

## Motivational Strategies Adopted by Teachers to Enhance School Attendance by Adolescent Girls in Primary Schools in Baringo County, Kenya

Charles Kipkemei Malatit, Godfrey Ngeno (Ph.D) & Catherine Simiyu (Ph.D)

Department of Educational Psychology

Moi University

P.O. Box 3900-30100

Eldoret, Kenya

**Corresponding Author: Charles Kipkemei Malatit**

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### Abstract

The purpose of this paper is to establish the motivational strategies that teachers use to increase adolescent girls attendance in public primary schools in Baringo County, Kenya. The study was conducted in view of lower attendance patterns by adolescent girls in public primary schools in the county. This study adopted a survey research design targeting standard seven girls and teachers in selected (30.0%) of public primary schools in the county. The study utilised questionnaires to collect data. The study found out that indeed school attendance increases when the teachers cared about girls' learners' academic progress, when teachers were available and when teachers set high expectations for what they can achieve. The study concluded that there was a significant relationship between teachers' motivational strategies and girls' school attendance in primary schools in Baringo County. This implied that application of motivational techniques by teachers increased adolescent girls' attendance patterns in public primary schools in the study area. The study concludes that teachers need to apply intrinsic and extrinsic motivational strategies to ensure that adolescent girls attend school on daily basis. This would result to higher retention rates of girls and completion rates in primary school education. The research recommends that teachers should be able to determine the individual needs of the learners and be concerned with the pupils' academic progress. The study is expected to ministry of education and school management in informing them on the appropriate strategies that their school teachers can use to improve girl child attendance. This would result to attainment of 100% retention of adolescent girls in schools.

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**Keywords:** Motivation, Strategies, Adolescent, Girls & Attendance,

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### INTRODUCTION

Basic education is a fundamental right that all school going age children are entitled to regardless of their sex. According to Adebola, Anyachebelu and Madu (2012), the higher the level of girls' education status, the more developed a nation is. Greater efforts have been made by governments worldwide to improve the education of women (Kipkulei, Chepchieng & Boit, 2012). In Africa, girls' primary school enrolment accounts for only 57% of the school-age population as compared with 75% to boys (Adetunde & Akampae, 2008). Despite the critical role female education plays in the society, Kenya still witnesses gender disparity in all levels of education (Ministry of Education, 2015). Adolescent girls typically lack access to financial capital and have more limited opportunities to gain the education, knowledge, and skills that can lead to economic advancement. Adolescent girls often lack social support, and community social norms create barriers to their economic advancement. This is true as asserted by the Koech Report (1999) that recognizes the government's effort to improve girls education by putting in place a policy that allows girls who

dropout due to pregnancy to continue with their education later. It observes that the dropout rate for girls is higher than for boys in most areas in the country.

### Problem Statement

Statistics from Baringo County Education office (2014) show that there are 656 primary schools with 140,011 pupils out of which 67,671 are girls and 72,340 are boys. In 2013, there were 71,989 boys and 67,373 girls and in 2012, there were 71,773 boys and 67,182 girls in primary schools in Baringo County. A study by Serem (2014) showed that the dropout rate for boys in rural primary schools in Baringo County was 34.12% while for the girls was 37.31%. In the urban primary schools, the dropout rate for boys was 29.93% while for girls was 32.01%. The differential enrolment points to a problem with girl's education in the County that needs to be solved. This might have been due to various reasons. According to Clark (2003), the development of positive relationship between teachers and students and between the students themselves will contribute to education success. Teachers need to provide an atmosphere for

the students which encourage success for their efforts and achievements (Kozminsky & Kozminsky, 2003). Scholars have also suggested that it may be effective to engage parents as part of the team working in support of improved student attendance (Sheverbush, Smith & DeGruson, 2000). A study done by Kipkulei, Chepchieng, Chepchieng and Boit (2012) established that there is low girl participation in primary schools in Baringo County. It's against this background that the study sought to investigate pupils' perception of parents and teachers motivational and modeling strategies on school attendance among primary school adolescent girls in Baringo County.

