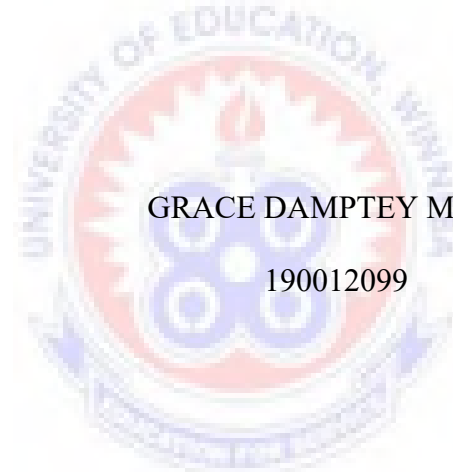


AKENTEN APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT

THE INFLUENCE OF MOTIVATION ON STUDENTS' ACADEMIC
PERFORMANCE AT NNUASO APINKRA D/A JHS



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**A Dissertation in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of
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award of the Master of Arts (Educational Leadership) degree**

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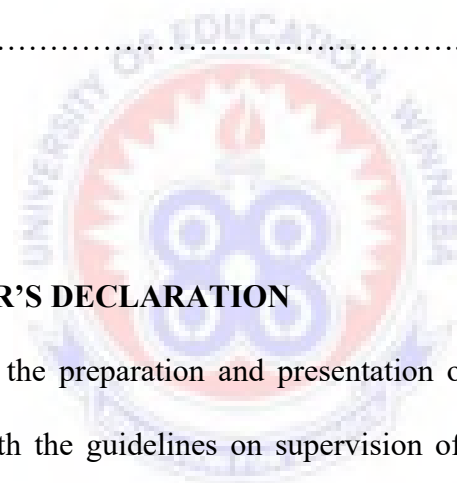
DECLARATION

STUDENT’S DECLARATION

I, GRACE DAMPTEY MANU, declare that this dissertation with the exception of quotations references contained in published works which have been identified and duly acknowledged, is entirely the result of my own original research work, and it has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE:.....

DATE:



SUPERVISOR’S DECLARATION

I declare that, the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Education, Winneba.

SUPERVISOR’S NAME: DR. STEPHEN BAFFOUR AGYEI

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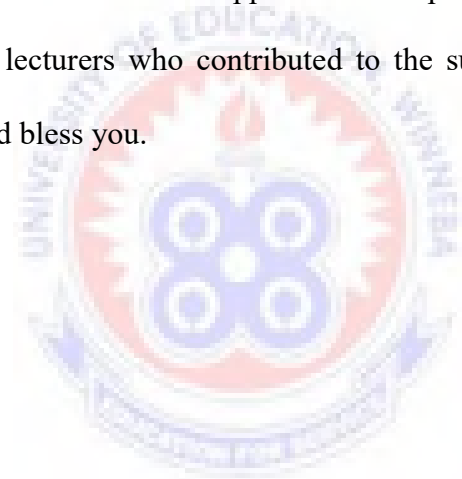
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All thanks and praises are due to God Almighty my maker and redeemer for his care, protection, guidance, good health and wisdom throughout my programme.

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DEDICATION

To my parents; Mr. and Mrs. Manu and Grandfather Very Rev. Isaac Yao

Boamah.



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ABSTRACT

The purpose of the study was to examine the influence of motivation on the academic performance of pupils of Nnuaso Apinkra D/A Junior High School. Mixed research approach was adopted. The study used descriptive survey and interview design. The total population was 190 respondents. Random sampling was used to obtain the sample size of 127 participants for the study, comprising 95 pupils, 13 teachers and 17 parents. Questionnaires and interview guide were the instruments used to gather primary data. The quantitative data was analysed using descriptive statistics and qualitative data was analysed using thematic analysis. The study results show that minority (30.5%) of the pupils had good academic performance. Also, majority (75.8%) indicated that they enjoy learning in the classroom. To add more, most of the respondents (72.6%) indicated that their teachers used motivational strategies to motivate them. The study results showed that the majority (96.8%) of the pupils indicated that the use of instructional materials can enhance pupils to perform better academically. The majority (93.7%) of the pupils said that they are motivated when their teachers use reward or incentives. The study concluded that, pupils who are motivated regularly, attend classes often read at higher levels, are better writers, and perform better on standardized tests. The study recommended that the Ghana Education Service should recruit trained teachers, who know what they are doing and are interested in students academic improvement by varying their teaching and learning pedagogies to motivate students.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

A lot of literature abounds with the influence of motivation on students' academic performance. David (2007) looked at the impact of motivating students and found that students who are motivated are successful academically. He suggested that teachers should be familiar with techniques that can be used to motivate students and they should apply them accordingly for good performance of students. His findings give contribution to a body of knowledge on the influence of motivation on students' academic performance in the classroom. It is evident by the view espoused by David (2007) that the influence of teachers in motivating their students is that teachers can motivate their students with different strategies accordingly so as to improve the academic performance of students'.

Ismail (2006) investigated about the influence of motivation on the academic performance of students' and found that when students are motivated in the classroom environment through the use of enthusiasm, positive feedback and use of humor can result in a strong positive influence on the academic performance of students'. Using clearly stated objectives/outcomes helps guide student learning, which motivates them to maintain engagement behaviour. He suggested that teachers should use various strategies to manage the classroom in a way that students will be motivated to study.

The influence of motivating their students is varied as reiterates by Dolezal (2003). Dolezal (2003) is of the view that teachers should assign tasks

that are low in difficulty. Dolezal (2003) reiterates that for students to be perform well academically, teachers have a lot to do with their students' motivational level. He further explains that a student may arrive in class with a certain degree of motivation, but the teacher's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student motivation which also affects the students' academic performance.

According to Danso (2018), the poor achievement which is as a result of poor motivation, spells trouble for the students of which Nnuaso Apinkra D/A Junior High School is not an exception. The view espoused by Danso clearly shows that students' lost their interest to learn and their achievement suffers accordingly.

1.2 Statement of the Problem

The nature of the problem being investigated is the influence of motivation on students' academic performance at Nnuaso Apinkra D/A Junior High School (JHS). A largely ignored report in early 2007 authored by the former Atwimah Kwawomah District Director of Education, Kyereme Boateng Mensah warned of a possible major poor performance of students in Nnuaso Apinkra D/A Junior High School. That same report warned that "the shortfalls within the poor performance of students in Nnuaso Apinkra D/A Junior High School should be viewed by adopting innovative ways to help students improve their performance" (Cited in Asamoah, 2007, p.2). Unfortunately, years after the report, the

performance of students in Nnuaso Apinkra D/A Junior High School continues to decline till date. According to the district tests given in 2015 by the District Assessment on Educational Progress, which was administered by the District Education directorate, low scores were recorded by Nnuaso Apinkra D/A Junior High School. Statistically, the most recent round of tests conducted in 2017 showed that only 54% of students tested achieved below average, while 18% achieved above average (Danso, 2018, p.1).

The gap identified is that students are not motivated though it is believed that a motivated student will feel genuine pride in the activities and work they have done, which is an important feeling to carry through in life. One strategy that may improve this situation is having students in Nnuaso Apinkra D/A Junior High School being motivated. This study therefore aims at finding out the influence of motivation on students academic performance. Other roles like teacher participation, extracurricular instruction and personalized assistance are also found to be important roles in creating basic motivation conditions to students.

Teacher participation in students academic and social affairs are found to be of great importance as it minimize the interaction gaps between teachers and students which in turn leads to good performance of students (Daniel, 2004). Teaching styles (which often reflect teachers' views on teaching and learning and their preferred behaviour) have also received a considerable degree off attention within the educational literature over the past two decades. There iss some evidence that teaching styles adopted by teachers can influence students achievement (Aitkin & Zuzovsky, 1994; Ebmeier & Good, 1979).

Another way of using motivation to influence the academic performance of students is for teachers to continually review their perceptions and communicate properly with wide variety of students (Capra, 1996). The key to use motivation to influence the academic performance of students' is for teachers to establish a good relationship with students based on mutual respect and rapport with students, by treating them in a polite and courteous manner, and not resorting to making unfair and hurtful comments based on sarcasm or belittling the student. The teacher also, however, needs to be able to command authority. However, this authority should not be based on students' fear of the teacher's 'nastier' side. Rather, it should come from the feeling of trust and respect that the students have in the manner in which the teacher characteristically exercises their teacher role.

1.3 Purpose of the Study

The purpose of the study is to examine the influence of motivation on the academic performance of students of Nnuaso Apinkra D/A Junior High School.

1.4 Objectives

The objectives of the study are as follows:

1. To identify the causes of students poor academic performance of Nnuaso Apinkra D/A Junior High School.
2. To identify the effects of motivation on the academic performance of students of Nnuaso Apinkra D/A Junior High School.
3. To ascertain the role of motivation by teachers on the academic performance of students of Nnuaso Apinkra D/A Junior High School.

4. To suggest ways that can be used to motivate students of Nnuaso Apinkra D/A Junior High School to improve upon their academic performance.

1.5 Research Questions

The following research questions are teased out of the specific objectives:

1. What are the causes of poor academic performance of students of Nnuaso Apinkra D/A Junior High School?
2. How does motivation affect the academic performance of students of Nnuaso Apinkra D/A Junior High School?
3. How does teachers' role in the classroom motivate students of Nnuaso Apinkra D/A Junior High School to improve upon their academic performance?
4. What suggestions can be made to motivate students of Nnuaso Apinkra D/A Junior High School to improve upon their academic performance?

1.6 Significance of the Study

This study will be beneficial to the Ministry of Education (MOE) and the Ghana Education Service (GES) in the implementation of policies regarding the approaches to use in developing and improving the interest of students in learning by enhancing their academic performance. Practically, the study can be used as a basis for establishing effective methods by teachers to solve problems involving the poor academic performance of students. It will benefit students whose academic performance is low and those who might have problems in studying.

Teachers will use the motivation approach to help students to overcome difficulties in studying. We hope also that the study will be further applied and implemented by curriculum designers in curbing the problem of poor academic performance.

1.7 Delimitations of the Study

This study is confined to the influence of motivation on students academic performance. There are other areas of motivation which the researcher could have examined but due to time factor the researcher was not able to look at those areas. For instance the researcher could have looked at the effect of motivation on teachers' performance. The researcher could have equally identify factors that motivates teachers and students in Nnuaso Apinkra D/A Junior High School in the teaching-learning encounter.

1.8 Limitation of the Study

The limitation of the research design, descriptive design, with regard to the lack replication of results. Because descriptive research is based on individual perspectives, it is almost impossible to replicate the results that are found. Even the same person may have different perspective tomorrow than they had today. That means data collected through qualitative research can be difficult to verify, which can lead some to question the conclusions that researchers generate. The sample was relatively small which is not a representative sample of the entire

population in the region. Also a major challenge encountered was the novel corona virus which made it very difficult to converge due to the lockdown.

1.9 Organization of the Study

This research work comprised of six chapters. Chapter one covered the introduction which focused on the background to the study, statement of the problem, purpose of the study, specific objectives of the study, research questions, significance of the study, delimitation, limitation and organization of the study.

