — Introduction to Industrial Organizational Psychology). Motivation as a personal trait is a desire to achieve or succeed. To be successful, you must want to be successful (Glady Kimberel, Bens S Vineyard Fifth Edition — succeeding in the world of work). To be motivated there must be a need to be satisfied - Needs involve specific physiological or psychological 1 deficiency that a person is to satisfy compelled to fulfill. Mc Cllellads Achievement Motivation theory, 1961, 1975 states that three needs are central to work motivation that is need for achievement, power, affiliation, factors that lead to work motivation may differ from person depending on their particular patterns of needs. An individual with a very high need or achievement are those who love the challenge to work. They are motivated by a desire to get ahead to the job to solve problems.

A person with a high need for power are status oriented and are more motivated by the chance to gain influence and prestige than personally solve particular problem or reach performance goal and individuals will need for affiliation are motivated by cooperation rather than competitive work situation. (Riggio E Ronald 1996 Introduction to industrial organizational psychology).

A motivated worker will have a clear goal and the drive to take action to achieve those goals i.e. goals plus needs equal motivation (Needhoms Dave et al Business for High Award 1995). Teachers are motivated by a desire to see their students perform well in exams. They strive to set goals to achieve those goals ahead.

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The process of motivation starts with needs which create wants, the desire to achieve or obtain some goals are then established which it is believed will satisfy these needs and wants, a behavior pathway selected which it is expected will achieve the goal. If the goal is achieved, the need will be satisfied and behavior is likely to be repeated (Armstrong Michael — Resource Management Practices — 1999 7tfl Edition).

The basic requirement for job satisfaction include comparatively higher pay, an equivalent payment, real opportunities for promotion, considerable and participative management, a reasonable degree of social interaction at work, interesting and varied tasks and high degree of control over work place. These include both intrinsic and extrinsic motivations. (Armstrong Michael, Human and Resource Management Practice 7th edition 1999). Research has not established any strong positive connection between satisfaction and performance. A satisfied worker is not necessarily a high producer and a high producer is not necessarily satisfied worker (Armstrong Michael, Human Resource Management Practice 7111 Edition).

An individual will be motivated to perform in a manner consistent with their self image, to the extent that their self concept concerning the job or task require effective performance in order to result in consistent cognition. Then to that extent, they will be motivated to engage in effective performance. That individual will choose to find most satisfying job and task roles that are consistent with their self cognitive to the extent that one perceive the self as competent and need satisfying, one will choose and find most satisfying situations that are balance with those self perceptions (French Wendel 1981 The Personnel Management process 6m edition 1987).

A demotivated worker/dissatisfied worker can be manifested in distinct pattern of ·behavior such as absenteeism, lateness, wastes, pilferage, lack of cooperation or merely sheer obstructionism. These activities limit the achievement of goals for an organization.

In school there exist many types/methods of motivations. They are offered various school managements as well as Teachers Service Commission (TSC), teachers' employer. They

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include awarding good performances on incentives for teacher to enable them continue working hard. These takes the form of cash awards as well as material awards such as wall clocks, pressure lamps, umbrellas, radios, television sets. Some schools offer subsidized rental houses in the school compounds. Schools with means of transport offer free transport to teacher to towns. There are free lunches and breakfasts. An extra lesson taught at a free time is paid in some schools. Some school heads recommend teachers who perform well for promotion as Head Teachers or Deputy Head Teachers or Head of Department (HOD). Each school has independent welfare organization which caters for teacher's lunches and other various problems like death which may befall a teacher. Able schools organize trips/tours for teachers to other towns/places both in Kenya and also outside the country such as Uganda and Tanzania.

These incentives and fringe benefits are intended primarily to motivate employees teachers to give better performance and encourage then to stay with the employer. Despite these fringe benefits and incentives offered to teachers, several schools do not perform as expected. National examination results still fall below average. Few schools which are able to offer almost all the basic incentives and fringe benefit normally manage to perform better in national exams. The school management through management committee such as Parent Teachers Association (P.T.A), Board of Governors (B.O.G) charges a levy on each student which enables the school to offer such incentives. Students are offered award in the form of books, school bursary, bags, and watches when they do better in internal school exams. These are intended to stimulate them to perform better in National exams which turn intrinsically motivates the teachers to work harder and attain job satisfaction. Bright students motivate teachers to perform. The study intends to determine the relationship between both the teacher and student motivation academic performance of students at Teremi High School.

