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The Effects of Motivation, Self-Esteem and Attitude on the Academic Performance of
Primary School Children. A Case of Pfupajena Primary in Chegutu

By

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Conventional

**A Dissertation submitted in partial fulfilment of the requirements for the Bachelor of
Science Honours Degree in Psychology.**

May 2016

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MIDLANDS STATE UNIVERSITY



FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

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Declaration

I Rufaro. M.C Veremu, solemnly declare that the information in this dissertation, prepared in partial fulfilment of the Bachelor of Social Sciences (Honours) Degree in Psychology, submitted to the Department of Psychology, Faculty of Social Sciences at Midlands State University has never been presented, submitted or published in this nature or part. Previous works have been duly accredited and acknowledged properly.

Dedication

This dissertation is dedicated to my Lord and personal savior Jesus Christ and my ever thoughtful, loving, supportive and advisory mother Grace Veremu.

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All the glory and appreciation is due to the Lord God Almighty for His guidance, provisions, mercy and blessings, without Him this dissertation would not have been a success.

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ABSTRACT

The poor levels of academic performance have been a cause for concern. Children in primary schools have not as been successful in achieving world class education, hence this study so the need to examine the effects of motivation, self-esteem and attitude on academic performance. The objectives of this study were to assess the relationship of the above variables and make recommendations using the ecological approach. This research was informed by the positivism philosophy. A quantitative research approach and correlation research design were also applied in this study. A sample size of 100 pupils in grade 6 from Pfulajena primary school calculated through a Sample Size Calculator by Resolution Research was identified using stratified random sampling. Data was collected using questionnaire and document analysis. The reliability of the instrument was tested using Cronbach's Alpha and the result was 0.561 and 0.661. The data was analysed using Statistical Package for Social Sciences (SPSS) version 24 was used for data analysis and presentation and Pearson correlation at the significant level of 0.05 was used in order to determine the relationships among the measured variables. The major findings were (1) there is a correlation between motivation and academic performance. (2) There is a correlation between self-esteem and academic performance (3) there is a correlation between attitude and academic performance (4) the higher the academic performance is the higher the motivation, self-esteem and attitude vice versa. The researcher concluded that there is a strong positive relationship between motivation, self-esteem, attitude and academic performance. Recommendations were made on the methods of teaching, parenting supervision, students' perception of themselves and on future studies to be conducted.

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Chapter 1

Overview of the Study

1.0 Introduction

This study seeks to examine three psychological factors namely Motivation, Self-esteem and Attitudes in relation to how they influence the educational presentation of primary school children at Pfupajena primary in Chegutu. In providing the overview of this research chapter 1 introduces the study by discussing, the background of the study, problem statement, significance, objectives, research purpose, research questions, hypotheses, assumptions, delimitations, and limitations of the study. In addition, the chapter defines the key terms used in the study and ends with a chapter summary.

1.1 Background of the Study

We live in an examination conscious age where children are often characterised on the basis of their academic performance. Academic performance refers to the extent to which a student, teacher or institution has achieved their educational goals (Afolayan, 2013). It also involves how a student is able to tackle normal mental tasks, normal being what a particular grade is expected for an example a grade one pupil is expected to know and write her name properly, hand and eye coordination being able to write from left to right, grade three should be able to perform abstract task like separating tens and units as well as borrowing, grade five the understanding problems and in math identify higher numbers, grade six are supposed to be more creative and able to recall what they have learnt and lastly grade seven the pupil should be able to consolidate basic ideas that of calculating numbers, writing poems and compositions.

Chegutu has seven primary schools, rating these schools academic performance Pfupajena is found at the bottom of the list with the least academic performance. It is also one of the biggest government schools in Chegutu enrolling pupils from all walks of life unlike private or mission Schools. All grades have at least four classes each having 42 children making an estimate of 1176 pupils or more. The grade six pupils are 135 in six different classes from 11-12 years of age, these pupils are left with a class for them to sit for their final exam which will determine another educational stage in their lives. Identifying the effects of motivation,

self-esteem and attitude on academic performance at this stage gives room for change if need be to resolve the problem before they sit for their final exam.

I was drawn to research on the academic performance of the school as I have family and friends who were victims of academic performance at this particular school. Also the academic performance of children at Pfupajena has been an issue of concern since 2008 when the country was having serious economic challenges, even after the heavy phase the school did not recover from the blow. The school tolerates different kinds of children making it a suitable place for the researcher to inquire on her study as there is no special group of pupil. My assumption is that these factors motivation, self-esteem and attitude have an effect on academic performance on primary school children however there may be more factors.

Many factors have been held responsible for affecting academic performance social, economic, school related and psychological to mention a few. Psychological factors involve thoughts feelings and other cognitive characteristics that affect the mind, disturbing daily routine and mental processes. Results of some studies have even rated psychological factors' contribution to academic performance for instance anxiety constitutes 49.4%, low self-esteem 41.2% anger and fear 32.5% and 43.2% according to (Kamial et al., 2009).

The Ministry of Education has given a primary syllabus which each grade has to learn from this being the standard measure in primary school's academic performance in Zimbabwe. At each grade the child should be in a position to perform certain tasks and failure to meet them can be as a result of poor and frustrating background resulting in lack of food, mental pain, emotional stress, lack of motivation, lack of resources or abuse thereby affecting a child's self-esteem making them to be withdrawn from others and not participative in class.

Actions have been taken by the government of Zimbabwe in trying to mend the fence of academic performance in this they have given children rights to education and supplied them with enough resources and also introduced the Better Education Assistance Module (BEAM) that pays fees for those who are unfortunate. None governmental organisations have also supplied stationery to schools and others like the Christian care have given food to the children. Some of these interventions have been successful in achieving their goal and some have loopholes. BEAM makes it easy for pupils to focus in class without the thought of being chased away also children are no longer sent home for not paying fees in primary schools as proposed by the government. Young Women Catholic Association (YWCA) have donated

uniforms in an attempt to restore self-esteem. UNICEF has given reading material though they are not used because the missing of one will cost them their jobs thus using them is not an option as some students are far from being honest in the event of a missing book. All has been annually addressed on prize giving days at Pfupajena Primary School. Academic performance is affected by a host of factors and this study seeks to examine the effects of motivation, self-esteem and attitude on academic performance.

1.2 Problem statement

The poor levels of academic performance among primary school children have been a cause of concern for the ministry of education, parents and the nation at large. Children in their primary stages of education are at a critical moment if to say, as it is an all or nothing experience. In other words primary education is the foundation in a learner's life hence the failure to pass grade 7 examinations can have long life consequence to an individual. The academic performance at Pfupajena Primary school in Chegutu has declined as compared to the previous years. More so there is insufficient information regarding the effects of psychological factors on academic performance, Therefore there is the need to shade light on the psychological factors affecting the academic performance of primary school children specifically motivation, self-esteem and attitudes.

1.3 Purpose of Study

The intentions of the study is to examine the effects of motivation, self-esteem and attitude on the academic performance of pupils in primary school with the view to suggest appropriate interventions to increase pupil performance.

1.4 Significance of the Study

The study is anticipated to go a long way given the recommendations and findings will be of benefit to the researcher herself, ministry of education, the teachers, learners, parents and the community at large.

1.4.1 The researcher.

The researcher would have partially fulfilled her requirements of Bachelors of Psychology Honours Degree, in researching would have improved her skills and made a great improvement in the community which she is a part of.

1.4.2 Ministry of Primary and Secondary Education.

They will be in a position to recognize and appreciate the need for motivation and improve on the quality of education to the primary schools.

1.4.3 The teacher.

They will know what how to relate to them to attain high level of academic performance highlighting their strengths and weakness, making necessary adjustment to fill the gap of their roles.

1.4.4 Children.

Pupils will be able to think of their own learning and redirect their efforts where necessary and inappropriate direction of needs and also self-satisfaction.

1.4.5 Parents.

Confidence of the success of their children's future.

1.4.6 Community.

There will be a positive impact on the community at large as the children will be in a position to properly serve the society according to their roles and responsibility as good citizens.

1.4.7 Academic field.

The study will go a long way in generating the much needed information that will be used by other researchers and be a starting point for other research.

1.5 Research Objectives

The study is guided by the accompanying goals:

- 1.** To assess the relationship between motivation and the academic performance of primary school children.
- 2.** To assess the relationship between self-esteem and the academic performance of primary school children.
- 3.** To assess the relationship between attitudes and the academic performance of primary school children.
- 4.** To make recommendations for appropriate interventions.

1.6 Research Hypothesis

This research is guided by the following hypothesis

1. There is no relationship between motivation and the academic performance of primary school children.
2. There is no relationship between self-esteem and the academic performance of primary school children.
3. There is no relationship between attitudes and the academic performance of primary school children.

1.7 Assumptions

The study assumes that:

1. Psychological factors such motivation, self-esteem and attitude affect academic performance.
2. The research will provide accurate information.
3. The students will be willing to share their thoughts and feelings.
4. The Ministry of Primary and Secondary Education will approve the researcher to complete the study.

1.8 Delimitations

This present study is not focused on all primary schools but it will be specifically confined to Pfupajena primary school in Chegutu. Also not all grades are going to be part of the research only the grade six pupils of the year 2016 focusing on their performance from their previous end of term results.

1.9 Limitations

The research is subjected to a number of restrictions that is the principal changing appointments, sensitivity of the subject under research, the current work situation in Zimbabwe and the sample size of the study.

1.9.1 Geographical location.

The data presented is from one particular place, the findings only address information from one location thus cannot define the effects of academic performance of the rest of the Schools in Chegutu as they are confined to Pfupajena. Also the questionnaire existed to sixth graders

at this school. Results ought not to be universal to the entire student populace since the area and age of the pupils was limited; nevertheless, the study delivers insight into attitudes, motivation as well as self-esteem of pupils, and others could profit from the verdicts. The responses that were analysed were 100.

1.9.2 Participants bias.

Participants may not give true information of their thoughts and feelings as is an intrusion of one's personal life, due to the fear of victimization from the teacher, of the unknown or the aspect of being labelled a failure or fool, this may result in falsification of the results of the research. Nevertheless the researcher's guarantee to partaker's privacy and confidentiality during the course of the study thereby insuring no leakage of data or putting a face to who divulged it.

1.9.3 Sample of the study.

The study is founded on a small sample size making it difficult to generalise findings. Flick (2006, 2009) and Cohen and Manion (1989) are of the view that such findings can be generalised to similar situations. Flick (2009) postulates that it is possible to theoretically generalise the findings which are similar to the one under study.

1.10 Definition of key terms

1.10.1 Psychological factors: These are internal elements of individual including cognitive domains, thoughts, and feelings that affect behaviour and functions of the human behaviour.

1.10.2 School children: Young person attending school.

1.10.3 Academic Performance: How well something does a presented work.

1.10.4 Primary school: Children of the age of six to twelve attending school.

1.10.5 Motivation: Force or forces that arouse zeal and persistence to pursue a certain course of action especially in behaviour.

1.10.6 Self-esteem: How much value people place themselves, confidence in one's own worth.

1.10.7 Attitude: Symbolises how one expresses thoughts through posture, bearing or tone of voice in a particular situation.