Chapter two entailed review of related literature. The review of related literature involved issues that related to the problem being investigated. Chapter three was titled study methods which described the research design, the population, sample and sampling methods, research instruments, data collection procedures and data analysis plan. Chapter four, of the study dealt with data analysis and chapter five discusses the findings of the study. Then finally, chapter six addressed the summary, conclusion recommendations and suggestions for further study.

1.10 Definition of Terms and Abbreviations

Influence: - includes the effects and impacts of motivation of students.

Motivation: Motivation is the word derived from the word 'motive' which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions to accomplish the goals. In the work goal context the

psychological factors stimulating the people's behaviour can be - desire for money.

Academic performance: Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests.

Extracurricular activities: Extracurricular or co-curricular activities are voluntary, school-sponsored programs which largely occur outside the instructional day. They do not include field trips, homework, or occasional work required outside the school day for a scheduled class.

Cognitive engagement: Cognitive engagement is defined as the extent to which students' are willing and able to take on the learning task at hand. This includes the amount of effort students are willing to invest in working on the task, and how long they persist.

TLMs: - Teaching and Learning materials.

Bio data: - the study of the personal background of students, age, sex etc. in the school.

JHS: - Junior High School.

MOE: - Ministry of Education

GES: - Ghana Education Service

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews related literature in terms of theories and concepts and empirical evidence. In this section, we first describe the conceptual framework of the study, empirical review which includes the causes of pupils poor performance, the effects of motivation on pupils academic performance, the role of teachers in motivation of pupils and summary.

2.1 Concept Review

2.1.1 Meaning of Motivation

Motivation refers to the reasons underlying behaviour (Guay, Channal, Ratelle, Marsh, Larose and by Biovin et al, 2010: 712). Madsen, (1959) explained motivation to mean that which gives impetus to behaviour be it arousing, sustaining and directing it towards the attainment of goals. Again, motivation according to Lefton (1994) is any condition, usually internal, that appears by influence to initiate, activate or maintain an organisms goal directed behaviour. On academic motivation, Gottfried (1990), defined it as enjoyment of social learning characterized by a mastery orientation; curiosity; persistence; task-endogeneity; and the learning of challenging, difficult and novel task. He viewed motivation as being able to direct oneself towards accomplishing challenging tasks. His definition is similar to that of Turner (1995) who considers motivation to be synonymous to cognitive engagement, which he defines as “voluntary uses

of high-level self-regulated learning strategies, such as paying attention, connection, planning and monitoring?.

However, Koomson, Brown, Dramanu and Brew et al., (2004) viewed motivation as the force that determines how much effort an individual puts into his/her learning. They even went ahead to compare a child who was learning to a pilot who used his engine at half power, the plane would not perform efficiently. They further argued that, the engines of human motivation were interest and desire. When these are working at full power in an individual, remarkable feats of learning could be achieved. It could be deduced that motivation was an essential element that was necessary for quality education.

When students pay attention and begin to work on tasks immediately, ask questions and appear to be happy and eager according to Palmer (2007) there is motivation. Students therefore should have many sources of motivation in their learning experience in each class (Palmer, 2007; Debnah, 2005; D'Souza & Maheshwari, 2010). Secondly, motivation is the process whereby goal-directed activity is instigated and sustained, (Pintrich & Schunk in Dörnyei, 1998:118). It is also a process whereby a certain amount of instigation or force initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached (Dörnyei & Dörnyei, 1998).

The essence of motivated action is the ability to choose among alternative courses of action, or to choose to expend varying degrees of effort for a particular

purpose (Paris & Turner in Dörnyei, 1998). Motivation in the present context refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language (Gardner, 1985). In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and acted out (Dörnyei & Otto, 1998).

According to the Society for Human Resource Management (2010), motivation is generally defined as the psychological forces that determine the direction of a person's level of effort, as well as a person's persistence in the face of obstacles. Bratton et al. (2007) defined it as a cognitive decision making process that influences the persistence and direction of goal directed behaviour. The word motivation can also be defined as the psychological forces within a person that determines the direction of that person's behaviour in an organisation (George & Jones, 2008:183).

Bartol and Martin (1998) describe motivation as a power that strengthens behaviours, gives route to behaviour, and triggers the tendency to continue. This explanation identifies that in order to attain assured targets; individuals must be satisfactorily energetic and be clear about their determinations. Denhardt *et al.*, (2008) also defined motivation as an internal state that causes people to behave in a particular way to accomplish particular goals and purposes. Whilst it is not possible to observe motivation itself, it is possible to observe the outward

manifestations of motivation. For instance, the acquisition of money may be an extrinsic motivator, but it is simply the manifestation of the internal drive to meet intrinsic needs like purchasing food, paying rent for shelter, or acquiring high social status.

Denhardt et al., (2008) further stated that motivation is not the same as satisfaction. Satisfaction is past oriented, whereas motivation is future oriented. Igalens and Roussel (1999) on their part also stated that even though workers may be very satisfied with the compensation of their job; there are countless instances where these workers are not entirely motivated to continue doing what they would do. Motivation is central to management because it explains why people behave the way they do in organizations. Motivation may also be defined as the internal process leading to behaviour to satisfy needs.

2.1.2 Types of Motivation

Motivation can be put into two forms- Intrinsic and Extrinsic motivations. Williams (1980), stated that intrinsic motivation refers to the pleasure and satisfaction we get out of performing a task. This means that this type of motivation is animated by personal enjoyment, interest or pleasure. As Deci *et al.*, (1999) observed, intrinsic motivation energizes and sustains activities through the spontaneous satisfaction inherent in effective volitional action. Intrinsic motivational factors found to be at work with most students include; involvement, curiosity, challenge and social interaction or creating social bonds.

On extrinsic motivation, Dembo (1998) indicated that it refers to behaviour influenced by external events such as grades, praise, money etc. The

idea is that; it is the kind of motivation tied with rewards or punishments that come from the external environment. Slavin (1991) agreed with this thought. Extrinsic, motivational factors include; compliance, recognition, competition, work and punishment avoidance.

Some schools of thought argue that individuals who are motivated intrinsically tend to develop high regard for learning course information without the use of external rewards or reinforcement. They also state that individuals who are motivated extrinsically rely solely on rewards and desirable results for their motivation (Lei, 2010). They also assert that, students who are motivated extrinsically are at a greater risk of performing lower academically than intrinsically motivated students. Hence, they believe that extrinsic motivation must be sparingly used so as not to abuse its relevance. This is summarized in Deci et al., (1999) that, teachers can use unexpected rewards on occasions with little harm although they should not be given so frequently that students come to expect them. However, other researchers argue that extrinsic motivation has a place in the classroom, particularly for certain types of students.

This is related to psychological rewards such as the opportunity to use one's ability. A sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. Psychological rewards are those that can usually be determined by the actions and behaviour of the individual managers (Mullins, 2005). Intrinsic motivators are concerned with the quality of work life, are likely to have a deeper and longer-

term effect because they are inherent in individuals and not imposed from outside (Armstrong, 2006).

2.2 Theoretical Review

2.2.1 The Self-Determination Theory

Ryan and Deci's (2010) self-determination theory provided a crucial theoretical basis for understanding student motivation. The theory postulates that self-determination reflects the fundamental human capacity to organize and direct behavior toward certain goals and outcomes. According to self-determination theory, there are three facets of motivation: intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation is defined as the doing of an activity for its inner satisfactions, extrinsic motivation is a construct that is concerned with an activity which is performed because of some separable outcome, and amotivation occurs when an individual is neither intrinsically nor extrinsically motivated in any assigned activity (Ryan & Deci, 2010).

One central element in self-determination theory is the need for autonomy. Pintrich and Schunk (2016) said that student autonomy refers to the degree of choice that students have about tasks to perform and it is a need of a student to feel control of their behaviors in any activity. Self-Determination Theory builds on the concept of autonomy, seeing students as self-directed, self-guided agents.

According to Vallerand and Bissonette (2012), when using measures based on Ryan and Deci's theory (2010), both intrinsic and extrinsic motivational styles significantly predicted students' behaviors in educational settings, and more

specifically in academic achievement. Moreover, the results of the correlational study carried out by Ayud (2010) showed that intrinsic and extrinsic motivation and academic performance were positively correlated. Afzal, Ali, Khan, and Hamid (2010) found that there was a positive relationship between student's motivation and academic performance. The same study (Afzal, Ali, Khan, & Hamid, 2010) further showed that Pakistani students who were motivated perform better and students who perform better become more motivated, which indicated that the motivation-achievement relationship is reciprocal and bidirectional.

Despite the increasing frequency of displacement and migration, and despite the fact that education plays a vital role in the lives of refugee communities, there has been very little research into individual factors associated with academic achievement of refugee students. Even though donor governments and organizations are giving large sums of money to support education systems in refugee camps, no research exists about the relationship between the individual motivation of refugee students and their academic achievement.

Human learning is a complex phenomenon, and motivation is an essential part of it (Sikhwari 2014:54). Various theoretical approaches have been used to define and operationalise motivation. Areepattamanil and Freeman (2018) declare that researchers have used a variation of motivational approaches, such as the expectancy-value theory (Berndt & Miller 2010), the goal theory (Meece & Holt 2013), and the self-efficacy theory (Zimmerman, Bandura & Martinez-Pons 2012) to examine the relationship between academic motivation and academic achievement. Other motivation theories include the cognitive dissonance theory,

the attribution theory, the evaluation theory and Maslow's self-actualising theory (Crous, Roets, Dicker & Sonnekus, 2010).

In this study, academic motivation will be viewed within the context of the self-determination theory of Deci and Ryan (2015). This theoretical perspective has been used in a considerable number of research studies recently in the field of education (Deci, Vallerand, Pelletier & Ryan 2011). The self-determination theory indicates that there exist three types of motivation, namely intrinsic motivation, extrinsic motivation and amotivation.

Intrinsic motivation refers to actions performed because people want to perform them, and for which they do not need external incentives (Crous et al. 2010). Deci (in Crous et al. 2010) declares that intrinsic motivation entails a drive to experience a sense of competence and self-actualization. Extrinsic motivation refers to actions that are performed for the external rewards that these actions will bring. These rewards may include praise, approval or remuneration. Persons who are extrinsically motivated are not intrinsically motivated, but in some cases extrinsic motivation can lead to intrinsic motivation (Crous et al. 2010).

Amotivation can best be described as having no motivation. It is a feeling of helplessness and incompetence. Ahmed and Bruinsma (2016) state that amotivation occurs when an individual does not perceive contingencies between their action and its outcome. This type of motivation is the opposite of self-determined behaviour. Sikhwari (2014) states that motivation is an essential part of the complex process of human learning and yet, despite its importance, there is

much that remains unknown about it. It is an empirically based theory of human motivation, development and wellness (Deci & Ryan 2018:182). According to Ryan, Kuhl and Deci (in Areepattamannil & Freeman, 2018), the self-determination theory is an approach to human motivation that highlights the importance of the psychological need for autonomy. Although the initial work leading to the self-determination theory dates back to the 1970s, research on the self-determination theory has truly mushroomed during the past decade (Deci & Ryan 2018).

