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## **Analytical study on motivation and Pupils' performance in primary schools in Kagadi town council: A case study of Government Aided Primary Schools**

**Aheebwa Jude Thaddeous, Turyamureeba Silaji and Namudu Aisha**

Faculty of Education, Kampala International University, Uganda.

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### ABSTRACT

Motivation is defined as the degree of readiness of an organization to pursue some designated goal and implies the determination of nature and locus of forces, inducing the degree of readiness. The aim of this study was to determine the relationship between motivation and pupils' performance in selected government aided primary schools in Kagadi Town Council, Kagadi District. The objectives of this research were to find out the causes of poor performance of pupils in selected government aided primary schools, to find out measures to tackle poor performance of pupils in selected government aided primary schools and to determine the impact of motivation on pupils' performance. In conclusion, teachers should be tasked to know the psychology of their pupils. This will help the teachers to use the teaching methodology according to interest, age and content, because teaching methods motivate pupils for learning while Pupils should know the objectives of school activities which motivate them to achieve or to reach the goals. The researcher recommended that teachers may give the test weekly or monthly. These tests and their results will eventually bring good performance of pupils in school. Teachers should return test copies immediately with their results then contact and inform the parents about the progress. Rewards may be given to pupils whose response is good, with an indication of why it was good, or mention the names of contributors. This may develop motivation not only to intelligent pupils but also other pupils in the class.

**Keywords; Analytical, study, motivation, pupils, performance and government**

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### INTRODUCTION

Motivation comes from the word "movere" meaning "motive" which is the inner state that energizes behavior, activities, directs and channels behaviors towards the stated goals. Motivation and pupils' performance is a major concern of any educational system and learning can be encouraged by provision of motivation. [2-3]. Motivation is defined as the degree of readiness of an organization to pursue some designated goal and implies the determination of nature and locus of forces, inducing the degree of readiness [1]. According to [4], motivation is the representation of unsatisfied need which creates a state of tension or disequilibrium, causing the individual to move in a goal directed pattern towards restoring a state of equilibrium by satisfying the need. [5], Defined the different kinds of motivation as intrinsic motivation and extrinsic motivation, intrinsic motivation is the act of completing an activity for the pleasure of doing the activity itself. Extrinsic motivation, on the other hand, is the act of completing an activity in order to receive some type of reward from another source. As a result of these definitions, researchers began to question the effects of the different kinds of motivation, and schools became a widely used testing ground. There is a need to train teachers in how to teach pupils so that they become intrinsically motivated, instead of just being propelled along by the vision of the next external reward. The key

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factors are to create an autonomous classroom environment, and to teach pupils to perceive themselves as decision makers [6]. Teachers also need to feel that they are in control of the material to be taught, how to teach it, and how to teach the pupils to be in control of the content. These strategies do not often appear in the teaching methods, although they are key issues in improving the achievement of all pupils [6]. Pupils have been rewarded for good behavior for many years, even before the development of Skinner's theory of operant conditioning. In the 1800's New York City established a token economy as a means of rewarding correct school work, and punishing school offenses. In fact, though, it was the theory of operant conditioning that led to the widespread use of rewards in the classroom. Basically stated, operant conditioning means that if a reinforcer is delivered after a certain behavior, then the particular behavior will be strengthened. A reinforcer is anything given that will increase the chance of the behavior happening again. In school, reinforcers usually are things like stickers, praise, treats, and grades [7-9].

[10-12], Found that Pupils who have close relationship with their teachers are more motivated to learn. As mentioned before, there is a close relationship between motivation and performance because good performance is due to high motivation. Different scholars have written more about school drop outs, girl child education, strikes and indiscipline among pupils, students and teachers, and their effects on learning outcomes in primary schools of Kagadi Town Council; but have not written about the study on motivation and pupils' performance. This study is therefore interested in establishing the impact of motivation on pupils' performance in primary schools in Kagadi Town Council and why motivation does not exist in government aided primary schools.

#### **Aim of the study**

The aim of the study is to determine the relationship between motivation and pupils' academic performance in selected government aided primary schools in Kagadi Town Council, Kagadi District.

#### **Objectives of the study**

The following are the objectives of this study.

- i) To find out the causes of poor academic performance of pupils in selected government aided primary schools.
- ii) To find out possible measures of enhancing academic performance of pupils in selected government aided primary schools.
- iii) To determine the impact of motivation on pupils' academic performance.

