

Household Factors that Influence Achievement Motivation of Female and Male Pupils in Kenya

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ABSTRACT

This study aims to investigate the influence of selected home environment and personal factors on achievement motivation of female and male primary school pupils in Kenya. Data were collected from a sample of 88 class seven pupils selected from three schools. One of the schools was in a rural area, another in a low income neighbourhood and the third was in a military garrison in the city of Nairobi. The participants responded to thematic apperception test (TAT) which had 4 pictures to measure their achievement motivation also known as need for achievement (nAch). It emerged that there were no significant differences in nAch of pupils from different schools. Though both boys and girls had almost insufficient time to study at home, they also did not differ significantly in their levels of achievement motivation. Further, parents' education level and the levels of encouragement given to pupils to study were not significantly related to the achievement motivation of both female and male pupils. Other factors not considered in the hypotheses of the study came in to confound the results. An example is the age of pupils, which was found to have the highest and only significant relationship with achievement motivation. There is need to consider a wider sample in future studies.

Keywords: Achievement motivation, nAch, Thematic Apperception Test (TAT) and internal drive.

INTRODUCTION

Achievement motivation also known as the need to achieve (nAch) is an internal drive or desire to accomplish something challenging and to outperform others. According to McClelland, Akinsom, Clark and Lowell (1953) achievement motivation is "a learned motive to compete and to strive for success whenever one's behavior can be evaluated against a standard of excellence". It can also be defined as a drive that causes an individual to make an effort to become successful and be goal oriented (Acharnya and Joshi, 2011). A person with a strong achievement motive wants to be successful at some challenging tasks because he has the motive to compete and to strive for success whenever his behavior can be evaluated against a standard of excellence. He likes tasks which test his skill and ability and obtains the satisfaction of a job well done. Research evidence has shown that high need achievers have learned to take pride in their ability and to meet high standards; they are motivated to work hard, to be successful and to outperform when faced with

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new challenges (McClelland, 1955). Achievement motivation is related to success in life, life satisfaction and quality of life. It is an ingredient for success in life (Acharnya and Joshi, 2011).

What is the importance of achievement motivation? Achievement motivation keeps a person active and gives a feeling of being in control. It makes people to work on a specific a problem rather than wait for results (Atkinson, 1958). Achievement motivation can help people accomplish their goals whether at work or in their personal life (Acharnya and Joshi, 2011). Self-motivated individuals are self directed; they set realistic goals, have internal drive for action and have higher chances of succeeding in life. These individuals have higher chances progressing in work compared to other people. Highly motivated individuals have been found to become significant contributors to organizational success (Acharnya and Joshi, 2011). On the other hand, low need achievers choose very easy tasks in order to minimize the risk of failure, or choose very difficult tasks such that failing will not be embarrassing (McClelland, 1961). Life for low need achievers may be always easy for the individuals, consequently they will not get satisfaction of accomplishing tasks and so their need for achievement may weaken and die altogether (Atkinson, and Feather, 1966).

THEORIES OF ACHIEVEMENT MOTIVATION

Need for achievement model: McClelland (1961) argues that achievement motivation is of utmost importance. He viewed the need for achievement as the spark that ignites economic growth, scientific progress, inspirational leadership and masterpieces in the creative arts. In “The Achieving Society” he described his model of human motivation. He proposed that there are three dominant needs that constitute human motivation namely, need for achievement, need for power and need for affiliation. He believed that the relative importance of each of these needs varied among individuals and cultures. He used thematic apperception test (TAT) developed by Morgan and Murray (1938) to establish the presence of the achievement motive or type of fantasy a person expressed on the TAT. Using results of the TAT he demonstrated that individuals in a society can be grouped into two high and low achievers based on their scores on what he called need for achievement (nAch).