1.10.8 Pupil: A student under the supervision of a teacher

1.10.9 Chapter Summary

How well you do at school has lifelong consequences to an individual and doing well or not doing so well in school has little to do with educational problems but a symptom of emotional or behavioural problems. This chapter has provided an overview of the study under research through presenting the study background, problem statement, purpose of the study, research questions, assumptions, delimitations of the study as well as the limitations of the study and key terms to be used in the study.

Chapter 2

Literature Review

2.1 Introduction

A literature review is an examination and analysis of everything that has been written about a particular topic, theory or research question. It also understands the relationship between the various contributions, identify and if possible resolve contradictions and determine gaps or unanswered questions. Its purpose is to produce justification for the new work that the researcher proposes to carry out, as it represents the current state of the research in a given area (Gould, 2008). Psychological factors can be viewed as thoughts, expressions and intellectual characteristics that influence attitude, behaviour and functions of the human mind thus changing their decisions in their daily life. This chapter will focus on similar studies done on factors that affect academic performance, theoretical framework, knowledge gap and the summary of the above content.

2.2 Conceptualization of Motivation

It is not clear as to how to explain what motivation is, it can be viewed as an extremely complex wonder with numerous features. Consequently motivation cannot be given a straightforward representation. This is on the grounds that the term that motivation has been seen distinctively by various schools of thought. The behaviouristic recognition to motivation is the suspicion of prize. The cognitivists see the term motivation as being more identified with the learner's choices. An expression of motivation can be the decisions individuals make with reference to what encounters or objectives they will approach or keep away from, and the level of exertion they apply in that regard. However the constructivists' clarification of motivation place further accentuation on social connections and in addition the individual's choices. Notwithstanding the distinctions in every one of the meanings of motivation given by the three schools of thought the idea of necessities is focused on that is, the satisfaction of requirements is remunerating, requires decisions and much of the time must be deciphered in a social connection (Tamimi & Shuib, 2009).

Behaviour, that is academic behaviour can be intrinsically motivated, extrinsically motivated or amotivated. Intrinsic motivated behaviours are tied up in for their own sake that is for the pleasure and gratification derived from their performance (Deci, 1975). These are activity

engaged in without the contribution of external constraints. An example is reading a book or doing an essay for the sheer pleasure of learning something new and interesting.

Divergent to intrinsically motivated behaviours, extrinsically motivated behaviours are influential in nature and are performed as a means to an end. There are at least three types of extrinsic motivation external regulation, introjected regulation and identified regulation. In external regulation behaviour is regulated to attain positive consequence or avoid negative one an example a student may do their homework in order to receive praise, in this case the activity is performed not for fun but to obtain reward (Deci & Ryan, 1985). Introjection regulation involves external demand becoming an internal representation which a person uses to approve or disapprove of his or her own actions, reading a night before an exam because they feel guilty. Lastly identified regulation is active when the individual comes to value and judge the behaviour as being important and performs it out of choice an example is attending class because it is important.

To add on, to fully understand human behaviour Deci & Ryan (1985) posited amotivation seen in many ways similar to learned helplessness. A state which involves behaviours caused by forces out of their control they are neither intrinsically or extrinsically motivated.

Motivation establishes a critical factor accountable for students' personal involvement in learning process according to (Atkinson, 2000). It basically defines the goals the student sets which, in relation to skills and time available for studying, determine effectiveness in the school environment. Bourdieu and Passeron (1996) is of the view that student motivation is inseparably linked to the ability to process information and thus, to his/her overall academic performance. Highlighting that motivation is important for education organizations because it is a factor of students' learning process.

2.3 Self-esteem

Rosenberg's (1965), described it as a favourable or unfavourable approach toward the self. An individual's outlook about him or herself, involving self- evaluation along a positive negative dimension (Baron & Byrne, 1991). It can likewise be termed an individual's feeling of his or her quality or worth, or the degree to which a man values, affirms of, acknowledges or likes him or herself (Blascovich & Tomaka, 1991). Self-esteem includes an arrangement of intensity that a man carries with him or herself when confronting the world. In basic terms, self-esteem is an inward conviction framework that an individual has about one's self. The idea of self-esteem has been inquired about by a few social researchers. One noteworthy

range of examination has been the relationship between self-esteem and academic accomplishment, children and adolescents who lack self-esteem may be more likely to have lower academic (Joshi & Srivastava, 2009). The failing student loses self-confidence, becomes discouraged, decreases effort, and is more likely to fail again.

Self-esteem is considered a more extensive representation of the self that incorporates subjective and behavioural perspectives and in addition evaluative or full of feeling (Blascovich & Tomaka, 1991). One would recommend that essential self-esteem creates amid youth to the period of around 12 years. This self-assessment is the absolute most critical key to conduct, which influences the reasoning procedures, feelings, yearnings, qualities, and objectives. An expression to comprehend a man mentally, it is crucial to comprehend the nature and level of self-esteem. Coopersmith (1967, 1981) in his study, proposed that there are four central point which are imperative in the advancement of self-esteem: the treatment and acknowledgment got from others in life, a man's past triumphs, the qualities and yearnings which change and translate, a man's encounters and how a man reacts to cheapening.

Self-esteem is depicted by Coopersmith as a procedure of mix, where the individual turns into an individual from the gathering and disguises thoughts and states of mind as a mirror picture, by means of key figures and by watching activities and demeanors. Self-esteem is a type of self-security since any loss of self-esteem can bring sentiments of misery (Harris, 2009).

2.4 Attitude

As an idea, an attitude dependably alludes to an individual's or groups pretty much steady and discernible inclination to perform, see, think and feel in connection to something particular. Numerous analysts have characterized the word Attitude in their own specific manner. In least complex sense a mentality is a dispositional status to react to certain circumstance, persons or articles on a steady way which has been learned and has turned into one's run of the mill method of reaction, a summed up method for carrying on and seeing circumstance. On the premise of investigation of the accessible meanings of state of mind. The primary qualities of attitude might be compressed as under; the scope of state of mind is not restricted, the mentalities are the foundations of the individual conduct, the disposition is both undercover and obvious, the state of mind changes in course and additionally in the power or quality, all attitudes of an individual are coordinated into a composed way, mentality is not

natural or absolute but rather it is procured, consequently attitude varies from society to culture, attitude is enduring and steady yet it can be adjusted. When performance is considered from academic point of view, it means the level at which the person is functioning in school tasks of different subjects measured through marks to rank the individuals in order of their performance in the field of school achievement thus known as an academic performance (Khamari & Guru, 2013).

2.5 Empirical Studies

The following are studies done that show some of the various factors that affect academic performance in school children. Currently there has been no studies that show there psychological factors that affect academic performance only other factors which will be shown below.

2.2.1 European Studies (Unites States, Canada and Jamaica).

Thompson's (1995) overall objective was to define if there was a relationship between the middle school student's academic achievement and self-esteem and gender. The main objective is to become aware of factors that may or may not contribute to academic achievement of African American children. Grade point averages from school files along with a self-esteem scale were administered to sixth grade students at an urban middle school, in a metropolitan city, in the south-eastern United States. A population of forty students, 19 male and 21 females were surveyed.

The researcher hypothesized that there was no statistical significant relationship between academic achievement and self-esteem. Also, there is no difference between male and females with reference to self-esteem and no difference between academic achievements in relation to gender. The researcher found no statistical significant relationship between academic achievement and self-esteem. Major findings and implications for social work practice are discussed.

The purpose of the study by Harris (2009) was to figure out whether a relationship exists between the self-esteem and academic achievement of African American student in the Minority Engineering Program (MEP) at an exploration broad college in the Southern bit of the United States. The way of the study required the utilization of clear, near, and correlational exploration techniques. The Coopersmith Self-Esteem Inventory Adult Form (CSEI-An), a 25-thing dichotomous self-report survey was utilized to gauge the level of self-esteem of all respondents. CSEI-An information was gathered using an on-line review

program, called Zoomerang©. Information on the particular demographic and scholarly variables identified with the targets of this study was gathered from the University's legitimate records in the College of Engineering. The objective population of this study was characterized as African American understudies enlisted in a Minority Engineering Program. A registration of 260 African American building understudies was chosen to take an interest in the study, and a sum of 121 finished the on-line overview bringing about a 46.5% reaction rate. General elevated amounts of self-regard were illustrated. The mean CSEI-A score was resolved to be 71.64/100.

Innovations of the study showed that there was a positive relationship between level of self-regard and demographic variables, for example, guardian's most noteworthy instructive level finished, year of characterization, combined GPA, and building real GPA. Moreover, discoveries uncovered that respondents with high aggregate and designing GPA's were found to have more elevated amounts of self-regard. Stepwise various relapse examination of sham coded variables sexual orientation, age, year of grouping, and guardian's most noteworthy instructive level finished as could reasonably be expected indicators of scores uncovered that year 1 students reported lower scores than every other understudy. Notwithstanding, year 1 understudies who reported their guardian's most astounding instructive level finished as a four year college education or higher scored higher on the than year 1 understudies who reported their guardian's most astounding instructive level finished as a partner degree or lower.

Results from this study bolster the requirement for the consideration of a self-esteem incorporating part with the maintenance endeavours of the project. The specialist additionally prescribed that the study establishment grow original understudy maintenance procedures, for example, individual and gathering directing, escalated introduction programs, first-year experience courses, and learning groups.

In Canada, Ontario that is Tremblay et al. (2001) a study on elements influencing students' nature of academic execution. The sole target of the study was to isolate elements connected with grade three understudy accomplishment in Ontario. Student's accomplishment is said to be identified by a mix of neighbours, school, classroom and family impact and additionally the individual's character Willms (1992) in Tremblay et al. (2001) driving them to utilize the biological methodology. Focused on evaluation grade three students just in the year 1997-1998 which brought about 115,712 students inside 6,929. There were state administered test

score which comprised 14 execution appraisal 8 in math 3 in composing and 3 in perusing which then prompted a mean of - 0,02 and standard deviation 1,29 generally typical. The outcomes plainly demonstrated the significance of utilizing student level, class and school figures at the same time request to comprehend the variety in understudy's execution. A lot of variety in evaluation 3 scholarly accomplishment connected with classes and schools. The findings for the most part backing different cases that educators and open assets went for decreasing class size can impact scholastic accomplishment Alexander 1997; Ravitch 1999 in (Tremblay et al. 2001).

There had been no study that inspected the part of self-esteem on the academic execution of Jamaican fourth graders in this manner Colquhoun and Bourne (2012) so it fit. The fundamental goals were, to assess the impact of self-regard on scholastic execution, decide elements that record for changes in self-regard, and analyse variables of scholarly execution. The sample for this examination was one hundred and twenty (120) respondents. Numerous suppression procedures were directed to distinguish variables clarifying execution, with self-esteem being among the variables. A p-esteem #0.10 was utilized to demonstrate factual centrality.

There is a positive relationship between self-esteem and scholarly execution ($r_s = 0.611$, $P < 0.0001$). Four variables rose as measurable noteworthy components of self-esteem academic execution, time of respondents, sexual orientation and parental conduct, which clarify 64.4% of the variability in self-regard. Young men had a lower self-esteem ($b = -3.911$) than their female partners. Self-esteem is the most persuasive variable that record for scholarly execution. Of the nine variables utilized, four developed as clarifying academic execution, which clarified 73.6% of the variability in scholarly execution. The rising findings and learning gathered from this work display a basic aide and a system for strategy professionals to execute measure that can successfully address low execution among fourth graders.

