



Students' Motivation As A Determinant Of Learning Effectiveness In Business Studies In Junior Secondary Schools In Obio/Akpor Local Government Area

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ABSTRACT

Motivation is the paramount medium and obligatory precondition that provokes critical thinking among students' and teachers. The major premise of this research is to reveal diverse factors that can increase the motivation of the students and teachers to effective learning and teaching of Business Studies in Obio/Akpor Local Government Area. The research design adopted for the study is a descriptive survey research design. The population of the study comprised of 400 students and 80 teachers spread across four (4) schools, while the sample size is 245 students and 50 teachers which is 60% of the population. The researcher developed a questionnaire which was used as a tool for the rationale of data collection from the four (4) schools used in the sample study. Descriptive Statistics, Correlation Method, Analysis of Variance and Reliability Coefficients were used by the researcher to appraise the relationship among the study variables. From the analysis it was found that the use of appropriate and varied teaching methodologies, adequate learning environment in the classroom and self-motivated involvement of the students to slot in knowledge acquisition are the foremost determinants that can increase the students' motivation for learning process. Usage of modern instructional practices, provision of adequate classroom environment and encouragement of a analytical feedback from the students are the foremost remedies that ran increase the motivational level among the students to acquire premium academic grades. Also, the improvement of the welfare packages for teachers will boost their effectiveness. On the other hand, inconsistent workloads on the students, usage of obsolete teaching methodologies, large class sizes, and peer pressure to resist the learning process and teachers biased behavior with the students are the factors that can diminish the students' interest in their studies. The researcher concluded that encouraging the constructive classroom environment by inducing discussion, establishment of cooperative learning environment and small group work can amplify the students' motivational level for the purpose of engaging in the learning process.

Keywords: Motivation, students, learners, effectiveness

INTRODUCTION

The concern of every nation is to provide for the educational needs of her citizens for individual growth and development and for the development of the nation in general. For any government to realize this objective there is need to design educational programmes that do not only require number of schools and other facilities, but also provide initiatives to those who facilitate the achievement of these good intentions of the government towards educating her citizens.

Education is an important tool that can shape an individual to realize potential goals and abilities in life; it also promotes creativity, provides opportunity and enhances growth. The individual having being educated exhibits desirable behavioural changes. So, education is the instrument for empowering people with knowledge and skills which provides them access to productive employment (National Planning Commission NPC, 2013). In recognition of the need for education, the Nigerian National Policy on Education (2014) noted that education is that process concerned with the transmission of worthwhile values, skills, and knowledge suitable for developing learners' potentials for national development.

The interaction of teaching and learning, results from a complex dynamics of multiple constructs and characteristics. Student outcomes are not the result of simple cause - effect relationships, but of systemic interactions of factors that include the characteristics that teachers and students bring to the instructional context, as well as their institutional and cultural contexts. Thus, students' effort and engagement are the outgrowth of both individual differences and messages received in the context of the learning environment, filtered through their perceptions (Egwu, 2015; Hardre, 2003).

Unfortunately the teaching profession which used to be prestigious is presently seen by so many teachers as stepping stone to other lucrative jobs. When and how the change in the perception of the teaching profession occurs is disturbing to state the least.

Further observation shows that the sudden change in the economy of Nigeria as a result of the fall in oil revenue created financial constraints in every sector especially in education and ever, since the education system has been dwindling resulting to the neglect of teachers and the educational system in the allocation of the purported national cake.

Owing to these ugly situation teachers abandon their official duties to engage in non-school activities, in order to make ends meet, and most often embark on strike arising from non payments of salaries, fringe benefits and other entitlements. These might have contributed to the rapid rate of malpractices and crimes in our institutions and the society at large. To reverse these situation teachers should be encouraged and motivated as at when due as to put in their best toward the realization of educational objectives which are contained in the National Policy on Education.

The term motivation is derived from the Latin word 'movere' which means 'to move'. The idea of movement in relation to motivation is understandable if we look at some of the definitions of motivation. Mghoro (2008) defined motivation as the process and means of stimulating and encouraging a worker to perform to the highest level of his or her ability. It is the urge that spur workers into action. He pointed out that motivation consist of tangible things, such as bonus payment or promotion which may mean a rise in salary thereby leading to the attainment of personal intangible attitude such as recognition prestige, power and other achievements.

