THE EFFICACY OF MOTIVATION PROGRAMMES ON LEARNER PERFORMANCE IN KCPE IN PUBLIC PRIMARY SCHOOLS IN NAKURU SUB-COUNTY: KENYA

PAMELA AUMA NYALALA

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ABSTRACT

Various motivation programmes are employed in public primary schools in Kenya to enhance teachers' performance in their instructional responsibilities and boost learners' academic performance. However, the efficacy of these programmes in improving learners' performance has hitherto not been systematically investigated and adequately documented especially in Nakuru sub-county. The purpose of this study was to identify the motivation programmes for teachers and learners, and establish the efficacy of the programmes on learners' performance in public primary schools in Nakuru sub-county. The target populations for the study comprised pupils, TSC teachers and head teachers from public primary schools in Nakuru County. The study adopted descriptive research design and multi stage sampling. The sampling unit was the school. The sample size of the study was 140 subjects made up of eighty teachers, forty pupils and twenty head teachers. Stratified random sampling based on school performance was used to select one third of the schools from each stratum of low, average and well performing schools. Purposive sampling was done to proportionately select only teachers with more than five years' teaching experience and head prefects (male and female) in the sampled schools. The study was guided by Herzberg's Two-factor theory. Data was collected using questionnaires and interview schedules. The questionnaires were subjected to a pre-test in two (2) public primary schools in Nakuru Municipality using a sample size of eight teachers, four pupils and two head teachers to improve on their reliability. The schools that participated in the pilot study were not part of the actual study sample. Data collected was processed, organized and analyzed with the aid of the Statistical Package for Social Sciences (SPSS - Version 20) computer programme. Descriptive statistics was used for quantitative data analysis while analysis of variance was used for inferential analysis.The study established that in well performing schools, the motivation programmes adopted included: provision of meals to teachers, teachers' allowances, recognition of teachers' efforts by giving them incentives, end of year parties and teacher participation in decision-making. Majority of the teachers from low performing schools reported low to average adoption of most of the indicated motivation teacher programmes. It was also established that most of the schools have school feeding programmes for learners. There were significant positive relationships between the teacher motivation programmes and school performance in KCPE. Significant positive relationships also existed between

motivation programmes for pupils and school performance in KCPE. The existence of positive relationships between the teacher and learner motivation programmes and performance in KCPE indicate that the more efficient the motivation programmes, the better the learners' performance in KCPE. The study therefore recommends strengthening of the motivation programmes and further exploring ways of bringing all the stakeholders on board to support the schools in ensuring sustainability of the programmes.