### **Purpose of the Study**

The purpose of this study was to establish the motivational strategies that teachers were using for ensuring participation of adolescent girls in primary education. Further, the study looked at the success and effectiveness of motivational strategies on adolescent girls' participation in public primary schools in Baringo County, Kenya.

### **Significance of the Study**

This study was conducted to establish the motivational strategies that teachers were using in ensuring adolescent girls attended schools in Baringo County. This study was conducted to establish the level of girls' participation and identify the successful motivational strategies that teachers were using in their individuals schools. the successful strategies may be applied by other schools and government agencies in promoting adolescent girl child participation in primary education. The research finding is also expected to be used by future scholars involved in research on girl child education.

### **Limitations of the Study**

The study was limited by the following factors: The harsh climatic conditions and accessibility to schools was a challenge. To overcome this, the researcher used motorbikes in areas where there were motorable roads. In areas where there were no roads the researcher trekked to access the sampled schools. Due to the high temperatures during the afternoon hours, the researcher visited the sampled schools in the morning.

### **LITERATURE**

Motivational strategies are methods that encourage the individual's goal-related behavior (Dornyei, 2001). This is because human behavior is very difficult to understand and there are many different ways in promoting it. In sum, almost every stimulus a person is open to may possibly affect his/her behavior. Motivational strategies refer to those motivational stimuli that are consciously used to achieve some systematic and lasting positive effect (Dornyei, 2001). There are many factors that will

motivate people to work, but they can be broadly divided in two major types or call influential factors of motivation (Anyim et al., 2012). These include factors in the external environment – also known as extrinsic motivation, and factors within the individual concern – also known as intrinsic motivation (Ryan & Deci, 2000). Reeve (2001) supported this view that, there are two types of motivation, namely, the extrinsic and the intrinsic motivation. To him, people may be motivated by factors in the external environment such as pay, supervision, benefits, and job perks. He sees this type as extrinsic and that in which people are motivated by the love they have for job or task as intrinsic motivation (Reeve, 2001).

In explaining the two types of motivation, Deci (1993) adds that individual's behavior in any organization working for externally determined rewards falls in the extrinsic category while those who are trying to satisfy their curiosity and competency falls in the intrinsic category. According to Arif (2003), both intrinsic and extrinsic motivations are very important in learning. Teachers need to ensure a balance in intrinsic and extrinsic motivation strategies especially when immediate satisfaction is inadequate or little in the learning situation. Education in its every day sense could mean formal training that is given in schools, colleges, and universities, for the acquisition of the abilities for example, read, write and calculate. According to Denga (2005) education is the process by which every society tries to preserve and promote the stored knowledge, skills and attitude in its cultural settings and heritage in order to foster endless wellbeing of mankind and assure its survival against the irregular, at times aggressive and destructive elements and forces of nature. Further, Ogbonna (2011) sees education as a process of acculturation through which an individual is helped to attain the development of his/her potentialities, and their maximum activation when necessary according to right reason and to achieve his/her perfect self-fulfillment. Education is the physical, intellectual, moral, social, and emotional cultivation of the whole person in a formal or informal setting for smooth functioning of the society and the person concerned. However, the place of motivation in the attainment of the lofty goals of education cannot be overemphasized as they (motivation and education) are inextricable linked to each other (Ofoegbu, 2004).

Motivation in educational administration for instance is only beginning to be understood and applied to professionals and other employees within the school system. Ofoegbu (2004) concludes that it is vital and essential to recognize the motivational value of intrinsic factors like; wish for achievement or self-fulfillment in order to strike a balance on what has been an over dependent on extrinsic motivators. Primarily, motivation comes from the willingness to

learn or acquire new knowledge geared towards the construction of an authentic product for an appropriate audience, thus protecting the audience from being disappointed. Motivation is not the same for every individual. This is due to the differences in needs, goals and personalities. For instance, different teachers and students are motivated differently at different times and in different courses of instruction. Schunk et al (2014) posits that; good teachers are sensitive to students' motivational needs and so try to create a climate that supports the development of the learning community. Furthermore, Crowl, Kaminsky and Podell (1997) argue that teachers perform vital role in motivating learners. Teacher motivation is made up of two beliefs; firstly in their own teaching ability and secondly on their belief in the students' learning ability. Crowl et al (1997) further states that, the ability of the teacher to believe in the effectiveness of her teaching skills is known as teacher efficacy. This efficacy is reflected in the teacher's great personal effort in building a rousing learning environment.