1.2 STATEMENT OF PROBLEM

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

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

The issue of children's' motivation in particular appear to be impacting on the academic performance of students hence the need for conducting the research.

1.3 PURPOSE OF THE STUDY

The purpose of study is to establish relationship between motivation and performance of students in National Examination at Chwele division of Bungoma west district. A number of schools have come up with several ways of motivating both teachers and students to stimulate performance in National Examinations. Despite this, some schools still do poorly in National Exams while others do extremely well even without proper motivation. In schools where proper motivation methods have been put in place, performance tend to be better than those schools which have little or no motivation at all.

Hence the study focused on Kuywa girls, Teremi, Busakala, Chebukaka and Sikusi secondary schools.

1.4 OBJECTIVES OF THE STUDY

1.4.1 GENERAL OBJECTIVE

To examine the impact of motivation on academic performance of students

1.4.2 SPECIFIC OBJECTIVES

i) To establish the various types of motivations used in schools.

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ii) To determine whether the methods of motivation used contribute to academic performance in the school.

iii) To make suggestions on how to enhance motivation in the school.

1.6 RESEARCH QUESTIONS.

> What is the relationship between the learner's perspective of learning and schooling and students performance?

> What is the relationship between the contextual conditions and schooling students performance?

> What is the relationship between the impacts of teacher beliefs and practices and students performance?

1.7 SCOPE OF THE STUDY

The study w as c onducted in the Chwele Division, Bungoma West District the schools under study included Busakala, Kuywa Girls, Chebukaka Girls and Sikusi secondary schools.. The study was based on motivation of students and performance. Any other aspect of the topic apart from mentioned in the objectives was not be investigated because of resource and time constraints. The research was carried out between March and June 2008.

1.8 SIGNIFICANCE OF THE STUDY

This study is of benefit to the following disciplines:-

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

Enable policy markers make provision for improving the motivation of students with increased knowledge on the relationship between motivation and achievement of students in Kenya Certificate of Secondary Education.

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

1.9 LIMITATIONS OF THE STUDY

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

➤ Attitudes Towards the Exercise – Some respondents were unwilling to freely share the information (especially negative information). This was mainly true at the local level because of fear of not knowing whether the information could go to their superiors with negative repercussions.

➤ Nevertheless, the researcher tried and overcame these limitations and collected sufficient and representative data to reach the conclusions made.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter contains a review of literature on motivation. It describes various theories and practice motivation. The main components include the theories, types of motivations being offered by various organizations and the analysis of importance of motivation to the workers. It will also examine the factors that affect performance in an organization — it also examines the relationship between motivation and performance in schools. Although individual difference in ability undoubtedly establishes the limit on human performance, motivation is also clearly a powerful determinants of the extent to which individuals will put their ability to use. Wendell (1987).

Motivation arises from recognition of an unfulfilled need. The goal is the direction through which that need can be met, D Needlam et al,(1995). Needs create wants which are desired to achieve or obtain something. Goals are then established which it is believed will satisfy these needs and wants. A behavior pathway is selected which is expected will achieve the goal.Armstrong(1999) and has the process of motivation.

Behavioral Scientist Abraham Maslow states that man is a satisfaction seeking animal motivated primarily by his biological needs. Once man's biological needs are satisfied further needs emerge mainly of a far nature. This manifest itself in the pursuit of power, status, security and other outwards signs of superiority (M.J Boella, Human Resource Management in the Hospital Industry 1994, **5th** edition Kingdom). He goes ahead to say that the first need for bodily comfort is satisfied relatively simply by adequate meals and housing, the welfare status, individual in our society therefore no longer access working merely for food and shelter. Most people expect more from their employment than better pay merely to purchase food and shelter.

