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EFFECT OF TEACHERS' MOTIVATIONAL STRATEGIES ON STUDENTS' ACADEMIC ACHIEVEMENTS: EXPERIENCE FROM NIGERIA

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ABSTRACT

The study was carried out to examine the effect of teachers' motivational strategies on students' academic achievement in Kwara State public secondary schools in Nigeria. The design of the study was a descriptive survey. The population consisted of all the 6839 teachers and all students in Kwara State public secondary schools. The sample consisted of 330 respondents including 210 teachers and 120 students. Systematic and purposive random sampling techniques were used. A self-designed questionnaire titled "Teachers' Motivational Strategies and Students' Academic Achievement" (TMSSAA), and interview guide titled "Interview on Level of Teachers' Motivational Strategies in Schools" (ILTMSS) were used to collect information on teachers' motivational strategies. Data were personally collected and analyzed using frequency counts, percentage scores and Chi-square to test the hypotheses. The findings revealed that awards, scholarship, encouragement, evaluation of lesson, good teaching skills, guidance and counseling, among others, were motivational strategies used by the teacher. Teachers' motivational strategies in relation to the students' learning domains were found to be high and satisfactory while, level of students' motivation was adjudged high and appreciated by the teachers and students. The results revealed a significant relationship between teachers' motivation and students' academic achievement with (r tab = 47.623, r cal.40.1*, $p < .05$); equally, no significant relationship existed between teachers' motivational strategies and students' academic achievement with (r tab= 30.412, r cal.40.1*, $p < .05$). Findings on the teachers interviewed corroborated the quantitative findings. In conclusion, teachers' motivational strategies did not enhance students' academic achievement in Kwara state public secondary schools, Nigeria. It was recommended that more experienced and qualified teachers should be employed in order for them to motivate individual students according to their needs in enhancing their academic achievement.

Keywords: **Motivation, teachers, students, academic achievement, education, Nigeria**

INTRODUCTION

The place of motivation is so significant in the teaching and learning process in the classroom as it goes a long way in determining students' academic achievement in schools. Students' achievements in Nigerian secondary school have generated more interest among stakeholders in the education sector. This is because learning scenarios are meaningful to the students, relevant to their circumstances and cognizant of their prior experience and potentials. Ogunsaju (2004) stated that the academic standard in all Nigerian educational institutions have fallen below societal expectations. This standard of education and achievement of students in schools depend on the motivational strategies of the teachers as reflected in the discharge of their duties in achieving the desired goals within the educational system. Lewin, Wasanga, Wanderi, and Somerset (2011) reported that the academic achievement of secondary school students is not only a pointer to school effectiveness but also a major determinant of the well-being of youths in particular and the nation in general.

Human behavior is perceived to be initiated, directed and maintained through two major avenues; motivation and simulations. This shows that appropriate behavior could be induced in students by their teachers based on the two avenues. When students are struggling with poor academic performance, this implies that they possess low self-efficacy or low motivation. One vital strategy that may help to improve such behavior is to teach them how to learn. Thus, teachers need to outline specific strategies for completing an assignment, note-taking or reviewing (Margolis & McCabe, 2006).

Motivation of students in schools, particularly at the secondary school level, has to do with the ways students develop healthy attributions about their successes and failures in terms of efforts, abilities, emotions, tasks difficulties, luck and a host of others. This implies that those students' perceptions about their values and abilities matter as they are considered as primary activators of achievements of behaviors. How students react to issues relating to their education depend on how they are motivated, whether they are able to cope with the situations they face and forge ahead in life. Several studies have been carried out on motivation and it is obvious that students who possess high intrinsic and extrinsic motivation tend to attain higher cognitive achievement than those with average or low intrinsic and extrinsic motivation in their learning process. Ryan and Deci (2000) were of the opinion that, "to be motivated means to be moved to do something." Unlike unmotivated people who have lost impetus and inspiration to act, motivated people are energized and activated to the end of a task. According to Nevid (2013), the term "motivation" refers to factors that activate, direct, and sustain goal-directed behavior. Motives are "why" of behavior and explain what one does. One does not actually observe a motive; rather one infers that one exists based on the behavior one observes.

