

INFLUENCE OF TEACHERS' EXTERNAL REGULATION MOTIVATION ON LEARNERS' ACADEMIC ACHIEVEMENT IN PRIMARY SCHOOLS IN RACHUONYO SOUTH SUB COUNTY, HOMABAY COUNTY

¹ROBERT OUKO ONYANDO, ²DR JUDITH OWAA, ³DR BENSON ODONGO

^{1,2,3}JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY

Abstract: The purpose of the study was to explore the influence of Teachers External regulation Motivation on Learners' Academic Achievement in Rachuonyo South Sub-County, Homa bay County. The objective was to find out the influence of teachers external regulation motivation on learners academic achievement. The study used parallel convergent design of the Mixed Method Approach and was informed by Self-Determination Theory Needs Perspective. The target populations were 81 head teachers, 324 class eight teachers and 1 SCQASO and sample of 24 head teachers, 97 class eight teachers and 1 SCQASO was established which were selected through purposive, stratified random and saturated sampling techniques respectively. Questionnaires and interview schedules were employed to collect data. Content validity was achieved through supervisor guidance while face validity was enhanced by arranging the questions from simple to complex order. Reliability was enhanced through pilot study. Quantitative data collected was analyzed using descriptive statistics, while qualitative data was analyzed using thematic analysis. On the concern of influence of External Regulation Motivation for Teachers on Learners' academic achievement, study found that teachers lacked external regulation motivation because they are not motivated through monetary incentives, promotions, sponsored in-service trainings and educational tours. The study concludes that most teachers were not being motivated to put extra effort for leadership roles, nor given monetary rewards and free meals by their employers or school administrations at school, through promotions and sponsored in-service trainings. This implies that increase in extrinsic motivation of teachers helps to influence teachers' motivation which may promote learners academic achievement. The study recommends that the Ministry of education should organize workshops, seminars, educational tours which are sponsored and monetary rewards offered to teachers. Teachers Service Commission should work on incentive salary and remuneration packages to increase teachers' extrinsic motivation. A study on Relationship between intrinsic motivation and learners' performance in primary schools would expound the present study.

Keywords: external regulation motivation, learners, instruments, academic achievement.

1. INTRODUCTION

1.1 Background of the Study

A teacher should be extrinsically motivated through government management policy and administration. Teacher salaries and promotions are basically the rewards for teachers' hard work that motivates them in their profession (Olowoselu, Hussin and Kasa, 2016). Teachers are perceived to be the biggest asset for most society and community in the context of education. A motivated teacher can shape the future of a child because they lay the basic foundation of knowledge and

skills the first impact in early childhood students get from their teacher, so the teacher should be motivated extrinsically. Kipkirui (2014) found that extrinsic rewards on teachers' commitment enhance effectiveness of schools as they form the basic components that bring about good academic performance in the students.

Haider's (2015) study in Pakistan sought to find out the impact of students motivation on their academic performance. The study revealed that both extrinsic and intrinsic had a positive impact on students' academic performance and the overall model is significant ($P < 0.05$).

A comparative study was done in Canada to examine the relationship among extrinsic motivation and academic achievement for the Indian immigrant adolescents and their counterparts in India (Areepattamanni, Freeman, and Klinger 2010). The descriptive analysis indicated that the Indian Immigrants adolescents in Canada had higher intrinsic motivation and academic achievement than their peers in India. Hierarchical multiple regression analysis revealed that the positive predictive effects of extrinsic motivation on academic achievement for the Indian immigrants adolescents in Canada.

A quantitative study on relationship between self concepts, intrinsic motivation, self determination and achievement among Chinese primary school learners was carried out in Malaysia (Othman, 2011). The findings show that correlation between the independent variables (self concept, intrinsic motivation and self determination of the respondents) and the dependent variable (academic achievement) were all significantly low.

Coetzee (2011) conducted a study on relationship between students' Academic self concept, motivation and Academic Achievement in South Africa and found out that there is only one significance correlations between academic self concept, motivation and academic achievement in some of the study levels and not in all of them. In Nigeria, Adeyepo, Asabi and Adedotun (2013) did a study on teachers motivational on students' performance in mathematics in government secondary schools. The study results revealed that majority of the teachers 61.0% are not satisfied with their conditions of service, 75.0% are not satisfied with the fringed benefits attached to the salaries while majority of the respondents 66% are not satisfied with the conditions of service of teachers. It was also found that the conditions of service of teachers, teachers fringed benefit payment and teachers promotion of in service training has a direct influence on the students performance in mathematics.

In Botswana, Molefhe, Mogapi and Johnson (2016) carried out a study on pupils' perception of teacher effectiveness and affective disposition in primary school classroom. The findings showed that generally pupils perceived their teachers effectiveness in terms classroom assessment behavior, teaching strategy provision of feedback and their overall effectiveness in teaching English language have significant influence on their interest in the following areas subject of study, classroom environment, perceived level difficulty of learning English, preference for group work in class and general attitude towards the going on in the class.

Okurut (2015) conducted a study in Uganda on the effect of automatic promotion on students learning achievements in primary education (mathematics and reading at primary 3 and primary 6. The findings of the study showed that the implementation of automatic promotion policy has translated to an increase in learning outcomes in mathematics and reading at primary 3 and primary 6.

In Tanzania, Alfani (2013) conducted a case study to identify factors teachers consider as most important and likely to motivate them in their job. The findings of the study reveals that the teachers in Mkinga District were lowly motivated, their motivation was to a large extent affected by the factors such as poor working conditions, low salary, unfavorable policies in secondary school education, delays in promotion and community's negative perception towards teachings. The findings further showed that the government has made some efforts to improve teachers' motivation, for example building of houses nearby teachers working places, increasing salaries and paying teachers arrears. The government has also been improving teaching facilities such as provision of mobile laboratories to enhance effective teaching and learning process and building of laboratories.

In Uganda, Agwot and Osuu (2014) did a study to investigate the major causes of students' absenteeism and the possible solutions to the vices in Universal Secondary Education schools. The findings showed that lack of scholastic requirements, household work, lack of interest in education, hunger at school, long distance to school, diseases, loss of parent or close relative, peer influence and harsh punishment in schools were major causes of students' absenteeism.

In Kenya, Barasa (2015) carried out a study on the influence of teachers' motivational strategies on students' improved academic performance in day secondary schools in Tranzoia West District. The study found out that most teachers lack motivation in their work and recognition, training and development, incentives and carrier advancement were minimal in schools hence low optimal students' performance.

A study was carried out to investigate the influence of teacher related factors (teacher motivation, qualification, experience and job satisfaction) on students' performance in KCSE in public secondary schools in Kibwezi Sub County (Musili, 2015). The study established that teacher professional training influence students' performance because such teachers utilized their acquired knowledge, skills and talents better. Teachers' professional experienced was also found to have a great influence on students' performance. Experienced teachers found their jobs more enjoyable, meaningful and perform their jobs more effectively.

Gitonga (2012) did a study to investigate the influence of teachers' motivation on performance of students in KCSE in public secondary schools in South Imenti District. The findings establish that working conditions provided conducive learning atmosphere which enable teachers to perform better hence good students' performance in examinations. The study also found that teachers age negatively influence school performance. The study also concluded that influence performance revealed a strong relationship between working conditions and school performance, there was a strong relationship between remuneration related factors and school performance in secondary schools.