In the self-determination theory, focus is on qualitative, rather than on quantitative differences in motivation. This means that they rather focus on the quality and type of motivation than on the amount of motivation. This finding is reiterated by Deci and Ryan (2018) when they reveal that the theory focuses on types, rather than merely on the amount of motivation, paying particular attention to autonomous motivation, controlled motivation and amotivation as predictors of performance and well-being outcomes.

Central to the self-determination theory, is the distinction between autonomous and controlled motivation (Areepattamannil & Freeman 2018). Deci and Ryan (in Areepattamannil & Freeman 2018:708) state that only autonomously motivated behaviors are considered fully self-determined, because these motivations are either innate to the person or have been fully assimilated with the core 'self' through the process of integration. This type of motivation is also referred to as intrinsic motivation. Self-determination refers to the experience of

freedom in initiating behavior; this is called autonomous behavior (Mnyandu, 2011) or intrinsic motivation.

The self-determination theory distinguishes between different types of motivation based on the different reasons or goals that give rise to an action (Ryan & Deci 2010:55). The self-determination theory distinguishes between three types of motivation, namely intrinsic motivation, extrinsic motivation and amotivation. Both intrinsic and extrinsic motivation can be valuable to students. The self-determination theory heavily emphasizes the role of the self-perception of competence as an antecedent of autonomous academic motivation (Ahmed & Bruinsma 2016:560) or intrinsic motivation.

This implies that the self-determination theory points out that for intrinsic motivation to be present in a student, the student needs to have a positive academic self-concept. In the next section the researcher will elaborate on the three types of motivation, namely intrinsic motivation, extrinsic motivation and amotivation, as identified in the self-determination theory.

2.3 Intrinsic and Extrinsic Motivation and Amotivation

As stated previously, the self-determination theory distinguishes between three types of motivation, namely intrinsic motivation, extrinsic motivation and amotivation. These three types of motivation are completely different and at opposite ends of a spectrum of self-determined behavior. These types of motivation will now be defined and discussed in detail.

2.3.1 Intrinsic Motivation

Deci (in Areepattamannil and Freeman 2018) defines intrinsic motivation as the drive to pursue an activity simply for the pleasure or satisfaction derived from it. Intrinsic motivation is a drive to experience a sense of competence and self-actualization (Deci in Crous et al. 2010). The learner who considers learning as a personal tool to increase knowledge is intrinsically motivated (Corno and Rohrkemper in Mnyandu 2011).

Intrinsic motivation is a kind of motivation that is present within an individual without any external stimulus needed for it to be present. Ryan and Deci (2010) state that intrinsic motivation has been operationally defined in two ways. Firstly, it implies that the activity is done out of the free choice of the individual. No one forces him/her to do a particular activity; and yet he/she does it. It is then assumed that intrinsic motivation is present. Secondly, intrinsic motivation is the self-report of the individual of the interest in and the enjoyment of the activity. Once more it is assumed that intrinsic motivation exists (Ryan & Deci 2010).

Intrinsic motivation is a kind of motivation that comes from within the individual. It does not require any external element in order to be present. Intrinsically motivated students are driven from within. They have the inner need, and they want to be competent and successful. They generally have more curiosity about everything than students without intrinsic motivation. Intrinsic motivation implies doing an activity for the inherent satisfaction that it brings rather than for some separable consequence (Ryan & Deci 2010).

It is intrinsic motivation that drives an individual to do something in order to attain certain goals. There is a self-perpetuating energy behind intrinsic motivation that can function in the complete absence of extrinsic motivation (Sikhwari 2014) or any external rewards. Three types of intrinsic motivation have been identified, namely intrinsic motivation to know (IMTK), intrinsic motivation to accomplish things (IMTA), and intrinsic motivation to experience stimulation (IMTES) (Cokley et al. 2011).

White (in Ryan and Deci 2010) states that the phenomenon of intrinsic motivation was first acknowledged in experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors, even in the absence of reinforcement or reward. In one sense intrinsic motivation exists within individuals, in another sense it exists in the relation between individuals and activities. People are intrinsically motivated to do some activities and not others, and not everyone is intrinsically motivated for any particular task (Ryan & Deci 2010).

According to Spinath and Steinmayr (2017), intrinsic task-values denote the degree of positive affective evaluation of an activity that includes, liking, enjoyment, for reasons that lie within the activity itself, rather than its consequences. They furthermore indicate that although intrinsic task-values are not the only reason for learning, task enjoyment can be considered as the most desirable state for learners, because learning comes as a by-product of engaging in a pleasurable activity.

Intrinsically motivated behaviors, which are performed out of interest, satisfy the innate psychological needs for competence and autonomy, and are the prototype of self-determined behavior (Ryan & Deci 2010). Deci and Ryan (in Mnyandu 2011) view the need for self-determined behavior as an important motivator inherent in intrinsic motivation, that is closely intertwined with the need for competence.

Intrinsic motivation in respect of university courses would be reflected in the active involvement in the course, the enjoyment of the lectures, the classes, and the readings, and an intrinsic interest in the course material (Harackiewicz et al. 2018). Harackiewicz et al. (2018) also declare that intrinsically motivated students love learning, and their questions to their instructors are more likely to concern the material itself, than what will be covered in the exam.

Students with a profound cognitive need to obtain knowledge and understand their environment, or with a positive sense of respect for themselves and what they are doing, are intrinsically motivated (Crous et al. 2010). Crous et al. (2010) state that intrinsically motivated students have the following characteristics:

1. a desire for inner enrichment;
2. goal-orientation;
3. anticipation or expectation that an objective will be met;
4. concentration on the learning task;
5. persistence and practice;
6. interest in the object or theme;

7. a desire to undertake independent study;
8. the view that learning is a meaningful activity;
9. intellectual curiosity or inquisitiveness;
10. the determination to perform a task successfully;
11. setting personal standards; and
12. the ability not to perceive unsuccessful first attempts as failures, and the will to make repeated attempts.

In a study done by Clark and Schroth (2010), they examined the relationship between personality and academic motivation in 451 first year college students. They found that those students who were intrinsically motivated to attend college tended to be extroverted, agreeable, conscientious, and open to new experiences. Intrinsic motivation is particularly important to consider in adult education where students' interests play a major role in determining the extent and direction of their continuing studies. Thus, intrinsic motivation in a particular college course may influence both performances in that course, and continuing motivation beyond that course (Harackiewicz et al. 2018).

Ryan and Deci (2010) state that intrinsic motivation results in high-quality learning and creativity; therefore, it is especially important to detail the factors and forces that engender it versus undermining it. The literature suggests that it is important for learners to be intrinsically motivated in order to make progress in their academic careers, especially in the face of adversity (Mnyandu 2011).

Mnyandu (2011) declares that in an academic setting many tasks are not inherently interesting or stimulating; therefore, intrinsic motivation cannot always

be relied upon by teachers and lecturers to foster learning. He suggests (2011) that it is imperative that educators acquire a broad understanding of the other forms of motivation a learner might possess, in order to help him or her to use that particular kind of motivation towards academic achievement. In the following section the researcher will discuss another type of motivation that can be important in academic settings, namely extrinsic motivation.

2.3.2 Extrinsic Motivation

Vallerand and Ratelle (in Areepattamannil & Freeman 2018:709) mention that extrinsic motivation is a broad array of behaviours having in common the fact that activities are engaged in, not for reasons inherent in them, but for instrumental reasons. Extrinsically motivated behaviours are performed for the sake of the external rewards offered for the participation in or for the completion of a task (Mnyandu 2011). Learners who lack the internal drive to accomplish tasks and who rely on external incentives for motivation are said to be extrinsically motivated (Mnyandu 2011).

Existing theory and research of Deci and Ryan (in Mnyandu 2011) have shown that self-determination (intrinsic motivation, extrinsic motivation and amotivation) plays a prominent role in the academic performance of learners. Kushmand, Sieber and Harold (in Broussard 2012) declare that a high level of motivation and engagement in learning has consistently been linked to a reduction in the number of drop-outs, and to increased levels of student success. In any academic setting, whether it be elementary, secondary or higher education, a student's motivation for learning is generally regarded as one of the most

important determinants, if not the premier determinant, of the success and quality of the learning outcome (Mitchell in Broussard 2011).

However, the relationship between motivation and academic achievement remains complex (McCoach & Siegle 2011). Mnyandu (2011) declares that both intrinsic and extrinsic motivation, are prerequisites for academic achievement. Mnyandu (2011) considers it imperative that educators acquire a broad understanding of these different forms of motivation in order to help the learner to make use of the specific type of motivation that will facilitate his/her success in achieving the set goals.

Although intrinsic motivation is clearly an important type of motivation, most of the activities people do are not, strictly speaking, intrinsically motivated (Ryan & Deci 2010). In the literature, extrinsic motivation has typically been characterized as a 'pale and impoverished' (even if powerful) form of motivation that contrasts with intrinsic motivation (Ryan & Deci 2010:55). It is, however, important to note that extrinsically motivated behaviors should be conceptualized as more controlled forms of behavior when compared to intrinsically motivated behavior (Cokley et al. 2011).

Extrinsic motivation is a construct that is relevant whenever an activity is done in order to attain some reward. It is thus in contrast to intrinsic motivation, which refers to doing an activity simply for the enjoyment itself, rather than for its instrumental value (Ryan & Deci 2010). It is a drive that leads to a behavior that resides outside the individual, a drive to perform in order to receive parents' or

teachers' praise and acceptance, to receive high marks, etc. Vallerand and Ratelle (in Areepattamannil & Freeman 2018) state that extrinsic motivation refers to a broad array of behaviors having in common the fact that activities are engaged in, not for reasons inherent in them, but for instrumental reasons.

The self-determination theory proposes that there are different kinds of extrinsic motivation. Ryan and Deci (2010) describe these different types in the following paragraph:

“Students can perform extrinsically-motivated actions with resentment, resistance, and disinterest or, alternatively, with an attitude of willingness that reflects an inner acceptance of the value of utility of a task. In the former case – the classic case of extrinsic motivation – one feels externally propelled into action; in the latter case, the extrinsic goal is self-endorsed and thus adopted with a sense of volition”.

Thus, extrinsically motivated behavior can vary in the extent to which they represent self-determined behavior (Ryan & Deci 2010). Some researchers and theorists maintain that extrinsically motivated behaviors are non-autonomous. This means that the behavior is not self-determined. According to Deci and Ryan (in Crous et al. 2010), non-autonomous behavior can lead to autonomous behavior. This would imply that extrinsic motivation could lead to intrinsic motivation. Crous et al. (2010), however, warn that an overemphasis on extrinsic motivation denies students the opportunity to take responsibility, and there is a

danger that they may become totally dependent on the encouragement and leadership of the lecturers, as well as on other external drives.