According to Merriam-Webster's Collegiate Dictionary (2015a), motivation is the condition of being eager to act and is a force or influence that causes someone to do something. Hanson (2003) defines motivation as, "An inner state that energizes, moves, channels and sustains behaviour towards goal". Motivation includes a set of internal as well as external forces that activate the speed of doing any task until aim is achieved.

Dailey (2009) defines the word "Motivation" in the following way, "Motivation is a set of processes concerned with a force that energizes behaviour and directs it towards achieving some specific goals".

This denotes that motivation can be something that keeps us 'moving'. There are two different kinds of motivation: intrinsic and extrinsic, Intrinsic motivation comes from within and is associated with the joy or passion that the task gives the individual rather than any reward it brings (Hardre et al. 2007). Extrinsic motivation is something to do with external factors associated with the task such as assessment and rewards. External factors can also be related to instructional strategies, learning conditions, educational technologies and other elements in activity systems.

Motivation can be a prerequisite of learner engagement and/or teacher effectiveness. For instance, because of a long-term goal for credentials, students can be motivated to engage in their respective subjects. Motivation is among the most powerful determinants of students' success or failure in schools (Bullock (2017) & Egwu, (2015)). Motivation can also be a feeling of satisfaction/success when being

engaged in worthwhile learning. Either way, the motivation and engagement of individuals are closely related elements of their learning and that can have a huge impact on learning outcomes.

Black et al. (2000) state that in spite of the fact that there is no universally accepted definition of what comprises engagement, teaching effectiveness and student success; the retention and motivation of students are always linked to engagement.

The increase in diversity, including range of academic achievement and ability, socioeconomics, ethnicity, and cultural responsiveness in the classroom dictates the need for identifying factors that affect students' motivation and their desire to be engaged as partners in the educational process at the middle school level. There is a need also for teachers to learn how to build relationships with students who come from a multitude of backgrounds. With increased accountability and high stakes testing school leaders are faced with an increased number of difficult decisions to make as it relates to students and academic achievement. Achievement goals are divided into at least four types: learning goals, performance-approach goals, performance-avoidance goals and future goals (Mensch, Miller, & Brickman, 2004).

Learning goals operate when students engage for the sake of learning and personal interest, while performance goals operate when students engage (or avoid engaging) in order to impress others (or to avoid looking incompetent to others). Future goals operate when students engage in learning for the instrumental value of present knowledge in service of future tasks (Brickman & Miller, 2001; Mensch, Miller, & Brickman, 2004). Learning goals are associated with positive motivational and educational outcomes (e.g. effort towards learning, preference for challenge, intrinsic interest in learning, and active engagement). Performance goals are associated with a range of different motivational and educational outcomes (both positive and negative), depending on their interactions with other individual and contextual characteristics. Performance avoidance goals are associated with negative outcomes (e.g. lack of effort, ego-focused energy, extrinsic motivation, and use of superficial learning strategies) (Black et al., 2000).

Junior Secondary School Business Studies is an integral approach to the study of business administration; the various components of business studies include Office Practice, Commerce, Book-Keeping, Typewriting and Shorthand. There is generally a dismal performance in the Basic Education Certificate Examination over the past few years in Business Studies. One reason that is elicited by this research is that most schools lack sufficient and qualified teachers especially with respect to the teaching of Shorthand and Typewriting components.

Statement of the Problem

Teaching and learning of business studies or any other subject is aimed at preparing and producing professionals in different spheres who will contribute to economic development, self-reliance and societal growth.

To achieve this, the teacher plays a vital and strategic role in managing, boosting and directing the motivation of the students. The attainment of the stated objectives in the teaching and learning of business studies have not been achieved as a result of poor lesson planning, inadequate instructional facilities and lack of quality teaching staff.

Thus, the research problem to be addressed in the study is: what, relationships exist between teachers' and learners effectiveness and the motivation.