To add on the findings of Colquhoun and Bourne (2012) they suggested that one ought to observe that fourth graders academic execution can't be definitely change with a basic change in their self-regard. While the Ministry of Education keeps on figuring strategies and distinguish new ways to deal with the instructing the educational modules, it has neglected to diagram a pathway of self-esteem improvement. The children's low scholarly execution is reflected on the poor self-esteem, poor supervision from tutors and parents and this is

intensified by the rare school participation, sustenance, condition of discouragement among the children and social disconnection. The developing findings and knowledge gleaned from this work exhibit a basic aide and a system for strategy professionals to actualize measure that can viably address low execution among fourth graders.

2.2.2 Asian studies (China and Pakistan)

Othman and Leng (2011) study to inspect the relationship between self-esteem natural motivation and self-determination with academic accomplishment among 200 students in standard 5 and standard 6 from a Chinese grade school in Johor, Malaysia. Information was gathered utilizing a self-created set of survey. The unwavering quality of the instrument was tried utilizing Cronbach's Alpha and the outcome was 0.941. The information was assessed utilizing Statistical Package for Social Science (SPSS). Pearson correlation at the huge level of 0.05 was utilized as a part of request to decide the connections among the deliberate variables. The examination finding demonstrated that relationships between autonomous variables and ward variable were all fundamentally low. The exploration outline of this study was quantitative examination, the sample was chosen utilizing straightforward random inspecting.

The finding where comparative with Niebuhr (1995) which displayed that student's natural motivation demonstrated a feeble noteworthy impact on the association with academic accomplishment. Proposing that the components of both school atmosphere and family environment have a more grounded direct effect on academic accomplishment. In general, next to zero relationship was found between students' characteristic inspiration and their academic accomplishment. Stipek and Ryan (1997) observed that students' subjective aptitudes were far superior indicators of end-of-the-year accomplishment than inspiration.

Bakar et al. (2010) was roused by students' accomplishment issues being often highlighted in scholarly writing and the broad communications and along these lines, and is appropriate for teachers to know and to ponder the elements identified with understudy accomplishments, for example, accomplishment inspiration and state of mind. The reason for the study was to distinguish the connections between the accomplishment motivations, state of mind and understudy scholastic execution. The exploration plan utilized was an expressive correlational. Information were gathered without anyone else reported survey on an example utilizing bunch inspecting system taking into account the distinctive personnel of studies in

the college. The respondents were 1484 understudies from a neighbourhood college (1102 females and 382 guys). They were taking after instruction, science and farming/specialized/designing projects. Results showed a positive critical relationship between students' mentality towards learning and accomplishment inspiration ($r= 0.53, p < .001$), and between understudies' state of mind and scholarly accomplishment ($r =0.16, p < .001$). Be that as it may, a negative and low relationship ($r=-.038, p > .05$) was seen between understudies' accomplishment inspiration and their academic accomplishment.

Farooq et al. (2011) had a study on the components influencing student's nature of scholarly execution; a contextual analysis of auxiliary school level. The goal was an investigation of the financial status parental instruction and occupation on nature of scholarly execution, investigate the financial status on understudies' accomplishment in the subjects Mathematics and English and to discover the distinction in nature of understudies' accomplishment in connection to their sexual orientation. They used the survey method 600 students participated from the Metrolotian city of Pakistan. Performance was measured using achievement test scores of the 9th grade annual examinations and all was gathered using questionnaire.

Farooq et al. (2011) concluded that there are many factors inside and outside the school that contribute to the quality of academic performance of students. The higher the level of SES is the best indicator contributing towards the quality of student's achievement. The parents' education has effect on their child's performance. Also parental occupation has little effect on the child performance while gender strongly affects academic performance. They concluded that it is of great importance to have a comprehensible understanding of factors that benefit or hinder academic progress on an individual's education.

2.2.3 African Studies (Ghana and Zimbabwe). In Shama Sub-Metro of ShamaAhanta East Metropolitan Assembly (SEAMA). Dr Etsey (2005) conducted a study on the cause of low scholarly execution of elementary school students with the goal of distinguishing the contrast between the (SEAMA) high accomplishing schools and the (SEAMA) low accomplishing as far as the yet to say variables. In the study a few elements were distinguished as the reason for poor scholarly execution in particular instructors without academic expert educator capability which would without a doubt have a negative impact when educating and learning of their subject, class size littler numbers permits singular consideration, inspiration which

puts most extreme exertion in his/her occupation, powerful supervision can enhance the nature of educating and learning in classroom and homework is associated to scholastic execution.

The motivation behind the study was to acquire confirmation of the elements that are in charge of poor academic execution while utilizing the easy-going near examination plan. To accomplish the motivation behind the study surveys and meetings were utilized and randomly chosen 25 schools a sum of 495 took an interest in the study. The components that where in the findings incorporate extensive class sizes, absence of supervision, school expenses not instantly paid, low recurrence of in-administration preparing for instructors, sporadic workforce gatherings, and school base and materials. It was stressed that these components for the most part don't work in separation. Instructor truancy and delay for instance would bring about incompleteness of the syllabus and would likewise influence student's inspiration, excitement, energy and duty to learn. Enhancing the scholarly execution of the understudies in the Shama sub-metro schools ought not to include paying consideration on individual issues examined. It ought to include an aggregate bundle.

Maduagwu et al. (2014) led a study with the aim of determining the relationship between pupils' academic self-esteem and performance in English language and Mathematics. The sample consisted of 365 pupils selected from 82 primary schools in Maiduguri Metropolitan Council, Borno State. Academic Self-Esteem Questionnaire designed by the researchers was used for data collection. Test-retest reliability (r) of the instrument yielded 0.72. The data were summarized and analysed by descriptive and inferential (independent t-test and Pearson Product Moment Correlation) statistics respectively. Results showed that pupils' level of academic self-esteem was high and their level of academic performance in English Language and Mathematics was average. In conclusion, self-esteem was found to be positively related to academic performance. Based on this, teachers were recommended to increase and maintain pupils' self-esteem by assisting them feel and think positively.

A study done in Karachi by Habibullah and Ashraf (2013) examined on the elements influencing academic execution of elementary school students. Their goal was to decide the financial, psychosocial, environment and understudy related elements influencing scholarly execution of open and tuition based school pupil. A graphic cross-area of 600 students half of private and government funded schools were randomly chosen from Saddar town Karachi.

Data was gathered utilizing survey, SPSS rendition 15 utilized 4 information accumulation and chi-sq at 0.05 alpha level of noteworthy test. Univariate and multivariate investigation it was found that more youthful age, female sexual orientation, better financial conditions, propensity for taking breakfast, better school conditions and customary participation were essentially connected with better academic execution. Additionally school and out of school elements both should be enhanced for accomplishing great scholastic execution in school children.

Moreover Chinyoka (2014) analysed the effect of poor sustenance on the academic execution of evaluation seven learners at two elementary schools in Chivi, Zimbabwe. Its fundamental target was to recognize moderation strategies and measures intended to decrease negative impacts of poor sustenance on students' scholarly execution. Lack of healthy sustenance stays one of the real hindrances to human prosperity influencing all territories of a children's development and improvement, incorporating execution in the classroom. The study was grounded in Maslow's motivational and necessities hypothesis. In this study, a subjective phenomenological contextual analysis outline was utilized with centre gathering exchanges, meetings and perceptions as information accumulation instruments to twelve (12) grade seven learners, three (3) superintendents and four (4) educators, purposively inspected in Masvingo area. Discoveries uncovered that lack of healthy sustenance influenced physical development, psychological advancement and it subsequently effects on scholarly execution, wellbeing and survival of learners. Lack of healthy sustenance likewise develops neediness because of expanded social insurance costs.

The concentrate likewise settled that ravenous and undernourished evaluation seven learners were not ready to tackle physical work and wearing exercises genuinely, are less ready to go to class and in the event that they do, are less ready to focus and learn. In transit forward, there is have to present dietary greenhouses at group, school and at family levels. Tending to the main drivers of lack of healthy sustenance, (for example, nourishment shakiness, destitution, populace development and financial precariousness) is basic for accomplishing managed diminishments in unhealthiest.

In addition Chinyoka and Naidu (2014) inspected the home based components that impact the academic execution of the lady tyke from destitution stricken families in Masvingo region, Zimbabwe. With the predominant monetary hardships confronted by most of the general

population in Zimbabwe since 1990, the quantity of young lady kids living in neediness is ceaselessly expanding and it has turned into a developing issue. A subjective phenomenological outline was utilized consolidating centre gathering exchanges, meetings and perceptions as information accumulation instruments with ten young lady students, six folks and four instructors at two optional schools, one provincial and another urban in Masvingo territory. The members included young lady understudies doing shape three, their guardians furthermore some of their educators. The study is educated by Bronfenbrenner's environmental hypothesis. This study built up that the young lady tyke's scholarly execution is influenced by numerous settings including family, home, neighbourhood and school. The study inferred that family wage, parental level of instruction, sex, home circumstances, and family measure impacted scholarly accomplishment of young ladies in optional schools.

The home circumstances of young ladies from poor foundations were seen to be not helpful for learning in view of an absence of lighting, investing much energy in household errands, having no work area or table to work at, or not having books at home. The young lady learners additionally did not get fundamental needs met like sustenance, clean cushions and school charges. Proposals are that the legislature ought to sharpen folks on the need and significance of supporting the training of young ladies and on the significance of accommodating the requirements of the young lady. At long last, every exertion must be made to guarantee that the influenced youngsters have stable, ideally home/family based consideration and sufficient social backing. Different arrangements and mediations can constrict destitution's negative impact on kid advancement.

Muranda et al. (2014)'s aim of the present study was to investigate the causes of low pass rates at Grade seven final examinations in Mudzi District primary schools. The sample comprised all the primary school teachers in the district. The sample was made up of 120 teachers selected from the 24 randomly selected schools. The study adopted the descriptive survey design. All the data was collected through a questionnaire which was largely made up of close-ended questions and one open-ended one. The study revealed that the quality of the teaching staff has a huge bearing on the performance of pupils at Grade seven final examinations. Large class sizes also negatively impacted upon the performance of pupils. The study also revealed that heads of schools were paying little attention to the supervision of teachers in order to provide instructional guidance for effective teaching by teachers. The study recommends that the District Education Office should priorities the deployment of

qualified teachers to disadvantaged districts so that pupils from these areas cannot also benefit from the expertise of qualified teachers.

2.3 Theoretical Framework

There have been several theories propounded that explain academic performance. The researcher exploited the ecological approach by Bronfenbrenner as it explains how a child's ability is as a result of a number of factors that is surroundings, family, neighbours to mention a few.

Bronfenbrenner's (2008) biological hypothesis which recommends that a man's surroundings including their home, school, work, church, neighbourhood, society and government have an impact in transit as young pupil (Donald, Lazarus and Lolwana, 2010; Woolley and Kaylor, 2006) in (Chinyoka & Naidu, 2014). The hypothesis abides at learners' advancement inside the connection of the arrangement of connections that shape their surroundings. As indicated by this model, the microsystem is the little, quick environment in which the pupil lives.