Owala, Odongo and Raburu (2016) conducted a study on school-based factors influencing preschool teacher job performance in public ECDE center in Rachuonyo Kenya. The study established that management styles practices in preschools affected teacher job performance to a great extent. The study also found out that for effective learning to take place, interpersonal relationships needs to be developed between teachers, parents, school administrators and pupils. Table 1.1 showed the academic performance of class eight learners in KCPE in five consecutive years in Rachuonyo South Sub County.

Table 1.1: KCPE Performances of Learners in Rachuonyo South Sub County

Year	2014	2015	2016	2017	2018
KCPE Mean Score	268.92	264.76	262.33	258.50	256.39

Source; Rachuonyo South Sub County Education Report, 2018.

1.2 Statement of the Problem

While UNESCO-IIBA's teacher support and motivation policy framework (2012-2015) provides that teachers should be empowered, adequately recruited, motivated and supported to perform their work effectively, teachers in Rachuonyo South Sub County seem not to be motivated extrinsically. This is according to Kenya National Union of Teachers (KNUT) secretary Rachuonyo Branch statement during the Sub County education day that, Teachers Service Commission and Head teachers need to find better modalities on teachers' motivation through tokens, tours, free meals, monetary rewards, promotions, sponsored training, better remunerations to enhance better performance of learners. According to Rachuonyo South Sub County Education Report, 2018, class eight pupils performance had been on the decline which may have been attributed to inadequate extrinsic motivation for the teachers. In addition very few studies were located with a focus on the influence of extrinsic forms of motivation for teachers on learners' academic achievement in Rachuonyo South Sub County.

1.3 Purpose of the Study

The purpose of the present study was to find out the Influence of External Regulation Motivation for Teachers on Learners' academic achievement in Primary Schools Rachuonyo South Sub County, Homa Bay County.

1.4 Objectives of the Study

The study objective was to find out the influence of External Regulation Motivation for Teachers on Learners' academic achievement in Rachuonyo South Sub County

1.5 Research Question

The research question of the study was “How is external regulation as a form of extrinsic motivation for teachers influencing learners’ academic achievement?”

1.6 Limitations of the study

Teachers were uncomfortable filling the questions owing the sensitive nature of the study. However, researcher assured them utmost confidentiality. Study was conducted in primary schools in Rachuonyo South Sub County, however generalizing the result obtained from the study to other population beyond the study may not generate desirable outcome.

1.7 Scope of the Study

The present study used Mixed Method Approach and Convergent Parallel Design whereby it was carried out in Rachuonyo South Sub-County, Homabay County. The study focused on the influence of external regulation motivation for teachers on learners’ academic achievement in Rachuonyo South Sub County.

1.8 Significance of the Study

The present study may help the Ministry of Education, Teachers Service Commission, KICD, Teachers and Parents in developing policy framework on strategies of motivating teachers to put in their best on learners which may contribute to the economic growth and development of the nation.

1.9 Theoretical Framework

The present study was anchored on Self Determination Theory by Deci and Ryan (1985, 2000). A major focus of Self Determination Theory (SDT) is to supply a more differentiated approach to motivation, by asking what kind of motivation is being exhibited at a given time. By considering the perceived forces that move a person to act, self determination theory has identified several distinct types of motivation, each of which has specifiable consequences for learning, performance, personal experience and wellbeing (Deci & Ryan, 1985).

The researcher relates study topic and the objectives from Organismic Integration Theory which is a type of motivation within Self Determination Theory. They include; external regulation which is less self -determined in that, a student may engage in an academic activity in order to get a reward or to be praised by the teacher or peers.

This theory is justified to be used in this research since it addresses the forms of extrinsic motivation and further categorize extrinsic forms of motivation as external regulation, introjections motivation, identified motivation and integration motivation which form the independent variables.

2. LITERATURE REVIEW

Literature review on Influence of External Regulation Motivation for Teachers on Learners Academic Achievements

External Regulation Motivation refers to a situation where behavior is controlled by external incentives such as praise, rewards, and punishment avoidance (Deci and Ryan, 2008).

Barkar (2010) conducted a descriptive correctional study in Malaysia on relationship between achievement motivation, attitude and students academic performance. The findings indicated a positive significant correlation between students’ attitude towards learning and achievement motivation($r=0.53$, $p<0.001$ and between students attitude and academic achievement($r=0.16$ $p<.001$). The reviewed study was conducted on achievement motivation, attitude and students academic performance while the present study was done on influence of teachers’ extrinsic motivation on learners’ academic achievement on standard eight learners.

Kusurkar, Croiset, Galindo, Garre and Gate (2012) a survey in University Medical Center Utrecht, Amsterdam in Netherland on effects of motivation on academic performance. Data was collected from 383 medical students of university medical center using questionnaire. The findings revealed that relative autonomous motivation (RAM) positively correlated with academic performance. However the reviewed study survey was on how motivation in general affect academic performance while the present study was on influence of teachers’ extrinsic motivation on learners academic achievement.

A study carried out by (Haider, 2015) in Islamia University of Bahawalpur Pakistan to find out the impact of students motivation on their academic performance. Data was collected from 120 students from three different departments (DMS, CS, and pharmacy). Data was collected using questionnaire which was divided in three parts. The first part contain students personal details, the second part contain 30 items to measure students intrinsic and extrinsic motivation and the third comprised of questions about academic performance. The study revealed that both extrinsic and intrinsic had a positive impact on students academic performance and the overall model is significant $p > 0.05$. However the reviewed study was on the impact of students' motivation on their performance while the present study was on the influence of teachers' extrinsic motivation on learners' academic achievement.

Areepattamannil, Freeman, and Klinger (2010) carried out a study in Canada to examine the relationships among extrinsic motivation and academic achievement for the Indian immigrant adolescents in Canada in comparison to their counterparts in India. The findings done through descriptive analysis indicated that the Indian immigrant adolescents in Canada had higher intrinsic motivation and academic achievement than their peers in India. By contrast the Indian adolescents in India had higher extrinsic motivation than their counterpart in Canada. Hierarchical multiple regression analysis revealed that the positive predictive effects of extrinsic motivation on academic achievement for the Indian immigrants adolescents in Canada. However the reviewed study was a correlation design which is a quantitative research while the current study used convergent parallel design which is a mixed method approach.

Hassanzadeh and Mahdinejad (2014) conducted a study in Tenhan, Iran on the relationship between motivational orientations (intrinsic motivation, extrinsic motivation and a motivation) and students academic achievement in English language. The research done was descriptive (correlation) method. The statistical universe consisted of all Babols female high schools first, second and third grades with ages range of 15-17 years who were 4363 persons. 354 female students were selected through stratified random sampling and data collected using questionnaire. The study findings established that there was a weak positive relationship between extrinsic motivation, its component and students academic achievement in English language. However the reviewed study used questionnaire as a data collection instrument while the current study filled the literature gap in that it used both questionnaire and interview schedule as data collection tools

Suki, Jeffer and Keresztesi's (2011) study in South Africa on the relationship between students' motivation and academic performance as mediated by effort. The data were collected through online questionnaire from convenience sample of 254 commerce students in the Western Cape, ranging from first to fifth year of study. The empirical results indicated significant relationships between intrinsic motivation, extrinsic motivation and academic performance. The reviewed study was on the relationship between students' motivation and academic performance as mediated by effort while the current study was on the influence of teachers' extrinsic motivation on learners' academic achievement.

