

**THE INFLUENCE OF STUDENT MOTIVATION ON ACADEMIC
PEFORMANCE IN PUBLIC SECONDARY SCHOOLS IN DAGORETI
SUBCOUNTY, NAIROBI, KENYA**

BY

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**A Research Project Report Submitted in Partial Fulfillment of the
Requirement for the Award of Post Graduate Diploma in Education of the
university of Nairobi**

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DECLARATION

This project research report is my original work and has not been presented to any other university for the award of Postgraduate Diploma in Education

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L40/84251/2012

This research project proposal has been submitted for examination with my approval as university supervisor

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DEDICATION

I would like to dedicate this project to my parents ; my father Stephen Thuita and my mother Alice Waiyego

ACKNOWLEDGEMENT

I acknowledge my supervisor Ms Florence Gwoneki Musalia for guiding me through this academic journey. Her advice and corrections have not only helped me advance but has also given me lasting knowledge on research methodology

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ABBREVIATIONS & ACRONYMS

KCSE	Kenya certificate of secondary education
MOE-	Ministry of education
I.Q-	Intelligence quotient

ABSTRACT

The purpose of this study was to determine if student motivation has any influence on academic performance in public secondary schools in Dagoretti sub –county, Nairobi. Three objectives guided this study: to establish if student motivation has any influence on academic performance in public secondary schools, determine the sustainability of motivational techniques used on the students and to find out if lack of self motivation is a major cause of poor academic performance among students. This study used survey research design that targeted a population of 264 teachers in public secondary schools in Dagoretti sub-county. From this population a sample of 40 teachers were selected. The method of data collection involved use of questionnaires that were supplemented by use of face to face interviews. Data analysis involved use of frequency counts and percentages. One of the key findings is that giving of prizes to students is the most effective motivational technique. The research also revealed that the sustainability of motivational methods is not guaranteed. The other major finding is that self motivation among students is a major factor in good academic performance. Therefore the study concluded that student motivation has a positive influence on academic performance. The researcher recommended that future studies focus on how motivational techniques can be made to have longer effect, the exact relationship between self motivation and academic performance. It was further recommended that researchers should focus on how to make content delivery more stimulating to motivate learning.

CHAPTER ONE

INTRODUCTION

1.1 background to the study

One question that has occupied the mind of researchers for decades is why some public schools consistently perform well in exams while others do not. A number of researchers including Edmonds(1981), Scheerens and Bosker(1997) have demonstrated that successful schools have unique characteristics and processes which help children to learn at higher levels (The comprehensive model of Educational effectiveness 2001).

Many studies such as the “Determinants of K.C.S.E performance and school effectiveness in Kiambu county” (Patrick Ogeche) have been carried out to determine what accounts for improved academic performance. For educational researchers academic performance is a key concern because failure in the national examinations spells doom for the students whose life becomes uncertain and full of despair

Academic performance determines whether students will proceed to university or other tertiary institutions. It is for this reason school administrators are pressurized to improve the grades attained by students in K.C.S.E.

Schools which are deemed to be effective have in common certain characteristics that have been termed as the “correlates of an effective school” (Lezotte, 2010) or alternatively “The Effective school model”. Seven aspects of this model which can achieve high levels of student learning are as follows

Instructional leadership in schools is essential for the organization of the process of teaching and learning to ensure the mission of the school is achieved (Lydia and Nyasongo 2009). Over the years it has been established that head teachers frequency of internal supervision e.g. inspecting teachers records and lessons had a role to play in improvement of performance. Related findings have emerged from

various studies that all reveal poor performance in secondary schools is a function of poor administration leadership (Githua and Nyabwa,2008).

Lezotte(1991) proposed that in effective schools there is a clearly articulated school mission through which the staff shares an understanding and commitment to institutional goals, accountability and assessment procedures. According to Lezotte (2010) in an orderly school there is a purposeful businesslike atmosphere which is free from the treat of harm. In Kenya (MoE, 2001) have indicated the falling standards of school safety via strikes, drug abuse and arson.

Expectations inculcated among staff and students can obtain mastery of the schools essential curriculum (Lezotte 2001). The so called high performing schools entrust students with demanding tasks that they are expected to handle

In effective schools the progress of students touching on essential objectives are measured and monitored frequently. The results obtained are then used to improve the student behavior as well as curriculum performance.

For effective instruction it is necessary for there to be provision of adequate learning materials and time. The limitation of time and learning resources should be considered (Lezotte 2001)

The most accurate predictor of a student's achievement according to Henderson Berla (2004) is not income or social status but how far the students family can go to create a home environment that encourages learning.

1.2 Statement of the Problem

In the development of human resource education is the most important. Failure in the national exams especially KCSE spells doom for the students whose life becomes uncertain and full of despair. The KCSE performance determines whether the students proceed to university or to other tertiary institutions. It is for this reason that secondary school administrators are pressurized to improve grades

attained by students in KCSE. Members of the public have also piled pressure on teachers and school administrators who have had to come up with various performance enhancing methods.

This study sought to find out whether various motivational techniques have had any influence on student academic performance in public secondary schools in Dagoretti subcounty of Nairobi.

1.3 purpose of the study

To determine the influence of student motivation on academic performance in public secondary schools in Dagoretti subcounty, Kenya.

1.4 Objectives of the study

This study sought to

1. To identify the factors that influence the motivation of students in public secondary schools in Dagoretti subcounty
2. To determine the sustainability of these motivational techniques on student academic performance in Dagoretti subcounty
3. To find out if lack of self motivation among students is a major cause of poor performance in academics in Dagoretti district, Kenya.

1.5 Research questions

1. Does student motivation have any influence on academic performance in Dagoretti sub county?
2. To what extent is the effect of student motivation on academic performance in Dagoretti sub county sustainable?
3. Is lack of self motivation among students the main cause of poor academic performance in Dagoretti sub county?

1.6 Significance of the study

The findings of this study may assist the Ministry of Education science and Technology to come up with policies that incorporate the needs of the students. Every year after evaluation of results national exams there is analysis of performance of specific subjects and localities. The level of learners motivation cannot be ignored as a factor so ways of boosting it have to be included in any remedial measures.

School principals being administrators are responsible for the overall function the school. The motivation of their students should be a main concern and so the research findings of this study can be used to improve learning and consequently academic performance .

Teachers as implementers of the curriculum have to motivate their students. For this reason any motivational technique found to be useful should be of great assistance to them.

Parents are key stakeholders in the education sector. It is advisable for them to take interest in their children's school life since they spend with them. Any new motivational information is useful to parents as they play a key role in their children's lives.

The students themselves can also be beneficiaries of this research findings. This is because motivation should start from within and so students would learn how to approach their studies with more vigor

1.7 Basic assumptions of the study

This research study assumed that any change in academic performance is identifiable and measurable, The motivation techniques identified are applicable in multiple settings and the respondents will give accurate responses during data collection.

1.8 limitations of the study

This study was limited by the unwillingness of the respondents to respond to as they thought that their institutions' performance was the focus. However the researcher assured the respondents that the study was not going touch on the particular performance of their institution. Secondly the research was hampered by the unwillingness of the respondents to divulge their personal details in the background section of the questionnaire. This was overcome by the researcher indicating to them that they could omit giving their names and instead fill other sections for gender, school and their teaching experience. Furthermore the study hampered by the lack of direct link between academic performance and a particular motivation technique from the responses given in the questionnaire. The researcher overcame this by seeking further clarification from the respondents.

1.9 Delimitations of the study

This study concentrated on the seven public secondary schools in dagoretti sub county with the respondents being teachers with between 0-20 years of teaching experience. The main focus was to get data from them concerning the effectiveness of various motivation techniques and as to whether these techniques can alter academic performance

1.10 Definition of significant terms used in the study

Academic performance- The extent to which the student or institution has achieved their educational goals

Student motivation- The desire of students to participate in the learning process

Sustainability of motivational techniques- The extent to which methods applied to motivate learners can continue to yield consistent results

Public secondary schools- schools that are staffed , financed and administered by the Government

Lack of self motivation- absence of the inner drive to independently do something

1.11 Organization of the study

The study was be organized into five chapters that are as follows. Chapter one is the introductory sections subdivided into background of the study, statement of the problem, objectives, research questions, significance and basic assumptions of the study. The second chapter of literature review was an overview of previous material and research findings relevant to the study.

