INFLUENCE OF TEACHERS MOTIVATIONAL STRATEGIES ON PUPILS' ACADEMIC PERFOMANCE IN PUBLIC BOARDING PRIMARY SCHOOLS IN MAKUENI COUNTY

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DECLARATION

This research project is my original work and has not been presented to any University for award of a diploma or conferment of a degree

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This work was submitted for examination with our approval as the university supervisors

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DEDICATION

This study is dedicated to my loving wife Peninnah Nthenya Kimenzu and my children Mary Mumo Kimenzu, Benard Mutuse Kimenzu, Kelvin Kilonzo Kimenzu and Pauline Mbatha Kimenzu. I also dedicate Mr. Peter Kyalo Mutie for his tremendous support.

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I greatly acknowledge the almighty God for His guidance and protection during this period of study and research. I am greatly indebted to my supervisors Dr. Migosi and Dr. Mulwa for their inspiration, devotion, guidance and assistance during the writing of this work.

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ABBREVIATION AND ACRONYMS

ARCS	Attention, Relevancy, Confidence and personal Satisfaction theory
ERG	Existence, Relatedness and Growth theory
IQ	Intelligent quotient
MoE	Ministry of Education
SPSS	Statistical Package for Social sciences

ABSTRACT

The purpose of this study was to assess the influence of motivational strategies on academic performance in public boarding primary schools in Makueni County. The objectives of this study were: to establish the influence of students existence needs on students' academic performance in public boarding primary schools in Makueni County, to determine the influence of relatedness needs on students' academic performance in public boarding primary schools in Makueni County and to establish the relationship between motivation of the students and their academic performance. The study was based on two theories; Alderfer's ERG theory, and ARCS Model developed by John Keller. The study utilized descriptive survey research design. The target population for this study comprised of all the 22 head teachers, 1937 class 7 and 8 pupils in 22 public boarding primary schools Makueni County bringing the total to 1959. Sampling was simple random for both pupils and the head teachers. Sample of 200 pupils and 10 head teachers from the public boarding primary schools in the county will participate in the study. The study utilized the questionnaires for pupils and an interview guide for the head teachers. Piloting of questionnaires and interview guide was done on 10 pupils and 2 (two) head teachers from public boarding primary schools in the neighboring Makueni County. After the piloting, the content validity was ascertained by the experts in the faculty of education of South Eastern Kenya University. Before the actual data collection the researcher tested the reliability of the instrument using Spearman Brown prophesy formula of split half technique. Data was collected and analyzed using Statistical Package for Social Sciences (SPSS) version 20. Qualitative data collected was analyzed by both descriptive and inferential statistics. The ANOVA results revealed that there was a significant difference between mean responses on existence of needs and Academic performance $\{F(1,199) = 14.7, p < 0.05)\}$. The ANOVA results on the mean difference between responses of relatedness needs and Academic performance was significant $\{F(1,199) = 17.32, p < 0.05)\}$. There is a strong positive correlation between motivation of students and academic performance **(**$r = 0.82$, $p<0.05$). The existence of needs influences performance of in boarding primary schools. These include good environment, good dormitories, good food, security, enough time to play and teachers attending all the classes. Relatedness needs influences academic performance of pupils. This involves recognition of learners by rewarding them for good performance encouraging those who perform poor to do well. There is strong positive relationship between motivation of students and academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to Pintrich & Schunk (2002), motivation is the process whereby goal-directed activity is instigated and sustained. At primary school level pupils need guidance and counseling, motivation and supervision to enhance their performance and to compete with their peers. Head teachers and teachers' motivation has strong effect on the educational attainments of pupils. Motivation has strong effect on educational attainments of the students and helps shape their further improvement.

According to Higbee (1996) motivation plays a very important role in the process of learning. He explains that there are two types of motivation: intrinsic motivation and extrinsic motivation. In intrinsic motivation students participate in different activities for enjoyment. In extrinsic motivation students participate in different activity only to receive a reward or to avoid punishment. These include gifts that one receives after obtaining good grades. Motivation to learn referred to the value, and benefits of academic tasks to the learner regardless of whether or not the tasks were intrinsically interesting.

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. Gottfried (1990) defines academic motivation as enjoyment of school

learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks. On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring. The notion of intrinsic motivation is closely related to intrinsic value. Intrinsic motivation refers to motivation that is animated by personal enjoyment, interest, or pleasure, and is usually contrasted with extrinsic motivation, which is manipulated by reinforcement contingencies (Guay, 2010). Typically, manipulation of extrinsic motivation is effected by the provision of rewards, which can be either tangible like money, grades and privileges or intangible such as praise.

However, extrinsic motivation can come about by other means. For example, self- determination theory distinguishes several different types of regulatory mechanisms that can act as reinforcement. External regulation corresponds to the lowest level of self-determination, where behavior is motivated by a desire for reward or punishment avoidance. Educators typically consider intrinsic motivation to be more desirable than extrinsic motivation, and some research suggests that the learning outcomes of intrinsic motivation are better than those obtained under extrinsic motivation (Ryan, Connell, & Plant, 1990). According to Goldberg, Gallimore, Reese Garnier (2001), pupils with intrinsic motivation in academic would have higher self-perceptions of competence in academics and that pupils who are extrinsically motivated would have lower perceived academic competence.

Harter's Effectance motivation theory is important because it includes the effects of both success and failure on subsequent motivation. Pupil's motivation for learning is generally regarded as one of the most critical determinants, if not the premier determinant, of the success and quality of any learning outcome. Examining the construct of intrinsic motivation in elementary school pupils is significant and important, because academic intrinsic motivation in the elementary years may have profound implications for initial and future school success. Pupils who are more intrinsically than extrinsically motivated fare better and pupils who are not motivated to engage in learning are unlikely to succeed (Gottfried & Gelman, 2004). Gottfried and Gelman (2004) found positive correlations between motivation and achievement.

Specifically, young pupils with higher academic intrinsic motivation had significantly higher achievement and intellectual performance. She also found that early intrinsic motivation correlates with later motivation and achievement and that later motivation is predictable from early achievement (Gottfried and Gelman 2004). It was also found that perceived academic competence was positively related to intrinsic motivation. It seems that pupils who feel competent and self-determined in the school context develop an autonomous motivational profile toward education, which in turn leads them to obtain higher school grades. Perceived academic competence and perceived academic self-determination positively influenced autonomous academic motivation, which in turn had a positive impact on school performance.

Children are naturally motivated to learn from the time they are born. The early signs of motivation to learn can be seen in a baby's struggle to reach a toy, learn to walk, or eat without help. Children whose learning and discovery is encouraged when they are infants and preschoolers will approach school-related learning as challenging, interesting, and rewarding. Children with positive academic motivation believe that they can be successful if they try hard, work in order to master the material, and are motivated to improve their performance rather than just do better than other children.

1.2 Statement of the Problem

Education in Kenya is considered as a basic need and a basic right. However, the level of attainment of education is measured by the performance of students in the examination. There has been a decline in performance in the national examination and especially in Makueni County in the recent years (Nelson 2013). Poor performance of pupil's undermines their chances of enrolling in high schools, consequently resulting into poor opportunities in the job market. The government has implemented many strategies concerning the improvement of learning. This includes Free Primary Education, seminars and training for the teachers and the head teachers and supply of textbooks and learning materials (GOK, 2005). Despite all these efforts by the government, the level of academic performance is still low in most primary schools. Little attention is paid on motivation, as a strategy to improve learning and the academic performance.

Student's motivation for learning is generally regarded as one of the most critical element in which we can improve the performance of the students and can put the students in the way of better learning (Mitchell, 1992). Several studies have been conducted on the influence of motivation on academic performance (Job, 2013). However there is little evidence or focus on boarding schools. In regards to the improvement of the learning and the academic performance in this County, the study will seek to establish the influence of motivational strategies (existence and relatedness needs) on academic performance and also establish the relationship between motivation and academic performance. This is of great importance considering the value tied to academic performance in the country.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of motivation strategies employed by the head teachers and their impact on pupils' academic performance in public boarding primary schools in Makueni County.

1.4 Research Objectives

The study was guided by the following objectives.

i. To establish the influence of students' existence needs on pupils' academic performance in public boarding primary schools in Makueni County.
ii. To determine the influence of relatedness needs on pupils' academic performance in public boarding primary schools in Makueni County.

iii. To establish the relationship between motivation of pupils and their academic performance in public boarding schools in Makueni County.

1.5 Research Questions

This research was guided by the following research questions

i. What is the influence of existence needs on pupils' academic performance in public boarding primary schools in Makueni County?
ii. What is the influence of relatedness needs on pupils' academic performance in public boarding primary schools in Makueni County?
iii. Is there a relationship between motivation of pupils' and their academic performance?

1.6 Hypothesis of the Study

The study tested the following hypothesis;

H_o1. There is no relationship between motivation of pupils' and their academic performance in public boarding primary schools of Makueni County.

1.7 Significance of the study

The findings of this study are hoped to provide insights to head teachers and school managers on the various motivation strategies and their influence on students' academic performance. Through this study, the most effective methods of motivation was established and this may enhance the task of motivation. The pupils of the boarding primary schools also might benefit from the findings of this study, in that the information obtained from this study

may shed light to the educational administrators on the best motivation strategies that suits the pupils. A correlation between the motivation of the students and the academic performance was established.

1.8 Delimitation of the Study

The study was conducted in public boarding primary schools in Makueni County. The participants included head teachers and pupils of public boarding primary schools in Makueni County only. The study was delimitated to two motivational strategies, existence and relatedness needs.

