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Topic: How to Improve Learning Performance of
Primary School Pupils

A Case study of St. Joseph's School, Kangemi.

*A Project Submitted in Partial Fulfillment of the Requirement for
Bachelor of Science Degree .*

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DEDICATION

*This thesis is dedicated to my Congregation, the
Brothers of the Christian Schools. (De La Salle
Brothers) F.S.C.*



*Whose Charism is procuring Christian Education for
the youths and running of schools.*

DECLARATION.

I, the undersigned declare that this Project is my own original work, achieved through field research and reflections. This Project has never been submitted to University or College for any credit or approval. I therefore, acknowledge all information herein and their sources.

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ABSTRACT

Motivation is a primary key to learning in any institution. Both the learned (teacher) and learner (pupil) must be eager to learn, because learning is continuous from “womb to tomb.”

In this research, I have examined the roles played by teacher, the school, the family, culture, mass media and society. Famous schools like Banda, Precious Blood, Starehe Boys Centre and Alliance are well known for academic excellence in their performance and assessment. It is in view of this fact, that I have chosen St. Joseph’s School in order to do some research on how pupils of this College can also measure up to the academic expectation of the above mentioned schools in Nairobi.

The approach used in this research is the “Active learning approach” which involves class discussion, study, teamwork, and theories of planning, learning skills, communication and reinforcement. The researcher will elaborate on these in the proceeding chapters.

TABLE OF CONTENTS.

PRELIMINARY	PAGES
1. Acknowledgment -----	(i)
2. Dedication-----	(ii)
3. Declaration -----	(iii)
4. Abstract-----	(iv)
5. Table of contents-----	(v)

CHAPTER ONE

1.0 INTRODUCTION	
1.1 Background to the study-----	1
1.2 Statement of the problem-----	2
1.3 Objective of the study-----	2
1.4 Research questions-----	3
1.5 Significance of the Study-----	4
1.6 Rationale of the Study-----	4
1.7 Scope and Limitation-----	5
1.8 Definition of terms-----	5
1.9 Research hypothesis-----	5

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction	7
2.2 Motivation to learn	7
2.3 Classroom Management	10
2.4 Parent - Teacher relationship	11
2.5 Pupils' Ideas and Home work	12
2.6 Discipline	13
2.7 Reinforcement	15
2.8 Questioning technique	16
2.9 Observation and Evaluation	18
2.10 Extra- curricula activities	19

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction	21
3.2 Research design	21
3.3 Target population	22
3.4 Sample and sampling procedure	22
3.5 Description of research instruments	23

3.6 Data collection	23
3.7 Data analysis	24

CHAPTER FOUR

4.0 PRESENTATION AND DISCUSSION OF THE RESULTS

4.1 Introduction	25
4.2 Findings on the significance of Questioning	25
4.3 Findings on the policy of discipline	26
4.4 Findings on participation in extra -curricula activities.	26
4.5 Findings on the belief in pupils' ideas.	27
4.6 Findings on the assignment of home work.	27
4.7 Findings on the impact of cultural literacy	28
4.8 Findings on the procedure of direct instruction.	28
4.9. Findings on the characteristics of an effective school	29
4.10. Findings on the evaluation of pupils' assessment.	29

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	30
5.2 Summary of the Study	31
5.3 Conclusion of the study	31
5.4 Recommendations	32

TABLES

TABLE 1.1:	32
TABLE 1.2:	33
FIGURE 3:	34
FIGURE 4:	34
FIGURE 5:	35
FIGURE 6:	36
FIGURE 7:	36

LISTS

LIST 1:	37
LIST 2:	37
LIST 3:	37
BIBLIOGRAPHY	38
JOURNALS	38
PERIODICALS	39

APPENDICES

APPENDIX 1: INTRODUCTION LETTER FOR THE RESEARCHER	40
APPENDIX 2: QUESTIONNAIRE FOR PUPILS	41
APPENDIX 3 QUESTIONNAIRE FOR TEACHERS	43

APPENDIX 4: QUESTIONNAIRE FOR PARENTS----- 45

APPENDIX 5: RESEARCH PHOTOS-----47.

CHAPTER ONE

1.0 INTRODUCTION

School administrators, supervisors, Board members and parent groups in some communities are becoming aware that they must join hands together if pupils are to improve. The researcher hopes to discuss the present state of schooling in Kenya, with illustrative data carefully collected from a small, diverse sample of schools.

1.1 BACKGROUND TO THE STUDY.

Every pupil is capable of learning, but different children have different capabilities. The researcher is of the view that if all children are given conducive environments, resources and approaches, pupils can attain higher achievement in their learning performance. (Madeleine Hunter, 1982 pg. 7.)

It is against this background that I have decided to take a research on how to motivate the underachievers in St. Joseph's Primary school while analyzing the causes and effects of family, school, and mass media, on the academic performance of the pupils.

It is therefore imperative, that children, at the primary level imbibe the learning skills necessary so as to set realistic, achievable goals and expectations as they grow into adolescents, and ultimately adults, since "learning is from womb to tomb".

A positive relationship between the school and the home is an important factor, which determines the pupils' achievements in school. Both parents and teachers must collaborate to contend with the pressures and shared responsibilities of improving learning performance of pupils.

1.2 STATEMENT OF THE PROBLEM.

Motivating pupils is perhaps the most difficult task facing teachers today. Techniques that work with one pupil may be totally ineffective with another. Therefore, the teacher must take into consideration the individual differences in physical, cognitive, and social development, for better learning performance.

Another problem which hinders the improvement in learning performance of primary school pupils is, the anxiety about assessment and examination. Definitely, every parent expects the success of his or her child. But, when pupils score low grades in tests and examinations for example, the parents become worried and the affected pupils are equally disturbed, if they are not promoted to the next level.

Therefore, the fears generated by assessment and examination are problems which lower a child's confidence and ability to perform well at school. At home, the failure to do assignments also results in low performance. The parents should assist their children while at home to solve this problem.

Nowadays, many pupils watch television, if their parents can afford it. The type of television programmes, and the weekly schedule of watching should be monitored by parents if learning to perform better is to be realized. (Schon 1987 pg.6)

OBJECTIVE OF THE STUDY.

The goal of the study is to establish if the following criteria for improving learning performance have been met:

1. ACHIEVABILITY: In order to improve learning performance, the pupils would be able to acquire the basic skills and knowledge necessary for elementary study. Research indicates that there are three possible areas of adjustment - work, television and sleep, if success is to be expected at their early age.

2. DESIRABILITY: The goal would be something the pupils themselves really want to achieve. If so, learning is possible and would not appear as though it was forced on them.

3. FOCUS: Pupils would be able to focus on learning if effective reminders, such as; outlines, chalkboard messages are employed.

4. MOTIVATION: The pupils would be motivated to learn and persevere in studies, having seen the values of the elementary education.

5.COMMITMENT: The goal would be so valued that the pupils can make a formal or informal gesture to pledge effort and responsibility. This can be in the form of a statement like; "I am really going to try ", followed by a handshake by the teacher and possibly positive reinforcement from the parents.

1.4

RESEARCH QUESTIONS.

The researcher has listed some questions, which will help to clarify the factors hindering the improvement of learning performance of primary school pupils.