The natural environment includes the accompanying five settled structures: microsystems, mesosystem, exosystem, full scale framework and chronosystem (Rathus, 2006:23; Berk, 2007:24; Donald, Lazarus and Lolwana, 2010). Children's microsystems incorporate any prompt connections or associations they communicate with, for example, their immediate family, school, companions, neighbours and guardians. Bronfenbrenner's next level, the mesosystem that portrays how the distinctive parts of a child's microsystem cooperate for the child (Cole and Lightfoot, 2009).

The exosystem level incorporates the other individuals and spots that the child herself may not communicate with regularly but rather still large affect him, for example, parents' work places, more distant family individuals and the area. Bakar et al, (2010) portray the large scale framework as the one that includes prevailing social and financial structures and also values, convictions and practices that impact all other social frameworks. Ultimately the chronosystem includes improvement after some time that influences the associations between these frameworks and in addition their impacts on the academic and scholarly advancement of learners. Given the above, comprehension the cooperation of these frameworks is in this manner the key in seeing how the understudy creates and can give a gleams of what lead to their failure. While multiple environments and mechanisms exist, the researcher is interested in examining the effects of motivation, self-esteem and attitude on academic performance in

regards with the surroundings, which exist family/home, neighbourhood, peers and school (Chinyoka & Naidu, 2014).

The applicability of the ecological approach to the research makes it easy to then identify the effects of motivation, self-esteem and attitude to academic performance of school children in their primary level. As the structures of the model's interaction with the pupil will have an effect on how the pupil will perceive themselves as well as others (Chinyoka & Naidu 2014). Tremblay et al, (2001) conveys that the elements in the structures have an exert independent incremental effect on academic performance. Also it takes into consideration individual and the environment as mentioned, though it is complex it offers a holistically to analyse multilevel and interactive influence at the child's growth thus understanding the psychological well-being of the students.

It is clear that the communications included in comprehension advancement are confusing and, so far, a bio environmental exploration outline is once in a while attempted. Examinations in light of bio environmental hypothesis are constrained because of lack of information. It is additionally critical to note that there is an absence of essential information to completely comprehend collaborations at all levels of social nature; information are to a great extent drawn from an auxiliary source, in this manner constraining the accessibility of variables. The nonattendance of variables relating to individual reactions is an outstanding confinement. To add on, information is cross-sectional, and in this way, difficult to build up causal connections. In situations where longitudinal information are accessible, they are gathered inside a limited ability as well as time. Given these restrictions, one can trust that the model proposed here will turn out to be helpful for mediations at the neighbourhood and group level and will probably add to concentrating on the effects of motivation, self-esteem and attitude of a child on academic performance within a complex ecological framework (Krishnan, 2010).

2.4 Knowledge Gap

Studies international and regional have focused more on external factors like poverty, nutrition, gender, marital status, parents involvement to mention a few how they have affected academic performance of university, secondary and some primary students, others have dealt with an internal factors self-esteem, motivation and attitudes how it influences academic education of university students, secondary student at a particular subject and not

primary school pupils or including all subjects. What is amiss in these studies is insight of the psychological wellbeing that is motivation, self-esteem and attitudes of a primary student in grade six who are faced with the above mentioned factors. Their thoughts, feelings and actions in relation to academic performance

2.5 Chapter Summary

The chapter looked at the previous studies done that are in relation to the study to be carried out as well as identifying the suitable theory to be used looking at its advantages and limits that will be presented in carrying out the research and lastly the missing part of the other research that is to make this study worth researching. The next section will air out the research methodology.

Chapter 3

Research Methodology

3.1 Introduction

In this chapter much focus has been given on exploring the philosophical opinions of the researcher so as to pave way in clarifying reasons for the choice of methodologies that have been adopted. Irny and Rose (2005) defined research methodology as the systematic way of solving a problem or a science of studying how research is to be carried out. Research methodology seeks to provide a scientific work plan which governs the researcher's choices and use of methods. The ten main components of research methodology that will be covered in this chapter are research philosophy, research approach, research design, target population, population sample, sampling technique, research instruments, data collection procedure, data analysis and ethical considerations. The above components are debated separately

3.2 Research Philosophy

A research philosophy is a belief about the way in which data about a phenomenon should be gathered, analysed and used. The term epistemology referring to what is known to be true as opposed to doxology also referring to what is believed to be true encompasses the various philosophies of research approach. The purpose of science then is the process of transforming things believed into things known (doxa to episteme). Thus the research philosophy that one adopts contains important assumptions about the way in which that individual views the World. These assumptions will underpin the research strategy and the methods that the researcher will choose as part of the study strategy.

The study is informed by the positivist philosophy. The positivists' trust that the truth is steady and can be watched and portrayed from a target perspective without meddling with the wonders being studied (Levin, 1988). They conflict the point that wonders ought to be secluded and that perceptions ought to be repeatable. This frequently includes control of reality with varieties in just a solitary free variable in order to recognize regularities in, and to frame connections between, percentages of the constituent components of the social world. Having the same sentiment Cohen and Crabtree (2006) contends that positivism is a theory of science taking into account the perspective that data from consistent and scientific medicines and reports of tangible experience is the exclusive source of all authoritative knowledge and there is valid truth only in scientific knowledge.

3.3 Research Approach

Galliers (1991) is of the opinion that research approach is the way in which information is gathered, dissected and translated. By ideals of the knowledge that creates through a positivist lens being founded on watchful perception and estimation of the target reality that exists on the world, the researcher has thus utilized a quantitative exploration approach for the present study.

3.3.1 Quantitative research approach.

Quantitative research involves counting and measuring of events and performing the statistical analysis of a body of numerical data (Smith, 1988). Here a process is expressed or described in terms of one or more quantities. The result of this research is essentially a number or a set of numbers. It is numerical, non-descriptive, applies statistics or mathematics and uses numbers. It is an iterative process whereby evidence is evaluated. The results are often presented in tables and graphs and is also conclusive (Rajasekar et al., 2013). More so quantitative research explains phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics) (Muijs, 2004). In other words this type research is a means for testing objective theories by examining the relationship among variables. These variables in turn can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures.

3.3.2 The suitability of the quantitative approach.

Quantitative research paradigm ensures validity by the process of rigorous clarification, definition or use of pilot experiments. That is trying out the instruments beforehand, and checking their relevance with experts and assessing their reliability by use of statistical tests (Antieno, 2009). Motivation, self-esteem and attitudes obviously do not naturally exist in quantitative form (we don't form our motives, self-esteem and attitudes in the shape of numerical scales!). Yet we can develop a questionnaire that asks pupils to rate a number of statements. Thus we can have quantitative data on pupil's motivation, self-esteem and attitudes to academic performance. In the same way, we can collect data on a wide number of phenomena, and make them quantitative (Muijs, 2004).

3.3.3 Advantages and disadvantages of the quantitative approach.

This type of research, although harder to design initially, is usually highly detailed, structured, results can be easily collated and presented statistically. Data collection and

numerical data analysis using some quantitative methods is relatively less time consuming using statistical software and is also precise. The research findings are relatively independent of the researcher subjectivity (e.g., statistical significance). Quantitative approach have a higher credibility with many people in power such as administrators, politicians and people who fund programs. It is also a useful approach in studying phenomena that require large numbers of people since methods of calculation are simple to understand and implement (Ramona, 2011).

In support of the merits of quantitative approach Frankfort-Nachmias & Nachmias, (1992) argues that in quantitative studies the research problem is very specific and set terms while clearly and precisely specifying both the independent and the dependent variables under investigation. Also quantitative technique consolidates the way that data gathering methodology is really productive, definite and numerical and it contemplates the revelations theory since data is drawn from truly significant sporadic examples (Johnson and Owuegbuzie, 2004). An additional purpose of enthusiasm of quantitative technique is its comprehensiveness, rules, strategies, arrangements, regulations and other controlling norms open for experts to use, copy, and clear up their examination plots. All the more so there is consistency in the process and procedure for the study (Creswell, 2003). Moreover the picked system allows more unmistakable objectivity and accuracy of results.

Contrary quantitative research has been argued to have its own pitfalls. For example the researcher might miss out on phenomena occurring because of the focus on theory or hypothesis testing rather than on theory or hypothesis generation (called the confirmation bias). Knowledge produced might be too abstract and general for direct application to specific local situations, contexts, and individuals. There is no human perception and belief no depth experience description and requires large sample size (Choy, 2014).

Likewise quantitative technique don't at all offer any story clarification of the data and now and again those clarifications are normal in appreciating the association in which the data were gathered. Besides the technique have been observed to be difficult to scrutinize and see in this manner quantifiable parts of the quantitative study which can be particular and difficult to perceive for typical clients of informational journals (Creswell, 2011). Quantitative exploration was utilized to make forecasts about what was being considered, whether phenomenon, feeling or tests. However as indicated by McLeod (2009)

quantitative exploration has been overcome by occasions as it is about numbers that are exceptionally hard to measure and henceforth the information can't be depended upon decisively.

3.4 Research Design

Nestor and Schutt (2012) state that research configuration is an outline or point by point arrangement of how an exploration study is to be finished. In this way an examination outline can be seen as a configuration in which the specialist embraces with an end goal to explore the phenomenon under study. Since this exploration examines the relationship between variables, the specialist received a correlational examination plan. The reason for this examination was to depict the information and qualities about the impacts of motivation, self-esteem and attitude on academic performance.

3.4.1 Correlational research design.

Correlation research design includes the estimation of two or more variables to decide or evaluate the degree to which the variables are connected or change in an identifiable way (Gravetter and Farzano, 2009). The reason for a correlational study is to adopt connections in the variables and if a relationship exists, to decide on a relapse comparison that could be utilized make forecasts to a populace. The procedure of measuring two variables, includes processing a factual measure called a correlation coefficient which gives a sign of the degree to which two variables are connected or change in an identifiable way. The correlation coefficient ranges from - 1 (which demonstrates negative relationship) to +1 (indicating positive relationship). Consequently, in correlational examination plan variables are either decidedly or adversely related.

3.4.2 The appropriateness of the correlational research design.

The researcher finds the correlational outline as the most fitting exploration plan for the study under examination since the point of the examination is to survey the relationship between motivation, self-esteem and attitude with academic performance of primary school children.

3.4.3 Advantages and disadvantages of the correlational design.

The advantages surrounding a correlational study is that the researcher does not control, manipulate or generally meddle with the variables being analyzed or with the encompassing environment (Gravetter & Farzano, 2009). Along these lines the estimations and connections of the variables precisely mirror the regular occasions being

analyzed. Moreover connections are an adaptable quick method for evaluating the relationship between two variable. Correlational studies are likewise connected with high outside legitimacy. However correlational exploration plan additionally have its own particular pitfalls for instance connections just describes the relationship between variables without clarifying the causes or elements affecting the variables relationship furthermore connections has a tendency to have low inward legitimacy.

3.5 Target Population

Basically a mark population can be observed as the cluster of people to whom we want our research results to apply or the people who meet our operational definition. Lucan (1986) target population is the universe after which the matters of study are drawn. The target population for this study comprised of all the grade six pupils at Pfupajena primary school in Chegutu. The grade six pupils have been specifically selected as the scope of the study because there are the ones whose pass rate is a cause of concern for the school. The target population comprised of 135 pupils in which 22% of the population are in Grade Six A, whilst 28% are in Grade Six B, 26% are in Grade Six C and the remaining 24% are in Grade Six D. However it was not likely for the researcher to take account of the whole population in the current study and therefore, a population sample had to be drawn.

