

## Motivation and Academic Achievement of Students Toward Sustainable National Development in Nigeria: A Pragmatic Approach

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### Abstract

This study examined Motivation and Academic Achievement of Students' toward sustainable national development in Nigeria with reference to College of Education Waka – Biu, Borno State. Two research questions were raised to guide the study. The descriptive survey research design was used. Target population was NCE two (400) and NCE three (420) students covering Economics department from the Schools of Arts and social science. 200 respondents were purposively sampled. 21-item of research instrument based on 5-point Likert scale was tagged through the Motivation for Academic Achievement Questionnaire (MAAQ). Data collated were analyzed using simple frequency and mean. Finding of the studies concludes that intrinsic and extrinsic motivation in a proper blend has the potency to improve students' academic achievement in Economics. The study finally recommends among others that, students should be concertized as well as be empowered to realize that they played the most important role in motivating themselves first toward sustainability, before anyone else; and economics alongside other teaching subject areas to be made interesting so as to arouse and sustain students' interests and enhance learners' achievement motivations.

**Keywords:** Motivation, Academic Achievements, Sustainability, Development.

### Introduction

It's obvious that Educational psychologists have long been recognized as an important factor of motivation in supporting students' learning, and societies all over the world (Okoro, 2021). Educational psychologists used education as an instrument for achieving national interest and objectives in a society like ours. Therefore, Education is considered as an instrument par excellence for effective national development. Education on the other hand fosters the worth and development of the individual, for the individual's sake and for the general development of the society (Federal Republic of Nigeria (FRN), in the National Policy on Education 2017). Calling for a functional education is an objective for promoting a progressive and united nation, since school programs need a relevant, practical and comprehensive, with interest and ability that should determine the individual's direction in education.

In Nigeria for example, in order to achieve these goals and objectives of education, government set up three levels of education: primary education, secondary and tertiary education (FRN, 2017). Tertiary education (which is the main area of this study) is the third level of education in Nigeria. According to the Federal Republic of Nigeria in the National

Policy on Education (2017), Tertiary education is that education which students receive after secondary education. The goals of these education is to prepare the individuals for Useful lively hood within the society. For instance, looking at the number of students that graduates out of the tertiary school each year, one may wish to say that, tertiary education is trying to fulfill its obligations. (Uwadiae, 2016).

But on the other hand, Uwadiae considered the quality of those students that graduate every year from tertiary school is not realizing its goals and objectives for which it is set up. These loophole in our secondary education could be associated to lack of motivation among other factors (Awanbor, 2019; Rusillo & Arias, 2020). Usually, Students whose lack sufficient level of academic motivation could exhibit a frail and puny drive towards its pursuit of academic goals. Also, they manifest signs and symptoms of indifference and apathy towards school. Majority of such students, if not all, engage in examination malpractice (Awanbor, 2019), and other sorts of deviance to examination rubrics (Daniel, 2017).

What then is motivation? Etymologically, motivation is a concept that has its root from the Latin words "Motare" (which means to shake or stir), and "Motivus" (which means stirred or moved in the same way or, that which makes an individual do something or makes them move). Broussard and Garrison (2004) sees it as the attribute that moves us to do or not to do something. Brown (n.d) defined it as what gets one going, keeps one going, and determine where one is to go. In a simpler parlance, Guay, Channel, Ratelle, Marsh, Larose, & Boivin, (2010) refers to motivation as the reasons underlying behavior. These scholastic views to motivation imply that motivation is a driving force that causes change from desire to trying to achieving.

Psychologists have opined that motivation can direct behavior towards particular sustainability of goals, lead to increase effort and energy, increase intuition of, and persistence in activities, enhance cognitive processing, determine what consequences are reinforcing and lead to improved performance (Lai, 2011). This implies that motivation is a wider concept. Therefore, the specific kind of it that is studied in the specialized setting of education differs quantitatively from the general form of motivation studied by psychologists in other fields. On this premise, Pintrich and Zusho (2002) define academic motivation as the internal process that instigate and sustain activities aimed at achieving specific academic goals. Self-determination theorists (Ryan & Deci, 2000) posit that, academic motivation is multidimensional in nature, and it's comprised of two major types of motivation namely intrinsic motivation and extrinsic motivation (Deci & Ryan, 2016).

In their words, Ryan and Deci (2016) defined intrinsic motivation as "the inherent tendency to seek out novelty and challenges, to extend and exercise one's capabilities, to explore, and to learn". They expounded further that intrinsic motivation is a force that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward (Lai, 2017). It is a force within the individual which is not tied to the environment. That is to say, motivation is intrinsic when the drive to do something comes from within an individual rather than from the environment. For instance, if a student derives satisfaction and inner pleasure from the studying of social

studies and not merely because of any prompting from teachers or parents, they are said to be intrinsically motivated. Extrinsic motivation on the hand, involves undertaking an activity that results in a separable outcome (Ryan & Deci, 2010), an activity that may not be inherently enjoyable or interesting. It refers to a situation whereby the drive to do something comes from the outside i.e. within the environment other than from the individual.