Chapter three covered the methodology to be used such as the research design, target population and sample size. The fourth chapter covers data analysis presentation and interpretation. Chapter five focused on summary and conclusion of research findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is an overview of available literature related to motivation and academic performance. It covers the concept of student motivation in relation to academic performance, specific factors that affect student motivation, theoretical and conceptual frameworks of this study

2.2 The concept of student motivation on academic performance

Motivation is a process that begins with a deficiency that is psychological or a drive aimed at satisfying a goal (Okumbe, 1998). So it can be said that motivation is made up of needs (deficiencies) that bring up drives (motives) that then assist in acquiring the incentives (goals).

Motives are action-oriented while incentives do isolate a need. To Marques (2010) motivation can be said to be what is required for people to perform better in any activity. Every educator needs to be concerned about motivation. It is a quality that students, teachers, parents and members of the community must have if education system is to prepare young people adequately for the challenges and demands of the coming century.

How these various categories of individuals generate and utilize motivation differs to a great extent. For students motivation is necessary for learning to take place, parents need to be motivated to follow up on the academic performance of their sons and daughters, teachers need it to ensure all aspects of their schools continue to improve.

It is the role of the school administrator to initiate and nurture motivation among the various categories of individuals that participate in the educational process. Motivation must be rewarded, increased and sustained at all levels.

However the school administration must not neglect their own, like other participants of the educational process they have to find ways to stay motivated in the midst of obstacles, distraction and what appears to be universal indifference.

Academic achievement/ performance is the outcome of education, the extent to which the student or institution has achieved their educational goals.

Academic achievement is generally measured by examinations or continuous assessment test. Individual variation in academic performance have been linked to differences in intelligence and personality.

For the entire past century academic performance has become the gatekeeper to higher learning institutions, defining career paths and individual life trajectories. Hence large quantity of psychological research has concentrated on pinpointing predictors of academic performance with intelligence and efforts coming out as major determinants.

Today academic performance continues to be understood as a precise proxy for aptitude and is a core determinant of career paths and status achievement even though some doubt its value (Chammore-premuzic & furnham, 2010)

Academic performance is vital to understanding the development of today's well known psychometric "tool" : the intelligence test. Because academic performance was thought to mirror individual differences in ability, it became the top criterion for intelligence tests(Chamorro-premuzic, 2006)

Alfred Binnet(1857-1911) developed the pioneer intelligence test to identify children who were challenged by the school curriculum and their academic performance. Future ability tests continued to be validated by educational achievement as accurate measures of intelligence. Indeed if an intelligence test failed to account for individual differences it was not regarded as a meaningful measure of intellectual capacity(e.g Bolton 1892)

The association between cognitive ability and academic performance persists across educational levels although it tends to decrease in more advanced academic

settings due to differential range restrictions. To concur with this research recently has assessed the degree to which individual differences in academic performance can be explained by personality factors.

Although intelligence is a vital predictor of academic success, recent research has shown that personality dispositions mostly traits assessing typical individual levels of persistence and hard work account for substantial amounts of variance in academic performance (O'Connor & Paunonen, 2007). For instance (Chamorro-Premizic, 2003) discovered that personality traits accounted for four times as much variance in exam results of elite college students than intelligence.

Theorists have developed several approaches to motivation which fall into four broad categories. Adopting these approaches can assist teachers in their endeavor to provide the right conditions for student learning. These view points on motivation are

The behavioral view; the interpretation of motivation rests on Skinner's behavioral learning theories and focuses on the reinforcement of desired behavior through the use of extrinsic rewards. Biehler and Showman (1993) showed that behavioral interpretations of learning help to explain why some pupils react favorably to certain subjects and dislike others. Social theorists such as Albert Bandura emphasize the impact of student identification and imitation pointing out their positive academic outcomes.

Psychologists have noted that excessive use of extrinsic forms of motivation such as praise and rewards may lead to resentment, limitation of transfer, may cause dependency on teachers, the undermining of intrinsic motivation and viewing learning as a means to an end (Covington 2000) They suggest that to limit the negative effects of extrinsic forms of rewards teachers should use extrinsic forms of reward only when correct or desired responses occur

The cognitive view of motivation emphasizes arousal of cognitive disequilibrium as a means to motivate students to learn something new. For example if students face a problem they will desire to solve it. This is consistent with Piaget's concept of

organization and adaptation. According to Piaget when people experience a discrepancy between something new and what they already knew it produces a state of disequilibrium. To achieve this state Jerome Brunner recommends posing questions that will cause students to recognize gaps in their thinking which they will want to fill. Cognitive theory emphasizes intrinsic motivation techniques such as the arousal of disequilibrium student value learning for its own sake. The downside of the cognitive view of motivation is that it's very difficult to induce students to experience cognitive disequilibrium sufficient to stimulate them to seek answers (Piehler and Snowman, 1991).

The humanist view of Abraham Maslow the most cited humanist psychologist advanced in his book "motivation and personality" that people are motivated to address certain natural concerns which can be ranked hierarchically in terms of importance. He thus proposed a five level hierarchy of needs.

Physiological needs are the most basic human needs such as hunger, thirst and shelter. Self actualization are at the top of the hierarchy and represent the concern for the development of full individual potential. The main premise of this theory is that people will not seek to satisfy higher needs such as self actualization unless their lower needs called deficiency needs by Biehler and Snowman are met. In the educational setting student will be led to seek satisfaction and self actualization if their basic needs for safety, relaxation, belongingness, a clean and orderly environment are addressed and met. Teachers are therefore in a key position to meet these basic needs.

The limitation of Maslow's theory is that teachers may not know which of a student's needs is not satisfied or even if they know they might not be able to fill that need. However teachers can always enhance students self esteem by creating conditions will increase students achievement.

Achievement motivation theory rests on the belief that most persons want to achieve and experience levels of aspiration. This concept stresses that people tend to want to succeed at the highest possible level while at the same time avoid the

possibility of failure. The need for achievement is increased when persons experience success. If students achieve success their need for achievement will be strengthened. Contributors to achievement motivation theory are John.W Atkinson and David Mc Clelland.

So the question becomes what role can the teacher play in motivating students. Pivotal to mobilizing student motivation is the role of rewards in sustaining productive task management. Few issues are more salient to teachers than student motivation for academic learning. Lack of interest in academics is a principal stressor for teachers(Elam 1989). Highlighting this teacher distress is the finding that students academic motivation tends to worsen from the middle grades through high school (Anderman ,1998).

What constitutes academic motivation in students? The bottom line indicator is sustained task management leading to improvement in academic skills. The very functional view of motivation has split psychologists into two different camps. The cognitivists (Ryan& Deci 2000) distinguish between intrinsic and extrinsic motivation on the basis of whether the driving force of an action originates inside or outside of an individual. They view intrinsically motivated behavior as self determined and extrinsically motivated behavior as shape by external consequences.

Behaviorists link the performance of a behavior to the nature of the behavior itself (intrinsic motivation) or to the consequences of the behavior (extrinsic motivation).Thus the payoffs for intrinsically motivated behavior directly derive from performing the behavior whereas the rewards for extrinsically motivated behavior derive from rewards artificially linked to the behavior (Mawhinney, 1990). For example reading that provides pleasure and information could be considered intrinsically motivating whereas reading to make a good grade or impress a teacher would be characterized as extrinsically motivating. In making this distinction behaviorists are inclined to use the term reinforcement rather than motivation. A self sustaining behavior is characterized as intrinsically motivating while a behavior performed only when rewards are given could be classified as extrinsically motivating.

Intrinsic motivation appears to have advantage over extrinsic motivation . A principal advantage is that intrinsic motivation is not dependent on the teachers presence, prodding to keep the student productively engaged. This constitutes a significant practical benefit because attempting to keep students engaged involves a considerable investment of the teacher's time and energy. In addition behavior driven by artificial external consequences may quickly attenuate when those conditions are removed. Students may become addicted to a certain level of external level of external rewards causing them to expect more of different rewards in the future. This possible student dependency on extrinsic rewards represents one of the greatest detractors for their use in the classroom.

2.3.1 Influence of prizes on student motivation

A prize is an award to be given to a person, group or organization to recognize or reward action or achievement. Skinners behavioral model has shown that a variety of extrinsic rewards e.g. grades, tokens and privileges can be used to increase task engagement even for reluctant learners (Covington 1999).

Ratings from middle school students have shown that both exceptional and non-exceptional rated good grades and free time privileges as their most preferred classroom rewards (Martins et al 1988).