Ogundonkun and Adeyemo's (2010) study on emotional intelligence and academic achievement in Nigeria. The moderating influence of age, intrinsic and extrinsic motivation of secondary school students. The study adopted a survey research design. The participants of the study were 1563 male 826, female 737 aged between 12-17 years. Two valid and reliable instruments were used to assess the emotional intelligence and academic motivation while achievement test of English Language and Mathematics were used as a measure of academic achievement. Pearson's product moment correlation and hierarchical regression were used to analyze data. The results revealed that emotional intelligence, age and academic motivation were potent predictors mildly associated to academic achievement. The reviewed study used inferential statistics such as Pearson's product moment correlation and hierarchical regression in while the current study used descriptive statistics such as tables, mean and percentages to analyze data.

Coetzee (2011) explored on relationship between students' Academic self concept, motivation and Academic Achievement in South Africa. The approach used was quantitative and data collected using questionnaire method. The sampling method was convenience. The findings revealed that there was only one significance correlations between academic self concept, motivation and academic achievement in some of the study levels and not in all of them. However the reviewed study used quantitative approach and the sampling method was convenience. The present study filled the literature gap by using mixed method approach, purposive sampling, stratified sampling and saturated sampling methods.

Okurut's (2015) study on the effect of automatic promotion on students learning achievements in Uganda primary education. The study found out that the implementation of the automatic promotion policy has translated into an increase in learning outcomes in mathematics and reading at primary 3 and primary 6. However the reviewed study was conducted

among primary 3 and primary 6, the present study was conducted among the Kenya certificate of primary education candidates hence filling the literature gap.

Momanyi, Too and Simiyu (2015) conducted a study to investigate the effects of students' age on academic motivation and academic performance among secondary schools' students attending day schools within Nakuru Municipality. The study adopted ex post facto research design. Seven day secondary schools were sampled using stratified sampling techniques which was made up of 489 students. Data was collected using students' questionnaire and academic performance score were obtained from schools records of previous years. Statistical methods used were Pearson's r and analysis variance ANOVA, Descriptive statistics means, frequencies, percentages, and standard deviations were used for data presentations. The finding indicated that there was a positive relationship between academic motivation and academic performance. While the study by Momanyi et al used ex post facto research design, the current study used convergent parallel design.

A study was done in Makindu District to examine the relationship between resource management strategies and learners' academic performance in national examinations in public primary schools (Mutungwa and Orodho, 2014). The study adopted descriptive survey design. Purposive and Simple random sampling techniques were used to draw 25 teachers, 200 teachers and 25 chair person yielding a total of 250 respondents. Interviews and questionnaires were used to collect data from chairpersons and head teachers. Quantitative data were analyzed using descriptive statistical by SPSS version 20. Qualitative data were analyzed using interview transcription and thematic analysis. The findings showed that there was a positive and significant correlation between the effectiveness of resource management strategies and learners academic performance. The reviewed study used simple random and purposive sampling while the current study used stratified sampling, purposive and saturated sampling methods hence filling the literature gap.

Bartitol and Ngeno (2016) conducted a study on the influence of selected factors (level of commitment and experience) on pupils academic performance in public primary schools in Keiyo South Sub County, Kenya. The study utilized descriptive study design. Data collected was analyzed using quantitative and qualitative approaches. A total of 86 head teachers and 278 teachers participated in the study. The study findings established that teachers level of commitment (88.4%) and experience (85.0%) influenced pupils academic performance in public primary schools. The reviewed study was on the influence of selected factors (level of commitment and experience) on pupils academic performance in public primary schools while the present study was on influence of teachers extrinsic motivation on learners academic achievement.

3. RESEARCH METHODOLOGY

3.1 Research design

The present study employed mixed method research approach specifically Convergent Parallel Design.

3.2 Area of study

The study was done in public primary schools in Rachuonyo South Sub County in Homa bay county, Kenya. The region was selected because the performance trend has been declining which may be attributed to inadequate external regulation motivation of teachers.

3.3 Target Population

The study populations were 324 class eight teachers and 81 head teachers and 1 Sub County Quality Assurance and Standards Officer (SCQASO).

3.4 Sampling Techniques and Sample Size

The sample consisted of 97 class eight teachers, 1 SCQASO and 24 head teachers. According to Mugenda and Mugenda, (2009) a sample size between 10% and 30% is statistically significant for social study. The study employed stratified, purposive and saturation sampling techniques.

3.5 Research Instruments

The instruments for data collection for the present study were questionnaire and interview schedule.

3.6 Validity, Reliability, Trustworthiness and Authenticity of Instruments

3.6.1 Validity of the Instrument

The researcher ensured validity of Questionnaire and interview schedules by the supervisors from JOOUST who reviewed the content of the instruments to determine content validity. Research instruments were based on the research objective for validity purposes. Moreover, the items in the questionnaires and interview schedules were made clearer and also arranged from simple to complex to enhance face validity.

3.6.2 Reliability of the Instrument

Reliability was ascertained by the use of pilot study. Pilot study was important as it assessed whether or not the instruments are relevant and the content appropriate and enabled the researcher detects and correct any problems with the research instruments. Researcher carried a pilot study two weeks before actual collection of data for the study. Piloting involved 7 primary schools from Nyangiela zone purposely selected because of the highest number of the schools in the Sub County. Researcher administered questionnaire to the teachers and in-depth interview of head teachers.

3.6.3 Trustworthiness and Authenticity of Research Instruments

Lincoln and Guba (2010) argue that trustworthiness involves bringing objectivity to the qualitative data. Trustworthiness involves establishing credibility, transferability, dependability and conformability of the qualitative findings (Devault, 2017). Credibility is establishing confidence in the 'truth' of the findings and was ensured through sampling and signing consent forms. Transferability refers to showing that the findings have applicability in other contexts and it was ensured by availing collected data to allow applicability to other situations. It was ensured through detailed methodological descriptions. Dependability on the other hand is showing that the findings are consistent and could be repeated while Confirmability is a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest (Lincoln and Guba, 2010). Confirmability was ensured through in-depth methodological descriptions to allow for a deeper scrutiny of results.

Trustworthiness was also ensured through development of an early familiarity with the respondents before the first data collection dialogues took place in which consultation of appropriate documents and preliminary visits to the schools enhanced "prolonged engagement" between the researcher and the participants in order to gain an adequate understanding of the information from respondents and to establish a relationship of trust between the parties (Busschaert, Bourdeaudhuij, Holle, Chastin, Cardon and Cocker, 2015)

3.7 Data Collection Procedures

The researcher obtained approval from board of post graduate studies and authority from National Commission of Science Technology and Innovation (NACOSTI). The researcher further sought to obtain authorization Rachuonyo South County Director of Education to conduct the study in Rachuonyo South Sub County. Structured questionnaires and interviewed schedule was used to collect data from sample schools.

3.8 Data Analysis

3.8.1 Quantitative Data Analysis

Data was analyzed both Quantitative and qualitatively using data descriptive statistics and thematic analysis respectively.