Teachers' motivational strategies are set of tasks used in the school context for creating and making learning activities interesting based on topics relevant to the students' lives, such as using local examples, teaching with events in the news, responding to students' questions, showing sympathy and

empathy and using of praise as informational feedback such as “good job” or “that’s great” and the like. In order to develop motivational strategies, teachers must understand what educational motivation means. Educational motivation refers to a set of beliefs and behaviors that guide both teachers and students in a social environment as they interact with each other during the teaching and learning process. It is regarded as supportive teaching style that gives room to students’ autonomy through listening, giving hints, increased interest, enjoyment, encouragement and performance among others.

In this regard, teachers have been known to have important influence on students as they play vital roles in their educational attainments; this is because they are ultimately responsible for motivating students through their lessons. Lassa (2000) and Guya (1998) claimed that education cannot be provided by just anybody; it requires a teacher who plans and delivers the lesson or instruction in such a way that objectives can be achieved. Corroborating this, Owolabi (2007) stated that government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improve the system.

The three major components of motivation are: activation, persistence and intensity. Activation involves decision to initiate behavior, such as teaching a subject in the classroom. Persistence is the continued efforts toward a goal even though obstacles may exist, such as not having enough instructional aids and enough time to teach the topic. Finally, intensity can be seen as the concentration and vigor of the teacher to ensure that teaching objectives are being achieved in spite of all odds.

In spite of the significance of the roles of teachers’ motivational strategy in students’ academic achievements in secondary schools, quite a number of works abound on motivation of teachers in the school toward their job performance but not many can be found on the motivational strategies teachers adopt in the classroom to enhance student academic achievement in Kwara State public secondary schools Nigeria.

Types of Motivation

Motivation is frequently described as being either intrinsic or extrinsic. Intrinsic motivations are those arising from within the individual, such as doing a complicated crossword puzzle purely for personal gratification of solving a problem. Students are likely to be intrinsically motivated if they:

(a) Attribute their educational results to factors under their own control, also known as autonomy;
(b) Believe they have the skills to be effective agents in reaching their desired goals, also known as Self-efficacy beliefs; and
(c) Are interested in mastering a topic, not just in achieving good grades

Extrinsic motivation on the other hand refers to taking some actions in order to avoid punishment or obtain a reward or outcome because people who are extrinsically motivated act based on what they receive as a result. Extrinsic motivations however, also arise from outside of the individual and often involve rewards such as trophies, money, social recognition or praise. For example, competition is an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd in a particular event brings about winning a trophy. This can be regarded as an extrinsic incentive.

Generally, motivation of students in Kwara State secondary schools will have greater impact on their academic achievement, putting into consideration teachers' motivational strategies. Besides, learners' reaction to education in terms of innermost and instrumental stimulus seems to determine the extent to which they forge ahead in the course of study. Considering this fact, Afe (2001) asserted that teachers play vital roles in the teaching and learning process as several studies have been found on teachers' motivation, but not much can be found on teachers' motivation strategy influence on students' academic achievements in secondary school. In view of the foregoing, it is pertinent to examine teachers' motivational strategies and students' academic achievement of students in Kwara State public secondary schools.

RESEARCH QUESTIONS

The study was designed to answer the following research questions:

1. What are the types of motivational strategies used by teachers in Kwara State Public Secondary Schools?
2. What are the levels of teachers' motivational strategies in relation to students learning domains (cognitive domains, psychomotor and the affective) in Kwara State Public Secondary Schools?
3. What are the levels of students' motivation in Kwara State secondary schools?

HYPOTHESES

$Ho_{1:}$ There is no significant relationship between teachers' motivation and students' academic achievement in Kwara State Public Secondary Schools

$HO_{2:}$ There is no significant relationship between teachers' motivational strategies and students' academic achievement in Kwara State Public Secondary Schools.