Physical security should very largely be assured by the state/company. Organization is designed to protect the community or individual from injury or disease. If a man does fall ill or suffer injury, the state/company or organizations care for him so that he needs not to fear the financial consequences.

Workers need to establish satisfactory relationship with other people. If looking for staff turn over should he noted that the greatest number leave in the earliest days of employment the period when relationship have not developed on the other hand one of the main reasons why people stay in their job when all other conditions should encourage to leave is because of their relationships with those of which including colleagues, bosses, subordinate and customers.

Need for acceptance frequently depends on our job and our way of living. Social mobility has increased considerably and the main evidence change of occupational status, types of housing, earning money obtaining a variety of other status symbols such as motorcar, longer holydays, and thick carpets in the office and changing from one job/occupation to another with higher social standing. There is also need to satisfy one's own ambitions and aspiration. This means making the maximum use of one's intellectual, social and manual skills. This is manifested on the desire to become chairman or as a worker to produce satisfactory piece of workmanship. People will put in long hours on difficult conditions even for low pay when intrinsic job satisfaction is high. (Having satisfied all these needs, security of the community satisfaction is itself another motivator. It is usually found that where job security is higher, such as banking or insurance, labour turn over is lower. Job security normally leads to a stable and skilled labour force with many of the consequent efficiencies.Boella, (1994).

2.2 Maslow's Need Theory

Human needs are arranged in a hierarchy of importance. These needs are divided into five and range from low level biological — physiological needs, need for security, need for belonging, needs of self esteem high level need of self actualization. Bird(1989).

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Human beings are never satisfied, their wants are determined by what they have e.g. when people are hungry or thirsty, the quest for food or water influences how they behave. However if food and water is acquired, the same person will want something else perhaps a safe place to live in or social status, satisfied need does not cause behaviour. Once people satisfy their need for safety, they are motivated to yet unsatisfied needs not the one they are satisfied with(Ombok,1999)

2.3 McClellando Achievement Motivation Theory

The theory states that three needs are central to work motivation. The needs for achievement, power and affiliation. Individuals with a very high need for achievement are those who love the challenge to work. They are motivated by a desire to get ahead to the job to solve problems or to be outstanding worker, performer. Individuals with high need for power are status oriented and are more motivated by the chance to gain influence and prestige than personally solve particular problem or reach performance goal (McClelland 1970) there is job that satisfies their need to be in charge.

People with a need for affiliation have the desire to be liked and accepted by others. They are greatly concerned with interpersonal relationship on the job and prefer working with other on a task. They are motivated by co-operative rather than competitive work situation, (McClelland 1961) Many successful managers are high in the need for power because much of their job involve directing the actual actions of others(McClelland and Boyatzies 1982, McClelland and Burnha 1976) High achievers made of those with a low need for achievement(McClelland and Franz 1993).

Herzberg Motivation factors which are achievement, recognition, work self, responsibility and advancement are strong determiners ofjob satisfaction with the last three being important for a lasting change of attitude. The hygiene factor which include company policy, administration, supervision, salary interpersonal relations and working conditions are determiners of job dissatisfaction. They are maintenance factors that is they are necessary to obtain a reasonable level of satisfaction in employee. Lack of hygiene factor equals dissatisfaction while the presence of hygiene factors does not necessarily equal satisfaction. The presence of motivation factors equal satisfaction of individual needs. The lack of motivation factors will not cause dissatisfaction if hygiene

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factors are present but will lead to an absence of positive satisfaction. It means therefore that one can remove dissatisfaction and improve job performance up to a point but it takes a motivator to bring about positive job feelings and high performance salary, status, security and interpersonal relationship can be both satisfier and dissatisfier Armstrong (2000)

Douglas McGregor Theory X assumes that people do not like work and try to avoid. That people have little or no ambition and will try to avoid responsibility and prefer to be led. Managers have to push people closely supervise them and threaten them with punishment to get them to produce. They must be persuaded, coerced, intimidated and punished i.e. strike and can not game. He maintains that management is responsible or organizing the elements to productive enterprise — money, materials, equipment and people name interest of economic end. There should be process of directing the efforts of people, monitoring them controlling their actions, modifying their behavior to fit organizational needs. That man is by nature resistant to change.