1. How can parents and teachers work more effectively together to help children to want to desire?
2. Should we force our children to learn if we believe that is best for them?
3. Why are television programmes and sports more appealing to pupils than learning?
4. Are pupils keen on doing homework while at home?
5. Do pupils pay attention to the teacher while he or she teaches?
6. Do pupils participate effectively in class by posing and answering questions?
7. Do pupils take notes and revise the notes after lesson?

1.5

SIGNIFICANCE OF THE STUDY.

The desire to learn is critical to the future success of all children at school, at work, and in life. Indeed, those children who cultivate a genuine love for learning will never fail. They will have the tools with which to meet obstacles later in life as they grow towards adulthood. (Clark and Starr 1966. P.1)

Unquestionably, the teachers, parents, and the pupils themselves must work co-operatively to solve the problem of learning performance.

The researcher sees the primary school pupils as persons growing continuously towards self-direction and effectiveness.

In this regard, the significance of the study is to challenge the pupils to develop appropriate study habits in order to improve their learning performance. In at least, three different ways, the advantages are:

1. To develop motivation to learn and child's identification with the parents' values.
2. Allow them opportunity to select study topics, evaluate their own work and make important decisions in classroom affairs.
3. To develop self-confidence and responsibility to think, and to make the extra effort that develops learning skills.

1.6

RATIONALE OF THE STUDY.

The rationale of the study is to justify that; "Learning is from womb to tomb" This is a genuine fact. The researcher hopes the research will go a long way in examining the pupils concerned, and raise their consciousness to the problem of improving learning performance because; "learning supercedes ignorance" (James Madison 1751-1836).

1.7

SCOPE AND LIMITATIONS

The research is limited to primary school pupils in Nairobi, However, St. Joseph's Primary School in Kangemi was chosen as a case study among other primary schools in Kangemi area.

Due to the fact that all primary schools share the same curriculum, the researcher chose St. Joseph's Primary school because it is a Day school, and the

researcher can visit classes during school hours, and see how learning takes place there.

1.8

RESEARCH HYPOTHESIS.

1. There are pupils whose academic performance is lowered because of the broken homes they come from
2. That these pupils live in the homes other than their own, therefore, they need parents to guide them.
3. The underachievers are often marginalized because of their poor academic performance.

1.9.

DEFINITION OF TERMS.

1. **TEACHING:** This is the action of a person imparting skill. (Clark and Starr; 1986).
2. **REINFORCEMENT:** A technique for stimulating students to respond in desired ways to a learning task. (Wool folk 1987).
3. **MOTIVATION:** A drive which energizes and directs people to act as they do. (Cole 1982).
4. **PERFORMANCE:** An assessment in which students create an answer that demonstrates their acquisition of knowledge. (Airasian, 1993).
5. **SUMMATIVE EVALUATION:** An evaluation aimed at determining students achievement in grading.(Ober 1970).

6. **CHECKLIST:** A list of criteria on which basis a performance is judge (Marza et al . 1988)
7. **LEARNING:** A relatively permanent change in an individual's capacity for performance as a result of experience.(Brodinsky,B.1980).
8. **DISCIPLINE:** The training of the mind and the character in order to produce self control and habits of obedience.(Gotts E. 1975).
9. **PUPILS:** A person especially a child who is learning in elementary school (Oxford dictionary).

CHAPTER TWO.

2.0 **LITERATURE REVIEW.**

2.1 INTRODUCTION.

In this chapter, the researcher had examined the impact of teaching and classroom management, evaluation, communication and motivation on the learning performance of primary school pupils. The literature review also analyzed the differences between genius pupils, and pupils with special needs. These and the concepts of reinforcement and questioning techniques were equally covered.

2.2 **MOTIVATION TO LEARN**

Motivation to learn permeates the entire school life of the pupils. Motivation to learn can take many forms. However, there are seven major influences on a child's motivation to learn, they are: The home, the school, the peer group, the mass media, social organizations, cultural literacy, and the pupils themselves.

1. THE HOME: This is the first agent of socialization where the child learns the mother tongue (Kikuyu or Luo). He or she learns crafts, norms and values while at

home. These are learnt by imitation of parents. If the parents are educated, the pupil gains a lot of knowledge for future schooling. These learnings at home help the pupil to learn what he or she will be taught in the school. (Clark 1970 P. 45)

It is the responsibility of the parents to nurture their children by providing books, meals, correct home work, regulate the hours spent in watching television, and discuss school problems, and successes with their children. When these provisions are met, then, the family will have reasonable expectation for the future academic success of their children. (Cole, 1982).

2. THE SCHOOL: The school is the second agent of socialization. What is learnt at home is continued in the school. A good school prepares its pupils properly. Debates, Sports, Clubs (Boys scout and Girls Guide) are example of areas in the school where children can improve their learning.

The most important characteristics of effective schools are strong instructional leadership, a safe and orderly climate, a school - wide emphasis on basic skills, high teacher expectations for pupils' achievement, and continuous assessment of pupils' progress. The researcher considers St Joseph's School as an effective school in Kangemi area.

When the children reaches the age of six, parental influences on them decrease. This is so because the society is dynamic. As a result of the diversification of occupation, it is difficult for the parents to give all-round training to their children. This is where the school takes over.

3. THE PEER GROUP: This refers to the same age group to which a child belongs. In the group, the child learns social skills, because “**birds of the same feathers flock together**”. Each child competes and tests himself/herself against the skills of other children. They have rules that guide them. (Spady W. 1970 P.38)

In this group, they learn tolerance and respect which is necessary for schoolwork and progress. Depending on the motives of the group, a child can also be influenced by peers to be lazy or become truant in school.

4. THE MASS MEDIA: Radio, Television and Newspapers help in socializing the child. Much is learnt in the television - such as drama, pictures of animals, places, sports, and speech broadcast. All these means aid children’s learning if they are well monitored by parents. The mass media performs the following functions .
1. Education. 2 .Entertainment 3. Informaion 4. Persuasion. The use of micro-computer is also recommended for pupils in their learning, if available at home or in the school.

5. THE SOCIAL ORGANIZATIONS: The Church, (for Christians) and the Mosque (for Muslims), Museums, Zoos and Parks (Government institutions) take care of the moral life of the children. The social organizations help children to become law- abiding citizens as they grow up, because they teach moral values which are necessary in order to live well in the society. (Stephen Hamilton 1979, p.158).

6.CULTURAL LITERACY: Every society maintains formal and informal mechanisms of transmitting values to children. The Kenyan culture places a high value on educational success. The values are transmitted to children through folklore of the culture, myths and traditional religion. Learning is a moral issue, which reflects, also in ethnic background of the pupils.

7. THE PUPIL: Based on the research to date, pupils who take learning seriously are known to be intrinsically motivated, finding the process of learning (reading, writing, speaking) to be satisfying. They get good grades and are responsible for their learning. They realize the benefits of their efforts and see their setbacks in learning as opportunity to strive better. (Stallins J. 1980, P.19).

As the researcher had asked in the research questions; “Should we force our children to learn if we know that is what is good for them?” The researcher believes that pupils themselves have a major part of learning to play if they are to be successful.