METHOD

The research design used in this study was a descriptive survey method. With this design, both quantitative and qualitative methods were adopted to enable the researchers to collect the needed data and report the situation as it existed in the sampled schools. The population for the study consisted of all the 6839 teachers and 23,444 students of the 320 public secondary schools across the three senatorial districts of Kwara state. The sample used in the study was made up of 330 respondents comprising 210 teachers including the principals and 120 students in the 30 sampled secondary schools. A systematic sampling technique through the use of systematic digits of odd numbers was used to select seven teachers from each of the 30 sampled schools, while purposive random sampling technique was used to select four students from each school to ensure representativeness of the sample. The senior secondary school students were purposively sampled because their supposed maturity and years of experience in the school would assist them in addressing the questionnaire appropriately.

The research instrument used in the study was a self-designed questionnaire titled Teachers Motivational Strategies and Students' Academic Achievement. (TMSSAA), and interview guide titled *"*Interview on Level of Teachers' Motivational Strategies in Schools" for both teachers and principals. The questionnaire had two sections, Section A and B; it was made up of thirty items, ten of which were on teachers' motivational strategies and high motivated students, ten on teachers' motivational strategies and low motivated students, while the remaining ten were on teachers' motivational strategies and teachers' input. The instrument was administered by the researchers to collect relevant data for the study and was validated by six experts in the departments of Educational Management and Measurement and Evaluation respectively. The interview guide contained a number of open ended set of questions on levels of teachers' motivational strategies in schools. Test re-test method was used to ensure reliability of the instruments whose coefficient was high enough for use at .71. The collected data were analyzed using frequency counts, percentage scores and chi-square statistical methods to test the hypotheses, all at the .05 level of significance.

RESULTS

Table 1 gives the teachers' academic qualifications in the sampled schools.

Table 1

Percentage Analysis of Teachers' Academic Qualifications

S/N	Qualification	F	%
1	NCE	69	32.7
2	Bsc. Ed	119	56.6
3	M. Ed	15	7.3

4	P.hD	7	3.4
TOTAL		210	100

Source. Field Data 2014

Table 1 shows the academic qualifications of teachers in the study. The total number of teachers in the sample was 210 made up of trained staff. A total of 56.6% represents Bsc. Ed, 32.7% represents NCE, while 7.3% represent M.Ed and 3.4% represents Ph.D. The summary of the academic qualification implies that the respondents are graduates with various teaching degrees.

Research question 1: What are the types of motivational strategies used by teachers in Kwara State Public Secondary Schools?

To confirm the motivational strategies used by teachers in Kwara State public secondary schools, percentage scores were used as can be observed in Table 2:

Table 2

Percentage Analysis of Motivational Strategies used by the teachers in Kwara state public secondary schools

S/N	Table 2: what are the teachers' motivational strategies?	YES	F %	NO	F %
1	Strategy of Interpreting students' perceptions while teaching in the classroom	184	57.5	136	42.5
2	Setting rules of engagements as strategies while instructions take place	206	64.4	114	35.6
3	Encouragement strategies to develop a sense of self-esteem and worth for students	288	89.9	32	10.1
4	Develop personal goals for a classroom and allow students the same right	118	36.9	202	15.5
5	Evaluation strategies during and after instructions	280	87.5	40	12.5
6	Ice-breaker strategies in their teaching approach	238	74.3	82	25.6
7	Teachers' skills strategies to enhance students' achievement	252	78.7	68	21.3
8	creates an atmosphere that is open, positive, orderly and conducive	188	58.6	132	41.4
9	Using of awards, scholarships and reward strategies to enhanced students' achievements	292	91.2	28	8.8
10	Guidance and counseling strategies	208	64.9	112	35.1
	Mean Total		70.4		

Source. Field Data 2014

In order to identify motivational strategies used by teachers in Kwara State Public Secondary Schools, frequency counts and percentage scores were used to analyze their responses. The results in Table 2 indicate that 91.2% of the highest scores of using awards, scholarships and reward strategies. While 89.9% were of the view that encouragement strategies develop self-esteem and worth of student, 87.5% of them agreed on evaluation strategies during and after instruction, 78.7% shows teachers' skills strategies to enhance students' achievement, and 74.3% of the respondents indicated using ice-breaker as strategies in teaching approach. It is also evident that 64.9% agree on guidance and counseling strategies, while 64.4% agree on setting rules of engagement while instruction takes place.