1.9 Limitations of the Study

The study was limited by the following factors:

i. Variation in the capacity of the head teachers due to experience and training. Some have more work experience and can handle the challenges better than others and therefore the generalization of findings to all schools needs to be considered based on this possible diversity. To overcome this challenge, the researcher will collect data from a large proportion of the respondents.

ii. The research was based in Makueni County, which is largely a rural setting and therefore may not be representative of the urban background. The study was limited to public boarding primary schools and therefore generalization of the results to other public day primary schools should be made with caution.

iii. The attitudes and the opinions of the respondents towards the school and its administration may lead not to providing the exact information.

1.10 Assumptions of the Study

This study was based on the following assumptions:

i. That the pupils were in a position to identify the current motivation strategies applied to them and give true, reliable information that is required for study.

ii. That the head teachers in the boarding primary schools do motivate the pupils and staff.

1.11 Definition of Significant Terms

Boarding school	Independent or government schools or intentional communities which provide boarding facilities for students and teachers.
Existence needs	They are the basic material requirements of human beings which include physiological and safety needs.
Head teacher	A persons appointed by Teacher's service Commission to manage the affairs of primary school on behalf of the ministry of education.
Learning	The process by which a pupils acquires or attempts to acquire knowledge or ability to do something

Motivation.	The process whereby goal-directed activity is instigated and sustained.
Relatedness needs	They are the desires that people have for maintaining important interpersonal relationships that enable socialization.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviews the related literature, under the following subheadings; Empirical Importance of Motivation to Students, Students Motivation Strategies, Effects of the Students Motivation on Learning, Strategies of Staff Motivation, Effects on School Staff Motivation on Learning , Theoretical framework and Conceptual framework.

2.2 Empirical Literature Review on Academic Performance

Academic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Several factors indicate a student's academic success however people often consider grades first when evaluating academic achievement. In Educational Institutions, success is measured by academic performance that is examination or continuous assessment. To lend credence to these views, Smilansky and Shefatya (2000) indicate that academic performance has achieved an exalted status bolstered by the ubiquitous number of references to them in conferences, official documents and communiqués. This is in stark contrast to the poor level of understanding associated with them and their relatively rare practical implementation across the entire world.

Detailed experience of learning outcomes is in fact limited to just a few countries at both the institutional and national levels. Learning outcomes represent one of the essential building blocks for transparent higher education

systems and qualifications (Rubin et al, 2000). They have a reputation as rather mundane and prosaic tools, yet it is this basic underpinning function that makes them so significant.

Academic performance and outcomes-based approaches have implications for curriculum design, teaching, learning and assessment, as well as quality assurance. Smith et al (2001) asserts that learning outcomes are likely to form an important part of twenty-first century approaches to higher education and the reconsideration of such vital questions as to what, who, how, where and when we teach and assess. The very nature and role of education is being questioned, now more than ever before, and learning outcomes are important tools in clarifying the results of learning for the student, citizen, employer and educator.

In terms of curriculum design and development, learning outcomes are at the forefront of educational change. They represent a change in emphasis from teaching to learning typified by what is known as the adoption of a student-centered approach in contrast to traditional teacher-centered viewpoint. Learner-centered learning produces a focus on the teaching and learning an assessment relationship and the fundamental links between the design, delivery and measurement of learning. Academic performance is not just an isolated tool at the level of curriculum design but also represent an approach that plays a significant role in a much wider context that includes: the integration of academic and vocational education and training (VET), the assessment of prior experiential learning (APEL), the development of lifelong

learning qualifications frameworks, the development of credit transfer and accumulation systems.

Bandura (1986) emphasized the clear identification and measurement of learning and the need to produce observable and measurable outcomes. The learning outcomes approach was subsequently further developed by educational authorities in Australia, New Zealand, South Africa, United Kingdom and more recently by Denmark, Sweden, Ireland and other parts of Europe. From these beginnings the emphasis on learning outcomes has evolved to encompass all subject areas and has moved from the vocational education and training fields through to higher education. Academic performance is a statement of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning. They are explicit statements about the outcomes of learning, that is, the results of learning. They are usually defined in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that an individual will attain as a result of his or her successful engagement in a particular set of higher education experiences. The learning outcomes approach reflects a conceptual shift towards making learning more meaningful and effective.

For a variety of understandable reasons many students approach education as alienated intellectual labor rather than something that is good for them, learning that enhances their lives (Smith et al, 2001). Making education more meaningful for these students requires that they acquire a sense of the educational project as enabling them to lead a richer and more empowered life

rather than a task done primarily to satisfy the demands of others. By explicitly building educational experiences based on what students should be able to do with their knowledge, the learning outcomes approach helps the educational community understand the point of the activity.

2.3 Motivation of Students

Researchers argue that encouraging motivation in children is critical because it predicts motivation later in life (Broussard & Garrison, 2004; Gottfried, 1990). Gottfried (1990) found that academic intrinsic motivation at ages 7 and 8 predicts subsequent motivation, even after controlling for IQ, achievement, and socioeconomic status. Further, the stability of this relationship increases from ages 8 to 9. Thus, highly motivated 7- and 8-year-olds tend to grow into highly motivated 9-year-olds. Kushman, Sieber, & Harold (2000) stated that Intelligence is not the only determinant of academic achievement. They further argued that high motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success. Development of academic intrinsic motivation in students is an important goal for educators because of its inherent importance for future motivation, as well as for students' effective school functioning (Gottfried, 1990).

Sometimes something gets in the way of a child's natural motivation. The child may believe that he or she cannot do well in school-related tasks and stops trying or does not try hard enough because he or she does not think it will make a difference. The child becomes easily frustrated and gives up when

learning is difficult. When the child gives up, he or she falls behind in learning, which makes the situation even worse. The child does not get to experience the thrill of learning something new and may believe that success in school is due to luck or circumstance rather than effort. Motivation is also related to achievement and intelligence. Research demonstrates a relatively consistent relationship between motivation and achievement in reading (Broussard & Garrison, 2004; Lange & Adler, 1997).

Intrinsically motivated first-grade students tend to have higher achievement in these subjects than extrinsically motivated students, and mastery (or intrinsic) motivation predicts reading and achievement, whereas judgment (or extrinsic) motivation does not. Moreover, the relationship between motivation and achievement appears to strengthen with age. By age 9, students with high levels of motivation consistently exhibit higher achievement and class grades than students with low motivation (Broussard & Garrison, 2004). Similarly, Lange and Adler (1997) report that intrinsically motivated students in third grade through fifth grade tend to have higher academic self-efficacy, exhibit higher levels of mastery behavior, and have higher reading and math achievement. Gredler, Broussard and Garrison (2004) define motivation as the attribute that moves us to do or not to do something.

Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci (1999) observes that intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play,

exploration, and challenge seeking that people often do for external rewards. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci, 1999).

McKeachie (1999) notes that intrinsic motivation nurtures and encourages the habit of lifelong learning. As students leave school, external motivators for learning, such as grades and praise, are replaced by long-term goals and less immediate rewards. Intrinsic motivation encourages the students to continue learning regardless of what rewards come their way. This improves the learning of students while in school, and out of the school as it develops a learning culture since it is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward.

2.4 Pupils Existence Needs and Students' Academic Performance

In early adolescence, children's feelings of teacher support predict achievement expectancies and values as well as effort, engagement, and performance (Murdock, 1999). In a longitudinal study conducted in the Netherlands, Wentzel (1997) posits that students in middle school report that teacher caring predict changes in motivational outcomes over 2 years, even after controlling for previous academic performance and perceived control (Wentzel, 1997). Relationships to teachers are considered especially potent because of the many roles teachers play, for example, as a potential attachment

figure, as a pedagogue, as a disciplinarian, and as the final arbiter of a student's level of performance.

Psychological needs satisfaction enhances students' intrinsic motivation. Intrinsic motivation is manifested as curiosity and interest, which motivate task engagement even in the absence of outside reinforcement or support (Ryan, Connell, &Grolnick, 1992). Students with intrinsic motivation will be more involved in their learning process and, consequently, avoidance strategies will reduce. In contrast, when psychological needs are not satisfied, intrinsic motivation may change into a motivation (the opposite pole in the self-determination continuum). Pupils are likely to be motivated when they lack either a sense of efficacy or a sense of control to a desired outcome (Deci& Ryan, 2000). Thus the use of avoidance strategies could be explained as a consequence of students' motivation.

Proper, adequate, and timely satisfaction of the need for belongingness leads to physical, emotional, behavioral, and mental well-being (Maslow, 1968). In a set of three consecutive studies conducted in Czech Republic, Sheldon, Elliot, Kim and Kasser (2001) asked college students to remember the most satisfying events in their lives and to rate the needs that had been satisfied through experiencing those events. The ratings in all three studies revealed that relatedness was one of the four major psychological needs that students felt most satisfied when they experienced it.

It is important to indicate here that although in some contexts the need for relatedness and the need for belongingness have been conceptualized

differently, given that the need for relatedness is the need for experiencing belongingness. Studies consistently reveal that students who experience a sense of belonging in educational environments are more motivated, more engaged in school and classroom activities, and more dedicated to school (Osterman, 2000). In the same vein, in most countries in Sub-Saharan Africa, existing research suggests that students who feel that they belong to learning environments report higher enjoyment, enthusiasm, happiness, interest, and more confidence in engaging in learning activities, whereas those who feel isolated report greater anxiety, boredom, frustration, and sadness during the academic engagement that directly affects academic performance (Furrer & Skinner, 2003). Satisfying the need for belongingness in educational environments takes on a greater importance during early adolescence.

