

CTIE
SAINT MARY'S UNIVERSITY OF
MINNESOTA

RESEARCH TOPIC:

**THREE PRACTICAL SUGGESTIONS (DEVICES) WHICH
TEACHERS IN NAIROBI CAN USE TO RESOLVE PROBLEMS
ASSOCIATED WITH STUDENTS' LACK OF MOTIVATION TO
LEARN. A case study of Dagoretti High School – Nairobi.**

*A RESEARCH PAPER FOR C.ED. 403
RESEARCH METHODS COURSE.*

BY
OMONDI ANDREW FRANCIS, 9628



**SUBMITTED TO THE FACULTY OF EDUCATION
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR BACHELOR OF SCIENCE DEGREE IN EDUCATION (B.Sc.Ed.).**

NAIROBI MAY 2000


STUDENT'S DECLARATION

THREE PRACTICAL SUGGESTIONS (DEVICES) WHICH TEACHERS IN NAIROBI CAN USE TO RESOLVE PROBLEMS ASSOCIATED WITH STUDENTS' LACK OF MOTIVATION TO LEARN

BY

OMONDI ANDREW FRANCIS

I the undersigned student, declare that this research work is my original work achieved through my personal reading, scientific research method and critical reflections. It has never been submitted to any other university or institute for higher learning for academic credit. All sources have been cited in full and acknowledged.

Signed..........
Omondi Andrew Francis

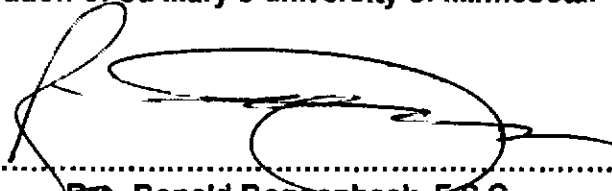
Date.....5-5-2000.....

This research project has been submitted for examination with my approval as the course supervisor.

Signed..........
Sr. Margaret M. Wanyama, S.O.M.

Date.....6-5-2000.....

I have finally approved this research project as the Director and associate dean of school of education of St. Mary's university of Minnesota.

Signed:..........
Bro. Ronald Roggenback, F.S.C.

Date.....8/5/00.....

DEDICATION

This work is dedicated with heartfelt gratitude to my mother VERONICA AWINO OTINE, who, as an exemplary parent as well as a professional primary school teacher (now retired), was the first to inspire and teach me in word and deed, how to bring out the best of students' learning abilities in a classroom setting.

ACKNOWLEDGEMENTS

Acknowledgements pose great problems for me when I come to realise that this research work is the product of many experiences and relationships.

Nevertheless, I am very grateful to all those who have touched my life and helped to influence this piece of work. In this case, I would want to appreciate the life and experiences of my mother – Veronica Awino, who, as an effective and exemplary primary school teacher, had a great impact on me.

In particular, I must thank Sister Margaret Mary Wanyama, S.O.M. for her valuable guidance and special insights in shaping this work to be what it is now.

Many thanks go to the six highly qualified and experienced teachers of Dagoretti High school –Nairobi, who, not only experimented the three practical suggestions for motivating students in class, but were also very much willing to share with me their views and experiences. I truly value their criticisms and evaluations. They showed that the school for quality learning has the potential to be a reality in Kenya.

I cannot forget the many lecturers of C.T.I.E. such as Bro. Ronald Roggenback, Finbarr Murphy, James Wallace, John O'neil, Mario Collusi, Mr. Mbugua Wa Mungai, Dr. Peter M.Sinda, Atieno Miguda, Ruth Ndung'u, Bro. Tom Kearney, together with my fellow student colleagues, who contributed to my thinking through discussions. I therefore look back with a sense of pride for the entire period I spent at C.T.I.E.

Finally, I thank all the students whom I taught, especially the students of Dagoretti High school, Don Bosco Secondary school- Embu and Lutheran School for the Blind in Lushoto-Tanzania, for having given me the first impression of what it means to invigorate students' motivation to learn during class lessons.

DEFINITION OF TERMS

PRACTICAL-DEVICES - In this research work, this term refers to the non-theoretical plans, schemes, strategies and methods that a teacher can use to motivate students to learn. These schemes and strategies are not essentially based on the established theories and practice for students' motivation techniques.

ORTHODOX METHODS - This term is used in this research to refer to another way of referring to the methods and techniques for motivating students based essentially on the established principles and practice of education which are recommended for all teachers to use.

MOTIVATION TO LEARN - In this research, this term refers to the creation of incentives in the students to learn. In this case, the three practical devices for motivating students to learn, have the capacity to inject excitement into the lesson, i.e., make the lesson interesting and appealing to students.

LEARNING - This term, as it is used in this research, refers to the information processing, sense making, and advances in comprehension or mastery that occur when a student is acquiring knowledge or skills.

ABSTRACT

This research work was prompted by one main consideration that, it is not enough for teachers teaching any lesson to rely solely on the use of orthodox techniques and methods for motivating students in class. These methods and techniques are for the most part, very theoretical and besides, they are not absolute and are therefore, bound to be ineffective without considering the implications for their practical application.

The techniques and methods for motivating students which are approved by principles and practice of education (and which, in this research work are referred to as orthodox), need to be complemented by some specific practical techniques and ideas.

This research work is therefore putting forward one aspect of such practical techniques and ideas (DEVICES/SUGGESTIONS) which have been experimented and proved to be very effective and authentic. They will ultimately prove ideal for teachers who are suffering from setbacks brought about by too much reliance (or neglect) on the orthodox methods and techniques.

The contention of this research is therefore that: when, in a given lesson, the orthodox theories and methods for students' motivation are applied interchangeably (or together) with the three practical devices suggested in this research work, the outcome of the two on students' motivation is superb.

TABLES OF ILLUSTRATIONS.

	PAGE
TABLE 5.1	46
TABLE 5.2	49
TABLE 5.3	50
TABLE 5.4	53
TABLE 5.5	57

TABLE OF CONTENTS

	PAGE
STUDENT'S DECLARATION	I
DEDICATION	II
ACKNOWLEDGEMENTS	III
DEFINITION OF TERMS	IV
ABSTRACT	V
TABLES OF ILLUSTRATIONS	VI
CHAPTER ONE	
1.0 Introduction	1
1.1 Background of the study	1
1.2 Conclusion	4
CHAPTER TWO	
2.0 Introduction	6
2.1 Statement of the problem	6
2.2 Research questions	7
2.3 Objectives of the research study	8
2.4 Research hypothesis	9
2.5 The rationale of the study	9
2.6 The scope and limitations of the study	10
2.7 Conclusion	12

CHAPTER THREE

3.0 Introduction	13
3.1 Literature review	13
4.2 Conclusion	32

CHAPTER FOUR

4.0 Introduction	33
4.1 Research Methodology	33
4.1.1 Research Design (Procedure)	33
4.1.2 The area of study and study corpus	35
4.1.3 The sampling procedure (Research instruments and procedure)	39
4.1.4 Data collection procedures	41
4.2 Conclusion	43

CHAPTER FIVE

5.0 Introduction	45
5.1 Data analysis, Interpretation and Discussion	45
5.2 Presentation of the research findings	49
5.2.1 Hypothesis tested	49
5.3 Conclusion	60

CHAPTER SIX

6.0 Introduction	61
6.1 Recapitulation	61
6.2 Implications of the study	63
6.3 Suggestions and Recommendations	64
6.4 General conclusion	67

BIBLIOGRAPHY	69
---------------------	-----------

APPENDIX	73
-----------------	-----------

CHAPTER ONE

1.0 INTRODUCTION

In this chapter, the entire research work is put in its context.

This chapter also indicates how the topic that this research work deals with is related to other studies of a similar nature, and to what extent those studies did not address the problem of this research.

This chapter also includes a brief review of previous research done in the field which the present research is rooted in or built on.

It reviews the statements of the questions, which those previous researches left unanswered. It then offers three practical devices/suggestions for dealing with students' lack of motivation to learn as an aspect of the answer to the problem previously left unattended to.

1.1 BACKGROUND TO THE PROBLEM

Effective motivation is always the force behind every genuine and successful human activity. No any noble and authentic pursuit in life is devoid of any drive or motivation- for it is the energy that moves human beings and the noble agendas of life forward.

Educational psychologist Atkinson, J. (1964, 52-63), points out how motivation is central in each and every sphere of human life and activity. However, he felt that there is nowhere else where the need for motivation is much felt than in the classroom teaching activity. Unfortunately, it is in the classroom where difficulties and confusion often arise concerning the art of motivating students to learn. Students are at times unable to learn despite the teachers' efforts and skills. On the other hand, teachers at times find themselves in a state of quandary not knowing how to proceed in such situations as when students don't respond with the desired effect to the lesson.

According to the research carried in public secondary schools of Nairobi by Aseto Ayieko (1996, 5ff.), this difficulty and confusion is brought about by either the teachers affected relying too much on the generally approved methods and techniques for motivating students or they neglect them altogether and so, are left with no other proper and relevant alternative criteria. Ayieko proposes that, since the generally approved methods and techniques for motivating students are for the most part theoretical, the teachers need to complement them by some practical techniques and ideas. He however did not actually specify what these practical techniques and ideas should be.

According to the research carried out in Nairobi by Zachary K'otine (1995, 10ff.) on how teachers are handling motivational techniques in the classroom, about 87 percent of the public secondary schools in Nairobi were affected by the problems associated with lack of motivation in the classroom learning. Its negative effects were already widely acknowledged and increasingly felt by both teachers and students alike. For example, 95% of teachers interviewed complained that despite all their respective training, experience, skills and sincere dedication to teach their lessons most effectively, students

never learned. Instead, the affected teachers often encountered stubborn resistance, low motivation, short attention spans, inexplicable disinterest and open hostility.

15% of the affected teachers were planning to change their profession as a result of classroom difficulties. 45% of the affected teachers were finding teaching increasingly boring and causing a sense of inadequacy, hopelessness, sheer exasperation and too frequent deep resentment towards the unwilling and ungrateful learners.

Seven schools were recorded to have experienced students' class-boycotts, rampages and open criticism of dull-complex lessons with unruly teachers whom they found very hard to cope up with.

A similar research carried out by Ochuka Maurice (1998, 1ff) to determine how teachers in public schools of Nairobi were handling teaching methods, motivational techniques, classroom management and the use of mass media in the classroom, revealed that, 93% of the teachers observed showed great knowledge and expertise in using these general techniques and teaching methods.

Like Aseto before him, he confirmed that teachers in Nairobi are faithful adherents to the use of the teaching methods and techniques for motivating students as stipulated by principles and practice of education.

Upon serious analysis of all the contents of the principles and practice of education, Ochuka found out that most of its proposals were heavily theoretical and sometimes even redundant. He then proposed that teachers should come up with possible practical techniques and facts that could be used alongside the ones proposed by principles and practices of education.