Motivation is therefore an important factor in education especially in the administration of school staff and the teaching and learning process. It implies the stimulation and sustenance of interest in education. This means that interest is an underlying factor in education, as no education can take place without the interest of stakeholders especially staff and students. Thus, motivation plays a pivotal role in learning. Like Bhatia (1977) puts it; no real education can take place without motivation, as it brings especially the teachers and learners to a proper frame of mind for teaching and learning, concentrating their attention and energies on the tasks or knowledge to be dished out or acquired. Research suggests that a variety of school-level factors influence student attendance. The factors relate to the culture and climate of the school; the condition of the school facility, particularly the school's ventilation system; as well as the rigor and relevance of the school's instructional program (Branham, 2004; Lauchlan, 2003; Schendell, et al., 2004; Simons, Hwang, Fitzgerald, Kielb, & Lin, 2010). These factors shape student perceptions of the school environment and thus shape the desirability they feel to attend school. Moreover, the physical condition of the school impacts student health and thus influences whether the child feels well enough to attend school.

The culture and climate of the school, particularly as it relates to teacher-student relationships and more broadly to issues of student safety, has been moderately associated with student absenteeism. The likelihood that a student will not attend school increases when students feel unsafe or threatened by the school community. Stewart (2008) drawing upon National Educational Longitudinal Survey (NELS) data, disclosed that student outcomes were related to

the student's sense of belongingness or connection to the community. Similarly, Rumberger and Palardy (2005) reported that students who perceived that their school was unsafe had higher rates of attrition. In particular, students who experience bullying and victimization by peers or their teachers tend to miss more school than peers who do not experience these conditions (Glew, Fan, Katon, Rivara, & Kernic, 2005). Dinkes, Kemp, and Baum (2009) reported that seven percent of students aged 12 to 18 who participated in the 2007 National Crime Victimization Survey reported that they "avoided school activities or one or more places in school because they thought someone might attack or harm them" (p. 56). The same survey revealed that "approximately five percent of students ages 12-18 reported that they were afraid of attack or harm at school, compared with three percent of students who reported that they were afraid of attack or harm away from school" (p. 54).

The prevalence of fear and avoidance among students appeared greatest among middle school students and high school freshman and sophomores (Dinkes, et al., 2009). These are also the grade levels which research suggests are most likely to predict student absenteeism, truancy, and high school dropout (Balfanz & Byrne, 2012; Gottfried, 2013). Bullying appears to be a significant predictor of student absenteeism and, at the high school level, a significant predictor for students who ultimately drop out of school. Recent research indicates that bullying (including adversarial relationships with education professionals) is now widely recognized as a significant factor in student academic performance and student attendance as manifest through school avoidance behaviors (Kearney, 2008; Robers, Zang, Truman, & Snyder, 2012; Swearer, Espelage, Vaillancourt, & Hymel, 2010). There is considerable and growing evidence that bullying exists in schools in Kenya and that its effect on student and wider society require explicit attention. Research shows that bullying in Kenyan secondary schools is significantly higher than high schools of other countries like America and Australia (Ndeti et al., 2007). This is likely to affect attendance by learners. However, the concern of this study is school attendance amongst adolescent girls in primary schools in Baringo County.