Students within that developmental period start going to peers and adults outside their family for guidance (Roeser, Eccles & Sameroff, 1998) and their "sense of personal 'place' is still largely malleable and susceptible to influence in both positive and negative directions" (Goodenow, 1993). If this need is not adequately satisfied in educational environments, students will look for other ways and people to get that satisfaction. Students who believe that they have the skills and abilities to succeed at academic tasks perform better than those with lower efficacy expectancies (Bandura, 1997). Efficacy expectations for any particular performance depend on students' experience with similar challenges. When challenges are familiar, students can draw upon past experiences to formulate expectations about specific performances. This has been referred to as performance self-efficacy.

However, when challenges are unfamiliar, performance must be anticipated on the basis of more generalized representations of relevant competencies. In Kenya, Ratelle, Guay, Vallerand, Larose & Senecal (2009) posit that perceived sense of belonging decreases the experience of stress and school-related anxiety as well as the experience of self-consciousness, especially in early adolescent years. In other words, increased self-consciousness in adolescence negatively affect students' classroom engagement due to a heightened feeling of public exposure, which stimulates the experience of negative emotions, such as embarrassment and shame. On the other hand, a sense of belonging in the learning environment may balance students' increased sense of public exposure (Goodenow, 1993).

Research supports that sense of belonging mediates the relationship between contextual variables of the learning environment (e.g. teacher-student relationships and classroom goal structures) and self-efficacy beliefs of adolescents (Roeser et al., 1996). Studies also report positive associations between adolescents' feelings of belonging and academic achievement, academic help-seeking behavior (Newman, 1991). The sense of classroom belonging leads to the formation of sense of school community, which increases students' positive behavioral, psychological, and social outcomes such as achievement motivation, self-esteem, self-efficacy, academic and social intrinsic motivation and competence and decreases negative outcomes such as delinquency and drug use (Battistich, Solomon, Watson, & Schaps, 1997).

2.5 Effects of Pupils Relatedness Needs on their Academic Performance

Relatedness occurs when one feels connected to, or understood by, others. This construct is similar to the need for belongingness, but is more general, including interpersonal as well as group connections (Filak & Sheldon, 2003). Supporting relatedness means providing acceptance, respect, and a feeling of caring. In a longitudinal study conducted in Austria, Stipek (2002) posited that a sense of relatedness may function as a motivational resource when children are faced with challenge or difficulties. In times of stress, children who experience trusted others as backing them up respond with more vigor, flexibility, and constructive actions. Decades of research show that children's self-perceptions, such as self-efficacy, goal orientations, or autonomy, are robust predictors of motivation and performance in school, both concurrently and over many years (Stipek, 2002).

To corroborate Stipek's (2002) findings, Covington (1992) asserted that when students want to protect self-worth because they are uncertain of their ability to be competent at school, they may develop strategies that deflect attention from their ability. In this way, they protect their public image of competence. Although these avoidance strategies may protect students from negative judgments by both teachers and classmates, they may also affect performance negatively.

Previous research (Nichols & Miller, 1984) has revealed that avoidance behaviors are more frequent in young adolescents because, at this age, children switch from the conception of ability as something modifiable with

effort to a fixed notion. If students perceive that their basic needs are supported by the teacher, they will feel more satisfied and more at ease in the classroom. Consequently, they will worry less about protecting their self-worth. Children with a history of secure attachments to their caregivers (based on sensitive and responsive interactions) have been shown to function well throughout childhood and adolescence in a variety of life domains, including peer relations, school performance, and the establishment of healthy relationships with non-familial adults, especially in boarding primary schools.

Research suggests that secure attachments and their corresponding internal representations function as a safe haven, allowing children the freedom to explore and to engage constructively in activities and interactions with others. Work on the concept of social support, including research with children, is based on the assumption that having alliances with trusted others functions as a resource in times of trouble (Sandler, Miller, Short, & Wolchik, 1989). Research on social support has revealed the centrality of the target individual's experience or perceptions of social contact as supportive (Sarason, Pierce & Sarason, 1990). Over and above the effects of actual support, it seems that the perceived availability of trusted others acts as a buffer, allowing people to show more self-reliance, vigor, and tenacity in the face of obstacles.

A handful of studies have directly examined perceived relatedness as a predictor of school success. However, all of them have shown positive effects. More specifically, children who report a greater sense of relatedness or belonging also feel more confident, work harder, cope more adaptively, show

more positive affect, and perform better in school (Anderman & Anderman, 1999; Skinner & Snyder, 1999). Research on relatedness and children's school performance has typically examined the effects of children's feelings of connectedness to particular social partners, specifically, to teachers, parents, and peers. An especially influential factor seems to be children's perceptions of the support the pupils receive from peers.

A number of studies have demonstrated a link between children's perceptions of peer social and emotional support and their academic goals, engagement, and self-concept (Murdock, 1999; Wentzel, 1998). Children who report more peer support also find the transition to middle school easier compared with students who are lonely and dissatisfied with their peer relations (McDougall &Hymel, 1998). In fact, McDougall & Hymel (1998) although acknowledging the critical role parents play in students' long-term educational goals, state that "peers are the most potent influence on their students' day-to-day behaviors in school, for example, how much time they spend on homework, if they enjoy coming to school each day, how they behave in the classroom). Pupils with performance goals are concerned with normatively based evaluations or comparisons (Dweck, 1992). Performance goals have been dichotomized into approach goals and avoidance goals.

Performance-approach goals involve moving toward a desired or positive outcome, and individuals holding strong performance-approach goals want to demonstrate how much ability they have relative to others. Performance-avoidance goals involve moving away from an undesired outcome, and

individuals holding strong performance-avoidance goals want to avoid documenting their inability relative to others. Success for those who hold performance goals is the result of outperforming others whereas failure is the result of being outperformed by others. In Kenya, relatedness is meant to promote engagement. To lend credence to these assertions, Wafula (2010), in a study conducted in Kakamega, indicated that feeling special and important to key social partners is hypothesized to trigger energized behavior, such as effort, persistence, and participation; to promote positive emotions, such as interest and enthusiasm; and to dampen negative emotions, such as anxiety and boredom.

In contrast, children who feel unconnected to key social partners should find it harder to become constructively involved in academic activities; should more easily become bored, worried, and frustrated; and should be more likely to become disaffected. Wafula (2010) further noted that the quality of children's day-to-day involvement in academic activities is, in turn, the route to their long-term learning, socialization, and development in school. Consideration of relatedness as a self-system factor underlying children's engagement and school performance is relatively new. Only a handful of studies have directly examined perceived relatedness as a predictor of school success. However, all of them have shown positive effects.

More specifically, children who report a greater sense of relatedness or belonging also feel more confident, work harder, cope more adaptively, show more positive affect, and perform better in school. Research on related-ness

and children's school performance has typically examined the effects of children's feelings of connectedness to particular social partners, specifically, to teachers, parents, and peers.

In Makueni County, although decades of research document the effects of adults on children's academic achievement, Musyoka (2011) indicated that studies have only recently be-gun to examine the influence of peers. Musyoka (2011) suggest that peers play a role in children's school participation and completion. Studies show that children who are rejected by their peers, who experience more loneliness and social isolation, and who affiliate with more disaffected peers are them-selves more likely to become disaffected from academic activities and eventually leave school. An especially influential factor seems to be children's perceptions of the support they receive from peers.

A number of studies have demonstrated a link between children's perceptions of peer social and emotional support and their academic goals, engagement and self-concept. These findings affirm the fact that children who report more peer support also find the transition to middle school easier compared with students who are lonely and dissatisfied with their peer relations. In fact, Musyoka (2011), besides acknowledging the critical role parents play in students' long-term educational goals, state that peers are the most potent influence on students' day-to-day behaviors in school like how much time they spend on homework, if they enjoy coming to school each day and how they behave in the classroom. However, Musyoka (2011) failed to indicate the

extent to which relatedness to peers has a direct effect on academic outcomes which is still an open question; thus the study.

2.6 Effects of the Students Motivation on Learning

Edmunds and Bauserman (2006) stated that motivation is the key role in learning. Motivation frequently makes the difference between learning that is temporary and superficial and learning that is permanent and internalized (Oldfather, 1993). Students who consistently read for their own interest are often quite competent and are usually highly achieving readers. In a longitudinal study conducted in Venezuela, Wigfield and Guthrie (1997) documented that, students who are intrinsically motivated spend 300% more time reading than students who have low intrinsic motivation for reading. Compared to 10 other motivations, intrinsic motivation for reading was most highly associated with whether or not students read widely and frequently on their own accord.

In the same vein, Noels (2001) also investigated the relationship between students' perception of their teacher's communication style and various measures of motivation. A path analysis indicated that the more controlling the teacher seemed to the students, the less autonomy they felt, and that the more informative the teacher was perceived to be in terms of the feedback given, the more competent the students felt. In turn, perceived autonomy and perceived competence were related to five forms of "orientations" investigated in that study. To corroborate these findings, Deci (1999) meta-analyzed 128 studies that documented the effects of extrinsic rewards on intrinsic motivation

represented by free-choice behavior and self-reported interest in the activity or task. Deci (1999) found that the use of extrinsic rewards significantly affected free-choice behavior, with an effect size of -0.24.

There was no significant effect on students' self-reported interest. Thus, when students received extrinsic rewards in exchange for task participation, they were less likely to persist in the task once the reward conditions were removed, although their levels of self-reported interest did not decline.