It was in response to this need that this research has come up with three major practical devices / suggestions which have been proved and experimented as effective by six teachers of Dagoretti high school in Nairobi. These teachers strongly agree that the three practical devices have got the propensity of dealing with problems associated with lack of students' motivation to learn- currently paralysing teaching and learning in most of the Public schools in Nairobi. These teachers justified the above statement after having directly experienced the effectiveness of the three practical devices in their several classroom experimentation.

The following are the three practical devices/suggestions for the motivating students to learn -stated in a germ:

- a) There ought to be a fundamentally sound quality teacher-student relationship in which the students respect the needs of the teacher and the teacher respects the needs of the students.
- b) Teaching and education as a whole, must not be conducted as preparing students for life but as equipping them for living 'now',
- c) For teaching to have an impact on students, it must be made real.

1.2 CONCLUSION

In this chapter, the background of this research work has been put in its true context. It has shown how this research was built upon the previous research work done by others.

This chapter has also addressed the problem that was left by the previous researchers.

These (previous) researchers recommended that certain specific practical techniques and

ideas are required to complement the orthodox techniques and methods for motivating students to learn. They did not specify these practical techniques and ideas and this prompted the present research work to come up with one aspect of such practical techniques and methods namely, 'the three practical devices/suggestions which teachers can use to resolve problems associated with lack of students' motivation to learn.'

The next chapter deals with the statement of the problem of this research with its related questions.

It also deals with the objectives of this research, hypotheses, rationale of the study as well as its scope and limitations.

CHAPTER TWO

2.0 INTRODUCTION

This chapter presents the statement of the problem that is at the heart of this research study. This statement is then broken down into simpler, concrete research questions that are capable of guiding the entire research work.

The chapter includes also the objectives of the research, the hypotheses and rationale of the study.

It finally considers the fact that as a single study, this research work has not covered all the aspects of interest because of the reasons stated.

2.1 STATEMENT OF THE PROBLEM

As an action and experimental research work, this research is proposing to prove that, the three practical devices for motivating students to learn are capable of assisting teachers in Nairobi's public secondary schools to deal most constructively and effectively with their students' lack of motivation to learn.

2.2 RESEARCH QUESTIONS

The following questions serves as a guide to this entire research work:

a) How does the practical device which states that there ought to be a fundamentally sound and solid teacher-student relationship for any effective learning and teaching to take place, address first, the problem of students' lack of motivation to learn in general?

-And second, what implications do the results of experimentation with this device in a classroom lesson reveal about the role of the teacher towards motivating students to learn?

b) How does the practical device which states that education and teaching must be understood by the teacher as equipping students for living at the present time, address first, the problem of students' lack of motivation to learn in general?

-And second, what implications do the results of experimentation with this device in a classroom lesson reveal about the role of the teacher towards motivating students to learn?

c) How does the practical device which states that teaching of lessons must be made real if they are to make an impact on students, address first, the problem of students' lack of motivation to learn in general?

-And second, what implications do the results of experimentation with this device in a classroom lesson reveal about the role of the teacher towards motivating students to learn?

- d) How are the 'three practical devices for motivating students to learn' address class-discipline and discipline in general?
- e) What ought to be the teachers' attitude toward the orthodox methods and techniques for motivating students to learn as stipulated by principles and practice of education?

2.3 OBJECTIVES OF THE RESEARCH

1. To determine the impact, which the lessons taught in class as experimentation with the three practical devices for motivating students to learn, had on the students of Dagoretti high school in Nairobi.
2. To Assess the responses of the six teachers of Dagoretti high school after having directly been involved in the experimentation of teaching their lessons using the three practical devices.
3. To create and propagate the awareness of the significance of the three practical devices for motivating students to learn among teachers in public secondary schools of Nairobi, who are experiencing difficulties dealing with students' lack of motivation to learn.
4. To make further recommendations on what teachers can do to make the most of the three practical devices for motivating students to learn.

2.4 RESEARCH HYPOTHESES

1. The 'three practical devices for motivating students to learn' have got a propensity for dealing constructively and effectively with problems associated with motivating students to learn.
2. Orthodox techniques and methods for motivating students are not enough in dealing with lack of students' motivation to learn,

2.5 THE RATIONALE OF THE STUDY.

The novelty and fundamental reason behind this research is that, it is offering teachers for the first time, distinct practical principles and strategies to use in motivating their students to learn, -beside the usual orthodox methods and techniques. The research target teachers alone. It addresses them directly, focusing on practical concepts and principles that are most feasible for use in the classroom. In this way, the research aims at contributing to the deeper development and understanding of the concept of student-motivation in general.

Essentially and centrally, the research is carried out in response to the great need felt by most public secondary school teachers of Nairobi who have difficulties in handling class problems associated with lack of students' motivation to learn. By proposing the three practical devices for students' motivation, the research is offering one very effective aspect of practical strategy needed to alleviate such motivational problems.

It therefore, follows that this research ultimately aims at making the teachers find full satisfaction and a sense of fulfilment in their role as instructional leaders and agents.

2.6 SCOPE AND LIMITATIONS OF THE STUDY

This study is confining itself mainly to the observations, evaluations, and critical analysis obtained from the results of the experimentation carried out by six Dagoretti high school teachers in typical cases of classroom lessons, using the three practical devices for motivating students to learn.

The observations, evaluations and critical analyses of the results obtained from those experimentation are meant to justify or not, the claim that the three practical devices are capable of dealing constructively and effectively with the wide-spread problems associated with lack of students' motivation to learn, -which most public secondary school teachers of Nairobi have attested to.

The study therefore, doesn't suggest practical methods and techniques for students' motivation as such, but it concerns itself with particular practical methods and techniques relevant to, and addressing the problems which teachers in public secondary schools of Nairobi are having towards dealing with their students' lack of motivation to learn.

For convenience-sake and also given the limited time, all schools and teachers in Nairobi could not be reached and as such, the experimentation confined itself to Dagoretti high school which is also a boys' school.

Even at Dagoretti high school, it was difficult to engage all the members of staff and because of this, the research work restricted itself to six teachers only. The majority of these teachers were English language and literature teachers. Other factors that limited the research were insufficient funds necessary for travelling expenses and buying the necessary utensils. The research was unable to be exhaustive because of time factor and also the researcher was engaged in several lectures and commitments at the Tangaza College.

However, this research took into account several other important aspects of teacher's work such as citizenship training and guidance and counselling.

The research is to be seen as one aspect of the many possible practical devices for dealing with students' lack of motivation to learn. It must not be regarded as an absolute model. There is still more room for perfection and development in the very area it is venturing in.

Although the three practical devices as a unit concept is new in the field of students' motivation, all its components are derived from classroom experience and from different educational disciplines such as educational psychology, philosophy of education, test and measures, life-span psychology.

2.7 CONCLUSION

This chapter has dealt with statement of the problem of this research study. It explained this statement as mainly concerned with, what proof is there for the validity and claims of the three practical devices for motivating students to learn.

It then proceeded by simplifying that statement into five simpler questions capable of guiding the entire research to achieve its end.

The chapter also explored the four objectives of this research and found out that these objectives are directed to determine the validity of the claims of the topic of this research. Together with this, it also presented the two hypotheses that it intends to prove or disapprove.

In the fourth place, the chapter dealt with the rationale of the study and it explained its significance in the light of meeting the needs of those teachers in difficulty with motivating their students to learn.

Finally, the chapter dealt with the scope and limitations of the study whereby, it considered that, as a single study, the research was unable to cover all aspects of interest because of convenience-sake and also very limited time available for the study.

The next chapter looks at the three practical devices for motivating students to learn in the light of various authors and texts.

CHAPTER THREE

3.0 INTRODUCTION

This chapter treats the three practical devices for motivating students to learn in the light of the reports of what other people and experts have said and done and above all, what literature in the related area in general, have recorded and reported. These areas are not necessarily identical with, but collateral to the area of this research study.

The 'three practical devices for motivating students to learn' as a unit concept, is a very new aspect of an area of the much larger topic of student-motivation. Although it is new, its components are derived from various insights and disciplines within educational, psychological, cultural, philosophical, and social frameworks.

Because of the vastness of this field of reference, it is the purpose of this chapter to treat each of the three major components of this research separately and systematically with emphasis on the major texts of reference that relates to them.

3.1 LITERATURE REVIEW

a) In reference to the significance of the first of the three practical devices for motivating students to learn, several texts within the educational field seem to suggest that, a 'fundamentally sound and solid teacher-student relationship is a condition without which no effective teaching and learning can take place. For instance, educational psychologist like Abraham Maslow, who argued that deficiency-needs such as a sense of belonging

and self-esteem must be satisfied before students get motivated to learn, called attention to the importance of positive teacher-student relationship in the classroom. Biehler/Snowman (1997, 425)

An educator by the name-Dr. Thomas Gordon (1974, 1ff.) speaking extensively on the significance of that relationship emphasised the fact that, teaching young people can be terribly frustrating and fraught with disappointments because at times, young men and women seemingly without reason can refuse to learn what teachers are so unselfishly and altruistically willing to teach them. In such situations, Dr. Gordon insists, the teacher(s) in question must stop and consider what makes the difference between a teaching that works and a teaching that fails, a teaching that brings rewards and a teaching that causes pain. He then suggested that such teachers in such situations would certainly do well to find many different factors to deal with their problems most constructively, -but perhaps none of those factors would rival the 'sound and solid teacher-student relationship, whereby, the needs of the teacher are respected by the students and the needs of the students are respected by the teacher.

As if to expand Gordon's idea, Arty Pereira (1967, 9) explained that the quality of the teacher-student relationship is crucial if teachers are to be effective in teaching anything, - any of the subject matter, any content, any skill, any value or belief. History, Geography, Religion, Sciences, English grammar, Literature, Technical drawing, - all can be made interesting and exciting to students by a teacher who has learned how to create a sound relationship with students.

Donna K. Crawford, Richard J. Bodine and Robert G. Hoglund (1993,157- 158) who are very known as advocates of 'the school for quality learning', stressed the significance of teacher-student relationship by asserting that, an ideal environment for learning cannot assist in quality learning if the teacher doesn't understand the psychological framework of learning and assume pro-actively the responsibility to facilitate learning. In the school for quality learning, they said, the relationship between the teacher and the learner must be crucial in the sense that, in making operational the notion of learner as customer, the challenge is to ensure that all learners become fully engaged in learning activities that are relevant and challenging to them. On the other hand, to facilitate learning skilfully, the three educators proposed that the leader, manager-teacher, must know each learner intimately and each learner must know and trust the teacher.

Brother John O ' Neil, F.S.C. (1996) in one of his lectures on history and philosophy of education at C.T.I.E.-Tangaza College, Nairobi, stressed the idea that students are freed to learn only when the teacher-student relationship is good. According to him, teachers need not spend their time working up strategies of defence or trying to outwit the task-giver and disciplinarian. He went on to say that if teachers establish good relationships, they need not shift from role to role, be tough drill sergeants, pretend to be virtuous and inhuman. He concluded by stating that, unless their relationships are good, teachers will find that even outstanding teaching techniques are useless.