#### **Scope of the study**

In this study, the population was Primary school teachers and pupils of Kagadi Town Council in government Aided schools. There were five (5) government aided primary Schools in Kagadi Town Council and these were Kagadi Model Primary School, Mambugu C.O.U Primary School, Kyakabugahya Primary School, Kagadi Muslim Primary School, and Rwakaikara C.O.U Primary School. The sample consisted of 15 teachers and 25 pupils randomly selected from the population of four government aided Primary Schools. From each School three (3) teachers and five (5) pupils were interviewed. Among the teachers interviewed include; the Head teacher, teacher in charge of academic affairs and teacher in charge of welfare at the School. The study aimed at determining the relationship between motivation and pupils' performance in selected government aided primary schools in Kagadi Town Council, Kagadi District.

#### **METHODOLOGY**

This section discusses the methods which were used in collecting the data. These included research design, study population, sampling, and data collection methods and tools and data analysis.

#### **Research Design**

The researcher employed cross section survey research design and also employed both qualitative and quantitative data techniques. Qualitative techniques were used to analyze data obtained from questionnaires and quantitative techniques were used to present numerical data. This is because data collected can neither be purely quantitative in nature but both, [8]

#### **Study population**

The total population of the study was 2721 where the researcher selected 40 respondents who were 15 teachers and 25 pupils from government aided primary schools in Kagadi Town Council, Kagadi District

#### **Sample size**

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**The sample size of 40 respondents was categorized as below**

Category	Sample size	Sampling technique.
Head teachers	05	Purposive sampling
Teachers	10	Radom sampling
Pupils	25	Radom sampling
Total	40	

**Sampling techniques**

The sampling techniques that the researcher employed while carrying out the study were purposive and simple random sampling techniques. These were chosen without bias because the data to be obtained from the population was having almost homogeneous characteristics. These methods of sampling were preferred by the researcher because they exclude people who were unsuitable for the study and remained with the most suitable respondents.

**Research instruments**

**Questionnaire**

[8] Stated that questionnaire is carefully designed method of data collection in accordance with the specifications of research questions. Therefore the questionnaire consisted of questions to which the subject responded in writing. The researcher used a questionnaire survey because it has the ability to reach many respondents who live at widely dispersed addresses and preserves anonymity encourages greater honesty. Questionnaire survey was also used because of its confidentiality and it provides quick response from the respondents.

**Interview**

This is an interaction between the researcher and the respondents. The researcher made a face to face questionnaire which involved introductions and questions which were directed to specific people. This method was also preferred because it gives quick response from the respondents.

**Document review**

Documents were collected from different libraries and internet concerning motivation and pupils' performance in government aided primary schools in Kagadi Town council, Kagadi District.

**RESULTS**

After Data collection from teachers and Pupils, it was analyzed; the findings were as follows:

Teachers agreed that usage of effective teaching methods create motivation in pupils and has serious positive effects on pupils because they are eager to learn. It is clear from the data that teachers in government aided schools do not select the teaching methods according to a pupil's psychology and this is due to limited resources needed to do such an activity. Teachers agreed that the concept of punishment and reward can create motivation in pupils to learn. But these methods were not being implemented in the Government aided Schools due to fear of negative response from the parents as well as the government policy, hence leading to poor performance in Schools. It was also noted that teachers ask questions to motivate the pupils; and once a pupil answers well the question then he/she is rewarded. But most often teachers in government aided find no time to do so. And they thought a reward is that which is only tangible but which is not the case, even a mere word like; good girl/boy or you have made it give him/her a hand clap makes a child happy. According to teachers' opinion, teachers' attitude also can positively or negatively affect the pupil's performance outcome. Most teachers have negative attitude towards their work and this has negatively affected the pupils' performance in schools. In the view of teachers, they said organizing classroom activities such as stories, plays, physicals, tours e.t.c. is very tedious thus many dodge them and in most cases where there is need for support from the administration, it is not given and most often parents are not cooperative in that regard thus lacking the element of combined effort. Teachers also pointed out the need for using teaching materials during teaching such as teaching aids. These teaching aids can help the pupils to learn easily. In teachers opinion the use of teaching aid create the interest in the pupil's lessons. But these also need to be bought of which most government aided schools cannot get according to their limited budget. Teachers also pointed out that a healthy classroom environment can improve the pupils' learning ability. Majority of the teachers, encourage the pupils to make their classroom healthy. But this is limited by space, and the general outlook of the available physical structures in the school. Teachers noted that regular tests can cause an improvement in the learning ability of the pupils. But this is impossible to be implemented in these schools since

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the parents are unable to cooperate by giving in their support especially paying the exam fees and yet all these schools did not have secretarial services to run these regular exams.