3.6 Population Sample

A population test is characterized as the real number of members that the research is going to work with (Baron and Greenburg, 2002). The population making up this sample are the understudies that will really be concentrated on. In this examination, the population test will be 100 pupils drawn from the objective population of 135 students drawn from the four Grade Six classes at Pfupajena elementary school. This population test was established utilizing a sample size calculator by Resolution Research, (2016) basing on a measurable guideline thumb which connected a confidence level of 95% with a certainty interim (all the more normally alluded to as margin error) of +/- 5 focuses. Stratified random and simple random examining systems were managed to guarantee that every class is sufficiently spoken to and every understudy had an equivalent possibility of being chosen to take an interest in the study.

To guarantee equal representation, the researcher kept up the four Grade Six classes at Pfupajena essential with every class remaining as a strata. The objective population was

comprised of 30 members from Grade Six A, 37 from Grade Six B, 35 from Grade Six C and the remaining 33 members structure Grade Six D. In this manner to get an example from every strata the researcher separated the quantity of members in every strata by the objective population and increased it by 100. The rate got from every strata was then used to ascertain the example through isolating the rate with 100 and duplicate it by the populace test. The strata's were spoken to as takes after Grade Six A 22 participants from 30 pupils, Grade Six B 28 participants from 37 pupils, Grade Six C 26 participants from 35 pupils and in Grade Six D 24 participants were drawn from 33 pupils. Therefore this sample size can be claimed to be appropriate for this study since it has been obtained through a confidence level of 95% with a confidence interval or margin error of +/-5 points (Nestor & Schutt, 2012). The table below presents a summary of the target population and population sample.

Table 1: Summary of the Target population and Population sample.

Strata	Target Population	Percentage	Girls	Boys	Population sample	Girls	Boys
Six A	30	22%	17	13	22	12	10
Six B	37	28%	21	16	28	16	12
Six C	35	26%	20	15	26	15	11
Six D	33	24%	18	15	24	11	13
Total	135	100%	76	59	100	54	46

3.6 Stratified Random Sampling Method

Stratified random sampling is “one in which the population is divided into subgroups or ‘strata,’ and a random sample is then selected from each subgroup” (Latham, 2007). When a few characteristics are known about a population, stratified random sampling is preferable because the population may be arranged in subgroups and then a random sample may be selected from each of these subgroups (Latham, 2007). Stratified random examining was utilized as the testing system in this study. A stratified random sampling is an examining arrangement in which a population is partitioned into fundamentally unrelated and thorough strata, and a basic irregular example of the components is taken inside every stratum. The researcher is performed autonomously inside every stratum (Leedy, 1980).Therefore the

specialist finds stratified random testing as the proper examining system for the study under exploration since the focused on population of the examination was at that point gathered into classes.

3.6.1 Advantages and disadvantages of stratified random sampling.

Stratified random examining has numerous favorable circumstances. It can be utilized with random or methodical examining, and with point, line or territory systems, since extents of the sub-sets were known, the outcomes produced were additionally an agent of the entire population. This testing technique was exceptionally adaptable and pertinent to numerous geographical enquiries, connections and examinations were made between sub-sets. However stratified random sampling represents a few difficulties to the researcher for instance the extents of the sub-sets must be known and exact for the information to be known and displayed legitimately. The researcher additionally confronted a few difficulties in stratifying sample information gathering precisely. All things considered the analyst finds stratified irregular inspecting as the suitable examining strategy for the study under examination.

3.7 Research Instruments

In general a research tool refers to devices to gather data such as questionnaires, tests, structured interviews schedules and checklist Searman (1991). The researcher employed questionnaires and archival research as data collection tools. Polit and Hungler, (1997) defined a questionnaire as a method of gathering information from respondents about knowledge, beliefs and feelings. For the purpose of this study Rosenberg Self-esteem questionnaire was used to collect data on children self-esteem, the researcher developed her own a motivational and attitude questionnaire to gather data on the two attributes. Archival research was also employed by the researcher to acquire the academic score of the students.

3.7.1The Rosenberg Self-Esteem Scale (SES)

This instrument was developed by Rosenberg in 1965. The scale consists of 10 items that are answered on a four point scale ranging from strongly agree to strongly disagree. In scoring the scale items, are assigned as follows: For items 1, 2, 4, 6, 7: Strongly Agree=3, Agree=2, Disagree=1, and Strongly Disagree=0. Whilst for items 3, 5, 8, 9, 10: Strongly Agree=0, Agree=1, Disagree=2, and Strongly Disagree=3. The scale ranges from 0-30, with 30 indicating the highest score possible. Other scoring options are possible. The scale has high reliability: test-retest correlations are typically in the range of .82 to .88, and Cronbach's alpha from various samples are in the range of .77 to .88 (Blascovich & Tomaka, 1993,

Rosenberg, 1986). Therefore this instrument was suitable for the research because it is very short and easy to understand for primary school children and above all its reliability level indicates that the findings obtained from this scale are fairly satisfactory and devour a considerable internal reliability.

3.7.2 Motivation Questionnaire

A motivational feedback form was developed by the researcher. The questionnaire comprised of 15 items drawn from literature on primary school motivation. The questionnaire assesses the motivational level of primary school pupils. The face validity of the instrument was confirmed by an educational psychologist.

A pilot study of the Motivation questionnaire was done to orient the researcher to the research project and provide the researcher with an insight into the phenomenon. The pilot study was conducted with 20 grade 6 pupils from Senga primary school. Moreover, a test of reliability was carried out to assess the internal consistency of the research instrument. Cronbach’s alpha was used to measure this reliability. It is also important to note that coefficient alpha provides a good estimate of reliability. Alpha values between 0.80 and 1.00 are considered reliable, values between 0.50 and 0.80 are acceptable while values below 0.50 are considered less reliable and therefore unacceptable (Nunnally, 1978). The results from the pilot study showed a reliable Cronbach’s alpha of $\alpha = 0.661$, as highlighted in the table below. Therefore the questionnaire has been found to be suitable for present study since it proved to have a high reliability and it also provided the researcher with the numerical data needed.

Table 2: Reliability co-efficient of the Motivational questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.661	15

3.7.3 Attitude Questionnaire

The researcher also developed a questionnaire on Attitude. The questionnaire had 20 items drawn from Aiken Revised Math Attitude Scale. It is recorded on a 5 point likert measure

ranging beginning with strongly disagree, Disagree, Undecided, Agree and strongly agree. An Educational psychologist confirmed the face validity of the questionnaire. A pilot study of the questionnaire was also conducted at Senga Primary school. The findings from the pilot study showed a reliable Cronbach's alpha of $\alpha = 0.561$, as presented in the table below. The outcomes from the pilot study have credited the questionnaire as suitable gathering tool and this has been further strengthened due to the fact that most of the items and the scoring guidelines have been drawn from a credible source namely the Aiken Revised Math Attitude Scale.

Table 3: Reliability co-efficient of the Attitude questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.561	20

3.7.4 Archival research

The research also engaged in archival in which she went into the school records of Pfupajena primary so as to obtain the academic score of the pupils. Archival research paved way for the researcher to collect the actual academic score of the pupils and correlate them with the scores obtained from the other questionnaires. This secondary data was found suitable for the study since the research only collected the scores that already existed and she had no interference with the pupil's academic score.

3.8 Data Collection Procedure

Data for this research was collected through questionnaires but subsequent to conducting the research, principled approval was sought from the Department of Psychology in writing. Thereafter authorisation to conduct the research at Pfupajena primary was obtained from the Ministry of Primary and Secondary Education in Chegutu District. The examiner got informed consent from the principal.

Once permission was granted from the Principal the questionnaires were given to the teachers for sharing. The researcher was not amid the distribution of the poll so that the students did not feel any superfluous weight. There was a regulatory convention for the classroom

teachers to read to the class before the poll was scattered. This convention guaranteed that rules and strategies stayed predictable crosswise over classrooms. The main demographic data that was gathered specifically from members is sexual orientation, age and class. There was no instalment for the students who took part so that their answers were not impacted by a prize; moreover, support was wilful. After the information accumulation stage, the researcher checked every one of the polls for missing information. Those with missing data re completed.

3.9 Data Analysis and Presentation

Data analysis also known as information investigation alludes to the efficient association, outline and improvement of information (Oppenheim, 1992). For the end goal of accomplishing the destinations of the study, an inferential measurable correlational technique was utilized. Precisely, the Pearson Product-Moment Correlation Coefficient was utilized to survey if there was a relationship between motivation, self-esteem and attitude with academic execution. Cronbach alpha co-proficient was utilized to gauge unwavering quality of the measuring instrument. The connections were tried, whilst the relapse investigation were tried as well. The Statistical Package for the Social Sciences (SPSS) adaptation 24 was utilized for the presentation and investigation of information in this examination. The discoveries are displayed utilizing tables and figures.

3.10 Ethical Considerations

According to Glynis et al. (2006) morals in research are ethics overseeing human conduct; they are therefore estimations of good and bad, great or awful. The ethical contemplations that were maintained in this study were educated concern, deliberate cooperation, insurance from damage, namelessness and classification and they were discussed about in point of interest beneath:

3.10.1 Voluntary Participation

The members were not obliged to join in the research but rather examined for volunteers to share. The researcher stressed the way that the students were allowed to or not to take an interest. This was done so with respect to them to make up their minds about regardless of whether to be a piece of the study. In addition, the members were informed that they could share or drop out anytime in the study, on the off chance that they coveted so without being punished.

3.10.2 Informed consent

Alludes to the arrangement given by a individual to take an interest in an enquiry study or any project, based on complete data concerning the way of reason for the study or program and their part in it (Bugler, 2003). The researcher clarified the reason for the research, the nature of the study, the benefits of the study and dangers assuming any. Any individual eager should partake after every one of these elucidations was considered to have been given educated assent in the research.

3.10.3 Confidentiality

Confidentiality identifies with the treatment of data that an individual has unveiled in a relationship of trust and with the exportation that it won't be uncovered to others it implies that are flighty with the comprehension of the first exposure lacking consent (WHO 2013). Participants' danger of social damage for case individual data getting to be open was secured by making their responses unknown or secret by depleting no identifiable actualities like the names of the members'. Therefore, members were guaranteed of protection as the data found by the specialist was not going to be unveiled to any one without their worry.

3.10.4. Anonymity

According to Whelan (2007) giving secrecy of information gathered from pupils or research members implies that either the venture does not gather or recognizing data of individual subjects for instance names, address messages and the task can't connect singular reactions with member's personalities. It was lightened to members that there will be no evidence of personality of names as it was as composed on the survey. This was done to guarantee obscurity of respondents.

3.10.5 Protection from harm

According to Whelan (2007) research associating human subject is grounded on the rule that it should be led in a way that lessen damage or danger to immediate population of subjects as well as to their more extensive family, kinfolk and group. The researcher had the principle obligation to shield members from changeless and delayed mischief. The examination was driven in the school setting where the pupils invested a large portion of their energy at and they felt casual as the earth was favourable. The information in the poll was additionally not terrible to the members as they comprehended it and perfect words were utilized.