As to what the above relationship involves in practice, Sister Gen Mary Olins-S.S.N.D. (1997), in her lectures on school management, explained that the relationship between a teacher and a student is good when it has:

- ◆ Openness or transparency so that each is able to risk directness and honesty with the other ,
- ◆ Caring, when each knows that he is valued by the other,
- ◆ Interdependence (as opposed to dependency) of one on the other,
- ◆ Separateness, to allow each to grow and to develop his uniqueness, creativity, and individuality,
- ◆ Mutual needs meeting, so that neither's needs are not met at the expense of the other's needs.

Thus, she believed that every teacher can improve relationships with young people so that they become more open, more caring, more interdependent, more separate and more satisfying. If lack of students' motivation to learn in public secondary schools in Nairobi is to be closely examined in reference to the previous researches carried out by Ayieko, K'otine, and Ochuka, it can clearly be seen how this teacher-student relationship has been tampered with, or neglected and forgotten. Most of the teachers, as those researches have revealed, lack the understanding of this teacher-student relationship-and often, even of human relationship in general. According to the principal of Dagoretti high school, Nairobi Mr. J.K. Mburia (1999), it seemed that in their formal education, most Kenyan teachers acquired either an over simplified view of what goes on between people, or they came out with a complex theoretical mulligan stew consisting of parts of Freud, Rogers, Adler, or Erickson to which has been added small chunks of everyone else they have read, -all sprinkled generously with B.F. Skinner

B). Component or practical device number two which states that teaching and education as a whole must not essentially be seen as preparing students for life but equipping them

for living in the present moment, sounds too philosophical, but it has strong practical overtones and implications which several educators and texts have attested to.

In her farewell speech to her colleagues, Veronica Awino Otine who is now a retired primary school teacher (1986), stressed that the failure of most Kenyan teachers and educators lies in the fact that in their teaching, they don't emphasise enough the present time but instead, driven by the fear of what would happen to students after schooling, they emphasise much the future in all their activities at the expense of the present. She said that this tendency cannot motivate students to learn because most students are unable to foresee the future and that they are only aware and conversant with the present. She reiterated the fact that many of the Kenyan students now out of school are leading disinterested lives because they have not yet come to realise, nor been made to understand their place in life. She was certain that if teachers could have convinced such students from the start that to each of them was entrusted a special mission in life, their indifference would change to interest and their ennui to enthusiasm. According to Veronica, it is the privilege of the teacher to explain to the students how each of them individually plays a part in the plan of God. She then made reference to the 'Christopher movement' started by James Keller in America, explaining how this movement has roused thousands of lethargic individuals and transformed them into active crusaders eager to change the world by doing their part through service to the community and the country.

In speaking this way, Veronica was emphasising one important point that most Kenyan teachers always mistakenly imagine that changing the world is the prerogative of the teachers, social workers and writers and not students. She said that teachers have never considered the students individually or collectively in the role of changing the world.

Yet, students are changing the world from day to day for better or worse. She finally concluded her speech by stating that there was a vital need of training students for living now and not for life -i.e., they must be trained and taught how to tackle the problems that face them at their respective moments in life: The twelve year old must learn to face the problems of his or her age, the sixteen year old the same, etc. In this way, better co-operation could be realised from them because these are problems they understand and problems they wish to learn how to solve.

Educational psychologists such as Sulabha Panandikar (1967,pg.13) in support of Veronica's view on the above principle stated that once such a principle is understood, the teachers and their head teachers would see the importance of school safety patrols, First Aid club, Film clubs and co-curricular activities that give student training in civic and national services. He claimed that students of such schools have no time for juvenile delinquency, political agitation or anti-social behaviours.

To equip students to live in the present moment, teachers need a constructive philosophy for all ages and types of students. The significance of such a philosophy in this regard has been considered by notable educational researchers such as Thomas Devine (1987, 86ff.). He suggested that one of the most important dispositions which any teacher need to have and cherish if he or she wanted to bring out the best in his /her students, is a mind and a heart that are free from all biases and prejudices about students. According to him, the tendency for most teachers is to see their students not as persons but as faceless cases, that is, as under-achievers, gifted, educationally handicapped, culturally deprived, economically handicapped, high or low I.Q., hyper-kinetic, emotionally disturbed, high

or low potential, retarded and so on. Such diagnosis has very many harmful effects on students. For instance, they not only lower students' self-esteem, but also bias teacher's expectations and hence, lower the quality of instruction. In his view, teachers need to know that there are far more similarities than differences among students. They are all human beings in the first place. They all have human characteristics, human feelings and human responses.

In the understanding of Locke, E. and Latham, G. (1990, 24ff.) While it cannot, nevertheless, be denied that the various developmental stages of students must be taken into consideration in determining materials and educational experiences, the basic human relationship between teacher and students remains the same. Teachers need not learn one set of skills for pre-schoolers, another for primary school, another for secondary school, etc.; in all stages, the teacher only needs the same brand of philosophy and this is, that students of whatever age are human beings and with their teachers, they will develop human relationships, good or bad, depending on how they are treated by their teachers.

According to professor Ominde Okoth (1984, 121), in Kenya, there is teachers' habit of classifying, testing, evaluating, labelling and stereotyping students which is quite damaging. He therefore, called for a change of philosophical disposition among teachers if their work is to be effective. However, in his view, this philosophical disposition must have its base on a general theory of human relationships. He added that teachers must remember that students get turned on when they are really learning and get bored when they are not. They all feel discouraged when they are put down if they have done poorly or have failed. They always develop self-defeating coping mechanism to deal with

teacher's use of power. They all have a tendency to want to be dependent, yet struggle desperately for autonomy; they all get angry and retaliative. Besides, they also develop self-esteem when they achieve and lose it when they are told they don't achieve enough. They all value their needs and protect their civil rights.

Equipping students for living at the present entails also the creation of classroom climate conducive for learning. This, according to Brother Tom Kearney, who is an educational psychologist (1997), requires the teacher to create three conditions without which learning and instruction can never be effective. These include, the creation of a classroom where the students feel secure; secondly the creation of a classroom where the students have a sense of belonging; and finally, the creation of a classroom where the students have a sense of challenge. According to Brother Kearney, whatever environment or climate the teacher creates, he/she must ensure that he /she is contributing to the positive development of each of the member of the class physically, psychologically and spiritually.

In as far as Kenneth D. Moor (1998, 6) is concerned, in order to equip students for living at the present moment and also to motivate them, reflective teaching is a necessary condition. According to Moor, teaching is in increasing ways, an assumption of daily responsibility for diverse population of students with varied and sometimes contradictory needs which demands constant decision-making at all times. These decisions must be based on a deep reservoir of knowledge and a wide range of skills which include a command of a wide range of knowledge about the nature of the student, the learning and

instructional process. According to him, most teachers who experience difficulty in motivating their students to learn are likely to be seriously lacking in this area.

One of the serious set-backs in Kenya affecting teachers in equipping students for living in the present, is the prevalent negative attitude which most teachers have towards their profession given the low salary and pressures from a deteriorating economy in the country.

In the view of Assa Okoth - former headmaster of Kolanya high school (2000), many teachers fail to motivate their students in Kenyan schools because survival has become more important than professionalism. He said that though teaching may be a hard job especially at the present hard times, it has its reward in the satisfaction of a worthy job done well. It is a reward that a teacher will cherish throughout his life. Teaching according to Assa, certainly entails a lot of dull routine, but to an imaginative mind, it provides plenty of exhilarating excitement too.

Boniface Ouma (1993, 3:10-15) in his thesis confirmed that the aim of education is not to prepare the student for life but rather to equip him/her for living. He blamed teachers of Nairobi for not helping their students live their present life well and joyfully. According to him, if students are helped to live their present life well and joyfully, then incidentally, this would be the best preparation for adult life. He claimed that the present life of those students is full of opportunities of all kinds and that there is so much to learn and observe, so many skills to acquire, so many things to do and talk about, and so many people to love and live with. The teacher must then fully enter into the spirit of this life and lead the children to get the most out of it. To him, to speak of lack of motivation in class or a

dull lesson is out of place; perhaps it is only attributable to unwilling teachers –not even to a lazy teacher.

C) The third practical device for motivating students to learn requires the educator/teacher to make always his lessons and instructions real if his/her teaching is to bear any fruit in the students. Every teaching of whatever subject must be made real in the sense that, it should address the facts and problems known to the students. In the perspective of Ron Brandt

(1998, 5ff.) Making teaching real entails that:

- ◆ Students are to learn what is personally meaningful to them,
- ◆ Students are to learn more when they accept challenging but achievable goals,
- ◆ Learning is made developmental,
- ◆ Individuals are allowed to learn differently,
- ◆ Students are to learn well when the learning environment supports the intended learning.

According to S. Ndunguru (1976, pp. 81-97), the complaints which are often heard about class indiscipline and lack of students' motivation to learn have got some of their roots in the fact that teachers do not take into serious consideration the above mentioned facts by Ron Brandt. He mentioned three stumbling blocks which teachers often create to make their lessons become unreal. These are:

First, the teachers' keenness to teach or impart information at all cost. This is to say that teachers are used to prepare their lessons with eager interest, collecting information from all available sources, then pour this knowledge in its entirety on their students assuming

that they would understand it all. But often they discover that students understand such lessons very little if not, anything at all. The teachers therefore, need to relate their lessons to the kinds of students they have and should resort to giving their information in small doses and repeat them over and often if possible. This method would not only tire them less, but they would get more co-operation from their classes and get better outcomes.

The second obstacle to making teaching real according to Ndunguru is boredom concerning certain lessons. In this case, teachers ought to be aggressively creative and to remember that variety is the spice of life and a hint that holds good with human beings of all ages and all types.

Finally, Ndunguru suggested that the teachers must refrain from the habit of always exercising the minds of students while teaching without nourishing them since this defeats the purpose of making teaching real. True education must nourish the mind, foster individuality and develop personality. By concentrating only on mental exercise, teachers only succeed in repressing the students' instinctive interests and this is very unhealthy.

One of the best means of making teaching real and deeply motivating to students is by the use of multiple-intelligence method approach.

Marge Scherer (1997, 7ff.) explained that, educators have learned a lot from changing their classrooms to incorporate multiple-intelligence practices. They have found the theory most useful in connecting classroom experience to real life. Scherer further claimed that students and teachers are concocting rich, relevant learning experiences as a result of the use of multiple-intelligence.

In the light of the above view, Wlodkowski R. (1985, 3) wrote that the greatest contribution of multiple-intelligence theory and practice is how it has changed instruction. He said that to teach for understanding, teachers must embrace the idea of using multiple-intelligence entry points to teach an important concept. According to him, one of Gardner's most important insight with this theory he invented, is that there are many ways to teach any concept or skill and that both direct and indirect teaching have their place.

One of the complaints levelled against Nairobi's public secondary school teachers concerns their heavy reliance in approaching all their classroom lessons using a single monotonous approach. They would therefore do well to apply and integrate multiple-intelligence method in their lessons to make them more effective and motivating to their students.