3.9 Ethical Considerations

According to Mugenda (2011), ethics in research focus on the application of ethical standards in the planning of the study, data analysis, dissemination and use of the results. This means that the study addresses logistical, ethical and human relations issues to ensure successful completion of a research project (Orodho, 2009). According to this study the researcher developed a situation to explain to the respondents through dialogue that, the study was for academic purposes only, participation is voluntary. The researcher obtained consent from all the participants and also assured the confidentiality of the data obtained and anonymity of respondents, participants are free to withdraw from the investigation at any time they wish to do so. This enabled them to make voluntary considered decisions concerning their participation. In addition the researcher obtained data collection permission from board of postgraduate studies JOOUST. Permission for data collection was also granted from NACOSTI.

4. FINDINGS AND DISCUSSION

Findings on Influence of External Regulation Motivation for Teachers on Learners' Academic Achievement in Rachuoonyo South Sub -County

External regulation motivation was measured using a 5- item Likert scale as on scale of 1 to 5 where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A) and 5 = Strongly Agree (SA). The data obtained was analyzed to show frequency of each response as well as percentage per item. The results were as shown on Table 4.1

Table 4.1: Findings on External Regulation Motivation for Teachers on Learners' Academic Achievement. N=94

RESPONSES	SA	A	NS	D	SD	MEAN
School motivates teachers to put extra effort in order to get leadership roles.	10.6%	17.0%	9.6%	38.3%	24.5%	2.51
Teachers are given monetary rewards.	6.4%	4.3%	12.8%	47.9%	28.7%	2.12
Teachers are provided with free meals.	3.2%	1.1%	4.3%	59.6%	31.9%	1.84
Teachers are taken for educational tours/trips/bench marking.	7.4%	9.6%	11.7%	54.3%	17.0%	2.36
Teachers are praised for the effort made.	14.9%	10.6%	9.6%	38.3%	26.6%	2.49
Teachers give extra coaching for weak learners because they are well paid by the employer.	3.2%	4.3%	13.8%	66.0%	12.8%	2.32
Teachers are praised for the effort made by the administrators.	3.2%	1.1%	9.6%	8.5%	77.7%	1.44
Teachers' remuneration is commensurate to the work done.	3.2%	2.1%	7.4%	13.8%	73.4%	1.47
Teachers are sponsored for in service courses.	4.3%	3.2%	12.8%	46.8%	33.0%	1.99
Teachers are provided with promotion opportunities after attaining higher qualification.	14.9%	19.1%	13.8%	34.0%	18.1%	3.11

Study findings indicated that 38.3% disagreed with while 24.5% strongly disagreed that school motivates teachers to put extra effort in order to get leadership roles while 17.0% and 10.6% agreed and strongly agreed respectively, 9.6% of the respondents were not sure with the statements. The findings therefore translated that majority of the respondents at 62.8% cumulatively disputed the statement that their schools motivate them to put extra effort for leadership roles while minority 27.6% agreed with this statement.

From the interview, majority of the head teachers concurred with the statement that teachers are not motivated to put extra effort in order to get leadership roles as supported by the statement:

'Most of the teachers in this institution are demoralized because they have gone back to school using loans but the employer has not promoted them vertically or horizontally. This is quite demoralizing' [HT 4]

The statement was also echoed by the Sub County Quality Assurance and Standards Officer:

Teachers are not motivated since most of them are in the lower grades and when promotion is done the lower grades are not considered for leadership roles which make them to stagnate in such grades."[SCQASO]

From the ongoing discussions the present study concluded that majority of teachers do not agree that teachers were motivated for leadership roles. The findings concurred with Akpan (2013) in Nigeria who noted that teachers that are motivated teach effectively in classroom than those teachers who are not motivated at all which lowers academic achievement The finding is contrary to a study by Mudulia (2012) in Kenya which noted that leadership style is not a significant prediction of performance.

The study also revealed that 47.9% disagreed while 28.7% strongly disagreed that teachers are given monetary rewards while 4.3% and 6.4% agreed and strongly agreed respectively, 12.8% of the respondents were not sure with the statements. Meaning, majority of the respondents at 76.6% disputed the statement that teachers are given monetary rewards while minority 10.7% cumulatively agreed with this statement. From the interview, majority of the head teachers said to concur with the statement that teachers are not given monetary rewards as supported by this statement:

'Teachers are not given any support by the communities, the community has negative attitude towards the teachers that teachers are paid by the government and there is no need to pay money to motivate them' [HT10]

This statement was also echoed by the Sub County Quality Assurance and Standards Officer that:

'Teachers are not motivated since most of them are in the lower grades and when promotions comes the lower grades are not considered for leadership roles which makes them to stagnate in such grades.' [SCQASO]

From the ongoing discussions the present study concluded that majority of teachers did not agree that teachers are given monetary rewards. The study concurs to a study by Barasa (2015) in Kenya which established that most teachers lacked motivation in their work and recognition, training and development, incentives and carrier advancement hence low optimal performance.

The findings also indicated that 59.6% disagreed while 31.9% strongly disagreed that teachers are provided with free meals while 1.1% and 3.2% agreed and strongly agreed respectively, 4.3% of the respondents were not sure with the statements. The finding therefore translate that majority of the respondents at 91.5% cumulatively disputed the statement that teachers are provided with free meals while minority 4.3% cumulatively agreed with this statement. From the interview, majority of the head teachers said to be concurring with the statement as supported by this statement:

'Teachers pay for meals they take at school during breakfast and lunch once a while I just chip in from my pocket to subsidize.' [HT 7]

From the ongoing discussions the present study concluded that majority of teachers did not agree that teachers are provided with free meals at schools it was therefore the mandate of teachers to pay for meals.

The present study concurred with Agwot and Osuu (2014) in Uganda who noted that hunger at school and long distance to school causes low performance.

On whether teachers are taken for educational tours, the study found out that 54.3% disagreed while 17.0% strongly disagreed that while 9.6% and 7.4% agreed and strongly agreed respectively, 11.7% of the respondents were not sure with the statements. This therefore translate that majority of the respondents at 71.3% cumulatively disputed the statement that teachers are taken for educational tours while minority 17.0% cumulatively agreed with this statement. From the interview this was what the head teacher echoed:

'I have a humane face towards my teachers. At the end of the year I take my teachers for educational tours where we shared views, ideas and opinions which motivate teachers.' [HT 5]

From the ongoing discussions the present study concluded that majority of teachers do not agree that teachers are taken for educational tours. The findings concurred with Alfaddai (2015) in Cleveland States University Saudi Arabia who examined the effectiveness of incentives on academic achievement and found out that there was a positive link between incentive and high academic achievement.

The study also revealed that 38.3% disagreed while 26.6% strongly disagreed that teachers are praised for the effort made while 10.6% and 14.9% agreed and strongly agreed respectively, 9.6% of the respondents were not sure with the statements. The finding therefore translated that majority of the respondents at 64.9% cumulatively disputed the statement that teachers are praised for the effort made while minority 25.5% cumulatively agreed with this statement. From the interview this was what one of the head teacher echoed:

'I do recognize my teachers by praising them especially when their subject perform well, at times I provide some small token as a form of appreciation.' [HT13]

The study concurred to a study by Barasa (2015) in Kenya which noted that lack of work recognition, training and development, incentives leads to low optimal students' performance.