Ausubel, Kolensik, Lamprecht and Deci (in Crous et al. 2010) pronounce that the following characteristics are typical of people who are extrinsically motivated:

1. They are usually unsure of themselves and their own abilities.
2. They are not creative.
3. Their performance depends largely on external pressure or encouragement.
4. They have no ambition to extend their knowledge beyond the basics.
5. They show a high degree of detachment and do nothing that is not expected of them.
6. They tend to be pessimistic about their chances of success.
7. They concentrate on the realization of short-term objectives.
8. They rely heavily on the help from their lecturers, and on other external factors such as recognition, approval and encouragement.
9. They are often tense and anxious about the possibility of failure.
10. People or things external to themselves determine their standards and the extent to which they will succeed in their learning activities.
11. They strive for the social approval of friends, lecturers, their parents and other significant people in their lives.

In a study done by Clark and Schroth (2010), they examined the relationship between personality and academic motivation, using 451 first year college students. They found that those students who were extrinsically motivated

tended to be extroverted, agreeable, conscientious and neurotic. Extrinsic motivation can be useful in certain academic situations, and it is therefore important that lecturers take note of this kind of motivation. Amotivation is the third kind of motivation identified in the self-determination theory, and will now be discussed.

2.3.3. Amotivation

Individuals who are neither intrinsically nor extrinsically motivated are amotivated (Cokley, Bernard, Cunningham & Motoike 2011). Amotivation denotes the state when individuals do not perceive any contingency between their actions and the outcomes thereof. Thus, amotivated individuals experience feelings of incompetence and a lack of personal control over the outcomes that are thought to motivate human behaviour (Ahmed & Bruinsma 2016). Consequently, amotivated learners are learners who have no motivation.

Amotivation is the third kind of motivation identified in the self-determination theory. Amotivation is discussed as it provides a more in-depth understanding of the self-determination theory. This kind of motivation exists in some students, and is thus relevant to this study. A student who is amotivated is not motivated at all. Boggiano and Pittman (in Mnyandu 2011) researched various factors that led to amotivation in an academic setting. They examined the motivational tendencies that ultimately caused learners to view themselves as helpless, lacking in both intrinsic and extrinsic motivation.

Boggiano and Pittman (in Mnyandu 2011) found that frequent and repeated exposure to controlling strategies, for example, inducing learners to learn

by promising punishment if they did not, had dramatic and far-reaching effects on the formation of maladaptive achievement patterns in learners. Boggiano and Pittman (in Mnyandu 2011) assert that the use of controlling techniques not only decreases the learner's perceptions of autonomy and encourages extrinsic motivation, but with time also renders learners susceptible to the full range of amotivational patterns of behavior. It is therefore important that lecturers refrain from using controlling strategies such as threatening students with punishment if they do not learn or perform well, in order to prevent amotivation from developing.

Amotivation is found on the lowest level of autonomy on the self-determination continuum (Mnyandu 2011). It is on the opposite side of the continuum, in comparison to intrinsic motivation. It refers to the state of lacking an intention to act. When a person is amotivated, his/her behavior lacks intentionality (Ryan & Deci 2010). Amotivation cannot co-exist with intrinsic or extrinsic motivation (Mnyandu 2011).

Amotivated learners also seem to make use of ineffective learning strategies that do not promote academic achievement. These learners do not believe that they control the factors that cause and influence the outcomes of their behavior. For example, if an individual fails an examination, the amotivated learner will ascribe the failure to a lack of ability over which he or she has no control, rather than to factors that he or she has control over. Thus these learners accept the situation and believe that there is nothing that they can do to change, improve or to rectify it.

This pronunciation is reiterated by Ahmed and Bruinsma (2016) when they declare that amotivation occurs when individuals do not perceive contingencies between their actions and its outcomes; these individuals experience feelings of incompetence, and a lack of personal control over the outcome. Clark and Schroth (2010) examined the relationship between personality and academic motivation in a study, and they found that those individuals who lacked motivation tended to be disagreeable and careless. Deci and Ryan (2015) state that amotivated learners lack the confidence in their ability to exert an influence over their behavior after they have failed.

The amotivated learner possesses a negative academic self-concept that tends to worsen as the failures continue. Students who are thus amotivated possess a range of characteristics that are not conducive to academic achievement. According to Mnyandu (2011), the performance of the amotivated learner also deteriorates in the face of failure. It can thus be assumed that amotivation is not beneficial to academic achievement, and is not a desirable form of motivation. In the next section the researcher will discuss the relationship between intrinsic and extrinsic motivation and academic achievement.

2.4 Empirical Review

In the studies done by Moneta and Spada (2019), high intrinsic motivation has resulted in direct positive relationship towards student preparedness before exam and coping with the stress as well. Besides that, when intrinsic goal being prioritized by students, they were more likely to put a lot of effort and show persistence when acquiring detail information about the given task which

eventually leads to better academic performance. Student with extrinsic goals in other hand does not generate similar results with those with intrinsic motivation (Lee et al., 2010).

Further evidence that intrinsic motivation being positively correlated with academic performance is from Walker et al. (2016) where intrinsic motivation, self-efficacy and cognitive processing gives positive relations towards the achievement of academic success in terms of Grade Point Average of students. Studies from Mills and Blankstein (2010) focused more on sample students from Toronto University have resulted on academic performance relations with the extrinsic motivation which then totally contradict with other previous mentioned studies portraying intrinsic as the best motivation to produce good exam results. Mills and Blankstein (2010) have also discovered that student personality of being self-oriented and being high standard setters have resulted in higher scores in examination.

Eventually the assessing factor portrays extrinsic motivation as their benchmark in their academic goal has then proven to be positively correlated with the students resort to be competitive and also gain recognition by the public from their success (Mills & Blankstein, 2010).

2.5 Causes of Motivation

The methods used to present lessons during teaching to students can greatly cause the student's interest or disinterest towards learning (Okiror et al., 2011). Riedmiller (2002) stated that the quality of a learning material is the single

most important cause of the knowledge, skills and attitudes of youth learning. A study conducted by Ricketts and Place (2005) expressed the importance of youth “learning by doing” and the belief of allowing learners the opportunity for self-discovery learning.

A study by Platt, Rusk, Blomeke, Talbert, and Latour (2008) reported a significant increase in a student’s knowledge obtained through instruction taught with instructional resources versus instruction without instructional materials. Due to the youth’s ability to touch and hold the instructional materials, 25.07% more knowledge was learned by the students. Also, one of the causes of students performance is to allow them to apply the knowledge that they learn and develop new abilities (Newcomb, McCracken, Warmbrod, & Whittington, 2004).

In the Ghanaian context, Baba - Adamu (2000) explained that the involvement of students in activities motivated students in learning. He further explained that teachers should move from the traditional teaching of not using instructional materials to using learning resources in the classroom. Prah (2000) used focus groups to interview students about their interest in learning and found that if the performance of students is to be increased, it is important to use hands on activity in teaching right from the elementary age students.

Acheampong (2003: 31) also found out that “basic school pupils are receptive to learning about their careers” and found that the use of educational materials in the classroom resulted in an increase in the students’ performance. Boleman and Burrell (2003) reported that experiential, hands-on learning motivated students’ interest. A study conducted by using open-ended

questionnaires, identified that group work was recognized as a social stimulus, whereas the use of hands on activity appeared to be cognitively stimulating to students. Content that was perceived as personally meaningful with relevance to the learners' life had the potential to preserve the students' interest as well as active participation in the learning process.

2.6 Effects of Motivation

In his extensive work on expectancy theory of motivation, Vroom (1964) proposed that individuals will behave or act in a certain way because they are motivated to select a specific behaviour over other behaviours due to what they expect the result of that selected behaviour would be. In essence, the motivation of the behaviour selection is determined by the desirability of the outcome. Research has shown that students' performance can be improved through motivation. Also, motivation can have an effect on students to focus attention, increased cognitive functioning, persistence, enjoyment or affective involvement, and curiosity (Schiefele, 2009).

Stimulating instruction favours the process of learning and the motivational atmosphere in class (Hidi, Renninger, & Krapp, 2004; Schiefele, 2009; Silvia, 2006). Motivation is usually triggered by environmental factors and instructional arrangements can directly address learners' interest. Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behaviour and teaching style, the

structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student motivation.

Other effects of motivation include; developing competition in students; rewards; assigning responsibilities; and offering the chance to work in groups. Also giving praise when earned; adopting a supportive style; and explaining the objectives; healthy environment; arranged field trips and offering a varied experience all boost motivation.

2.7 Teacher and motivation of pupils

Academic performance as posited by Scott (2012) refers to how well a student accomplished his or her tasks and studies. In effect, it is about how well a student is getting along in his or her academic work. It is the outcome of student's evaluation in the educational process indicating to what level they have achieved the educational goals as specified in the curriculum. Lawrence (2013) described academic achievement as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential in the educational goal measured by examinations. Crow and Crow (1969) saw the teacher's personality to be the major factor that motivates the pupil to improve his or her academic performance (cited in Lawrence, 2013). It can be deduced from the view shared by Crow and Crow that the teacher's personality is the main motivating factor to which a learner can profit from instruction into which skill and knowledge has been imparted to him.

Steinmay et. al. (2014) documented that academic achievement represents the demeanour and personality of the teacher which motivates the pupil's performance outcomes that indicates the extent to which a person has accomplished specific goals. For a pupil to achieve the objectives of teaching and learning which is the focus of activities in instructional environments, specifically in school, college and university, the teacher factor is key.

First, researchers argue that encouraging children is critical because it predicts motivation later in life, (Broussard & Garrison 2004; Gottfried 1990). Gottfried (1990), found that academic intrinsic motivation at ages 7 and 8 predicts subsequent motivation, even after controlling for intelligence quotient, achievement and socioeconomic status. Further, the stability of this relationship increases from ages 8 to 9. Thus highly motivated 7 and 8 year olds tend to grow into highly motivated 9 year olds which help them in their academic work. This happens not only when they are in lower classes but also when they move higher on the academic ladder.

Koomson, Brown, Dramanu & Brew (2014) believed that motivation stimulates individual interest in learning situation. Thus, motivation enlivens students' desire in learning moments. It makes the individual enjoy what he or she is learning and as such put in more effort to learn. In the long run, the performance of the said student will be improved. They also contended that motivation sustains ones eagerness to learn and makes him take active participation in classroom activities. Koomson *et al.*, (2014) believed that motivation charges an individual student to learn and to cause him to get involved

in lessons actively. Whilst students are doing all these, their performance academically gets improved.

Impact of motivation on learning of students in the classroom is important. Without motivation learning is not possible. So in education the role of motivation is effective on students learning. Due to motivation, students do any task and achieve the goal. Motivation increases speed of work that persons do to achieve goals. Motivation increases the performance of learning. It provides energy and the learner achieves the task because she has a direction and performance of the learner is increased. In the classroom, teachers motivate students to achieve their task and without motivation this is difficult to achieve. Motivation is helpful for reaching the objective for teachers and also school Administration which can make the school environment healthy.

