

**LEARNERS MOTIVATION: A NUANCED APPROACH  
TO ACHIEVING ACADEMIC INTERNATIONAL  
STANDARD AMONG SECONDARY SCHOOL  
STUDENTS IN AVO LOCAL GOVERNMENT AREA  
OF EBONYI STATE.**

**By**

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**Abstract**

This Study Assessed Learners Motivation, a nuanced approach to achieving academic international standard among secondary school students in Avo Local Government Area of Ebonyi State. The study was carried out to find out what factors motivate learners and the impact of motivation to achieving academic international standard among secondary school students of Science and Arts. Two research questions and two hypotheses were addressed. The study adopted a comparative design. The population comprised of one thousand four hundred students (1400) comprising of eight hundred (800) arts and six hundred (600) science students in twelve (12) schools in Avo Local Government Area in Ebonyi State. The researcher adopted simple random sampling techniques to select four hundred and fifty (450) students which comprised two hundred (200) science and two hundred and fifty (250) Arts students as the sample size. The instrument used for data collection was the researchers developed questionnaire containing 16 items titled: "Learners Motivation: An Approach to Achieving Academic International Standard Questionnaire (LMANAAAISQ)". It was divided into two (2) sections of A and B. The instruments was structured using four (4) points scale of VHE (very High Extent), three (3)

HE (High Extent), two (2) VLE (Very Low Extent), one (1) LE. (Low Extent) to measure the degree of extent. The validity of the instrument was determined by three (3) experts. The study discovered that the students of Science and Arts agreed to a higher level that teaching methods and learning environment mostly motivate the students; and accepted that motivation help sustain learners activities over a period of time and allows students to fully focus as well among Secondary School Students of Science and Arts in Avo L. G. A. of Ebonyi State, Nigeria. Recommendations were made which include that: The government and stakeholders and infrastructures school administrators and management of education should ensure that appraisal reports are duly sent on the conditions and situations of the schools for proper maintenance.

**Keywords:** Learners, Motivation, Academic, International Standard

## **Introduction**

In many developing countries of the world, rural area are the most populous areas, yet the most neglected region in the provision of basic amenities such as good roads, primary and affordable healthcare electricity supply, potable water, well-equipped schools and other essential infrastructural facilities (Adedeji&Olaniyan 2011). The insolation of rural areas presents the areas with diverse challenges. Rural environments can be geographically socially, culturally, personally, and professionally isolating (Bentel, Adie & Hudson, 2011, MC Cormack & Thomas, 2013).Entertainment, recreational services and sporting facilities are limited in rural communities, resulting in restrictionson social interaction and opportunities to realize potential in different spheres of human existence such as academic achievements.

They are often severely impoverished and are associated with an aging population; unemployment and low quality of life. These challenges prohibitsuccessful learning by rural school learners. The lack of resources affect the provision of education include aspects such as learners attendance of classes, teachers motivation and parents understanding of education and the roles they have to play towards the education of their children. Consequently, learning in rural areas presents adverse living and working conditions. According to the researcher it's a frustrating reality of teaching teachers all go through the pits and peaks.

Fostering student motivation is a difficult but necessary aspects of teaching that instruction must consider. Many teachers may have lead classes where students are engaged, motivate a directed to learn but have also led classes where students are distracted, disinterested, and reluctant to engage, and probably, have, led classes that are a mix. An interest in understanding, predicting or influencing individual behavior must start with a basic understanding of motivation in humans. Motivation is the force that propels people to achieve goals. Teachers are continually challenged to, motivate learners to achieving high academic standard. Bulloz (2017) Identifies motivation as a human psychological characteristic that contributes to a person's degree of commitment. Egwu(2015) defines motivation as a process in which people choose between alternative forms of behavior in order to achieve personal goals. The research sees motivation as what gives purpose and direction to behavior. There are several, factors that make up a persons' performance, motivation is one of them; other factors include ability, resources and conditions of learning Motivation must be added to one's ability to receive training. It would either be extrinsic or intrinsic. Intrinsic is propelled by an interest or enjoyment in the task itself, it resides and exists within the individual while extrinsic comes from outside of the individual; they include rewards like money, grades, coercion and threat of punishment.