Theory in this theory Douglas McGregor believe that people are not by nature passive or resistant to organizational needs. People will work towards goals if they are committed to them. People become committed to goals when it is clear that achieving them will bring personal rewards.

Potential for development, the capacity for assuming responsibility the readiness to direct behavior towards organizational goals are all present in people. Management does not put them, it is responsibility of management to make it possible to recognize and develop the human characteristics for themselves. Management is to arrange organizational conditions and methods of operation so that people can achieve their own efforts towards organizational objectives. Earl C. Meyer (2000)

2.4 METHODS OF MOTIVATION

Well motivated employees are more productive and creative and the inverse also holds true motivation is the key to performance improvement. You can take a horse to the water but you cannot force it to drink. It will drink only if it's thirsty so with people. They will

do what they want to do or otherwise be motivated to do. They must be motivated or driven to do it either by themselves or through external stimulus. (Internet/employee motivation.) Motivation is to induce others in specific way towards goals specifically stated by the motivator. Motivation system must be tailored to the situation and to the organization.

There are a number of methods of motivation which have been put into place by the organization including schools to motivate the workers.

In Abraham Maslow's Hierarchy of Needs, Physiological needs can be achieved by higher basic pay and overtime, bonus pay and other non-financial benefits while safety needs are achieved by allowing workers to belong to trade union, good health and safety conditions, company pension scheme and retraining scheme. For need for Belonging and social affiliation, social facilities/social club to be provided. Personnel department to help sort out personal problems at work, more people to work and make friends with. To ensure self-esteem needs, training courses to be availed to improve skills, more opportunities take responsibilities and make decision and employer to give more variety in the job. Self actualization organization should avail more chances for promotion. Career ladder to climb and opportunities to be created.

Wages and salary might act a motivator for small business employee but large business pay according to level of production Chamber et al (1996) Fringe benefits are intended primarily to motivate employees to give better performance and to encourage them to stay with employer. Financial fringe benefits include commissions, bonuses, profits and share part —financial fringe benefits include pensions, meals, cars and subscriptions while non-financial benefits are holidays, sick pay, medical insurance, maternity leaves, paternity leaves, medical services, social services and clubs, cinema, theaters passes, company newspapers, staff newspaper, discount buying, loans, purchases, assistance, saving scheme and discounted holidays, meals in the company, long service Christmas bonus, birthday gifts, cards, suggestion bonus, language proficiency, employees deduction bonus and share option scheme.

Rewards are normally used to stimulate performance. They are offered in order to focus the employees put on business objectives of employer i.e. to stimulate and promote extra productivity (Boella M.J. (1992) Management in which there is a vertical change quality of work to be done make the worker feel that contribution has been upgraded and are highly appreciated. Job enlargement makes the worker to feel alienated when asked to do additional work.

Employees are allowed to participate in decision making in the organization i.e. use of flattened organization structure in which decision can be make at all levels of organization, employee feels important and valued for their contribution in decision making process. This is a great motivator to the employee (Dave Needharm et al (1995).

A praise given to a staff for ajob well done increases that person's self esteem. Self esteem is the most energizing factor in work situation. When workers are praised, they see this as a form of recognition for their contribution. Recognition is a motivational factor and builds up intrinsic capacity to produce Vael Elijah Udom (1998). It is important to acknowledge an employee's contribution in workplace. Praise an employee for doing a good job or give credit for a useful idea. Formally they might receive a ward at a meeting or banquet. When you recognize an employee's contribution, he/she will probably perform well. You might increase the morale and motivate your other employees (Earl C Meyer et al Entrepreneurship and small business management 2000 2 Edition Glencoe). This study hopes to establish the relationship between motivation being offered in school and the student performance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of the study is to determine the relationship between motivation and performance of students in National examination at Chwele Division. Where by five schools were sampled.. This section therefore is to highlight the techniques/research design to be used in obtaining data. It describes the area and location of the study sample section and size of the respondents. Lastly, it explains how the research instruments are to be developed and administered as well as how data analysis will be done.

