

Motivation and Academic Performances of Students in Economics in Oshimili South Local Government Area of Delta State

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Abstract

This study was carried out to investigate motivation and academic performances of students in economics in oshimili south local government area of delta state. The research is a descriptive research. Questionnaire was as instrument used for data collection. The researcher used simple random sampling method to select a total of three hundred (200) respondents. The collected data were analyzed using t-value. Several findings were made from the Study that lack of desirable resources and other instructional facilities, lack of relevant text books or materials in the library affect performance of the students. Based on these findings, the researcher recommended that students should have all the necessary materials required by the subject teacher, and dumping of some topics by the teachers should be checked by the heads of department. Finally, suggestions for further studies were made.

Key words: motivation, academic performances, economics Oshimili South

Introduction

Motivation is a factor require in the realization of the objectives of Education in Nigerian secondary schools. Inadequate use of motivation therefore may go a long way in decreasing students' interest in economics performances. Patrick (2013) refers motivation as an act that causes a person to act or to do something. Olabaji (2007) views motivation as an incentive which incites inspires and promotes the desire for the individual in learning. It is also make the study interesting to pupils. Mefun (2012) viewed factors responsible for poor performances of students in economics as non-payment of salaries, delay in promotions, inadequate funds for seminars and workshops. Okeke (2010) said parents even worsen the conductions by not providing funds to children to meet most of their needs. He said further, where all the variables like teacher, students are not motivated by parent and management; there will be a possibility of poor performance of students in economics. Rotimira (2009) in trying to find out the causes of poor performance of students in economics, he identified some of the factors to include; lack of current economics text books and infrastructural facilities in the school, problem of curriculum content, and lack of government and public support to schools.

Yusufu(2004) said that lateness to school, teacher absenteeism, poor environmental sanitation and dirty classrooms, shabbily dressed teachers, strained teacher-principal relationship, disrespect for school heads, poor student-teacher relationship, Lack of personal professional commitment to duty and unreadiness for service and sacrifice in general are due to lack of motivation for teachers and students. Ajeji (2010) said that poor performance of students arising from improper assignment of duties to teachers. poor personnel policy resulting in undefined promotional policy and confusion in the chain of command, Human elements such as various feelings, desires, perceptions, motives, values which an individual brings to the school, Family factors caused by poor parental upbringing of the students.

Statement of the problem

The teachers in most secondary schools faced daily with a variety of problems in his teaching economics in the class. One of the problems include that students are not motivated during learning activities. Other factors responsible for poor performances of students in economics to be non-payment of salaries, delay in promotions, inadequate funds for seminars and workshops.

Parents even worsen the conductions by not providing funds to children to meet most of their needs. So where all these variables like teacher, students are not motivated by parent and management; there will be a possibility of poor performance of students in economics due to lack of current economics text books and infrastructural facilities in the school, problem of curriculum content, and lack of government and public support to schools, lateness to school, teacher absenteeism, poor environmental sanitation and dirty classrooms, shabbily dressed teachers, strained teacher-principal relationship, disrespect for school heads, poor student-teacher relationship, lack of personal professional commitment to duty and sacrifice in general are due to lack of motivation for teachers and students.

Purpose of the Study

The purpose of the study was to;

- (1) Investigate whether motivation of teachers affect performance of the students in economics.
- ii) Determine how funding of students' affects performance of the students in economics. ;

- iii) Investigate whether infrastructural facilities affects performance of the students in economics

Hypothesis

1 Ho: There is no significant difference between motivation and performance of the students in economics.

H1: There is significant difference between motivation and performance of the students in economics

2 Ho: There is no significant difference between funding of students' to meet their academic needs and performance of the students in economics

There is significant difference between funding of students' to meet their academic needs and performance of the students in economics

3 Ho: Infrastructural facilities do not have significant difference on performance of the students in economics

H1: Infrastructural facilities do have significant difference on performance of the students in economics

Research methodology

Design of the Study

This research was a descriptive survey research, because it is directed toward determining the nature of a situation as it exists at the time of the study.

Area of Study

This study is based on curriculum development and teaching methodology for effective learning in secondary schools in Benin City, Nigeria.

Population of Study

The targeted population for this study was two thousand four hundred and fifty (2450) and raw data was drawn from teachers and students from selected schools in Oshimili south local government area of Delta state

Instrument for Data Collection

The researcher developed a structural questionnaire by the researchers. The questionnaire was divided into two sections, section A for personal characteristics of the respondents, while section B required the respondents to indicate the problems of distribution of curriculum in the secondary school in Benin City. Section C required the respondents to indicate the factors affecting curriculum development and teaching methodology in the schools, Section D required the respondents to indicate the role of teachers in curriculum development in the school, Section E require the respondents to indicate the extent funding and how it affects curriculum development in the State. In session B, C, D, and E, each item had a four rating scale of Strongly Agree, Agree Strongly Disagree, and Disagree.