2.3

CLASSROOM MANAGEMENT

Pupils pay more attention to teachers who provide a variety in methods of learning and teaching. For example, going from lecture to a discussion, to a film, singing, poem recitation, and then an exercise, which involve pupils. By so doing, the pupils will not be bored.

The researcher has three years of teaching pupils after his diploma. (1993-1996). It is therefore imperative, to relate learning to pupils' interests (which will be seen in the pupils' questionnaires). The Physical classroom environment should be attractive and conducive for learning, with ventilation, black board and shelves, lighting and maps.

The sitting arrangement of pupils can be squarely or rectangular for visibility. The teacher can thus spot disruptive pupils, or ask questions in sequence if wished

Some classroom rules for pupils include;

1. Be polite and respectful to your teachers.
2. Take care of your classroom (cleaning).
3. Do not hit other pupils.
4. Obtain permission before speaking, or leaving your seat.
5. Be prepared with your books, pencils, eraser, before coming to class. (Rosenshine 1987 p.137).

The teacher should begin lesson in time and end in time, say thirty minutes, to avoid boredom for pupils. He or she should be audible, be a model who is firm and tender at the same time with pupils. The researcher believes that, if the above classroom criteria are met, pupils will definitely improve in their academic performance.

2.4

PARENT-TEACHER- RELATIONSHIP

A positive relationship between school and the home is an important contributor to pupils' achievement in school.

(i) The role of the teacher: from my experience in primary school, some teachers often send pupils home with an open -ended questionnaire asking parents for information that might be helpful to the teachers.

This questionnaire may ask about the pupils' health history, study habits, family situations, and recent events in the family such as birth of a child or parental illness.

All information supplied is confidential. "The invitation of parents to attend Parent-Teacher -Association meetings to discuss the pupils' academic progress is vital" (EAST AFRICAN. Jan.10, 2000 P.5).

(ii) The role of the Parents: For example, parents can inform the teachers about any special talents (musical, artistic, athletic, linguistic) or hobbies (story telling, keeping pets, and micro- computers) Researchers have indicated that children are good in these areas.

In summary, it is most helpful for parents and teachers to assume that; both are concerned and competent people, thus, this lead to establishment of mutual trust

2.5

IDEAS AND HOME WORK.

A belief in the value of hard work is the idea every pupil should possess as a goal. Such pupils will not drop out of school easily. Home work is most useful when

teachers carefully prepare the assignment, thoroughly explain it, and give prompt comments criticism when the work is completed.

For example, pupils who believe in hard work, responsibility, and the value of education, spend about three more hours a week on home work than other pupils. (Alexander Jr. 1964 P.41).

Home work should be challenging to pupils. Effective assignments supplement the classroom lesson; they teach pupils to be independent learners. Home work foster pupil's desire to learn, by making judgments and comparisons It develops their sense of responsibility and self-discipline. The researcher favours home work for pupils, which should be reinforced if well done, or corrected if not done properly.

Finally, the school milk programme inaugurated in 1979 was aimed at assisting the Government in improving learning, cut down drop-out rates, improve the health of pupils, and serve as an incentive to study.

The researcher believed that the milk programme should be revived again in primary schools throughout Kenya. (DAILY NATION. Jan. 31st 1999).

2.6

DISCIPLINE

The disciplinary policy of most successful schools share these traits:

(i) A read-able and well-designed hand book is often used to inform parents and pupils about the school's disciplinary policy.

(ii) Discipline policies are constantly enforced pupils must know the consequences of misbehaviour (suspension, or expulsion, corporal punishment and manual labour.)

The process of training the child has never been uniform, and in this regard there are two main schools of thought on the subject. The first is the **permissive** school, and the other is the **authoritarian** school. In relation to the two schools of thought, the parents are the disciplinarians.

The researcher contends that, parents must strike a balance between the two schools to produce the desired discipline in a child. The inculcation of discipline in the school system is through the provision of rules and regulations of “**dos**” and “**don’ts**”

It is imperative for pupils to comply with the school rules. It is the yardstick for measuring their conduct. Pupils may be indisciplined because of:

(a)ignorance,(b)frustration (c)emotional immaturity (d)family background. (EAST-
AFRICAN, Jan 18th 2000 P.5).

Discipline enhances pupils’ learning performance if well implemented and oriented towards academics.

2.7.

REINFORCEMENT

Reinforcement is the rewarding of desired pupil’s behaviour, which can occur in two ways. Firstly, **positive** reinforcement occurs, when the teacher employs any of these means; for examples; grades, free time, praise or being named as class leader

Pupils are thus eager to learn more and participate more in class. (Wool folk, 1987 P.8).

Secondly, **negative** reinforcement involves disciplinary measures such as staying in class at recreation time until the work is completed. Both reinforcements should motivate pupils to learn, but the researcher prefers the former, to the latter.

Reinforcement of pupils is good and highly recommended for improvement of learning performance, if followed with words like; “**Good!**” or “**keep it up!**” and physical gestures like; a smile, or hand shake.

Research has indicated that children understand these body languages, and are thus comfortable with both the teacher and the teaching. In the school where the researcher had taught for three years, the first, ten best pupils are usually rewarded with stationeries, sometimes even with scholarship for one year, since it is a De La Salle School. (In Nigeria).

Recently, Precious Blood Girls’ School won for the fourth time in Kenyan Certificate Secondary Examination, and the best students were reinforced positively with stationeries for performing well. (DAILY NATION, Feb. 26th, 2000).

2.8.

QUESTIONING TECHNIQUES

Researches have indicated that one way of switching from teacher -centered to pupil - centred instruction is the use of questioning. (Sanders, 1966 P.278). Asking questions is basic to good communications.

Effective teachers use questions in classroom to get feed back from pupils.

(Benjamin Bloom 1965 P.279) classify questions into six levels. They are:

- (1) **Knowledge**: this refers to the ability to remember what has been learnt.
- (2) **Comprehension**: the ability to understand the meaning of the information.
- (3) **Application**: the ability to apply what is learnt into practice.
- (4) **Analysis**: the ability to break down the information learnt into component part, for better understanding.
- (5) **Synthesis**: the ability to put the component parts together to form new and different ideas.
- (6) **Evaluation**: the formal and valid yardstick for measuring learners' ability.

TECHNIQUES: For active participation, teachers should observe the following techniques:

- (i) Pose simple questions that pupils can answer.
- (ii) Encourage pupils to respond individually.
- (iii) Pause for three seconds after a question is asked.
- (iv) Call on pupils randomly.
- (v) If a pupil's response is vague, ask for more clarification, for example; "tell me more-- -"

On my part, the researcher also recommends that, pupils should read often "DAILY NATIONS", particularly the page where Kenyan Certificate Secondary Examinations' questions are tabled on various subjects, and also watch Kenya Broadcasting Corporation programme (Monday 5.30p.m.-6p.m.) for school Quiz competition to improve their learning.

CATEGORIES: The researcher has selected four suitable types for the purpose of this study:

1. **Convergent** question e.g. "What is 5+3?"
2. **Factual** question "what did we see at the zoo yesterday?"
3. **Productive** question -"How can pupils improve their performance in mathematics?"
4. **Evaluative** question: "When did Kenya get independence?"