3.2 Research design

The study aimed at establishing the relationship between motivation and performance of students in Chwele Division of Bungoma West District. The study adopted a qualitative approach to explore, identify and examine the level of performance and the types of motivation being used in the schools this involved analyzing the best performed subjects and the teachers who handle the subjects in National exams and try to find out if there was any form of motivation offered to them. Students who performed well in National exam were also identified and if any motivations were been awarded to them. The researcher used different methods to gather data concerning types of motivations and how they influenced performance in the examinations..

3.3 Area and population of the study

Target population in the study were teachers and students of Kuywa girls,Teremi,Busakala,Chebukaka and Sikusi secondary schools sampled within Bungoma West District of Kenya. There is a total of 2015 students and 120 teachers in the schools targeted but 250 students and 60 teachers sufficed from the sample selected

3.4 Sample

In order to meet the objectives of this study, a random sampling is to be used to select teachers and students at Kuywa girls,Teremi,Busakala,Chebukaka and Sikusi

secondary schools. A sample of 60 teachers and 250 students are to be chosen. This technique is used to give a proper representation of teachers and students in the school. The subjects used include; Mathematics, English, Kiswahili, Chemistry, Physics, Biology, History, Geography, Religion, Business Studies, and Agriculture. These are the core subjects being taught in the schools. The researcher personally interviewed to every teacher before starting the research. This enabled the researcher to ascertain that they were the actual target population to be studied.

3.5 Instrumentation

The semi-structure interview guide was to be used to collect the data from the teachers and students. This is because the interviewer had the advantage of adaptability necessary to elicit in depth response and to establish higher objectivity. Multiple cues were used to ensure that the interviewer was much consistent as possible with each interviewee and controlled the length of each interview. This was to avoid fatigue and waste of the respondent time.

The researcher also used questionnaire for the teachers who had no time for the interview. This enabled them to answer questionnaire at their own pace. The questionnaires were made up of closed and open questions for the teachers and students. There were spaces for the respondent to write their names, gender and other social economic background. This formed the first section. The second section consisted of rating questions focusing subjects being taught and grade attained and types of motivation offered by the school management based on the Likert method of summated ratings. The purpose was to elicit different indications in performance and motivation, Observation schedule was alsoused to get —— information/performance which could not be got through views and questionnaires. It consisted of examinations result analysis, prize giving day programme visit to school canteen, dispensary and staff room. It included checklist and a rating scale. A letter was attached seeking permission to have a research done in the school.

3.6 Data collection procedure

Procedure to conducting the study, the questionnaire was pilot tested on a sample of 10 teachers and 20 students. This helped to identify potential and problem areas and clarify the respondent interpretation of question. The questionnaire was then revised on the result of the pilot study. Timetable for the interview with the teachers and students was prepared by the researcher. Respondents were allocated/identified by the researcher and an interview was arranged for the latter to the timetable. Each interview lasted for approximately 30 minutes. However, much time was used in discussing the respondent's problem upon conclusion of each interview. Permit for data collection was obtained from the District Education Office and the school Principal. Permit was for informing the teachers about the study and for also seeking their cooperation. The researcher went through the school administrative records such as teacher's register and student registers. The purpose of sampling for which the researcher wrote an introductory letter to the respondents informing them about the purpose of the study and sought their consent for participation with a return for their consent. Questionnaires were collected after the agreed time so as to give the teachers and student enough time for filling in them.

ANALYSIS PROCEDURE

The performance, types of motivations, subjects being offered, examinations the students sit analyzed using descriptive statistics such as frequency, percentages, table or charts to be printed. Conclusions, explanation and recommendation will be drawn from the study.

CHAPTER FOUR

4.1 DATA, ANALYSIS AND INTERPRETATION

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

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

TABLE 4.1.1 RESPONSE RATE

Type of response rate	Sample planned	Actual response	Response
Teachers	60	40	13%
Students	250	240	77%
Total	310	280	100%

Source; primary data(2008)

Therefore the response rate:-

$$\frac{\text{Actual number responded} \times 100}{\text{Planned number responded}} = \frac{280 \times 100}{310} = 90\%$$

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

4.2.0   TEACHERS BIO-DATA ANALYSIS

4.2.1 Age of Respondents

The results of the field study on age of the respondents from the selected schools where 40 teachers responded revealed that 60% (ii) of the respondents were below 39 years, while

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40% of respondents were above 39 years. This is an indication that most of the teachers are young as shown below.