2.4 Influence of reinforcement on student motivation

In behavioral science reinforcement is a consequence that will strengthen an organism future behavior. This strengthening effect may be measured as a higher frequency of the desired behavior.

A reinforcer in this matter is a stimulus or event that maintains or increases the strength of the response. A study by Mahmood mirzami found out that special reinforcement increased the academic achievement of students with intellectual

disabilities. In this context reinforcement refers to various ways in which a teacher communicates to the student that his/her behavior is desirable in order to encourage the student to keep it up. As a rule this strengthening effect has to immediately follow the desired response to avoid extinction.

2.5 Influence of teaching and learning methods on student motivation

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods include class participation, demonstration & recitation. The choice of teaching method used depends largely on the information or skill being taught in addition to the aptitude and enthusiasm of the learner.

Many students develop a negative attitude towards a given subject not because of its content but due to the inadequacy of how it is taught. Teachers have a challenge to motivate learning by presenting subject matter in a way students can understand and appreciate.

2.6 Influence of competition on student motivation

Human beings do not act in isolation their behavior often strongly influenced by their association with other people. The dynamics of classroom interaction is often an important feature in student motivation. The goal of students in a competitive classroom is to do better than their classmates.

It has been found that academic performance is always higher in a competitive environment. Students identify their competitors in the classrooms and always want to perform better. A teacher or school administration should find ways of inculcating the spirit of friendly completion among students.

2.7 Theoretical framework

This study will be guided by several theories such as the self efficacy theory, attribution theory and goal theory

2.7.1 Self efficacy theory

This author of this theory is Albert Bandura a psychologist who specializes in personality psychology and social cognitive therapy. Self efficacy is the extent or strength of one's own beliefs in their abilities to complete tasks or accomplish goals. Self efficacy provides the foundation for human motivation, wellbeing and personal accomplishment.

Typically self efficacy belief helps foster the outcome one expects. Confident individuals anticipate the successful outcome. This theory is relevant to student motivation in that students who are confident in their academic skills expect high marks in exams and expect the quality of their work to reap academic benefits. The opposite is true of those who lack confidence as such students envision low grades even before they begin an exam or course .

2.7.2 Attribution theory

The author of this theory is Bernard weiner. Attribution theory is the most influential theory with implications on academic motivation. It incorporates behavior modification in sense that it emphasizes that learners are motivated by the pleasant outcome of being able to feel good about themselves. An important assumption of attribution theory is that people will interpret their environment in such a way as to maintain a positive self image that is they will attribute their success or failure to factors that will make them feel good about themselves. In general this means that when learners succeed at an academic task they are likely to attribute their success to their own abilities but when they fail, they will to link their failure to factors which they have no control such as bad teaching or bad luck. The basic principle of attribution theory as it applies to motivation is

that a person's own perceptions or attributions for success or failure determines the amount of effort the person will expend on the activity in future

2.7.3 Goal orientation theory

The author of this theory is JA Eison an educational psychologist. Goal orientation theory is a social cognitive theory of academic motivation. Although it has its origins in the nineteenth century it became a major theoretical framework in the study of academic motivation after 1985. Unlike the other theories of motivation that deal with students beliefs about their success or failures, goal orientation theory examines why students engage in their academic work.

According to this theory goals fall into two categories and their conceptualization is important(Pintrich 2000). The first type are the masterly goals that are possessed by students who strive to understand or master the task at hand. Such students are interested in self improvement and tend to compare their present achievement to their prior achievement.

The second type are the performance goals in which students have the drive to demonstrate their ability compared to others. Such students are interested in competition, demonstrating their competence and outperforming others ; they tend to use other students as points of comparison rather than themselves.

This theory is relevant to the study as students have to be self motivated themselves before they can be motivated by others. Competition is one of the motivational techniques to be surveyed falls into the second category of goals found among students.

2.8 conceptual framework

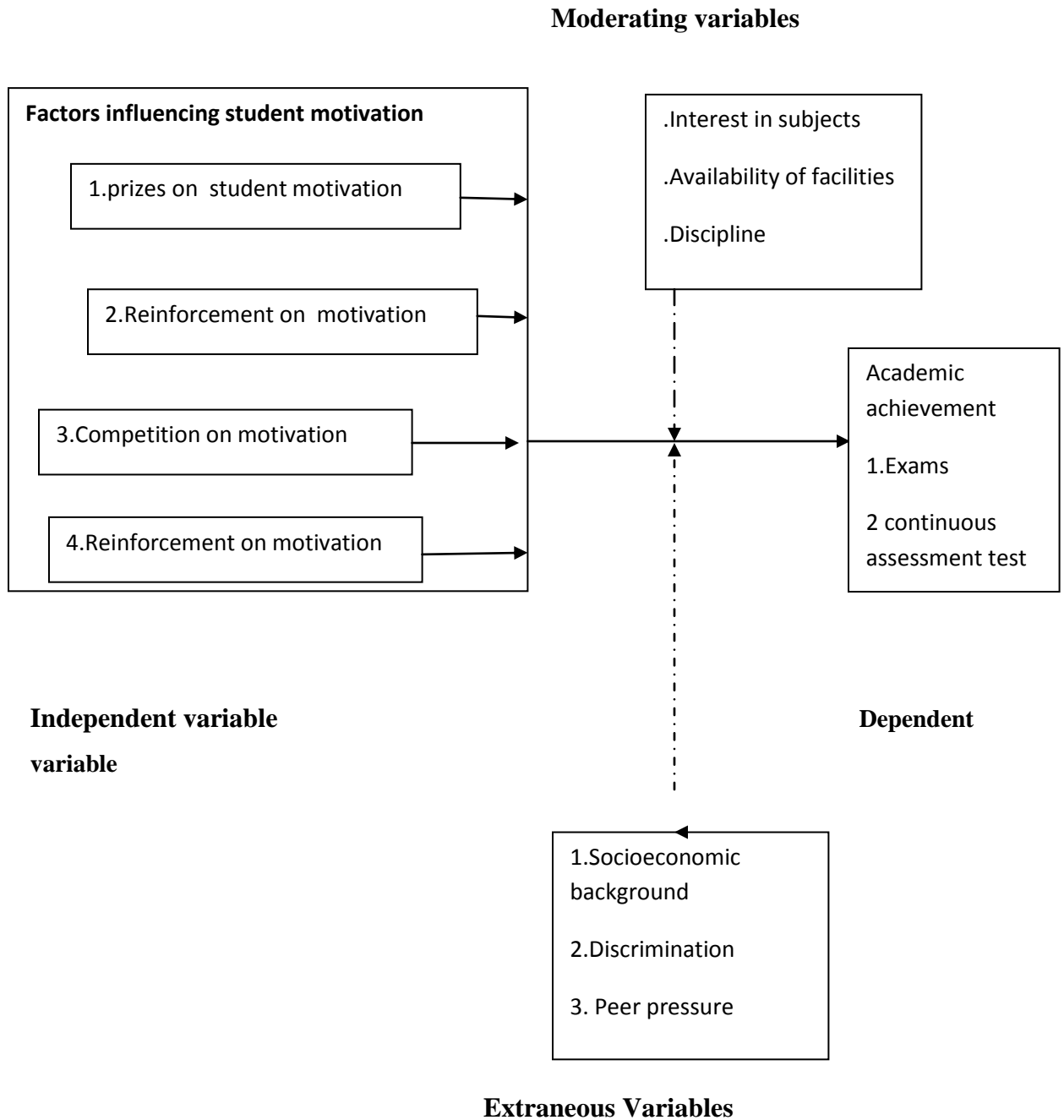


Figure 1: Conceptual framework

2.8 Summary of literature review

The study was guided by earlier works related to the topic under study that touches on motivation in conjunction with academics. Motivation is said to begin with some psychological deficiency that targets accomplishment of goals (Okumbu 1998). Motivation both as a theoretical concept and how it can be practically applied is of great importance to educators. The role of initiating motivation in the school setting belongs to the administrator which then flows to all the other members of the school community.

Academic performance being the extent to which the student or the whole institution have achieved the set educational goals is measured through continuous assessment and terminal exams. Personality dispositions of which self motivation is a major part has a substantial effect on academic performance.(O'connor 2007).

When it comes to motivation in the context of academics various psychologists view both intrinsic and extrinsic motivation differently. However researchers agree that sustained task management brings about student motivation that is keeping learners interested. This can be accomplished by various motivational techniques that forms the focus of this research study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the methods used to collect the data. It is organized into the following sections: research design, target population, sampling procedure and sampling size, research instruments, data collection procedure and data analysis techniques.