In the perspective of Dibuoro Okech (1976, 22ff), to make teaching real, the teacher, for instance who teaches such subjects as geography, history, Christian Religious Education, agriculture, nature study or sciences -must get their students to explore the world around them to understand its complexity, enjoy its beauty and appreciate its grandeur; in teaching composition, they must provide real occasions and real purpose to draw their power of communication and their creativity. According to Okech, the following typical occasions as might arise in the life of students can be used in a lesson to make the process of teaching real:

- ◆ Letter writing to friends and others in real circumstances,

- ◆ Reports for the press,
- ◆ Articles for the class magazine and reviews of books for the school library,
- ◆ Training students to become writers of ‘tomorrow’

In the view of Brother Murphy Finbarr, F.S.C. (1999), making one’s teaching real includes understanding the role of profitable weekly tests, the best means for commanding attention in class and the right attitude towards students who have problems with discipline.

Finbarr’s view on the profitable weekly tests which he shares also with the researcher is that a profitable weekly test is a type of weekly test that has been proved to possess the capacity of yielding very many positive results by increasing students’ confidence and enthusiasm for learning better than the ordinary weekly tests. The heart of a profitable weekly test lies in the teacher’s preference to split up topics into affordable and thoroughly teachable units. He then teaches each of these units in turn as thoroughly as possible. At the end of each unit, he prepares the students for a test in such a way that almost all of them have very little chance of failure or even attaining average marks; The secret is that once the students realise that they are capable of doing better each time they pass a test and are positively reinforced, they would continue to work more vigorously and with much more strength and enthusiasm. This rule doesn’t know whether a student is weak or bright; it aims at bringing out whatever is best from each pupil and the entire class as a whole. The students stand a better chance of gaining a lot of confidence and become masters of their own learning and studies. They, in fact, switch their interests from love of learning to love for learning. They become freer with

the teacher and develop a love and liking for his/her subject(s). The teacher too becomes deeply motivated and his/her work is made much easier.

According to Finbarr, most teachers have a difficult time holding the attention of their students during instruction process. The much that teachers can do in such situations is to make class periods short; but even in a lesson lasting over thirty minutes, teachers, in order to maintain interest and attention of their students, should not keep talking continuously, but should plan their lessons in such a way that every five minutes or so, there is a change of approach; and instead of imparting knowledge only through the ear, the teacher should use visual aid or get the students to copy a line from the chalk-board or wall. Above all, teachers should strive to make their lessons interesting because in interesting work, the effort of the students goes into the work; in the uninteresting work, the effort goes largely into the attending.

Speaking on the problems that teachers find with student discipline in the classroom, Finbarr expressed that it was his conviction that 'there are no problem students, but only students with problems; no defective children but only children with defects.'

According to him, the best way to handle problem students is to make them solve the very problem they created. Mischievous students should not be confused with or labelled mentally defective or delinquent. To him, these are students bursting out with vitality –wanting something to do. They therefore need to be kept busy and the teacher should boost their ego with a responsible task, otherwise he or she must resort to therapeutic counselling at some point.

E.B. Castle (1966, 84-86) stressed that the best way to make teaching real and motivating to students is by the project method. In his mind, a project is the co-operative study of a real life situation by a class or even by a whole school, under the guidance of the teacher. He sees the significance of a project in bringing the students into real contact with the activities of the school neighbourhood. It presents them with real life problems which they solve by thinking and working together and this develops further their skills and brings new knowledge in school subjects while working at the project. But perhaps the greatest advantage of a project according to Castle lies in its ability to capture the enthusiasm of many students, stimulate their initiative and encourage in them the spirit of inquiry. Students learn to plan and co-operate with each other, which is a good social training. They come into close contact with the problems of real life which they may fail to do by studying subjects in school, - and the subjects of the curriculum are seen to be connected with real life outside the school.

Another aspect of making teaching real is in the area of guidance and counselling. In a classroom setting, this is a very important tool in dealing with various problems of students associated with students' lack of motivation to learn. It does so in the sense that it is a process of helping students to adjust to school life, develop proper and effective study habits, identify their peculiar abilities and interests and make the right choice of subjects combination and curricular offerings for eventual vocational pursuit.

According to Olu Makinde and Niyi Adeyoku (1981, 123 & 135-6), the work of educational guidance and counselling is not peculiar to secondary schools, but it starts from elementary level onwards to the university level. The concept of educational

guidance for learners include the need for sight in order to assist or prevent as far as possible the occurrence of the situations which make it necessary for an individual student to seek help frequently when unhealthy conditions interfere with satisfactory patterns of learning behaviour. It therefore, becomes the responsibility of teachers to supply the services needed. In particular, the role of the classroom teacher is very crucial in this area because he/she is directly and intimately involved in all the guidance activities of the students. A teacher's primary responsibility lies in facilitating the intellectual development of students. But without knowing whether the potentials and background of the students are adequate, he cannot begin to teach. He cannot decide where or how far the student is able to go until he knows where the student is.

According to Olu Makinde and Niyi Adeyoku, a teacher is to help a student see his/her purposes for learning more clearly and make learning a more personal experience related directly to individual's interest, need and ability. In their conviction, teachers should engage in counselling and guidance in the following ways:

- ◆ By reviewing constantly the course content and curricula offerings to meet students' needs,
- ◆ By recognising and dealing with students' strength and weaknesses effectively and intelligently ,
- ◆ By helping students to learn good study habits and skills,
- ◆ By using frequent meaningful illustrations which would help students relate the subject taught to personal growth and perspective,
- ◆ By relating theory to practice frequently,- showing relationship between abstract and concrete through direct experience like field trips, film shows or story telling,

- ◆ By integrating educational, occupational and personal-social information into the perspective subjects,
- ◆ By using community resources. They claim that there are many things in the community that can elaborate, enrich and illustrate concepts, facts or skills. Real things or people do enhance learning, open new areas of enquiry,
- ◆ By providing a stimulating and attractive, friendly classroom environment in which students' efforts are appreciated,
- ◆ By helping students to discover their abilities,
- ◆ And by assisting students whenever possible and refer those whose needs are beyond his competence.

According to Mr. Asanda Jectone who is now a retired headmaster (1978), many Kenyan teachers find difficulties in motivating students to learn and several other class-indiscipline because they are most lacking in the area of educational counselling and guidance. According to Jectone, counselling and guidance in a classroom setting involves active listening which most Kenyan teachers regard as a waste of time and energy. After all, active listening puts them in a role, which is new and strange for some of them. Jectone says that most teachers are accustomed to lecturing, probing, telling, judging, and evaluating. Because of this reason, it is natural for them to question whether it would be worth their time and trouble to learn and use active listening. Yet active listening is the secret of classroom success. It is a powerful tool for facilitating learning –for clarifying, promoting inquiry, creating a climate where students feel free to think, discuss, question, and explore. According to Jectone, teachers who try active listening discover that rather than being a time waster, it acts in many ways to free up

more time for profitable teaching and learning. The reasons are that it helps students deal with, and 'diffuse' strong feelings; it also helps students understand that they need not be afraid of their own emotions and that feelings are not bad. Because active listening is so effective in helping students talk, it promotes 'talking it out', 'thinking out loud', and 'working it through'. Active listening keeps the responsibility with the student for analysing and solving his problems. It makes students more willing to listen to teachers because when a teacher has developed a tendency to listening to them, students know that their points of view, opinions, feelings and ideas are to be understood, so it is much easier for them to open their minds to the teacher's ideas, opinions and points of view. When some teachers of Nairobi say that their students never listen to them, it is a sign that these teachers aren't doing an effective job of listening to their students. Finally, active listening promotes a closer and more meaningful relationship between a teacher and a student.

In reaction to the inadequacy of the orthodox methods in motivating students to learn, an educator by the name of Jere Brophy of Michigan state university (1998, xvii-xviii), said that much of the educational and scholarly literature on motivating students to learn, is not relevant to teachers because they deal with 'animals' rather than humans.

Furthermore, much of the student-human motivation literatures are only tangentially relevant to teachers because they focus on individual differences in motivational systems as predictors of differences in behaviour. In short, they don't directly relate to the realities of classroom teaching. Instead, they are based on the concept of success seeking or failure avoidance. Teachers motivational strategies are therefore, focused on helping students achieve the intended curricular outcomes –not to get interest in learning

and enjoy schooling. Classroom instructions are sometimes individualised only to an extent -forcing some students to feel bored and others confused or frustrated. Students' concentration on learning is impaired by worries about getting bad grades or embarrassing themselves in front of their classmates.

All these, and many other factors according to Jere, are features of orthodox techniques for motivating students to learn. They have a tendency of offering constraints on teacher's options and therefore, underscores the need for an emphasis on motivational goals and strategies that are realistic and feasible for use in the classroom. He finally stressed that the motivational challenge facing teachers in our times is to find practical ways to encourage their students to accept the goals of classroom activities and seek to develop the intended knowledge and skills that these activities were designed to develop which the orthodox methods for motivating students to learn have not so far been successful in fulfilling.

3.3 CONCLUSION

This chapter has systematically treated the three practical devices for motivating students to learn in the light of various authors and texts.

It has first treated what some authors and texts have to say about component/ practical device number one, - which states that, **for effective learning and teaching to take place, there must first of all be a fundamentally sound and solid Teacher-Student relationship.**

This was then followed by what other texts and people reported on the component/practical device number two, which states that, **for effective teaching and learning to take place, education and teaching must not be regarded essentially as a preparation of life but as equipping students for living in the present.**

Thirdly, the chapter treated what authors and texts have reported about component/practical device number three, - which states that, **teaching must be made real if it has to have an impact on students.**

Finally, the chapter reported what authors have reported on the inadequacy of the orthodox techniques and methods of motivating students to learn.

The next chapter deals with the methodology of this research study.

CHAPTER FOUR

4.0 INTRODUCTION

This chapter is describing in some detail, the methodology or strategy that this research used in carrying out its project. It involves the description of its design as such, a description of the area where this research was carried out including study 'corpus', the description of the sampling procedure used together with research instruments and the description of data collection procedures employed.

4.1 RESEARCH METHODOLOGY

This research took an experimental and action approach. It was intended to find out what effects the three practical devices for motivating students to learn have on Dagoretti high school students and how teachers can make them more effective to improve students' learning performance.

4.1.1 RESEARCH DESIGN

In the light of the above view, the design that this research adapted for its purpose took the following framework:

First, there was the conducting of a seminar in order to introduce and high-light the relevance and significance of the three practical devices for motivating students to learn and how to use, regulate and integrate them in any given lesson. In this way, all the clarifications concerning the three practical devices were dealt with effectively.

The seminar, which lasted for eight hours, took place on Saturday the 18th January in the year 2000.

Second, there was the selection of teachers who were to volunteer in carrying out the experimentation of teaching their lessons using the three practical devices for motivating students to learn. Six teachers volunteered. These included three male teachers and three female teachers. Both were highly experienced and long in service.

The six teachers were then issued with programmed questionnaires whereby after every lesson taught for experimentation purposes with the three practical devices, they were required to fill-in by ticking in the appropriate areas indicating the results and responses obtained.