Theory of Achievement Motivation: According to Atkinson and Feather (1966), the strength of motivation varies from individual to individual. The strength to achieve or rather the tendency to achieve success (T_s) is depend on one’s motive to achieve success (M_s), the probability of success in a particular activity (P_s) and incentive value of success (I_s). In a mathematical formula presented as $T_s = M_s \times P_s \times I_s$. The motive to achieve success is the individual’s stable personality trait, which does not vary from situation to situation, whereas the probability of success is the person’s

expectancy the performance of a certain activity will be followed by success, while incentive value of success is the relative attractiveness of success at the particular activity. The second formulation of the theory concerns the tendency to avoid failure (T_{-F}). The strength of this tendency is also dependent on three variables i.e. motive to avoid failure (M_{AF}) the probability of failure (P_F) and the incentive value of failure (I_F). In a mathematical formula it is presented as $T_{-F} = M_{AF} \times P_F \times I_F$. The minus sign on the strength of tendency to avoid failure (T_{-F}) implies that the individual is negatively motivated or not motivated to perform an activity, which might consequently lead to failure (Atkinson and Feather, 1966).

Model of Situational determinants of nAch: According to this theory (Atkinson, 1992), achievement in any behaviour is determined by:

- (i) The strength of motivation to achieve success: it is assumed that students expecting to succeed will work hard in their studies.
- (ii) The perceived probability of success in a in a task: it is obvious that if the students have hope and expects success in the examination they will work hard to achieve their goals.
- (iii) The incentive value of success in a specific task: if success is valuable (passing the exam leads to a well-paying job) the students are likely to put in much worth effort in their studies.
- (iv) The strength of motivation to avoid failure: the level of fear of failure one has determines how one works. Students with strong motivation to avoid failure are likely to put in more effort in their studies.
- (v) The perceived probability of failure in a in a specific task: students who expect to fail in their exam will give up and do little in their studies; this will eventually lead to poor performance.
- (vi) The incentive value of failure in a specific task: this is common in individuals who do not like appreciate careers chosen for them. For instance, a student told to go for an interview for a job he does not like; he is happy when he fails the interview.

MEASUREMENT OF ACHIEVEMENT MOTIVATION

Measurements of the motive to achieve are usually made with projective tests. This is because the conceptualization of the need for achievement is derived from the personality theory of Morgan (1938). Morgan and Murray (1938) developed a projective test known as Thematic Apperception Test (TAT) that measures various facets of personality. The subject is shown a set of four pictures of people working or studying and then asked to write stories about them. The subjects ascribe motives to the characters they see in the pictures and put them in a form of stories. The strength of the individual's concern for achievement is represented by the number of achievement related ideas she/he writes in the stories. This count is called the score for the need for achievement (nAch). The TAT is based on the assumption

that when subjects are faced with an ambiguous social situation and required to interpret, they are likely to reveal their personality by projecting themselves and their motives into their themes (Tomkins, 1947).

Home and Family Influences in Achievement Motivation: Achievement motivation development is dependent on the child parent interactions from childhood. Children's achievement motive develops out of expectations and demands by the social environment to excel in activities requiring high standards of performance (Hechhausen, 1967; Mehta, 1969). Empirical studies by (Atkinson and Feather, 1966; McClelland et al., 1953; Rosen, and D'Andrade, 1959) show that the environment for achievement motivation is generated by: (i) Achievement training in which parents encourage standards of excellence upon performance upon tasks by selecting high goals for their children, and by indicating high evaluation of this competence. They communicate the child that they expect evidences of high achievement. They are concerned with the child doing ever thing well. (ii) Independence training parents insist on high achievement through imposing high standard excellence upon tasks, setting goals for the child and expecting the child to show competence in doing tasks well. They indicate to the child that they expect him/her to be self-reliant at the same time grant the child relative autonomy in decision making. From childhood the developing person is encouraged: (i) to be willing to try things himself/herself without depending on the mother, (ii) to work hard in school and be active in games and sports, (iii) to lead other children and make his/her own friends and (iv) to entertain him/herself and to make his/ her decisions (Rosen, and D'Andrade, 1959).

Research has shown that there is a lot of variation in the home environment depending of factors such as educational standards of parents, occupational level, socio-economic status, parents' active involvement in the child's education and family size (Douglas; 1964; Fraser, 1973). This variation eventually affects the child's achievement motivation and achievement in school. Studies on the relationship between the home environment and achievement motivation have shown positive and significant relationship between variables within the home (for example parents' education) and achievement motivation. Study by Acharyna and Joshi (2011) with a sample of 500 adolescents aged between 16 and 18 years from Varanai city in India showed that parental encouragement and support influenced the acquisition of achievement motivation of their children.