Purpose of the Study

The main purpose of this study is to determine the effectiveness of teachers and students through motivation. Specifically, the study sought to:

1. Find out whether intrinsic motivation enhances teachers' effectiveness in secondary school.
2. Ascertain whether extrinsic motivation also enhance teachers' effectiveness.
3. Determine whether learners' effectiveness in the study of business studies is related to motivation. The purpose of this research is also to investigate predictive relationships among student characteristics that influence motivation for learning and achievement.

Research Questions

The following research questions guided the study:

1. To what extent does intrinsic motivation affect teacher effectiveness in Business Studies?

2. To what extent does extrinsic motivation affect the teacher effectiveness in Business Studies?
3. To what extent does intrinsic motivation affect the learner effectiveness in Business Studies?
4. To what extent does extrinsic motivation affect the learner effectiveness in Business Studies?

Hypotheses

1. There is no significant relationship between intrinsic motivation and teacher effectiveness in business studies.
2. There is no significant relationship between extrinsic relationship and teacher effectiveness in business studies.
3. There is no significant relationship between intrinsic motivation and learner effectiveness in business studies.
4. There is no significant relationship between extrinsic relationship and learner effectiveness in business studies.

METHODOLOGY

The research design adopted for the study is a descriptive survey research design. The items on the questionnaire were structured on a modified Likert type 4-point scale weighted as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The two main variables involved in the study are motivation and effectiveness in teaching and learning. The population of the study comprised of 400 students of Junior Secondary School Classes 1-3 and 80 teachers spread across four (4) schools in Obio/Akpor Local Government Area, while the sample size is 250 students and 50 teachers which is 60% of the population. The schools involved in the study are:

- | | | | |
|----|---|---|-----|
| 1) | Betty Ivory Towers Secondary School, Rumuokwuta | - | 28 |
| 2) | Government Girls Secondary School, Rumuokwuta | - | 158 |
| 3) | Model Girls Secondary School, Rumueme | - | 182 |
| 4) | Istan Comprehensive High School, Rumuokwuta | - | 32 |

RESULTS

Research Question 1: *To what extent does intrinsic motivation affect teacher effectiveness in Business Studies?*

Table 1: Mean Rating on how intrinsic motivation enhances Teachers Effectiveness in the teaching of Business Studies in Secondary Schools in Obio/Akpor Local Government Area.

S/N	Item	SA	A	D	SD	N	Fx	x	Decision
	I love the job because								
1.	Teachers are always looking smart	16	27	7	1	51	160	3.13	Agree
2.	Teachers are well disciplined	16	30	5	-	51	164	3.22	Agree
3.	The children of teachers are disciplined	11	18	17	5	51	137	2.68	Agree
4.	Teachers are society builders	46	3	2	-	51	197	3.86	Agree
5.	Teachers contribute a lot to society	49	2	-	-	51	202	3.96	Agree
6.	It enables me to be humble and simple	12	15	20	4	51	137	2.68	Agree
7.	It helps me to build social connections with students from different background	45	4	2	-	51	196	3.84	Agree
8.	It reinforces my religious beliefs	34	14	3	-	51	184	3.60	Agree
9.	It helps to build my career	45	5	1	-	51	197	3.86	Agree
Grand Mean								3.43	Agree

The table shows that the mean scores of responses regarding the intrinsic motivation received for teaching Business Studies in the schools sampled in Obio/Akpor is higher than the average point of 2.50 with a

grand mean of 3.43, this indicates a very high level of acceptance of fact that the more the intrinsic motivation teachers get for teaching Business Studies, the more effective they become.

Research Question 2: *To what extent does extrinsic motivation affect the teacher effectiveness in Business Studies?*

Table 2: Mean Rating on how extrinsic motivation enhance Teachers Effectiveness in the teaching of Business Studies in Secondary Schools in Obio/Akpor Local Government Area

S/N	Item	SA	A	D	SD	N	F _x	x	Decision
	I love the job because								
10.	The salary is good	12	24	14	1	51	149	2.92	Accept
11.	There are no better employment opportunities	9	4	13	25	51	99	1.94	Reject
12.	The Principal is a personal friend	-	3	28	20	51	85	1.67	Reject
13.	I like to work with machines	14	18	11	8	51	158	3.09	Accept
14.	I like taking students out on excursion	18	22	9	2	51	158	3.09	Accept
15.	I have a good knowledge of my subject	26	19	6	-	51	173	3.39	Accept
16.	I like to live in urban areas	24	21	5	1	51	170	3.33	Accept
17.	Free accommodation was given to me	3	11	25	12	51	107	2.09	Reject
18.	Salary increment is regular	3	12	18	16	51	108	2.11	Reject
Grand Mean								2.63	Agree