They were then to give their respective personal evaluation and assessment underneath the closed questionnaire. This constituted the open questionnaire section of this research project.

Each of the six teachers was required to teach one lesson twice using two different approaches for motivating students to learn:

The first lesson was to be based on the orthodox method approach and the second lesson was to be based on the three practical devices-methods approach interwoven with the orthodox method. The demonstrations of how the two lessons were to be handled in class were made in the seminar. The responses and the results from each of the two approaches were to be recorded on the very day when each of the two approaches was used.

Evaluations and assessment in section 'C', which constituted the open questionnaire part of this research project, was to be done after a week of experimentation assigned to individual teachers.

The third step consisted of conducting a summary personal interviews with each of the six teachers while collecting results of their work contained in the programmed questionnaire. This was done on 18-3-2000 i.e., after a period of one and a half months as scheduled.

The fourth step was for the researcher to systematically analyse all the data received from the six teachers at Dagoretti high school and present them in an orderly manner which warranted easy reading, understanding and interpretation.

4.1.2 THE AREA OF THE STUDY AND STUDY CORPUS.

Dagoretti high school where this research project was carried out is one of the provincial government boys' boarding school of Nairobi province situated near Waithaka market, off Kikuyu road.

It is accommodating nine hundred students, forty-six teaching staff and fifteen non-teaching staff.

The school was founded in 1962 and was branded as 'bush school' –a term which stands for the fact that the school was meant to encourage and uplift the educational standards of

the local community of Dagoretti region, who had not yet discovered and explored the value of formal education by then. Because of this fact, the school adopted as its philosophy, a motto which it still upholds as 'Elimu ni mali', meaning, education is a 'treasure'. This motto is in line with the aim of the school that views the formation of useful, industrious and development-conscious Kenyan citizens as its main concern.

D.H.S. (1998, 2).

The school's mission is therefore, to train and prepare resourceful and very integrated Kenyan citizens whose education would be of great benefit both to themselves and to their local and Kenyan society.

Despite the beautiful mission statement, the school, as many other public secondary schools of Nairobi, has notable problems associated with indiscipline and lack of students' motivation to learn. This lack of students' motivation to learn is most felt especially in subject areas such as in the teaching and learning of English language.

It was therefore, because of the above mentioned reasons that the school qualified to be an ideal place for carrying out experimentation with the three practical devices for motivating students to learn. This is to say that the school stood out as an ideal sample for all public secondary schools of Nairobi affected by the problem of lack of students' motivation to learn.

The experimentation was therefore, mainly based on the teaching of various English lessons using the three practical devices for motivating students to learn in comparison with the orthodox techniques to find out different responses from the students taught.

The choice of English was deliberate given the fact that the duration given for the research project was too short. It was therefore, only reasonable to choose crucial areas for experimentation purposes. Other subjects and areas worth experimentation would be experimented gradually in the course of time, subject to the availability of sufficient resources, finance and time.

Experimentation was carried out in the following areas or body of the research:

a) Teacher-student relationship (b) Education and teaching as equipping students for living in the present and not directly preparing them for the future (c) The art of making teaching/lessons real.

- (a) Teachers deliberately attempted to create a solid and sound relationship with students by emphasising and applying some of the elements of the implications inherent in that relationship for example, respect, openness, and interdependence.
- (b) Teachers deliberately applied the idea that, education /teaching must not aim at preparing students for life, but should equip them for living in the present. The teachers convinced the students both directly and indirectly that to each of them is entrusted with a special mission in life. In this way, the students were empowered to be self-disciplined, responsible and see themselves individually as important. They were also involved in discussions and debates on social problems such as A.I.D.S. and famine that are affecting their society. They could suggest and propose means and ways of how these problems could be tackled and put forward their opinion to the press and the ministries concerned. It also involved a deliberate attempt by teachers to abandon all their biases and prejudices they always had about their students and to realise the effect that this had on students' motivation to learn. The

experimentation in this area also determined the responses teachers got from having created an ideal 'classroom climate' where students feel secure, have a sense of belonging and where they have a sense of challenge. The teachers also evaluated the value and relevance of 'reflective teaching'. A deliberate change from a negative attitude to positive attitude towards their profession gave them an opportunity to commit themselves whole-heartedly to their duties. This was a great help in motivating their students and in making their teaching very effective.

(c) The third area or body of experimentation concerned what teachers did to make their lessons /teaching real and relevant. They deliberately made their lessons relevant and meaningful to the students by:

- Relating them (lessons) to the kinds of students they had in class and to deliver pieces of information in small doses and repeat them over and over, whenever that was necessary.
- By deliberately offering variety of ways of presenting the same lessons or concepts by the use of multiple intelligence approach.
- By deliberately refusing to concentrate on exercising the minds of the students, but allow their minds and hearts to be nourished, foster their individuality and develop their personality by allowing them freedom to participate in learning by their entire faculties.
- By taking students outside the classroom to explore the world around them understand its complexity, enjoy its beauty and appreciate its grandeur.
- By providing students with real occasions and real purposes to draw their power of communication and their creativity when directing students to write composition. The following typical composition topics were written by students

and the results of their evaluation were recorded: (I) Letter writing to real sick classmates, friends and others in real circumstances, (ii) reports for the press (iii) articles for the class magazine.

- By assessing the students' responses on two profitable weekly tests done.
- By deliberately experimenting with principles of educational guidance and counselling in a class room set-up- in dealing with class indiscipline and discipline in general. The teachers deliberately practised the art of being active listeners. They also concentrated on recognising and dealing with students' strengths and weaknesses, helping students to learn good study habits and skills, by relating theory to practice frequently and by helping students to discover their abilities.

Each of the experimentation done with the three practical devices for motivating students to learn was done in comparison with the corresponding orthodox methods in order to best evaluate the results.

4.1.3 THE SAMPLING PROCEDURE AND RESEARCH INSTRUMENTS

This research work deliberately used a non-probability type of sample for its work. It chose voluntary sampling purposely because of its nature as an experimentation research. Besides, given the heavy workload of teaching one lesson twice, it was reasonable to limit the number of teachers involved to six in order to allow for proper experimentation and also the easy administration of questionnaires.

Six very experienced teachers were therefore selected by their colleagues to undertake the experimentation project. Other teachers were also encouraged to experiment but without being included in the research scheme.

In carrying out the study of the problem of this research, the researcher used both closed and open questionnaires. There were six questionnaires. Each of the six teachers received one questionnaire on 18-1-200. They were supposed to fill-in in the appropriate areas by ticking the correct type of responses got from the class after each experimentation they carried out with any of the two methods or techniques for motivating students to learn.

At the end of the project and before they could finally hand in their respective questionnaires, each one of the six teachers was interviewed personally in order to give their overall evaluation of the whole research experimentation project.

The work was divided into three weeks. Two teachers namely, TEACHER 1 and TEACHER 2 handled the first week, which dealt with the first practical device. Each one of them had a different specific section of the same practical device to experiment on. Two teachers namely, TEACHER 3 and TEACHER 4 handled the second week, which dealt with the second practical device. Each one of them had a different specific section of the same practical device to experiment on.

The third week which was under the care of TEACHER 5 and TEACHER 6 dealt with the third practical device. Each of the two teachers had different specific sections of this practical device to exercise their experimentation on.

All of the six teachers generally co-operated to the best of the researcher's satisfaction, despite the tedious work of teaching eighteen lessons twice. Each teacher had to teach every lesson assigned to him/her twice so that in total, there were thirty-six lessons taught.

This research work therefore, involved experts in the teaching profession whose teaching 'majors' were mainly in the area of English language and literature. The open questionnaire (section C of the questionnaire) at the end of the closed questionnaire was most effective given the fact that the experimenter was free to offer his/her evaluation according to what he/she experienced and saw in the classroom.

The seminar that was held at the beginning of this experimentation project was very important because it introduced the three practical devices for motivating students to learn for the first time. It demonstrated how the three practical devices could be administered in the classroom to bring out the desired results. All the difficulties concerning any ambiguity in experimentation procedures were also thoroughly clarified in this seminar.

4.1.4 DATA COLLECTION PROCEDURES.

In this research project, data collection procedure involved the researcher's personal frequent visits to Dagoretti high school to monitor how the administration of the questionnaires were being carried out and to hold personal interviews with the six teachers.

The researcher collected the completed questionnaires at the end of the project. The format, which the teachers involved in this research project used to collect the data, was by noting down by ticking at the most appropriate responses got as a result of each experimentation with the two kinds of motivational techniques. Thus, the ticks were placed against any of the following four kinds of responses:

- i) POSITIVE
- ii) NORMAL
- iii) INDIFFERENT
- iv) NEGATIVE

All these together with the open commentaries made by the six teachers as well as the personal interviews on the overall results of the project were taken by the researcher for further studies and systematic analysis, in order to present them in an orderly manner which warranted easy interpretation and reading.

4.2 CONCLUSION

This chapter has dealt with the strategy that this research has used in carrying out its experimentation project.

Its design comprised the conducting of a seminar for teachers of Dagoretti high school in Nairobi, the selection of the six volunteer teachers who took part in the experimentation work, the distribution and administration of questionnaires, the duration of the project and the mention of analysis of data in general.

The chapter further on described the area of the study which it introduced as Dagoretti high school whose situation was typical of public secondary schools of Nairobi in terms of problems associated with lack of students' motivation to learn and indiscipline.

Included in this description was also the exposition of the study corpus. For the reasons provided, the study corpus was restricted to one subject of curriculum, i.e., English language and literature lessons. The prescribed English lessons and the student-discipline issue were all treated in the light of the three practical devices for motivating students to learn.

Following the study area and corpus, the chapter treated its sampling procedure whereby it explained that it preferred to use non-probability type of sampling. In this case, it chose a 'voluntary sample procedure' as relevant for its scientific experimentation. It described the research instruments which this research used such as, the seminar, six expert teachers, open and closed questionnaires and overall personal interviews.

The chapter finally, dealt with data collection procedures whereby, the six expert teachers were to answer in their closed questionnaires by ticking the relevant corresponding responses obtained as a result of experimentation with any of the two methods for motivating students to learn. The ticking was to be done against the following types of responses according to the judgements and discretion of the teacher involved: Positive, Normal, Indifferent, and Negative. Besides, the six expert teachers were allowed freedom of making their comments and evaluations in section C of the questionnaire. This section comprised the only section for open questionnaire of this research. All the results were then collected by the researcher in person for the sake of analysis and presentation.

The next chapter deals with data analysis, interpretation and discussion together with the presentation of the research findings in the light of the hypotheses tested.

CHAPTER FIVE

5.0 INTRODUCTION

This chapter presents the findings, analyses, interpretation and discussions of the results of experimentation carried out by six teachers of Dagoretti high school in Nairobi to determine the effectiveness of the three practical devices for motivating students to learn.

The chapter shall analyse the data to prove (or not) the two hypotheses of this research. It shall interpret the data by making a critique on the results.

Although the tables of illustration and figures employed are self-explanatory, this chapter will examine the frequency of ticks against the four different responses indicated in the questionnaire and their corresponding percentages. All these examinations of frequency and percentages will be carried out in the light of the hypotheses that relate to them- and to assess whether or not a particular hypothesis has been supported.