IMPORTANCE OF QUESTIONING:

Questions enhance easy transmission of values, knowledge, and skills at a relatively faster rate, and they give pupils the opportunity to participate in the learning process. Generally, pupils learn faster through questioning.

2.9

OBSERVATION AND EVALUATION

Pupils need to be constantly observed and evaluated to assess their learning performance. There are two types of observation - systematic and non-systematic. The researcher goes for the former because it is more objective; mainly to improve pupils' learning skills (Ober, Bentley and Miller, 1971).

Evaluation on the other hand, is the process of making a judgement regarding pupils' performance, and measurement provides the data for making that judgement.

There are three types of evaluation, which can be employed by a teacher to see if pupils are making progress:

1. **Diagnostic** evaluation is normally administered before instruction to assess pupils' prior knowledge.
2. **Formative** evaluation is carried out during instructional process to provide feedback to pupils.
3. **Summative** evaluation is primarily aimed at determining pupils' achievement for grading purposes.

At the primary level, both standardized tests and teacher-made tests can equally be used as evaluative instruments. Examples of teacher-made tests include; (a) Objective tests (b) Multiple choice (c) Matching words. (d) Fill in the gap. (e) Essay topic. (f) Quiz and debate.

2.10 EXTRA-CURRICULA ACTIVITIES.

Pupils who participate in extra -curricula activities gain some significant advantages. They often represent their school in sports, and gain recognition.

Developing talent takes effort and concentration. Studies of accomplished musicians, athletes, and historical figures show that when they were young children, they were competent, had good social and communication skills, as well as perseverance in practising their skills.

Since “**All work and no play makes Jack a dull boy**”, it is advisable to allow pupils to play outside the class during recreation before assuming classes again. They will come back refreshed. To avoid boredom in class, teachers can also take

pupils out on an excursion to the Zoo to see animals, or Botanical garden to see plants.

Researches have indicated that children love to play. Even the inventor of Kindergarten, Freiderich Froebel (1887) confirmed it that, “play is the highest level of a child’s development”.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter, the researcher analyzed the systematic methodology applied to this research, such as research design, target population, sampling procedures, research instruments, data collection, and data analysis from Joseph's primary school, Kangemi.

3.2 RESEARCH DESIGN

The research is based on the factors, which can motivate pupils to learn, and improve their performance academically such as discipline, reinforcement, questioning technique and home work.

The research is a case study of St. Joseph's primary school, Kangemi. Both quantitative and qualitative methods were used.

3.3 TARGET POPULATION

The whole population of St. Joseph's primary school comprises of administration, that is, the teaching and non-teaching staff, the pupils and workers, approximately nine hundred and ninety-five people.

3.4 SAMPLE AND SAMPLING PROCEDURE

The researcher used non-probability sampling. The Headmistress, Sr. Lucy volunteered pupils and teachers as follows: two hundred and seven pupils, representing standards six, seven, eight; and ten teachers out of thirty two three parents, all equal to two hundred and twenty people.

TABLE 1.1: DISTRIBUTION OF PUPILS' SAMPLE.

STANDARD	STD.6	STD.7	STD.8	FREQUENCY	PERCENTAGE
BOYS	33	42	28	103	60%
GIRLS	30	31	40	111	40%
TOTAL	66	73	68	207	100%

Table 1. shows that most of the pupil respondents were from standards eight and six respectively.

TABLE 1.2: DISTRIBUTION OF TEACHERS' SAMPLE .

TEACHERS	MEN	LADIES	TOTAL
FREQUENCY	5	5	10

Table 2. shows that the population of the participants were equal.

3.5

LIMITATION OF THE SAMPLE

The sampling had limitations because, the researcher chose only standard six to eight deliberately in order to save time, and ascertain the level of academic performance, already reached at these standards, before they move into secondary schools.

3.6

DESCRIPTION OF RESEARCH INSTRUMENTS

The researcher used the following instruments:

(I) QUESTIONNAIRE

The researcher prepared both open-ended and close-ended questionnaires for ten teachers, two hundred and seven pupils and three parents.

(II) INTERVIEWS

The researcher interviewed the Headmistress, Sr. Lucy, the pupils and three parents. It centred on school academic, home influence, extra-curricular activities, the acceleration of pupils, and the causes of drop-outs.

(III) OBSERVATION

The researcher's religious community is very close to St. Joseph's school, thus, when he visited the school, he was well acquainted with the environment. He observed the interactions between the pupils, the teachers, and the administration as a whole.

3.7

DATA COLLECTION.

The researcher visited the school in person, and was introduced by Headmistress, Sr. Lucy, to the pupils, and to the teachers with regard to purpose of the case study. Thus, the teachers, the pupils and parents were therefore willing to participate effectively in the data collection. The letter recommendation issued by the director, Bro. Ronald, further facilitated research.

3.8

DATA ANALYSIS.

After collecting the data, the researcher analyzed the information follows:

(a) Research findings.

(b) Comments from the researcher.

(c) Descriptive diagrams illustrating pupils' and teachers' sample population reinforcement, questioning technique, ideas and home work, classroom management and discipline.

CHAPTER FOUR

4.0 PRESENTATION AND DISCUSSION OF RESULTS.

4.1 INTRODUCTION.

In this chapter, the researcher discussed the findings, and personal comments were equally given from the data collected from St. Joseph's primary school, Kangemi.

4.2 FINDINGS ON THE SIGNIFICANCE OF QUESTIONING TECHNIQUES.

Research findings: *The pupils' achievement rise when teachers ask questions that require pupils to apply, analyze, synthesize, and evaluate information. Such questions must be intellectually motivating, and should be posed in a democratic manner that allows freedom of response.*

Comment: St. Joseph's pupils are taught thirteen subjects. However, the boys ask more questions than the girls in subjects like science, geography, history and literature. Such questions promote class participation, and provide a high success

rate in answering questions correctly. The researcher noticed this especially standards six, seven and eight.

4.3. FINDINGS ON THE POLICY OF DISCIPLINE

Research findings: *Schools contribute to their pupils' academic achievement by establishing, communicating, and enforcing fair and consistent disciplinary policy. Absences decrease when parents are promptly informed, that their children are not attending school.*

Comment: Behaviour and academic success go together. Pupils who miss a lesson lose an opportunity to learn. Absences are a major problem at all levels of a learning institution. Generally, at St. Joseph's primary school, the researcher observed that, the attendance was good, and the pupils were polite, and well disciplined.

4.4 FINDINGS ON PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES.

Research Findings: *The primary school pupils who complement their academic studies with extra-curricular activities gain experience that contributes to their success in the school.*

Comment: St. Joseph's primary school has hosted other neighbouring primary schools in various sports. The parents have even been invited to participate in athletics on certain occasions and prizes have been given to parents who excel in athletics.

During breaks, for example, the pupils go out to play for about fifteen minutes before resuming lessons again.

The extra-curricular activities provide the pupils with an opportunity for physical growth and self-discipline. Besides, they do not usually get bored during their lessons.

4.5 FINDINGS ON THE BELIEF IN PUPILS' IDEAS.

Research findings: *The belief of pupils themselves, in the value of hard work, the importance of personal responsibility, and the significance of education itself can contribute to greater success in the school.*

Comment: The ideas that children hold about their academic performance have important implications for their school experiences. Such pupils are less likely to drop out of school.