Deci (1999) concluded that the negative effects of tangible rewards were more dramatic for children than they were for college students. The effect of such rewards varied depending on the type of reward, that is, whether it was tangible or intangible and the context in which the reward was given. Such moderators have implications for the types of rewards that should (or should not) be used in schools, as well as the instructional contexts in which they should (or should not) be provided. Summarizing across several studies, Stipek (1996) observes that classroom environments likely to stimulate students to hold mastery or learning goals tend to do the following: define success in terms of improvement and progress; emphasize effort, learning, and working hard on challenging tasks; focus on how students are learning rather than on how they perform; and treat errors and mistakes as a natural part of learning.

In addition, the criteria for success in the classroom communicate goal structures to students. For example, in competitive classrooms, success is defined as performing better than classmates, whereas in classrooms that

foster individual or mastery goal structures, success is defined as personal improvement or reaching a predetermined standard. These criteria affect students' attributions. Under competitive goal structures, for example, students are more likely to emphasize ability and luck attributions, whereas under mastery or individual goal structures, students prefer effort attributions (Ames, 1992). Lytton (1971) stated that if we want our students performs better than it needs to encourage, appreciate and motivate them.

Provide readiness, encouragement and aware them about their role and participate in whole learning process. However, Renchler (2007) differs with Lytton (1971) citing that studies documenting the correlation of motivational behavior and the performance of students in a college business environment appear to be nonexistent. The importance of their fundamental part in education should be realized by the teacher, and this can be done if a teacher knows the ways of motivation. In teaching learning process respect and weight of their opinion would be realized by them. Encourage them to share their whole educational problems and provide them instant solutions in order to give them intellectual relief. At secondary school level teacher should work as a motivator and all the educational activities of the students should be appreciate and encouraged. Motivation enhances the learning and promotes positive thinking and attitude towards learning.

In Sub-Saharan Africa, while examining the construct of intrinsic motivation in secondary school students, Mitchell (1992) asserts that motivation is significant and important because academically intrinsic motivation in the

secondary year may have profound for initial and future success. Students who are more intrinsically motivated proved better and students who are not motivated to engage in learning are unlikely to succeed. This was consistent with the assertions of Neibuhr (1995) suggests that the element, school climate and parental influence have a stronger effect on academic achievement. When parents take interest in the curricular and co-curricular activities o the children and if these activities are balance then they can improve the educational performance of their children.

In Kenya, motivation has been shown to positively influence study strategy, academic performance, adjustment and well-being in students in domains of education other than medical education (Wafula, 2010 & Musyoka, 2011). Studying motivation particularly in medical students is important because medical education is different from general education in several aspects, some of them being high intensity of study, the requirement to carry out clinical work along with study and the need to follow a highly specifically defined path to be able to qualify to practice as doctors. In a literature review we found that the positive correlation between motivation and performance has not been substantiated strongly in medical education as different studies have contradictory findings (Musyoka, 2011). Thus, the objective of the present research study was to explore the relationships between motivation, study strategy, study effort and academic performance among medical students.

2.7 The Role of Head Teachers on Pupils Motivation

Head teachers are persons appointed by the Teachers' Service Commission to manage the affairs of school on behalf of the ministry of education. According to Perkins (2002), good education leaders keep students learning at the center of their work, irrespective of the task or activity they undertake. This therefore requires them to be both instructional leaders and managers. Blasé (1999) in his discussion of effective instructional leadership drew on the research of the teachers' perspective on how head teachers promote teaching and learning in schools.

The academic benefits accrued in boarding schools are attributed to the head teacher's ability to managing and creating a good learning environment. According to Smith and Mosby (2010), parents take their children to boarding school hoping that the head teacher will put into consideration the factors that will motivate the learners to high achievement. Many believe that until children's basic needs (security, stability, frequent and positive parental interactions) are met, investments in education reform are futile. Students whose basic needs are met are highly motivated to learn.

A task attached to the head teacher **(**Rothstein, 2004). In this scenario, putting students in a more stable environment will lead to greater focus in schools and increased academic performance. On the whole, head teachers in boarding schools should ensure that the schools offer a more disciplined environment, a tight daily schedule, and socialization with varied population, adherence to religious, sporting and recreational activities. Wekesa (1993) noted that to

improve students' academic performance, head teachers are required to ensure that the management of the schools are enhanced. Similarly, Chitiavi (2002) also reported that effective leadership by head teachers was pre requisite to good performance of schools. The above studies emphasized on the central role of offering school leadership by the head teachers.

According to Chitiavi (2002), the head teacher is the one supposed to mobilize and coordinate all the stakeholders and resources towards the school effective performance. Hecky et al (1990) found that the head teachers' leadership influenced school governance, students' motivation towards academic and co-curricular activities, instructional organization, and the school climate which in turn directly affected students' achievement.

2.8 Theoretical framework

The study with the following theories; The Alderfer's ERG Theory and ARCS Model of Motivational Design.

2.8.1 Alderfer's ERG Theory

This study was based on Alderfer (1989) ERG Theory. The ERG Theory was developed between 1961 and 1978, during which the theorist empirically tested data to hone the theory's major tenets and published scholarly material, according to Alderfer (1989). ERG is a motivational construct concerned with understanding the factors that contribute to individual human behavior. ERG theory groups human needs into three broad categories: existence, relatedness, and growth. (Notice that the theory's name is based on the first letter of each need). **Existence needs** include a person's physiological and physically related

safety needs, such as the need for food, shelter, and safe working conditions. **Relatedness needs** on the other hand include a person's need to interact with other people, receive public recognition, and feel secure around people (i.e., interpersonal safety).

Lastly, **Growth needs** consist of a person's self-esteem through personal achievement as well as the concept of self-actualization. ERG theory states that an employee's behavior is motivated simultaneously by more than one need level. Thus, you might try to satisfy your growth needs (such as by completing an assignment exceptionally well) even though your relatedness needs aren't completely satisfied. ERG Theory, along with the three other content approaches to observing motivation, provided the theoretical underpinnings for an empirical study of motivational factors in the workplace. The construct has been discussed in philosophical and empirical studies, and is often included with other content approaches to motivation.

Assessing the relationship between need satisfaction, importance, and fulfillment, they found that need fulfillment moderated satisfaction and importance. In other words, the importance of the need was based on the manner of its fulfillment. In addition, this phenomenon was more likely to exist within the categories of existence, relatedness, and growth, rather than between them. Alderfer argued that if people are frustrated in meeting their higher order needs - no recognition of their work, feeling unvalued, they may start meeting lower order needs even though these are already satisfied. People may eat too much, drink too much, concentrate on making money, etc. to

compensate themselves for not achieving the higher order needs. In a learning environment, recognition of learner achievement and positive feedback helps to satisfy Alderfer's need for personal growth. Learning itself helps to satisfy Alderfer's need for personal growth. Social contact, maybe experienced during the learning process, helps to satisfy relationship need. Thus, in order to optimize learning according to the above theory and principles, the learning environment and experience should be such that both the learners' physical and psychological needs are met. Head teachers must understand that a teacher has various needs that must be satisfied at the same time.

According to the ERG theory, if the manager concentrates solely on one need at a time, this will not effectively motivate the employee. Also, the frustration-regression aspect of ERG Theory has an added effect on workplace motivation. For instance- if a teacher is not provided with growth and advancement opportunities in an organization, he might revert to the relatedness need such as socializing needs and to meet those socializing needs, if the environment or circumstances do not permit, he might revert to the need for money to fulfill those socializing needs. The sooner the Head teachers realizes and discovers this, the more immediate steps they will take to fulfill those needs which are frustrated until such time that the employee can again pursue growth.

2.8.2 ARCS Model of Motivational Design

The ARCS Model was developed by Keller (1983), who presents a 4-step theory for generating and retaining learning motivation. The first step is

attention, which can either be grabbed by stimulating an individual's curiosity in the form of a question or by using a surprise element during the initial presentation of information. The second step is to establish the new material as a relevant addition that will fill a need, expand existing skills or become of future value. The third step is to instill the confidence in individuals that their personal successes are reachable goals.

The fourth and final step is personal satisfaction, which may be received in any way that leaves individuals with the feeling that the learning experience was personally beneficial or useful. The sources of motivation are intrinsic, meaning within the person, or extrinsic, meaning outside the person. Keller learning motivational theory strives to motivate learners through accepted motivational internal and external belief patterns, there is no absolute certainty that all learners will experience the same emotions at the same times. This theory plays an important role in the motivation of the students to learn. The variable in this theory are the main proponents of the motivation of the students to learn.

