

THE ROLE OF MOTIVATION ON THE ACADEMIC PERFORMANCE
OF STUDENTS IN ECONOMICS IN SOKOTO METROPOLIS
(A CASE STUDY OF SOME SELECTED SECONDARY SCHOOLS IN
DANGE SHUNI LOCAL GOVERNMENT AREA OF SOKOTO STATE)

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APPROVAL PAGE

This research work have been carefully supervised and approved as having satisfied one of the necessary condition for the award of Bachelor of Science education (BSc.Ed) Degree in Education Economics in the Department of Curriculum Studies and Educational Technology, Faculty of Education and extension service, Usmanu Danfodiyo University, Sokoto.

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DEDICATION

This work is dedicated to our beloved Parents, Brothers, Friends and well-wishers, for their prayers and total support throughout our studies.

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ABSTRACT

This study is conducted on the role of motivation on the academic performance of students in economics. Focus on the Dange Shuni Local Government Area of Sokoto State as a case study.

The major objectives of this study were to determine the role of motivation on the academic of performance of students in economics.

Also the knowledge skills acquired by the students of economics in secondary schools. To achieve this objective, survey method was used, five research questions were raised, and the total of 347 questionnaires made up of 282 students and 65 teachers were administered. In analyzing the data, simple percentages were used and responses analyzed with the aid of table. Based on the findings, it was resolve that student neglect the course of "Motivation", however, there is need for proper orientation, workshops, seminars and awareness to the students in economics to avoid them not to neglect the course (Motivation). It also reviews that students acquired the knowledge of intrinsic and extrinsic motivation in economics. It was therefore, recommended that proper awareness on intrinsic and extrinsic motivation should be created.

The study was concluded that the role of motivation on the academic performance of students in economics plays a vital role in sustaining economics learning in the classroom.

Suggestion for further research studies were made on the related topics to the present problems.

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CHAPTER ONE

1.1 Introduction

Motivation is difficult to define. The word “motivation” comes from a Latin word “movers” which means to move; thus motivation can literally mean the process of arousing movement in individual. It is a very important factor which determines how successful we are at what we do. It serves as a driving force that gives us the will to accomplish task and eventually succeed in reaching an ultimate goal. Motivation levels can vary each day depending on how we feel, or how we view certain experience.

Motivation also drives us to stick to the low fat selections and recipes required to keep our progress moving.

Motivation is an influential factor in teaching and learning process. The success of learning depends on high or low motivation of students. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in enhancing teaching process. High or low students’ motivation can be influenced by some factors. First, it is influenced by social life where student lives. Second, it is

influenced by the teacher. Third, it is influenced by the methods used. Fourth, it is influenced by the learning environments.

In improving students' motivation, we need to pay attention to some factors. First, we must set the interesting materials. Second, we must set goals that are meaningful, realistic and achievable for students.

Third, we must set interesting environment. Finally, if we can apply all strategies in teaching-learning process, the students will reach learning goal easily.

1.2 Statement of the Research Problem

The ultimate goal of teaching is to help learners develop desirable behaviours. Motivation is one of the instrument that will enable the teacher accomplish the goal. Adamu (2008) observed that motivation enable teachers achieve the aims and objectives of their lessons, make teaching interesting, enable students participate in the lesson and teachers will deliver their lessons within the shortest possible time.

Motivation has the ability of arousing and sustaining learners' curiosity and interest in teaching and learning. Bandurt (1997) has

established that motivation promote a strong sense of self-efficiency on the learners. Gagne and Driscoll (1988) also noted that through motivation, learners can develop conviction that certain behaviour will produce a particular kind of performance outcome.

Jibrin (2007) opined that motivation will be well in reducing the rates of school dropouts. Learners who are energized are anticipated to act in a certain manner that keeps the learner in the direction of increasing knowledge (Qureshi, 2001; Arkes and Garske, 1982).

Despite the importance of motivation on students' performance, it is a pity to observe that both parents and teachers find it difficult to motivate their wards/students. It was observed that most youths in Dange Shuni metropolis have little or no interest in school and the rate of school dropouts is increasing at alarming rate. This has affected students' performance in both internal and external examination in secondary schools in Dange Shuni Local Government Area of Sokoto State. It is on this problematic situation that the researchers determine to carry out a research on the role of motivation on academic performance of students in Economics in some selected secondary schools (Army Day Secondary School, Government Day Senior Secondary School Shuni and Government

Day Senior Secondary School Dange) in Dange Shuni Local Government of Sokoto State.

1.3 Purpose and Objectives of the Study

The purpose of this study is to find out the role of motivation in teaching and learning in Economics in some selected secondary schools in Dange Shuni Local Government Area of Sokoto State.

The objectives are to:

- i. Determine the role of motivation on academic performance of students in Economics in some selected secondary schools in Dange Shuni Local Government Area of Sokoto State.
- ii. Determine the extent teachers motivate their students in Economics in some selected secondary schools in Dange Shuni Local Government Area of Sokoto State.
- iii. Assess the role of parental motivation on students of Economics in some selected secondary schools in Dange Shuni Local Government Area of Sokoto State.

1.4 Research Questions

As a guide to the study, the following research questions were raised:

- i. What is the role of motivation in teaching and learning of Economics?
- ii. To what extent motivation enhance academic performance of students in Economics?
- iii. What are the motivational strategies adopted by teachers of Economics?
- iv. To what extent teachers motivate their students in Economics?
- v. What is the influence of parental motivation on students of (in) Economics?

1.5 Research Hypotheses

As a guide to the study, the following null hypotheses were formulated:

- i. Motivation do enhance conducive learning atmosphere for students in Economics.
- ii. Motivation enhances the academic performance of students when its strategies are used appropriately.
- iii. The motivational strategies adopted by teachers of Economics include: affiliation, motivation, power motivation, attitude motivation, etc.

- iv. Teachers do motivate their students by putting into consideration the individual difference among the students.
- v. The influence of parental attitudes towards homework is also directly related to the students' positive attitudes and consistency in engagement in homework.

1.6 Significance of the Study

This study is to determine the role of motivation on academic performance of students in Economics. This research work also will look at possible solutions and recommendations that will enhance performance of students in both internal and external examination in Economics.

So many researches have been carried out in this direction but our study will help in adding to the literature and current issues. It is anticipated that the study will contribute in a significant manner to the body of knowledge related to increase learners' performance through enhanced motivation.

Through this study, the government will understand that motivation in teaching and learning is not only in a single direction. They will understand that provision of facilities and equipments for

teaching, caring for teachers' welfare, organizing of seminars and workshops and employment of qualified teachers will help in motivating teachers and improve their performance. This study will enable the educational planners to bear in mind the interest of the students and the community at large when preparing curriculum as it will serve as instrument for motivating both the teachers and the students in teaching and learning. This can only be achieved if teachers and students relationship skills are adequately reflected in the Economics curriculum.

1.7 Scope and Delimitation of the Study

This study is determined to find out the role of motivation on the academic performance of students in Economics in Army Day Secondary School, Government Day Senior Secondary School Shuni and Government Day Senior Secondary School Dange in Dange Shuni Local Government Area of Sokoto State.