Parents can improve their children's chances for success by emphasizing the importance of education, hard work and responsibility. Some of the pupils that the researcher interviewed expressed good expectations for their future.

4.6 FINDINGS ON THE ASSIGNING OF HOME WORK

Research Findings: *The pupils' achievement rise significantly when the teachers regularly assign homework, and the pupils conscientiously do it.*

Comment: Extra studying helps children at all levels of ability. One research study reveals that when low-ability pupils do just one to three hours of home work a week, their grades are usually as high as those of average ability pupils who do not do home work. At St. Joseph's school, all the teachers give home work weekly, and some parents do assist their children to accomplish it while at home.

There are three types of assignments; the first one is the individual assignment given to each pupil. Next, group assignment is allocated to pupils according to their abilities, and lastly, is the whole class assignment which involves the whole members of a given class.

4.7 FINDINGS ON THE IMPACT OF CULTURAL LITERACY

Research findings: *Some pupils read more fluently and with greater understanding, if they had background knowledge of the past and present. Such knowledge and understanding is called "Cultural literacy".*

Comment: The pupils' cultural background knowledge determines how well they grasp the meaning of what they read. Some pupils read more conscientiously

if the passages of the book are culturally oriented, describing events, people and places they are familiar with.

For example, Luo or Kikuyu culture. The more culturally literate pupils are the better prepared they will be to read and understand books. Children love storytelling, especially when they read from the books.

4.8 FINDINGS ON THE PROCEDURE OF DIRECT INSTRUCTION

Research findings: *When the teachers explain exactly what the pupils are expected to learn, and demonstrate the steps needed to accomplish a particular academic task, the pupils learn more.*

Comment: The procedure stated above is called “direct instruction”. This method has been particularly effective in teaching the basic skills to the young and disadvantaged children. Most teachers in St. Joseph’s school employ this procedure of teaching. Consequently, the children learn not only the lesson contents, but also the method of learning the content.

4.9 FINDINGS ON THE CHARACTERISTICS OF AN EFFECTIVE SCHOOL.

Research findings: *The most important characteristics of an effective school are strong instructional leadership, a safe and orderly climate, school-wide emphasis on basic skills, high teacher*

expectations for pupils' achievement, and continuous assessment of pupils' progress.

Comment: I chose St. Joseph's school because the school is effective. The Headmistress, Sr. Lucy, the teachers, the pupils and their parents agree on the same goals, methods, and contents of schooling.

4.10 FINDINGS ON THE EVALUATION OF PUPILS' ASSESSMENT.

Research findings: *Frequent and systematic monitoring of pupils' academic progress can help pupils themselves, their parents, teachers, administrators and policy makers, to identify the strengths and weaknesses in learning and instruction.*

Comment: This can be achieved, when the teachers find out what pupils already know, and what they still need to learn, by assessing the pupils' work. In St. Joseph's school, the teachers use various means, including; essay-writing, quizzes and standardized test, home work, classroom oral interviews, standardized tests and parents' comments for pupils' evaluation.

There are constant Parent-Teacher-Association meetings on the evaluation of pupils' performance, and occasional visits from the Supervisor from the Ministry of Education.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1 INTRODUCTION.

In this chapter, the researcher presents the summary of how to motivate pupils to learn from the case study of St. Joseph's Primary School. The researcher was able to reach conclusions on how the motivating factors mentioned in literature review can affect pupils' learning. Finally, he proposed further recommendations for the future since the research is not exhaustive.

5.2 SUMMARY OF THE STUDY.

In summary, motivating pupils is perhaps the most difficult task facing teachers today. Researches have confirmed it that, not any teacher can teach in the primary school.

Teachers need to be well trained to be tender with children. For motivation to be a reality, teachers must be able to carry along with them, both the gifted pupils and the underachievers.

The goal of the study is to tackle this problem. The researcher employed the method of non-probability which is convenient for this research, and response to the questionnaires.

5.3

CONCLUSIONS OF THE STUDY.

Based on the findings and evaluation of the collected data from St. Joseph primary school, the researcher made the following conclusions:

1. Both the school and the home are vital agents responsible for the pupils' performance.
2. Teachers who set and communicate high expectations to all their pupils obtain greater academic performance.
3. The ideas that the children themselves hold have important implications for their school experience.
4. How much time pupils are actively engaged in learning contributes strongly to their achievement.
5. Pupils read more fluently and with greater understanding if they have background knowledge of the past and the present.
6. Home work is most useful when teachers carefully prepare and explain it promptly do it.
7. Discipline enhances pupils' learning performance if well maintained in the school, and at home respectively.

5.4

RECOMMENDATIONS.

Since the research is not exhausted, the researcher therefore, proposes further recommendations for this study.

Firstly, there is need for frequent and systematic monitoring of pupils' academic progress. This will help parents, teachers and educational policy makers to identify the strengths and weaknesses in learning and instruction.

Secondly, the ways in which pupils study strongly influence how much they learn. Therefore, the teachers should help their pupils to develop better study skills of writing, reading, listening and speaking.

Thirdly, most children at some point memorize multiplication tables, correct spelling of words and historical dates. Memorizing can help pupils absorb and retain the factual information.

Finally, frequent giving of home work, and reinforcement are highly recommended for the pupils. Teachers should provide variety in their methods of teaching, and engage pupils in extra-curricular activities as well.

FIGURE 3: REINFORCEMENT SCHEDULE

LABEL	SYMBOL	DEFINITION
Male	M	Individual is male
Female	F	Individual is female
Student Behaviors		
Correct response	+	Student answered correctly
Wrong response	-	Student answered incorrectly
No response	O	Student did not answer
Inappropriate response	=	student made inappropriate verbal response
Student disobedient	D	Student caused problem in class
Teacher Behaviors		
Reinforcement	+	Teacher used positive reinforcement
Criticize	-	Teacher criticized student behavior
Question	?	Teacher asked a question
No response	O	Teacher ignored student question or behavior.

STUDENT CHARACTERISTICS

Children come to school with personal characteristics, such as interest, need, value, attitude, aspiration and incentives, that affect their motivation (Gage & Berliner, 1984). Childhood factors related to home background also affect motivation.