However, it can be seen from Table 2 that 58.6% of the respondents agree that creating an open, positive, orderly and conducive atmosphere serves another strategy. Also 57.5% make submission on strategy of interpreting students' perception while teaching in the classroom; and on a final note, 36.9% agree on developing evaluation of personal goals for the classroom and allowing students the same right. On average, 70.4% of the respondents agree on the same types of teachers' motivational strategies used for enhancing students' academic achievement in Kwara State Public secondary schools.

Research questions 2: What are the levels of teachers' motivational strategies in relation to students domains of learning (affective, psychomotor and the cognitive domains) in Kwara State Public Secondary Schools?

To confirm the levels of teachers' motivational strategies in relation to students' domains of learning (affective, psychomotor and cognitive domains) in Kwara State public secondary schools, percentage scores were used as can be observed in Table 3

Table 3

Percentage Analysis of Levels of Teachers' Motivational Strategies in relation to Students Domains of Learning (affective, psychomotor and the cognitive domains) in Kwara State public secondary schools

Variable		Effective	%	Not effective	%	Total	%
Teachers'	Cognitive	248	77.5	72	22.5	100	100
motivational	Affective	238	74.3	82	25.7	100	100
strategies	Psychomotor	203	63.3	117	36.7	100	100
Mean		71.7		28.3			

Source. Field Data

Table 3 indicates how teachers' motivational strategies are being rated in line with students' learning domains (affective, psychomotor and the cognitive domains) in Kwara State Public Secondary Schools. It was revealed that the cognitive domain has the highest score of 77.5%, affective domain 74.3%, and psychomotor 63.3%. The mean rating of the teachers' motivational strategy was 71.7 as against 28.3.

This therefore implies that the level of teachers' motivational strategies in relation to students learning domains in Kwara state public secondary schools was found to be high and satisfactory.

***Research questions 3*:** What is the level of students' motivation in Kwara State Public Secondary Schools?

To ascertain the levels of students' motivation in relation to teachers' motivational strategies in Kwara State public secondary schools, percentages were used as can be observed in Table 4.

Table 4

Percentage Analysis of Students' Motivation in Relation to Teachers' Motivational Strategies

Students' motivation	High		Low	
As assessed	F	%	F	%
By the students	78	65	42	35
By the teachers	189	90	21	10

Source. Field Data 2014

The result of analysis in Table 4 shows how teachers and students rated the level of students' motivation in Kwara State public secondary schools. It revealed that students rated their motivation as 65% high and 35% low. The teachers on their own rated students' motivation equally as 90% high and 10% low. Therefore, the level of students' motivation in Kwara State public secondary school was found to be high and appreciated by teachers and students.

Hypothesis 1: There is no significant relationship between teachers' motivation and students' academic achievement in Kwara State public secondary schools

To confirm the relationship between teachers' motivation and students' academic achievement in Kwara State public secondary schools chi-square statistical method of data analysis was used as indicated in Table 5.

Table 5

Chi-square Analysis of Relationship between Teachers' Motivation and Students Academic Achievement

χ^2 Calculated	χ^2 table	Degree of freedom	Level of significance	Decision
47.623	40.1	27	.05	Hypothesis is rejected

Source. Field Data 2014

In Table 5, the calculated χ^2 = 47.623 was higher than the critical table value 40.1 at the .05 level of significance and 27 degrees of freedom. Therefore, the null hypothesis is rejected. This implies that

there is significant relationship between teachers' motivation and students' achievement in Kwara State public secondary schools. The findings indicate that the motivation of teachers enhance students' academic achievement in Kwara state public secondary schools.

Hypothesis 2: There is no significant relationship between teachers' motivational strategies and students' academic achievement in Kwara State public secondary schools

To confirm the relationship between teachers' motivational strategies and students' academic achievements in Kwara State public secondary schools chi-square statistical method of data analysis was used as indicated in Table 6

Table 6

Chi-square Analysis of Relationship between Teachers' Motivational Strategies on Students' Academic Achievement

χ^2 Calculated	χ^2 table	Degree of freedom	Level of significance	Decision
30.412	40.1	27	.05	Hypothesis is accepted

Source. Field Data

Table 6 revealed that the χ^2 = 30.412 and Table value of 40.1 at 0.05 level of significance and 27 degrees of freedom. This however shows that the Table value of 40.1 is higher than the calculated value of 30.412. Hence, the null hypothesis is hereby accepted. This implies that no significant relationship existed between teachers' motivational strategies and students' achievement in public secondary schools in Kwara State. The findings reveal that teachers' motivational strategies did not influence students' academic achievement.