The academic program also influences whether students attend school. There is a growing body of research that suggests that school culture influences student learning, engagement, and achievement (Cohen, McCabe, Michelli & Pickeral, 2009). Researchers note that disengagement can lead to a significant increase in 'deviant behavior'-including truancy (Appleton, Christenson, & Furlong, 2008). Klem and Connell (2004) noted that "Students who perceive teachers as creating a caring, well-structured

learning environment in which expectations are high, clear, and fair are more likely to report engagement in school” (p. 270). Higher-levels of student engagement reduce the risk of students missing school or dropping out of school (Appleton, et al., 2008). This perception can be achieved through lower student-to-teacher ratios (Catalano, Haggerty, Oesterle, Fleming & Hawkins, 2004) as well as other school-based programs (i.e., Check and Connect) that increase student-teacher contact through mentoring (Sinclair, Christenson, Lehr & Anderson, 2003).

Poor ventilation systems introduce students-particularly those with respiratory health challenges including asthma to conditions that promote chronic illness (Schendell, *et al.*, 2004). In one study that examined indoor CO<sub>2</sub> concentrations in traditional and portable classrooms, Schendell, *et al.* (2004) disclosed that student attendance in portable classrooms was 2 percent lower than students who attended class in traditional classroom settings. More broadly, Branham (2004) analyzed data for 226 schools in the Houston Independent School District using a Tobit analysis, he determined that students were less likely to attend schools that were in need of structural repairs, used temporary structures (i.e., portables), and had understaffed janitorial services (presumably impacting the cleanliness of the school facility). This indicates that availability of teaching and learning resources encourage learners to attend schools and participate in the learning process.

According to Van Wart (2011) rewarding as a motivational strategy is made up of tangible incentives such as promotions, increases in pay, increased discretion, superior work assignments and provision of additional responsibility. To him, a reward does not necessarily have to be a financial one. The first task of a manager is to find out what motivates his/her employees and make a balance between employee’s needs and the offered reward. Van Wart (2011) continues that, recognition is a motivational strategy which is very important; it is an intangible incentives that shows gratitude and offer praise. But yet, it has been underutilized by most managers in organization. He further said that, recognition has an optimistic meaning and it acknowledges good behavior or actions.

Van Wart (2011) is therefore of the opinion that, managers in organizations can provide this strategy in their organization while managing by walking around their organization and can also do it by giving a warm hand shake, through celebration, a good word and a short written comment on a piece of paper just to name a few. Lanzeby (2008) is also saying that, managers always use feedback to shape employee performance. But his point here is, how do managers use this feedback? Because to him, feedback motivates employees and improves their actions. But,

if it is poorly carried out, it can demotivate employees. Lanzeby’s (2008) view here is that, managers should structure feedback in a way that, the victims will accept the comments for future improvement rather than using criticism for negative performance.

According to Re’em (2011), responsibility and autonomy are things in organizations which are being valued by everyone in the organization. To him, some employees like and wish for it while others try all their possible best to avoid it. He therefore states that, managers must try to know their employees’ character before giving them more freedom. Career advancement along with career services, are very essential in organizations. Therefore, managers should conduct timely, structured, and in-depth interviews with employees to know their needs and aspirations. Managers should further provide career advice and fit a career plan to the employee (Van Wart, 2011). By doing all this, employees will be highly motivated and eventually, there will be greater productivity. Re’em (2011) stressed that, training plays an important role when it comes to employees’ motivation in the organization because it prevents them from failing, due to a lack of skills. Therefore, managers should offer employees with so much training in order to increase their chances of doing a successful and competent job. Van Wart (2011) content that, given each and every employee due, regardless of your position in the organization, means their basic humanity is appreciated and valued. He posits that, managers should implement a person-orientated leadership style and show a positive regard for others to the highest degree possible. However, the concern of this study was to establish the motivational strategies adopted by teachers to enhance school attendance of adolescent girls.

Teacher-child relations play a prominent role in the development of competencies in early school-age years (Pianta, Steinberg, & Rollins, 1995; Pianta & Walsh, 1996) and during the transition to middle school (Davis, 2003; Pianta, 1999). Teachers may operate as social agents, and they can affect students’ intellectual and socio-emotional experiences by creating a classroom setting that stimulates both student motivation and learning. Moreover, teacher-student relationships serve a regulatory function for the development of social, emotional, and academic skills (Davis, 2003). Studies have shown that positive teacher-student relationships can lead to a warm classroom environment that facilitates successful adaptation in school and thereby increases student motivation to learn. In contrast, conflictual teacher-student relationships are associated with lower achievement and self-esteem as well as ongoing relational conflict with both teachers and peers (Buyse, Verschueren, Doumen, Van Damme, &

Maes, 2008), Motivation to Learn( Koca, 2016; Hamre & Pianta, 2001).