Parents' Education: Many studies have shown a positive relationship between educational levels of parents and school achievement of their children (Bali, Drewnth, Flier, Young, 1984; Douglas, 1964; Fraser, 1973). Bali, Drenth, Flier, and Young (1984) in a study of 571 Kenyan standard 7 and form IV pupils from four areas; Nairobi/Kiambu, Mombasa/Kwale, Meru and Kisumu show that educational background of parents is related to the academic performance of the child. Slightly different findings were observed by Amlaha's (1975) study of 370 boys and 112

girls in Nigeria which showed that male students from educated parents performed at a significant higher level than male students of uneducated parents. No difference was found between girls from educated parents. These findings on the side of girls could be attributed to the fact that in Africa the education of women is not taken seriously, and as a result the parents most likely tend to be directly involved with the education of boys than of girls.

Parents Encouragement/Motivation: The available literature consistently seems to underline the importance of parents' encouragement. Children, whose parents take interest in their school work, encourage or motivate them to do well in school. A somewhat different set of values is likely to hold in a home of parents who are not interested in their children's education. A lower premium is likely to be set on academic pursuits and success and the children tend to be less highly motivated to do well in school (Fraser, 1973; Tavani and Losh, 2003). Studies by Douglas (1964) and Fraser (1973) show that on average parents of high achieving children seem to be more interested in their children's schooling than parents of low achieving children. Okwiri – Acana (1983) in a study of 426 primary 7 pupils in Gulu District of Uganda found parental encouragement, socio-economic status, the educational aspirations and attitudes of parents to be significantly related to the child's academic performance. Abnormal background (i.e. the situations where one or both parents of the child were dead or family is polygamous) was the only home variable which was found to have no significant effect on academic achievement. She found that parental encouragement had more effect on the performance of boys than of girls. This difference could be attributed to the possibility that the attitudes of girls' and boys' education differ and therefore, even when they are equally encouraged, the effect on performance may be more for boys than for girls. The African society tends to attach more importance on education of boys than of girls and tend to have different expectation for each sex.

Osire (1983) found no relationship between parents' encouragement and pupils' school achievement. His study was conducted in a rural area where most of the parents are not well educated and therefore unable to assist the child while doing homework in addition to the encouragement they give. In his study he attributed low negative correlation to the possibility that too much encouragement by some parents could cause worry and anxiety to the child which could lead to poor performance. On the other hand, he argued that too little encouragement given by other parents may not motivate the child to do well in school. According to him it is the moderately encouraged child who will perform well. Another conflicting finding was reported by the Bali, Drenth, Flier, and Young (1984) study of 571 Kenyan standard 7 and form IV pupils. The investigation showed low negative relationship between parents' support and interest and pupils' performance in the Certificate of Primary Education (CPE) and Kenya Certificate of Education (KCE).

Parents' socioeconomic status: Review of literature suggests that people of differing social strata have differing attitudes towards education and jobs. It has been found out that child of middle class families are subjected to relatively strong social class pressures to do well in school and later in life. Empirical comparison of middle and lower class groups has found strong needs for achievement in the former (Rosen and D' Andrade, 1959). Another study by Hieronymus (1951) demonstrated that boys and girls from families in high socioeconomic status typically possessed more favourable attitude towards education than children from lower class background. In addition, those children whose families had high social status had the highest occupational aspirations. Studies show that the well-educated, well to do parents tend to teach their children the values of school and occupational success. To these elite parents, education is considered as one of the key elements one needs in order to succeed to secure a job. Jobs are scarce and competition for them is high. The higher one achieves academically the better chances of securing a job. Atkinson and Feather (1966) observed that children who had high nAch had fathers who had attained high income occupations. Heckhausen (1967) cites several studies which have shown that nAch increases with socio-economic status. Need for achievement has been shown to be higher in middle class than in working class (Atkinson and Feather 1966).