The table 4.1.2 shows the percentage (%) age distribution in years

Age bracket	Frequency	Age (%)	Cumulative age (%)
23-30	12	22	22
31-38	14	39	39
39-above	14	39	39
TOTAL	40	100	100

Source; primary data source, 2008

4.2.2 Respondents Age

4.2.3 Respondents work Experience

The results of the field study on years of work-experience showed that 22% of the respondents r anged b etween 1 -5 years and 39% of t he r espondents h aving 5 -10 w hile 39% had 5 and above years of work experience. This signifies that information was collected from teachers with experience as represented by 78% of the sample.

TABLE 2

YEARS	NO.OF RESPONDENTS	NO.OF RESPONDENTS (%)
1-5	12	22%
5-10	14	39%
10-above	14	39%
Total	40	100

Source; primary data (2008)

4.3.0 STUDENTS BIO-DATA ANALYSIS

Out of the 250 target students, only 240 responded. The researcher deemed this as

adequate and sufficient for the purpose of data analysis since it represented 77%.

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4.3.1 Category

TABLE 4.1.3 ON CATEGORY

Category	Frequency	Frequency (%)
Form one	30	12.5
Form two	50	21
Form three	70	29
Form four	90	37.5
Total	**240**	**100**

Source; primary data (2008)

From the table 4.1.3 it can be seen that most of the respondents were from the upper classes.

4.3.3 GENDER

TABLE 4.1.4 ON GENDER

GENDER	FREQUENCY	PERCENTAGE (%)
Female	130	58%
Male	110	42%
Total	240	100%

Source; primary data (2008)

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

4.2.4 Age of Respondents

The results of the field study on age respondent from the selected school where 240 students responded revealed that 39% (ii) of the respondents were 18 years and above, while 39% of respondents were between 16-17 years, while 22% were between 14-15%.

This is an indication that the sample comprised young students who are vulnerable to drug abuse as shown below.

The table 4.1.5 shows % age distribution in years

Age bracket	Frequency	% Age	Cumulative % age
14-15	50	22	22
16-17	90	39	39
18-above	90	39	39
TOTAL	240	100	100

Source; primary data (2008)

TEACHERS ANALYSIS

Table 4.1.6 summary of response on the relationship between learners' perspective of learning and schooling and students performance

RESPONDENT	FREQUENCY	PERCENTAGE
YES	29	90
NO	11	10
TOTAL	40	100

Source; primary data (2008)

From table 4.1.6 majority of respondents (90%) were of the view that there exists a relationship between learners' perspective of school and performance, while (10%) said the relationship is non-existence.

Table 4.1.7 Summary of respondents on the relationship between the contextual conditions and schooling and students performance

RESPONDENT	FREQUENCY	PERCENTAGE
Great extent	13	32
Very Great extent	14	35
Lower extent	8	20
Very low extent	5	13
TOTAL	40	100

Source; primary data (2008)

According to the table above it clearly shows that there is a relationship between contextual conditions and schooling with performance of students, as majority of the respondents (35%) said that there is a relationship to a very great extent, 32% said the existence of the relationship is to a great extent, while (20%) said its to a lower extent and (12%) said its a very low extent

Table 4.1.8 Summary of respondents on the relationship between the impacts of teacher beliefs and practices and students performance

RESPONDENT	FREQUENCY	PERCENTAGE
Yes	40	100
No	0	0
TOTAL	40	100

Source; primary data source (2008)

According to the response in the table 4.1.8 majority of them i.e. (100%) indicated that teacher beliefs had impact on academic performance of students.