2.9 Conceptual Framework

The conceptual framework was based on students' motivation strategies reflected through existence needs, and relatedness needs which constituted the independent variable and students' academic performance constituted the dependent variables. The intervening variables for this study were government policies, students' cognitive ability, physical and mental distress and school climate as shown in Fig. 1 below;

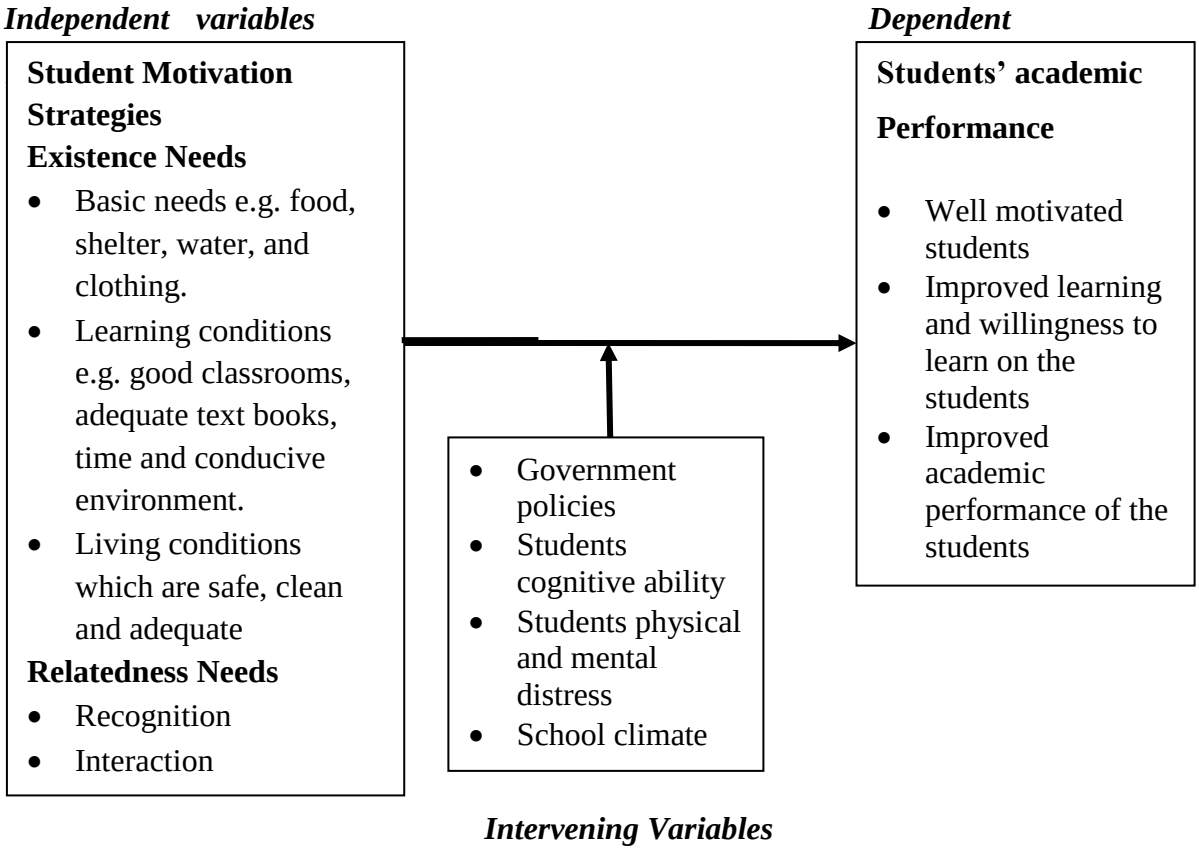

Figure 1: Conceptual Framework

The conceptual framework model shown above presents a relationship of the variables of motivation, to the learning and performance of students. In the model, the dependent variables are; student motivation, which includes, Existence Needs (Basic needs, Working conditions and Living conditions),

Relatedness Needs (Recognition and Interaction) and Growth Needs (Self-esteem and Self-actualization). The dependent variables in this case are; well-motivated students and staff, improved learning and willingness to learn on the students and improved academic performance of the students. The intervening variables in this case are: government policies, student's cognitive ability, student's physical and mental distress, student's cognitive ability and school learning environment. This conceptual framework has been applied because it gives direct relationships of the variables of the study.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that was used in the study. The chapter covered the research design, the target population, sampling procedures and sample size, research instruments, validity and reliability of the instruments, pilot study, data collection procedures, and data analysis.

3.2 Research Design

The study employed a descriptive survey research design. The descriptive survey was chosen for the study because it allowed the researchers to study phenomena that do not allow for manipulation of variables (Kombo & Tromp, 2006). Since the study involved human subjects, and the information needed cannot be manipulated, the researcher will just collect information on the state of affairs in the schools, without manipulating any variables making the design appropriate for the study. According to Lockesh (1984) descriptive research studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered.

3.3 Study Location

The study was carried out in Makueni County, Kenya. Singleton (1993) notes that an ideal reason for the setting for any study should be the existence of a problem that the study hopes to generate solutions for. The study location was chosen because it was established that the pupils in public boarding primary

schools in Makueni were registering poor performance in the examinations, and poor motivation strategies was highlighted as a cause of the poor performance. Also, no similar research to the best knowledge of the researcher has been carried out in the county.

3.4 Target Population

The target population for this study was comprise all the 22 head teachers and1937 pupils in class 7 and 8 in 22 public boarding primary schools in Makueni County bringing the total to 1959 subjects.

3.5 Sample Size and Sampling Procedures

The information below represents sample size and sampling procedures.

3.5.1 Sample Size

Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representatives of characteristics found in the entire group (Orodho, 2001). Kombo and Tromp (2006) assert that with relatively small, clearly defined population, a sample size of at least 10% of the target population would be representative. A sample size of 210 respondents was sampled for the study, which comprised of 10 head teachers and 200 pupils.

Table 3.1: Sample Size

Category	Total Population	Sampling procedure	Sample
Head teachers	22	Simple random	10
Pupils	1937	Simple random	200
Total	**1959**		**210**

3.5.2 Sampling Procedures

A sample of 10 boarding primary schools in the County was randomly selected for the study. Head teachers were randomly sampled in each of the sampled schools. 20 Pupils from each sampled school were obtained through simple random sampling from a sampling frame that was all class lists, obtained from the head teachers in the sampled schools. The researcher assigned an identifying number to each pupil in class 7 and in class 8 and separately writes the same numbers on separate small pieces of paper. They were folded and put into a small container. The researcher randomly picked 10 pieces of paper per class. The pupil's whose names corresponded to the numbers picked were selected to participate in the study. Kerlinger (1973) explains that simple random sampling is characterized by obtaining representative samples including presumably typical areas in the sample from all eligible ones. Table 3.1 gives a summary of the sample size.

3.6 Methods of Data Collection

The study utilized two sets of data collection instruments which are questionnaires and interview schedule.

3.6.1 Questionnaires

The questionnaires were used for data collection because as Kiess and Bloomquist (1985) observe that questionnaires offer considerable advantage in administration; presents an even stimulus potentiality to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. To obtain the necessary information, the researcher developed one set of questionnaire namely, the pupil's questionnaire. Pupils' questionnaire strived to obtain data on the level of motivation among the pupils in the sampled schools and the effect or influence of the same. Borg and Gall (1983) emphasize that whereas the open ended type of questions give informants freedom of response, the closed ended types facilitate consistency of certain data across informants. The questionnaires will contain both open and closed ended items.

3.6.2 Interview Schedule

Mugenda and Mugenda (2003) defines interview schedule as a set of questions that the interviewer asks when interviewing. Data from the head teachers was collected using phenomenological face to face interview. The interview created a context where the participant spoke freely and openly by utilizing communication techniques such as clarification, paraphrasing, and

summarizing, probing and minimal verbal as well as non-verbal responses. During the interview the researcher used bracketing (putting preconceived ideas aside) and intuiting. The interview schedule is intended to gauge the level, if any, of motivation in the various sampled school and the head teacher's role in providing this motivation. The interview was conducted until data is saturated as determined by the interview guide.

3.7 Piloting of Research Instruments

According to Borg and Gall (1983), it is difficult to give the exact number for the pilot group; however, it is recommended that researchers pilot 5-10% of the final sample. Piloting of questionnaires was done on 2 head teachers and 10 pupils from public boarding primary schools in the neighboring Makueni County. A pilot study is important as it enables the researcher to gather information that helps in improving reliability and validity of a research instrument. Pilot study also allows researchers to familiarize themselves with data collection procedures. Piloting also enables the researcher to test the reliability of the instrument and to identify any items in the questionnaire that are ambiguous or unclear to the respondents and change them effectively. The pilot study also enabled the researcher to familiarize with administration of the instrument.

3.7.1 Validity

According to Borg and Gall, (1983) validity is the degree to which a test measures what it purport to measure. In other words, validity is the degree to which results obtained from the analysis of the data actually represent the

phenomena under study. According to Borg and Gall (1983), validity of an instrument is improved through expert judgment. After the piloting, the content validity was ascertained by the experts in the faculty of education of South Eastern Kenya University.

3.7.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 2003). Before the actual data collection the researcher tested the reliability of the instrument using Spearman Brown prophesy formula of split half technique. The researcher categorized all the responses given in the open-ended questions and assign numbers to them by coding. The pilot questionnaires was divided into two equivalent halves and then a correlation coefficient for the two halves was computed. A correlation co-efficient of 0.81 was obtained and was deemed reliable since Borg and Gall (1983) recommend a reliability coefficient of 0.7 and above.

3.8 Data Collection Procedures

The researcher obtained an introductory letter from South Eastern Kenya University and a research permit from the National Council of Science and Technology. The permit was presented to the County Education Officer to be allowed to conduct the study. After this, the researcher booked appointments with the respondents to visit and administer the questionnaires. The researcher will personally administer instruments to all the respondents who were allowed to complete all the items adequately on the same day, after which the

researcher will collect the filled-in questionnaires. The researcher personally administered the interview to the head teachers. The whole data collection exercise was carried out over a period of four weeks, while schools are in session.