3.2 Research design

Research design refers to plan indicating the approach used in the research process. This study used the survey research design. A survey consists of a predetermined set of questions that is given to a sample with a representative population that is part of a large population. From this response the researcher can gauge the attitudes of the population concerning the research problem. Surveys are a common way of conducting quantitative research involving use of questionnaires and interviews. The usefulness of a survey is that the information obtained is standardized as each respondent is answering the same question. However surveys may fail to present the whole picture of the research problem (Burnaford et al, 2001). This has to do with the fact that the respondents give their opinions to what has been asked which may not be objective enough

The survey design is suitable to the study as it involves experienced teachers who have observed and assessed students performance over the years.

3.3 Target population

Mugenda and Mugenda (2003) defined the target population to be the population which the researcher wants to generalize the result of a study. The study was

concerned with Dagoretti sub county that has 12 public secondary schools and 264 teachers (Dagoretti DEO's office, 2014)

3.4 Sample size and Sampling procedure

Wiebma (1995) describes a sample to be a small portion of the target population chosen systematically for the study. Sampling is defined as a research procedure used to select a certain number of subjects from a target population. Stratified random sampling was used to select schools for the study. A total of 8 schools from dagoretti subcounty were sampled and they were categorized into one boys boarding school, three girls boarding, three mixed day schools and one boys day school. Then from each school five teachers were then selected giving a total of 40 respondents.

3.5 Research instrument

The researcher utilized self administered questionnaires. A questionnaire is a research instrument that gathers data over a large sample (Kombo and tromp 2006). Questionnaires are ideal for survey studies (Mugenda and Mugenda 19990 .and they find a wide application in the field of education for the purpose of obtaining current conditions and trends and to inquire concerning about attitudes and opinions on various issues. This study used questionnaires on the teachers as respondents (appendix ii). The questionnaire had three parts. Part one touched on background information about the respondents while part two concerned various aspects of the link between student motivaton and academic performance. The last part touched on classroom experience as teachers interact with students

3.5.1 Validity of the test

Validity is the ability for an instrument to measure what it intends to measure. This research used content validity which refers to the extent to which a measuring instrument provides adequate cover to the topic.

3.5.2 Reliability of the research instrument

Reliability is a measure of the degree to which a research instrument yields consistent results (Mugenda and mugenda 2003). The reliability of this study was determined via Pearson co-relation coefficient formula after test-retesting. The instrument realized a Pearson correlation coefficient of 0.78 which is deemed reliable.

3.6 data collection

The data for this study will be collected using open questionnaires distributed among secondary school teachers. This type of questionnaire provides the respondent with more room to give his/her answer. The data collected will focus on issues such as the respondents' teaching experience, subject cluster they handle and which motivational technique they frequently use.

3.7 Data analysis

Data will be analyzed by the use of descriptive statistics. This includes use of frequency counts, percentages and tables. Responses from questionnaires and interviews will be analyzed quantitatively and qualitatively.

3.8 Ethical consideration

The research study took into consideration the interests of the respondents by only seeking their personal details that were relevant. The researcher also made every effort to explain to the respondents his agenda

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with the analysis of the data generated from the respondents filling the questionnaires. The results from the study are presented and projected in graphical and tabular formats.

4.2 Rate of response

This section gives an indication of how many of the intended respondents answered the questionnaires that were distributed.

Table 4.1: Rate of response to the questionnaires

	Frequency	percentage
Filled questionnaires	26	65
Unfilled questionnaires	14	35
Total	40	100

The questionnaires were distributed among 40 teachers in public secondary schools in Dagoretti region of Nairobi. Out of the forty 26 teachers responded to the questionnaires giving a response percentage rate of 65%. This response is slightly below the 70% response rate that is recommended (Mugenda and mugenda 2003)

4.3 Respondents details

This part deals with some personal details of the respondents. The following are presented below; gender, teaching experience and subject cluster.

Table 4.2: Gender of respondents

Gender	Frequency	percentage
Male	15	57%
Female	11	43%
Total	26	100%

Out of the 26 respondents interviewed 15 were male giving a percentage of 57 while female teachers were 11 in number this being 43%. This was a fairly balanced gender ratio

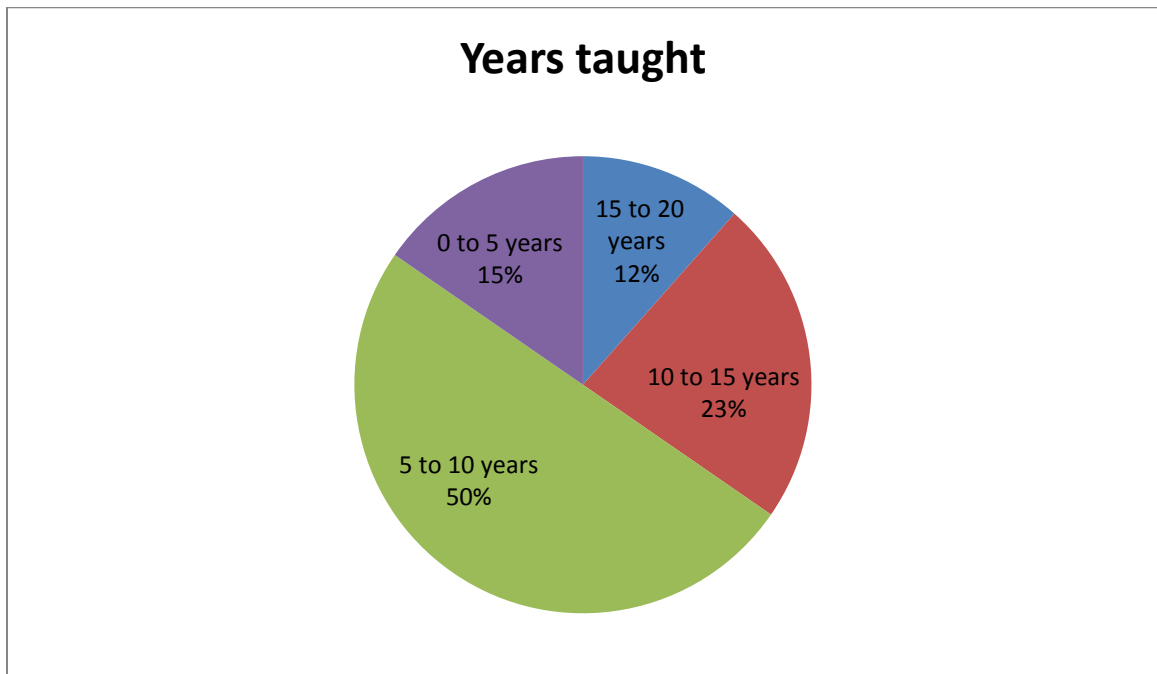


Figure2: Teaching experience

Among the respondents a large majority have a teaching experience of between 5 to 10 years while the teachers with the longest teaching experience formed the smallest portion. Consequently it was in line with expectation that the teachers who have stayed longest in the profession to be the least as many of their peers have retired .

4.4 Data presentation

Table 4.3: Does student motivation affect academic performance

Response	Frequency	percentage
Very much	18	70%
Quite a bit	6	23%
Negligible	2	7%
Total	26	100%

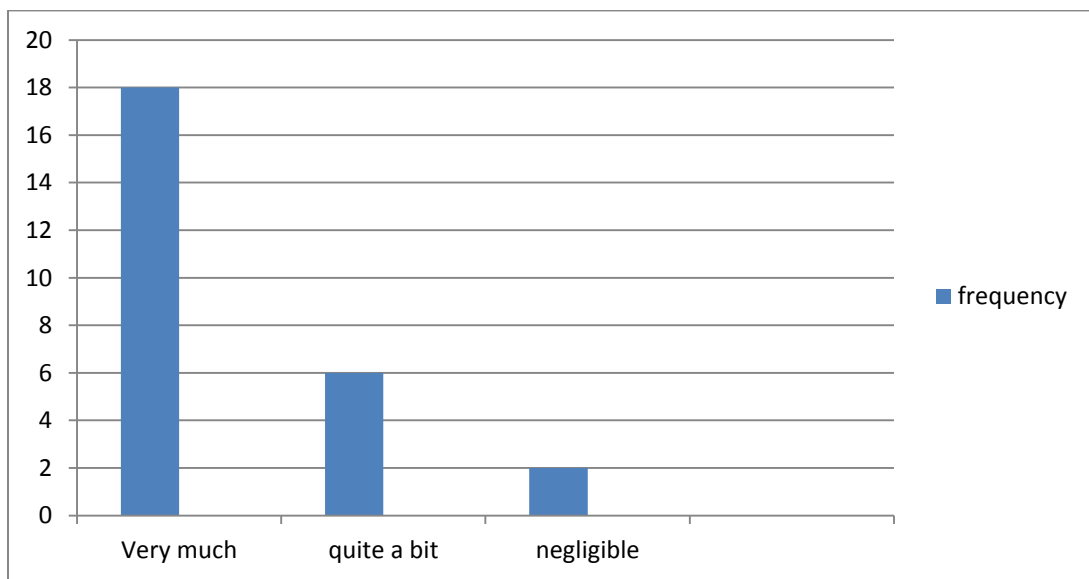


Figure 3: Effect of student motivation on academic performance

As to the main question of whether student motivation can affect academic performance a great majority(70%) of respondents felt that there is a strong correlation between the two. Those of the view that student motivation has a mild influence were 23% while a paltry 7% indicated that the effect if any is too negligible to be measured.