Kenyan households' influence on boys' and girls' achievement motivation:

Free primary education was initiated in Kenya in 2003 to make it accessible to all children (UNESCO, 2003). Despite this access to educational opportunities in Kenya is not evenly distributed, across sexes, regional and social groups because of cultural practices and family socio-economic status (Douglas, 1985; Popnsi, 1958; UNESCO, 2003; Shiundu and Karugu, 1991). There are abusive cultural practices where children are expected to baby sit their siblings and assist in household chores. In some communities girls are forced to stay at home to study their mothers so as to make good wives and home makers (Soko, 2010; Stroebel, 1979). Going to school is not a priority for such families (UNESCO, 2003). It is assumed that girls will get married hence no need to waste resources on them (Papanet, 1977). It has been noted that when parents are confronted with limited opportunities and resources they will prefer educating boys than girls (Nyassy, 2006; Wamahiu, 1984).

Educating boys is perceived to be beneficial as the men are expected to provide for their families, while educating the girls is perceived to benefit their husbands (Maina, 2002). In some poor families early marriages are seen as more advantageous than education of girls, because parents supplement family income with the bride price to pay fees for their sons (Nyassy, 2006). According to Bunyi (2004) Kenyan girls are socialized into related sex appropriate behaviors and traits from childhood for smooth functioning in society. They are assigned traditional feminine tasks such as cooking, washing clothes, and looking after babies. Such activities instill in the girls qualities of being obedient, nurturant, polite and responsible; characteristics which do not encourage them to adopt high valuation of personal

achievement and success (Popnsi, 1958; Proter, 1990). They have no freedom to explore and shape their lives in their own way with some degree of freedom towards their own independence. On the other hand boys are usually assigned tasks outside the home for example looking after animals, cultivating, and being send on errands; activities which expose them to the outside world where they are expected to be independent and self-reliant (Rosen, 1959). Boys are socialized to have confidence in themselves and have strong ambitions to achieve their objectives while the girls to have a lower sense of competence and limited ambition for success in education (Eshiwani, 1983; Obura and Komba, 1992). Boys are expected to be active, objective and interested in ideas, while the girls are expected to be passive, subjective and interested on people (Proter, 1990). Despite differential socialization of boys and girls, both are expected to perform their assigned duties and responsibilities with ambition and determination (Shaffer, 1989). This research findings should help in identifying the variables which contribute to boys' and girls' achievement motivation. They should reveal some of the conditions within the household which influence children's and particularly girls' achievement motivation. If the factors influencing achievement motivation are unearthed, educators can find ways of helping girls and women to become achievement oriented. Research has shown that if girls and women become achievement oriented this would enhance their ability to strive towards the achievement of success in academic work and other areas such as business and creative arts. Such success would empower them to be equal partners in educational institutions and in nation building with their male counter parts. Findings of this study should also be beneficial to parents who have important task of rearing children and who are a great factor for the success of their children achieving their goals and play a major role in shaping their values. This study intends to investigate boys' and girls' level of achievement motivation and what factors within the home environment contributed to this. It examines the relationship between parental education, occupation, and encouragement and boys' and girls' achievement motivation. From the foregoing, the following hypotheses were formulated:

- H₀1 There are no significant differences in the nAch scores of pupils from different primary schools.
- H₀2 There are no significant differences between girls' and boys' nAch scores.
- H₀3 There is no significant relationship between girls' and boys' nAch scores and their parents' level of education.
- H₀4 There is no significant relationship between girls' and boys' nAch scores and their parents' encouragement.

PARTICIPANTS AND PROCEDURE

A total of 88 students from three schools that were chosen from geographically diverse areas. The schools were Embakasi Primary School and Wangu Primary School also in Nairobi County, and Thitani Primary School in Machakos County. Details concerning the sample from these schools are presented as follows:

Table 1: Sampled boys and girls for the study

School	Boys		Girls		Total	
Embakasi	14	15.9%	14	15.9%	28	31.5%
Wangu	11	12.5%	19	21.6%	30	34.1%
Thitani	11	12.5%	19	21.6%	30	34.1%
Total	36	40.9%	52	59.1%	88	100.0%