STUDENTS ANALYSIS

Table 4.1.9 summary of response on the relationship between the learners' perspective of

learning and schooling and students performance

RESPONDENT	FREQUENCY	PERCENTAGE
YES	180	75
NO	60	25
TOTAL	240	100

Source; primary data source (2008)

From table 4.1.9 majority of respondents (75%) said that there exists a relationship on the

learners' perspective of schooling with a student's performance, while (25%) said that the

relationship is no-existence.

Table 4.2 Summary of respondents on the relationship between the contextual conditions

and schooling and students performance

RESPONDENT	FREQUENCY	PERCENTAGE
Great extent	80	33
Very Great extent	100	42
Lower extent	40	17
Very low extent	20	8
TOTAL	240	100

Source; primary data (2008)

According to the table 4.2 clearly shows that there is a relationship between contextual

conditions and performance of students, as majority of the respondents (42%) said that is

to a very great extent, 33% said its to a great extent, while (17%) said its to a lower

extent and (8%) said its to a very low extent

Table 4.2.1 Summary of respondents on the relationship between the impacts of teacher

beliefs and practices and students performance.

RESPONDENT	FREQUENCY	PERCENTAGE
Yes	210	87.5
No	30	12.5
TOTAL	240	100

Source; primary data (2008)

According to the response in the table 4.2.1 majority of the respondents represented by (87.5%) believe that there is a relationship between teacher beliefs and practices and students performance whereas 12.5% of the respondents said that the relationship is non-existence.

From the interviews carried out with the headteacher, deputy and the departmental heads, I learnt that teachers are given extra money for the extra work they do after school. Any class that attain grade c+ and above are taken for a tour

The history department gives out money to any student that attain grade B and above in any given exam at the mathematics department no incentives are given out.

The department of mathematics encourages them verbally through guest speakers from other districts, authors of some books, national examination markers and old students from the school who did well in the subject. With motivation and conducive environment students perform well.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

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

5.1 DISCUSSION

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

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

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

5.2 CONCLUSIONS

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

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

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

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

5.3 RECOMMENDATIONS
More studies on the effect of teachers' motivation on students academic performance needs to be carried out. A study on the effect of remuneration of teachers on performance is a good starting point.
A leaner who is homeostatically motivated has a high chance of performing better just like a teacher who is well remunerated. Indeed the government should look into improving teacher's terms of service so that much work would be performed in our schools.

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Appendix A

Teachers' Questionnaire

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

1. Sex   Male [ ]   Female [ ]

2. Professional Qualifications

Diploma	
Untrained graduate	
Graduate (B.ED)	
Master	

3. Years of experience in teaching?

   ....

   ....

4. Have you attended any seminar since employment?

   Yes [ ]

   No [ ]

5. If, yes how many times?

   ....

   ....

6. How many years have you taught?

   (a)Form three students.....................................year

   (b) Form four students.....................................year

7. Teaching load per week .... lessons

8. Have you been involved in setting any discussion with your administrators?

   Yes [ ]

No ☐

9. Have you been involved in any salary strike?

Yes ☐

No ☐

10. Do you have enough privileges as a teacher?

Yes ☐
No ☐

11. Do your students get enough privileges?

Yes ☐

No ☐

12. In very few words, what is your attitude the level of motivation in school to teachers and students by the administrators?

....

....

....

....

13. Does that school administration meet teachers' needs?

Yes ☐

No ☐

14. You are to express in agreement between the feeling expressed in each statement and your personal feeling towards teachers' motivation in this school?

Strongly Agree   (SG)

Agree   (A)

Disagree   (D)

Strongly disagree   (SD)

Undecided   (U)

(B) Students' questionnaire

1. Class

   _____

2. Sex   Male   [_____]   Female   [_____]

3. What is your attitude towards your teacher?

   Positive   [_____]

   Negative   [_____]

   Neutral   [_____]

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

   Very much   [_____]

   Not really   [_____]

   Fairly   [_____]

   Not at all   [_____]

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

   Very good   [_____]

   Humble   [_____]

               [_____]

Easy

Very easy ☐

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

Ten ☐

Twenty ☐

Thirty ☐

More ☐

7. Do you normally get your privileges at school?

Yes ☐

No ☐

8. How often are you taught by your teachers?

Once in a week

Once in a month