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# Self –Motivation, Teacher Effectiveness and Academic Performance of High Achieving Students in Selected Secondary Schools in Ibadan, Nigeria.

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## Abstract

The study investigated the relationship between self-motivation, teacher effectiveness and academic performance of high achieving secondary school students in Ibadan North Local Government Area of Oyo State. The study adopted the descriptive survey research design of correlational type. Simple random sampling technique was used to select four schools from Ibadan North Local Government Area and in each of the four schools, Slosson Intelligence Test was used to screen the intelligent ones among the Senior Secondary School II students. The school continuous assessment records were carefully looked into in order to randomly select fifty (50) high achieving students in each of the four schools. The participants were two hundred (200) in all. The three main instruments used were Self-Motivation Assessment Scale, Teacher Effectiveness Assessment Scale and Slosson Intelligence Test. Three hypotheses were tested at 0.05 level of significance. Data were analysed using Pearson Product Moment Correlation (PPMC). The result revealed that there was a positive relationship between teacher effectiveness and academic performance of high achieving students ( $r=0.355$ ); there was positive relationship between self-motivation and academic performance of high achieving students ( $r=0.415$ ); self-motivation and teacher effectiveness had joint significant relationship with academic performance of high achieving secondary school students ( $r=.214$ ). Based on the above findings it was recommended that professional guidance counselors counsel students on the act of self-motivation since it has been discovered that the higher the self-motivation of students, the higher their academic performance. It was also recommended that teachers handling high achieving students should be exposed to capacity building programmes to improve their effectiveness.

**Key words:-** Self-Motivation, Teacher Effectiveness, Academic Performance, High Achieving Students

## Introduction

Of all the personal and psychological variables that have attracted researchers in the area of academic performance, motivation seems to be gaining more popularity and leading other variables (Aire & Tella, 2007). The issue of motivating learners is seen as an important aspect of effective learning. In fact psychologists believe that motivation is a necessary ingredient for learning (Biehler and Snowman, 2008). They believe that satisfactory school learning is unlikely to take place in the absence of sufficient motivation to learn; (Fontana, 2009). This issue of motivation of students in education and its impact on academic performance is considered as an important aspect of effective learning. Motivation raises question on why people behave in the way they do. An individual could therefore, from psychologists' point of view be seen as politically, socially and academically motivated depending on the motive behind his or her activities.

Apart from self-motivational factor, the quality of education also depends on the teachers as reflected in the performance of their duties. Over time, students' academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao, 2001). Teachers have shown to have an important

influence on students' academic performance and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). Both teaching and learning depends on teachers; no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001).

The ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed falling standard of education in Nigeria. In view of what has been discussed so far, this study was designed to determine two things; first, to find out if self-motivation has any relationship with academic performance of high achieving secondary school students and also to determine if teachers' classroom effectiveness significantly has influence on the academic performance of high achieving secondary school student. This in essence led to the title of this study tagged 'Self Motivation and Teacher Effectiveness as Determinants of Academic Performance of High Achieving Secondary School Students in Ibadan North Local Government Area.

Numerous previous studies conducted have revealed causes of poor academic performance most

especially among high achieving secondary school students in Nigeria. For example, according to Delistle and Berger (2010), Poor academic performance is closely tied to self-concept. Students who see themselves in terms of failure begin to place self-imposed limits of what is responsible for it. Most studies have found that high ability students have significantly higher self-concept than students who perform poorly in schools (Dwairy, 2014). Furthermore, some researchers like Garg, Caslyn and Kenny (2007) discovered that a student first do well in school to have a high academic self-concept, while others like Marsh, Köller and Baumert (2005) support the notion that a high academic self-concept is a precursor to good academic performance. There are other strong arguments in favour of both sides, suggesting that the relationship between good academic performance and academic self-concept is reciprocal (Hamachek, 2005 and House, 2010).

Peer group influence has also been noted as a major cause of poor academic performance among students. According to Siegle and McCoach (2009), if a peer group of a high ability student do not see a value in learning and doing well, then often times, high ability students will underachieve just to be like their peer group. Siegle and McCoach (2009) reported that "underachieving students frequently report that peer group influence is the strongest force hindering their academic performance because they always like to be like the people they are surrounded with on a daily basis.

