

## **INFLUENCE OF MOTIVATION IN TEACHING AND TEACHING/ LEARNING ENVIRONMENT ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN ENUGU STATE**

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### **Abstract**

*This study sought to determine the influence of motivation in teaching and teaching/learning environment and secondary school students' academic performance. Descriptive survey design was adopted in the study. Two research questions and two null hypotheses guided the study. A sample of 774 respondents consisting of 173 male and 601 female secondary school teachers was used for the study. A researcher made questionnaire with 13 items was used for data collection. It has a reliability coefficient of .75 obtained using the Cronbach's Alpha method. Research questions were answered using mean and standard deviation while the hypotheses were tested at 0.05 level of significance using the z-test statistics. The major findings of the study were that teacher motivation in teaching and teaching/learning environment influenced students' academic performance in secondary schools. Based on these findings' it was recommended that all stakeholders in the education sector should strive to provide necessary conditions that would enhance secondary school teacher' motivation in teaching and teaching/ learning environment.*

### **Introduction**

It is obvious that education is the greatest tool for human resource development. It remains an undisputable fact that no society or nation can rise above its educational level. Stuart (2010) averred that, education is the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behaviour which are of positive value to the society in which he lives. In other words, it is a process for transmitting culture in terms of continuity and growth and for disseminating knowledge either to ensure social control or to guarantee rational direction of the society or both.

Furthermore, Rodgers (2010) held that Education is a tool with which people, using the human ability to respond to, and interact with the environment, pass on from generation to generation, those aspects of their culture and values which they consider to be worthwhile. Additionally, Ogunsaju (2004) defined education as a social process designed to induct the rising generation into the membership of their society.

The purpose of this study was to identify the influence of motivation in teaching and teaching/learning environment on secondary school student's academic performance in Enugu State. Specifically, the study sought to establish the influence

of; motivation in teaching, teaching/learning environment. On secondary school students academic performance in Enugu state.

The following research questions and hypotheses guided the study:

- How does motivation in teaching influence students' academic performance in Enugu State?
- How does teaching /learning environment influence students' academic performance Enugu State?

There is no significant difference between the mean response scores of male and female teachers on the influence of motivation in teaching and students' academic performance in secondary schools in Enugu State.

There is no significant difference between the mean response scores of male and female teachers on the influence of teaching / learning environment on students' academic performance in secondary schools in Enugu State.

## **Method**

Descriptive survey design was adapted for this study. This research work covered all the public secondary schools in the six (6) education zones in Enugu State, the zones include Agbani, Awgu, Enugu, Nsukka, Obollo-Afor and Udi. The population for the study comprised all the teachers in public secondary schools in the six education zones in Enugu State numbering 8,883 as at the time of the study. A sample size of 774 respondents consisting of 173 male teachers and 601 female teachers was used for the study.

Simple random sampling technique was first used to draw two zones from the six education zone in Enugu State: Enugu Zone and Nsukka Zone.

Proportionate stratified random sampling technique was also used to draw 20% of male and female teachers from the two sampled education zones in Enugu State. The choice of 20% was informed by the recommendation of Okon (2003) who stated that 20% of any population is an adequate representation of the entire population that can substantiate any inference by the researcher.

Instrument for data collection in this study was a 13 item questionnaire. The questionnaire contained two sections. Section A for personal information from the respondents such as gender and section B had 13 items that were related to the research questions. The questionnaire was structured using a four point scale. The response options to the items were Strongly Agree (SA) Agree (AG) Disagree (DA) and Strongly Disagree (SD).

The overall reliability coefficient of the instrument was .75. The research questions were answered using mean and standard deviation while the hypotheses were tested using Z – test statistic at 0.05 level of significance and at appropriate degree of freedom.

**Result****Table 1: Mean Rating and Standard Deviation for Research Question 1**

S/N	ITEM	SA	A	D	SD	$\bar{X}$	ST. DEV.
1	Lack of motivation has negative effect on the side of the student learning activities.	400	140	160	74	3.12	1.05
2	Motivation enhances learning interest of students.	104	190	170	310	2.11	1.08
3	External motivation helps in the academic performance of the students.	101	190	170	310	2.11	1.08
4	Motivation is a tool for encouraging academic performance.	116	186	326	146	2.35	0.95
5	Teachers should consider the emotional aspect of their students for motivation	200	250	155	169	2.62	1.09
6	External motivation should be encourage in teaching activities.	350	150	174	100	2.97	1.09
7	Internal motivation should also be encourage in teaching activities.	404	180	150	40	3.22	0.93
	<b>Total</b>					<b>22.73</b>	<b>6.56</b>
	<b>Grand</b>					<b>3.25</b>	<b>0.94</b>

From table 1 above the grand mean 3.25 indicating that the respondent agreed that motivation in teaching influences student academic performance in secondary schools, the standard deviation value of 0.94 is so small indicating very low extreme scores hence, the mean is very reliable.