This table shows that the grand mean score of the responses received by business studies teachers in the sampled schools in Obio/Akpor Local Government Area is 2.63, which is slightly greater than the average point of 2.50. This shows a moderate extrinsic motivation received by business studies teachers in the schools covered. Accordingly, the teachers' effectiveness will also be moderate. From the analysis, the higher the extrinsic motivation, the higher the effectiveness of teachers.

Research Question 3: *To what extent does intrinsic motivation affect the learner effectiveness in Business Studies?*

Table 3: Mean Rating on how intrinsic motivation enhance Learners Effectiveness in the learning of Business Studies in Secondary Schools in Obio/Akpor Local Government Area.

S/N	Item	SA	A	D	SD	N	F _x	x	Decision
	I am excited to learn business studies because								
1.	The teachers are always looking smart	75	100	35	35	245	740	3.02	Agree
2.	We learn with the computer	30	55	110	50	245	555	2.26	Reject
3.	My teacher is a nice person	85	95	90	45	245	850	3.46	Agree
4.	Teachers contribute a lot to society	60	160	20	5	245	765	3.12	Agree
5.	I like to read books on management	45	65	100	85	245	660	2.69	Agree
6.	I like exploring the internet	120	90	25	10	245	810	3.30	Agree
7.	My elder sister is an accountant	35	65	35	100	245	505	2.06	Reject
8.	It will help to build my career as a banker	60	80	70	35	245	655	2.67	Agree
Grand Mean								2.82	Agree

The table shows that the mean score of the responses regarding intrinsic motivation received by business studies students in the schools covered in the study is 2.82, which is slightly higher than the average point of 2.50.

This indicates that the level of learners' effectiveness will also be considerably moderate.

Research Question 4: *To what extent does extrinsic motivation affect the learner effectiveness in Business Studies?*

Table 4: Mean Rating on how extrinsic motivation enhance Learners Effectiveness in the learning of Business Studies in Secondary Schools in Obio/Akpor Local Government Area

S/N	Item	SA	A	D	SD	N	F _x	x	Decision
	I am excited to learn business studies because								
9.	My favourite uncle is a business studies teacher	55	45	105	40	245	605	2.46	Reject
10.	I want to be an accountant in an oil company	90	65	55	35	245	700	2.85	Accept
11.	I always score high in commerce	35	45	70	95	245	510	2.08	Reject
12.	I always score high in short hand	20	40	80	105	245	465	1.89	Reject
13.	The subject enables us to go on excursion	70	80	85	10	245	700	2.85	Accept
14.	I always want to be a manager in an office	75	130	20	20	245	775	3.16	Accept
15.	The sight of a computer attracts me	110	75	25	35	245	660	2.69	Accept
16.	My score in business studies is always high	-	55	65	125	245	420	1.71	Reject
Grand Mean								2.76	Agree

This table shows that the mean score regarding the extrinsic motivation received by business studies student; in the schools covered in the sample study is 2.76, which is slightly higher than the average point of 2.5. Similarly, the level of learners' effectiveness is expected to be moderate because learners' effectiveness for business studies is directly proportional to the level of extrinsic motivation.

Testing the Hypotheses

Ho₁: There is no significant relationship between intrinsic motivation and teacher effectiveness in teaching business studies.

S/N	Item	Mean (x)	Standard Deviation
1.	Teachers are always looking smart	3.13	0.042
2.	Teachers are well disciplined	3.22	0.029
3.	The children of teachers are disciplined	2.68	0.105
4.	Teachers are society builders	3.86	0.060
5.	Teachers contribute a lot to society	3.96	0.074
6.	It enables me to be humble and simple	2.68	0.105
7.	It helps me to build social connections with students from different background	3.84	0.060
8.	It helps to build my career	3.60	0.023

Ho₂: There is no significant relationship between extrinsic relationship and teacher effectiveness in teaching business studies.