The main reason why we selected these schools is because of their geographical location, population of the students/teachers in the schools and the standard of the schools. The study is delimited to Economics teachers and students only.

1.8 Definition of Terms

- i. **Motivation:** This is the process of stimulating people to actions to accomplish goals.
- ii. **Performance:** This is the action or process of performing a task or function,
- iii. **Teacher:** A teacher is a person who teaches or instructs, especially as a profession or instructor.
- iv. **Students:** A student is a learner or someone who attends an educational institution.
- vi. **School:** A school is a place or a condition or an atmosphere where pupils interact with one another in order to achieve a predetermined goal.
- vii. **Planner:** A planner is a person who makes plans.
- viii. **Community:** A community is a group of people living in the same place or having a particular characteristics in common.
- ix. **Curriculum:** A curriculum is the course of actions that is planned for and done in and outside of the schools for the purpose of effective learning outcomes.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter presents review of related literature on the topic: “Role of motivation on the academic performance of students in Economics in some Selected Secondary Schools in Denge Shuni Loal Government Area of Sokoto.” As discussed under the specified sub-headings below:

- 2.1 The Concept of Motivation
- 2.2 The Role of Motivation on the Academic Performance of Students in Economics
- 2.3 Strategies of Motivating Students
- 2.4 Types of Motivation
- 2.5 Importance of Motivation on Students Performance in Economics
- 2.6 The Role of Parental Motivation on Academic Performance of Students in Economics
- 2.7 Empirical Studies
- 2.8 Summary of Literature Review

2.1 The Concept of Motivation

According to Harin (1972), motivation is difficult to define. The word “motivation” comes from a Latin word “*movers*” which means to move. Bernard (1983) defines motivation as those phenomena which are involved in the stimulation where there were little or no movement towards goals. Jibrin (2008) defines motivation as inner state of need or desire that activates an individual to do something that will satisfy that need or desire. Brown (2001) defines motivation based on behaviouralistic and cognitive definition. Based on behaviouralistic, Brown defines motivation as anticipation of reinforcement which is powerful concept for the classroom. Based on cognitive definition, Brown classified motivation definition into three categories. First, based on drive theory, motivation stems from basic innate drives. So motivation has been in existence since we are born. Second, based on hierarchy, motivation is something that comes from individual needs. Third, based on self-control theory, motivation is something that appears if there is opportunity to make some one to make own choices about what to pursue and what not to pursue (self-control) (Brown, 2001:73-75).

So, motivation is one of the influential factors in learning that drives learners to struggle to reach their goals in learning process

and can become a stimulus in learning process. For example, a learner who is motivated to study Economics because he wants to get a gift from his teacher will try to study hard to get the gift, that is, as a stimulus in the learning process. Therefore, motivation is one of the most influential factor in teaching and learning process.

Bernard (1983) defined motivation as those phenomena which are involved in the stimulation where there were little or no movement towards the goals. Akinson (1982) define motivation as the arousal of tendency to act to produce one or more effects. Ryan and Deci (2000) stated that to be motivated means to be moved to do something. In other related definitions, Gagneand Medsker (1996) defined motivation as “Cognitive persistence, the drive, tendency or desire to undertake or complete a task, expand effort, and do a quality job” (p. 168).

Definitions of motivation were gleaned from a variety of psychology textbooks and reflect the general consensus that motivation is an internal state or condition sometimes described as a need, desire or want that serves to activate or energize behaviour and give it direction (Kleinginna and Kleinginna, 1981).

Summarily, motivation in relation to this present study means arousing the interest of the learner.

2.2 The Role of Motivation on the Academic Performance of Students in Economics

According to Theall (1996), teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation, but the teacher's behaviour and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student's motivation. We may have heard the utterance, "My students are so unmotivated", and the good news is that there is a lot that we can do to change that, which include:

- i. Giving frequent, early, positive feedback that support students' beliefs that they can do well.
- ii. Ensuring opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- iii. Helping students find personal meaning and value in the materials.
- iv. Creating an atmosphere that is open and positive.
- v. Helping students feel that they are valued members of a learning community.

According to McMahon and Kelly (1996), some recurring themes about students' motivation drawn from the educational literature are as follows:

- i. Provide choices: Students can have increase motivation when they feel some sense of autonomy in the learning process, and that motivation declines when students have no voice in the class structure.
- ii. **Balance the Challenge:** Students perform best when the level of difficulty is slightly above their current ability level. If the task is too easy, it promotes boredom and may communicate a message of low expectations or a sense that the teacher believes the student is not capable of better work.
- iii. **Seek role models:** If students can identify with role models they may be more likely to see the relevance in the subject matter.
- iv. **Adopt a supportive style:** A supportive teaching style that allows for students' autonomy can foster increased students interest, enjoyment, engagement and performance. Supportive teacher behaviour include listening, giving hints and encouragement, being responsive to students' questions.

- v. **Strategize with struggling students:** When students are struggling with poor academic performance, low self-efficacy or low motivation, one strategy that may help is to teach them how to learn. That is, to outline specific strategies for completing an assignment, note-taking or reviewing for an exam.

2.3 Strategies of Motivating Students

According to Meador (1989), strong and lasting memory connected with the emotional state and experiences of the learners depend on the strategies used in teaching and learning. Keller (1980) suggested and developed three strategies aimed at ensuring motivation in teaching and learning. The three categories devised by Keller are as follows:

- i. Interest refers to whether the learner's curiosity is aroused and whether this arousal is sustained appropriately over time.
- ii. Relevance refers to the learner's perception of personal need, satisfaction in relation to the instruction, or whether a highly desired goal is perceived to be related to the instructional activities.
- iii. Expectancy refers to the perceived likelihood of success and the extent to which success is under learner control.

These three categories were eventually translated into the ARC Model of instructional motivation design in which interest was changed to 'Attention' and Expectancy to 'Confidence' with Relevance retaining its title.

2.3.1 Teacher's Attention on the Learners

Gagne and Driscoll (1988), detailed three actions that can be used to enhance learners' attention. These are:

- i. Vary the appearance or sound of instructional materials;
- ii. Use concrete examples for every abstraction that is presented;
and
- iii. Surprise the learner with novelty and incongruity.

The intent of these actions is to avoid designing instruction that becomes mundane or predictable for the learner. Many authors caution, however of becoming too creative to the point the learner becomes confused with too much "flash", particularly with actions intended to stimulate the perceptual curiosity of the learner.

Gagne and Medsker (1996) suggest that the first consideration for establishing epistemic curiosity is the development of clear

outcomes, objectives and success criteria. Clarity, they point out, reduces fear-born of ambiguity.

They suggested breaking complex objectives into more manageable sub-objectives which are then associated with chunked parcels of learning. Strategies recommended by Keller (1983) to gain learner attention and raise curiosity include asking questions or making a statement that creates an unusual perspective in the mind of the learner. The extent of the question or statement is to put the learner in a problem-solving mode that raises cognitive activity. He also suggests using anecdotes to create an emotional element in what would otherwise be purely intellectual material.

Barnhart and Barnhart (1986:26) added that discussion forums and chat rooms ideally lend themselves to synectic interactions under the watchful eye of the instructor. Keller (1983) suggests that synectics can be used to help make the “strange familiar and the familiar strange.”

