

Differences in Pupils' Motivation to Learn Mathematics by Gender and Class Level among Upper Primary School Pupils in Kericho Municipality, Kenya

JK Ng'eno and J Changeiywo

Abstract

Mathematics is considered a very important indicator for selection and placement. Though mathematics is important many school pupils perform poorly in national examination. Education in Kenya is largely examination oriented and therefore the cognitive domain is mainly emphasized while the affective domain gets little attention. The purpose of the study was to establish the role of the affective learning domain in the learning of mathematics. The study particularly looked at pupils' motivation to learn mathematics (PMLM) and the differences in the construct by gender and class level. The population of study consisted of 11,783 primary school pupils. A sample of 300 pupils responded to a validated Likert type instrument PMLM with reliability index of Cronbach Alpha (α) value of 0.79. The results of the study indicate that upper primary school pupils are positively motivated. The results at 0.05 Alpha (α) significant level indicate that the construct is differentiated by gender and class level. The study recommends that mathematics teachers should come up with effective motivational techniques, help learners to set up personal standards that enhance intrinsic motivation and explain the importance of mathematics and its application in society.

Keywords: Pupils' motivation, Mathematics, Gender

Full text: <https://www.ajol.info/index.php/joten/article/view/35711>