Table4.4: motivational technique with most impact on academic performance

Motivational Technique	Frequency	Percentage
Prizes	14	53.8%
Reinforcement	5	19.2%
Classroom competition	5	19.2%
Teaching method	2	7.6%

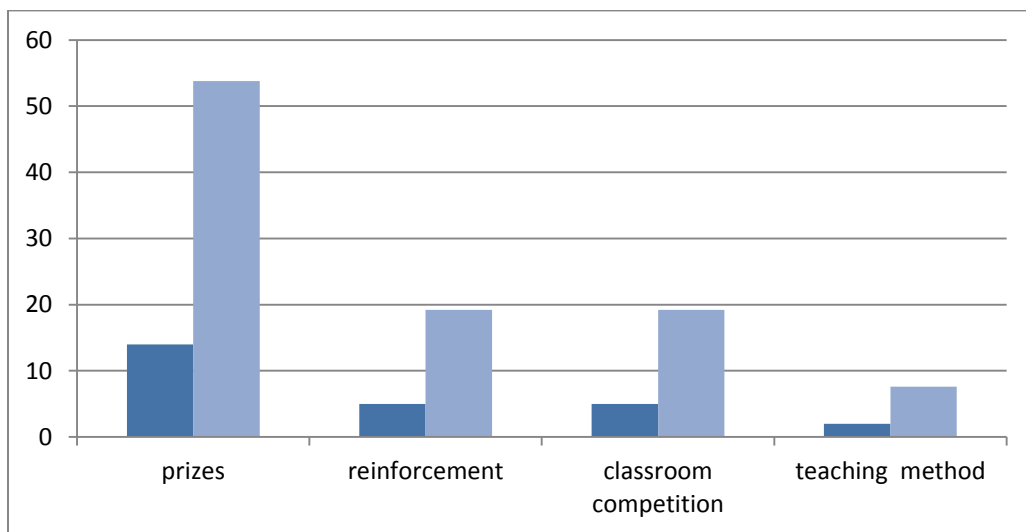


Figure 4: Effect of various motivation techniques

Most of the respondents (53.8%) identified awarding of prizes to students as the most effective motivational technique. Equal numbers felt that giving positive complements i.e. reinforcement and encouraging classroom competition can affect performance. Teaching method was the least popular technique among the teachers interviewed gaining an approval of 7.6%

Table 4.5: Material incentives offered to students

Response	Frequency	Percentage
Yes	19	73%
No	7	27%
Total	26	100%

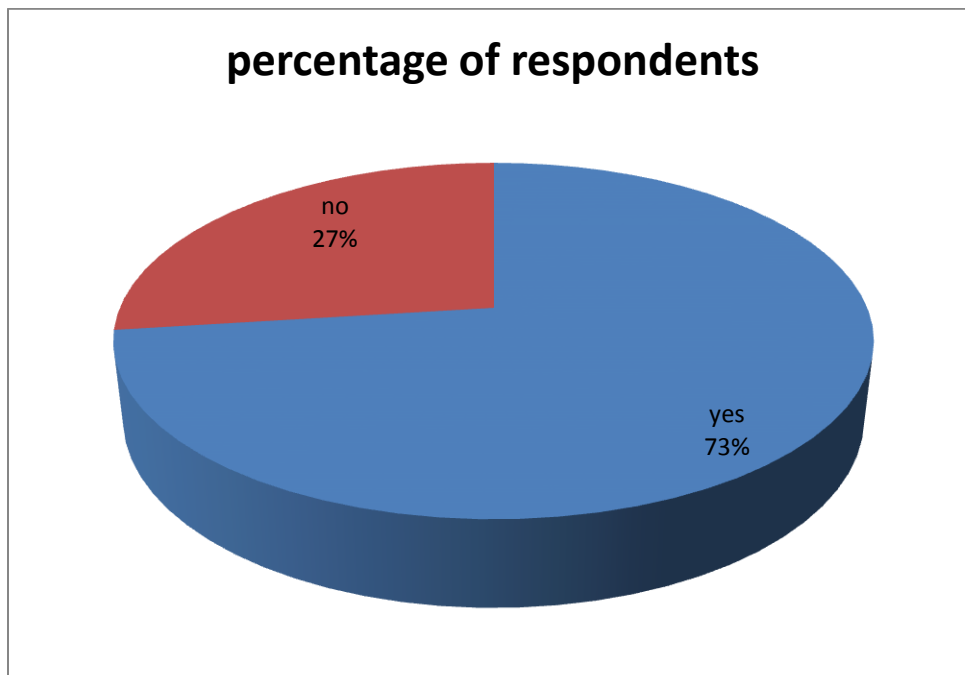


Figure 5: Giving of material incentives to students

On whether or not the teachers do give material incentives regularly to their students a large proportion of 73% indicated that they do while 27% of the do not

Table 4.6: Effect of extraneous variable like dislike of subject teacher

Response	Frequency	Percentage
Yes	19	73%
No	7	27%
Total	26	100%

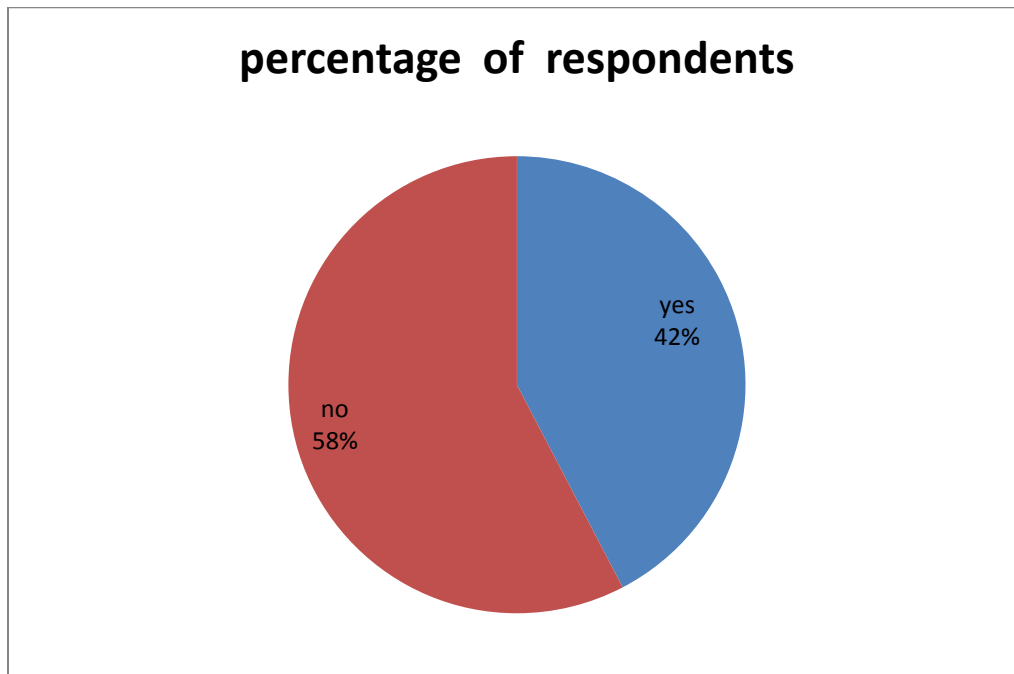


Figure 6: Effect of extraneous variables

A slight majority of 57.6% of interviewees felt that students performance cannot be affected by their dislike of the subject teachers while 42.6% felt otherwise. Therefore these results suggest that how students feel about their subject teachers has a slightly higher chance of affecting their performance although the opposite is also significant.