According to pupils, when a teacher asks a question in a class, they feel good when they answer the questions. Thus pupils agreed that they learn better through answering questions. But this is less done in schools since the most classes are densely populated and some pupils who complete late the given tasks are never marked; call them slow learners these are given less attention. Thus leading to poor performance. According to pupils, teachers only award a prize to the best pupil at the end of the year. But to motivate the pupil teachers need to encourage the learners often in class by words of appreciations. Thus a teacher's appreciation also affects pupils learning. According to pupils, when they ask questions from their teachers they get satisfied, when teachers give them answers. But in some cases some teachers back at the children and threaten to beat them up. This discourages the pupils from taking active part in class. Hence leading to poor performance. It was also discovered through the findings that parents' involvement in the education of their children is poor. Many parents are busy in their professions, they do not find time to visit the school and take interest in their children's progress. This lack of closeness between parents, teachers, and pupils in schools lead to poor performances.

It was also discovered that some school structures such as PTA and SMC are non functional in some schools and this is a challenge to the heads of these schools. Yet it is only through such organs that every parent is offered an opportunity to get involved with his/her child. For some where the PTA is functioning, it was also found out that when meetings are sanctioned, it is only the mothers who attend, and these cannot do much in as far as implementation of the discussed and passed policies is concerned. We all know that our children are our greatest investment; a Father who does not attend his child's PTA meeting is like a business man who abandons his investment and goes after less attractive chores. For many parents, a major impediment of becoming involved in the learning of their children is lack of time. Working parents are often unable to attend school events during working days.

### CONCLUSION

Research findings revealed that pupils' knowledge about the objectives of the school activities is vital in enhancing academic performance since these school activities were found out to be motivating pupils to achieve or reach the school goals. The teachers are challenged to know and adapt the different methods of teaching and use them according to the need of their Pupils. This report may enable teachers to adapt different methods of teaching and use them according to the needs of their pupils. It was revealed through the findings that teachers need to give full attention to their pupils such that they can feel that the teacher is taking interest in their work. Showing an interest in the pupils' work builds confidence in them and this enables them to love school. It was discovered that it is advisable for teachers to involve the pupils in class room activities before giving knowledge. The teachers can encourage pupils when they learn well and should appreciate pupils for asking questions and encourage active participation in class. Research also revealed out that there was a call for both teachers and parents to develop mutual confidence and cooperation among themselves. That confidence and cooperation will develop motivation in the pupils to learn hence better academic performance. The findings revealed out that teachers are trained to use different methods of teaching to motivate pupils to learn; this therefore calls them to use the modern methods of teaching and make teaching effective by using daily life examples and related examples to pupils' daily life to understand easily. The respondents in the research report pointed out the need to arrange practical activities during teaching and learning because pupils learn more by doing. And learning by action enables pupils to solve the problems of their life. The research findings pointed out the view to adopt a method of using audio and visual aids for teaching. These teaching aids will help the teachers to motivate their pupils for learning leading to good academic performance. It was pointed out that parents' participation in their children's schooling should be enhanced frequently, and this will: Enhance pupil's self-esteem, improve pupil's academic achievement, improve parent-child relationships, help parents develop positive attitudes towards school, help the Pupils to get a better understanding of the schooling process.

### RECOMMENDATIONS

On the basis of finding and conclusions, these recommendations were drawn:

Teacher should motivate pupils' to complete their tasks in groups, because, pupils learn better in groups with their friends. The teachers should plan class room activities according to pupils' psychology. The school administration may also arrange different co-curricular activities to motivate the pupils. Teachers should give the test weekly or monthly. These tests and their results will affect good results on pupils' academic performance. Teachers should return test copies immediately with their results then contact and inform the parents about the progress. Rewards should be given to pupils whose response is good, with an indication of why it was good, or mention the names of

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contributors. This may develop motivation not only to intelligent pupils but also other pupils in the class. The parents and teachers can help by making use of their contacts to help the pupils. In the same manner, artists and musicians can be invited to stage performances for the pupils. Many such similar events can be organized that can encourage the pupils, teachers and the parents. This way, the pupils benefit from both academic and creative activities. The parents should also encourage dedicated teachers by appreciating their efforts. In this way both the pupils and teachers will strive to do better. It is important to point out that the welfare and development of our children transcend this parochial thinking and wellbeing of our children is our collective concern that cannot be left to teachers only whether private or public. Good academic performance cannot be rationalized or justified or left in the hands of teachers. I consider it a prime community service that calls for our collective efforts and commitment. It is our collective duty to ensure a better future for our children. Our children are our future. So any effort or investment towards their welfare and development is justified. It is therefore; through motivation that academic performance will be enhanced.

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