The final strategy for maintaining learner attention suggested by Keller (1983) is to use of inquiry as a means of fostering epistemic curiosity. Inquiry learning is intended to help learners further develop cognitive skills by having them seek out answers to questions

themselves rather than hearing the answers provided. With this strategy, learners are provided with some investigative techniques and then allowed to search for answers to specific questions with the instructor's guidance. The instructor's role is to maintain learner curiosity and to resolve learner frustration in the event the learner becomes confused or overwhelmed while searching for answers to questions presented.

2.3.2 Relevance of the Lesson

Keller (1983), suggests that learners need to perceive that important personal needs are being met by the learning situation if motivation is to be sustained over the long term. Important personal needs translate into the relevance of the current learning experience to past experiences and to what learners consider worthwhile in the future.

Strategies suggested by Gagne and Driscoll (1988) for assuring instructional relevance includes the followings:

- Ensuring that content relates to the learner's past experience and stored knowledge,
- Explaining the present worth of the skills,

- Taking steps to convince the learner of the value of what is learned for future activities that are valued.

Personal needs related to relevance can be enhanced by showing learners that their success is a direct consequence of their efforts when a moderate degree of risk is involved in the learning process and adequate feedback is provided attesting to the learners' efforts. Keller (1983) stressed that care needs to be taken with the introduction of competition, however, to ensure much stronger students do not disenfranchise weaker students during the learning experience.

Providing students with a measure of control over their learning can also help increase the relevance of what is being learned. Providing choice and allowing students to take responsibility for their learning gives them a sense of pride for accomplishment and achievement. Learner control, however, conjures up different meaning depending on the perspective of the individual designer.

2.3.3 Building of Confidence on Students

To build learner's confidence, Gagne and Medsker (1996) advocate attribution moulding intended to reinforce the notion that

successful learning depends, in the large part, on effort and learning strategies as opposed to external forces. They suggest allowing learners to assume a certain measure of control over their learning as a means of enhancing self-attribution and, by extension, promoting an internal locus of control and self efficiency.

Gagne and Driscoll (1988) suggest the following strategies to promote learner's confidence:

- Communicate clear and definite learning objectives;
- Sequence successive lessons or learning tasks so that each can be readily mastered;
- Permit learners to take an increasing degree of control over the sequence of learning and over the attainment of successful outcomes.

Gagne and Driscoll (1996) also suggest creating a challenging setting in which learners "perform something that they are not quite capable of performing on their own, but can perform with assistance or practice." Keller (1983) cautions, however, that the learning situation should begin with activities that relax students and build confidence early in the learning process. He also suggests instructors make an effort at the outset of a learning situation to establish

personal contact with the learners as a means of putting the learner at ease. Personal motivation increases with personal expectancy for success, a character trait that is affected in large part by success or failure with previous learning experiences, locus of control and personal causation.

Feedback is an important element for building learner confidence, but not just any feedback. Feedback must emphasize the relationship between learner effort and the results achieved. If it is evident the learner put great effort into a particular assessment vehicle, but achieved poor results, the feedback resulting from this assessment must balance the need for critique with acknowledgement of the effort used up by the learner.

Keller (1983) points out that the feedback should endeavour to increase learner's expectancy for success by providing suggestions on how the same amount of effort can improve results by using certain technique unknown to the learner.

2.3.4 Creating Satisfaction on the Learners

Gagne and Driscoll (1988) suggest that attainment of learner satisfaction is perhaps the easiest of the attention, relevance and

confidence (ARC) components to achieve. Satisfaction is attained using feedback to bring about reinforcement. By using a thorough feedback process with many learning iterations, satisfaction with a single learning experience develops into a self management skill (actually, a cognitive strategy) that give support to learner's confidence, maintains attention and the relation of learning activities to long-term goals" (Gagne and Driscoll, 1988). Gagne and Driscoll (1996) again note the importance of establishing clear learning objectives at the outset of learning and the negative impact on learner motivation that can occur if those objectives are inconsistent with what is provided in the accompanying instruction.

They also suggest providing instruction as close as possible to the direct application of that instruction so the knowledge or training gained can be employed immediately.

2.3.5 Media Selection for Teaching

Media selection is a very important consideration in determining how a learning intervention will be presented to those who will eventually use the instruction. Today, media relies heavily on technology to transmit and present instruction. However, technology does not always add learning value to the instruction and can, in

some cases, have a detrimental learning effect if learners have difficulty in understanding the technology or problems arise when the technology is used.

Heinich *et al.* (1999) define medium (plural: media) as “a channel of communication, derived from the Latin word meaning “between”, the term refers to anything that carries information between a source and a receiver” (p. 8). Examples include video, television, diagrams, printed materials, computers and instructors. These are considered instructional media when they carry messages with an instructional purpose.

2.3.6 Providing Feedback to Students

The importance of timely and constructive feedback to the promotion and maintenance of learner motivation has already been mentioned. However, the importance of this motivational tools cannot be over emphasized and deserve further examination.

Keller (1983) makes a distinction between motivational feedback, which should be delivered immediately following a related performance, and formative feedback, which should be delivered before the next performance so the feedback will be useful.

Motivational feedback relates to those elements affecting learner control and self-efficacy. It deals extensively with encouraging the learner as well as providing constructive criticism.

Keller and Burkman (1993) stress that during the learning process, it is very demotivating for learners to never know how well they are performing. People with a high need for achievement, who are already intrinsically motivated have a strong desire for feedback regarding how well they are progressing.

2.4 Types of Motivation

According to Smythe (2008), the various types of motivation are as follows:

- i. **Achievement Motivation:** it is the drive to pursue and attend goals. An individual with achievement motivation wishes to achieve objectives and advance up on the ladder of success.
- ii. **Affiliation motivation:** It is a drive to relate to people on a social basis. Persons with affiliation motivation perform work better when they are complemented for their favourable attitudes and cooperation.

- iii. **Competence motivation:** It is the drive to be good at something, allowing the individual to perform high quality work. Competence motivated people seek mastery, take prides in developing and using their problem solving skills and strive to be creative when confronted with obstacles.
- iv. **Power motivation:** it is the drive to influence people and change situations. Power motivated people wish to create an impact on their organization and are willing to take risk.
- v. **Attitude motivation:** Attitude motivation is how people think and feel. It is their self confidence, their belief in themselves, their attitude to life. It is how they feel about the future and how they react to the past.
- vi. **Fear motivation:** Fear motivation coerces a person to act against will. It is instantaneous and gets the job done quickly. It is helpful in the short run

2.5 The Importance of Motivation on Students Performance in Economics

In this section of the literature review, importance of motivation on performance of students was reviewed. According to Dev (1997), there is an assumption that motivation and learning are directly

connected to each other and which is supported by teachers, researchers and psychologists for a long period of time. They have pointed out that motivation can be regarded as the key issue in teaching and learning processes, thus students motivation must be preserved, elaborated or even heightened. In order to achieve this lofty mission, teachers and instructors have to make use of various strategies for motivation. Most motivation theorists assume that motivation is involved in the performance of all learned responses, that is, a learned behaviour will not occur unless it is energized.