5.1 DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS.

Six questionnaires were distributed to the six expert teachers of Dagoretti high school who volunteered to undertake the experimental research on the effectiveness of the three

practical devices for motivating students to learn. All the six questionnaires were judged to be accurate and complete after the whole project.

As table 5.1 shows below, the six expert teachers were divided equally into 50% (3) female teachers and 50% (3) male teachers. This was done in order to ward off any gender bias that could have affected the results.

TABLE 5.1. *Frequency of female and male expert teachers involved in the experimentation project with the three practical devices for motivating students to learn.*

TEACHERS	FREQUENCY	PERCENTAGE
FEMALE	3	50%
MALE	3	50%
TOTAL	6	100%

Every teacher was assigned to teach six lessons in total. Three of those lessons were taught without having recourse to the three practical devices techniques for motivating students to learn and the other three, were a repeat of the previous three lessons which were then to be taught in the light of the three practical devices.

Two teachers were responsible for experimenting with each one of the three practical devices:

TEACHER 1 and TEACHER 2 dealt with the first practical device,

TEACHER 3 and TEACHER 4 were responsible for the second practical device,

And TEACHER 5 and TEACHER 6 dealt with the third practical device.

Although the pair dealt with the same practical device, each one of them had his/her different specific aspect of that same practical device which they were responsible for experimenting with. This ensured variety and safeguarded against any bias.

After every lesson experimented, each one of the six teachers, ticked in the questionnaire the appropriate responses he /she got from the students concerning the lesson taught.

Table 5.2 below shows the overall results/responses from 36 lessons got as a result of the experimentation with the three practical devices.

From the table, it can be observed that there was no negative results/responses realised with either of the two students' motivational techniques. A negative response option represented no learning at all. The fact that a 0% response was recorded in the negative response option during the whole experimentation duration, meant that learning took place and that there were no cases where students didn't learn something. This also implied that they were always motivated to learn in all the lessons they underwent.

The table shows that the 'indifferent' response-option constituted 25% (9ticks) of the overall score in 36 lessons. These were realised at different stages when orthodox techniques for motivating students to learn were used.

The 'indifferent' responses meant that students attained a general sense of satisfaction from the lessons taught even though they didn't get much out of those lessons.

A total of 10ticks-score in the "Normal" response option worth 27.78% of the overall score in 36 lessons were realised. Three quarters of those scores came from the results of the lessons taught for experimenting the effectiveness of the orthodox techniques for

motivating students to learn. A quarter of those overall scores came from the results of the lessons experimented with three practical devices for motivating students to learn. Normal responses from students meant that learning truly took place, students got motivated and the aims of the lessons were fully realised- leaving the students fully satisfied. It should be realised that this is particularly what the orthodox methods usually aims at achieving when students are being taught. It is the goal which every teacher and instructor would very much be willing to strive to achieve in his or her lesson plan.

17 ticks-score worth 47.22% in the 'positive' response option were realised.

Sixteen of those scores belonged to the results of the lessons taught to experiment the effectiveness of the three practical devices, while 1 score was attributable to the result of experimentation with the orthodox techniques for motivating students to learn.

The single positive score realised by the orthodox methods indicate that it is possible for orthodox methods to be very effective if handled very well, otherwise, in normal circumstances, it is quite difficult for them to raise the quality of students' motivation beyond the 'Normal' response option levels.

What the positive response stood for was that, students did not only learn nor did the lessons merely achieve their goals but besides, the students were actively involved in their learning. They took deep interest in what was being taught and the teacher's workload was merely reduced to the co-ordination and direction of learning. These are the goals of the three practical devices for motivating students to learn, i.e., to bring out the best from students' ability to learn and to make the most out of them by 'injecting' excitement into the lesson.

TABLE 5.2 overall students' responses from the lessons of experimentation with the three practical devices for motivating students to learn

TYPES OF RESPONSES OR RESPONSE-OPTIONS	OVERALL FREQUENCY IN 36 LESSONS	ORTHODOX RESULT SCORES IN 18 LESSONS	THE 3PRACTICAL DEVICES' RESULT SCORES IN 18LESSONS	OVERALL PERCENTAGE IN 36 LESSONS
POSITIVE	17	1	16	47.22%
NORMAL	10	8	2	27.78%
INDIFFERENT	9	9	0	25%
NEGATIVE	0	0	0	0%
TOTAL	36	18	18	100%

5.2 PRESENTATION OF THE RESEARCH FINDINGS.

5.2.1 HYPOTHESES TO BE TESTED

1. The three practical devices for motivating students to learn have got a propensity for dealing constructively and effectively with problems associated with motivating students to learn.
2. Orthodox techniques and methods for motivating students are not enough in dealing with lack of students' motivation to learn.

TABLE 5.3 FOR TEACHER 1 AND TEACHER 2 ON THE RESULTS AND RESPONSES GOT FROM LESSONS EXPERIMENTED WITH THE FIRST PRACTICAL DEVICE.

QUESTION-STATEMENTS.

- (a) When you taught your lessons generally and normally regardless of any implication of what should constitute a sound teacher-student relationship in mind, what results and responses did you get from the students?
- (b) What results and responses did you get from the students when you re-taught the same lessons in a special way by putting into consideration the major components of a sound teacher-student relationship such as openness, 'friendliness' and respect as proposed by the first practical device for motivating students to learn?

TABLE 5.3 ITSELF.

TYPES OF RESPONSES OR RESPONSE-OPTIONS	OVERALL FREQUENCY IN 12 LESSONS	ORTHODOX RESULT SCORES IN 6 LESSONS	THE 1st.PRACTICAL DEVICES' RESULT SCORES IN 6LESSONS	OVERALL PERCENTAGE IN 12 LESSONS
POSITIVE	6	0	6	50%
NORMAL	3	3	0	25%
INDIFFERENT	3	3	0	25%
NEGATIVE	0	0	0	0%
TOTAL	12	6	6	100%

Table 5.3 above presents the results and the responses got from the 12 lessons used in measuring the effectiveness of the first practical device for motivating students to learn.

The results it presented are as follows:

First, it has recorded a total of 6 ticks-score in the 'positive' response option, which are worth 50% of the overall score in 12 lessons,

Secondly, it has recorded a total of 3 ticks-score in the 'Normal' response option, which are worth 25% of the overall score in 12 lessons,

Thirdly, it has recorded a total of 3 ticks-score in the 'Indifferent' response option, which are worth 25% of the overall score in 12 lessons,

Finally, it has no records of tick-score in the 'Negative' response option and so, has a 0% overall score in that area.

The two question-statement preceding table 5.3 can therefore be understood and explained according to the statistical data presented in that very table. To explain these two facts, it should be noticed that the two question-statements were meant to test the two hypotheses of this research: The first question aimed strictly to test hypothesis 2 i.e., whether in teaching lessons, the orthodox techniques for motivating students to learn are by themselves alone and sufficient.

To prove or disapprove this hypothesis, the table's statistical data reveal that in comparison with the number of tick-scores achieved by the first practical device for motivating students to learn, the orthodox scores are ranging in the 'Normal' and 'Indifferent' response option levels far below the positive option level- where the first practical device scores are. This means that the positive scores attained with the first practical device techniques could only have been made possible because the two techniques combined to improve the quality of motivation. When left without being complemented by practical devices, the orthodox responses tended to dwindle along the 3ticks-score in the 'Normal' and 'Indifferent' response option levels. This is therefore, a

clear proof that orthodox methods for motivating students to learn are not enough and that, they need to be complemented by some practical and relevant techniques.

The second question-statement which targeted hypothesis 1, can as well be understood and explained in the same way as the above. In this case, the quality of students' motivation was only improved from a 3 tick's orthodox score in the 'Normal' response option level to a higher level of positive response option because of the integration of orthodox techniques with the first practical device techniques for motivating students to learn. Hence, the responses were positive when the lessons were re-taught in a special way by putting into consideration the major components of a sound teacher-student relationship as proposed by the first practical device for motivating students to learn. This then is a ground for proof of hypothesis 1.

In their personal commentaries in the open questionnaire section entitled section 'C', Teacher 1's comment on the effectiveness of the first practical device was that, "... this device brings out the love of learning and of growing up for the student, and for the teacher, it brings out the love of active participation in the wondrous process of seeing students growing up as unique and individual persons...."

Teacher 2's commentary on this same practical device was that, "... I came to realise that criticism, negative evaluations and other ways I have been using to point out weaknesses were very much inhibiting rather than promoting learning..."

TABLE 5.4 FOR TEACHER 3 AND TEACHER 4 ON THE RESULTS AND RESPONSES GOT FROM LESSONS TAUGHT TO EXPERIMENT THE EFFECTIVENESS OF THE SECOND PRACTICAL DEVICE.

QUESTION STATEMENTS:

- (a) When you taught your lessons without reference to the fact that teachers should not directly aim at preparing students for life but should equip them for living in the present, what responses did you get from the students?
- (b) And secondly, when you re-taught the above lessons in a special way by enforcing and putting in place the elements for equipping students to live in the present as proposed by the second practical device, what responses did you get from students?

TABLE 5.4 ITSELF.

TYPES OF RESPONSES OR RESPONSE-OPTIONS	OVERALL FREQUENCY IN 12 LESSONS	ORTHODOX RESULT SCORES IN 6 LESSONS	THE 2 nd .PRACTICAL DEVICES' RESULT SCORES IN 6LESSONS	OVERALL PERCENTAGE IN 12 LESSONS
POSITIVE	5	0	5	41.6%
NORMAL	3	2	1	25%
INDIFFERENT	4	4	0	33.40%
NEGATIVE	0	0	0	0%
TOTAL	12	6	6	100%

The above two question-statements were both directed to deal with all the two hypotheses.

Question (a) was particularly restricted to prove hypothesis 2, while question (b) was restricted to deal with hypothesis 1.

In reference to the above table, experimentation done under the influence of the second practical device motivational techniques yielded 5 ticks-score in the 'Positive' response option. It had 1 tick-score in the 'Normal' response option and a zero tick score in both 'Indifferent' and 'Negative' response options. This puts the second practical device in a

good position because the 'Positive' and the 'Normal' response option levels are levels where the strength of students' motivation to learn is most effective.

The results of the experimentation done solely under the influence of the orthodox methods for motivating students to learn recorded fluctuating scores that were lower as compared to those of the second practical device methods. The highest score for orthodox was 2 ticks in the 'Normal' response option level and then digressed to 4 ticks-score in the 'Indifferent' response option. It however didn't record any tick in the 'Negative' response option.

The following is the full interpretation of statistical data in table 5.4:

First, it has recorded a total of 5 ticks-score in the positive response option, which are worth 41.6% overall score in 12 lessons. All these scores were attributable to the 2nd Practical device techniques for motivating students to learn.

Secondly, it has recorded a total of 3 ticks-score in the 'Normal' response option, which are worth 25% overall score in 12 lessons. 2 of these scores belonged to the orthodox techniques and 1 score to the 2nd Practical device techniques.