Research has further indicated that children with whom teachers report positive relationships are outgoing and socially competent (Birch & Ladd, 1997; Pianta et al., 1995). Moreover, in these studies the teachers believed that high-quality relationships between teachers and their students enhance classroom learning and motivation by building a safe and supportive classroom context for students to open up and listen to the teachers and take intellectual risks (Birch & Ladd, 1997; Pianta et al., 1995). Similarly, the beliefs teachers hold about teaching and learning, and the nature of expectations they have about their students also exert a powerful influence (Stipek, 1988). These findings support the key role of teacher–student relationships on children’s motivation to learn and school adjustment.

A variety of studies have examined the influence of familial, academic, and personal factors on student academic failure and poor motivation to learn (Covington, 1992). Among personal variables most studied are self-concept, unfavorable motivational beliefs, low ability, and personal goal orientation (Ryan & Deci, 2001; Stipek, 2002). For example, unfavorable beliefs impede the learning process because they direct the learner’s attention away from the learning activity (Ryan, Gheen, & Midgley, 1998; Stipek, 1988). Most students believe their ability and effort are the main reasons for school achievement. By the same token, if asked whether they would prefer to be called smart or hard-working, they will choose smart almost every time. Why? Because they believe that hard-working students risk being considered either excessively ambitious or of limited ability, both of which they would find embarrassing (Stipek, 1988; 2002).

Previous research proposed that the single factor with the greatest impact on whether a student learns is his or her motivation (Pintrich & Schunk, 1996; Stipek, 1988, 2002). Motivation is considered an important, if not the most important, factor influencing student learning. Qin and Wen (2002) found that the presence or absence of motivation is in large part what determines success or failure in second language learning. Motivated students use learning strategies more frequently, have a stronger will to learn, and thus set more and higher goals for themselves, and they are more persistent in learning. Stipek (1988) pointed out that motivation influences the learners’ autonomous learning ability and determines the learners’ confidence in overcoming learning difficulty. These theories demonstrate that motivation, as one of the crucial factors determining success in language learning, attracts much attention from researchers (Li & Pan, 2009).

It has been argued that motivation is not only the key ingredient in outstanding work but also in extraordinary achievement. Runco, Nemiro, and Walberg (1998) claimed that creative genius grows out of the ability to sustain intense commitment for very long periods in the face of obstacles: in other words, motivation. In contrast, a widespread belief holds that accomplishment, and especially outstanding accomplishment, is about innate talent. People who believe this somehow ignore the fact that Mozart, Charles Darwin, Michael Jordan, and Tiger Woods practiced feverishly and single-mindedly for years, instead believing that they were simply born with a talent that cannot be achieved through motivation or any other controllable factor (Dweck, 2002).

Proponents of the former belief that motivation and not talent is the core ingredient for success have developed various ways to bring that motivation to the classroom to enhance student academic achievement. One major school of thought is called “progressive education.” This approach is centered on the importance of genuine student interest (Simmons & Page, 2010). A student’s interest or motivation can stem from innumerable factors and, of course, will vary depending on the student. Researchers in the field have categorized student motivation into two categories: intrinsic and extrinsic. A student who is intrinsically motivated commits him or herself to a task for its own sake, that is, for the enjoyment of it, the learning it allows, and for a feeling of accomplishment. A student who is extrinsically motivated commits to a task in order to receive a reward from a source external to him or herself such as from the teacher (Macabudbud et al., 2009). This study was concerned with the following teacher motivational strategies: caring, enhancing language related values and attitudes, creating realistic learner believes, making learning stimulating and promoting cooperation among the students.