FIGURE 4: CONDITIONS AFFECTING MOTIVATION
STUDENT

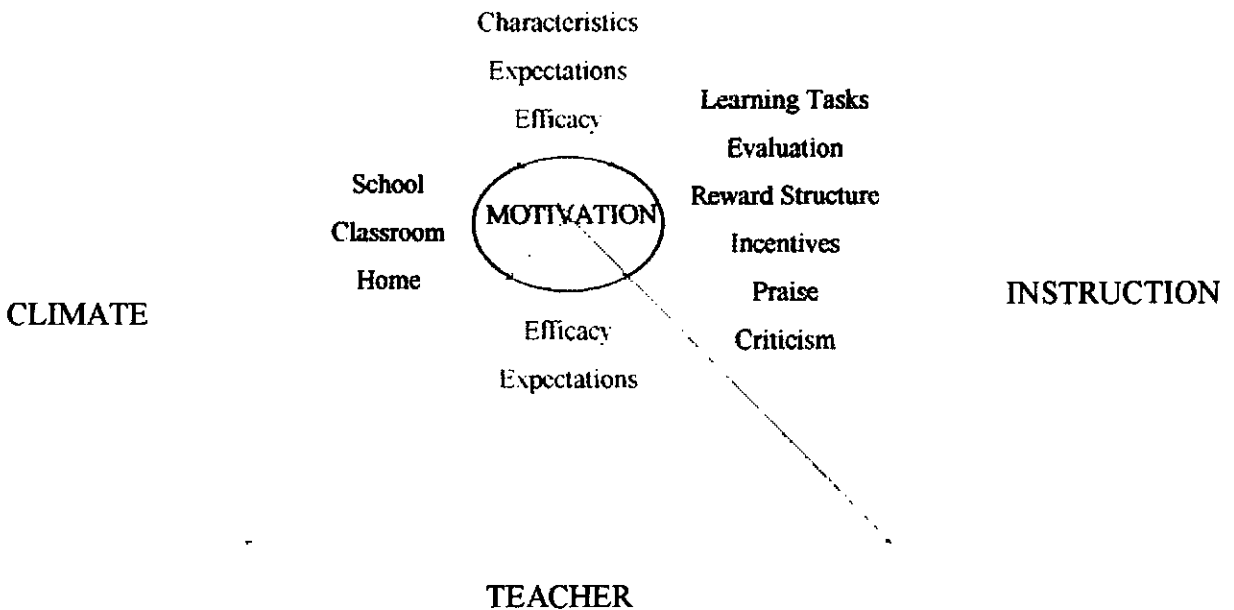
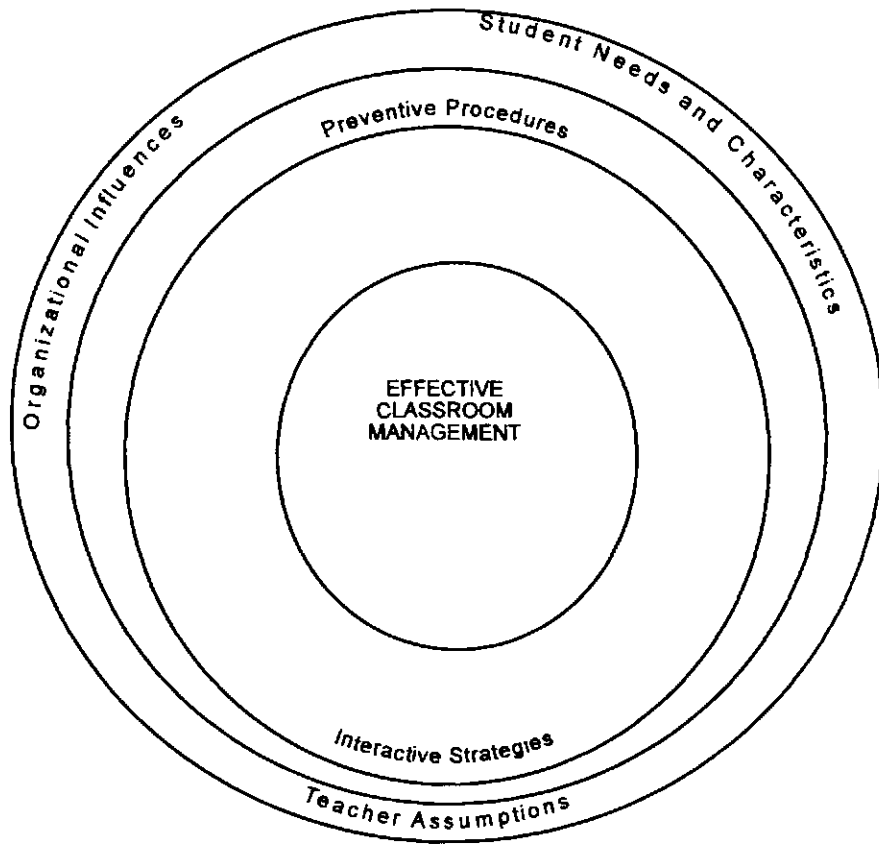


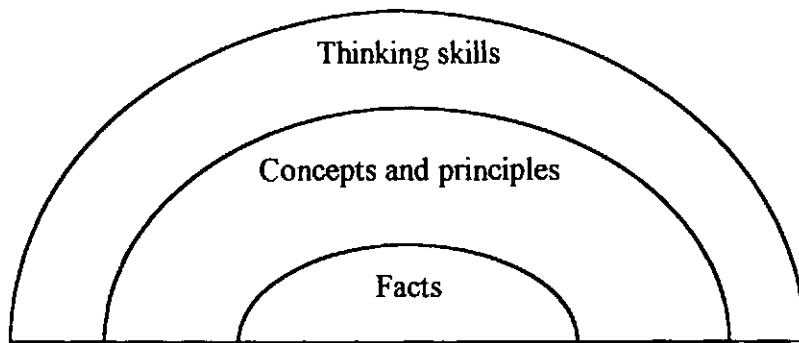
FIGURE 5: CONDITIONS AND ACTIONS AFFECTING CLASSROOM MANAGEMENT



SCHOOLWIDE MANAGEMENT

Schoolwide management should be the concern of all participants. Attention should be given to learning expectations, school policies, and the physical environment. School administrators, teachers, students, and parents should be involved in the development of management expectations.

FIGURE 6: HIERARCHICAL LEVELS OF LEARNING



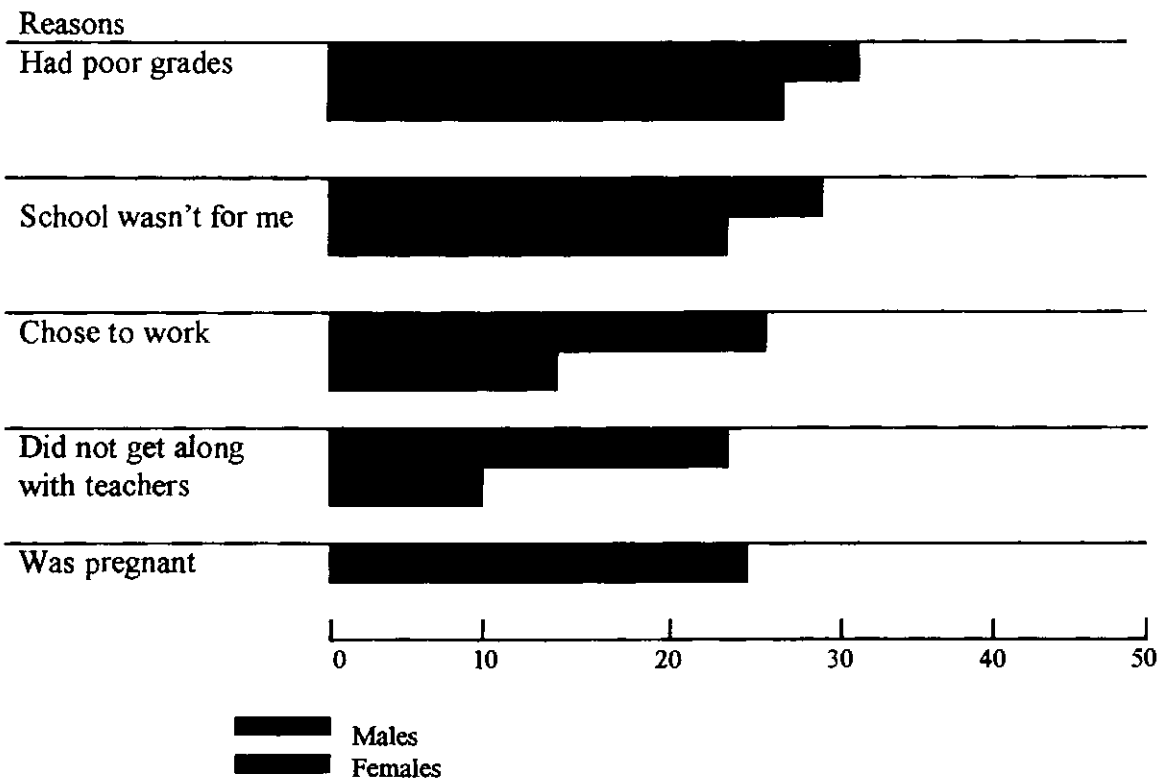
Learning is hierarchical as shown in Figure 6. In general, you can classify learning into three broad hierarchical categories: (1) facts, (2) concepts and principles, and (3) thinking skills.