3.9 Methods of Data Analysis

Data from the field was collected, coded and recorded. Data collected by use of the questionnaire, was coded, and analyzed, using Statistical Package for Social Scientists (SPSS) version 20 for windows. The researcher read the transcribed data thoroughly to segment it into coherent themes. This enabled the researcher to identify data segments that are critical in addressing the research questions. Analysis procedures employed involved both quantitative and qualitative techniques. Qualitative data were analyzed thematically, whereby similar responses will be tallied to come up with frequency counts and then percentages calculated based on the total number of responses. Quantitative data was analyzed using descriptive statistics including frequency counts, percentages, modes and means. Research questions derived from the third objective was analyzed by use of variance (ANOVA) and Multiple regression were used to test the significance of the quantitative data analyzed to determine whether to reject or accept the postulated hypotheses. According to Mugenda and Mugenda (1999), ANOVA is an ideal statistical tool when comparing the means of groups, which in this case are qualitative and quantitative means (Nassiuma & Mwangi, 2004). The hypothesis 1, was tested at significance level set at 0.05. Bell (1993) maintains that when making the results known to a variety of readers, percentages have a considerable

advantage over more complex statistics. Data was presented in summary form using the frequency distribution tables, bar charts and pie charts.

3.10 Ethical considerations

Ethical behavior requires more than simple following the rules (Azuina 2007). Ethical is the study of how human affects other human. The researcher will ensure no risk of harm put in participants as a result of participation; harm can be both physical and psychological. The researcher will guarantee the participants confidentiality. The researcher will practice anonymity the study. The researcher will obtain an introductory letter from South Eastern University, School of post graduate Studies. Informed consent will be signed by the participants. They will also be informed that the research study is purely academic.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data presentation, analysis, interpretation and discussion of the influence of motivation strategies employed by the head teachers and their impact on academic performance in public boarding primary schools in Makueni County.

4.2 Questionnaires return rate

The researcher administered 200 questionnaires to class 7 and class 8 pupils and all the questionnaires were returned implying 100% return rate. This means that there was a good follow up of the questionnaires and that the respondents took the research seriously hence were likely to give reliable results.

4.2 Gender Distribution of the Respondents

The respondents were required to indicate their gender distribution. The responses were presented in Table 4.1.

Table 4.1: Gender Distribution of Respondents

Gender	Responses	Percentage (%)
Male	90	46.0
Female	110	54.0
Total	**200**	**100**

Table 4.1 shows that majority of the respondents were female (54%) while 46 percent were male. However the difference from the female respondents is small hence the study was gender sensitive and this was likely to give a balanced responses. Most of these students were aged between 12 and 15 years.

4.3 Influence of students' existence needs on students' academic performance

The first objective for this study was to establish the influence of students' existence needs on students' academic performance in public boarding primary schools in Makueni County. The learners were required to indicate whether the school environment affected their academic performance. The responses were presented in Table 4.2.

Table 4.2: School environment and academic performance

Gender	Responses	Percentage (%)
Yes	38	19.0
No	162	81.0
Total	**200**	**100**

Table 4.2 shows that majority (81%) of respondents indicated that the school environment influenced their academic performance. This is because conducive environment is needed for effective learning to take place. These results agrees with Osterman (2000) who argued that students who experience a sense of belonging in educational environments are more motivated, more engaged in school and classroom activities, and more

dedicated to school. A study by Furrer& Skinner (2003) suggests that students who feel that they belong to learning environments report higher enjoyment, enthusiasm, happiness, interest, and more confidence in engaging in learning activities, whereas those who feel isolated report greater anxiety, boredom, frustration, and sadness during the academic engagement that directly affects academic performance.

Satisfying the need for belongingness in educational environments takes on a greater importance during early adolescence. The researcher further required the respondents to indicate the condition of their dormitories, adequacy of food given and condition of food given. The responses were presented in Table 4.3.

Table 4.3: Condition of dormitories

Categories	**Responses**	**Percentage (%)**
Good	124	62.0
Average	47	24.0
Bad	29	14.0
Total	**200**	**100**

Table 4.3 revealed that majority (62%) of the respondents indicated that the dormitories were good while 24% indicated that they were average. This is likely to influence the academic performance of the learners it forms part of the environment. The researchers also required the pupils to indicate whether

the food they were given was adequate. The responses were presented in Table 4.4.

Table 4.4: Adequacy of food given in school

Categories	Responses	Percentage
Yes	122	61
No	78	39
Total	**200**	**100**

Table 4.4 shows that majority (61%) of the pupils were satisfied by the amount of food given to them in their schools. The researcher also required the learners to indicate the condition of food given to them.

Table 4.5: Condition of food given

Categories	Responses	Percentage
Poor	76	38
Average	57	29
Good	67	33
Total	**200**	**100**

Table 4.5 show that only 38% of the learners indicated that the food they given was poor with 33% indicating it was good. This shows that the food need was not fully satisfied and this was likely to affect performance.

Table 4.6: Other existence needs

Categories	Yes	No
Teachers attendance to all lessons	180(90%)	20(10%)
Enough time to play	152(76%)	48(27%)
Feeling secure in school	161(80%)	39(20%)
Visited Counselling teacher	76(38%)	124(62%)
Solved problems	142(71%)	58(29%)
Mean Responses	**142(71%)**	**58(29%)**

Table 4.6 revealed that majority of the respondents indicated that teachers attended all lesson (90%), pupil had enough time to play (76%) and learners were feeling secure in school (80%). It was however noticed that 62% of the learners had not visited a counseling teacher. 71% of the pupils had their problems solved whether they visited the counseling teacher or not. The researcher further used ANOVA to compare the mean responses for the respondents against academic performance. The results were presented in Table 4.7.

Table 4.7 ANOVA on mean responses for other existence needs

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.115	1	0.624	14.7	0.000
Within Groups	1.221	199	0.025		
Total	2.336	200			

Table 4.7 revealed that F (1,199) = 14.7, p< 0.05) between Existence of needs and Academic performance. This implies that that there is a significant difference between means of existence of needs and Academic performance. These results agrees with Roeser, Eccles, &Sameroff, (1998) who argued that students within developmental period start going to peers and adults outside their family for guidance and their "sense of personal 'place' is still largely malleable and susceptible to influence in both positive and negative directions. If this need is not adequately satisfied in educational environments, students will look for other ways and people to get that satisfaction.

Perceived sense of belonging decreases the experience of stress and school-related anxiety as well as the experience of self-consciousness, especially in early adolescent years (Roeser, Midgley, &Urdan, 1996). Increased self-consciousness in adolescence may negatively affect students' classroom engagement due to a heightened feeling of public exposure, which stimulates the experience of negative emotions, such as embarrassment and shame. On the other hand, a sense of belonging in the learning environment may balance students' increased sense of public exposure (Goodenow, 1993).

4.4 Influence of relatedness needs on academic performance in public boarding Primary

The second objective for this study was to determine the influence of relatedness needs on academic performance in public boarding primary schools in Makueni County. The researcher first required the pupils to indicate

how they had performed in their previous exams. The results were presented in Table 4.8

Table 4.8: performance in previous exams

Categories	**Responses**	**Percentage**
Poor	38	19
Average	90	45
good	72	36
Total	**200**	**100**

Majority (45%) of the respondents had average performance compared to the previous exams while 36 % had good performance. The pupils were also required to indicate their response on the other relatedness academic needs. The responses were presented in Table 4.9.

Table 4.9: Relatedness needs

Categories	**Yes**	**No**
Best performance rewarded	45(42%)	115(58%)
Fear motivated performance	124(62%)	76(38%)
Compete academically	180(90%)	20(10%)
Won academic present	124(62%)	76(38%)
Suspended from class	38(19%)	162(81%)
I support awarding criteria	130(65%)	70(35%)
Mean responses	**106(53%)**	**94(47%)**

Table 4.9 revealed that majority (58%) of the respondents indicated that the best performance were never rewarded, 62% indicated that fear of performing poorly in class motivated them, 90% competed academically, while 62% won some academic presents with 65% supporting the awarding criteria. It was also revealed that 81% of the pupils had never been suspended from class hence having enough time for their studies.

These results agrees with Stipek (2002) who argued that children's self-perceptions, such as self-efficacy, goal orientations, or autonomy, are robust predictors of motivation and performance in school, both concurrently and over many years. Performance-approach goals involve moving toward a desired or positive outcome, and individuals holding strong performance-approach goals want to demonstrate how much ability they have relative to others. Performance-avoidance goals involve moving away from an undesired outcome, and individuals holding strong performance-avoidance goals want to avoid documenting their inability relative to others. Success for those who hold performance goals is the result of outperforming others whereas failure is the result of being outperformed by others.

Table 4.10 ANOVA on Effective Relatedness needs and Academic performance

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.221	1	0.421	17.32	0.00
Within Groups	1.524	199	0.017		
Total	2.745	200			

Table 4.16 revealed that F (1,199) = 17.32, p< 0.05) between Relatedness needs and Academic performance. This implies that that there is a significant difference between means of Relatedness needs and Academic performance. This agrees with Anderman & Anderman, (1999) who argued that a handful of studies have directly examined perceived relatedness as a predictor of school success. However, all of them have shown positive effects. More specifically, children who report a greater sense of relatedness or belonging also feel more confident, work harder, cope more adaptively, show more positive affect, and perform better in school Research on relatedness and children's school performance has typically examined the effects of children's feelings of connectedness to particular social partners, specifically, to teachers, parents, and peers.

4.5 Relationship between motivation of students and academic performance

The last objective for this study was to establish the relationship between motivation of the students and their academic performance in public boarding schools in Makueni County. The researcher first required respondents to indicate the forms of motivation given by the school. The responses were presented in Table 4.10.