The study findings also indicated that 66.0% disagreed while 12.8% strongly disagreed that teachers give extra coaching to weak learners because they are well paid by the employer while 4.3% and 3.2% agreed and strongly agreed respectively, 13.8% of the respondents were not sure with the statements. The finding therefore translated that majority of the respondents at 78.8% cumulatively disputed the statement that teachers give extra coaching to weak learners because

they are well paid by the employer while minority 7.6% cumulatively agreed with this statement. Meaning majority of teachers did not agree that teachers give extra coaching to weak learners because they are well paid by the employer. HT15 shared his views on whether teachers are paid well.

'Teachers in administrative positions are better paid comparatively.' [HT15]

The study concurred to the study by Alfani (2013) in Nigeria which noted that increasing salaries and paying teachers arrears motivates teachers hence improves performance.

The study found that 77.7% disagreed while 8.5% strongly disagreed that teachers are praised for the effort made by the administrators while 1.1% and 3.2% agreed and strongly agreed respectively, 9.6% of the respondents were not sure with the statements. The finding therefore translates that majority of the respondents at 86.2% cumulatively disputed the statement that teachers are praised for the effort made by the administrators while minority 4.3% cumulatively agreed with this statement. From the ongoing discussions, it can be concluded that majority of teachers do not agree that teachers are praised for the effort made by the administrators. The study findings concurred with the findings in Kenya by Barasa (2015) who found out that lack of work recognition leads to low optimal students performance. The sentiment was contrary to the statement made when the researcher interviewed HT 13:

'I do recognize my teachers by praising them especially when their subject perform well, at times I provide some small token as a form of appreciation.' [HT13].

The study found out that 73.4% disagreed while 13.8% strongly disagreed that teachers' remuneration is commensurate to the work done while 2.1% and 3.2% agreed and strongly agreed respectively, 7.4% of the respondents were not sure with the statements. The finding therefore translate that majority of the respondents at 87.2% cumulatively disputed the statement that teachers remuneration is commensurate to the work done while minority 5.3% cumulatively agreed with this statement. From the ongoing discussion, it can be concluded that majority of teachers do not agree that remuneration is commensurate to the work done. The study findings shared the same views with HT 16 during the interview;

'Teachers are doing donkey work, they come to school in the morning and leave very late due to large population in our school and in most cases they have up to 40 lessons per week but the payment is very little.' [HT16]

The study concurred with Coombs (2015) who found out that when teachers' salaries fail to keep pace with the cost of living they undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction.

The findings revealed that 46.8% disagreed while 33.0% strongly disagreed that teachers are sponsored for in-service courses while 3.2% and 4.3% agreed and strongly agreed respectively, 12.8% of the respondents were not sure with the statements. The finding therefore translate that majority of the respondents at 79.8% cumulatively disputed the statement that teachers are sponsored for in-service courses while minority 7.5% cumulatively agreed with the statement that teachers are sponsored for in-service courses. From the ongoing discussion, it can be concluded that majority of the teachers do not agree that teachers are sponsored for in-service courses. The same view was also realized during an interview with HT3 who said that;

The school do not have adequate resources to provide incentive to the teachers more so on sponsoring for in-service courses I just encourage my teachers to further their education through loans because they can get better avenues in life. [HT3]

The study findings concurred with the findings in Saudi Arabia by Alfadai (2015) who found out that incentive based programs by school administration has a positive link to student's academic performance.

On whether teachers are provided with promotion opportunities after attaining higher qualification, 34.0% disagreed while 18.1% strongly disagreed while 19.1% and 14.9% agreed and strongly agreed respectively, 13.8% of the respondents were not sure with the statements. This therefore translate that majority of the respondents at 52.1% cumulatively disputed the statement that teachers are provided with promotion opportunities after attaining higher qualification while minority 34.0% cumulatively agreed with this statement. From these statements, the present study deduced that extrinsic motivation of teachers seems to be related to their performance in their job. These sentiments were also shared by the head teachers where one of them remarked that;

A teacher who is extrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. In fact, the teacher may perform the activity/duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. [HT 1]

The findings concurred with a study by Bennell (2014) who established that lack of diversity in teaching profession, coupled with inadequate remuneration can affect a profession, a strong intrinsic motivator to the otherwise downward pressures on teacher status which lowers academic achievement.

The present study concluded that, extrinsic motivators were more influential in affecting the motivation of teachers to perform well in their duties. From the findings researcher also strongly believe that teachers who are motivated extrinsically will put much extra effort on teaching learners hence enhance their academic performance.

5. SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the study

Summarily, study found that, majority of the respondents cumulatively disputed the statements presented. Some of which were, schools motivate teachers to put extra effort in order to get leadership roles, teachers are given monetary rewards, teachers are provided with free meals, teachers are taken for educational tours, teachers are praised for the effort made, teachers give extra coaching for weak learners because they are well paid by the employer, teachers remuneration is commensurate to the work done, teachers are sponsored for the in service courses with promotion opportunities. However most teachers validated with the statement that when teachers are praised they put more effort in coaching learners. It can therefore be concluded that external regulation as a form of extrinsic motivation is critical in this study and it influences learners academic performance.

5.2 Conclusion of the study

On the findings of the influence of external regulation motivation for teachers on learners' academic achievement, study concluded that, most teachers were not being motivated to put extra effort for leadership roles, nor given monetary rewards and free meals by their employers or school administrations at school, through promotions and sponsored in-service trainings. This implies that increase in extrinsic motivation of teachers (like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others) helps to influence teachers motivation which may promote learners academic achievement in Rachuonyo South Sub County.

5.3 Recommendations

From the study findings the following recommendations are made;

- i) Policy makers specifically Ministry of Education should come up with better strategies of offering external regulation motivation such as organizing workshops, conferences, educational tours/trips, bench marking. This should be sponsored and monetary allowances offered during such activities to promote teachers morale hence will improve learners' academic achievement.
- ii) Teachers' Service Commission should work out better incentive packages to increase teachers' extrinsic motivation. Special attention should be put on increasing teacher's salaries, promotions, sponsored in-service training, free medication to teachers and their dependants, better schemes of service and extra teaching or duty allowance to promote introjections motivation. This will ensure that teachers put extra effort in their work to enhance better learners' performance.
- iii) Head teachers should develop, sustain and improve positive relationship with teachers to maximize the potential of teachers for better learners' outcome. This can be done through offering trainings and workshops, good leadership and management skills, offering free meals, attending to teachers physical and psychological needs among others which enhance identified motivations.
- iv) The study found that most of these teachers were self-motivated to perform their work willingly and performed their duties with passion but lacked adequate extrinsic motivation. The study therefore recommends that parents should work hand in hand with other stakeholders to offer and improve integration motivation for teachers through initiating and maintaining effective extrinsic motivation.

5.4 Suggestions for further Study

The study identified three gaps which the researcher recommends for further review by other scholars.

- i) Relationship between intrinsic motivation and learners' performance in primary schools.
- ii) Psychological factors influencing academic performance of learners in primary schools
- iii) Influence of personality types on learners academic performance in primary schools in Rachuonyo South Sub County.