Table 4.7: The academic performance of self motivated students

Response	Frequency	percentage
Very much	22	84.6%
To some extent	4	15.4 %
Total	26	100%

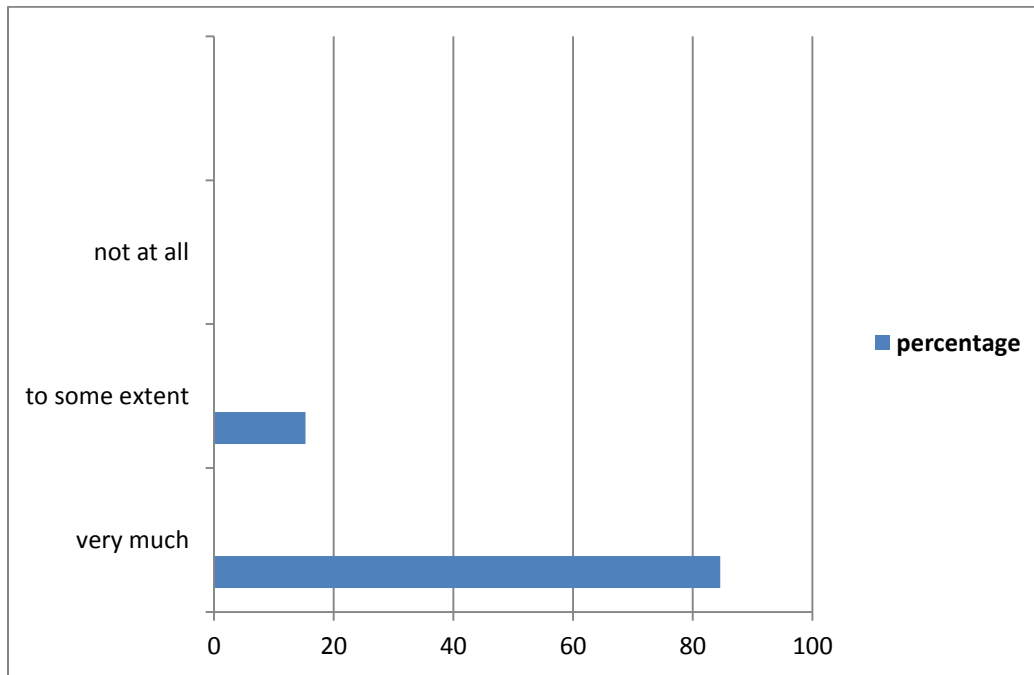


Figure 7: Self motivated students and academic performance

A vast majority of respondents(84.6%) were of the opinion that self motivated students are more likely to excel in their studies while the remainder felt that this trait is not a factor . This implies that most teachers prefer those students who are motivated by themselves.

Table 4.8: Is classroom competition exclusive among top performing students

Response	Frequency	percentage
Yes	17	67.3
No	9	34.7
Total	26	100

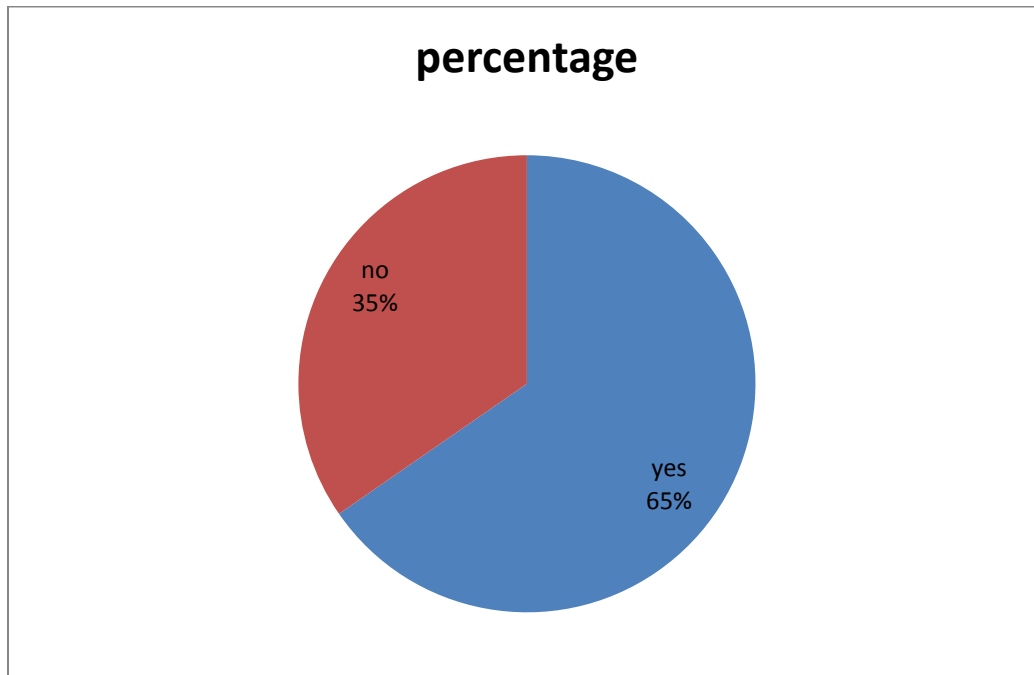


Figure 8: Occurrence of classroom competition

As to the occurrence of classroom competition two thirds said that it is common among students who were good academically while the rest (34.6%) felt that competition is universal that among all type of students

Table 4.9: Does the presentation of subject matter enthusiastically have an impact on classroom participation

Response	Frequency	percentage
Yes	17	65.3
No	9	34.6
Total	26	100

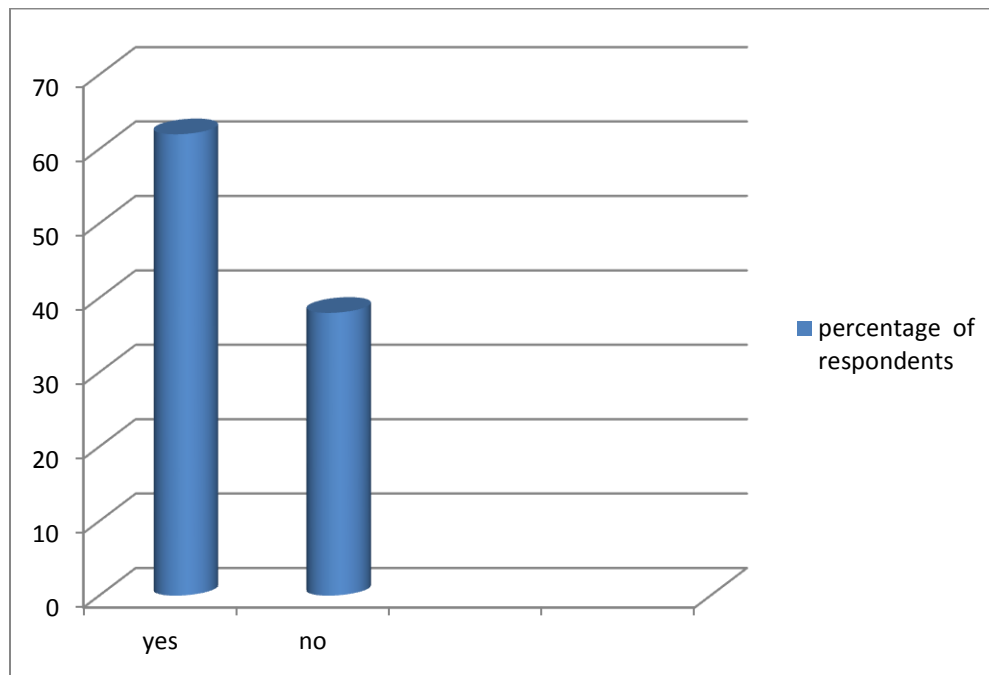


Figure 9: Presentation of subject matter to students

A slight majority of 62% respondents agreed that the way teachers present the subject content in class has an effect on the classroom participation of the students . The remainder felt lesson presentation has no bearing. This indicates that teachers are conscious of the need to engage their students attention effectively

Table 4.10: Are motivational techniques used by teachers sustainable over a long period of time