Maslow (1968) postulated that there is a hierarchy of needs that people must satisfy in search of life's fulfillment. Once needs of safety, belonging, love, respect, and self-esteem are met, people look to satisfy their need for self-actualization. At this point, they seek to actualize their potential, capacities and talents by developing a fuller knowledge of "and acceptance of, the person's own intrinsic nature, as an increasing trend toward unity, integration or synergy within the person." He noted that as people realize self-actualization and find gratification in their accomplishments, their motivation heightens and grows.

Gagne and Driscoll (1988) stated that as act of learning continues over time, several factors influence motivation to continue learning, not the least of which is the learning experience and the quality of the learning products experienced. Keller and Burkman (1993) stated that learner motivation colours all that follows in the learning event and therefore requires the attention of the instructional designer if learning is to be successful. They go on to note that motivation must be a consideration throughout the entire teaching and learning process and not simply an embellishment selectively included at certain stages of the process. Gagne and Driscoll (1988) note that individual exhibiting the need for achievement have been variously described as possessing a universal positive motivation for competence and effective.

Wlodkowski (1999) points out that if two people of identical ability decided to take the same course under identical conditions, the motivated person will invariably do better on the course than the unmotivated person. Attending to elements of social cognitive learning theory during instructional design can only result in a more motivated learner.

Cannon (2001) postulated, however, that students' motivation upon entering a programme shapes their expectations for the content of the programme and the support they expect to receive once engaged in the course of study. The suggestion being that an unmotivated learner experiencing a learning environment that does not cater to enhancing learner motivation will only serve to substantiate the learner's expectations.

Blues (1999) observed that when learners are motivated, communication between instructor and student flows smoothly, anxiety associated with learning decreases and learning creativity and engagement is more in evidence. Learners who complete an exciting and rewarding learning experience leave "feeling motivated to seek future learning opportunities and to use what they have learned."

Perhaps, the most all encompassing view of motivation in the context of learning is provided by Russell (1971). Although he uses the typical classroom environment to contextualize his summary of learner motivational elements, the same context can be applied to distance education.

Russell determined the following:

- The motivation that produces behaviour is the result of a complex array of interrelated motives.
- A teacher cannot know the sources and levels of each motive but can observe the behaviour resulting from the totality.
- Natural tendencies of the student to imitate, explore, manipulate and master his environment are the strongest motives available for school learning;
- Successful experience intensifies the anticipation and expectancy of future success and this experience constitutes a major thrust into and through new learning.
- Setting goals and standards of excellence for themselves increases students' motivation for achievement.
- Students have characteristic arousal levels, which they seek to maintain.

Macher (1984) observed that performance is a product of a variety of factors, including a combination of the motivational patterns and is, at best, a crude measure of motivation. Keller points out in quoting Kuhl (1985) that, whatever extrinsic motivation energized the learner to act needs to be nurtured during the learning intervention in

order to sustain the learner's intended actions. He stressed that when learning is perceived to be relevant and meets the learner's needs, it is likely that learner motivation will increase.

2.6 The Role of Parental Motivation on Students Performance in Economics

Students have been required to supplement their learning in school by doing homework ever since the mid-nineteenth century (Gill and Schlossman, 2004; Gordon, 1980).

1. Parents' Involvement in their Children Education

Generally, parental involvement in their children's education is considered to be desirable. However, finding the relations of parents involvement with students outcomes are not ubiquitous (common) whereas many studies found parental involvement to be positively related to adaptive student outcomes (Hill and Craft, 2003; Hoover-Dempsey and Sandler, 1995, 1997).

2. Parents' Involvement in Homework

According to Bandura (1997) and Deci and Ryan (2000), parents' perceived competence in helping their children has been found to be related to their level and type of involvement with their

children. Parents with low perceived competence tend to engage in negative self-thoughts about their interaction with their child and manifest less attention and low problem-solving skills when engaged with the child's task.

Cooper, Lindsay, Nye and Greathouse (1998) found that positive parental attitude towards homework (i.e. parent beliefs that homework contribute to the child's learning) were associated with more frequent homework persistence by the student and with higher grade in elementary school. Parent's attitudes towards homework were also directly related to the student's positive attitudes and consistency in engagement in homework.

2.7 Empirical Study

In a related study, Etuck (1980) carried out a research work on motivation and job satisfaction among workers in Cross River State. The objective of the study was to determine the influence of motivation on the performance of Nigeria workers. To achieve the aim of the objectives, four (4) research questions were raised. Survey design method was adopted for the study and the population of the study stood at 3,200. Simple percentage was adopted for data analysis. The result of the respondents revealed that:

- Motivating workers through payment of salaries and other benefits will enhance staff performance.
- Promoting staff welfare and provision of needed facilities and equipment has a significant role on staff motivation.

Although the research tried and the work was used for the present study, more especially in the area of organization and literature review, but it was observed that the sample for the study was not mentioned in the study.

Lass (2009) conducted a research work titled “The Role of Motivation on Teaching and Learning of Economics Subject in Zaria Local Government of Kaduna.” The objectives of the study include to:

- i. examine the attitude of students towards Economics subject in Zaria Local Government of Kaduna State.
- ii. identify the role of motivation in teaching and learning of Economics subject in Zaria Local Government of Kaduna State.

To achieve the objectives of the study, four research questions were raised inline with the objectives of the study. Survey design method was adopted for the study. Population of the study stood at 360 respondents comprises of teachers and students of Economics

courses. 40% (140) were randomly selected to represent the entire population. Four Likert structured questionnaire was used for the study. The researcher distributed the questionnaire personally and results collected were subjected to statistical analysis using simple percentage. The results revealed among others that:

- Students have positive attitudes on Economics subjects in Government Secondary Schools in Zaria metropolis.
- There is need for motivation in teaching and learning of Economics subjects.
- If students were well motivated, it will help to enhance students' interest and promote their performance.

The researcher recommends among others that government and voluntary agencies should help to provide Economics textbooks, teaching equipments and facilities that will help in motivating both the teachers and students. Teachers should use different methods of teaching and learning. This will help in motivating students' performance. The researcher did a nice work, however, the sample for the study is inadequate, thus, the result cannot be generalized.

2.8 Summary of Literature Review

Motivation is an ambiguous word referring to anything that energizes the learners to carry out a task successfully. In the study, it was observed that motivation are of different types (achievement, affiliation, competence, power, attitude and fear motivation) that stimulate, challenge, inspire or energize the learners.

In the literature review, the researchers discussed the concept of motivation, strategies of motivating students, the roles of motivation, types of motivation, importance of motivation on students' performance and some previous studies in the area.

Motivation is very significant in teaching and learning. It is the action which determines the behaviour of the learner, promote his curiosity, create and maintain the learners' interests, facilitate the learners and enhance their performance.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter specified the precise method and procedure used in conducting the studies. It therefore presents:

3.2 Research Design

3.3 Population of the Study

3.4 Sample Size and Sampling Procedure

3.5 Instrument for Data Collection

3.6 Validity and Reliability of the Instrument

3.7 Procedure for Data Collection

3.8 Procedure for Data Analysis

3.2 Research Design

In order to determine the Role Of Motivation On Academic Performance of students in Economics, a descriptive survey research design will be adopted.