Motivation influences the teaching process and the teachers use it as a weapon for successful teaching. Motivation of a teacher develops the interest of students in subjects. Before teaching any topic teachers motivate the students for learning. Not all students will respond to lessons in the same way. For some, hands-on experiences may be the best. Others may love to read books quietly or to work in groups. In order to keep all students motivated, teachers need to, mix up their lessons so that students with different preferences will each get time focused on the things they like best.

Doing so will help students to stay engaged and pay attention. In order to foster intrinsic motivation, teachers need to create learning activities that are based on topics that are relevant to students' lives. Strategies include using local

examples, teaching with events in the news, using technology to teach, or connecting the subject with students' culture, outside interests or social lives, (Brozo, 2005; McMahon & Kelly, 1996).

2.8 The Relationship between Intrinsic and Extrinsic Motivation and Academic Achievement

Intrinsic and extrinsic motivation are both essential in academic settings, as has been seen in the above discussion of these two forms of motivation. Mnyandu (2011) reaffirms this by stating that both intrinsic and extrinsic motivation are often required in academic achievement, because intrinsic motivation cannot always be relied upon, because not all academic tasks are interesting. Mnyandu (2011) states that it is imperative that educators acquire a broad understanding of both of these forms of motivation in order to help the learner use a particular type of motivation that is best suited to a particular learning situation and that will facilitate success.

Extrinsic motivation, on the other hand, is only present together with an external incentive. It would therefore be correct to assume that intrinsic motivation is more desirable than extrinsic motivation. Extrinsic motivation is, however, necessary in certain learning situations. Deci and Ryan's (2015) studies have indicated that there exists a positive relationship between intrinsic motivation and academic achievement. They state that even if an academic task is difficult, a learner's intrinsic motivation will cause him/her to persist with the task. Ryan and Stiller (in Ryan & Deci 2010) indicate that intrinsic motivation has

emerged as an important phenomenon for educators, a natural developer of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices.

Mnyandu (2011) declares that indicators of intrinsic motivation include enthusiasm and persistence with an assigned task, the time devoted to tackling the task, and the associated feelings of self-efficacy. Elaborating on the advantages of intrinsic motivation, Harackiewicz *et al.*, (2018) also suggest that intrinsically motivated students are more likely to concentrate in class to ensure that they acquire adequate knowledge for what they have to do. If learners are interested in a specific topic they are likely to devote their time and energy to the task. It is clear that all these behaviors will contribute towards academic achievement.

In a study conducted by Vallerand and Bissonnette (in Cokley *et al.*, 2011), they found that intrinsic motivation is conducive to academic achievement. They investigated the role of intrinsic, extrinsic and amotivational styles as predictors of behavioral persistence in academic settings. The participants included 388 males and 674 female French Canadian students from Montreal. The results indicated that students who persisted and finished their courses had higher initial levels of intrinsic motivation toward the academic activities than students who dropped out of the class.

It is clear from the above that intrinsic motivation is associated with a range of behaviors that are beneficial and conducive to the academic achievement of students. However, in contrast to most theorists who believe that intrinsic

motivation is positively related to academic achievement, Mnyandu (2011), in a local study on 120 learners from three primary schools in Shoshanguve in South Africa, found that intrinsic motivation was not positively related to academic achievement.

Extrinsic motivation is important in education and it contributes to academic achievement. Ryan and Deci (2010) emphasized this when they supported the point of view of Mnyandu (2011), who states that understanding extrinsic motivation is an important issue for educators who cannot always rely on intrinsic motivation to foster learning and achievement. Ryan and Deci (2010) declare that many of the tasks that educators want their students to perform are not inherently interesting or enjoyable. Educators should be skilled enough to be able to use cues in the classroom to encourage intrinsic motivation, and they must also help their learners to develop extrinsic motivation so as to prompt them to engage in uninteresting tasks (Mnyandu 2011).

In a study done by Mnyandu (2011), it was found that learners are capable of being both intrinsically and extrinsically motivated. It is therefore possible for a learner to possess both intrinsic and extrinsic motivation. Extrinsic motivation is present when the student receives external encouragement to learn and achieve academically. Bar-Tal and Bar-Zorah (in Mnyandu 2011) state that extrinsically motivated learners do not usually show any determination to improve on their academic performance and have little reason to exert more effort on their academic tasks, unless they are persuaded by the offer of extrinsic rewards. Deci and Ryan (in Areepattamannil & Freeman 2018) insist that students who are more

extrinsically motivated experience greater anxiety and a poorer ability to cope with failures.

Despite these behaviors that are associated with extrinsic motivation, extrinsic motivation is important in educational settings. Lecturers should, however, be careful when encouraging extrinsic motivation in students, because if a student is intrinsically motivated, exposure to too much extrinsic motivation can be detrimental to the initial intrinsic motivation. Boggiano and Pittman (in Mnyandu 2011:20) found that the intrinsic motivation of students who had initially been doing well on their own, decreased after being exposed to extrinsic rewards. Their intrinsic motivation may reduce when they perceive their behavior as extrinsically controlled (Harackiewicz et al., 2018).

Crous et al. (2010) state that lecturers should attempt to strike a balance between intrinsic and extrinsic motivation. The specific situation will determine which kind of motivation will be more important. Crous *et al.*, (2010) declare that the ideal and eventual objective must always be for people to move away from extrinsic motivation and to become intrinsically motivated, because this is the most desirable form of motivation.

Nilsen (2019) suggests that it seems that the initial motivation disappears in many students. He says (2019) that some researchers suggest that something or someone is decreasing high levels of motivation. Bowman and Sirota, Mischkind and Meltzer (in Nilsen 2019) state that instead of asking how we can motivate students we should rather ask how educators can be deterred from causing

student-motivation and morale to diminish - and even be destroyed - through their policies and practices.

It is therefore important that the lecturer should possess the necessary skills and knowledge to create a positive atmosphere in the learning situation. It is also important that the lecturer understands the different kinds of motivation that exists, and how to foster these types of motivation in order for students to be motivated and to achieve academically.

2.9 Summary

This chapter looked at definition of motivation, the types and how it relates to academic work, achievement or learning. Motivation was seen as a force that propels one to accomplish a task. Academically, motivation was viewed as the force that determines how much effort a student puts into his learning. The chapter ended with a discussion on the role of the teacher in the classroom and how motivation of pupils helps them to achieve their academic potential.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covered the research method that was adopted by the researcher in arriving at the findings. It describes the research design, research approach, the population, sampling and sample procedures, data gathering instruments, data collection measures, data analysis and ethical consideration would also be dealt with in this chapter.

3.1 Research Approach

Research design is the plan of research that essentially guides the conduct of the whole research (Burns & Bush 2012). The researcher needs to develop a proper research design before conducting data collection and analysis, because research design will guide the logical flow of the research project. It is important to have a clear and systematic research design at the outset of the project for being rigorous throughout the investigation process and for being confident in the outcome of the study. This process may involve a number of stages and each stage has its own outcomes. Hair *et al.*, (2013) concluded that a vigorous and systematic research design will lead to the type of data, technique of data collection, sampling methodology to be used, that the schedule and compliance with budget. Indeed, it will help to align the planned methodology to the research problems.

Research design essentially addresses two fundamental research inquiries – “what” and “why”. “What” normally refers to the descriptive research and a clear description will lead to the “why” questions or exploratory research. Answering the “why” questions (exploratory research) involved developing a causal explanation. These research processes were identified by Burns and Bush (2012) and Hair *et al.*, (2013), who classified research designs into three parts: exploratory, descriptive and causal.

A choice of research design reflects decisions about the priority given to set of dimensions of the research process. The researcher used descriptive research design for the study. This refers to a research which specifies the nature of a given phenomena. It determines and reports the way things are done. Descriptive research thus involves collecting data in order to test hypotheses or answer research questions concerning the current status of the subject of the study (Bryman, 2014).

Descriptive research portrays an accurate profile of persons, events, or situations (Kothari, 2010). Therefore, the descriptive survey is deemed the best strategy to fulfil the objectives of this study. According to Kombo and Tromp (2006) the basic purpose for descriptive research usually is to describe characteristics of the population of interest, make specific predictions and test associational relationships.

3.2.1 Quantitative versus qualitative research

Distinction between qualitative research and quantitative research

The mixed research approach was adopted. Qualitative and quantitative research approaches were used. Ulin *et al.*, (2014) defined qualitative research as scientific research that involves an investigation to find a solution, has a proper way to answer the question, gathers evidence and lastly provides an outcome applicable to the study. Furthermore, the finding can be generalized to the population where it is involved. They also added that a qualitative study is one of the methods that can be used to obtain information about culture.

Golafshani (2013) stated that qualitative research allows the researcher to bring to light the problem to be studied by developing hypotheses to be tested. This was supported by Patton (2012) who stated that a qualitative attempt to understand certain phenomena is based on context-specific settings without ignoring the natural surroundings. Denzin and Lincoln (2010) broadly defined qualitative research as a multi-method focus which involves an interpretive naturalistic approach to its subject matter. This means that such research attempts to investigate things based on a natural setting which brings meaning to them. Qualitative research also involves the studied use and collection of a variety of methods to capture the story, such as interview, observational, historical, interactional and visual texts. All these methods can describe people's routines and problematic moments which can bring full meaning to them.

Strauss and Corbin (2010) stated that qualitative research is different from quantitative research: the finding of the former method naturally explains without

using statistical procedures or other means of quantification. Indeed, the qualitative researcher describes explanation, understanding and prediction to similar situations. In contrast, quantitative researchers seek causal determination, prediction, and generalization of findings (Hoepfl 2017). In simplified terms, qualitative research does not involve any statistical analysis to interpret the data to make the findings. For instance, if we were asked to explain in qualitative terms a thermal image displayed in multiple colours, we would explain the colour differences rather than the heat's numerical value. In quantitative inquiry, the collection of data is normally measured and expressed numerically and used for statistical data analysis. Quantitative methods allow researchers to test theories and hypothesized relationships. This study adopted a quantitative inquiry.

3.2.2 Advantages and disadvantages of qualitative and quantitative research

This section briefly explained the advantages and disadvantages performing qualitative and quantitative research method. For qualitative research, the advantage of this method lies in its strength in uncovering multiple realities based on varying experiences of people. In other words, a researcher who conducts qualitative research can produce more in-depth and comprehensive information about their subjects. In addition, qualitative research could be conducted on a small group to understand multiple realities. However, the disadvantage of this method is its focus on a selected group only, where participants feel or think or how they behave. The researcher cannot make any assumption beyond this specific group of participants.

Quantitative research is a systematic approach to investigation. It involves measuring or counting attributes and answers to the ‘what’ and ‘how many’ questions. According to Demand Media Inc (2012), the research data is based on numbers which allow statistical tool to analyze it. This research method investigates the relationship between an independent variable and dependant variables to be studied. Researchers derive the hypotheses and test them with statistical tools like SPSS and SEM. However, advantages always come with disadvantages. Two disadvantages of doing quantitative research are: it ignores the natural setting like the qualitative research method. Besides that, it requires a large sample size so that it can be run through analysis statistical tool.