Parental socio-economic status of high ability student has also been pointed out as a cause of poor academic performance among secondary school students. The parental socio-economic status of a high ability student is majorly determined by combining parents' educational level, occupational status, and income level (Jeynes, 2012). Jeynes (2012) stressed that low socio-economic status affects academic performance of students because it prevents access to vital resources which might aid good academic performance and it may cause stress at home. The economic hardships that are caused by low socio-economic status can lead to disruptions in parenting, an increasing amount of family conflicts and an increased likelihood of depression in parents (Eamon, 2005).

A lot of researches have also been conducted on motivation as well as teacher effectiveness. For instance, there are different interpretations of motivation. In the discipline of education, motivation is a tridimensional phenomenon consisting of individual's belief in

ability to carry out a specific task, reasons and goals of the individual in performing the task and the emotional response concerning carrying out the task (Hassan Zadeh and Amuee, 2001). Experts have divided motivation into two major groups of internal motivation and external motivation. While the individual influenced by the external motivation with an independent goals undertakes a specific activity, the internal motivation provides the sufficient incentive for doing a task (Mohamad, 2006).

The bulk of behaviours indicating the academic motivation involves insisting on doing difficult assignments, hardwork or effort put into learning to reach mastery and choosing assignments which need great effort (Abedi, 2008). Accordingly, motivation for academic performance or internal motivation, is a psycho-cognitive condition which is acquired once the individual perceive himself to have autonomy (Abedi, 2008). In the past decades because of the effect of motivation on academic performance of students' success, psychologists have recognized and examined the effective factors in motivation for academic performance. The results of their research indicated that personality, family, University and social variables are related to this construct (Masaali, 2007). As an instance, personality variables of students in general and self-esteem and motivation for academic performance in particular have intrinsically affected the learning and academic performance (Abouserie, 2009). Others directed their studies towards integrating intellectual ability, learning style, personality and motivation for performance as the predictors of academic performance in higher education (Busato, Elshouta and Hamakera, 2009).

It must also be pointed out that the quality of education and performance of students depends on the teachers as reflected in the discharge of their duties. Overtime, pupils' academic performance in both internal and external examinations had been used to determine the effectiveness of teachers and teaching profession (Ajao, 2001). Teachers have been known to have important influence on students' academic performance and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students (Afe, 2001). Both teaching and learning depend on teachers: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his study as a teacher (Uchefuna 2001). Considering governments' huge unvestment in public education, its output in terms of quality of students has been

observed to be unequal with government expenditure. Consequent upon the observed deterioration in the academic performance, attitude and values of secondary school students in public secondary schools, one wonders if the high failure rates and the failure of the students especially in external examinations is not a reflection of the quality of instructions in schools. Therefore, it could be said emphatically that the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria.

With all that have been said above concerning previous studies conducted on factors responsible for students' poor academic performance in schools, it is obvious that so many factors are involved. As stressed above, so many researcher quoted attested to this fact but no one known to this researcher has ever conducted a research on both self-motivation and teacher effectiveness as determinants of academic performance of high achieving secondary school students. This inform the title of this present study and it is this gap that this study intends to fill in research.

### Statement of the Problem

Reports have shown that there has been a downward trend in academic performance of high achieving students in Nigeria secondary schools in general and in Ibadan, Oyo State in particular. Curriculum planners, teachers and school guidance counselors have also expressed considerable concern about poor academic performance in external examinations like West African Examination Council (AWEC0 , National Examination Council (NECO) and Joint Admission and Matriculation Board (JAMB).

Many researches have been carried out to show the possible causes of poor academic performance. Common factors being stressed by scholars include: self-concept, peer group influence, parental socio-economic status and others. So many remedies have been suggested as solutions to problems posed by the aforementioned factors but no considerable improvement have been noticed on academic performance of our secondary school students. Since nobody known to this researcher has ever worked on the relationship between self-motivation, teacher effectiveness and academic performance of high achieving secondary school students, the researcher has been prompted to work in this area and see whether or not lasting solutions could

be proffered to the problem of poor academic performance among secondary school students.

### Research Questions

The following research questions were answered at 0.05 level of significance.