## **MATERIALS AND METHODS**

This study adopted a survey research design. The study employed concurrent mixed method in which the researcher merged quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. This study was carried out in Baringo County, Kenya. This area was chosen for the study because of difficult environmental conditions that seem to affect the school attendance of girls more than boys. The study was undertaken in primary schools in Baringo County. The accessible population consisted of head teachers (656), teachers (656) and standard seven girls (8482) in public primary schools in the county because they had valuable information for this study. Multi-stage sampling was used in this study whereby schools were selected proportionately from the six sub-counties. Therefore, a total of 66 schools were selected which represents 10% of the

total schools. From each school, 30% of standard seven girls were selected as respondents through random sampling method. Each head teacher of the schools sampled and a class teacher of class seven from sampled schools were included in the study sample. In a case where a school had more than one stream for class seven, then simple random sampling was used to select one class to represent the rest. This meant that there were 66 Head teachers, 66 class teachers and 259 class seven girls(30% of total number in every sub-county), making a total of 391 respondents for this study. The researcher used questionnaire, interview and document analysis as the tools for collecting data. Descriptive statistical techniques were used in analyzing quantitative data that was obtained through the questionnaires. The researcher used the computer technology in the analysis of data Statistical Package for Social Science (SPSS) Version 22. The analysis of the qualitative data (words or text or images) followed the path of aggregating the words or images into categories of information and presenting the diversity of ideas gathered during data collection.

**RESULTS AND DISCUSSIONS**

The pupils who participated in the study were asked to state their age bracket. The responses are presented in Figure 1.

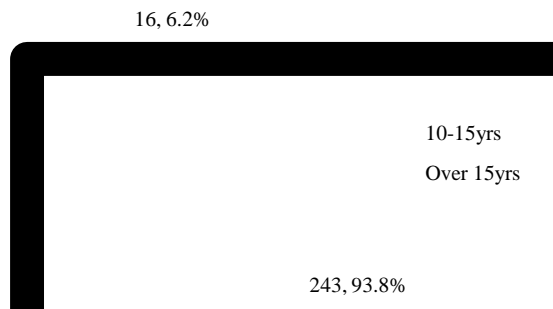


Figure 1. Age of Pupils

As presented in fig. 4.1 majority 243 (93.8%) of the pupils were aged between 10 and 15 years whereas 16(6.2%) were over 15 years.

**Frequency of School Attendance**

Pupils who participated in this study were asked to state how frequent they attended school. Their responses are presented in Fig. 2.

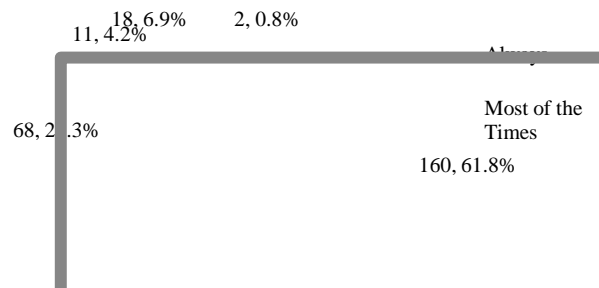


Fig 2 Frequency of school attendance

As shown in Fig 2, majority 160 (61.8%) of the pupils stated that they always attend school while 68(26.3%) most of the times attend school. There were 11(4.2%) of the pupils who sometimes attend school as 18(6.9%) attended school less times. However, only 2(0.8%) of the pupils stated that they rarely attend school. The findings implies that majority of the girls who participated in this study always attend school.

**Effect of Motivational Strategies Adopted By Teachers on School Attendance**

The objective of the study was to determine the motivational strategies adopted by teachers to promote school attendance among adolescent girls in primary schools in Baringo County. Motivational strategies employed by teachers were also measured by ten items that were in five point Likert scale: strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD). Pupils’ responses on the items are shown in Table 1.