Category 1 learning represents the learning of verifiable information obtained through observing, experiencing, reading, or listening.

Category 2 represents the learning of the mental image of the set of characteristics common to any class.

Category 3 represents learning which involves facts.

FIGURE 7: REASONS FOR DROPPING OUT OF SCHOOL



LISTS

LIST 1: REASONS GIVEN ON WHY SOME PUPILS DROP OUT OF SCHOOL

1. Such pupils often get poor grades between 20% to 40% in most subjects they study.
2. Some have aptitude to work instead of learning.
3. Some pupils did not get along well with their teachers and peer groups, thus learning become difficult.

SUGGESTIONS: The teachers should keep both the gifted and the underachievers interested in studies without any discrimination, and also by varying methods of teaching to suit every pupil's standard. (Collins, G. 1987).

LIST 2: THE PUPILS' OPINIONS IN THE VARIOUS SUBJECTS THEY LEARN

1. Firstly, there are thirteen compulsory subjects in the Kenyan Institute of Education syllabus, no option and should be reduced.
2. About 70% of pupils prefer Arts to Science subjects which are more demanding .
3. About 30% prefer Swahili or mother tongue (Luo or Kikuyu) as medium of instruction because of their cultural background.

SUGGESTIONS: The Koech Commission has drawn up some suggestions on this issue. It is yet to be approved by the Government that: (a) Primary School pupils should study only seven subjects, and (b) the medium of instruction should be Kiswahili for standards one to three, and English for standards four to eight. (East African p.1, February 26th , 2000).

LIST 3: REASONS GIVEN BY TEACHERS ON PUPILS' MOTIVATION TO LEARN

1. No enough time to read at home, and participate actively in school.
2. Inavailability of reading materials for some poor pupils who cannot afford them.
3. Pupils need school orientation, and the law of readiness.

SUGGESTIONS: The parents should endeavour to provide the basic stationaries if they can afford them and monitor their children's study time if they are literate. The teachers should find out what pupils like to do, and arrange for them to do it through incentives (Clare, 1981).

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APPENDIX 1: INTRODUCTION LETTER FOR THE RESEARCHER



Christ the Teacher Institute for Education

Tangaza College
P.O. Box 15055
Nairobi, Kenya

February 8, 2000

To Whom It May Concern

Br Ade Emmanuel Ologbenia, FSC

The above named student is enrolled in the Seminar. Research Methods course during this semester, January to May 2000. This course demands that the student identify a topic and gather data for the writing of a draft dissertation. These students are fourth year students and preparing to receive their bachelor's degree in May.

I request that, if at all possible, you extend to this student the courtesy of using your institution for purposes of gathering data as per the program which can be shown to you.

Thank you very much for your consideration and assistance.

Sincerely,

Brother Ronald Roggenback, FSC, Th.D.
Director
Associate Dean, School of Education, SMU

APPENDIX 2: QUESTIONNAIRE FOR PUPILS

NAME: SEX: [MALE]/[FEMALE]

SCHOOL:

STANDARDS: A. [6] B. [7] C. [8]

Dear Pupils,

Please, respond to these simple questions I am going to ask you. There is no right or wrong answer. Therefore, answer honestly. I am only interested in your academic progress. All information you give is secret, and it is only for the purpose of this study. Thank you!

1. How many hours do you use to study at home?
A. [One] B. [Two] C. [Three]
2. What kind of sport do you like best?
3. Do you have to walk a long distance from home to school?
A. [Yes] B. [No]
4. My favourite school subject is
5. Do you have the chance to read newspapers or watch television while at home?
A. [Frequently] B. [Occasionally] C. [Rarely] D. [Never]
6. My favourite food is
7. Have you ever been sent home for disobedience?
A. [Never] B. [Once] C. [Occasionally] D. [Frequently]
8. What would you like to do after finishing your primary school?
9. If I am given 100 Ksh. I will spend it on.....
10. Do you have all the necessary books you need for study? A. [Yes] B. [No]
11. One thing I like best about myself is
12. One thing I like best about my school is
13. How often do you ask questions in class?
A. [Frequently] B. [Occasionally] C. [Rarely] D. [Never]

14. As a girl, do you assist mummy in cooking at home?
A. [Always] B. [Occasionally] C. [Never]
15. As a boy, do you assist father while at home?
A. [Always] B. [Occasionally] C. [Never]
16. My position among the children is
A. [First born] B. [Last born] C. [Middle]
17. Have you ever been given double promotion (acceleration) for good performance?
A. [Yes] B. [No]
18. When at home, what language do your parents use more often?
A. [Swahili] B. [English] C. [Mother tongue]
19. When in school, what language do you speak often among your classmates?
A. [Swahili] B. [Mother tongue] C. [English]
20. How do you feel doing thirteen subjects?
A. [Too much] B. [Okay] C. [Reduce them]
21. Have you ever held any post, like prefect of your class or any other post?
A. [Yes] B. [No]

APPENDIX 3: QUESTIONNAIRES FOR TEACHERS

NAME OF TEACHER:
NAME OF SCHOOL:

SUBJECT:
SEX:

Dear Teachers,

Please, respond to the questionnaires below. All information supplied is strictly confidential, solely for the purpose of this case study in St. Joseph's Primary School, Kangemi. Indicate your response by using a tick [✓] and by filling the blank spaces as required.