	Item	Mean (x)	Standard Deviation
	I love the job because		
9.	The salary is good	2.92	0.041
10.	There are no better employment opportunities	1.94	0.030
11.	The Principal is a personal friend	1.67	0.107
12.	I like to work with machines	3.09	0.059
13.	I like taking students out on excursion	3.09	0.077
14.	I have a good knowledge of my subject	3.39	0.105
15.	I like to live in urban areas	3.33	0.060
16.	Free accommodation was given to me	2.09	0.074
17.	Salary increment is regular	2.11	0.032

Ho₃: There is no significant relationship between intrinsic motivation and learner effectiveness in learning business studies.

	Item	Mean (x)	Standard Deviation
	I am excited to learn business studies because		
1.	The teachers are always looking smart	3.02	0.042
2.	We learn with the computer	2.26	0.029
3.	My teacher is a nice person	3.46	0.060
4.	Teachers contribute a lot to society	3.12	0.074
5.	I like to read books on management	2.69	0.106
6.	I like exploring the internet	3.30	0.060
7.	My elder sister is an accountant	2.06	0.026
8.	It will help to build my career as a banker	2.67	0.023

Ho₄: There is no significant relationship between extrinsic motivation and learner effectiveness iii learning business studies

	Item	Mean (x)	Standard Deviation
	I am excited to learn business studies because		
9.	My favourite uncle is a business studies teacher	2.46	0.067
10.	I want to be an accountant in an oil company	2.85	0.074
11.	I always score high in commerce	2.08	0.105
12.	I always score high in short hand	1.89	0.029
13.	The subject enables us to go on excursion	2.85	0.027
14.	I always want to be a manager in an office	3.16	0.060
15.	The sight of a computer attracts me	2.69	0.105
16.	My score in business studies is always high	1.71	0.026

DISCUSSION OF FINDINGS

The findings indicated that teachers do have a moderate influence in motivating students in learning business studies (m = 2.68, Refer to Table 3). Most of the students agree that the teachers influence is essential, as most teachers encouraged them to learn the subject. This proved that the students are dependent on their teachers in supporting them learning. It also revealed that the students sampled have a

preference for learned centred learning. Most of them favour their teachers in giving them opportunities to prepare and discuss work with friend (peer group learning). However, teachers in this school did not utilize ICT as part of their teaching aids, as those facilities or resources were unavailable in the school. Most of the teachers in this school still used discussions as part of their teaching techniques and seldom engage the students in practical.

Similarly, there is a high relationship between intrinsic motivation and learners' effectiveness as confirmed by the result of the hypothesis. In the same way, extrinsic motivation leads to learner effectiveness.

There is also a strong relationship between availability of facilities and performance in business studies.

CONCLUSION

The provision of an appropriate environment and adequate facilities will stimulate the curiosity of the student towards effective motivation to learn. Effective motivation does not take cognizance of the gender of the student; hence in trying to motivate students, emphasis should not be placed on gender difference. Effective teaching in most cases depends on the individual teacher and his or her capacity to stimulate learning and curiosity in the learner.

The study also underpins the need for adequate facilities to be provided for students in schools.

RECOMMENDATIONS

The teacher as a communicator bears great responsibility for student performance in school and thus the teacher should be adequately trained to perform his or her responsibilities.

Based on the findings of the study, the researchers therefore recommend as follows:

1. Teachers should endeavour for balance in teaching methods if this is reached, all students will be taught in a manner they prefer leading to increase comfort levels and more willingness to learn.
2. It is imperative that teachers be well-equipped for the teaching of business studies especially the practical components of the subject.
3. Schools should encourage field work so that business studies students can interact with the administrative department to reinforce concepts taught in the classroom.
4. Schools should only engage experienced teachers that are knowledgeable in the practical components of the subject.
5. Professional development should be provided throughout the year for all teachers helping teachers to identify effective strategies that correlate with high teacher expectations which foster environments with high levels of student motivation.
6. Future researchers can begin with conducting qualitative research using the same variables to better understand student and teacher responses to dig deeper into what specific teacher expectations have the greatest impact on student motivation and achievement.

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