Source: T. K. Kinai, 2014

There was poor return rate of the questionnaires. The numbers of pupils from each school were almost similar, although there were more girls than boys in the sample. It was assumed that there were enough boys and girls in the sample to provide information on research questions of this study. The participants were sample from 3 schools. The Embakasi Garrison primary school enrolls mainly children of the Kenya Army Officers stationed in the garrison bearing the same name. Army officers are some of the best paid civil servants, and have many perks that go with their duties. It can be therefore assumed that most of the children from this primary school are in the middle class. Wangu primary school is situated in the slums of eastern Nairobi next to the city garbage dump. This school is therefore in a very insecure place due to the large number of criminals lurking in the dump, as well as having a much polluted environment due to the overpowering stench that occasionally wafts into the compound. Both these factors are not conducive to learning, and therefore the school may retain only pupils from poor families in the neighbouring slums (Soko, 2010, Shiundu and Karugu, 1991). Thitani primary school is located in a rural area of Machakos County. It is therefore likely that most of its pupils are from families that depend on subsistence farming.

The motive to achieve success was measured with Thematic Apperception Test (TAT). It is based on the conceptualization of the need for achievement, derived from the personality theory of Murray (1938). Morgan and Murray (1938) developed a projective test or the TAT that measures various facets of personality. The subject is shown a set of four pictures of people working or studying and then asked to write stories about them. The subjects ascribe motives to the characters they see in the pictures and put them in a form of stories. The strengths of the individual's concern for achievement is represented by the number of achievement related ideas she/he writes in the stories. This count is called the score for the need for achievement (nAch). The TAT is based on the assumption that when subjects are faced with an ambiguous social situation and required to interpret, they are likely to reveal their personality by projecting themselves and their motives into their themes (Tomkins, 1947).

Instruments for data collection include: (i) Questionnaire for students to get information on family background. (ii) Thematic Apperception Test TAT to measure students' achievement motivation. The participants responded to study instruments to provide their demographic data and measurement of their achievement motivation scores. The projective test (TAT) consisted of a set of four pictures. The TAT

pictures used in this study were adapted from Kitivo (1989) and Maundu (1980), who investigated nAch of Kenyan pupils by using TAT pictures and asking the subjects to write stories to describe the pictures. The pictures in the current study were; (i) A girl studying. (ii) A boy playing football. (iii) A woman digging in the garden. (iv) A man making furniture. Beneath each picture there were five pairs of statements from which the participants were asked to choose one statement per pair. The first statement in each pair described desire for success and the second statement described expectation of failure. For example, Rose is studying for an important test at school. The responses:

(a) She is determined to get a high and win a prize.

(b) She is afraid because if she fails her parents will scold her.

Scoring the TAT, Option (a) scores 2 while option (b) scores 1. Maximum score per picture is 10 and the minimum score is 5. The participants' nAch was determined by counting the responses which showed, desire to succeed from the four pictures. The maximum nAch score was 40 and the minimum score was 20.

Experienced researchers and experts in achievement motivation such as Atkinson (1964), Atkinson and Feather (1966), McClelland et al. (1953) have found out that the TAT technique was the best measure for the individual's need to achieve. Basing the current study the above it was assumed that those high in the TAT had high nAch. A pilot study was done to ensure the items in the instrument were clear to the participants, and testing what they ought to measure. Reliability of the study instruments was pretested by split half technique; its correlation coefficient was .75. Participants' nAch score was determined by counting the responses which showed desire to succeed (Lewis, 1981) the maximum score for each of the respondents was 40 and the minimum score was 20.

Participants' responses to questionnaire items: Each item was coded independently. For example, parents were classified into four educational and occupational levels and each assigned arbitrary scores 1 to 4. Responses to parents' encouragement were also given arbitrary scores 1 to 4. From these, descriptive statistics especially frequencies, means and percentages were used to provide a general understanding of the sample's characteristics. Their responses to the TAT were scored for nAch as explained earlier. Then nAch scores of the participants were correlated with parental levels of education, encouragement, and other background factors. The coefficient obtained using Pearson Products Moment Coefficient methods gave indication of strength and direction of the relationship. The higher the positive correlation coefficient is the better the relationship and vice versa. To better illustrate the trend in relationships among various factors in this study, an intercorrelation matrix was set up. One-way analysis of variance (ANOVA) was used to test for significance in the differences between TAT scores obtained by boys and girls, and that between pupils from different schools (Ary, Jacobs, and Razavieh, 1990).