To make teaching and learning in Tertiary institutions sustainable toward national development and interesting, there is need to use strategies and materials that would make instruction lively, fascinating, absorbing and adventurous as much as possible. These could be achievable through re-introduction of entrepreneurship studies as a compulsory course for all student. Let also Tertiary education be a value-laden discipline that equips the youth with tools necessary in solving personal and community related problems that will develop skills and knowledge. Despite all these challenges and targets call a research of this nature.

### Statement of the Problem

The problem of effective teaching and learning in Tertiary institution has become a sensitive issue that needs urgent attention. For good academic achievement toward sustainability for national development to be ensured among tertiary students in college of education Waka Biu, motivation is a *sine qua non*. As a matter of fact, the academic underachievement of students is attributed to among other factors lack of interest in studies due to inadequate motivation, the adopted pedagogy by the teacher, the nature of classroom management and poor teacher/student relationship. The absence of this motivation has led to truancy among students, school drop-outs, examination malpractice, poor performance and academic underachievement. This impediment has been militating against effective instructional delivery and academic achievement in tertiary institution like Waka Biu. How to curb this menace through motivation is the concern of this research. Hence, the study investigates the influence of motivation towards sustainability on students' academic performance.

### Objectives of the Study

The specific objectives of the study is to

- examine the cause of motivation in college of education Waka-Biu;
- identify the possible ways of improving motivation toward academic performance.

### Literature Review

#### Theoretical Issues

Punishment on the other hand, refers to unpleasant consequences that decrease the probability of a given behavior. It can be positive or negative. It is positive when it involves the presentation of an unfavorable outcome in order to weaken the response it follows, making the behavior less likely to happen in future e.g. A teacher reprimanding a student for sleeping in the class during lesson; performing very poor on a given homework, etc.

(Kendra, 2010; Hockenbury & Hockenbury, 2007; Skinner, 1974). It is negative when unfavorable outcome is removed after behavior occurs, resulting the behavior happening less often in future e.g. teacher relegating a class monitor for some period of time or completely assigning someone else the responsibility other than the default student; stripping off a student from their prefect posts, etc. (it is sometimes called punishment by removal). In both of these cases of punishment, the behavior decreases (Kendra, 2010; Gershoff, 2002).

This theory is relevant to this study and this is because, rewarding a good performance creates in a student the intrinsic motivation to improve. Under this framework, the teacher's job is clear; to grade performances accordingly and awards praises to desired behavior and reprimand or punish wrong behaviors. In the teaching of social studies such will motivate students to learn and increase their academic achievement. Abraham Maslow hierarchy of needs theory states that, human beings have certain basic inborn needs which they strive to fulfill. He described these human needs as biological needs. To Maslow, every need arises from an imbalance or disequilibrium between what human nature deems necessary for the survival of the individual and what the person's environment provides. When the environment provides what they need, then a state of balance or equilibrium will be established. He proposes five types of human needs in a hierarchy which reflect the sequence in which the needs should be fulfilled namely; Physiological Needs, Safety Needs, Love Needs, Self Esteem, and Self Actualizations.

### **Empirical Studies**

A wealth of empirical evidence substantiating and linking motivation to learning outcomes abound. For instance, Oriahi (2009) investigated the Influence of Motivation on Student's Academic Performance, and developed four research questions and four null hypotheses to guide the study, using a survey design. The sample comprised of 720 respondents comprising 640 students and 80 teachers randomly drawn from 16 secondary schools and 15 people from different works of life. Researcher's self-developed questionnaire tagged Influence of Motivation on Academic Performance (IMOAP) for secondary school students and teachers dully vetted by specialists in measurement and evaluation, guidance and counselling and educational psychology was used for data collection. Data collected were analyzed using simple percentage. The result showed that: Motivation of students is very important for better out-put in the academic pursuit. Students' motivation has high positive correlation in their academic achievement. And there is also a significant relationship between school environment and students' motivation. The study recommended that students should be made to understand that their destiny lies in their own hands and should be conscientious and empowered to realize that no matter what anybody does to motivate them; they (the students) play the most important role of motivating themselves. And that trained teachers who are interested in students' improvement should be employed to teach.

