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**STUDENTS' EXTRINSIC MOTIVATION AND LEARNERS' ACADEMIC
ACHIEVEMENT IN GOVERNMENT AIDED SECONDARY
SCHOOLS IN MBALE MUNICIPALITY, IN UGANDA**

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ABSTRACT

This study was conducted on the relationship between extrinsic motivation and lecturers' academic achievement in government aided secondary schools in Mbale municipality. The study was guided by the following objectives: to examine the relationship between financial rewards and students' academic achievement. To examine the relationship between parental support and students' academic achievement. To examine the relationship between recognition and students' academic achievement. The research design adopted for this study was a cross-sectional design. The respondents of the study were 300 secondary school students who were randomly selected. Data were collected using a five-point Likert scale questionnaire. Findings of the study reveal a weak correlation ($r = .311, p < .05$) between anticipation of financial reward and students' academic achievement. In addition to this, the findings further reveal a moderate correlation ($r = .501, p < .05$) between parent support and students' academic performance. The findings of the study also reveal a moderate correlation ($r = .421, p < .05$) between anticipation of recognition and students' academic performance. Therefore, the researcher conclusively argued that financial rewards influenced the students' academic achievement. Also parental support if conducted well would lead to the academic achievement of students. The researcher also concluded that recognition would lead to academic achievement of students. Based on the findings of the study, the following recommendations were arrived at: there is need for schools to carry out sensitization of the parents on the importance of supporting their going children. The study further recommends that there is need for schools to develop comprehensive student motivational strategies aimed at setting up incentives for students to perform. Schools should also focus on the training of their teachers to improve on their techniques of motivating students through non-financial ways.