RESULTS AND DISCUSSION

This section consists of two main parts. The first is a description of the personal and home background characteristics of this sample, which will be followed by testing of hypotheses. The findings of the participants' mean ages and family size, parents' educational levels, occupations, and parental encouragement are provided. Tasks done by boys and girls after school are illustrated in figure 1.

Table 2: Ages and Mean Family Size of Pupils from Different Schools

School	Mean Age	Means Family Size
Embakasi	12.64	4.89
Wangu	15.57	4.17
Thitani	14.06	6.60

Source: T. K. Kinai, 2014

Though both Embakasi and Wangu primary schools are managed by the Nairobi City Council Education Department, which sets stringent entry age requirements for pupils, Embakasi with a mean age of 12.64 has the youngest pupils enrolled, contrasting with the relatively higher mean age of 15.57 of Wangu primary pupils. The reason for the Wangu primary school having older pupils may probably be due to financial constraints of the families, this could interrupt the pupils' progress through primary school. The pupils from Thitani are also older than those from Embakasi, and the reason could be delayed entry to primary school possibly due to lack of control in admission age of pupils in rural primary schools which can lead to parents delaying entry of their children to primary schools possibly to get their assistance in farming activities. Thitani also has pupils reporting that they come from larger families (6.60 members) compared to their urban counterparts in Embakasi and Wangu with mean family size of 4.89 and 4.17 respectively. A rural economy is labour intensive and it is likely that families will be larger so as to ensure enough hands to work in the farms. Another area of investigation was the pupils' gender. In this respect, data on activities they are involved in after school was collected, is presented in the following pie charts. Activities boys are more likely to be involved in after school. They were involved in farming and household duties. About a quarter mentioned studying was their main after school activity, which is quite considerable compared to that of girls.

Girls reported that they were engaged more in household chores than any other activity. About a quarter of the boys reported studying as well as doing other chores as the main activities after. Overall results show that girls spend more time indoors compared to boys. Both boys and girls seemed to have school minimal amount of after-school time playing, and indicator of the low level of attention this important area receives. Parents' level of education is a crucial variable that has been shown to contribute strongly to a child's achievement motivation. The pupils were asked to report on their parents' levels of education, and the results are presented in the following figures 2 and 3. Figure 2 shows mothers' levels of education while figure 3 shows educational levels of the fathers. Findings on the

levels of education of the parents at Wangu are unexpected. Parents living in a low socioeconomic residential area at the dump site are portrayed by their children to be more learned than the parents living in Embakasi Garrison who are Army Officers. It is probable the children of the Army Officers did not know their parents' levels of education. Figures 2 and 3 show percentage representation of parents' education levels in each school. There were a few missing cases particularly in situations where the pupil was from a single parent family. In general, most parents reached high school, while substantial numbers had primary and tertiary education. It is interesting to note that the trends are similar in all three primary schools, indicating either that the gap in literacy level in different areas of Kenya is closing, or a high level of faking among pupils in the self-report questionnaire.

Achievement Motivation and School environment: The pupils' achievement motivation (nAch) was measured using a projective test consisting of four pictures. The pupils' responded to a set of statements accompanying each picture. Their responses were scored within a scale which had a minimum of 20 and a maximum of 40. Average scores per school are presented on table 3. Pupils in Thitani reported the highest scores at 36.30, followed by Wangu with 35.5 and then Embakasi with 34.89. It would have been expected that pupils from Embakasi would exhibit higher motivation to succeed, but it seems that growing up in the sheltered Army barracks environment where necessities of life are provided at government subsidies, would adversely affect their motive to achieve. On the other hand, pupils from the mainly agricultural-based economy in Thitani may have a higher nAch brought about by a desire to do well in school and thus break out of the poverty cycle prevalent in Kenya's rural areas. Pupils in Thitani reported the highest scores at 36.30, followed by Wangu with 35.5 and then Embakasi with 34.89. It would have been expected that pupils from Embakasi would exhibit higher motivation to succeed, consequently the first null hypothesis is accepted, that is, there is no significant difference in the nAch scores of pupils from different primary schools. The reason for lack of significance in the results could be that the results have been confounded by the apparent similarity in education levels among parents of pupils in the three schools, which in turn may influence other aspects of home environment leading to the leveling of differences.