Response	Frequency	Percentage
Yes	16	62
No	10	38
Total	26	100

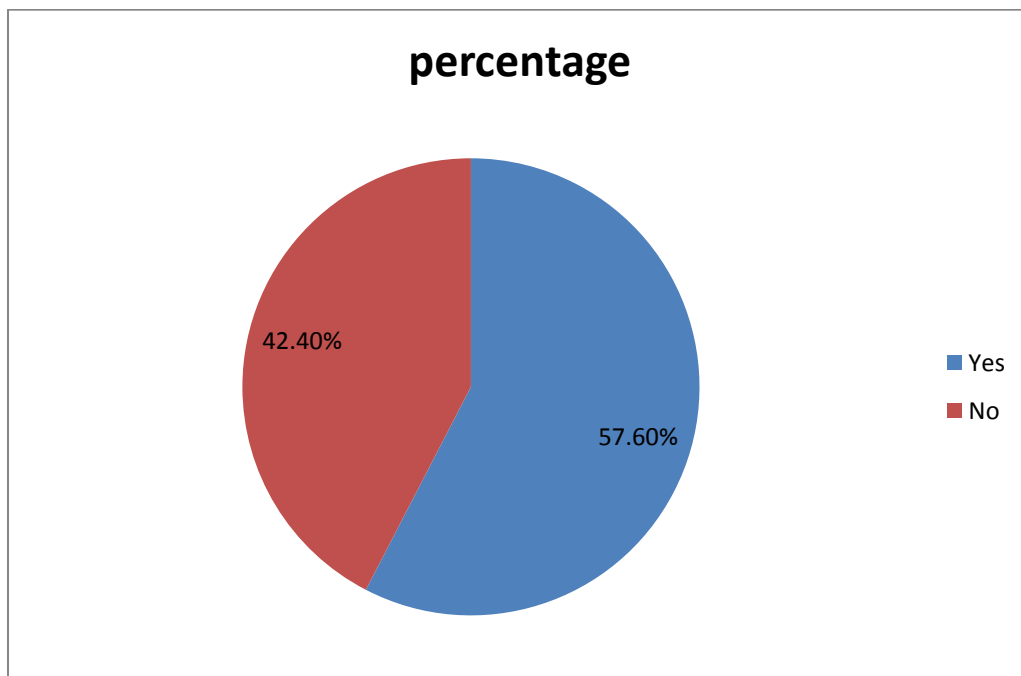


Figure 10: Sustainability of motivational techniques

Concerning the sustainability of the motivational techniques opinion was almost evenly split with 57.6% expressing that indeed these methods have a long term effect with the remaining 42.4% indicating that the effect does not last.

Table 4.11: Among the motivational techniques which one is the most sustainable

Motivational technique	Frequency	Percentage
Prizes	12	46
Classroom percentage	5	19.2
Reinforcement	7	27
Teaching method	2	7.8
Total	26	100

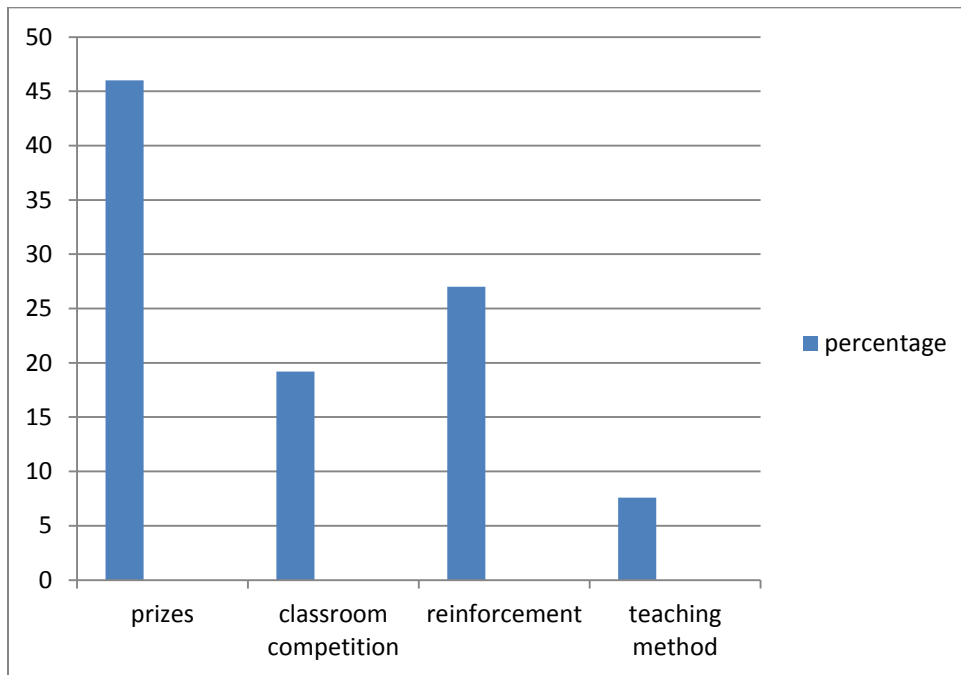


Figure 11: Most sustainable motivational technique

Nearly half of the respondents(46%) identified giving of prizes as the most sustainable motivational technique to students. Reinforcement in this case giving positive compliments came second at 27% while the least sustainable is teaching method used.

Table 4.12: Is lack of Self motivation among students a major cause of poor academic performance

Response	Frequency	Percentage
Yes	22	84.6
No	4	15.4
Total	26	100

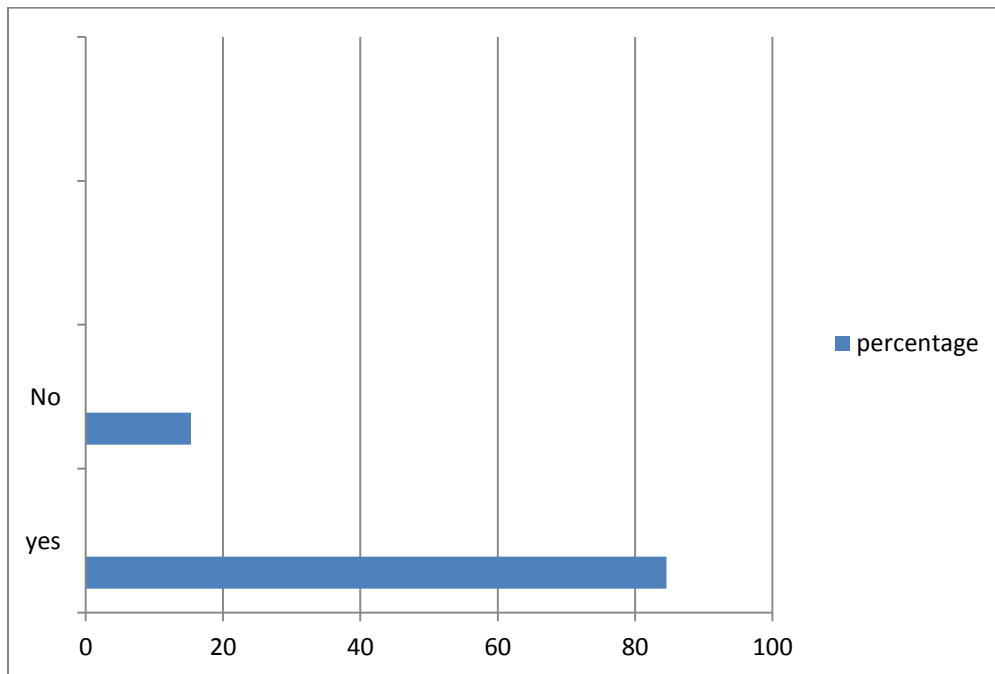


Figure 12: self motivation as a factor of academic performance

A great majority of respondents concurred with the idea that motivation among students is a major factor in academic performance. On Further interrogation they gave observed that in their experience self motivated students not only excel in academics but are all round top performers in extracurricular activities. Only 15.3% felt that student motivation has no role in classroom results .

CHAPTER FIVE

Summary of findings and conclusion

5.1 Introduction

This study sought to establish if student motivation has any effect on academic performance. Generally the objective of the study was to find out if various motivational techniques used by teachers have any impact on their students academically Responses from the filled questionnaires formed the basis of analysis. This chapter summarizes the findings, comes up with conclusions and makes some recommendations

5.2 Summary of findings

This research was concerned with four factors on student motivation alternatively termed motivational techniques. It is their effect on academic performance that was the focus of the study. The feedback concerning these variables is as follows

5.2.1 Findings on giving of prizes

. As to the most effective of these techniques a slight majority of 53% identified prizes given to students to be most effective. This is in line with common practice in schools where there are prize giving days where top performing students are

awarded with various prizes. This has the effect of recognizing and encouraging the students.