3.2.3 Justification of the quantitative approach

Researchers should bear in mind that methods used to conduct the research need to align with the research questions (Punch, 2008). In other words, data which need to be collected should be enough in answering the research question. Amaratunga et al. (2012) maintained that quantitative research can help a researcher to gather strong evidence through statistical analysis on the relationship between dependent and independent variables. Undoubtedly, results obtained from statistical analysis can provide directions of relationships when mixed with theory and literature. Neuman (2007, p.63) defined the quantitative approach as “an organized method for combining deductive logic with precise empirical observations of individual behavior in order to discover and confirm a set of probabilistic causal laws that can be used to predict general patterns of human activity.”

Thus, this study aimed to measure underlying variables based on Cavana et al., (2011 p.106) who stated, “measurement of the variables in the theoretical framework is an integral part of research and an important aspect of quantitative research design”. Furthermore, the advantages of using a quantitative approach can provide a researcher with in-depth explanations of quantitative enquiry. Cavana et al., (2011) and Amaratunga et al., (2012) emphasized this method can provide strength in reliability and validity for the constructs. Because the objective of this study was to empirically investigate a causal relationship between the underlying constructs, this methodology was deemed to be appropriate (Churcill & Suprenant 2012).

3.2.4 Profile of Study Area

Nnuaso Apinkra D/A Junior High School is situated on the right side of the road when coming from Atonso a suburb in Kumasi the regional capital of Ashanti Region of Ghana. It is one of the state owned schools in the Bosomtwe District with the district capital being Kuntense in the Ashanti Region. The community is densely populated. According to the 2010 population figures, the township has about 13,217 inhabitants. It is mainly a farming community with some few inhabitants being petty traders and salary earners. Nnuaso Apinkra is located at the western part of Kumasi, the regional capital.

3.3 Population

Mugenda (2008) describes population as the set of all groups of individuals, objects, items, cases, articles or things with common attributes or characteristics. According to Kothari (2014) a population consists of all items in

any field of inquiry. The target population of the study were pupils, teachers and parents of Nnuaso Apinkra D/A Junior High School. The total population of the study was 190 comprising 93males and 97 females.

3.4 Sample Size and Sampling Technique

Sample is a smaller, manageable version of a larger group. Samples are used in statistical testing when population are too large for the test to include all possible members or observations. A sample should represent the whole population and not reflect bias toward a specific attribute. It has been indicated that the size of the sample and the way in which it is selected definitely had implication for the confidence you can have in your data and the extent to which you can generalize (Saunders et al., 2007).

Random sampling was used to obtain the sample size. Auka et al., (2013) posit that random sampling ensures that all the groups (categories) are adequately sampled and this facilitates comparison among the groups. According to the Krejcie and Morgan (1970), table for determining sample size, a population of 190 requires a sample size of 127. Therefore, random sampling techniques were used to select 127 participants for the study.

3.5. Data Collection Instruments

To ensure that data collected address the study objectives, the data collection instruments must be selected appropriately to avoid collecting irrelevant information, Odongo (2013). In this study, questionnaire was prepared for

purposes of obtaining data from the respondents. The questionnaire items comprised of closed - ended and open -ended items that offered to give the advantage of collecting both qualitative and quantitative information. The questions were divided into sections that covered the research objectives and research questions. The researcher used the main primary data collection method that is structured questionnaire in soliciting data from the selected participants for the study.

The questionnaire had five main sections, which were designed in line with the research questions. The first section contained socio-demographic characteristics of the respondents and included their age, and gender. This was primarily to enable the researcher to have background information of respondents. Section two identified the causes of students' poor academic performance of Nnuaso Apinkra D/A Junior High School. Section three identified the effects of motivation on the academic performance of students of Nnuaso Apinkra D/A Junior High School. Section four ascertained the role of motivation by teachers on the academic performance of pupils of Nnuaso Apinkra D/A Junior High School and section five suggested ways that can be used to motivate students of Nnuaso Apinkra D/A Junior High School to improve upon their academic performance. The analysis of the study was based on the research objectives of the study.

3.5.1 Pre-Testing the Instruments

Instruments pre-testing, also known as piloting is a preliminary study conducted on small scale to ascertain the effectiveness of the research instruments, Alila (2011). A pre-test sample should be between 1% and 10%

depending on the sample size, Mugenda, and Mugenda (2013). In this study the researcher used a pre-test sample size equivalent to 10% of the study sample size, culminating into 8 respondents. Copies of questionnaire were developed and self-administered to the pre-test sample that was similar to the actual study sample in its major characteristics. This was significant as it helped to reveal aspects of ambivalence depicted by the questionnaire items that were subsequently reframed relative to the responses obtained from the respondents.

3.6 Validity of the Instrument

Validity is a measure of the degree to which differences found with a measuring instrument depict true differences among the items being measured, Kothari (2014). In the perspective of Mugenda and Mugenda (2013), an instrument is validated by providing that its items are representative of the skills and characteristics to be measured. Validity of the research instruments was reinforced by ensuring that the questionnaire items sufficiently covered the research objectives and this was subsequently confirmed by the pilot study.

Other measures put in place to address issues of instrument validity took the form of exposing the questionnaire to the experts and peers for judgement and review, respectively. Validity of the instrument was also assured through randomization that proved helpful in checking the influence of extraneous variables. Randomization is considered crucial for it is the best technique of ensuring the representatives of the sample to the target population.

3.7 Reliability of the Instruments

According to Mugenda and Mugenda (2013), reliability is a measure of the degree to which a measuring instrument yields consistent results or data after repeated trials. In Kothari (2015), reliability of a test instrument is a measure of the consistency with which a test instrument produces the same results when administered to the group over time intervals.

In this study, split-half reliability measure was employed by dividing the questionnaire items into two equal parts on the bases of odd and even appearances. The first part of the research instrument having been administered and the result obtained, the second part was subsequently administered and the results noted. Pearson's product moment coefficient of correlation (r) was then used to compare the two scores obtained and by giving an alpha value of 0.8, indicating that the data collection instrument was reliable.

3.8 Data Collection Procedures

According to Kothari (2015), data collection procedures comprises of the steps and actions necessary for conducting the research effectively and the desired sequencing of these steps. The researcher embarked on the process of collecting data from the field upon preparation of a research proposal which was assessed, corrections effected and research permit obtained from the head teacher and teachers of Nnuaso Apinkra D/A Junior High School. With the research permit obtained, the researcher started distributing the questionnaires to the pupils, teachers and parents of Nnuaso Apinkra D/A Junior High School.

In order to increase the return rate, the researcher adopted the steps proposed by Wiseman and McDonald (2010). These steps involved preparing cover letters attached to each questionnaire disclosing the significant of the study as well as assuring the respondents of the researcher's commitment to confidentiality. In this study, the researcher self-administered the data collection instruments to the respondents in batches of ten copies each, systematically until all were exhausted.

Given that the researcher was committed to collecting the desired data, the respondents were advised to complete the questionnaire in the presence of the researcher in order to address cases of misunderstandings that may arise. In the event that the respondents were not prepared to complete the questionnaire due to any other reason, arrangements would be made for the questionnaire to be collected later by the researcher for purposes of enhancing questionnaire return rate.

3.9 Methods of Data Analysis

Given the fact that the study was descriptive in its major characteristics, descriptive statistics were used as main method of data analysis. The analysis of the data commenced with editing and inspection of the pieces of data in order to identify simple mistakes, items that were wrongly responded to and any blank space left unfilled by the respondents. The computer statistical package for social sciences (SPSS version 22) was used to process all the quantitative responses from the questionnaire. The questionnaire items were sorted, coded and fed into SPSS program to generate frequencies and percentages and data was presented using frequency distribution tables.

Thematic analysis was used to analyse that qualitative data. Thematic analysis is one of the most common forms of analysis in qualitative research. It emphasizes pinpointing, examining, and recording patterns (or "themes") within data. Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question (Guest, 2012). Thematic analysis is best thought of as an umbrella term for a variety of different approaches, rather than a singular method. Different versions of thematic analysis are underpinned by different philosophical and conceptual assumptions and are divergent in terms of procedure (Guest, 2012).

Thematic analysis is used in qualitative research and focuses on examining themes within data. This method emphasizes organization and rich description of the data set. Thematic analysis goes beyond simply counting phrases or words in a text and moves on to identifying implicit and explicit ideas within the data (Guest, 2012). Coding is the primary process for developing themes within the raw data by recognizing important moments in the data and encoding it prior to interpretation. The interpretation of these codes can include comparing theme frequencies, identifying theme co-occurrence, and graphically displaying relationships between different themes. Most researchers consider thematic analysis to be a very useful method in capturing the intricacies of meaning within a data set (Braun, & Clarke, 2016).

3.10 Ethical Considerations

According to Resnik (2011), there are several reasons for the adhering to ethical norms in research. Norms promote the aims of research, such as knowledge, falsifying or misrepresenting research data, promote the truth and avoid error. Moreover, since research often involves a great deal of cooperation and coordination among many different people in different discipline and institutions, ethical standards promote the value that are essential to collaborative work, such as trust, accountability, mutual respect and fairness. For instance, many ethical norms in research, such as guidelines for relationships, copyright, and patency policies, data sharing policies and confidentiality and peer reviews are designed to protect intellectual property interest while encouraging collaborations. Many of the ethical norms help to ensure that researcher can be held accountable to the respondents.

William (2016) lists some of the ethical issues as informed consent, confidentiality and anonymity. Given the importance of ethical issues in several ways, the researcher would avoid taking any ones' work and where someone's work was included, such were acknowledged. In the process of data collection, respondent's identities would be concealed and any information obtained would be handled with utmost confidence. No harm of any nature was meted out on any respondent, aspects of privacy was observed and any cruelty avoided.

3.11 Summary

This chapter presented the study methods. It covered research design used which was the mixed research approach. Questionnaire and interview guide were instrument used to collect data. The sample size for the study was 127 respondents in Nnuaso Apinkra D/A Junior High School. Random sampling technique was employed to handpick the participants. The computer statistical package for social scientists (SPSS version 22) was used to process all the quantitative and qualitative responses from the questionnaire and the interview guide.



CHAPTER FOUR

RESULTS

4.1 Introduction

The purpose of the study was to examine the influence of motivation on the academic performance of students of Nnuaso Apinkra D/A Junior High School. The following specific objectives of the study were adopted including to identify the causes of students' poor academic performance of Nnuaso Apinkra D/A Junior High School. Secondly, to identify the effects of motivation on the academic performance of students of Nnuaso Apinkra D/A Junior High School. Thirdly, to ascertain the role of motivation by teachers on the academic performance of students of Nnuaso Apinkra D/A Junior High School and finally, to suggest ways that can be used to motivate students of Nnuaso Apinkra D/A Junior High School to improve upon their academic performance. Out of 127 questionnaires sent out for primary data, 125 questionnaires were received while 2 questionnaires were not received. Therefore, the analysis of the research instruments were based on 98.4% response rate (see Figure 4.1).

