

ABSTRACT

Motivation and learning process have a deep connection and forms the core for human being's aspirations and achievements. Extrinsic forms of motivation have influenced learners' academic achievement. The annual release of Kenya Certificate of Primary Education (K.C.P.E) in Rachuonyo South Sub County showed that learners' academic achievement in public examination has been skewed towards the lower grades. While lower grades, may be attributed to a number of factors such as teacher learner ratio, inadequate infrastructural facilities, teacher pedagogical approaches, inadequate teaching and learning resources, learners intellectual ability and lack of parental involvement, little has been done to find out if extrinsic motivation could be a factor. The present study therefore investigated the Influence of Teachers Extrinsic Motivation on Learners' Academic Achievement in Rachuonyo South Sub County Homabay County. The objectives of the study were; to find out the influence of external regulation motivation, influence of introjections motivation, influence of identified motivation and influence of integration motivation for teachers on learners' academic achievement. The present study used parallel convergent design under mixed method approach and was informed by self-determination theory. From a population of 81 head teachers, 324 class eight teachers and one SCQASO, a sample of 24 head teachers, 97 class eight teachers and one SCQASO was established which were selected purposively, cluster sampling and saturation sampling respectively. Class eight teachers were administered with questionnaires, while head teachers and SCQASO were taken through an interview. Documentary analysis was used to find out KCPE performance from head teachers and SCQASO. Content validity was achieved through supervisor guidance while face validity was enhanced by arranging the questions from simple to complex order. Reliability was tested using test-retest techniques and a correlation coefficient of +0.793 was obtained. Quantitative data collected was analyzed using descriptive statistics, while qualitative data was analyzed using thematic analysis. The 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 also revealed that introjections motivation was realized among teachers in that they perform their duties not to disappoint the head teacher or to let down learners. On identified motivation it was found that teachers attend their duties diligently because they have established the worth of doing so. Finally on integration motivation it was found that teachers have developed a strong extrinsic motivation towards their professional duties. Based on the findings it was concluded that teachers were not motivated extrinsically which has led to low academic achievement in KCPE. The study recommends that Ministry of education should organize workshops and seminars to promote extrinsic motivation. Teachers Service Commission should work on incentive salary and remuneration packages to increase teachers' extrinsic motivation.