When tasks fit with the individual's values and beliefs and help to fulfill basic psychological needs then extrinsic motivation can be internalized. The International Standard of Education provides a comprehensive framework for organizing education programmes and qualification by applying uniform and internationally, greed deficits to facilitate comprises of education system across countries (Beer and Jones, 2010).Hence the local authorities are lacking infrastructures meant for facilitation schools and learners to achieve academic quality standard.

This would rather destroy the opportunity as stated by the National Policy of Education which should enable students aim to develop a set of common principles and standards for property, integrity and transparency in international business and finance.Achieving academic standard facilitate access to global markets, providing firms the advantages of state Economics. In turn, these advantages encourage forms to participate on and align their technology with international standards – creating a virtuous cycle' International standard, as seen as documents that

requirements, specifications, guidelines or charactersthat can be used consistently to ensure that materials, products processes and services are fit for this purpose as the field of education is awash with standards.

Adopting internationalstandards result in creating national standards that equivalent, or substantially the same as standards in technical contents which main objectives are to Ensure consistency in the provision of social work education while appreciating, and valuing diversity, equity, inclusion; cultures, geographers, histories and current issues of all the world's regions (Built By Me, 2023). International standard is global educators which aim at developing learning communities for leaners and educators essentials in the 21<sup>st</sup> Century. This formed the researcher's interest to carry out this study on how and what motivate learners to achieving academic standards among learners in the Communities of Avo Local Government Area in Ebonyi State.

Education is an important tool that can shape an individual to realize potential goals and abilities in life, which also promotes creativity; provides opportunity and enhance growth. In recognition of the need for education; the Nigeria Policy on education noted that education is that process concerned with the transmission of worthwhile values, skills and knowledge especially at the Secondary School education in the country.

However, it appears that secondary schools are not living up to expectation in discharging their obligation the researcher have observed that the products of today's secondary system can wither usefully live in the society or move into higher Institution without their parents aid or forgery the System is riddled with crisis of various dimensions and magnitude all of which combine to suggest that the system is at the cross road yet the policy speaks volume but does little. Hence wishes to achieve International standard academically. The environment needs quantum leap from the current level, indiscipline Crepted into our schools and must be addressed frontally. The impact of parent and the community involvement needs a new look. The researcher has noted that we are not anywhere near where we need to be if education must be the catalyst for industrial development. The system is far below the international standard that would make us achieve international academic standard. This paper therefore seeks for what could motivate learners in the presence of all the gaps to achieving academic international standard in the study area.

The main aim of this study is to examine learner's motivations: a nuanced approach to achieving academic international standard among Secondary School Students in Avo Local Government Area in Ebonyi State.

The following research questions and hypotheses were formulated to guide the study:

1. What are the factors that motivate learners to achieve academic international standards in Avo Local Government Area in Ebonyi State as perceived by Science and Arts students?
2. What are the impact of motivation in achieving academic international standards in Avo Local Government Area of Ebonyi State as perceived by science and Arts students?

### **Hypotheses**

- (1) There is no significant difference in the mean responses of science and Arts Students on the factors that motivates learners to achieve academic international standards in Avo Local Government Area of Ebonyi State.
- (2) There is no significant difference in the mean responses of science and Arts Students on the impact of motivation in achieving academic international standards in Avo Local Government Area of Ebonyi State.

### **Method**

The study adopted a comparative design. The population comprised of one thousand four hundred students (1400) comprising of eight hundred (800) arts and six hundred (600) science students in twelve (12) schools in Avo Local Government Area in Ebonyi State. The researcher adopted simple random sampling techniques to select four hundred and fifty (450) students which comprised two hundred (200) science and two hundred and fifty (250) Arts students as the sample size. The instrument used for data collection was the researchers developed questionnaire containing 16 items titled: "Learners Motivation: An Approach to Achieving Academic International Standard Questionnaire (LMANAAISQ)". It was divided into two (2) sections of A and B. The instruments was structured using four (4) points scale of VHE (very High Extent), three (3) HE (High Extent), two (2) VLE (Very Low Extent), one (1) LE. (Low Extent) to

measure the degree of extent. The validity of the instrument was determined by three (3) experts. The internal consistency of the instrument was determined using Cronbach’s Alpha Method and a reliability Co-efficient of 0.81 was obtained. The questionnaire was distributed to the respondents by the help of a research assistant who was duly trained on the distribution and retrieval of the questionnaire. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses of 0.05 level of significance.