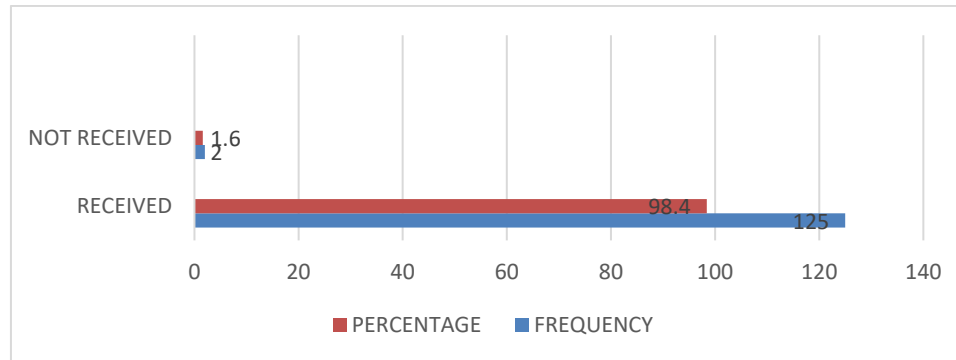


Figure 4.1: Response rate of the Questionnaires

4.2 Analysis of Pupils Questionnaires

Table 4.1: Bio Data of Pupils

BIO DATA	Frequency	Percentage
Gender of the pupils		
Male	49	51.6
Female	46	48.4
Total	95	100
Age category of respondents		
10-15 years	37	38.9
15-20 years	58	61.1
Total	95	100

Field survey, 2021, n= 95

Table 4.1 shows that 49 pupils representing 51.6% were males while 46(48.4%) were females. Moreover, 58(61.1%) were between the age ranges 15-20 years while 37(38.9%) were between the age category 10-15 years.

Table 4.2: Demographic profile of Teachers

Demographic Data	Frequency	Percentage
Gender		
Male	7	53.8
Female	6	46.2
Total	13	100
Age category of teachers		
Less than 25 years	3	23
25 to 40 years	6	46.2
Above 40 years	4	30.8
Total	13	100
Highest educational qualification		
Diploma	4	30.8
Bachelor's degree	5	38.4
Master's degree	4	30.8
Total	13	100

Field survey, 2021, N= 13

Table 4.2 shows that 7 teachers representing 53.8% were males while 6 teachers representing 46.2% were females. Moreover, 6 (46.2%) were between the age category 25 to 40 years, 4(30.8%) were above 40 years while 3(23%) were less than 25 years. To add more, 5(38.4%) possess Bachelor's degrees, while 4(30.8%) were holding Diplomas and Masters degrees respectively.

Research Question One: What are the causes of poor academic performance of students of Nnuaso Apinkra D/A Junior High School?

Pupils Responses

Table 4.3: The causes of pupil’s poor academic performance

ITEM	Frequency	Percentage
Pupils performance in the classroom setting		
Average	24	25.3
Good	29	30.5
Very good	18	18.9
Excellent	24	25.3
Total	95	100
Enjoying learning		
Yes	72	75.8
No	23	24.2
Total	95	100
Teacher ability to use motivational strategies to motivate pupils in class		
Yes	26	27.4
No	69	72.6
Total	95	100

Field survey, 2021, N= 95

Table 4.3 indicates that 29 pupils representing 30.5% had good academic performance, 24(25.3%) affirmed that they had average and excellent academic performance respectively, while 18(18.9%) had very good performance. Also,

72(75.8%) said that they enjoy learning in the classroom while 23(24.2%) did not enjoy learning because teachers do not use adequate motivational strategies to enhance learning.

To add more, 69(72.6%) indicated that their teachers used motivational strategies to motivate pupils while 26(27.4%) said that their teachers were not using motivational strategies to teach in class and because of that they became amotivated in class.

Table 4.4: The use of instructional materials to enhance pupils to performance

The ability of motivation to eliminate fear	Frequency	Percentage
Yes	87	91.6
No	8	8.4
Total	95	100
The use of instructional materials to enhance pupils to perform better academically		
Yes	92	96.8
No	3	3.2
Total	95	100
Reasons		
TLMs improves understanding of questions	31	32.6
Learning becomes easier and faster	26	27.4
TLMs arouses pupils interest in the subject	38	40
Total	95	100

Field survey, 2021, N= 95

Furthermore, Table 4.4 revealed that 87(91.6%) of the respondents said that motivation in class eliminate fear while 8(8.4%) revealed that motivation does not eliminate fear in class. The study results held that 92(96.8%) said that the use of instructional materials can enhance pupils to perform better academically. Adding that, TLMs arouses pupils interest to learn the subject (40%), TLMs improves understanding of questions (32.6%), and Learning becomes easier and faster with instructional materials (27.4%).



Teachers Responses

Table 4.5: The Causes of Pupil’s Poor Academic Performance

ITEM	Frequency	Percentage
Pupils response to learning		
Well	6	46.2
Very well	4	30.8
Bad	3	23
Total	13	100
Pupils performance in your subject		
Average	7	53.8
Good	4	30.8
Very Good	2	15.4
Total	13	100
The use of required teaching and learning materials to motivate pupils to learn		
Yes	8	61.5
No	5	38.5
Total	13	100
How do you motivate them		
By using the required teaching and learning pedagogues	6	46.2
By using the required TLMs	4	30.8
By using incentives	3	23
Total	13	100

Field survey, 2021, N= 13

Table 4.5 indicates that 6 teachers representing 46.2% indicated that their pupils respond well to learning. Furthermore, 7(53.8%) said that their pupils academic performance were average. To add more, 8(61.5%) held that the use of required teaching and learning materials motivates pupils to learn. The teachers

further revealed that they motivate pupils by using the required teaching and learning pedagogues (46.2%), by using the required TLMs (30.8%) and by using incentives (23%).

Research Question Two: How does motivation affect the academic performance of students of Nnuaso Apinkra D/A Junior High School?

Pupils Responses



Table 4.6: The Effects of Motivation on the Academic Performance of Pupils

ITEM	Frequency	Percentages
Clapping of hands and time wastage		
Yes	23	24.2
No	72	75.8
Total	95	100
Reasons for clapping hands in the classroom		
Clapping of hands encourages pupils	32	33.7
Clapping of hands motivates pupils	45	47.4
Pupils know the right answer to the questions	18	18.9
Total	95	100
Teachers ability to use reward/incentives to motivate pupils		
Yes	85	89.5
No	10	10.5
Total	95	100
Teachers behaviour and teaching style affecting pupils during lessons		
Yes	89	93.7
No	6	6.3
Total	95	100
Reasons		
It makes pupils happy and understand the subject well	18	19
It motivates pupils to learn	19	20
It helps pupils to pay attention in class	14	14.7
Excessive canning makes pupils amotivated	16	16.8
Some teachers do gender discrimination when they are canning pupils	11	11.6
Some teachers insult pupils in class when teaching	17	17.9
Total	95	100

Field survey, 2021, N= 95

Table 4.6 reveals that 72 pupils representing 75.8% said that it does not waste time when their teachers ask them to clap for their brilliant colleagues. They added that clapping of hands encourages pupils (33.7%), clapping of hands motivates pupils (47.4%), and pupils know the right answer to the questions (18.9%).

Moreover, 85(89.5%) said that they are motivated when their teachers use reward or incentives. To add more, 89(93.7%) held that their teachers behaviour and teaching style affect pupils during lessons because reward or incentives motivates pupils to learn (20%), it makes pupils happy and understand the subject well (19%), excessive canning makes pupils amotivated (16.8%), it helps pupils to pay attention in class (14.7%) and some teachers do gender discrimination when they are canning pupils (11.6%). However, some pupils were amotivated because some teachers insult them in class when teaching (17.9%).

Table 4.7: Problems with the structure of the subjects taught

Problems with the structure of the subjects taught	Frequency	Percentage
Yes	48	50.5
No	47	49.5
Total	95	100
List of subjects pupils have problems when taught		
Science	13	13.7
Information and Communication Technology	15	15.8
Mathematics	14	14.7
English Language	13	13.7
B.D.T	12	12.6
French	11	11.6
Religious and Moral Education	10	10.5
Twi Language	7	7.4
Total	95	100
Do the nature of the assignments given by teachers have a large effect on student motivation?		
Yes	73	76.8
No	22	23.2
Total	95	100

Field survey, 2021, N= 95

Table 4.7 shows that, 48(50.5%) of the respondents indicated that they have problems with the structure of the subjects taught, while 47(49.5%) revealed that they do not have problems with the subjects taught. The pupils listed the following subjects including Information and Communication Technology (15.8%), Mathematics (14.7%), Science and English Language (13.7%), B.D.T (12.6%), French (11.6%),

Religious and Moral Education (10.5%) and Twi Language (7.4%) as the subjects they have problems with. Furthermore, 73(76.8%) revealed that the

nature of the assignments given by teachers have a large effect on student motivation.

Teachers Responses

Table 4.8: The role of Motivation in the teaching and learning process

ITEM	Frequency	Percentage
The use of instructional time efficiently and effectively		
Yes	12	92.3
No	1	7.7
Total	13	100
How efficiently do you use your instructional time?		
Always in the classroom when my period is due	5	38.5
Use required pedagogues to teach and evaluate pupils	2	15.4
I am able to use limited resources to foster pupils learning within a period	4	30.8
I strategise my lessons well to fit the instructional time and give feedback to pupils after evaluation and do corrections if any	2	15.4
Total	13	100
I give enough exercise, homeless and projects		
Yes	10	76.9
No	3	23.1
Total	13	100
Exercise, home works and project are marked promptly.		
Yes	13	100
No	0	0
Total	13	100
Appropriate and prompt feedbacks are given to evaluation verbally and written.		
Yes	13	100
No	0	0
Total	13	100

Field survey, 2021, N= 13

Table 4.8 shows that 12 teachers representing 92.3% indicated that they use instructional time efficiently and effectively. To add more, 5(38.5%) they always use instructional time efficiently in the classroom when their period is due, they are able to use limited resources to foster pupils learning within a period (30.8%), teachers use required pedagogues to teach and evaluate pupils (15.4%) and they strategise their lessons well to fit the instructional time and give feedback to pupils after evaluation and do corrections if any (15.4%). The study findings held that, 10(76.9%) said that teachers give enough exercise, homeless and projects. Furthermore, 100% of the teachers marked exercises, home works and projects promptly.

Also, all the teachers said that appropriate and prompt feedbacks are given to evaluation verbally and written and they believe that motivation is an essential element vital for teaching and learning.

Research Question Three: How does teachers role in the classroom motivate students of Nnuaso Apinkra D/A Junior High School to improve upon their academic performance?

