

EFFECT OF MOTIVATION ON STUDENT ACADEMIC PERFORMANCE IN
KENYA CERTIFICATE OF SECONDARY EDUCATION: A CASE OF PUBLIC
SECONDARY SCHOOLS IN SOY DIVISION, UASIN-GISHU COUNTY, KENYA

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ABSTRACT

The study sought to assess the effects of student motivation on academic performance in KCSE in public secondary schools of Soy Division, Uasin-Gishu County, Kenya. It aimed at finding out the student motivation strategies, assessing teacher motivation strategies and to establish the relationship between student and teacher motivation and academic performance. This study was based on Bandura's (2008) theory on self-efficacy. The research provided information that can be used by the Ministry of Education policy makers and school management, principals, Parents Teachers Association. The researcher assumed a descriptive survey based on a target sample population from Soy Division in Eldoret District. The sample size included 11 (44%) principals, 177 (10%) teachers and 1780 (10%) students making a total of 206 respondents. The schools selected to participate in the study had done KCSE for 3 consecutive years. Schools were selected using purposive sampling technique. Principals from the schools were also selected purposively. Simple random sampling technique was used to select class teachers and students from the selected schools. The researcher used interview schedules and questionnaires for data collection. The content validity of the instrument was determined by discussing the items in the instrument with experts from the university supervisors and colleagues. Reliability of the instrument used in the study was done by piloting in two secondary schools in Trans-Nzoia district and a correlation coefficient of 0.78 was obtained. The researcher requested for a permit from the National Council for Science and Technology to obtain permission to carry out the research. Descriptive and correlation methods were used to analyze data. Qualitative data was used to support the Correlation data and to establish the relationship between student and teacher motivation on academic performance. The coded questionnaire responses were analyzed using Statistical Package for Social Sciences version 17.0. Analysis of Variance (ANOVA) was used to test the hypotheses as it provides a statistical test of whether or not the means of several groups are all equal. The major findings were that there are student motivation strategies employed in school but they are not done effectively, there are no teacher motivational strategies employed in schools. Based on these findings it is recommended that both teachers and students should be fully motivated and that school management should set aside funds for motivation.

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