Sample and sampling procedure

The sample consisted of all Senior Secondary Schools (SSCE) Students in Economics. The sample was drawn from 10 Senior Secondary Schools in Oshimili south local Area of Delta state. Twenty teachers and twenty students were randomly selected from each Senior Secondary School, given a total of four hundred participants.

Instrumentation

The research instrument used for the study was two questionnaires developed and validated by the researcher and two other educational evaluators. The two questionnaires designed and used to collect data were Teacher/Students' Motivation Questionnaire (T/SMQ) and Students' Economics Test (SET). A five-point rating scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD)

Data analysis and findings

The researcher and two researcher assistants participated in the field administration and retrieval of the 400 Teacher/Students' Motivation Questionnaire (T/SMQ) and Students' Economics Test (SET) which took two weeks to complete. Statistical analysis such as Arithmetical mean, Standard Deviation and t-test, were employed in the data analysis.

Results

Table 1 shows the summary of the comparison of arithmetic mean, Standard Deviation, and the t-test of teachers' motivation and performance of the students in economics.

Table 2 shows the summary of the comparison of arithmetic mean, Standard Deviation, and the t-test of funding of students' to meet their academic needs and performance of the students in economics.

Table 3 shows the summary of the comparison of arithmetic mean, Standard Deviation, and the t-test of infrastructural facilities and performance of the students in economics.

Discussion of findings Discussion of findings

From Table 1, it is seen that there is significant difference between students' test anxiety and economics achievement test. The calculated t-value of 3.97 is greater than critical t-value of 2.58 at 5% level of significance and 388 degrees of freedom. The null hypothesis Ho is therefore rejected. This is consistent with the views expressed by okafor (2009), Kananyo (2010), and Enemosah (2010). they concluded that there is significant different between motivation and performance of students in economics test were as a result of factors like non-payment of salaries, delay in promotion, inadequate funds for seminars and workshop for teachers.

From Table 2, it is indicated that there is significant difference between funding of students and performance of the students in economics. The calculated t-value of 6.25 is greater than critical t-value of 2.58 at 5% level of significance and 198 degrees of freedom. The null hypothesis H_0 is also rejected. This is in line with the views expressed by Nwachikwu (2009), Ekey (2012), and Okobiah K (2010) that lack funding of students also affect the performance of the students in economics.

From Table 3, it is seen that there is significant difference between of infrastructural facilities and performance of the students in economics. The calculated t-value of 4.37 is less than critical t-value of 2.58 at 5% level of significance and 198 degrees of freedom. The null hypothesis H_0 is therefore rejected. This is in line with the views expressed by Gorman (2006) and Olatoye (2007), Eze, M.O. (2011).

Conclusion

This researcher concluded that there is significant difference in all the variables which shows that motivation has effects on academic performances of students in economics in Oshimili South Local Government Area of Delta state.

Recommendation

Base on the findings by the researchers the following recommendations were made:

1. The teachers should have all the necessary materials required by the subject teacher.
2. Adequate provision of school materials for learning by the management
3. Regular payment of salaries and promotions, adequate funding for seminars and workshops for teachers.
4. Current economics text books and infrastructural facilities in the school should be adequate and provision of funds of government and public support to schools

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Table 1: Comparison of students' performances in Economics

variable	Mean score x	Standard deviation	Calculated t-value	Degree of freedom	Critical t-value	Remark
Teacher motivation	3.59	0.77	3.97	388	2.58	Reject null hypothesis
economics test	3.34	0.77				

***Significant ($p < 0.05$)**

Table 2: Comparison of funding of students' and performance of the students in economics

Variable	Mean score x	Standard deviation	Calculated t-value	Degree of freedom	Critical t-value	Remark
Funding of studying	3.60	1.67	6.25	198	2.58	Reject null hypothesis
Performance of student in economics	2.9	0.76				

***Significant ($p < 0.05$)**

Table 3: Comparison of infrastructural facilities and performance of the students in economics

Variable	Mean score x	Standard deviation	Calculated t-value	Degree of freedom	Critical t-value	Remark
infrastructural facilities	3.60	1.67	4.37	198	2.58	Reject null hypothesis
performance of the students in economics	3.43	1.31				

***Significant ($p < 0.05$)**

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