REFERENCES

- [1] Adeyemo, A., Asabi, O. & Adedotun, O. (2013). Teacher Motivation on Students Performance in Mathematics in Government Secondary Schools. *International Journal of humanities and Social Science Invention* 2 (2), 35-41.
- [2] Ado, S.T., (2015). Influence of learning environment on student academic achievement in mathematics in secondary schools in Yobe State- Nigeria. *Journal of education and practice* Vol 6, No 34, 2015.
- [3] Agwot, R. K., & Osuu, J. R., (2014). Students Absenteeism; A silent killer of Universal Secondary Education (USE) in Uganda. *Journal of education and research*, 2(10) pp 417-436, October 2014.
- [4] Akpan, I. U., (2013). The influence of motivation of teachers and their incentives in Akwa Ibom state Nigeria, *International Journal of Modern Management Sciences*, 2013, 2(2): 87-93.
- [5] Alfaddai, A., (2015). *The Impact of Motivation by the School Administration on the Students' Achievement*. Master Thesis Cleveland State University
- [6] Alfani, O.M., (2013). *Factors Motivating Secondary School Teachers in Mkinga District* MSc. LGM, Thesis Mzumbe University, Tanzania.
- [7] Altun, M., (2017). The effect of teacher commitment on students achievement. *International journal of academic research in business and social sciences* 2017, vol 7, No11 ISSN:222-6990.
- [8] Amiot, C. E., & Sansfaçon, S. (2011). *Motivations to identify with social groups: A look at their positive and negative consequences*. *Group Dynamics: Theory, Research, and Practice*, 15(2), 105.
- [9] Armstrong, M., (2016). *A handbook of employee reward management and practice*. Kogan Page Publishers.
- [10] Areepattamannil, S. Freeman, J. G., & Klinger, D. A., (2010). Influence of Motivation, Self beliefs and Instructional practices on science achievement of adolescent in Canada. *Social Psychology of Education Advance online publication* doi: 10.1007/S 11218-010-91-+44-9.
- [11] Ayoma E.O., (2015). *Influence of interpersonal conflicts on students' academic performance in Kenya certificate of secondary education in public schools* MED University of Nairobi Kenya.
- [12] Bakar, K.A., Tarmizi, R.A, Mahyuddin, R., Elias, H, Luan, W.S & Ayub, A.F.M (2010) *Relationship between university students' achievement motivation, attitude and academic performance in Malaysia*. In *procedia-social and behavioral sciences* (2 ed.vol 2 pp 4906-4910.
- [13] Barasa C. (2015). *Influence of teachers' motivational strategies on students improved academic performance in day secondary schools in Tranzoia West District Kenya*. Med Thesis, University of Nairobi.
- [14] Bartilol S.J. & Ngeno J.K (2016). Influence of selected teachers factors on pupils academic performance in public primary schools in Keiyo South Sub County Kenya. *IOSR journal of humanities and social science*. Volume 21, Issue 6, Ver. 2 (June. 2016) PP 35-44.
- [15] Benard, J., (2010). *Relationship between classroom activities, motivation and out comes in university language learning environment*. PHD thesis Carnegie Mellon University.
- [16] Bennel, P., (2014) *Teacher motivation and incentives in Sub- Saharan Africa and Asia*: Department for International Development.

- [17] Berg, B., (2009) *Qualitative Research Methods for Social Sciences* (4th ed) Boston: Pearson Education.
- [18] Braun, V. & Clarke, V. (2006) *Using thematic analysis in psychology. Qualitative Research in Psychology*, 3 (2). pp. 77-101. ISSN 1478-0887 Available from: <http://eprints.uwe.ac.uk/11735>
- [19] Bryman, A., (2015). *Social Research Methods* (5th ed) Oxford: Oxford University Press.
- [20] Busschaert, C., Bourdeaudhuij, I.D., Holle, V.V., Chastin, S.F.M., Cardon, G. & Cocker, K.D. (2015). Qualitative Data Analysis. *International Journal of Behavioral Nutrition and Physical Activity*, 12(12), 112-117
- [21] Chepkoech, A., (2011). *Effects of motivation on Students Academic Performance in KCSE in Soy division, Uasin-Gishu County Kenya* .Med thesis K U. Kenya.
- [22] Chipila, R. A., (2016). *Tanzanian University students' motivation for studying Kiswahili as an academic subject*. PhD thesis. University of Kwazulu- Natal, Tanzania.
- [23] Coetzee, L.R., (2011). *Relationship between students' academic self concept, motivation and academic achievement*. The University of Free State South Africa (MED thesis).
- [24] Coopers, D., & Schindler, S., (2011). *Business Research Methods*. Newyork Mc Graw-Hill. Irwin.
- [25] Coopers, D., & Schindler, S., (2014). *Business Research Methods*. Newyork Mc Graw- Hill. Irwin.
- [26] Creswell J.W. (2005) *Qualitative Inquiry and research design: choosing among five approaches*. Thousand Oaks, CA: sage
- [27] Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- [28] Creswell, J., (2012) *Mixed methods Research* University of Nebraska Lincoln USA. Sage Publisher.
- [29] Creswell, J., W., (2011). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th ed) Pearson.
- [30] Creswell, W.J., (2014). *Research design: qualitative, quantitative and mixed methods Approaches* 4th ed. Thousands oaks, Carlifornia: SAGE publication. *Evaluating Quantitative and Qualitative Research*. Fifth Education Edition.
- [31] Creswell, J. W, Plato Clark V.L, Gutman M.L & Hanson W.E (2003). *Advanced mixed methods research designs*. A. Tashakkhori&C.Teddle (Eds), *Handbook of mixed methods in social and behavioral research (pp-209-240)* thousand oak, CA: Sage
- [32] Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum.
- [33] Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.
- [34] Deci, E. L., & Ryan, R. M. (2008). *Self-determination theory: A macro theory on human motivation, development, and health*. *Canadian Psychology*, 49, 182–185.
- [35] Demali, A. M., Ghazali M. A., Kamaruddin MK& Kee T. Y., (2013). Factors that influence academic performance of first year accounting student s. *International Journal of Asian social science* 3(9) 1938-1951.
- [36] Devault, G. (2017). *Establishing Trustworthiness of Qualitative Research*. Retrieved from; <https://www.thebalance.com>
- [37] Elbsuony, M., (2016). Correlation between academic motivation to study nursing and health related quality of life among nursing students. *Journal of American science* 2016; 12(12).
- [38] Emmanouil, K., Osia M. A. &Loanna, L.P.(2014). The impact of leadership on teachers Effectiveness. *International Journal of humanities and social science* Vol 4, No7(1);2 May 2014.