Francis (2003),observed that this method enables the researchers to describe an event, situation or phenomenon as it is as at the time of

the study. It also helps the researcher to systematically document current opinions and information on research work.

3.3 Population of the Study

This study was carried out to find out the role of motivation on the academic performance of students in Economics in Dange Shuni LGA of Sokoto State. The teachers and the senior Economics students from all the secondary schools in Dange Shuni LGA form the population of the study

But for easy coverage, a sample of only three schools was randomly selected, out of the eleven (11) senior secondary schools in the metropolitan area (Sokoto State Ministry of Education). The schools selected were as follows:

- Army Day Secondary School,
- Government Day Senior Secondary School Shuni
- Government Day Senior Secondary School Dange

The reason why we chose these schools is because they are close to our reach, and they are under the control of the state government and finally, low financial involvement.

The total population of the study stood at 1194, comprising of 1129 students and 65 teachers in Economics. The breakdown of the population is presented in Table 3.1.

Table 3.1: Breakdown of the population of the study

Population for the study	Male	Female	Total
SS I	289	134	421
SS II	198	151	349
SS III	243	116	359
Teachers	42	23	65
Total	770	424	1194

3.4 Sample Size and Sampling Procedure

Since the population of the study is large, the researchers decided to use 25% of the students but the entire teachers were used because of their manageable size. Thus, the sample for the study stood at 347, made up of 282 students and 65 teachers. In selecting the sample for the students, simple random sampling method was adopted to give the entire population equal opportunity. The breakdown of the sample size is presented in Table 3.2.

Sample for the study	Male	Female	Total
SS I	70	34	106
SS II	50	38	88
SS III	61	29	90
Teachers	42	23	65
Total	223	124	347

3.5 Instrument for Data Collection

The instrument used for data collection for this research work is the questionnaire. There are twenty three (3) structured questions in all which focus on the role of motivation on academic performance of students in economics. All questions however resolve around the researcher questions and objectives of the study that are stated in Chapter one of this study. Questions have two parts, part one is bio-data while part two is research questionnaire items that elicit answers to the research questions initially raised. The instrument is designed to measure the opinion of staff and students in relation to research question in chapter one.

Table 3.3: Rating of Questionnaire Options

S/No.	Options	Rating
1	Strongly Agreed (SA)	4
2	Agreed (A)	3
3	Disagreed (D)	2
4	Strongly Disagreed (SD)	1

All strongly agreed and agreed will be regarded as “Agreed” (A) while all the disagreed and strongly disagreed will be regarded as “disagreed” (D). It was also itemize that, item 1 – 5 were to answer research question one, item 6 – 10 were to answer question two, item 11 – 15 were to answer question three, item 16 – 20 were to answer question four and item 21 – 23 were to answer question five. The rating scales were 4, 3, 2, 1 respectively as stated above.

3.6 Validity and Reliability of the Instrument

To establish the validity of the instrument, questionnaire items were developed based on the purpose of the study and research questions and draft copies was submitted to experts and researchers’ supervisor for corrections and inputs, corrections and inputs were put

into consideration before the final copies were administered to the respondents.

In order to find out the consistency with which the instrument measures what it is expected to, a pilot study was conducted in which the researcher distributed a few copies of the questionnaires which were responded to, after which necessary corrections were made before the final administration of the questionnaire.

Reliability refers to consistency of scores obtained from some persons when administered with the same tool on different occasions or with different set of equipment items under reliable examining conditions.

3.7 Procedure for Data Collection

The researcher will distribute the questionnaire to the respondents personally. The researcher will give the respondents two days to complete the questionnaire items by ticking.

3.8 Procedure for Data Analysis

Simple percentage was used since the questions required agreement or disagreement answers. The agreement options included strongly agreed and agreed, while the disagreement options

included strongly disagreed and disagreed. 50% and above of the responses was considered to be positive while below 50% was considered to be negative. Finally, “strongly agreed” and “agreed” were regarded as “disagreed” and “strongly disagreed” were regarded as “disagreed.”

CHAPTER FOUR

4.1 Data Presentation, analysis and Interpretation

This chapter represents the analysis of responses on the questionnaire administered on the role of motivation on the academic performance of students in secondary schools.

This chapter gave the report of the research findings based on the data collected from teachers and students.

The first sets of data were presented in tables of frequencies and percentages as the concern demographic characteristics of the sample. The second set of data meant to answer research questions, each of the objectives was addressed by presenting the relevant items in frequencies and percentages meant to provide valid solution to the research questions raised in the chapter.

In analyzing the data, the two groups of respondents were treated separately, but the results obtained were added together in answering the research questions. The data collected were categorized into agreed and disagreed. This was done in order to allow for good analysis of items, better judgment and conclusion. All

computations were based on the four-Likert scale as shown in subsequent paragraphs.

In this study, 347 copies of questionnaire were distributed, 65 to teaching staff and 282 to the students. 301 copies of questionnaire were returned and 262 were properly filled, 47 from teaching staff and 215 from students which were subjected to statistical analyses.

4.2 Analysis of Demographic Variables of Respondents

Analysis of Demographic variables of respondents was conducted under the sub-headings in the tables 4.1 to 4.6.

Table 4.1: Distribution of Respondents by their Gender

Gender	Frequency	Percent (%)	
Male	174	66.4	
Female	88	33.6	
Total	262	100.0	

The respondents were analyzed by their gender, the result as indicated in table 4.1 showed that 174 (66.45%) were males. 88 (33.6%) were females. This indicates that majority of the respondents were male.

Table 4.2: Distribution of Respondents by their Age group

Age in years	Frequency	Percentage	Percent (%)
10-20	187		71.4
21-30	19		7.3
31-40	36		13.7
41-50	09		3.4
51-60	08		3.0
61 and above	03		1.2
Total	262		100.00

The table above 4.2 shows the ages of the respondents which were grouped into ranges of 10-20 years, 21-40 years, 41-50years, 51-60years, and 61 and above years. The data in Table 4.2 revealed that 187 (71.4%) of the respondents ranged between 10-20 years. 21-30 years were 19 in numbers, representing 7.3%. Those, whose age ranged between 31-40years, were 36 (13.7%). Those respondents age ranged 41-50 were 9 in numbers representing 3.4%. Respondents between age of 51-60 were 8(3.0%). The least in the table were 3(1.2%) aged 61 and above. This indicates that the majority of the respondents ranges from the age of 10- 20, and this

may not be unconnected to the role of motivation on the academic performance of students in economics.

Table 4.3: Distribution of respondents by their Marital status.

Marital Status	Frequency	Percentage (%)
Married	94	35.8
Single	168	64.2
Separated	0	0.00
Divorced	0	0.00
Widow	0	0.00
Total	262	100.0

The analysis of the respondents by their marital status in table 4.3 showed that 94 of the respondents, representing 35.8% were married. 168 of them representing 64.2%, were singles. None of the respondents is separated, divorced or widow.

Table 4.4: Distribution of Teachers by their higher

Educational Qualification.