The Impact of Motivation on Student Academic Achievement and Learning Outcome in Mathematics among Secondary School Students in Nigeria was conducted by Tella (2017), with a sample of 450 participants using ex-post-facto research design and motivation for academic preference scale ( $\alpha=0.82$ ) as a measuring instrument and a research instrument tagged Achievement Test in Mathematics (ATM). The result revealed that there is significant difference in the academic achievement of highly motivated and lowly motivated students in mathematics. That, highly motivated students perform better academically than the lowly motivated ones, and so recommended that teachers should try as much as possible to motivate their students in the course of instruction. Also the Effect of Motivation on Students' Achievement in Social Studies was investigated by Abdu-Raheem (2011). The study consisted of 240 Junior Secondary School Class II and adopted quasi-experimental, pre-test, post-test control group design.

Simple random sampling was used to select 40 students each from six selected secondary schools in Ekiti State, and the instrument used for the study was the Social Studies Achievement Test (SSAT) designed by the researcher. The data were analyzed using t-test and ANOVA statistical tools. The result indicated that there was a significant difference between the pre-test and achievement mean scores of students in the experimental and control group. It was concluded that motivation is the basic, in addition to the choice teaching method in improving students' achievement in social studies. In the same vein, Olujide, Olugori and Olufunke (2012) examined the effect of motivation on text performance of first year Covenant University students, Ota, Ogun State. The study adopted pre-text, post-text experimental design. Data for the study were obtained from 60 students with age range 15 and 18 years. Participants were randomly assigned to three conditions using independent group design.

## **Methodology**

### **Research Design**

The research design used a descriptive survey for the purpose of describing the nature of existing conditions. The researcher opted for descriptive survey so as not to manipulate any variable. Researcher amasses primary data through structured questionnaires, and interview. The data are organized and analyzed without altering the nature of the subject under study (Oche, 2007). The subject is going to be studied under a natural condition. Descriptive statistical tools is employed to analysis the data using mean values.

### **Study Area**

The College of Education Waka Biu (formerly Advance Teachers college Waka Biu) was established vide Borno State Edit No 4 of 1986, it was commissioned on 21 October 1986 by the then military Governor of Borno State Lt. col. Abdulmumini Aminu. The initial staff /student roll was 25 Academic staff, 7 senior non-academic staff, 85 junior staff and 351 students. This has steadily grown over the bringing the current statistics to 131 Academic staff 257 non-academic staff and 5006 students respectively. The college tuned out its first

set of NCE Graduates 68 in number in 1989 and ranked first in Academic stand and among the seven college of Education then affiliated to the University of Maiduguri. In 1993, the National commission for college of Education (NCCE) took over the supervision of all college of Education in the country bringing to an end the years of affiliation to the university.

Prior to 1995 the curriculum was science oriented. But in 1995 courses in the Arts and social science disciplines were introduced. The philosophy of producing highly qualified NCE teacher for our primary institution in line with the National policy of Education, has however, remained unchanged. Since inception in 1986 the college has had six chief Executives, the pioneer principal/provost was Mr. Gana Dibal (1986-1990) he was succeeded by Alh. Ahmed H. Godowali in August 1990, while Mr. Tuksa Mdirmbita succeeded Alh. Godowali in 1994. Dr. Suleiman Bello succeeded Mr. Mdirmbita in September in 1994. Dr. Buker Abdullahi took over the mantle of leadership from Dr. Bello on 6 October 1998. He was succeeded by Mr. Mustapha Sheltima who served in an acting capacity from August 2002 before he was confirmed as substantive Provost in May 2003, he was replaced by the incumbent Mr. Usman Mustapha as acting Provost in September 2004 and was confirmed as substantive provost in 2008, Dr. Mohammed Abdu took over the mantle of leadership from 2017 to 2020, while Dr. Gambo M. Saljaba was appointed the provost of the college on 18/8/2021 to date (Ibrahim 2022).

### **Population of the Study**

The population for this study is made up of all the NCE three and two students of economics department of college of education Waka Biu of Borno state 2020/2021 session. Borno state. This exclude spill over students' that would be difficult to come by. The choice of these population is because they are directly related to the subject matter.

### **Sampling Procedure**

The sample size for this study consist of all students in NCE three and two offering economics. Population figures of the admission office would be used. Purposive sampling technique is used in selecting the student based on their C.G.P.A. The use of this sampling technique is enforced by the nature of the topic. The targeted number of respondents to be administered questionnaire is derived using sample selection formula of Yamane's in Mohammed (2015).

### **Instruments for Data Collection**

The instruments for the collection of data is based on structured questionnaire developed by the researcher. The structured questionnaires consist of two (2) sections corresponding to two (2) research questions which answers both objectives. The study employs the Likert five (5) point rating scale. The responses to the rating scale are weighted.

### Validation of the Instrument

The validity for content was on face validity by three lecturers in the Department of Economics, of college of education Waka who observed clarity of expression, suitability of items, accuracy of answers and content coverage. The validator make suggestions and amendments-where necessary. This approach is similar to Hannah, (2013), Adewale, (2014), and Wakiriba (2014).

