

**EFFECT OF LEARNER MOTIVATION ON LEARNING OUTCOMES IN SOCIAL
STUDIES AMONG PRIMARY SEVEN PUPILS IN MASABA SUBCOUNTY IN
SIRONKO DISTRICT.**

BY

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THE REQUIREMENTS FOR THE AWARD OF
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DECLARATION

I **GAMWANGA GEOFREY** do declare that this research report is my original work, it has never been submitted to any University or to any other institution for academic award.

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DEDICATION

This research report is dedicated to my treasured wife Gimono Scovia and my brothers for the financial support they accorded to me during the training that led to award of bachelors degree in primary education may God bless them abundantly

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ACRONYMS

For the purpose of this study, the following terms are defined operationally:

P.T.A	Parents Teachers' Association
SMC	School Management Committee
EFA	Education for All
FY	Financial Year
UPE	Universal Primary Education
SST	Social Studies
D.E.O	District Education Officer
P.L.E	Primary Leaving Examination

ABSTRACT

This study was aimed to ascertain effect of learner motivation on learning outcomes in social studies among primary seven pupils in Masaba Subcounty in Sironko district. Three research questions were raised to guide the study that is to say; *What are the effects of learner motivation on learning outcomes in social studies among primary seven pupils in Masaba Subcounty, Sironko District?*, *Is there relationship between learner motivation and learning outcomes in social studies in primary seven pupils in Masaba Subcounty, Sironko District?* and lastly ,*What Methods/ways can be adopted to enhance learner motivation among learners in social studies of primary seven pupils in Masaba Subcounty, Sironko District?* . Descriptive survey research design was used for the study. The target population was 3150 respondents. Covering 10 primary Schools across Masaba subcounty in soronko district. 1,086 respondents were sampled from selected Schools, and a 30-item research instrument, based on 4-point Likert scale, tagged learner Motivation for learner outcomes developed by the researcher was used for data collection. A regression analysis was performed to examine the effect of Learner Motivation(x) on variable Learner Outcome (Decision) (y) to predict the value "Agree". Logistic regression analysis which yielded a coefficient of 100.39. which was positive. This means that an increase in learner motivation is associated with an increase in the probability that the dependent variable is "agree". It was concluded that intrinsic and extrinsic motivation in a proper blend has the potency to improve learners' outcome in social studies. The study finally recommends among others that, pupils should be conscientised as well as be empowered to realize that they play the most important role in motivating themselves first, before anyone else; and also social studies alongside other teaching subject areas be made interesting so as to arouse and sustain pupils' interests and enhance learners' achievement.

CHAPTER ONE: INTRODUCTION

overview

This chapter entails the background, statement of the problem, the objectives to the study, research questions, the scope of the study, significance of the study and a theoretical framework.

Background of the study

The application of motivation theories in learning has been much discussed in the past decades (Credé and Phillips (2011) and applied in different types of context areas and target populations, such as vocational training pupils (Expósito-López et al., 2021), middle school pupils (Hayenga and Corpus, 2010) and pedagogies, including experiential learning and service learning (Li et al., 2016). Motivation is defined in learning as an internal condition to arouse, direct and maintain people's learning behaviors (Woolfolk, 2019). Based on the self-determination theory, motivation is categorized as intrinsic motivation and extrinsic motivation (Ryan and Deci, 2017). Intrinsically motivated learners are those who can always “reach within themselves” to find a motive and intensity to accomplish even highly challenging tasks without the need for incentives or pressure. In contrast, extrinsically motivated behaviors are motivated by external expectation other than their inherent satisfactions (Ryan and Deci, 2020). To conceptualize pupil motivation, Eccles et al. (1983) proposed the expectancy-value model of motivation with two components: (a) expectancy, which captures pupils' beliefs about their ability to complete the task and their perception that they are responsible for their own performance, and (b) value, which captures pupils' beliefs about their interest in and perceived importance of the task. In general, research suggests that pupils who believe they are capable of

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