International Journal of Novel Research in Education and Learning

 Vol. 6, Issue 5, pp: (18-34), Month: September - October 2019, Available at: www.noveltyjournals.com

- [39] Everaert, P., Opdecam, E., and Maussen, S., (2017). The relationship between motivation, learning approaches, academic performance and time spent. *Journal of applied psychology* vol 26 pg 78-107.
- [40] Ewetse, PeoMaphane., (2014). Botswana Primary School Teachers Motivation al Strategies Beliefs about Mathematics classroom Instructional Practices *International Journal of Humanities Social Sciences and Education* Vol. 24 pp 217-227.
- [41] Fabien, J., (2015). *Motivation: Factors affecting student motivation*. Retrieved from <http://joyettefabien.hubpages.com/hub/Selfmotivationforsuccess> National Society for the Study of Education, 113(1), 101-123.
- [42] Gbollie, C. &Keamu, H.P., (2017). The role of motivation, strategies and perceived factors hindering the Liberian hindering junior and senior high school students learning. *Journal of education research international* pg 1-11.
- [43] Gitonga, D.W., (2012). *Influence of teachers' motivation on students performance in Kenya Certificate of Secondary Education in public secondary schools in Imenti South District* MED Thesis, University of Nairobi, Kenya.
- [44] Gorges, J., Swinger, M. &Kandler, C., (2013). Linking university students' willingness to learn to their recollections of motivation at secondary school. *Journal of psychology 2013 vol 9(4)*, doi 10.5964/ejop.v 9,4.638. German.
- [45] Guthrie, G., (2010) *Basic Research Methods: An Entry to Social Science Research* New Delhi: SAGE Publication India Pvt Ltd.
- [46] Haider, S. A., (2015). Students' motivation and its relationship with their children Academic performance. *Journal of Resources Development and management* ISSN 2422-8397 Vol 8 2015. An international peer- reviewed Journal.
- [47] Hassanzadeh, R., &MahdinejadGorji, G., (2014). The relationship between motivateonal orientations and students academic achievement in English language. *Journal of school of psychology fall 2014 Vol 3* pages 38 to 60.
- [48] Kasomo, D., (2010) *Qualitative and Quantitative Research Methods Made Simple* Germany: LAP Academic Publishing.
- [49] Kenya National Bureau of Statistics/ Kenya. openda.taforafrica.org/KEPOPHU2015/ population and housing-census of Kenya (2009) region.
- [50] Kerubo, M. L, (2015) *Effects of teachers motivation on students performance in KCSE in public secondary schools in Manga Sub County, NyamiraCounty, Kenya* Med Thesis, Kenyatta University.
- [51] Kingoina, J. O, KadenyiM &Ngaruiya B N(2016). Effects of Teachers morale
- [52] on standard eight pupil's academic achievement in public primary schools in Marani Sub County, Kenya. *International journal of scientific and research publications* volume 5, issue 10, October.
- [53] Kipkirui, K. S., (2014) *Influence of extrinsic rewards on teachers job commitment in public primary schools, Sigor Division Chepalungu District Kenya*. Med Thesis UON.
- [54] Kori Kull, MargusPadaste, Ali Leijen& Eno Tonisson., (2016). The role of programming experience in ICT students learning, motivation and academic achievement. *International journal of information and education technology* vol. 6 No 5 may 2016.
- [55] Kothari C R (2011) *Research methodology methods and techniques*. New Delhi: New Age International Publishers.
- [56] Kraft M.A., Blazar D. & Hogan D., (2016). *The effect of teacher coaching on instruction and achievement: A meta-analysis of causal evidence*. Brown University working paper.
- [57] Kusrkar, J. Ten Gate.CM P. Vos, P Westers G, &Croiset (2012) *How motivation affect academic performance*. Adv in health science EducationDoi 10.1007/S 10459-012-9354-3 UV university Amsterdam.

International Journal of Novel Research in Education and Learning

 Vol. 6, Issue 5, pp: (18-34), Month: September - October 2019, Available at: www.noveltyjournals.com

- [58] Kusrkar, Rashmi, A. Gerda Croiset, Francisca Galindo, Garre&Ollo Ten Gate (2013) *Motivational profiles of medical students: Association with study efforts, academic performance and exhaustion*. VU university medical center Amsterdam Netherland.
- [59] Latham, G., (2011). *Work motivation: History. Theory, research and practice* N J, SAGE.
- [60] Lincoln, Y.S & Guba, E (2010). *Naturalistic Inquiry*. Beverly Hills. CA: Sage Publications. Inc
- [61] Lincoln, Y. S., & Guba, E. G. (2007). *Judging interpretations: But is it rigorous? trustworthiness and authenticity in naturalistic evaluation*. *New Directions for Evaluation* (114), 11- 25. doi: 10.1002/ev.223.
- [62] Lincoln, Y.S. & Denzin, N.K. (2011). Introduction: The discipline and practice of qualitative research. In N.K. Denzin & Y.S. Lincoln (eds), *The Sage Handbook of Qualitative Research* (4th edn; pp. 1–19). Thousand Oaks, CA: Sage.
- [63] Marwa, N. Alrajhi, Hussain, A. Alkharusi, & Said, S. Aldhafri (2016) *Learning processs and academic achievement among Omani school students*.doi 10.5539/ res v8n4p62. *Journal on review of European studies*vo.1 8 (4) 2016.
- [64] Mertler, C.A., (2012). *Action Research: Teachers as Researchers in the Classroom*, Sage, Thousand Oaks, Calif, USA, 3rd edition, 2012.
- [65] Molefhe, Mogapi& Johnson., (2016). Pupils Perception of Teacher Effectiveness and Affective Disposition in Primary school classroom Botswana. *International Journal of Learning, Teaching and Educational Research* Vol 15 No7 pp 138-147.
- [66] Moloko, M. L. &Mhlauli, M. B., (2014) An investigation on Students Academic Performance for Junior Secondary Schools in Botswana. *Europe Journal of Educational Research* Vol 3 No 3, 111-127.
- [67] Momanyi, J. M., Too, J. &Simiyu, C., (2015). Effects of students age on academic motivation and academic performance among high school students in Kenya. *Asian Journal of education and E- learning* vol 3 October 2015.
- [68] Morgan, S. E., (2013). Self Regulation and Cultural Orientations on the Academic Achievement of University students on Distance Education in Kampala, Uganda. *Global Institute of Research & Education* vol. 2(4) 1-8 August 2013.
- [69] Mudula, A.M., (2012). The impact of head teachers administrative factors on performance in secondary schools science subject in Eldoret Municipality, Kenya. *Journalof emerging trends in Educational research and policy studies* 34:514-522.
- [70] Mugenda, A., & O., Mugenda, (2009) *Research methods: Quantitative and Qualitative Approaches* Nairobi ACTS Press.
- [71] Mugenda, A., & O., Mugenda, (2013) *Research methods: Quantitative and Qualitative Approaches* Nairobi ACTS Press.
- [72] Mugenda, A., G.,(2011) *Social Science Research Theory and Principles*. Nairobi : Applied Research and Training Service Press.
- [73] Mugenda, O. M. & Mugenda, A.G. (2003). *Research methods: Qualitative and Quantitative Approaches*. Nairobi African Center for Technology studies.
- [74] Mugenda, O., M., & Mugenda A., G., (2012) *Research methods; Quantitative and Qualitative Approaches;* Nairobi Acts Press.
- [75] Muola, JM., (2010). *A study of the relationship between academic achievement motivation and home environment among standard eight pupils*. *Educational Research and Reviews*, 5(5): 213-217.
- [76] Musili, A. M., (2015). *Influence of teacher related factors on student's performancein Kenya Certificate in Secondary Education in public secondary schools in Kibwezi Sub County*, MED thesis South Eastern Kenya University.