1. What is the relationship between teacher effectiveness and academic performance of high achieving secondary school students?
2. What is the relationship between self-motivation and academic performance of high achieving secondary school students?
3. What is the joint contribution of self-motivation and teacher effectiveness to academic performance of high achieving secondary school students?

### Methodology

The design adopted for this study is the descriptive survey research design of correlational type. Simple random sampling technique was used to select four schools from Ibadan North Local Government Area. In each of the four schools, Slosson Intelligence test was used to screen the intelligent ones among the Senior Secondary School II Students. SS2 students were used because the SS3 students were busy preparing for their final examinations and the SS1 students were yet to have enough continuous assessment records that could be used to determine the high achieving students. Out of the intelligent students picked, their continuous assessment records were carefully looked into in order to select the high achieving students in each of the four schools. 50 students who scored above 70 percentile in each school were randomly picked meaning that the total number of high achieving respondents used were 200.

Three main instruments were used in collecting data for this study. They are:

1. Self Motivation Assessment Scale (SMAS)
2. Teacher Effectiveness Assessment Scale (TEAS)
3. Slosson Intelligence Test (SIT)

The first two instruments stated above, namely; Self Motivation Assessment Scale (SMAS), self developed and standardized with reliability coefficient of 0.64, Teacher Effectiveness Assessment Scale (TEAS) self developed and standardized with reliability co-efficient of 0.70. The third one named Slosson Intelligence Test (SIT) was constructed and validated by Slosson (1961) and re-normed in 2006. It was designed and organized as a test of general mental

ability. Oyundoyin (2003) sees SIT as a foreign test that has been adapted to suit African students, for example, certain words and items were changed to suit the culture of the testee without altering the content validity of the test. Such words like "Pennies" "Dollars" were changed to "Naira" and "Kobo", "Dime" and Nickel" to 10 and 5 kobo respectively. The former was used in America while the latter was used in Nigeria. The Slosson Intelligence Test was however re-validated before using it for this study.

In analyzing the data, Inferential statistics was used. The research hypotheses were tested using Pearson Product Moment Correlation (PPMC) for the findings of the study.

### Results

The result of the study was considered based on the research questions stated above.

#### Research Question 1

What is the relationship between teachers' effectiveness and academic performance of high achieving secondary school students?

**Table 1: PPMC Summary showing the relationship between teacher effectiveness and academic performance of high achieving secondary school students**

Variable	N	Mean	Sd	Df	R	Sig.	P
Academic performance	200	57.80	12.77	198	0.355	.000	<0.05
Teacher effectiveness	200	27.68	4.44				

Source: Field survey

Table 1 reveals that there is a significant relationship between teacher effectiveness and academic performance of high achieving secondary school students;  $r(198) = 0.355$ ,  $P$  less than 0.05. Therefore, the null hypothesis is rejected. The table further revealed that the higher teacher effectiveness, the higher the academic performance of high achieving students. Coefficient of determination ( $r^2 = 12.0$ ), coefficient of determination revealed that teacher effectiveness had moderate effect on academic performance of high achieving secondary school students. This also means that teacher effectiveness can determine the academic performance of high achieving secondary school students in Ibadan North Local Government Area.

#### Research Question 2- What is the relationship between self-motivation and academic performance of high achieving secondary school students?

**Table 2: PPMC Summary showing the relationship between self-motivation and academic performance of high achieving secondary school students**

Variable	N	Mean	Sd	Df	R	Sig.	P
Academic performance	200	57.80	12.77	198	0.415	.000	<0.05
Self Motivation	200	37.39	8.78				

Source: Field Survey

Table 2 reveals that there is a positive relationship between self-motivation and academic performance of high achieving secondary school students;  $r(198) = 0.415$ ,  $P$  less than 0.05. Thus the null hypothesis is rejected. The table further revealed that the higher the self-motivation of high achieving students, the higher the likelihood of their good academic performance. Coefficient of determination ( $r^2 = 17.2$ ), coefficient of determination revealed that self-motivation had moderate effect on academic performance of high achieving secondary school students, that is, it accounted for 17.2% in the variation of academic performance of high achieving students. This also indicates that self-motivation significantly influence academic performance of high achieving secondary school students in Ibadan.

#### Research Question 3 - What is the joint contribution of self-motivation, teachers' effectiveness and academic performance of high achieving students?