Table 1 Pupils’ Responses on Motivational Strategies Adopted By Teachers

Statement	SA		A		N		D		SD	
	f	%	F	%	f	%	f	%	f	%
<b>I am encouraged to attend school because:</b>										
teachers care about my academic progress	205	79.2	42	16.2	6	2.3	5	1.9	1	.4
teachers are always available	175	67.6	73	28.2	6	2.3	3	1.2	2	.8
teachers set high expectations for what i can achieve	171	66.0	54	20.8	22	8.5	8	3.1	4	1.5
teachers help me to improve my language-related attitudes	171	66.0	70	27.0	13	5.0	3	1.2	2	.8
teachers help me to be focused	158	61.0	83	32.0	18	6.9	0	0	0	0
teachers make learning stimulating	184	71.0	53	20.5	17	6.6	1	.4	4	1.5
teachers protect my self –esteem	150	57.9	81	31.3	21	8.1	6	2.3	1	.4
teachers promote cooperation among the learners	176	68.0	64	24.7	64	24.7	5	1.9	3	1.2
teachers teach pupils to be independent	161	62.2	68	26.3	22	8.5	3	1.2	5	1.9
teachers offer rewards and grades in a motivating manner	168	64.9	71	27.4	12	4.6	4	1.5	4	1.5

Key: SD-Strongly Disagree, D-Disagree, N- Undecided, A-Agree and SA-Strongly Agree.

The overall score on pupils’ responses concerning the motivational strategies employed by teachers to enhance their school attendance was 46.08. This indicates that the pupils had a high perception on the motivational strategies employed by teachers. It was further established that majority 247 (95.4%) of the pupils stated that their school attendance increases when the teachers care about their academic progress. There were 248(95.8 %) pupils who asserted that teachers who are available enhance school attendance while 5(2%) disagreed. The findings also shows that 225(86.8%) pupils were of the opinion that when teachers set high expectations for what they can achieve their school attendance increase whereas 12(4.6 %) disagreed. Teachers who help their pupils to improve their language related attitudes increases the pupils school attendance as stated by 241(93.1%) pupils who participated in the study. Further, a similar proportion 241 (93.1%) of the pupils stated that their school attendance increases when their teachers help them to be focused.

There were 237(91.5%) pupils who stated that their school attendance improves when teachers make learning stimulating and enjoyable while 5(1.9%) disagreed. It is also clear that teachers who protect the pupil’s self-esteem increases school attendance of the pupils 231(89.2%). However, 7(2.7%) disagreed. Teachers who promote cooperation among the learners increases school attendance as study shows that when teachers teach pupils to be independent, the pupils school attendance increases as stated by 249(88.4%) pupils and 8(3.1%) disagreed. According to 239(92.3%) pupils, their school attendance increases when teachers offer them rewards and grades in motivating manner.

Further statistical analysis was done to establish whether there existed a relationship between the teachers’ motivational strategies and girls’ school

attendance in primary schools in Baringo County. This was achieved by testing the null hypothesis that: there is no significant relationship between teachers’ motivational strategies and girls’ school attendance in primary schools in Baringo County. The low teacher motivational strategies were not included in the analysis since there were no respondents in this category. The Chi-square values were extracted from the values indicated in the contingency Table 2

Table 2 Contingency Table for Teacher Motivation and School Attendance

School attendance frequency	High	Neutral	Total
Always	156	4	160
Most of the times	65	3	68
Sometimes	16	2	18
Less times	8	3	11
Rarely	2	0	2
<b>Total</b>	<b>247</b>	<b>12</b>	<b>259</b>

$\chi^2 = 16.21$ ,  $df=4$  and  $sig = 0.01$

As shown in Table 2, a Pearson’s chi-square value of 16.21, degrees of freedom of 4 and p-value of 0.01 was obtained. This implies that  $p < 0.05$ . Therefore the null hypothesis is rejected. This means that there is a significant relationship between teachers’ motivational strategies and girls’ school attendance in primary schools in Baringo County. The computed contingency coefficient is 0.243 which implies that there is a moderate degree of association between teacher motivational strategies and girls’ school attendance. Therefore teachers’ motivational strategies can account for about 5.9% of the variation in pupils’ school attendance.