**Results**

**Research Question One:** What Are the Factors That Motivate Learners to Achieve International Standard in Avo L.G.A of Ebonyi State as perceived by as perceived by Science and Arts students?

**Table 1. The analysis of rating on the factors that motivate learners to achieve international standard as perceived by science and arts students.**

NO	ITEMS	Science		Art		REMARKS
		$\bar{X}$	SD	$\bar{X}$	SD	
1.	Teacher Behaviour and personality	3.05	0.92	2.93	0.85	Accepted
2.	Class and Curriculum Structure	2.84	0.83	3.01	0.87	Accepted
3.	Teaching methods	2.94	0.81	2.74	0.78	Accepted
4.	Parental Habits and Involvements	3.11	0.90	2.81	0.75	Accepted
5.	Family Support and Stability	2.85	0.86	2.76	0.71	Accepted
6.	Peer Relationships	2.91	0.82	3.02	0.86	Accepted
7.	Learning Environment	3.03	0.88	2.70	0.83	Accepted
8.	Assessment	2.92	0.82	2.82	0.73	Accepted
	Grand Mean	2.95	0.85	2.84	0.70	Accepted

**Table 1** showed that the respondents accepted items that measure the factors that motivate learners to achieve international standard. The Science students had grand mean of 2.95 with standard deviation of 0.85

and the Art students had grand mean of 2.84 with standard deviation of 0.70. The grand mean values of the respondents were within the real limit number range of 2.50-3.49 of high extent. This implies that to a high extent the respondents accepted the items to a high extent.

**Hypotheses One:** There is no significant difference in the mean perception of students on the factors that motivate learners to achieve international standard between Science and Arts students?

**Table 2:** t-test analysis of Mean rating scores of Science students and Art students on perception of students on the factors that motivate learners to achieve international standard

Students	N	$\bar{X}$	SD	df	t-calculated	t-critical	Remark
Science students	200	2.95	0.85	448	1.47	1.96	NS
Art students	250	2.84	0.70				

Where N=Number of respondents,  $\bar{X}$  = Mean, SD= Standard deviation, df= degree of freedom, NS=Not significant

Data in table 2 revealed that the calculated t- value is 1.47 and the critical t-value is 1.96 at 448 degree of freedom. The t-calculated is less than the t-critical therefore the null hypothesis stated was accepted. Since the t-calculated value is less than the t-critical value inference drawn is that there was no significant difference in the mean perception of students on the factors that motivate learners to achieve international standard between Science and Arts students.

**Research Question Two:** What is the impact of Motivation and Academic International Standard in Avo L.G.A of Ebonyi State as perceived by science and Arts students?

**Table3: The analysis of rating on the impact of motivation and academic international standard in Avo L.G.A of Ebonyi State as perceived by science and Arts students.**

NO	ITEMS	$\bar{X}$	SD	$\bar{X}$	SD	REMARKS
		Science		Art		
1.	Can have a dramatic impact on students' performance and results.	2.88	0.81	2.92	0.86	Accepted
2.	Maintain students attention and behavior as well as provides with more energy to needed to lead tasks to completion	3.07	0.93	3.01	0.91	Accepted
3.	Help sustain activities over a period of time	3.01	0.86	2.86	0.78	Accepted
4.	Have a variety of effects on students behavior preferences and results	2.84	0.76	2.93	0.81	Accepted
5.	Minimize distractions and resist them better.	3.12	0.98	2.94	0.83	Accepted
6.	Allows students to fully focus	2.86	0.78	2.79	0.71	Accepted
7.	Creates diversity and prevents students from getting bored.	2.76	0.71	2.72	0.68	Accepted
8.	Family conflicts and Disruption	3.02	0.97	2.94	0.84	Accepted
Grand Mean		<b>2.94</b>	<b>0.85</b>	<b>2.88</b>	<b>0.80</b>	<b>Accepted</b>