3.11 Chapter Summary

In rundown section 3 gave a illustration of research work methodology actualized. The segments of examination strategy that were mentioned in the section include research theory, research approach, research outline, research instruments, target population, populace test, inspecting method, information gathering system, information investigation and the moral contemplations. The following section concentrated on the presentation and investigation of information.

Chapter 4

Data Presentation and Interpretation

4.0 Introduction

In this section research findings are presented, interpreted and analysed relation to the suggestions that were expressed to monitor this study. Since this study was informed by the positivist philosophy which is hinged on the quantitative research approach, thus the findings comprised of numerical data. For that reason throughout this chapter results are presented exhausting tables and graphs preliminary with straightforward statistics progressively on to hypotheses testing. Decisions taking place, suggestions formulated for this study are also given.

4.1 Response Rate

The study had a 100% response rate (n=100). This clearly indicates that the participants had keen interest to fully participate and air out their views in this study. More so the researcher made constant follow ups to ensure that the distributed questionnaires were all returned.

4.2 Demography of the Respondents

The demographic features of the research participants are clearly presented in table 4 below, highlighting the three major characteristics namely Gender, Age and Class. Firstly of the 100 respondents 56% of them were girls (n=56), whilst the remaining 44% were boys (n=44). This illustrates that at Pfupajena primary school there are more girls than boys in grade six. In relation to classes, Grade Six A constitute 22% of the participants (n=22), Grade Six B had 28 participants (28%), Grade Six C had 26 participants (26%) and finally the remaining 24 participants (24%) were from Grade Six D. The demographic features in terms of age were as follows, n=5 respondents were 10 years old, 56 participants were 11 years old, those with 12 years were n= 31, whilst n=6 were 13 years old and n=2 respondents were 14 and 15 years old respectively. With this information at hand an average Grade Six must be 11 years old, hence any pupil who is not within the age range might underperform or outperform other pupils.

Table 4: Demographic Features

DEMOGRAPHY	FREQUENCY	CUMMULATIVE PERCENTAGE	TOTAL
Gender			
Girls	56	56	
Boys	44	100	
			100
Class			
6A	22	22	
6B	28	50	
6C	26	76	
6D	24	100	
			100
Age			
10 years	5	5	
11 years	56	61	
12 years	31	92	
13 years	6	98	
14 years	1	99	
15 years	1	100	
			100

4.3 The relationship between self-esteem and the academic performance of primary school children.

This section assessed the relationship between self-esteem and the academic performance of primary school children, so as to ascertain if whether there is a connection between self-esteem and the academic performance of primary school children.

4.3.1 Correlation between Self-esteem and Academic performance.

Table 5 below analysed the relationship between Self-esteem and Academic performance. The findings reviewed that at hand is a very strong confident relationship concerning self-esteem and academic performance ($r = 0.803$). The connection was established to be

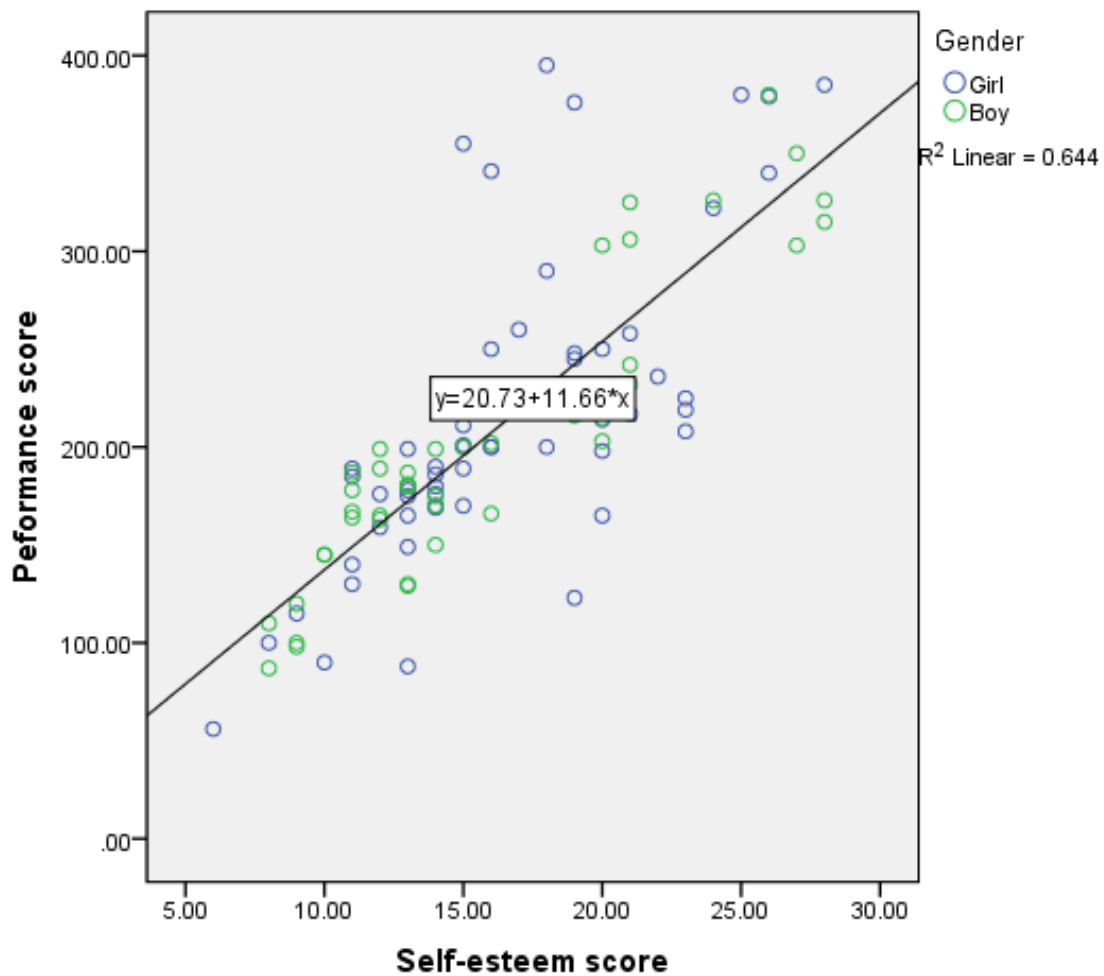
statistically momentous at a significant level 0.05, $r(100) = 0.001 < 0.803$, scatterplot $r^2 = 0.644$ at 95 % confidence interval. These findings clearly indicates that pupils who score high in self-esteem have a higher probability of scoring high on their academic performance. Therefore in relation to the findings obtained hypothesis 1 can be safely rejected since there is very strong positive relationship between self- esteem and academic performance.

Table 5: Correlation between self-esteem and academic performance

Correlations			
		Performance score	Self-esteem score
Performance score	Pearson Correlation	1	.803**
	Sig. (2-tailed)		.000
	N	100	100
Self-esteem score	Pearson Correlation	.803**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.05 level (2-tailed).

Fig 1: A simple scatterplot between self-esteem and academic performance



4.4 The Relationship between Attitude and the Academic Performance of Primary School Children

This section investigated the relationship between attitude and academic performance of primary school children, so as to assess if the pupils attitude have an effect on the academic performance of primary school children.

4.4.1 Correlation between attitude and academic performance

Table 6 below evaluated the connection between Attitude and Academic performance. The findings reviewed that there is a strong positive connection between attitude in addition to academic performance ($r = 0.755$). The connection was established to be statistically important at a significant level 0.05, $r(100) = 0.001 < 0.755$, scatterplot $r^2 = 0.570$ at 95 % confidence interval. The above research outcomes fact out that pupils with positive are more likely to score high on their academic performance. Therefore in relation to the findings

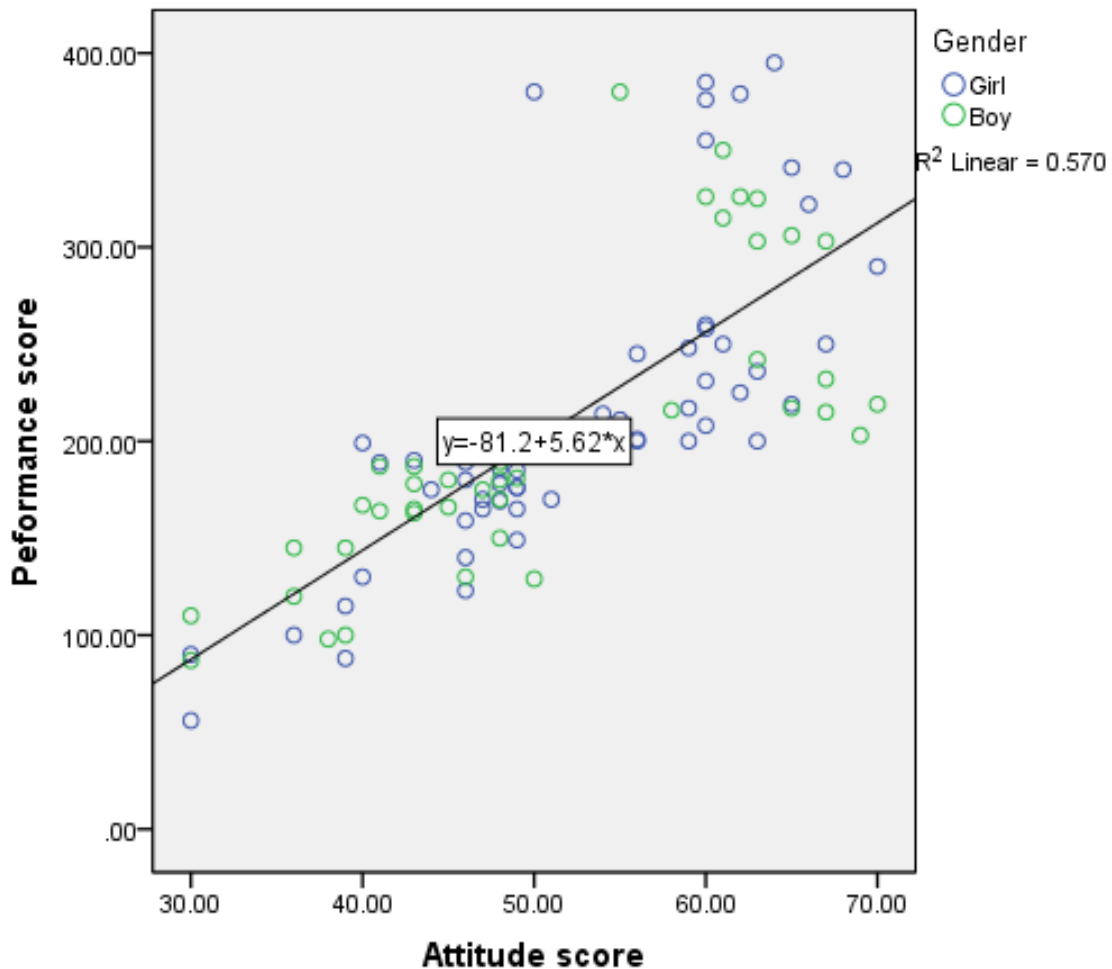
obtained hypothesis 2 can be safely rejected since there is strong positive relationship between attitude and academic performance.