Thirdly, it has recorded a total of 4 ticks-score in the 'Indifferent' response option, which are worth 33.40% overall score in 12 lessons. All these were attributable to the orthodox techniques.

Finally, it has no record of tick score in the 'Negative' response option and so, there is no percentage overall score in that area.

There are two implications that can be derived from these statistical figures:

First, the results tended to achieve positive responses when the teachers in their lessons integrated elements of the second practical device for motivating students to learn with those of their orthodox counterparts. This fact then justifies hypothesis 1 which states that the three practical devices have the propensity of constructively and effectively dealing with problems associated with lack of students' motivation to learn.

The second implication which is obvious in the statistical information is that the strength of orthodox techniques was generally ranging in-between the 'Normal' response option and the 'Indifferent response option levels. These two levels meant that the capacity for orthodox techniques to improve the quality of motivation in students to learn tended to remain at the average level; yet, when its techniques were augmented with those of the second practical device, the results were positive. This fact in this case therefore, served to prove hypothesis 2 by indicating or pointing at the insufficiency of orthodox methods for motivating students to learn if left by themselves.

In their respective commentaries in section 'C' of the questionnaire, Teacher 3 and Teacher 4 made some comments worth noting about the 2nd practical device:

Teacher 3 commented: "...this practical device was difficult for me to implement especially, the creation of a 'classroom climate' where students can be secure, have a sense of belonging and a sense of challenge. No any ordinary teacher would bother about this device, yet, the effect it had on my students was remarkable and perhaps, that is why it made some sense to me in the end."

Teacher 4 had the following comments: "...for the first time, I used my imaginative mind constructively to motivate my students to learn and this provided plenty of exhilarating excitement in the class...."

TABLE 5.5 FOR TEACHER 5 AND TEACHER 6 ON THE RESULTS AND RESPONSES GOT FROM LESSONS USED TO EXPERIMENT THE EFFECTIVENESS OF THE THIRD PRACTICAL DEVICE FOR MOTIVATING STUDENTS TO LEARN.

QUESTION-STATEMENTS

- (a) When you taught your three lessons for the first time without having recourse to the idea of making your teaching/lessons real, what response did you get from your students?
- (b) And, what response did you get when you re-taught the above three lessons by making them real and relevant to your students?

TABLE 5.5 ITSELF.

TYPES OF RESPONSES OR RESPONSE-OPTIONS	OVERALL FREQUENCY IN 12 LESSONS	ORTHODOX RESULT SCORES IN 6 LESSONS	THE 3RD PRACTICAL DEVICE'S RESULT SCORES IN 6 LESSONS	OVERALL PERCENTAGE IN 12 LESSONS
POSITIVE	6	1	5	50%
NORMAL	4	3	1	33.34%
INDIFFERENT	2	2	0	16.66%
NEGATIVE	0	0	0	0%
TOTAL	12	6	6	100%

Table 5.5 above presents the results and the responses got from the 12 lessons used in measuring the effectiveness of the third practical device for motivating students to learn.

The results it presents are as follows:

First, it recorded a total of 6 ticks-score in the 'Positive' response option, which are worth 50% of the overall score. 5 of those ticks-score came from the positive responses realised in the experimentation with the third practical device for motivating students to learn, and

1 tick-score came from the response realised as a result of experimentation with the orthodox techniques for motivating students to learn.

Secondly, it recorded a total of 4 ticks-score in the 'Normal' response option, which are worth 33.34% of the overall score. 3 of the ticks-score came from the responses got as a result of experimentation with the orthodox methods for motivating students to learn, while 1 tick-score, was the response realised as a result of experimenting with the third practical device techniques.

Thirdly, it recorded a total of 2 ticks-score in the 'Indifferent' response option, which are worth 16.66% of the overall score.

It recorded a zero tick-score in the 'Negative' response option and so had no percentage overall score in that area.

It is in the light of this statistical interpretation that the answer to the two question-statements above can be sought and explained to prove or disapprove the two hypotheses of this research.

The first question-statement was aimed at proving or disapproving hypothesis 2. From the table, it can be deduced that, with the exception of one case, the third practical device techniques improved the quality of students' motivation from a 2 to 4 tick-score in the 'Indifferent' and 'Normal' response option levels respectively to 5 ticks-score in the 'Positive' response option. The third practical device for motivating students to learn proved therefore, that it had the capacity of dealing with lack of students' motivation effectively. This fact therefore, proves hypothesis 1.

As far as hypothesis 2 is concerned, it can be readily noticed in the table that in most of the cases, except for one instance, the orthodox techniques for motivation were unable to

improve the quality of students' motivation to learn until the third practical device techniques were integrated with them. Hence, orthodox techniques for motivating students to learn stand in need of practical techniques to complement them.

In response to the effectiveness of the third practical device for motivating students to learn, Teacher 5 and Teacher 6 made the following worthwhile comments:

Teacher 5 said, "I think I need to get a full training in the use of multiple-intelligence in classroom teaching after I discovered how effective it is in motivating students.... Even those whom I always prejudice as very poor students --I am surprised that they can do wonders...."

Teacher 6 on her part said, "... I at first thought that 'profitable weekly tests' are ideal only for primary school kids, but upon experimentation with the secondary school students, they worked most effectively..."

5.3 CONCLUSION

This chapter has dealt with data analysis, interpretation and discussion.

It has presented the research findings by the six teachers of Dagoretti high school in a systematically statistical order that made it easy for interpretation and understanding.

The results, interpretations and discussions supported the two hypotheses of this research that:

- The three practical devices for motivating students to learn have got a propensity for dealing constructively and effectively with problems associated with motivating students to learn.
- Orthodox techniques and methods for motivating students are not enough in dealing with lack of students' motivation to learn.

The following chapter gives suggestions, recommendations and a general conclusion of this research experimentation project.

The suggestions and recommendations given will be of great assistance to the public secondary school teachers of Nairobi who are seeking for appropriate means to deal with their students' lack of motivation to learn.

CHAPTER SIX

6.0 INTRODUCTION

This last chapter presents a summary of the entire study of this research project.

It will begin with recapitulating or summarising what it had recorded in the previous chapters. Then, it is going to give some implications of this research study and offer recommendations for the future research based on its findings.

The chapter will then end with a general conclusion for the whole research work.

6.1 RECAPITULATION

This research work is divided into six chapters.

Chapter one dealt with the background of its study. In it, it mentioned that its concern and attention was drawn to the problems associated with lack of students' motivation to learn- prevalent in public secondary schools of Nairobi.

Basing itself on previous researches, it proposed that the problem was caused generally by teachers in those schools lacking proper practical techniques and ideas for motivating students to learn. These practical techniques were needed to complement the more predominantly theoretical orthodox techniques that these teachers are known to be familiar with, and fond of. The only problem however, was that such practical devices were not specifically defined and identified. It was therefore in a bid to identify and

define specifically these practical techniques, that this research put forward the three practical devices as one set of practical means which teachers in Nairobi can use to deal most effectively with the problems associated with lack of students' motivation to learn.

Chapter two dealt with the statement of the problem that was at the heart of this study. It included also five research questions, four objectives, two hypotheses, rationale of the study and finally, it dealt with scope and limitations of this research.

Chapter three treated the three practical devices for motivating students to learn in the light of educational experts and related literature.

Chapter four dealt with the methodology employed in carrying out this research. It described its design, the area where the research was carried out including study corpus, the description of the sampling procedure used together with research instruments and finally, the description of data collection procedures used.

Chapter five dealt with data analysis, interpretation and discussion. It also presented the research findings in the light of the two hypotheses it proposed to prove.

Chapter six is a summary of the whole research project. It explains the implications of the study and expressed suggestions and recommendations before it ultimately gives this research project its general conclusion.

6.2 IMPLICATIONS OF THE STUDY

Research findings with the three practical devices for motivating students to learn implied that, most of the teachers' failure to motivate their students to learn lies in the fact that, they either rely too much on the use of orthodox techniques to motivate their students to learn or they have neglected these techniques altogether and are merely surviving in the teaching profession. In this case, the T.S.C. has a part to play in motivating the teachers to teach most effectively.

Too much reliance on the orthodox techniques (or the neglect of them) cannot fully improve the quality of students' motivation to learn because, these techniques are predominantly theoretical and have got always a tendency of being redundant. They need to be integrated with some practical techniques for motivating for motivating students if they are to be effective.

Table 5.2 illustrated this fact clearly by showing that, when left to themselves, the orthodox scores tended to remain in-between the 'Normal' and 'Indifferent' response option levels. This situation however, changed with indications of improvement when the orthodox techniques were complemented by the intervention of the three practical devices-techniques. The scores moved from 8 ticks-score worth 27.78% of the overall score in the 'Normal' response option to 16 ticks-score worth 47.22% of the overall score in the 'Positive' response option.

This then is therefore, a proof that teachers must not succumb to too much reliance on the orthodox techniques in their quest to find means of dealing with their students' lack of motivation to learn. Instead, they need to complement them with practical methods of

some sort (e.g., the three practical devices suggested in this research) which are relevant to their respective situations and students.

6.3 SUGGESTIONS AND RECOMMENDATIONS.

Having done an analysis and critique of the research findings on the effectiveness of the three practical devices for motivating students to learn, this research now intends to give some suggestions and recommendations based on its findings.

The research project has evidently pointed out the fact that the means to deal effectively with problems associated with lack of students' motivation to learn lies heavily on the use of practical techniques and ideas relevant for that purpose. These practical techniques and ideas when integrated with the orthodox techniques improve the quality of students' motivation to learn.

The co-operation of the six teachers of Dagoretti high school in proving the fact that practical techniques and ideas when integrated with those of their orthodox counterparts improves the quality of students' motivation, was remarkable and should be acknowledged. What their co-operation in that responsibility testified to was the fact that, it is possible for any willing teacher(s) in the public secondary schools of Nairobi to make the most out of such practical techniques in order to improve their respective students' motivational problems.

Now that a possibility of solution to the problems associated with lack of students' motivation to learn in Nairobi schools has been demonstrated, it could be a worthwhile suggestion if the effectiveness of the three practical devices' techniques are made available to all the teachers in those schools.

To make this move possible, teachers from Dagoretti high school, who had the first hand experience with the three practical devices techniques, would do well to conduct a series of seminars in several schools in Nairobi similar to the one they had at the beginning of the research experimentation program on 18-1-2000.

Beside seminars, teachers may make the information about the effectiveness of the three practical devices available in the teachers' advisory centres. They can also present them to the educational media, journals and for publications.

One of the hopes of this research was that, once the value or significance of the three practical devices will have been established, the three devices will then be able to bear fruit in collaborative teaching and learning. Collaborative teaching and learning is here seen as the most effective means of creating the awareness of the importance and the secrets of the three practical devices. Collaborative teaching and learning in a school means that every individual teacher in any public secondary school in Nairobi is not left on his/her own to mind his/her business in the classroom, but is given an opportunity to share his/her opinion and experiences with all his/her colleagues about everything he /she plans, intends and teaches in class. In this way, a collaborative spirit is created and put in force.