- [77] Mutua, S. M., (2014). *Academic Motivation and self regulated Learning as a prediction of academic achievement of students in public secondary schools in Nairobi county* PHD thesis, Kenyatta University, Kenya.
- [78] Mwenda, K. B., (2016). *Effects of teachers turnover on students academic performance in KCSE in public and private sec schools in Lamu County Kenya*. URI: <http://ir.library.ku.ac.ke/handle/123456789/145888>.
- [79] Mutungwa, J. M. & Orodho J.A., (2014). Resource management and learners academic performance in National examinations in Public Primary Schools in Makindu District, Makueni County, Kenya. *Journal of Education and Practice Vol 5, No 25, 2014*. ISSN 2222-1735
- [80] Naseer, U. D., (2008), *Motivation techniques used by heads of institutions of higher education and their impact on the performance of teachers*. University Institute of Education and Research Pir Mehr Alisha/And Agriculture University Rawal Pindi Pakistan.
- [81] Njagi, L.W., Kimani, G. N., & Kara, A.M., (2013). Teachers factors influencing students academic achievement in sec schools in Nyandarua County, Kenya. *International journal of education and research vol 1 no2 march 2013*.
- [82] Odongo, A. A. (2016). Influence of parenting styles on the adolescent's student's academic achievement in Kenyan day secondary schools. *Journals of education and practice Vol 7 No 15*. pp101-108 2016.
- [83] Odumbe, G. A., Simatwa M. W., & Ayodo, T. M., (2015). *Factors influencing student s academic performance in day sec schools in Kenya. A case study of Migorisub county*. <http://doi.org/10.1558/GJER.2015.3.071815099>.
- [84] Oduor, N. P., Aloka, J.O. & Raburu, P. (2016). Influence of learners involvement on academic performance of secondary schools in Kenya. *International journal of applied psychology*, vol 6, No 2, 2016 pp 34-40. Doi 105923j. jap 20160602.03.
- [85] Ogundokun, M. O., & Adeyemo, D.A., (2010). Emotional intelligence and academic achievement: the moderating influence of age, intrinsic and extrinsic motivation. *The African symposium, an online journal of African Educational Research Network* vol. 10 No 2 342-323.
- [86] Okurut, J. M., (2015). Examining the effect of automatic promotion on students learning achievement in Uganda's primary Education doi:10.5430/wje.v5n5p85. *World journal of Education* Vol 5, No 5; 2015.
- [87] Olowoselu, A., Hussin, F. & Kasa, M. D. (2016). Challenges of Principal Leadership Styles and School Management: A Solution Oriented approach. *Asia Pacific Journal of Education, Arts and Sciences*, 3(4), 61-68.
- [88] Oluoch, J. N., Aloka, J.O. & Odongo, B.C., (2018). *Extrinsic Motivation Beliefs as a Predictor of Students Academic Achievement in chemistry in Public Secondary Schools in Kenya*. Jaramogi Ogingaodinga university of science and technology. School of education, Kenya.
- [89] Omondi, K.O., & Olatunde, P. Y. (2010). Teaching and learning resources and academic performance in mathematics in sec schools in Bondo District, Kenya. *Journal of Asian social science* vol 6 No 12 Dec 2010.
- [90] Orodho, J, A, (2009) . *Elements of Education and Social Science Research Methods (2nd ed)* Maseno: Kenya; Kanezja.
- [91] Orodho, J.A., (2010). *Elements of education and social science research methods*, Nairobi. Masola Publishers p.31
- [92] Oso, W., Y., & Onen D., (2011) *General Guide to Writing Research Proposal and Report; handbook for beginning Researchers*; Nairobi. Jomo Kenyatta Foundations.
- [93] Othman, N., (2011). Relationship between self concept, intrinsic motivation, self determination and academic achievement among Chinese primary school students. *International Journals of Psychology studies* vol 3 No 1 June 2011. Pp 90. Doi:10.5539/ijps.v3/p90.
- [94] Owala, Z. M., Odongo & Raburu P., (2016). School Based Factors Influencing Preschool Teacher job Performance in Public ECDE centers in Kenya. *International Journal of recent research in Social Sciences and Humanities* Vol 3 pg 65-78.

International Journal of Novel Research in Education and Learning

 Vol. 6, Issue 5, pp: (18-34), Month: September - October 2019, Available at: www.noveltyjournals.com

- [95] Ozbas, S., (2016). High school students' intrinsic and extrinsic regulation in learning Biology Lefkisa, Turkey. *International Journal Education and science*, 15(1, 2) 261-268.
- [96] Patricia, Everaert., (2017). *The relationship between motivation learning approaches, academic performance and time spent*. Retrieved from [http:// dx.doi org/10.1080/09639284.2016.1274911](http://dx.doi.org/10.1080/09639284.2016.1274911) 02 Sep 2015.
- [97] Rachuonyo South Ministry of Education Statistics (2017, Jan 15) 2017 Annual report
- [98] Reeve, J., (2009). *Why teachers adopt a controlling motivating style towards students and how they can become more autonomy, supportive?* *Educational psychologist* 44(3),159-175.
- [99] Rossano, S.,W., (2011). *The Impact of Motivation on Academic Success* *PHD thesis* University of Zululand South Africa
- [100] Rudhumu, N., (2014) motivational strategies in the teaching of primary school mathematics in Zimbabwe. *International journal of education learning and development UK Vol 2 No 2 pp76-103, June 2014*.
- [101] Sardarch, SA. Saad, M. R. &Borromand, R. (2012). Self regulated learning strategies and academic achievement in pre university learners. *Journal of education and practice* vol 37 No 1 pp 3-36 2012.
- [102] Sherri, L., Jackson, (2009). *Research Methods and Statistics. A critical thinking Approach* (5th Edition).
- [103] Sikhwari, T.D., (2014). The relationship between motivation, self concept and academic achievement of students at university in Limpopo Province, South Africa. *International Journal Education, science* 6(1) 19-25.
- [104] Suki, G., Jeffer T., &Keresztesi, M. (2011). Relationship between students' motivation and academic performance as mediated effort. *Journal of psychology* 41(3):373-385.
- [105] Topor, D.. R., Keane, S. P, Sheldon T. L. &Calkms S. D., (2010). Parent involve ment and students academic performance, A multiple meditational analysis. *Journal PrevInterv community* 183-197.
- [106] Trochim, W. M. K.,(2006) Likert scaling Available at: [http://www. Social search methods net/kb/scallik.php](http://www.Social search methods net/kb/scallik.php). Accessed on June 12 2015.
- [107] Turkmen Multu, (2013). Investigation of the relationship between Academic sport Motivation orientations, *Middle East Journal of scientific Research* 16 (7):pp1008-1014,2013.
- [108] Umaru, J. I. &Ganatusanga, H. S. (2014). *Determining the relationship between students academic self efficacy and performance in mathematics among boys and girls in secondary schools in Yola South Local government area of Adamawa state, Nigeria*.
- [109] UNESCO. (2012). *UNESCO Strategy on Teachers (2012-2015)*. Paris, UNESCO. (ED/2012/PI/H/1)
- [110] Wanjohi, RN, Mwebi, R .B, &Nyangara NM., (2015). The influence of self regulation of Facebook usage and academic performance of students in Kenyan universities. *Journal of education and Practice*, vol 6 No 14,Pp 109-113 2015.
- [111] Weinstein, N., Deci, E. L., & Ryan, R. M. (2011). Motivational determinants of integrating positive and negative past identities. *Journal of Personality and Social Psychology*, 100(3), 527-544
- [112] Wolverton, M. L. (2009) Research design, hypothesis testing, and sampling. *Appraisal Journal* 77(4), 370-382
- [113] Young, D., (2009). Mixtools: A R Package for analysis. Finite mixture tools. *Journal of statistics software*. Vol 10 pp10-21, 2009.