Table 6: correlation between attitude and academic performance.

		Performance score	Attitude score
Performance score	Pearson Correlation	1	.755**
	Sig. (2-tailed)		.000
	N	100	100
Attitude score	Pearson Correlation	.755**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.05 level (2-tailed).

Fig 2: A simple scatterplot between attitude and academic performance



4.5 The Relationship between Motivation and the Academic Performance of Primary School Children

The above hypothesis examined the correlation between motivation and academic performance, in a bid to assess if pupils motivational levels have an effect on their academic performance.

4.5.1 Correlation between motivation and academic performance.

Table 7 below measured the connection between Motivations besides Academic performance. The findings reviewed that at hand is a very strong positive relationship between motivational and academic performance ($r = 0.816$). The connection was instituted to be statistically significant at a significant level 0.05, $r(100) = 0.001 < 0.816$, scatterplot $r^2 = 0.666$ at 95 % confidence interval. These findings show that pupils who recorded extraordinary on motivational test are also more likely to score high on their academic

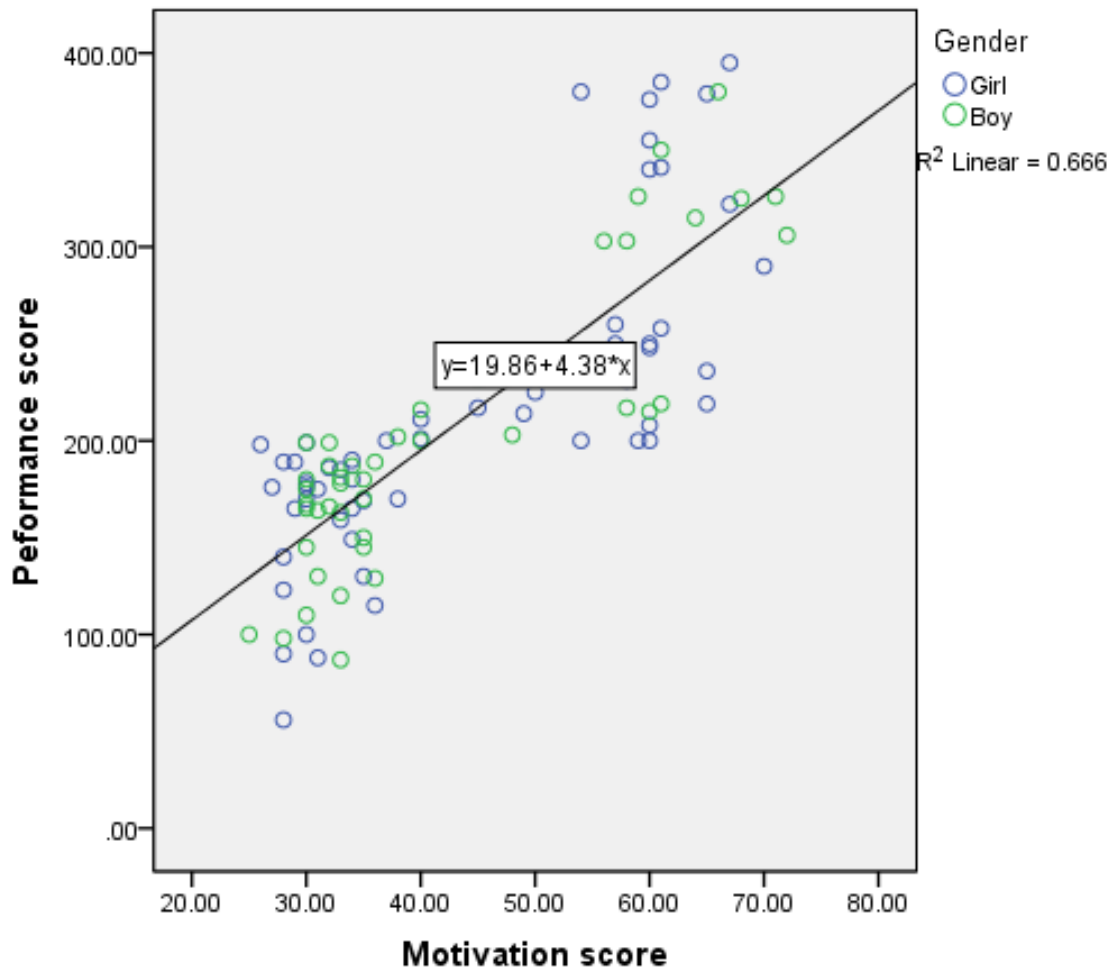
performance. Therefore in relation to the findings obtained hypothesis 3 can be safely rejected since there is very strong positive relationship between motivation and academic performance.

Table 7: Correlation between motivation and academic performance.

Correlations			
		Performance score	Motivation score
Performance score	Pearson Correlation	1	.816**
	Sig. (2-tailed)		.000
	N	100	100
Motivation score	Pearson Correlation	.816**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.05 level (2-tailed).

Fig 3: A simple scatterplot between motivation and academic performance



4.6 Chapter Summary

The research findings revealed that there is a very strong positive correlation between self-esteem, motivation and academic performance. The research outcomes also showed that there is a strong positive relationship between attitude and academic performance. Therefore it can be concluded that pupils with high self-esteem, positive attitude and who are highly motivated have a higher probability of scoring high on their academic performance.

Chapter 5

Discussion, Conclusion and Recommendations

5.1 Introduction

This section examines, concludes and give suggestions in view of the investigation findings. The results are discussed in accordance with the theories and are upheld by the important writing review together with the hypothetical coordination. Conclusions are made in connection to the assessment results, in the meantime as suggestions are given by beneficiaries.

5.2 Discussion

This area debates about the research results in accordance with the communicated speculations to evaluate if the reason and destinations of this study have been met.

5.2.1 Hypothesis 1: There is no relationship between motivation and the academic performance of primary school children.

The objective of the study is to examine effects of motivation and the academic performance of primary school students, the above hypothesis was raised in line with the research objectives to pilot the study. Computed result from the correlation analysis revealed that a strong positive correlation exist between motivation and primary school students' academic performance. The value of the computed r was found to be $r = 0.816$ at significant level 0.05, $r(100) = 0.001$. This shows that for any increase in students' motivation, there will be a positive improvement in their academic performance end of term score. Based on the obtained result, the null hypothesis 1 has been rejected.

The findings show that motivation has effect on academic performance of grade school students, they vary essentially in their scholarly execution in light of the degree to which they are propelled. The outcomes uncover that profoundly energetic students perform preferable academically over the modest inspired students. This finding proves that of Muhammad et al. (2014) who based the findings on, a strong relationship that exists between motivation and academic performance. As pupil's motivation serves as a yardstick in predicting their performance. Findings of the research also had that a strong confident connection between motivation and students' academic performance. This is was shown by the r -value from the correlation analysis is 0.667 revealing a strong link between the study variables. Drawing a

conclusion result from the regression analysis indicated that motivation serves as a good predictor of students' performance.

Contrast to the findings of Othman and Leng (2011) show that there is a frail and negative noteworthy connections between students' inborn motivation and their scholarly accomplishment. Bakar et al. (2010) is of the same viewpoints as the outcomes had a negative and low relationship ($r = - .038$, $p > .05$) that was seen between pupils' accomplishment inspiration and their scholarly accomplishment. The finding was comparative with Niebuhr (1995) which demonstrated that understudy's characteristic motivation demonstrated a frail critical impact on the association with academic accomplishment. In general, almost no relationship was found between pupils' characteristic motivation and their scholarly accomplishment. Stipek and Ryan (1997) observed that pupils' subjective abilities were far superior indicators of end-of-the-year accomplishment than inspiration. The variance in findings maybe as a result that of the focus of intrinsic motivation and motivation as well as the age of the participants if to say.

The present study was conducted in Zimbabwe, Africa; the other was conducted in Asia. Meanwhile, one thing that should be very clear is the fact that success in school subject or academic generally depend on many motivating factors. In reference to the position of Ayotola, (1998), that when students express absence of enthusiasm for the school, it influences the way they respond or listen to the instructor. It can be said along these lines that state of mind of a student towards a specific topic matters. This is on the grounds that it is a spurring highlight which can prompt better academic execution with respect to the pupils. Uplifting state of mind and better intrigue show serve as a motivation even to the teachers.

5.2.2 Hypothesis 2: There is no relationship between self-esteem and the academic performance of primary school children.

One of the objective of the study is to examine effects of self-esteem as well as academic performance of primary school pupil, the mentioned hypothesis was raised in line with the research objectives to test the study. Computed result from the correlation analysis revealed that a strong optimistic correlation exist concerning self-esteem and primary school students' academic performance. The value of the computed r was found to be $r = 0.803$ at significant level 0.05, $r(100) = 0.001$. This shows that if there is high self-esteem, there will be a positive development in their academic performance end of term score. Based on the obtained result, the null hypothesis 2 has been rejected. This findings concur with those of

Harris (2009) showing a strong relationship between self-esteem and academic performance and the correlation was similar to Colquhoun and Bourne (2012) contrast to the findings that of Thompson (1995) which had no statistical relationship between academic achievement and self-esteem this might be so as the participants were of different ages.

5.2.3 Hypothesis 3: There is no relationship between attitudes and the academic performance of primary school children.

The objective of the study is to examine effects of attitude and the academic performance of primary school students, the hypothesis was raised in linking the research objectives to pilot the study. Computed result from the correlation analysis revealed that a strong positive correlation exist between attitude and primary school students' academic performance. The value of the computed was found to be $r = 0.755$ at significant level 0.05, $r(100) = 0.001$. This shows that if there is a positive' attitude, there will be a strong positive progress in their academic performance end of term score. Grounded on the obtained result, the null hypothesis 3 has been rejected. This findings is in line with that of Bakar et al. (2010) as the findings of their work revealed a affirmative significant correlation concerning pupils' attitude in direction of learning the attitude positively correlates with the academic performance. Results point out a positive momentous correlation between students' attitude towards learning and achievement motivation ($r = 0.53$, $p < .001$), and between students' attitude and academic achievement ($r = 0.16$, $p < .001$).

There was a difference in the attitudes of the pupils towards school resulting in academic performance. The majority of the pupil had a positive attitudes, while some with a neutral attitudes and the proportions of students with negative attitudes were the lowest compared to the other two attitudinal categories. This suggests that most of the students interviewed in this study were having generally positive attitudes towards school.

5.3 Conclusion

In summary, the key goal of this study was to assess the relationship between motivation, self-esteem, attitude and academic performance among primary school children. The major findings of the study were (1) students who had a high score in motivation are more likely to have a high score in their end of term grade thus doing well in their academic performance. (2) The students who had high self-esteem also had a high mark in their overall mark. (3) The students who had a positive attitude towards school had a greater chance of performing well

in their academic performance. However there were other cases in which one of the variables showed a high score but the overall mark was low also bringing out the fact that at hand there is no rapport between motivation, self-esteem, attitude and academic performance as postulated by other studies. Therefore with majority the three variables, motivation, self-esteem as well as academic performance can be argued to be good predictors of academic performance as they have an effect on their performance.

5.4 Recommendations

Based on the foregoing discussion of the findings and conclusion, the researcher had provided some recommendations to a number of beneficiaries namely teachers, schools, participants, parents and future researchers regarding the academic performance of primary schools pupils.