Table 4.11: Forms of Motivation

Categories	Responses	Percentage (%)
Presents	130	65
Money	20	10
Recognition	50	25
Total	**200**	**100**

Table 4.10 revealed that most of the schools (65%) gave presents to learners who performed well. This motivated the learners to do well in academics. Other forms of motivation includes; recognition (25%) and money (10%). The researcher also required the respondents to indicate other motivational strategies applied by schools. The responses were presented in Table 4.12.

Table 4.12: Motivation strategies

Categories	Yes	No
Schools bring motivational speakers	176(88%)	24 (12%)
Pupils have mentors	142(71%)	58(29%)
Mean responses	**159(79%)**	**41(21%)**

Table 4.12 revealed that majority of the respondent indicated that school brings motivational speakers to motivate them while 71% indicated that pupils have mentors in their schools.

4.6 Correlation between motivation of students and academic performance

The researcher computed the correlation between motivation of students and academic performance using Pearson correlation coefficient at 0.05 significant level. This was done by testing the hypothesis;

$H_0$1: There is no relationship between motivation of the students and their academic performance in public boarding primary schools of Makueni County.

Table 4.13: Correlation between motivation of pupils and academic performance

		Motivation	Academic Performance
Motivation	Pearson Correlation	1	0.82**
	Sig. (2-tailed)		0.000
	N	200	200
Academic performance	Pearson Correlation	0.82**	1
	Sig. (2-tailed)	0.000	
	N	200	200

**. Correlation is significant at the 0.05 level significant.

Table 4.13 shows that there is a strong positive correlation at 95% confidence level between motivation of students and academic performance ($r = 0.82$, $p = 0.000$). Thus, the null hypothesis is rejected and conclude that there is significant relationship between motivation of students and academic performance ($p<0.05$). This implies that the more students are motivated the better they perform and vice versa. These results agrees with Broussard & Garrison, (2004) who argued that motivation is related to achievement and intelligence. Research demonstrates a relatively consistent relationship

between motivation and achievement in reading. Intrinsically motivated first-grade students tend to have higher achievement in these subjects than extrinsically motivated students, and mastery (or intrinsic) motivation predicts reading and achievement, whereas judgment (or extrinsic) motivation does not. Moreover, the relationship between motivation and achievement appears to strengthen with age.

By age 9, students with high levels of motivation consistently exhibit higher achievement and class grades than students with low motivation (Broussard & Garrison, 2004). Similarly, Lange and Adler (1997) report that intrinsically motivated students in third grade through fifth grade tend to have higher academic self-efficacy, exhibit higher levels of mastery behavior, and have higher reading and math achievement. Roeser (1996) argued that motivational strategies in schools enables learners to have a sense of belonging which mediates the relationship between contextual variables of the learning environment (e.g. teacher-student relationships and classroom goal structures) and self-efficacy beliefs of adolescents.

A study by Newman (1991) also reported a positive associations between adolescents' feelings of belonging and academic achievement, academic help-seeking behavior. The sense of classroom belonging leads to the formation of sense of school community, which increases students' positive behavioral, psychological, and social outcomes such as achievement motivation, self-esteem, self-efficacy, academic and social intrinsic motivation and

competence and decreases negative outcomes such as delinquency and drug use (Battistich, Solomon, Watson, & Schaps, 1997).

4.7: Regression Analysis

The researcher used multiple regression analysis to test the effect of change of independent variables on dependent variables. The regression was used because it gives an equation which will help in the prediction of the dependent variable from a given an independent variable and vice versa. It also shows how a unit increases or decrease in the independent variable affects the dependent variable.

Table 4.14: Regression Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	β	Std. Error	Beta		
(Constant) (α)	5.898	.072		0.0052	0.000
Existence of needs(X_1)	.500	.103	.434	0.0101	0.000
Relatedness needs (X_2)	1.25	.199	.000	0.0396	0.000
Motivation strategies (X_3)	1.84	.187	.000	0.035	0.000

a. Dependent Variable: Use of Agency banking services (Y)

Regression model: $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$

Academic performance = 5.898 + 0.5 (Existence of needs) + 1.25 (Relatedness needs) + 1.84 (Motivation strategies).

The regression analysis above shows how a unit changes in independent variable changes the dependent variable. All the betas' (β) are positive indicating that every unit increase in the independent variables would cause a positive change in the dependent variable with the following quantities;

Existence of needs (0.5), Relatedness needs (1.25) and motivation strategies (1.84). It can also be observed that all the independent variables predicted the use of academic performance significantly. This model shows that the motivational strategies have the highest contribution to the regression equation compared to the other variables.

4.8 Interview schedule report

The researcher also administered interview schedule to 10 head teachers. The head teachers reported that pupils were very comfortable with their schools. One of the head teachers said, "*Comfortable pupils always perform better than those pupils who are uncomfortable in their schools*". This comfort comes when the pupils feel secure in their school environment and when their basic needs are properly provided for. These basic needs include, food shelter and clothing. Asked how they handle pupils' health issues, one of the head teachers reported that, "*health is very critical to pupils performance, so we have clinic in our school and we also refer the complicated cases to hospitals near our school"* It was also reported that in almost all the school there were guidance and counselling teams which assisted the pupils in their psychological needs. This is because if these needs are not handled well they affect the pupils' performance.

Asked, how teachers boost pupils self -esteem, the one head teacher said, " *teachers boost self-esteem of pupils by appreciating them whenever they did something good and recognizing them whenever they performed well because self - esteem affects the pupils performance to a great extent".* The forms of

motivation used by most schools include; verbal praise, material rewards, and money. This encourages those performing well continue doing well as well as those who do not perform well to desire to do well. It was also reported that other forms of motivation included; bringing motivational speakers as well as using mentors. This ends up motivating the pupils who wish to identify with the mentors.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents; the summary of the findings, conclusions from the study and recommendations from the study.

5.2 Summary of the findings

The purpose of this study was to assess the influence of motivation strategies employed by the head teachers and their impact on academic performance in public boarding primary schools in Makueni County. The study sought to establish the influence of students' existence needs on students' academic performance, to determine the influence of relatedness needs on academic performance and to establish the relationship between motivation of the students and their academic performance in public boarding schools in Makueni County.

According to 81% of respondents indicated the school environment influenced their academic performance. This is because conducive environment is needed for effective learning to take place. The environment includes; good amount of food given in their schools, teachers attending all lesson(90%), pupil having enough time to play (76%) and learners feeling secure in school (80%). It was however noticed that 82% of the learners had not visited (80%) counselling teacher. However out of those who visited 71% had their problems solved.

The ANOVA results revealed that F (1,199) = 14.7, p< 0.05) between Existence of needs and Academic performance. This implies that that there is a significant difference between means of existence of needs and Academic performance. The study also revealed that majority (58%) of the respondents indicated that the best performance were never rewarded, 62% indicated that fear of performing poorly in class motivated them, 90% competed academically, while 62% won some academic presents with 65% supporting the awarding criteria. It was also revealed that 81% of the pupils had never been suspended from class hence having enough time for their studies.

The ANOVA table revealed that F (1,199) = 17.32, p< 0.05) between Relatedness needs and Academic performance. This implies that that there is a significant difference between means of Relatedness needs and Academic performance. Most of the schools (65%) gave presents to learners who performed well. This motivated the learners to do well in academics. Other forms of motivation includes; recognition (25%) and money (10%). Majority of the respondent indicated that school brings motivational speakers to motivate them while 71% indicated that pupils have mentors in their schools.

Concerning the relationship between motivation and performance, the study revealed that there is a strong positive correlation at 95% confidence level between motivation of students and academic performance (r = 0.82, p = 0.000). All the betas' (β) are positive indicating that every unit increase in the independent variables would cause a positive change in the dependent variable with the following quantities; Existence of needs (0.5), Relatedness needs

(1.25) and Motivation strategies (1.84). It can also be observed that all the independent variables predicted the use of academic performance significantly. The regression model shows that the motivational strategies have the highest contribution to the regression equation compared to the other variables.

5.3 Conclusions from the study

Based on the findings from this study the researcher concludes, firstly that the existence of needs influences performance of in boarding primary schools. These include good environment, good dormitories, good food, security, enough time to play and teachers attending all the classes. Secondly, that relatedness needs influences academic performance of pupils. This involves recognition of learners by rewarding them for good performance encouraging those who perform poor to do well. Thirdly this researcher concludes that there is strong positive relationship between motivation of students and academic performance. The schools should therefore reward pupils for good performance as well as bringing motivational speakers and mentors.

5.4 Recommendations from the study

Based on the findings from this study the researcher wishes to make the following recommendations.

i. Schools should increase the form of rewards given to pupils who perform well so that motivation can be high.
ii. Schools should improve the food offered to pupils so as to make them comfortable in the schools so as to perform well.

iii. The ministry of Education should come up with ways of motivating teachers whose subjects are performed well.

5.5 Suggestions for further research

The purpose of this study was to assess the influence of motivation strategies employed by the head teachers and their impact on academic performance in public boarding primary schools in Makueni County. Further research can be done on the following.

i. Factors influencing the performance of pupils in public primary schools in KCPE.
ii. The influence of boarding primary schools on the pupils' character.
iii. Comparative study between performance of pupils in Public boarding schools and private boarding schools.