Qualification	Frequency	Percentage (%)
OND	5	10.6
NCE	13	27.6

HND	3	6.4
Bsc/Bsc(Ed)	26	55.4
M.Ed	0	0
Total	47	100.0

Table 4.4: Showed distribution of teachers by their highest educational qualification in which 5(10.6%) had OND. Teachers with N.C.E were 13(27.6%). HND holders were 3(6.4%). Degree holders were 26(55.4%) and no teacher had M.Ed. this shows that majority of the teachers were degree holders. This indicate that majority of the teachers were BSc/BSc(Ed) holders. It simply means that based on the research conducted, BSc/BSc(Ed) holders have the highest frequency of educational qualification which serve the key role of motivating students in economics.

Table 4.5: Distribution of Teachers by their year of Experience

Experience in Years	Frequency	Percentage (%)
1-5	17	36.2
6-10	8	17.0

11-15	8	17.0
16-20	5	10.6
21-25	6	12.8
26 and above	3	6.4
Total	47	100.00

Table 4.5 showed that 17 of the respondents representing 36.2% had 1-5years working experience. Those with 6-10 and 11-15years of experience were 8 each, representing 17.0%, 5 respondents had 16-20 years of experience, representing 10.6%, 6 respondents, representing 12.85 had working experience of between 21-25 years. Only 3 respondents, representing 6.4% had working experience of 26years and above. This indicate that respondent representing 36.2% with 1 - 5 years working experience are the majority. Although it may be unconnected to the role of motivation on the academic performance of students in economics.

Table 4.6: Distribution of Students Response

Class	Frequency	Percentage (%)
SS I	75	34.9
SSII	77	35.8

SSIII	63	29.3
Total	215	100.00

Table 4.6 showed the student's academic levels. First on the hierarchy were SSII students and they were 77 in numbers, representing 35.8% Next to them were the SSI students, with 75 respondents representing 34.9% last on the hierarchy were SSIII students with 63 in numbers representing 29.3%.

4.3 Analysis of Respondents Answers to research Questions.

Respondents used the answers to the five research questions of the study which were as analyzed in table 4.7 to 4.11. In the course of the analysis, opinions of both teachers and students were categorized into two groups agreed and disagreed to give a better understanding and clear interpretation of data. 4 likert scale was used for all the computations.

Research Question one: What is the role of motivation in teaching and learning of Economics.

Questionnaire item one to five were used to answer research question one. Summary of the responses is as shown in table 4.7.

**Table 4.7 Summary of the Responses on the role of
motivation in Teaching and learning of economics**

Q1	S.A	A	D	S.D					
	Std Tch	Std Tch	Std Tch	Std Tch	T.A	T.D	T.R	%A	%D
6	320 88	294 72	44 4	15 0	774	63	837	92.5	7.5
7	300 80	360 81	30 0	5 0	821	35	859	95.6	4.1
8	348 72	360 84	10 2	3 0	864	15	879	98.3	1.7
9	404 76	279 75	30 4	6 1	834	41	875	95.3	4.7
10	304 92	345 66	48 2	0 1	807	51	858	94.1	5.9
Total					4100	205	4305	95.2	4.8

Survey: Field survey 2015

Note: The responses were multiplied according to their assigned value Grand total percentages (%)

$$\% \text{ agreed response} = \frac{\text{Total Agreed}}{\text{Total responses}} \times 100$$

$$\% \text{ Disagreed responses} = \frac{\text{Total disagreed}}{\text{Total Responses}} \times 100$$

Where:

S.A- Strongly Agreed, A-Agreed, D-Disagreed,

S.D- Strongly Disagreed, T.A.- total Agreed,

T.D- Total Disagreed, TR-Total Response,

%A- percentage of Agreed, %D-Percentage of Disagreed

Table 4.7: Present the summary of the results of respondents on the role of motivation in teaching and learning of Economics.

Questionnaire item one sought to assess whether motivation facilitate teaching and learning in economics. Agreed had 774, representing 92.5% scores against disagreed with 63 representing 7.5%.

Questionnaire item two sought to assess how motivation enhances academic performance of students in economics. Agreed had 821 representing 95.6% as against 35 representing 4.1% with divergent opinion.

Questionnaire item three seek how motivation arose student's curiosity in learning Economics.

The response to this item revealed scores of 864 representing 98.3% for agreed as against 15 points representing 1.7% for disagreed.

Questionnaire items four states that students that are motivated are likely to perform more better in economics. Respondents scored 834 point representing 95.3% for agreed on the other hand disagreed had 41 points representing 4.7%.

Questionnaire items five seek how organizing teaching in conducive environment arouses student's interest in economies. Agreed was scored by respondents 807 representing 94.1% while disagreed had 51 representing 5.9% scores.

The overall scores for agreed was 4400 representing 95.2% against 205 representing 4.8% for disagreed. This implies that motivation plays a key role in teaching and learning of Economics in secondary school.

Research Question Two: In what way do motivation enhances academic performance of students in Economics.

Questionnaire item 6-10 were used to answer research question 2. Summary of the responses is as shown in table 4.8

Table 4.8: Summary of Answer. In what way do motivation enhances academic performance of student in Economics.

Q1	S.A	A	D	S.D					
	Std Tch	Std Tch	Std Tch	Std Tch	T.A	T.D	T.R	%A	%D
6	328 80	333 81	24 0	10 0	822	34	856	96.0	4.0
7	268 32	183 57	20 12	7 4	540	43	583	92.6	7.4
8	364 84	324 75	18 2	6 0	847	26	873	97.0	3.0
9	460 72	240 78	26 6	7 1	850	40	890	95.5	4.5
10	400 60	309 48	14 24	5 4	817	47	864	94.6	5.4
Total					3876	190	4066	95.3	4.7

Source: Field survey 2015

Questionnaire item six sought respondents opinion on whether the performance of unmotivated students and teachers of Economics is always bad. Agreed was scored 822 which represents 96.0%, while disagreed was scored 34 which represent 4.0%.

Questionnaire item seven sought to determine how the parental motivation of students in economics makes them feel superior to others and how motivated teacher contribute better in the school environment.

Agreed had 540 representing 92.6% marks against disagreed with 43 scores representing 7.4%.

Questionnaire items eight: A motivated teacher is more serious in his teaching. Those who agreed with the statement scored 847 representing 97.0% points on the other hand disagreed had 26 points representing 3.0%.

Questionnaire item nine, sought to determine whether students who are motivated find economics related subject interesting. Agreed has 850 scores representing 95.5% against disagreed with 40 scores representing 4.5%. Questionnaire item 10 seeks to determine students who have zeal in economics, makes economics their life career. Respondent scored 817 points representing 94.6% for agreed and 47 points representing 5.4% for disagreed.

The summary of the result revealed scored of 3876 representing 95.3% for respondents who agreed that motivation enhances academic performance of students in economics, against 190 points representing 4.7% that had divergent opinion. To this end, it can be concluded that motivation is very important in teaching and learning because motivation to some level enhances academic performance of students.

Research question three: what is the motivational strategies adopted by economics teacher?

Questionnaire item 11 to 15 were used to answer research question three. Summary of the responses is shown in table 4.9, Table 4.9; summary of answers on motivational strategies adopted by economic teachers.