Achievement Motivation and Pupil's Gender: Mean nAch scores for girls and boys in the three schools were calculated, and are presented on table 4. Results on table 4 above indicate that female pupils have a very slightly higher mean nAch score, indicating that girls are just as motivated as boys in excelling in their academic work. These results are unexpected, as the general assumption here would be that girls will have lower motivation to succeed in academics, given previously reported gender differences in academic encouragement. Further analysis using the one-way ANOVA revealed that the differences in nAch are not significant ($\alpha = .05$). Therefore the null hypothesis that there are no significant differences between girls' and boys'

nAch scores is accepted. There is no significant difference in boys' and girls' nAch scores. All three schools are mixed, and therefore it is expected that in the absence of gender discrimination in the school environment, girls will endeavour to do well just as boys. Similarly, home environment factors such as parental encouragement, time available to study and other factors were also found to be nearly uniform for both boys and girls. Nevertheless, gender differences in nAch that were revealed in this study should prompt further and focused investigation.

Achievement Motivation and the home environment: In exploring home environmental factors, a correlations matrix was set up whereby nAch scores were included as the dependent variable. Amongst the factors shown on table 5, Age had the highest and most significant relationship with nAch. It is likely that students gain more confidence and motivation to succeed as they grow older. Other variables had low and insignificant relationships with nAch. In particular, encouragement by parents to do well in school was not only lowly, but also negatively related to nAch. It is likely that this encouragement was of low or indeterminate quality, thus being of no benefit to the child's sense of confidence. This concurs with findings by Osire (1983) who had obtained similar results from a mainly rural sample. Another unexpected finding is the low relationship between the fathers' and mothers' education levels with nAch, which could indicate that in the case of this sample, the level of motivation was mostly self-generated, rather than a function of their parents' characteristics.

Based on findings on table 5, both the third and fourth null hypotheses are accepted, that is; There is no significant relationship between girls' and boys' nAch and their parents' level of education, and, There is no significant relationship between girls' and boys' nAch scores and their parents' encouragement. Achievement motivation is an inner drive which cannot be tapped by simple process questionnaire items because it faces the problem of getting conventional rather than 'true' response. Therefore projective measures are used because they are a better indication of internalized motivational tendencies. The TAT technique used to measure nAch has been criticized by Hartley and Hogarth (1971) who claim that the test may induce fear of failure in some subjects which may in turn block the achievement imagery. Some subjects may be slow in writing consequently they may in turn block the achievement imagery. Some subjects may be slow in writing consequently they may verbalize few categories while others may be quick in writing and may verbalize many categories. TAT has also been criticized for being time consuming and subjective in scoring and yielding results that are difficult to score. It would therefore require one to be specially trained in order to score TAT reliably. To minimize shortcomings inherent in the TAT the participants were provided with 5 multiple choice items to describe each picture ($5 \times 4 = 20$ items). This made the TAT a fairly easy multiple choice for the participants. Scoring of the TAT was very easy and objective.

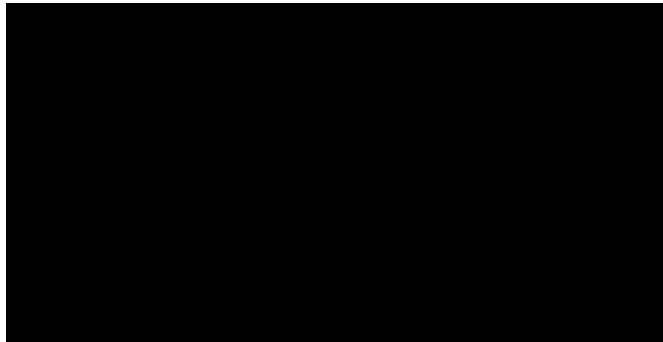


Figure 1: After School Activities for Boys and Girls. *Source:* T. K. Kinai, 2014