**Table 2: Mean Rating and Standard Deviation for Research Question 2**

S/N	ITEM	SA	A	D	SD	$\bar{X}$	ST. DEV.
8	Adoption different method of teaching helps in the academic performance of the students.	175	176	379	44	2.62	0.90
9	Teachers, in process of teaching should consider the individual differences of students in teaching/learning.	41	380	177	176	2.37	0.89
10	Monotonous method of teaching/learning activities makes the learning activities boring.	74	301	200	199	2.32	0.96
11	Application of different teaching and learning strategies enhance the academic performance of the students.	106	343	222	103	2.58	0.89
12	Adoption modern ICT as a strategy	113	340	239	82	2.63	0.86

	for teaching help in the academic performance of the students.						
13	Academic performance is influenced by the teaching methods that arouse the interest of students positively.	112	322	239	91	2.61	0.89
	<b>Total</b>					<b>13.13</b>	<b>5.39</b>
	<b>Grand</b>					<b>2.52</b>	<b>0.90</b>

From table 2, the grand mean is 2.52 which indicates that the respondents agreed that teaching/learning environment influences student's academic performance in secondary schools. The 0.90 value of standard deviation shows that the mean so-obtained was reliable.

### Hypothesis 1:

Table 3: z-test Analysis of Hypothesis 1

GROUP	N	MEAN	Z-CALC	Z-CRIT	DECISION
Male	173	2.73	2.11	1.96	Sig
Female	601	3.61			

From table 3, z calculated was 2.11 while z – critical was 1.96. Since 2.11 is greater than 1.96 it implies that there is significant difference between the mean response scores of male and female teachers on the relationship between motivation in teaching and students' academic performance in secondary schools in Enugu State. Hence, hypothesis 1 is rejected as stated.

### Hypothesis 2:

Table 4: z-Test Analysis of Hypothesis 2

GROUP	N	MEAN	Z-CALC	Z-CRIT	DECISION
Male	173	2.50	0.33	1.96	Not sig.
Female	601	2.51			

From table 4 above, the z calculated was 0.33 which is less than the z- critical of 1.96. This implies that there is significant difference between the mean response scores of male and female teachers on the relationship between motivation in teaching and students' academic performance in secondary schools in Enugu State. Hypothesis is rejected as stated.

### Discussion

The discussion was that though male and female teachers differed significantly on their degree of agreeing to the questionnaire items, they (male and female) both agreed that motivation in teaching influences students' academic performance in secondary schools. This result re-affirms the findings of ibn-musa (2009) and bush

(2011). However, the finding is in conflict with the findings of kpakor (2009) and ibn-musa (2009) who declared that they found no relationship between motivation in teaching and students' academic performance.

Evidently, the teacher plays a central role in the education of the child. Also, utilization of every other inputs or resources in the education sector lies to a great extent on the teacher. Hence, motivation in teaching can hardly be separated from students' academic performance. More-so, when the teacher is the chief mentor, counselor and guide of the student. It is therefore, reasonable to state that the difference in the findings of researchers stated above can be attributed to appropriateness of research design which they adopted and their individual abilities to control intervening variables.

### **Conclusions**

Based on the findings of this study, the following conclusions were drawn;

Motivation in influences students' academic performance in secondary schools.

Teaching/learning environment influences students' academic performance in secondary schools. Male and female teachers differed only in their responses on the influence of motivation in teaching on students' academic performance in secondary schools.

### **Recommendations**

Based on the above conclusions, the following recommendations are deemed necessary;

All stake holders in the education sector should strive to provide necessary conditions of service that will enhance secondary school teachers' motivation in teaching.

Secondary school teachers should be trained through seminars, conferences and workshops from time to time on use of innovative teaching/learning environment that can promote students' academic performance.

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