Table 4.9; Summary of Answers on Motivational Strategies adopted by Economic Teachers

Q1	SA	A	D	S.D					
	STD TCH	STD TCH	STD TCH	STD TCH	T.A	T.D	T.R	%A	%D
11	308 20	360 30	20 46	8 9	718	83	801	89.6	10.4
12	212 16	153 15	202 62	4 7	396	275	671	59.0	41.0
13	116 8	141 9	260 76	9 4	274	349	623	44.0	56.0
14	460 12	225 15	30 66	10 6	712	112	824	86.4	13.6
15	336 40	363 45	14 40	5 2	784	61	845	92.8	7.2
Total					2884	880	3764	76.6	23.4

Source: field survey

Questionnaire item 11 sought to determine whether most economics teachers use words of encouragement when teaching economics in the class and whether the government motivate teachers by paying their salaries on time. Agreed to this item had 718

scores representing 89.6% as against 83 scores representing 10.4% for disagreed.

Questionnaire item 12 was to determine if staff promotion is effective instrument for motivation. Agreed was 396 scores representing 59.0% and on the other hand disagreed had 275 scores representing 41.0%.

Questionnaire item 13 seeks to determine whether teachers of economics only motivate their students if they got the answer correctly and if a positive reward is given to a teacher who put extra effort? Agreed to this question had 274 marks representing 44.0% as against disagreed with 239 marks representing 56.0%. Questionnaire item 14 seeks to determine whether the government adopt different motivational strategies such as teachers promotion to boost their teaching moral, and whether teachers must be patient, and supportive to average learners in economics. Respondents scored 712 representing 86.4% for agreed as against 112 marks representing 13.6% for disagreed.

Questionnaire item 15 try to seek whether the classroom must be relatively well organized for teaching and learning to take place, and if government do allow teachers to go for seminar and

conferences. Agreed was 784 scores which represent 92.8% for those who disagreed was 61 scores representing 7.2%.

On the whole, 2884 marks representing 76.6% agreed that teachers adopt different motivational strategies for teaching and learning of economics in Dange Shuni LGA as against 880 marks representing 23.4% that disagreed with the opinion. This indicate that majority of the respondent agreed that the classroom must be relatively well organized for teaching and learning to take place.

Research Question Four: Teachers of Economics are expected to organize educational excursion for their student?

Questionnaire item 16-20, summary of the response is as shown in table 4.10.

Table 4.10 Summary of Answers

Q1	SA	A	D	S.D					
	Std Tch	Std Tch	Std Tch	Std Tch	T.A	T.D	T.R	%A	%d
16	100 0	169 13	244 80	8 3	282	335	617	45.7	54.3
17	368 60	285 63	40 14	8 4	776	66	842	92.2	7.8
18	168 84	360 45	78 8	15 7	657	108	765	85.9	14.1
19	228 20	345 30	46 50	20 7	623	123	746	83.5	16.5
20	60 80	36 57	320 6	38 5	233	369	602	38.7	61.3
Total					2571	1001	3572	71.9	28.0

Source: Field survey 2015

Questionnaire item 16, sought to determine whether teachers of economics are expected to organize educational excursion for their students and whether government motivates and support teachers financially when going for seminars. Agreed to this item had 282 scores representing 45.7% against 335 scores representing 54.3% for disagreed.

Questionnaire item 17 determine the teachers must be well discipline for students of economics to be motivated. 776 scores representing 92.2% agreed while on the other hand disagreed had 66 scores representing 7.8%.

Questionnaire item 18 seeks to determine how economics student feel motivated when given take home exercises by their teacher and whether teachers dislike teaching because of societal perception. Agreed had 657 marks representing 85.9% against disagreed with 108 marks representing 14.1%.

Questionnaire item 19 seeks that most parents are not interested in the academic performance of their children. Respondents scored 623 marks representing 83.5% for agreed as against 123 scored representing 16.5% for disagreed.

Questionnaire item 20 seeks that many students perform better in economics because of their parents encouragement. The finding of item 20 revealed scores of 233 marks

representing 38.7% for those who agreed and the other hand 369 marks representing 61.3% disagreed with the opinion.

On the whole, 2571 marks representing 71.9% agreed that teachers of economics are expected to organize educational excursion for their students against 1001 marks representing 28.0% that disagreed with the opinion. This implies that majority of the respondents representing 71.9% agreed with the statement.

Research Question Five: States that teachers should adopt appropriate methodologies in teaching economics?

Questionnaire item 21-23, summary of the responses is as shown in table 4.11

Table 4.11 Summary of the Answer

Q1	SA	A	D	S.D					
	Std Tch	Std Tch	Std Tch	Std Tch	T.A	T.D	T.R	%A	%D
21	76 72	54 66	258 10	49 2	268	319	587	45.7	54.3
22	64 80	75 51	280 16	34 7	270	337	607	44.5	55.5
23	140 12	124 12	200 62	9 9	288	280	568	58.7	49.3
Total					826	936	1762	46.9	53.1

Source: field survey 2015

Table 4.11 presents results of research Questionnaire item 21 states my performance in the school is attributed to my zeal for teaching. The results revealed scores of 268 representing 45.7% for agreed while disagreed had 319 scores representing 54.3%

Questionnaire item 22 sought to find out that, in every economics lesson, teacher should give room for questions and answer.

Agreed had 270 points representing 44.5% as against disagreed with 337 points representing 55.5%.

Questionnaire item 23 sought to determine that students performance in economics is attributed to the extra moral classes organized to them by their parents. Answers revealed that agreed scored 288 point representing 50.7% as against disagreed with 280 points representing 49.3%. The overall scores of the questionnaire items revealed scores of 826 points representing 46.9% for those who agreed that teachers should adapt appropriate methodologies for teaching economics as against 936 point representing 53.1% that disagreed with the statement. From the above statement, majority of the respondents agreed that teachers should adapt appropriate methodologies for teaching economics.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

This chapter presents the summary of major findings, conclusion, recommendation, possible solutions and suggestion for further studies on the role of motivation on the academic performance of students in economics.

5.2 SUMMARY

The research is carried out and it was discovered in table 4.4 that (BSc/BSc(ed)) holders have the highest frequency of educational qualification which served the key role of motivating students in economics. Based on table 4.5, it was also discovered that the respondents representing 36.2% with 1-5 years working experience are the majority, although it may be unconnected to the role of motivation on the academic performance of economics.

Based on table 4.7 it indicated that motivation plays a key role in teaching and learning of economics in secondary school. As shown in table 4.8, it was concluded that motivation is very important

in teaching and learning because motivation to some level enhances academic performance of students.

Finally, based on the research in table 4.11, it was concluded that teachers should adopt appropriate methodologies for teaching economics.

5.3 CONCLUSION

Based on the result of the findings. It was concluded that the role motivation can the academic performance of student in economics is a critical component of learning.

Motivation is important in getting student engage in academic activities. It is also important in determining how much students will learn from the activities they perform or the information to which they will be exposing to. Motivation to do something and come about in many ways. It can be a personality characteristic or a stable long lasting interest in something.