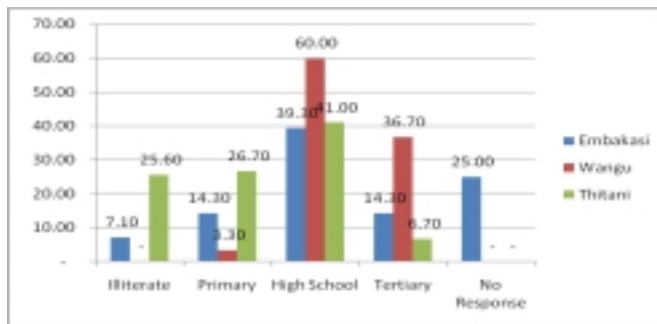


Figure 3: Mothers Educational Level. *Source:* T. K. Kinai, 2014

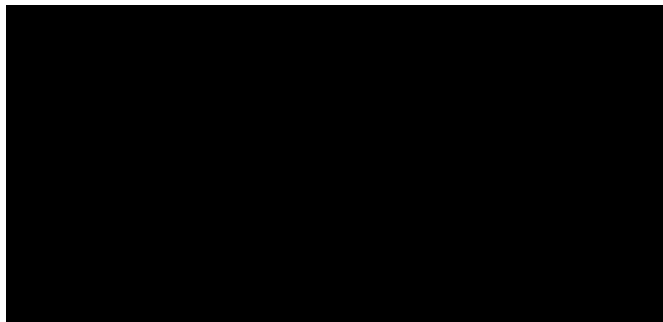


Figure 4: Fathers Educational Level. *Source:* T. K. Kinai, 2014

Table 3: Mean nAch scores of pupils in the three primary schools

School	Mean nAch Scores
Embakasi	34.89
Wangu	35.50
Thitani	36.30

Source: T. K. Kinai, 2014

Table 4: nAch scores for male and female pupils

Gender	Frequency	Mean nAch Score
Male	36	35.37
Female	52	35.89
Total	88	35.58

Source: T. K. Kinai, 2014

Table 5: Intercorrelations among different factors

	nAch	occupation expectation	Time to Study	Encourage ment	Mother's education	father's education	age
nAch	1.00						
Child occupational expectation	.02	1.00					
Time to study	.00	-.12	1.00				
Encouragement	-.02	.14	-.06	1.00			
Mother's education	.04	.13	.22*	.03	1.00		
Father's education	.08	.13	.36*	.11	.49*	1.00	
Family size	.12	-.14	-.42	-.04	-.26	.43	
Age of pupil	.28*	.05	-.47*	-.08	-.36*	-.48*	1.00

* Correlation is significant at the 0.05 level (2-tailed). N = 88 **Source:** T. K. Kinai, 2014

CONCLUSION AND RECOMMENDATIONS

This study set out to find out if home environment factors influence achievement motivation (nAch) of primary school children in Kenya. The results showed that parents had varied levels of education, occupations and socio-economic status. These factors influence child rearing practices including achievement motivation training for children. Pupils from the school in a poor rural environment had the highest nAch followed by those from a poor urban neighbourhood. Children from a primary school that enrolls pupils whose parents are mainly military officers had the lowest score. It would be expected that children from a higher socio-economic background would have higher nAch (Rose and D'Andrade, 1959; Hieronimy, 1959), but it seems that in this case, other factors came in to confound results.

These factors included the age of the pupils, which was found to have the highest and significant correlation with nAch. The pupils with the lowest nAch were also from the school with the lowest mean age, and this relationship should form part of the agenda for future investigations in this area. Parenting attributes did not seem to influence children's nAch. Parents' encouragement was ineffective in enhancing nAch, it had a low and negative correlation with nAch. Findings showed low and insignificant correlations of parents' education level and nAch. This study revealed the possibility of poor quality of parent-child interaction at the home. There is therefore need to consider providing guidance to parents on ways to encourage their children to succeed in their academic endeavours and to shape the values that foster the development of the achievement motive in their children.

As in Obura and Komba (1992), Eshiwani (1983), Rosen (1959), girls in this study spent most of their after-school time doing household chores. On the other hand, boys reported more time spent outside the house engaged in such activities as farming, yet they had slightly lower nAch than girls. This indicates that the gender dimension in Kenya's educational system is in a new dispensation of equality, at least at the primary school level. This study sorely needed a qualitative dimension, especially to capture the respondents' feelings attitudes on the topic at hand, as well as the salient features in the school and home environment. The TAT instrument would also need fine-tuning to provide for better differentiation among the respondents. This can be done by including more pictures.

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