Teachers were also asked to state their opinion on motivational strategies they used to improve school attendance of pupils. Their responses are presented in Table 3.

Table 3 Teachers’ Responses on Motivational Strategies Adopted By Teachers

Statement	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Pupils are encouraged to attend school when:										
Teachers care about their academic progress	47	71.2	19	28.8	0	0	0	0	0	0
Teachers are physically and mentally available	42	63.6	22	33.3	2	3.0	0	0	0	0
Teachers have sufficiently high expectation for what they can achieve	32	48.5	28	42.4	5	7.6	1	1.5	0	0
Teachers enhance their language-related values and attitudes	32	48.5	28	42.4	5	7.6	1	1.5	0	0
Teachers help them to be goal-oriented	37	56.1	23	34.8	6	9.1	0	0	0	0
Teachers make learning stimulating	48	72.7	18	27.3	0	0	0	0	0	0
Teachers protect the learners’ self-esteem	36	54.5	27	40.9	3	4.5	0	0	0	0
Teachers promote cooperation among the learners	33	50	27	40.9	6	9.1	0	0	0	0
Teachers create learner autonomy	27	40.9	29	43.9	9	13.6	1	1.5	0	0
Teachers offer rewards and grades in a motivating manner	46	69.7	17	25.8	3	4.5	0	0	0	0

It is worth to note that teachers reported a lower index on motivational strategies they use (index of 45.08) as compared to the pupils’ index of 46.08 on the same variable. However, both indices imply a high perception on the motivational strategies

employed by teachers to enhance pupils’ school attendance. Similarly, as presented in Table 4.7, all the teachers who participated in this study stated that teachers who care about their students’ academic progress increases school attendance of the pupils,

whereas 64(97 %) stated that teachers who are physically and mentally available for students enhance school attendance. There were 60(90.9%) teachers who have sufficiently high expectation for what their students can achieve. Klem and Connell (2004) noted that students who perceive teachers who create caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to report engagement in school. Further, 60(90.9%) teachers asserted that teachers who enhance the learners language-related values and attitude increases school attendance while 1(1.5%) disagreed. Teachers who help learners to be goal-oriented increases school attendance as stated by 60(90.9%) teachers. The findings also indicate that all teachers asserted that teachers who make learning stimulating and enjoyable increases school attendance, while 63(95.5%) teachers stated that teachers who protect the learners' self-esteem increases school attendance. Teachers who promote cooperation among the learners increase school attendance as stated by 60(90.9%) teachers. It should be noted that the culture and climate of the school, particularly as it relates to teacher-student relationships and more broadly to issues of student safety, has been moderately associated with student absenteeism. The likelihood that a student will not attend school increases when students feel unsafe or threatened by the school community. Stewart (2008) disclosed that student outcomes were related to the student's sense of belongingness or connection to the community. Majority (84.8%) of the teachers stated that teachers who create learners autonomy increase school attendance while 63(95.5%) teachers stated that teachers who offer rewards and grades in a motivating manner encourage pupils to attend school.

#### CONCLUSIONS AND RECOMMENDATIONS

The paper concludes that motivational strategies adopted by teachers to promote school attendance among adolescent girls in primary schools in Baringo County were teachers caring about pupils' academic progress, teachers providing sanitary towels, uniforms and other learning material, involvement of girls in co-curriculum activities like games and music, educational tours and giving them leadership positions, teachers being available and setting high expectations for what their learners can achieve. It was also established that teachers help their pupils to improve their language related attitudes and assist them to be focused. Making learning stimulating and enjoyable, protecting the pupil's self-esteem, promoting cooperation among the learners, teaching pupils to be independent and offering them rewards and grades in motivating manner were some of the motivational strategies adopted by the teachers to enhance school attendance among the adolescent girls in primary schools where the study was done. The study recommends that teachers should be able to determine the individual needs of the learners and be

concerned with the pupils' academic progress. This will encourage the learners to continue attending school. Forums should be created to enhance student-teacher interaction so that the pupil's self-esteem and cooperation among the learners can be enhanced.

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