Although the three practical devices are simple in appearance, they are deeply comprehensive and inexhaustible so that, it is possible to draw a lot of new facts and ideas from them. They therefore, form a fertile ground for further research in the future. The teachers are therefore, urged to explore them most profoundly, to make the most out of them and even produce other aspects of such practical devices if possible. Much depends on their willingness and co-operation as well as their creative initiatives.

It must be recalled that in chapter two, it was stated that the three practical devices must be seen as one aspect of the many possible practical devices for dealing with students' lack of motivation to learn. The teachers must therefore, not regard them as absolute paradigms, but should strive to perfect and develop them if they cannot invent their own.

The positive results of the three practical devices should remind teachers in public secondary schools of Nairobi that teaching should be both inspiring and informative, interesting as well as instructive, practical as well as positive.

One of the recommendations which this research is making to teachers in public secondary schools of Nairobi is that, they should take the three practical devices for motivating students to learn always as **their felt obligation**.

In doing this however, they must not forget to maintain their own motivation as teachers. Thus, they have to develop confident self-efficacy perceptions, set challenging but reachable goals, adopt an incremental view of their developing motivational skills, attribute successes and failures accordingly, manage their emotions, self-regulation of

their selection and adjustment of strategies in order to sustain optimal motivation to fulfil their potential in the domain of motivating students to learn.

6.4 GENERAL CONCLUSION

This research project has all along been attempting to show the effectiveness of the three practical devices for motivating students to learn in terms of resolving problems associated with lack of students' motivation to learn prevalent in public secondary schools of Nairobi.

The Literature review attempted to explain this effectiveness in terms of what some educational experts and authors reported in the related areas of its components and concern.

From the interpretation of statistical data received from the six expert teachers of Dagoretti high school in Nairobi, the effectiveness of the three practical devices was proved by the larger scores they achieved in the 'Positive' response option level as compared to the lower scores attained by the orthodox techniques.

Hence, all these facts served to prove the two hypotheses of this research, namely:

- that the three practical devices have got a propensity for dealing constructively and effectively with problems associated with motivating students to learn, And,
- Orthodox techniques and methods are not sufficient enough by themselves alone to deal with lack of students' motivation to learn.

Although the implementation of the three practical devices will possibly be gradual and also, pose some challenges to some teachers, yet, the benefits that will accrue from their fruits will be worth those efforts and challenges.

The three practical devices for motivating students to learn will thus make the teachers find full satisfaction and a sense of fulfilment in their role as instructional leaders and agents.

BIBLIOGRAPHY

BOOKS

Atkinson, John. An Introduction To Motivation. Princeton, NJ: Van Nostrand, 1964.

Biehler, F., Robert, And Snowman, Jack. Psychology Applied To Teaching. Boston / New York: Houghton Miffling Company, 1997.

Brandt, Ron. Powerful Learning. Alexandria, Virginia: Association For Supervision And Curriculum Development – U.S.A., 1998.

Brophy, Jere. Motivating Students To Learn. Boston, Illinois, Wisconsin, New York And California: McGraw Hill, 1998.

Castle, E., B. Principles Of Education For Teachers In Africa. Nairobi: Oxford University Press, 1966.

Crawford, K., Donna; Bodine, Richard, J.; And Hoglund, G., Robert. The School For Quality Learning: Managing School And Classroom, The Deming Way. Illinois 61821: Research Press, 2612 North Martis Avenue, 1993.

Devin, Thomas. Teaching Skills: A Guide For Teachers. 2nd Ed. Boston: Allyn And Bacon, 1987.

D.H.S. – 35 Years Of Existence Of A School. Nairobi: Uzima Publications, 1997.

Gordon, Thomas. T.E.T.- Teacher Effectiveness Training. New York: David Mcay Company, Inc., 1974.

Locke, E., and Latham, George. A Theory Of Goal Setting And Task Performance. Engle Wood Cliffs, NJ: Prentice – Hall, 1990.

Makinde, Olu, And Adeyoju, Niyi. Educational Guidance. Lagos: Longman Publications, 1997.

Moore, D., Kenneth. Classroom Teaching Skills. 4th Ed. Boston, Massachusetts, Illinois, Iowa, Wisconsin, New York, California: McGraw Hill Companies, 1998.

Ndunguru, Simon. Educational Essays For Teachers. Nairobi, Kampala, Dar es salaam: East African Literature Bureau, 1976.

Okech, Dibuoro. How To Make Your Teaching Sound And Real. Kisumu: Anyange Publications, 1976.

Panandikar, Sulabha. Teaching Made Relevant. Bombay: Allahabad St. Paul Society, 1967.

Pereira, Arty. Teacher-Student relationship. Bombay: St. Paul Society, 1973.

Wlodkowski, Raphael. Enhancing Adult Motivation To Learn. San Francisco: Jossey-Bass, 1985.

UNPUBLISHED MATERIALS

Asanda, Jectone. "The Relevance Of Guidance And Counselling In A Classroom Setting." Unpublished Seminar Paper. Institute For Rural Development-Rongo, Kenya, 1978

Awino, Veronica, Otine. Unpublished Farewell Speech to Ogeda Primary School Teaching Staff, 18th Of July 1986.

Ayieko, Aseto. " Teachers as Role Models In Nairobi Schools." Unpublished Masters Dissertation, Makerere University- Kampala, Uganda, 1996.

Finbarr, Murphy. "Profitable Weekly Tests Versus Regular Weekly Tests." Unpublished Class Handout For C.ED. 420: Primary Methods Course. Nairobi: C.T.I.E. Tangaza College, 1999.

Keamey, Tom. Unpublished Class Handouts For C PY. 221: Educational Psychology Course. Nairobi: C.T.I.E. Tangaza College, 1997.

K'otine, Zachary. "The Devastating Effects Of Lack Of Students' Motivation to Learn: A case Study Of Secondary Schools Of Nairobi" Unpublished Masters Dissertation, Makerere University –Kampala, Uganda, 1995.

Mburia, J., K.. " Class Discipline." Unpublished Copy Of A Prepared Speech Addressed To The Teachers On A Seminar- Workshop. Nairobi: Dagoretti High School , 1999.

Ochuka, Maurice. " How Teachers In Nairobi Are Handling Teaching Methods And Classroom Management Skills." Unpublished Class Project For School Management Course, C.T.I.E. Tangaza College-Nairobi, 1998.

Olin, Gen, Mary. "Classroom Climate." Unpublished Class Handout for C ED. 315: School Management Course. Nairobi: C.T.I.E. Tangaza College, 1997.

Ominde, Okoth. (1984). A complete Collection Of The Manuscripts And Documents Of His Original Work On The Development Of Formal Education In Kenya. Special Collections. Nairobi University Archives. Nairobi, Kenya.

O'neil, John. "Informal-Traditional African Education Versus Formal Education." Unpublished Class Handout For C.Ed. 101: History And Philosophy Of Education Course. Nairobi: C.T.I.E. Tangaza College, 1996.

Ouma, Boniface. "The Educational Situation In Nairobi, 3:10-15." Post-Graduate Educational Thesis, The Catholic University Of Eastern Africa, 1993.

JOURNAL

Scherer, Marge. "Martian Chronicles." Educational Leadership (U.S.A.), Vol. 55, No 1 September 1997.

INTERVIEW WITH A TAPE-RECORDER

Okoth, Assa. Ex-Head Teacher Of Kolanya High School: Interviewed By The Researcher, On 23rd February 2000, At Anyiko-Kenya. (Tape-recording).

APPENDIX

THE THREE PRACTICAL DEVICES FOR MOTIVATING STUDENTS TO LEARN.

RESEARCH QUESTIONNAIRE

I am carrying out an intensive research to investigate the effectiveness of the three practical devices for motivating students to learn in the public secondary schools of Nairobi. Your co-operation as an experienced teacher in this matter will be of great value to me and to the rest of your colleagues in Nairobi who are searching for ways of dealing with problems associated with lack of students' motivation to learn.

I promise great confidentiality and consideration in all your responses. Thanks for your sincere co-operation.

PERSONAL INFORMATION

Your name (optional)

.....

How old are you (optional)

.....

How long have you been in teaching profession.....

Sex: Male Female

How many subjects do you teach.....

SELECTED STATEMENTS AND QUESTIONS.

WEEK 1 FOR TEACHER 1 AND TEACHER 2:

The results of experimentation with the first practical device
Which states that, for effective learning and teaching to take place, there
must be a fundamentally sound and solid teacher-student relationship.

- A) When the lesson were taught generally and normally without regard to any implications of what should constitute a sound teacher-student relationship in mind, the responses received from the students were:

Tick the appropriate response ✓	Positive	Normal	Indifferent	Negative
Lesson 1.				
Lesson 2.				
Lesson 3.				

- B) When the lessons were taught in a special way with the implied elements of a sound Teacher-student relationship such as, openness, friendliness, respect, put in place, the results were:

Tick the appropriate response ✓	Positive	Normal	Indifferent	Negative
Lesson 1				
Lesson 2				
Lesson 3				

- C) What is your personal evaluation / assessment of students' response after a week's experimentation with the two different motivational approaches?
(summarise in very brief words)

.....

.....

.....

.....

WEEK 2 FOR TEACHER 3 AND TEACHER 4:

The responses and results of experimentation with the second Practical device which requires teachers to equip students for living in the present And not to prepare them directly for future life.

A) When you taught your three lessons without reference to the idea that education is meant to equip students for living at the present and not a direct preparation for life, what response did you have from students?

Tick the appropriate response ✓	Positive	Normal	Indifferent	Negative
Lesson 1				
Lesson 2				
Lesson 3				

B) When you re-taught the above three lessons in a special way, enforcing and putting in place the elements for equipping students to live in the present as stipulated in the second practical device, what kind responses did you receive from the class?

Tick the appropriate response ✓	Positive	Normal	Indifferent	Negative
Lesson 1				
Lesson 2				
Lesson 3				

C) What is your personal evaluation / assessment of students' response after a week's experimentation with the two different motivational approaches? (summarise in very brief words)

.....

.....

.....

.....

.....

WEEK 3 FOR TEACHER 5 AND TEACHER 6:

The responses and results of experimentation with the third practical device which requires teachers to always make their lessons/teachings real if the students are to be effectively motivated to learn.

- A) When you taught your three lessons for the first time without having recourse to making your teaching/lessons relevant and real according to the perspectives of the third practical device, what results and responses did you receive from your students?

Tick the appropriate response ✓	Positive	Normal	Indifferent	Negative
Lesson 1				
Lesson 2				
Lesson 3				

- B) What results and responses did you receive when you re-taught the above three lessons by making them real and relevant to your students?

Tick the appropriate response ✓	Positive	Normal	Indifferent	Negative
Lesson 1				
Lesson 2				
Lesson 3				

- C) What is your personal evaluation and assessment concerning the above two different approaches you employed for motivating students to learn?
(summarise in very brief words)

.....

.....

.....

.....

.....

.....

.....

.....