1. How often do you give home work to pupils?
A [Weekly] B. [Daily] C. [Monthly]
2. What sorts of methods of teaching do you employ in teaching your pupils?
.....
3. How many pupils have ever been accelerated for good performance?
A. [All] B. [Few] C. [None]
4. How often do you reinforce your pupils?
A. [Frequently] B. [Occasionally] C. [Rarely] D. [Never]
5. Do you have the necessary teaching aids for the subjects you teach?
A. [Yes] B. [No]
6. How many dropouts have you had so far if any?
A. [5] B. [10] C. [15]
7. Apart from classroom teaching, do you engage your pupils in extra curricula activities?
A. [Excursion] B. [Games] C. [Debate]
8. What sort of subjects do your pupils like most?
A. [Arts] B. [Science]
9. What kind of punishment do you normally met out to pupils who are disruptive?
A. [Suspension] B. [Manual labour] C. [Corporal punishment]
10. How is your workload? A. [Heavy] B. [Redundant] C. [Moderate]
11. How often do you participate in Parents-Teachers Association meetings?
A. [Monthly] B. [Occasionally] C. [Rarely] D. [Never]

12. How often do you receive supervisors from the Ministry of Education?
A. [Frequently] B. [Occasionally] C. [Rarely] D. [Never]
13. As a teacher, what are your expectations in this profession?
14. Do pupils pose questions to you during your lessons?
A. [Frequently] B. [Occasionally] C. [Rarely] D. [Never]
15. Finally, how do pupils feel during your lesson?
A. [Active] B. [Withdrawn] C. [Passive]

Teacher's Signature

Researcher's Signature

Date

APPENDIX 4: QUESTIONNAIRES FOR PARENTS

Dear Parents,

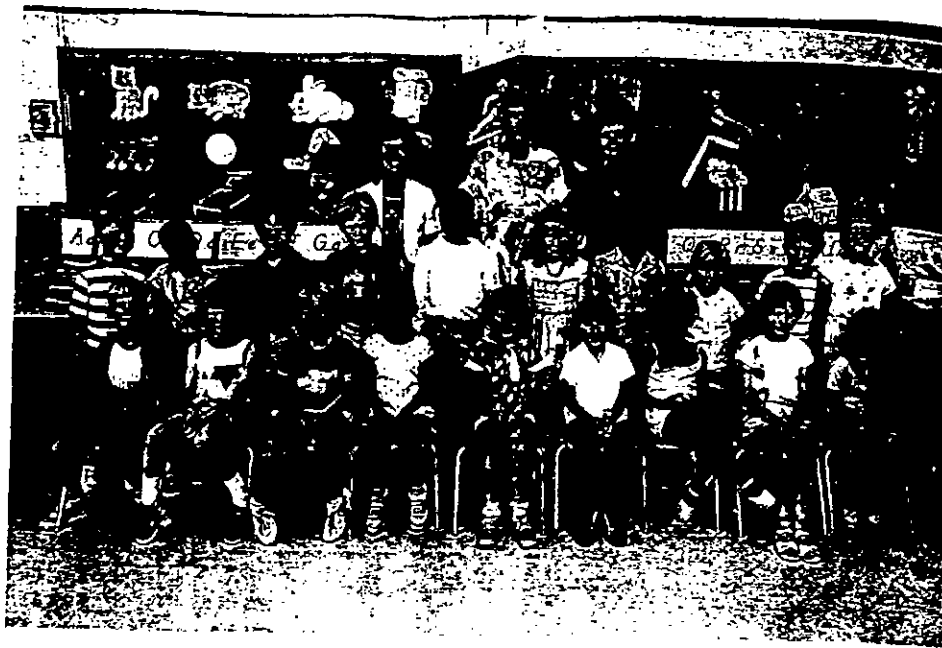
Please, take some few minutes and help me to respond to the following questionnaires, which are meant to assist me in determining the impact of home influence, on academic progress of your children. All information you share with me will remain strictly confidential. Thank you.

ADDRESS: SEX:
.....

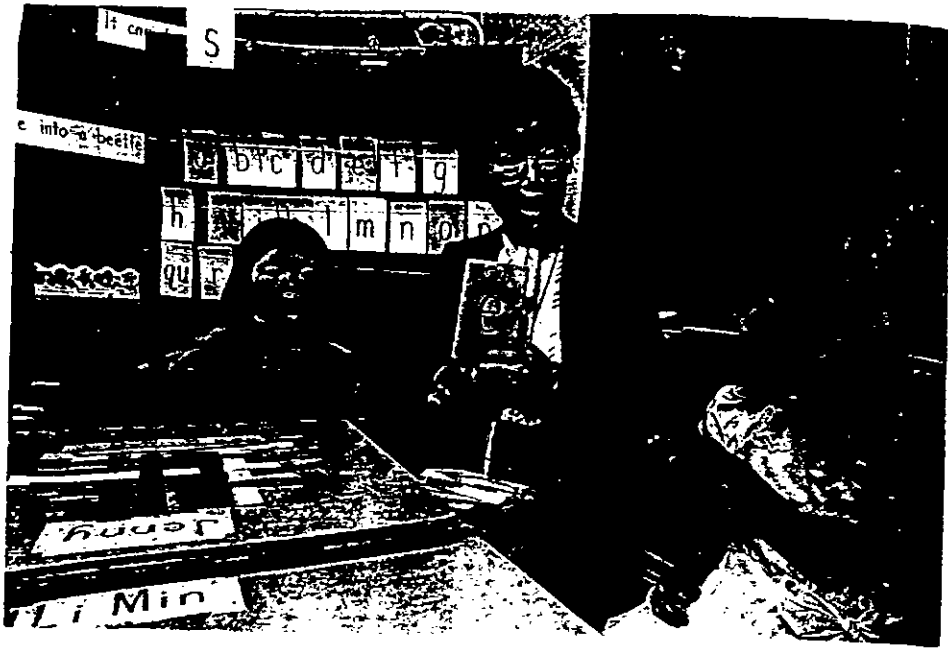
1. What are your expectations about your children schooling?
2. Do you, as parents provide the basic needs for your children's schooling?
A. [Yes] B. [No]
3. How often do you, and your children read together at home?
A. [Never] B. [Occasionally] C. [Frequently] D. [Rarely]
4. Do your children walk a long distance from home to school?
A. [Yes] B. [No]
5. What do your children like most about school?
A. [Peers] B. [The teaching] C. [The teachers] D. [Environment]
6. Has any of your children dropped out of school before?
A. [None] B. [1] C. [2] D. [All]
7. How often do you attend the Parents-Teachers Association meetings?
A. [Frequently] B. [Occasionally] C. [Rarely] D. [Never]
8. Has your child ever been sent home for being indisciplined?
A. [For fees] B. [For rudeness] C. [Yes] D. [No]
9. At home, what sort of activities usually take up your children's leisure time?
A. [Television] B. [Outdoor games] C. [Peers]
10. What aspects of school does your child consider most difficult?
A. [Study] B. [Work] C. [Extra curricula activities]
11. As a mother, do your children assist you in doing some work at home?
A. [Frequently] B. [Occasionally] C. [Rarely] D. [Never]

12. As parents, what educational level have you attained?
A. [Primary] B. [Secondary] C. [Tertiary]
13. When at home, what language do you usually use when speaking to the children?
A. [Mother tongue] B. [Swahili] C. [English]

Some major educational controversies center on children like these kindergartners in North Carolina. Should they be in school all day or just half a day? Should they be learning how to read or just get ready for reading?



Teachers exert a great deal of influence over their students. If this teacher believes that these girls are capable of high achievement, they will probably do better in school than if she has less faith in them— an illustration of the self-fulfilling prophecy.



Children with disabilities seem to do best in schools that combine mainstreaming with special classes. This boy in a wheelchair might be in a regular academic class but receive special physical training while his classmates go to gym.