**Table 3: Summary of PPMC of joint relationship between self-motivation, teacher effectiveness and academic performance of high achieving students**

Variable	N	Mean	Sd	Df	R	$\Delta r$	Sig.	$\Delta$ Sig.	P
Academic Performance	200	57.80	12.77	198	.415	.214	.000	0.001	<0.005
Self Motivation		37.39	8.78						
Teacher Effectiveness		27.68	4.44		.737				

Source: Field survey

Table 3 reveals that self motivation and teacher effectiveness have joint significant relationship with academic performance of high achieving secondary school students;  $\Delta r (198) = .214$ ,  $P$  less than  $<0.05$ . Thus, the null hypothesis is rejected. The implication of this is that the higher the self-motivation of high achieving secondary school students and teachers' effectiveness, the higher the likelihood of good academic performance of high achieving students. This in essence means that self-motivation and teachers' effectiveness significantly influence academic performance of high achieving secondary school students in Ibadan North Local Government

### Discussion of Findings

#### The relationship between teachers' effectiveness and academic performance of high achieving secondary school students.

The researcher discovered that there is a significant relationship between teachers' effectiveness and academic performance of high achieving secondary school students. Data on table 1 shows that the higher the percentage of teacher effectiveness, the higher the academic performance of high achieving students. This finding is in line with that of Black (2002) who discovered that teacher effectiveness has positive influence on academic performance of high ability secondary school students. The findings also corroborates with that of (Adediwura and Tayo 2007; Adu and Olatundun 2007 as well as Schacter and Thum 2004). The findings of the above scholars suggest that effective teaching is a significant predictor of high achieving students' academic performance. This indicates that effective teachers should produce students with high academic performance. The probable explanation for this finding is that it confirms the fact that the popular adage that says whatever you sow, you will reap is true to the core. A teacher that is effective and diligent in his work will end up producing students with high academic excellence.

#### The relationship between self-motivation and academic performance of high achieving students

The findings here revealed that there is a positive correlation between self-motivation and academic performance of high achieving secondary school students. This finding is in agreement with that of Lumsden (2014) who discovered that self-motivation has a significant relationship with

academic performance of high achieving secondary school students. The possible explanation for this finding is that it is a well known fact that there is always a way for any willing heart. If what is motivating someone to do anything is from within, that person will surely succeed.

#### The Joint significant relationship between self-motivation, teacher effectiveness and academic performance of high achieving students

The researcher found out here that there exists a joint significant relationship between self-motivation, teacher effectiveness and academic performance of high achieving secondary school students. The data in table 3 indicates that the self-motivation of high achieving students and teacher effectiveness makes the students to record high academic performance. This finding is in agreement with that of Head (2005) who discovered that the effectiveness of teachers and the self-motivation of high achieving students together with that of their peers and siblings make them to experience high academic performance. This finding explains the fact that once there is a significant relationship between the two independent variables individually and the dependent variable there will always be a joint significant relationship between the independent variables and the dependent variable.

### Conclusion

The main contribution of this study provided the empirical evidences to show that self-motivation and teacher effectiveness have a great influence on high achieving secondary school students' academic performance. On the basis of the findings, It could be concluded that: Teachers' effectiveness has a

significant influence on academic performance of high achieving secondary school students; self-motivation has a positive relationship with academic performance of high achieving secondary school students; and effectiveness of the teacher and self-motivation of high achieving secondary school students can jointly enhance their academic performance.

### Recommendations

In view of the findings of this study, the following recommendations were made:

Professional Guidance Counsellors should be posted to all secondary schools who will always ensure that they counsel students on the act of self-motivation since it has been discovered that the higher the self-motivation of students, the higher their academic performance. Again, the Professional Guidance Counsellors will also be in a position to organize seminars and workshops in their respective schools where the teachers will be encouraged and enlightened on how they can be more effective in the discharge of their duties.

It is also recommended that Government and educational planners should employ only well qualified and professional teachers into teaching profession. When this is done, it will be very easy to encourage such teachers on how to be effective in their duties.

Parents and teachers association meetings should also be organized from time to time during which time the parents will also be encouraged to join both the school counsellors and teachers in helping the students in the act of self-motivation. Since the students spend greater number of hours in a day at home, the role the parents can play in encouraging them to be self-motivated cannot be over-emphasized.

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