### Method of Data Analysis

Data collected were analyzed using various tools of analysis. Statistical tool, mean calculated values. The Likert five (5) point rating scale decision rules is used for the mean as stated: - any mean value above 3.50 is regarded as agreed, while below 3.50 is regarded as disagreed.

### Results and Discussion

**Table 4.1: Causes of Motivation on Academic Performance in C.O.E Waka-Biu.**

Causes of motivation on academic performance in C.O.E. Waka-Biu, Borno state.	SA	A	UD	D	SD	Total	Mean	Decision
• Poverty is a cause of motivation	2	70	8	10	10	428	4.28	Agreed
• Lack of interest of student on course though	10	56	10	9	15	470	4.70	Agreed
• Poor academic background of both teacher and student	66	3	10	5	6	462	4.62	Agreed
• Boredom nature of course	66	3	5	10	6	250	2.50	Disagreed
• Lack of respects for once opinion	10	56	10	9	15	372	3.72	Agreed
• Poor teaching method	40	19	15	11	15	362	3.62	Agreed
• Lack of hope by student	10	16	9	15	10	270	2.70	Disagreed
• Poor curriculum structure		25	15	30	30	355	3.55	Agreed
• Peer relationship		10	45	15	30	342	3.42	Disagreed

**Source: Authors' computation, 2022.**

Based on table 4.2 figure in cause of motivation on academic performance of student in college of education Waka-Biu. The result reveals logout a question administered to the

student it shows that question 1, 2, 3 and 5 are of the opinion of agreed, while question 4, 7, 8 and 9 are of the views of disagreed.

The calculated value of means on ways of improving motivation toward academic performance of student in Waka-Biu shows question 10,11,13,14,16,18,19 and 20 are of the opinion of agreed but the responded of question 12,15,17 and 21, are of view of disagreed.

**Table 4.2: Ways of improving motivation toward academic performance of student in C.O.E Waka-Biu.**

Ways of improving motivation toward academic performance of student	SA	A	UD	D	SD	Total	Mean	Decision
10 Changing scenery for student.	40	19	11	15	15	354	3.54	Agreed
11 Creating threat free environment for student	16	4	6	20	10	384	3.48	Agreed
12 Financial inducement in foams of reward and punishment	10	56	9	15	10	341	3.41	Agreed
13 Offering varied experiences		25	15	30	30	243	2.43	Disagreed
14 Developing a conducive room for working together	10	9	10	56	15	243	2.43	Disagreed
15 Giving personal feedback to student		30	15	30	25	250	2.5	Disagreed
16 Helping student to find meaning on the work they do	50	10	14	11	15	369	3.69	Agreed
17 Making goals high and attainable for student	66	4	10	16	4	412	4.12	Agreed
18 Counseling students.	70	2	8	9	11	411	4.11	Agreed
19 Developing an interpersonal relationship	59	12	9	12	8	402	4.02	Agreed

20	Being so clear on learning objectives and sense of control	62	13	5	10	10	407	4.07	Agreed
21	Assigning work that is either too much challenging nor too easy	30	20	40	5	5	365	3.65	Agreed

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**Source: Authors' computation, 2022.**

Based on table 4.2 figure on causes of motivation on academic performance of student in college of education Waka-Biu the result reveals that out of a questions administered to the student it shows that question 10,11,12,11,17,18,19, 20, 21, are of the opinion of agreed while question 4,7,8 and 9 are of the views that of disagreed.

The calculated values of means on ways of improving motivation towards are learning performance of student in Waka-Biu shows, question 10, 13, 14, are of the opinion of agreed but the respondent of question 12, 15, 17, 21 were of the views of disagreed.

### Summary and Conclusion

Since, the problem of effective teaching and learning toward sustainability in Tertiary institution has become a sensitive issue that needs urgent attention. For good academic achievement to be ensured among tertiary students in college of education Waka Biu, motivation is a sine qua non. As a matter of fact, the academic underachievement of students is attributed to among other factors lack of interest in studies due to inadequate motivation, the adopted pedagogy by the teacher, the nature of classroom management and poor teacher/student relationship. The absence of this motivation has led to truancy among students, school drop-outs, examination malpractice, poor performance and academic underachievement. Therefore, both parties should try by all means to see such finding are adequately handled. Policies should be prepared toward these with intensive measures.

### Recommendation

- Since, that numerous fallows stand as a cause of motivation therefore at the part of government it should design policies and intensify them to see that poverty, student background, curriculum and method are taken care of through constant monitoring and supervision in schools toward better opportunity to students. Where this are done it would lead to sustainability and development.
- While on the issues of way of improving motivation efforts should be given to scenery, threat free, and helping students, rewards and conducive environments. Let it not be the sole duties of government alone even individuals can act toward achieving a greater goal.

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