**Table 3** showed that the respondents accepted items that measure the impact of Motivation and Academic International Standard. The Science students had grand mean of 2.94 with standard deviation of 0.85 and the Art students had grand mean of 2.88 with standard deviation of 0.80. The grand mean values of the respondents were within the real limit number range of 2.50-3.49 of high extent. This implies that to a high extent the respondents accepted the items to a high extent.



**Hypotheses Two:** There is no significant difference in the mean perception of Science and Arts students on the impact of motivation and achieving academic international standards in Avo L.G.A of Ebonyi State.

**Table 4:** t-test analysis of Meanrating scores of Science students and Art students on the impact of motivation and achieving academic international standards

Students	N	$\bar{X}$	SD	df	t-calculated	t-critical	Remark
Science students	200	2.94	0.85	448	0.76	1.96	NS
Art students	250	2.88	0.80				

**Where N=Number of respondents,  $\bar{X}$  = Mean, SD= Standard deviation, df= degree of freedom, NS=Not significant.**

Data in table 4 revealed that the calculated t- value is 0.76 and the critical t-value is 1.96 at 448 degree of freedom. The t-calculated is less than the t-critical therefore the null hypothesis stated was accepted. Since the t-calculated value is less than the t-critical value inference drawn is that there was no significant difference in the mean perception of students on the impact of motivation and achieving academic international standards between Science and Arts students.

### **Discussion of Findings**

Research question one (1) determined what factors motivate learners to achieve academic international standards in the result showed that most respondents accepted, that one of the factors that motivate learners is learning environment, and teaching methods. This finding is in line with the study conducted by Hanrahan (2012), the findings on research on science pedagogy further indicated that, the dynamics of science classrooms can be influential in alienating students before they even begin to engage with science concepts. Fraser, (2012) also revealed that research has consistently shown that the quality of the classroom environment is an important determinant of student learning, that is students are likely to learn better when they perceive their classroom environment positively. This findings are in line with study also conducted by (Babad, 2017). The

findings further indicated that, teachers' non-verbal behavior affects learner negatively and specified that teachers at any level of the educational system may be able to increase their motivational impact by using the methods that suit, their personality, their topic, their students and their setting.

Research question two (2) determined the impact of motivation and academic international standard in the results showed that the both respondents agree that motivation has a great impact on learners towards achieving international standard but most accepted that motivation allows students totally focus as well as help sustain learners in their different activities over time. Awalu, Norsuhaihy, and Halabi (2014) study indicated that a strong positive relationship exist between motivation and students' academic performances. This study was in consonant with Wiefield and Eccles (2011) who opined that motivation is a multidimensional construct that made people act in a particular way to achieve a given goal and purposes.

### **Conclusion**

Based on the above findings from the study, the following conclusions were made that some factors mostly motivate learners to achieve academic international standards such as their learning environment and teaching method as applied by teachers, while motivation on the other hand; help learners sustain their activities processes over a period of time and allows students to fully focus as agreed by the science and Arts secondary School Students in Avo Local Government Area of Ebonyi State.

### **Recommendations**

Based on the findings of the study, it is recommended that;

- (1) Teachers should be encouraged and motivated to focus by paying of salaries, training and development from time to time in their areas of expertise for effective teaching and learning.
- (2) The government should ensure the provisions of adequate funds, facilities and infrastructure required in the schools, more especially around the rural areas to enable a conducive and standard learning environment for learners.

- (3) Parents should be acquainted with what is happening in the schools to enable their support and involvement for the well-being of their children and wards.
- (4) School administrators or management are to report adequately and on time what goes on in the school and retain a proper watch word on staff and students to ensure an all-round accountability generally.

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