DISCUSSION

The study examined teachers' motivational strategies and students' academic achievements in Kwara state public secondary schools in Nigeria with a view to enhancing the teaching learning process in the classroom. The data collected in the study were analyzed using percentage scores, frequency counts and chi-square statistical method of data analysis. The result in Table 1 revealed the summary of academic qualifications of the respondents indicating that they are graduates with various teaching degrees. Table 2 evidently showed the various motivational strategies used by the teachers in Kwara State public secondary schools. Also, Table 3 indicated that level of teachers' motivational strategies was high and satisfactory. In Table 4, it was revealed that level of students' motivation was high and appreciated by the teachers and students.

The study revealed in hypothesis 1 that teachers' motivation enhanced students' academic achievement. This finding concurs with Adeyemi (2010), Yala and Wanjohi (2011) in which they viewed teachers' experience and professional qualifications as a prime predicator of students' academic achievement. This finding is contrary to Akiri and Ugborugbo (2008) who concluded that there was no significant relationship between teachers' gender, teachers' motivation and academic achievement of students in secondary schools.

It was equally indicated in hypothesis 2 that, teachers' motivational strategies were not related to students' academic achievement. The findings support Lassa (2000) and Guya (1998) that education cannot be provided by just anybody; it requires a teacher who plans and delivers the lesson or instruction in such a way that objectives can be achieved.

In this study, teachers were found to make use of awards, scholarships, and encouragement, evaluation of lessons, good teaching skills, guidance and counseling among others as motivational strategies in Kwara state public secondary schools. Also, teachers' motivational strategies in relation to the students' learning domains were found to be high and satisfactory while the level of students' motivation was adjudged high and appreciated by the teachers, principals and students. The result also revealed a significant relationship between teachers' motivation and students' academic achievement while no significant relationship existed between teachers' motivational strategies and students' academic achievement in Kwara state public secondary schools. Quite a numbers of hidden factors outside teachers' motivational strategies account for students' academic achievement in schools. Other intervening variables for students' academic achievement in schools may be absent in Kwara state public secondary schools. Such variables may be related to: unstable school calendar, government policy, readiness on the part of the student to learn, parental attitude to student learning in the state, the school tone, the school leadership styles and a host of such related variables.

Similarly, the interviews conducted by the researchers revealed that 62% of the teachers use evaluation strategies to enhance students' academic achievement. However, they were of the view that shortage of relevant instructional materials, poor condition of infrastructure and lack of necessary equipment for their convenience posed a great challenge and created a performance gap in their work context. They therefore suggested improvements and urged the state government to provide more educative materials to enable them to cope with challenges and perform better.

CONCLUSION

It can be concluded from the findings of the study that teachers in Kwara state secondary schools were with various teaching degrees, they made use of various motivational strategies in enhancing students' academic achievement, that teachers, principals and students rating of the student and teachers levels of motivation were found to be high and satisfactory, and teachers' motivational strategies were not significantly related to student academic achievement in the sampled schools. By implication, the reasons for teachers' motivational strategies not been related to the students' academic achievement may be partly attributed to quite a numbers of intervening variables mentioned before that also determine students' academic achievement in the schools. However, teachers in the state were seen to be committed to their teaching job. Their use of different motivational strategies in their classroom teaching and learning process attests to this claim. Generally, it can be concluded through the findings of the study that students' academic achievement was not enhanced through teachers' various motivational strategies in Kwara state secondary schools, Nigeria.

RECOMMENDATIONS

In view of the findings in this study, the following recommendations are made. Teachers should understand the complexities in motivation of people in an organization including the school system. The teachers are expected to be more experienced in their motivational strategies and motivate students according to their individual needs. Also, stakeholders in education and government at all levels through its agencies should put more efforts in providing necessary instructional materials, an enabling environment and reward system to ensure students are motivated and teachers are able to cope with the challenges faced.

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