5.2.2 Findings on reinforcement

Reinforcement refers to anything that increases the probability of an organism repeating the desired behavior. In this context it implies how a teacher communicates to the students that a certain action/ behavior is good and it can take the form of positive compliments after answering a question or awarding good grades after a class quiz. The fact that about a fifth (19%) of teachers identified with this is surprising given that it is also common for teachers to give positive compliments in class

5.2.3 Findings on classroom competition

Classroom competition also gathered a similar score and is common practice in most schools. The competition can naturally exist among the students or it can be created by the teacher. This method is somehow similar to giving of rewards and so the two can be hard to distinguish. This may have confused some of the respondents and affected the scores.

5.2.4 Findings on teaching methods

Teaching method refers to how the teacher presents the material to the learners. Only 7.6% of the respondents identified this as a method to motivate learners effectively. Most of respondents added that if the learners are very uninterested then no matter how good the teaching technique motivation are occur.

Going back to the most effective technique of prizes a great majority of respondents(73%) indicated that they regularly give material rewards to their students. This appears to be a time tested method although not all who practice it are confident in its effectiveness.

5.2.5 Findings on sustainability of motivational techniques used

This part of the research focused on the time period which the motivational techniques could have an impact on academic performance. The length of time that these methods remain effective depend on both the teachers and the students, both parties have to be consistent. When this issue was asked a slight majority of 57.6% felt that indeed the motivational techniques used on students can work for long while the remainder 42.45% felt that these generally techniques are not sustainable.

As in regards to the specific methods 46% of the respondents were of the opinion that prizes have the highest durability as a motivational technique while second place belongs to reinforcement(27%). About 19.2% felt that classroom competition can last while 7.6% identified teaching method.

5.2.6 Findings on effect of lack of self motivation

This section of the study sought to establish if students who are naturally self motivated have a tendency to perform well or not. When this query was presented to the respondents a commanding majority of 84.6% felt that indeed self motivation among students is a requisite to good academic performance while the remaining 15.4% did not think so.

5.3. Conclusion

The research study was able to conclude that motivational techniques used on students have some degree of influence on their academic performance. What brings about academic motivation in students is sustained task management that is ensuring that they remain interested in their studies. Learning like any other

human behavior is not random. Its occurrence is strengthened if there is some reward or feeling of satisfaction that accompanies it

schools that perform well are known to have unique characteristics some of which are obvious while others are not. One characteristic that stands out is the attitude that both the students and the teachers have towards not just academics but school life as a whole. Such group of characteristics have been termed “correlates of an effective school”.

Education is best seen as an investment. Therefore for consistent good academic performance schools have invested in various ways to motivate students. This study focused on four motivational techniques; prizes, classroom competition, reinforcement and teaching method.

This research sought to find out if there is any effect of student motivational techniques on their academic performance. The study was guided by several research objectives: whether motivational techniques can affect academic performance in any way, the sustainability of these techniques and whether lack of self motivation among students is a factor in poor performance.

A great majority of the respondents indicated that motivated students always have improved academic performance. As to the specifics of the various techniques used to motivate students opinion, as expected was divided. It was surprising that teaching method got the least score in terms of effectiveness of the four techniques surveyed. It appears that the respondents who are all teachers feel that the method they use to present the syllabus to learners has the least impact. This has to do with the fact that teaching the same syllabus year after year is more or less routine work and most teachers may not attach much importance to their choice of teaching method.

Most of the respondents predictably identified awarding of prizes as the most effective motivational technique. This is in line with psychology of motivation where organisms behave in ways that lead to satisfaction or reward. Therefore ensuring that students feel rewarded for their efforts actually sustains their

academic achievement .However as psychologists have pointed out excessive use of rewards may have side effects such as resentment, dependency on teachers and viewing learning as a means to an end.

Classroom competition and reinforcement received similar scores from the respondents. Both have a similar effect to prizes as they also elicit a feeling of satisfaction. In the case of classroom competition the good feeling that students get when they triumph over their rivals is psychologically rewarding. Reinforcement which implies giving positive feedback after desirable behavior also has motivational effect on the students. However the effectiveness of these techniques lies not only in how they are applied but also in the relationship between the students and the teacher. Therefore it is important to create a positive environment for the both parties to interact properly.

A related issued that the research covered was the sustainability of these motivational techniques. A slight majority of respondents indicated that the effect of these methods can last some time. Like even tangible goods this form of motivation being extrinsic has an expiry date. This may be greatly due to the reason that learners may rely so much on these external conditions that they forget that their own enthusiasm also matters. Even in the case of classroom competition if a student tops the rest they may become complacent and relax thus the competitive environment then diminishes. In addition , these techniques consume much of the teachers time and resources hence even the teacher may give up or slow down after sometime.

Finally the question of whether lack of self motivation constitutes a major cause of poor performance had an overwhelming answer that indeed it is. This is in line with studies that have been done which indicate personality traits have four times an effect on academics than intelligence. Personality dispositions mainly traits assessing individual levels of persistence and hard work account for substantial amounts of variance in academic performance. This is an indicator that motivating has to start from within before external conditions can provide enhancement.

5.4 recommendation of the study

The researcher makes several recommendations for future research in relation to this area

1) This study focused mostly on extrinsic motivation and the conclusion being that the motivational methods indeed have a positive impact. However the durability of extrinsic motivation is temporary and is affected by several factors. A potential area of further research would be to find out how these techniques can be sustained for longer.

2) Intrinsic motivation being inbuilt is known to be more reliable. Therefore future research should focus on how exactly it relates to academic performance. Since self motivation is a personality trait it can be beneficial to discover how it can be nurtured in those individuals who have it.

3) Academic performance being integral to future career prospects, it is also crucial for researchers to come up with how curriculum content can be delivered in a more stimulating way. This is because currently even teachers find the syllabus a bit cumbersome and this contributes to lack of interest by the learners. Therefore further research should touch on making learning to be fun and relevant

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APPENDICES

Appendix 1: Letter to the respondents

Robinson ritho

P.o box 58575-00200

Nairobi

24/ 9 / 2015

Dear respondent

I am a PGDE student at the University of Nairobi currently doing a research project entitled “the influence of student motivation on academic performance in public secondary schools in Dagoretti sub county, Kenya”.

This is to kindly request that you answer all the questions indicated in the questionnaire. The responses are meant solely for the research project and will be treated as confidential. I am thankful for your assistance.

Robinson ritho

L40/84251/2012

Appendix II: Questionnaire

The following set of questions are for the purpose of getting information on the effect of student motivation on academic performance in Dagoretti region of Nairobi. With your objective answers the education sector will benefit. You are assured of confidentiality in relation to your responses

PART A: BACKGROUND INFORMATION (Please tick appropriately)

1. Name
2. Gender

Male () Female ()
3. School.....
4. Teaching experience

1-5 years () 5-10 years () 10-15 years () 15-20
years ()
5. Subject taught

PART B: Motivation and academic performance

1. In your teaching experience do you agree that student motivation can affect academic performance in any way

a)Very much b) Quite a bit c) Negligible d) Not at all
- 2) Is this effect on academic performance positive or negative

a) Positive b) Negative c) Neutral
- 3) Among the following motivation techniques which one do you think can best to improve academic performance

a) Prizes b) Reinforcement c) classroom competition d) Teaching
methods
- 4) Is the effect on academic performance of these motivational techniques sustainable over a long period of time

A) Yes b)No

5)In your opinion do you think other factors such as dislike of a teacher affect academic performance

a) Yes b) No

6)Do you offer material incentives to your best students

a) Yes b) No

7) Are self motivated students more likely to perform better academically

a) Very much b) to some extent c) Not at all

8) From your observation does classroom competition only found among top performing students

a) yes b) No

9) Is lack of self motivation a major factor in academic performance

a) Yes b) No

PARTC: Teacher classroom experience

1) Do you talk to the students enthusiastically about your subject

a) Yes b) No

2)I find time to help the students with their work

a) Yes b) No

3) I give a positive compliment to a student whenever they give correct answers to questions in class

a) Often b) Sometimes c) never

4) I allow some form of debate among students

a) yes b) No

5) I prefer students who are self motivated in their academics

a) yes b)no

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