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Appendix A: LETTER OF TRANSMITTAL

SOUTH EASTERN KENYA UNIVERSITY
OFFICE OF THE DIRECTOR
BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200
KITUI, KENYA
Email: info@seku.ac.ke

TEL. 020-2413859 (KITUI)
020-2531395 (NAIROBI)
Email.bps@seku.ac.ke

Our Ref: /E55/MTI/20211/2012

Date: Tuesday, June 30, 2015

Joshua Kimenzu P. Mutuse
Reg. No. E55/TAL/20211/2012
C/O Dean, School of Education

Dear Joshua,

RE: PERMISSION TO COLLECT DATA

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document entitled, *"Influence of motivational strategies on academic performance in public boarding schools in Makueni County"*

Following a successful presentation of your Master Proposal, the School of Education in conjunction with the Directorate, Board of Post graduate Studies (BPS) have approved that you proceed on and carry out your research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Dr. Joash Migosi and Dr. David Mulwa. You should ensure that you liase with your supervisors at all times. In addition, you are required to fill in a Progress Report **(SEKU/ARSA/BPS/F-02)** which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection as a critical stage in your Master of Education in Educational Administration and Planning.

DR. JOSPHERT KIMATU
AG.DIRECTOR, BOARD OF POSTGRADUATE STUDIES

Appendix B: PUPILS' QUESTIONNAIRE

The aim of this research study is to establish influence of motivational strategies on academic performance in public boarding primary schools in Makueni County. I kindly request you to fill the questionnaire below to the best of your knowledge. The information provided will be treated with utmost confidentiality and will only be used for the intended purpose: Please do NOT indicate your name.

SECTION A: Background Information

1. Your gender

   Male [ ]

   Female [ ]

2. Your age in years. ……. yrs.
3. What was the total score (marks) in the last terms end of term exams?_____

Influence of Existence Needs on Performance

4. Does the school environment affect your academic performance?
   Yes ☐
   No ☐
5. If YES; are you a border or a day Scholar?
   Boarder ☐
   Day Scholar ☐
6. If a boarder how is the condition of your dormitories?
   Good ☐
   Average ☐
   Bad ☐
7. Is the food given at school enough?
   Yes ☐
   No ☐
8. What is the condition of the food given?
   Poor, ☐
   Average ☐
   Good ☐

9. Do the teachers attend all the lessons?

Yes ☐

No ☐

10. Do you have enough time to play?

Yes ☐

No ☐

11. Do you feel secure in the school?

Yes ☐

No ☐

12. Have you ever visited the counseling teacher?

Yes ☐

No ☐

13. Were your problems solved?

Yes ☐

No ☐

Influence of Relatedness Needs on Academic Performance

1. How do you think you faired in the previous exams?

Poor ☐

Average ☐

Good ☐

2. Were the best performers rewarded?

Yes ☐

No ☐

3. My fear of performing poorly in this class is often what motivates me.

Yes ☐

No ☐

4. Do you compete academically with your friends?

Yes ☐

No ☐

5. Have you ever won any present from an academic competition?

Yes ☐

No ☐

6. Do you ever been suspended from class due to poor performance?

   Yes ☐

   No ☐

7. Do you support the awarding criteria used in your school?

   Yes ☐

   No ☐

8. If no Please state the reason

   ……
   ……
   ……
   ……

Relationship between Motivation of the Students and their Academic Performance

1. What forms of motivation does the school give to pupils in your school?

   ☐Presents

   ☐Money

   ☐Recognition

2. How does this affect the performance of Poorly performing pupils

……
……
……

Good performing pupils

……
……
……

3. Does the school bring motivational speakers?

   Yes ☐

   No ☐

If yes, how do they affect the pupil's way of learning?

……
……
……

4. Do the pupils have mentors?

Yes ☐

No ☐

Do these mentors in any way influence the pupils learning?

……
……
……

5. What was your total marks in the last examinations that you did?

_____ Marks

Appendix C: HEAD TEACHERS INTERVIEW GUIDE

The aim of this research study is to establish influence of motivational strategies on academic performance in public boarding primary schools in Makueni County.

1. Do the pupils feel comfortable while in your school? Does this (comfort ability) affect their performance?

2. Are the basic needs of the pupils properly provided in your school?

3. Give a brief comment on the conditions of

    i. Food

    ii. Shelters

4. How do you handle the pupils' health issues?
5. How efficiently does the school handle the student's psychological needs? Do these issues affect their performance?
6. What do the teachers do to boost the pupils' self-esteem?
7. How does self-esteem impact on pupil's performance?
8. How does this recognition affect the performance of pupils?

    Good performing pupils

    Poorly performing pupils

9. Do you give special recognition to the good performing students?
10. What forms of motivation does the school give to pupils in your school?
11. How does this affect the performance of?

Poorly performing pupils

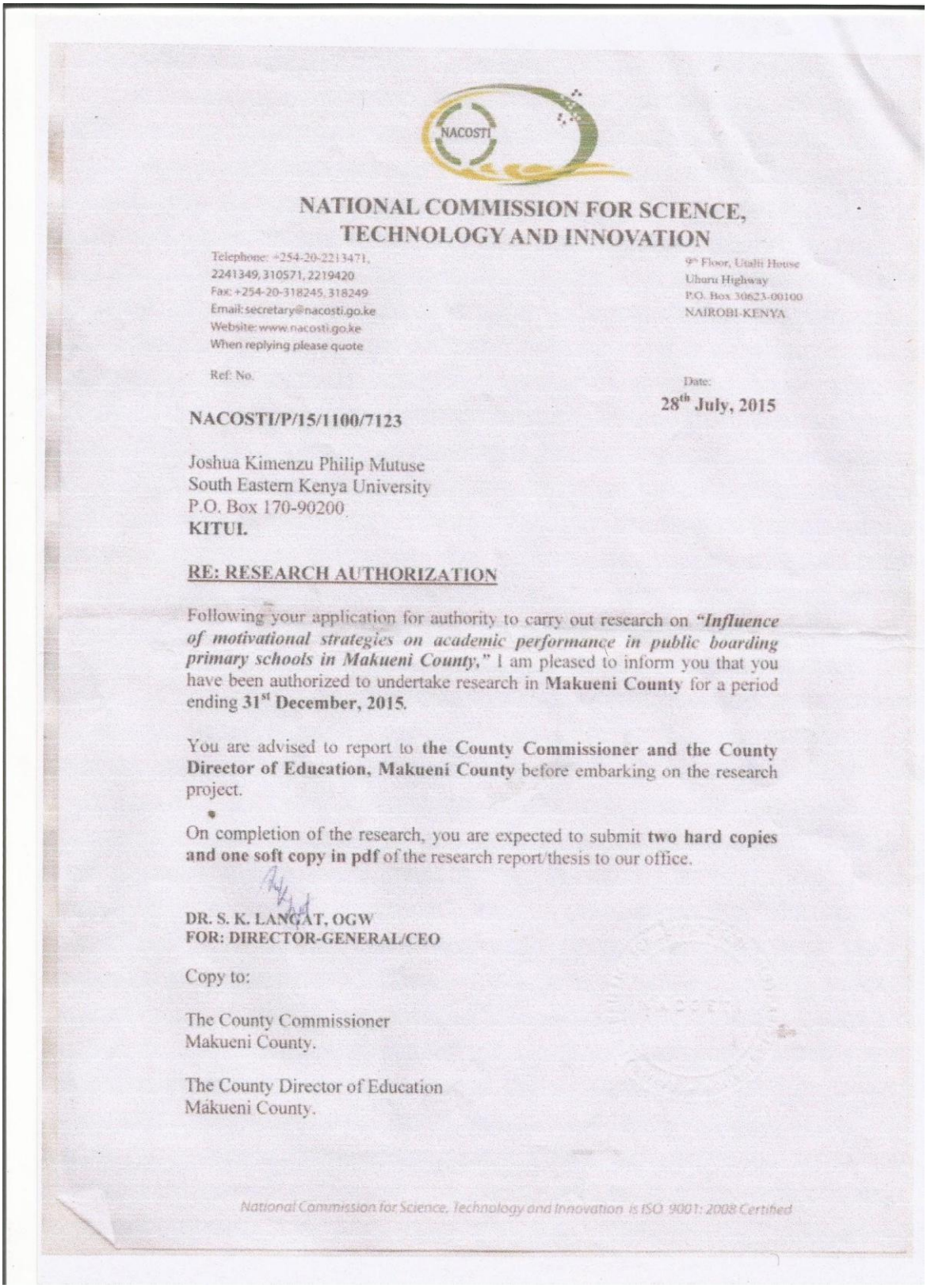
Good performing pupils

12. Does the school bring motivational speakers? If yes, how do they affect the pupils' way of learning?

13. Do the pupils have mentors?

14. Do these mentors in any way influence the pupils learning?

Appendix D: RESEARCH AUTHORIZATION LETTER



NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:
28th July, 2015

NACOSTI/P/15/1100/7123

Joshua Kimenzu Philip Mutuse
South Eastern Kenya University
P.O. Box 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of motivational strategies on academic performance in public boarding primary schools in Makueni County,"*** I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for a period ending **31st December, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

Appendix E: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. JOSHUA KIMENZU PHILIP MUTUSE
of SOUTH EASTERN KENYA UNIVERSITY,
0-90138 makindu,has been permitted to
conduct research in *Makueni County*

on the topic: *INFLUENCE OF MOTIVATIONAL STRATEGIES ON ACADEMIC PERFOMANCE IN PUBLIC BOARDING PRIMARY SCHOOLS IN MAKUENI COUNTY*

for the period ending:
31st December,2015

.....
Applicant's
Signature

Permit No : NACOSTI/P/15/1100/7123
Date Of Issue : 28th July,2015
Fee Recieved :Ksh. 1000

.....
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 5974

CONDITIONS: see back page