5.4.1 Teachers. Special teaching methods for students with negative attitudes toward school which are in congruence with the basic principles of education, has to be developed to make sure their abilities are reached. Also in these teaching methods less homework should be given to the students as more of it instils negative attitude and dreadful thoughts of school. Schools in Zimbabwe ought to come up with group discussion under the supervision of students with positive attitudes towards school and include other students who are academically brilliant. Such group will have a obligation of trying to encourage students to develop positive attitudes toward school. Also focusing on other school activities so as to bring flavour and reduce monotony to school.

The findings described in the research explain the prominence of motivation to academic performance. Having this in mind the results have insinuations for the tutors that they better strain as much as they are able to inspire their students throughout their classes for instances motivational quotes, dramas, speeches history of models like Einstein to keep the students on the edge of the seat burning with a zeal to be like what others where and what words say. Hoping that these results will help as resource materials for psychologists, government and significant others who are troubled by the academic development of primary school students.

In addition making the class feel like a family helps students to be at ease, implementing rules for example not teasing the new student, not laughing at incorrect answers, clapping and cheering to all the correct answers as well as presentation in front of the class in auditory

form boosts the self-esteem of the students and would be better in how they perceive themselves.

5.4.2 Parents and Pupils. Most parents may not know about the impact of different home ecological variables on the scholastic execution of their children. Tutors, and school powers ought to attempt to make attention to parents on the significance of the home environment on academic execution motivation specifically which enhances the child's execution. Parents should be knowledgeable on their commitment to the instruction of their children through support, procurement of learning offices, and dynamic help among different systems for occurrence homework. Parents must perceive their part in the training of their children so as not to put the accessions completely for tutors when their children don't perform well in school as this job is for both teachers and the parents. Precautions should be taken when it comes to parental encouragement since unreasonably high demand and too much pressure for good performance made by some parents on their children may cause nervousness and terror of failure which may affect the child's academic performance negatively. Parents ought to set achievable targets within their means.

Pupils should be in a position to voice out their thoughts and feelings about school so as not to boost their self-esteem bringing out a positive attitude and highly motivated pupils to their academic performance.

5.4.3 Future research. However, a further studies need to be conducted to using a different sample that will include all the grades within the school. This will allow a more generalization of the finding to complete study population. More so conducting studies in a different setting and makes use of qualitative research on the low academic performance of primary school children as a result of motivation, self-esteem and attitude.

5.5 Chapter Summary

In summing up this study, undoubtedly showed that there to is a relationship between motivation, self-esteem, attitude and scholarly execution of grade school pupils. Taking into account the reason and targets of this examination, this part has discussed on the finished of the information acquired from the study and additionally gave suggestions to various recipients and instruction areas.

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Appendix A: Questionnaires

Dear respondents

My name is Rufaro. M.C Veremu and I am a fourth year student pursuing a B.Sc. Psychology Honours Degree at Midlands State University. I am carrying out a research on the Effects of Motivation, Self-Esteem and Attitude on the Academic Performance of Primary School Children. A Case of Pfupajena Primary in Chegutu. For this study to be a success may you kindly respond honestly and truthfully to the following questions. Your response to this study will be treated private and confidential and will be used for the purpose of this research only.

Thank you

Please read each statement carefully and be as honest. (Where applicable put ticks in the gaps provided and fill details in the spaces provided.)

Section A: Demographic information

1. Gender:

2. Age:

3. Class.....

Please turnover

SECTION B: Self-esteem

Questions	Strongly agree	Agree	disagree	Strongly disagree
1. On the whole I am satisfied with myself.				
2. At times I think that I am no good at all.				
3. I feel that I have a number of good qualities.				
4. I am able to do things as well as most other people.				
5. I feel I do not have much to be proud of.				
6. I certainly feel useless at times.				
7. I feel that I am a person of worth at least the equal of others.				
8. I wish I could have more respect for myself.				
9. All in all I am inclined to feel I am a failure.				
10. I take positive attitude towards myself.				

Please turnover

SECTION C: Attitude

Questions	SD	D	U	A	SA
1. I am always under a terrible strain in class					
2. I do not like class, and it scares me to have to go.					
3. Class is very interesting to me, and I enjoy all subjects					
4. Class is fascinating and fun					
5. Class makes me feel secure, and at the same time it is stimulating.					
6. My mind goes blank, and I am unable to think clearly when in class					
7. I feel a sense of insecurity when in class					
8. Class makes me feel uncomfortable, restless, irritable, and impatient.					
9. The feeling that I have toward class is a good feeling.					
10. Class makes me feel as though I'm lost in a jungle of numbers and can't find my way out.					
11. Class is something which I enjoy a great deal.					
12. When I hear the word class, I have a feeling of dislike					
13. I approach class with a feeling of hesitation, resulting from a fear of not being able to be in class.					
14. I really like class.					
15. All courses in school which I have always enjoyed studying.					
16. It makes me nervous to even think about having to go to class					
17. I have never liked class, and it is my most dreaded time.					
18. I am happier in a class than in any other place.					
19. I feel at ease in class, and I like it very much.					
20. I feel a definite positive reaction to class; it's enjoyable.					

Please turnover

SECTION D: MOTIVATION

Questions	SD	D	U	A	SA
1. I hardly select a subject or topic and consider it as boring.					
2. The most important thing I want during my first lesson on a given subject is having the introduction.					
3. I can spent the whole term without being absent.					
4. I am always curious when presented with a new task in a class					
5. The more I understand a given subject the more I want to read					
6. Obtaining a good grade is always important.					
7. I feel overjoyed when considered among the best students in our class.					
8. I feel sad and when I have a low grade in a test or examination.					
9. I always received words of encouragement from my parents, friends when I present my academic result.					
10. I always consider myself as an underdog to force myself read even when I cover the course content.					
11. I always compensate the efforts of my parents/guardian through hard work in school.					
12. I am fully aware of the competitive nature that is in our class.					
13. Reading be it academic or for pleasure is part of my hobby.					
14. Obtaining a good grade always make me feel happy.					
15. I always want to be considered among the best students in each subject.					

Appendix B: Audit sheet

Appendix B: Audit sheet

DATE	ACTIVITY	SUPERVISOR'S COMMENT	SUPERVISOR'S SIGNATURE	STUDENT'S SIGNATURE
19/010/15	PROPOSAL	Rework	L. Manganyi	De
21/11/15	PROPOSAL	Proceed	L. Manganyi	De
11/12/15	CHAPTER 1	Rework	L. Manganyi	De
15/12/15	CHAPTER 1	Proceed	L. Manganyi	De
22/12/15	CHAPTER 2	Rework	L. Manganyi	De
15/01/16	CHAPTER 2	Proceed	L. Manganyi	De
21/01/16	CHAPTER 3	Rework	L. Manganyi	De
29/01/16	CHAPTER 3	Proceed	L. Manganyi	De
02/02/16	RESEARCH INSTRUMENTS	Rework	L. Manganyi	De
05/02/16	RESEARCH INSTRUMENTS	Proceed	L. Manganyi	De
17/02/16	CHAPTER 4	Rework	L. Manganyi	De
26/02/16	CHAPTER 4	Proceed	L. Manganyi	De
05/03/16	CHAPTER 5	Rework	L. Manganyi	De
06/03/16	CHAPTER 5	Proceed	L. Manganyi	De
20/04/16	FIRST DRAFT	Proceed	L. Manganyi	De
21/04/16	FINAL DRAFT	Proceed submit	L. Manganyi	De

Appendix C: Approval Letter

Midlands State University



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GWERU

Telephone: (263) 54 260404 ext 261
Fax: (263) 54 260233/260311

**FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY**

Date: 22/03/16

To whom it may concern

Dear Sir/Madam

THE DEPUTY HEAD
PFUPAJENA PRIMARY SCHOOL
4 MAR 2016
[Signature]
P.O. BOX 289
CHEGUTU

RE: REQUEST FOR ASSISTANCE WITH DISSERTION INFORMATION
FOR RUFARO M.C. VEREMU
BACHELOR OF PSYCHOLOGY HONOURS DEGREE

This letter serves to introduce to you the above named student who is studying for a Psychology Honours Degree and is in his/her 4th year. All Midlands State University students are required to do research in their 4th year of study. We therefore kindly request your organisation to assist the above-named student with any information that they require to do their dissertation.

Topic: EFFECT OF MOTIVATION, SELF-ESTEEM AND ATTITUDE OF
PRIMARY SCHOOL CHILDREN : A CASE OF PFUPAJENA PRIMARY

For more information regarding the above, feel free to contact the Department.

Yours faithfully

[Signature]
F. Ngwenya
Chairperson

MIDLANDS STATE UNIVERSITY
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY
22 MAR 2016
PINKOOR B.A.G. 9055
GWERU

Appendix D: Turnitin Report

Rufaro Veremu User Info Messages Student English Help Logout

Class Portfolio Peer Review My Grades Discussion Calendar

NOW VIEWING: HOME > JUNE 2016

Welcome to your new class homepage! From the class homepage you can see all your assignments for your class, view additional assignment information, submit your work, and access feedback for your papers. X
Hover on any item in the class homepage for more information.

Class Homepage

This is your class homepage. To submit to an assignment click on the "Submit" button to the right of the assignment name. If the Submit button is grayed out, no submissions can be made to the assignment. If resubmissions are allowed the submit button will read "Resubmit" after you make your first submission to the assignment. To view the paper you have submitted, click the "View" button. Once the assignment's post date has passed, you will also be able to view the feedback left on your paper by clicking the "View" button.

Assignment Inbox: June 2016

	Info	Dates	Similarity	
dessrtation		Start 31-Mar-2016 3:39PM Due 22-Apr-2016 11:59PM Post 26-Apr-2016 12:00AM	12%	Resubmit View

Appendix E: Making Guide
MIDLANDS STATE UNIVERSITY
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

A GUIDE FOR WEIGHTING A DISSERTATION

Name of Student.....REG No

ITEM	Possible Score	Actual Score	Comment
A RESEARCH TOPIC AND ABSTRACT clear and concise	5		
B PRELIMINARY PAGES: Title page, approval form, release form, dedication, acknowledgements, appendices, table of contents.	5		
C AUDIT SHEET PROGRESSION Clearly shown on the audit sheet	5		
D CHAPTER 1 Background, statement of problem, significance of the study, research questions, objectives, hypothesis, assumptions, purpose of the study, delimitations, limitations, definition of terms	10		
E CHAPTER 2 Addresses major issues and concepts of the study. Findings from previous work, relevancy of the literature to the study, identifies knowledge gap, subtopics	15		
F CHAPTER 3 Appropriateness of design, target population, population sample, research tools, data collection, procedure, presentation and analysis	15		
G CHAPTER 4 Findings presented in a logical manner, tabular data properly summarized and not repeated in the text	15		
H CHAPTER 5 Discussion (10) Must be a presentation of generalizations shown by results: how results and interpretations agree with existing and published literature, relates theory to practical, implications, conclusions (5) Ability to use findings to draw conclusions Recommendations (5)	20		
I Overall presentation of dissertation	5		
J References	5		
TOTAL	100		

Marker.....Signature.....Date.....

Moderator.....Signature.....Date.....