Students have a fundamental need to feel connected or related to other people. In an academic environment, research shows that students, who feel they belong, have a higher degree of intrinsic motivation and academic confidence. Based on the research, student's sense of belonging is fostered by an instructor that demonstrates warmth and openness, friendly and helpful, and is organized and prepared for class.

Conclusively, when students are struggling with poor academic performance, how self - efficiency or low motivation, one strategy that

may help is to teach them how to learn. That is, to outline specific strategies for completing an assignment, note taking or reviewing for an exam.

Finally, the role of motivation on the academic performance of students in economics is very vital as it's brings about improvement in the teaching and learning of economics subject.

5.4 RECOMMENDATION

Based on the research finding, the following are recommended.

1. Teachers should view themselves as "ACTIVE SOCIALISATION AGENTS" capable of stimulating students' motivation to learn.
2. The government should make classroom climate convenient for learning
3. The teacher should understand that various talk dimensions can also foster motivation to learning
4. Teacher should be relevance, as those "contextualizing" learning i.e. Helping students to see as skills can be apply in the real world.
5. Teacher should define tasks in terms of specific, and short terms goals which can assist students to associate effort with success.

6. Government and non-governmental organization should join hand together to fund education and also motivate teachers and further supervise the activities of teachers in the school.
7. Proper orientation, workshop and seminar should be given to the students by their teacher.
8. Parents should do their best by providing needed books and materials to their children
9. Economics knowledge should be properly given to students, individual and organizations to enable them become competent and rational thinkers.
10. Finally, economics teachers should emphasize on the role of motivation in teaching and learning and government should provide funds for instructional material.

5.5 POSSIBLE SOLUTION

This research suggests practical solutions to improve the motivation of struggling students. Specifically, the research presents strategies such as using peers as role models, teaching specific learning strategies, presenting the students with options and more. These tactics can strengthen struggling students' beliefs in their academic abilities and increase their willingness to engage in academic tasks.

5.6 SUGGESTION FOR FURTHER STUDY

That further research should be carried out on the following topic.

1. The influence of motivation in empowering students of economics and other disciplines, such as commerce, business education etc.
2. Challenges of motivation and the need for its survival in the midst of growing economy
3. How can teachers develop student's motivation and success?
4. The effect of learning and motivation strategies training on secondary school students' achievement.
5. What teachers say and do to support students' motivation during learning activity.

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Appendix I

RESEARCH QUESTIONNAIRES

**DEPARTMENT OF CURRICULUM STUDIES AND EDUCATIONAL
TECHNOLOGY, FACULTY OF EDUCATION, USMANU
DANFODIYO UNIVERSITY, SOKOTO.**

28/07/2015.

Dear Sir/Ma,

**A Survey of the Role of Motivation on the Academic
Performance of Students in Economics**

We, the researchers, are undergraduate students of the above institution, undergoing a research investigation on the above underlined topic in partial fulfillment of the requirement for the award of B.Sc. Ed.

The questionnaire attached is designed to collect data for the study. It will be highly appreciated if you complete the questionnaire and return faithfully.

Please be assured that your response will be treated confidentially and used for the purpose of this study.

Thanks.

Appendix II

Section A

Instruction: Please tick (✓) in the column provided to show the option you choose in the response given against each option with likert scales: SA = Strongly agree, A = Agree, D = Disagree, SD = strongly disagree.

Teachers Personal Data

1. Gender: (a) Male (b) Female
2. Age: (a) 20 – 30 (b) 31 – 40 (c) 41 – 50 (d) 51 and above
3. Marital status: (a) Married (b) Single (c) Separated (d) Divorced (e) Widow
4. Qualification: (a) HND (b) B.Ed. (c) M.Ed.
5. Years of Experience (a) 1 – 5 (b) 6 – 10 (c) 11 – 15 (d) 16 – 20 (e) 21 and above.

(Teachers' Questionnaire)

S/NO	QUESTIONS	SA	A	D	SD
1.	Motivation facilitate teaching in the classroom				
2.	Motivation enhances teachers curiosity				
3.	A motivated teacher is more serious in the class				
4.	Teachers that are motivated have the tendency of teaching better				
5.	Motivation arouse teacher's interest and promote academic performance				

6.	Motivated teacher teach students better in the class				
7.	Motivated teacher contribute better in the school environment				
8.	A motivated teacher is more serious in his teaching				
9.	If teachers were motivated, they carry out their extra-curriculum activities efficiently				
10.	Performance of unmotivated teacher is always bad				
11.	The government motivate teachers by paying their salaries on time				
12.	Staff promotion is effective instrument for motivation				
13.	A positive reward is given to a teacher who put extra effort				
14.	The government adopt different motivational strategies such as teachers promotion to boost their moral				
15.	Government allow us to go for seminar and conferences				
16.	Government motivates and support us financially if we are going for seminars				
17.	We are lacking needed facilities and instruments for teaching and learning				
18.	I dislike teaching because of societal perception				
19.	School provides me with available relevant materials for my teaching				
20.	Teachers who pass through teaching line have the full concept of teaching				
21.	My performance in the school is attributed to my zeal for teaching				
22.	I always try to do my best as a teacher because students may wish to emulate me.				
23.	Many teachers perform better because the state government is encouraging them				

Appendix III

Section A

Instruction: Please tick (✓) in the column provided to show the option you choose in the response given against each option with likert scales: SA = Strongly agree, A = Agree, D = Disagree, SD = strongly disagree.

Students Personal Data

1. Gender: (a) Male (b) Female
2. Age: (a) 15 – 20 (b) 21 – 25 (c) 26 – 30 (d) 31 and above
3. Marital status (a) Married (b) Single (c) Separated
4. Class: (a) SS III (b) SS II (c) SS I

Section B

STUDENTS QUESTIONNAIRE					
S/N	QUESTIONS	SA	A	D	SD
1.	Motivation facilitate teaching and learning in economics				
2.	Motivation enhances academic performance of student in economics				
3.	Motivation arose students' curiosity in learning Economics.				
4.	Students that are motivated are likely to perform more better in economics				
5.	Organizing teaching in conducive environment arouses students' interest in Economics.				
6.	Performance of unmotivated students of Economics is always bad.				
7.	Parental motivation of students in economics makes them feel superior to others				
8.	Teachers motivate their students in economics with the aids of				

	electronic equipment				
9.	Students who are motivated find economics related subject interesting.				
10.	Students who have zeal in economics, makes economics their life career				
11.	Most Economics teachers use words of encouragement when teaching economics in the class				
12.	The learning task used by teachers in economics should be authentic				
13.	Teachers of Economics only motivate their students if they got the answers correctly.				
14.	Teachers must be patient, and supportive to average learners in economics				
15.	The classroom must be relatively well organized for teaching and learning to take place by economics department				
16.	Teachers of Economics are expected to organize educational excursion for their students.				
17.	Teachers must be well disciplined for students of economics to be motivated.				
18.	Economics students feel motivated when given take home exercises by their teacher.				
19.	Most parents are not interested in the academic performance of their children				
20.	Many students perform better in economics because of their parents encouragement				
21.	Teachers should adopt appropriate methodologies in teaching economics				
22.	In every economics lesson, teacher should give room for questions and answers				
23.	Students performance in economics is attributed to the extra moral classes organized to them by their parents				