Pupils Response

Table 4.9 The Role of Motivation in the Teaching and Learning Process

ITEM	Frequency	Percentage
Are you motivated for teaching and learning in the school?		
Yes	89	93.7
No	6	6.3
Total	95	100
Do you learn because you are forced to learn?		
Yes	77	81
No	18	19
Total	95	100
Reasons		
I am not forced because I am interested in the subject being taught	32	33.7
I am interested in schooling	23	24.2
I obtain knowledge and skills	19	20
I make adequate preparations towards the subject	21	22.1
Total	95	100
Do you score high marks on the subjects you are interested in learning than those subjects you are not interested in learning?		
Yes	92	96.8
No	3	3.2
Total	95	100
Reasons		
Because it is the subject I like best	33	34.8
Because I understand the concept taught	18	18.9
The teacher teaches very well	17	17.9
The teaches motivates pupils very well	18	18.9
The teacher gives more details	9	9.5
Total	95	100
Do you believe that interest and desire drives an individual to make remarkable feats in learning?		
Yes	94	98.9
No	1	1.1
Total	95	100

Field survey, 2021, N= 95

Table 4.9 indicated that, 89(93.7%) of the respondents said that they are motivated to learn in the school. Moreover, 77(81%) learn because they are forced to learn and 18(19%) said that they learn because they are not forced to do so. They indicated that they are not forced because they are interested in the subject being taught (33.7%), they are interested in schooling (24.2%), they make adequate preparations towards the subject (22.1%), and they obtain knowledge and skills (20%).

To add more, majority 92(96.8%) affirmed that they score high marks on the subjects they are interested in learning than those subjects they are not interested in learning. The reasons why pupils score high marks on the subjects they are interested in learning than those subjects they are not interested in learning is because it is the subject they like best (34.8%), they understand the concept taught (18.9%), the teachers motivate pupils very well (18.9%), the teacher teaches very well (17.9%) and the teacher gives more details (9.5%). The study results revealed that, 94(98.9%) believe that interest and desire drives an individual to make remarkable feats in learning.

Table 4.10: The Ability to study in groups during lessons

Is it true that motivation is an essential element that is necessary for quality education?	Frequency	Percentage
Yes	95	95
No	0	0
Total	95	100
Do you work in groups during lessons?		
Yes	68	71.6
No	41	28.4
Total	95	100
Reasons		
The teacher want pupils to learn in groups	29	30.5
The teacher want pupils to do private studies	18	19
Teachers do not want pupils to learn in groups because of COVID 19 pandemic	31	32.6
Teachers want pupils to maintain social distances	17	17.9
Total	95	100

Field survey, 2021, N= 95

To add more, Table 4.10 indicates that, 100% of the pupils said that it is true that motivation is an essential element that is necessary for quality education. They further indicated that some teachers allow pupils to work in groups (68(71.6%)) because teachers want pupils to do private studies (19%), some teachers do not want pupils to learn in groups because of COVID 19 pandemic (32.6%), and teachers want pupils to maintain social distances (17.9%).

Teachers Response**Table 4.11: Motivation as an essential element vital for Teaching and learning**

Do you believe that motivation is an essential element vital for Teaching and learning?	Frequency	Percentage
Yes	13	100
No	0	0
Total	13	100
Reasons		
Motivation helps the learners to become active in class	5	38.5
It arouses pupils interest in learning	3	23
It helps teachers to teach pupils well to understand the academic concepts	2	15.4
It serves as external drive for pupils to learn	3	23
Total	13	100
Report cards, continuous Assessment and SBA' s are duly completed at the end to the term and report cards are given to pupils.		
Yes	13	100
No	0	0
Total	13	100

Field survey, 2021, N= 13

Table 4.11 affirmed that, motivation helps the learners to become active in class (38.5%), It arouses pupils interest in learning (23%), It serves as external drive for pupils to learn (23%), and It helps teachers to teach pupils well to understand the academic concepts (15.4%). Finally, 100% of the teachers revealed that report cards, continuous Assessment and SBA's are duly completed at the end to the term and report cards are given to pupils.

Research Question Four: What suggestions can be made to motivate students of Nnuaso Apinkra D/A Junior High School to improve upon their academic performance?

Table 4.12: Suggested ways that can be used to motivate students of Nnuaso Apinkra D/A Junior High School to improve upon their academic performance.

S/N	Statement(s)	SA n(%)	A n(%)	N n(%)	D n(%)	SD n(%)	Mean X	SD
1	Students who are motivated regularly attend classes often read at higher levels, are better writers, and perform better on standardized tests	47 (49.5)	38 (40)	6 (6.3)	2 (2.1)	2 (2.1)	4.77	0.82
2	Engaging and responding to academic tasks requires students to comply with teacher instructions.	32 (33.7)	54 (56.8)	4 (4.2)	3 (3.2)	2 (2.1)	4.65	0.84
3	If students do not comply with teacher instructions, the level of academic engagement and responding is likely to be low.	41 (43.2)	50 (52.6)	2 (2.1)	2 (2.1)	-	4.62	0.86
4	Students compliance with teacher instructions may be essential to increasing academic engagement and responding	31 (32.6)	49 (51.6)	3 (3.2)	7 (7.4)	5 (5.2)	4.54	0.89
5	One way to increase academic engagement is to increase the use of effective classroom management procedures and TLMs.	46 (48.4)	42 (44.2)	4 (4.2)	3 (3.2)	-	4.23	0.92
6	Students who were in classrooms with teachers who focused on classroom rules and procedures for the first few days of school were more engaged and had higher achievement.	33 (34.7)	57 (60)	2 (2.1)	3 (3.2)	-	4.16	0.95
7	Good classroom management leads to higher academic achievement	43 (45.3)	48 (50.5)	2 (2.1)	2 (2.1)	-	3.59	0.97

Field survey, 2021, N= 95

Table 4.12 reveals that, 47 respondents representing 49.5% strongly agreed that students who are motivated regularly attend classes often read at higher levels, are better writers, and perform better on standardized tests, 38 respondents representing 40% agreed, 6 respondents representing 6.3% were neutral, while 2 respondents representing 2.1% disagreed and strongly disagreed respectively (mean score of 4.77, SD - 0.82).

Moreover, 54 respondents representing 56.8% agreed that engaging and responding to academic tasks requires students to comply with teacher instructions, 32 respondents representing 33.7% strongly agreed, 4 respondents representing 4.2% were neutral, 3 respondents representing 3.2% disagreed, while 2 respondents representing 2.1% strongly disagreed (mean score of 4.65, SD - 0.84).

To add more, 50 respondents representing 52.6% agreed that if students do not comply with teacher instructions, the level of academic engagement and responding is likely to be low, 41 respondents representing 43.2% strongly agreed, while 2 respondents representing 2.1% disagreed and were neutral respectively (mean score of 4.62, SD - 0.86).

Moreover, 49 respondents representing 51.6% agreed that students' compliance with teacher instructions may be essential to increasing academic engagement and responding, 31 respondents representing 32.6% strongly agreed, 5 respondents representing 5.2% strongly disagreed, 7 respondents representing

7.4% disagreed, while 3 respondents representing 3.2% were neutral (mean score of 4.54, SD - 0.89).

Furthermore, 46 respondents representing 48.4% strongly agreed that one way to increase academic engagement is to increase the use of effective classroom management procedures and TLMs, 42 respondents representing 44.2% agreed, 4 respondents representing 4.2% were neutral, while 3 respondents representing 3.2% disagreed (mean score of 4.23, SD - 0.92).

Also, 57 respondents representing 60% agreed that students who were in classrooms with teachers who focused on classroom rules and procedures for the first few days of school were more engaged and had higher achievement, 33 respondents representing 34.7% strongly agreed, 3 respondents representing 3.2% disagreed, while 2 respondents representing 2.1% were neutral (mean score of 4.16, SD - 0.95).

Moreover, 48 respondents representing 50.5% agreed that good classroom management leads to higher academic achievement, 43 respondents representing 45.3% strongly agreed, while 2 respondents representing 2.1% disagreed and were neutral respectively (mean score of 3.59, SD - 0.97).

4.4 Analysis of Parents Semi- Structured Interview Guide

Seventeen (17) parents were selected for the study. Semi structured interview guide was used to gather information from the parents. The responses were presented using thematic analysis.

Theme 1: Home Opportunities

Parent 1 indicated that, *“parents’ socio-economic drivers may be indicators for parents to build advantageous educational opportunities for the educational process of their children”*. Parent 2 said that, *“in all, while children's inherent abilities are important, home opportunities are vital to their talent growth”*.

Parent 3 show however that *“the characteristics of fathers (education and employment) exert a stronger impact because men generally have stronger attachments to the labour market especially in Ghana, whereas the characteristics of mothers (particularly education) play an important role in child socialisation”*. The effect of these results therefore revealed that education for children is a team effort with much commitment to come from the home community.

Parent 4 indicated that *“good students have parents who are vigilant about their academic success. If a student is a non-favorable student, the use of the requisite tools for learning has been hindered”*. Parent 5 said that *“if the home atmosphere is favorable then the student's life and particularly his or her education will be positively affected”*.

Theme 2: Parental Motivation and Pupils performance

Parent 6 indicated that *“she motivate her wards to study”*. Adding that *“her wards do not enjoy learning at home because they do not have study rooms*

at home to study”. “Despite the challenges her wards do their home works or assignments and read books at their leisure times”.

Moreover, parent 7 revealed that *“his children do their home works at home with minimum or no supervision”*. To add more, *“his wards were always eager to learn to broaden their horizon”*. He concluded that *“his wards promise to improve upon their academic performance”*

Some schools of thought argue that individuals who are motivated intrinsically tend to develop high regard for learning course information without the use of external rewards or reinforcement. They also state that individuals who are motivated extrinsically rely solely on rewards and desirable results for their motivation (Lei, 2010). They also assert that, students who are motivated extrinsically are at a greater risk of performing lower academically than intrinsically motivated students. Hence, they believe that extrinsic motivation must be sparingly used so as not to abuse its relevance. This is summarized in Deci *et al.*, (1999) that, teachers can use unexpected rewards on occasions with little harm although they should not be given so frequently that students come to expect them. However, other researchers argue that extrinsic motivation has a place in the classroom, particularly for certain types of students.

Theme 3: Parental Support

Parent 8 and 9 revealed that *“those parents who contribute to the learning process of their children have an important effect on the academic motivation and learning actions of their children”*. *“The influence of the home context factors on the academic achievements of students was mainly due to the combination of*

parental predisposition and the socio-economic and family structure of their children”. Parent 10 and 11 said that, “parental predisposure to education such as school visits, provision of resource material, and provision of pocket money and socio-economic characteristics of parents, including work of parents, parental education , family and residential feeding has an influence on pupils motivation and academic performance”.

Parent 12 revealed that *“most important, however, parent visits to schools are the first factor to be considered in increasing academic performance. Parent visits to school can be said to be linked to fewer problems, to less delinquency and to more development of society and social commitment, like paying attention to school routines and motivating them to do well”.*



CHAPTER FIVE

DISCUSSIONS

5.0 Introduction

This chapter discussed the results of the study in relation to the research objectives including to identify the causes of student's poor academic performance of Nnuaso Apinkra D/A Junior High School. Secondly, to identify the effects of motivation on the academic performance of students of Nnuaso Apinkra D/A Junior High School. Thirdly, to ascertain the role of motivation by teachers on the academic performance of students of Nnuaso Apinkra D/A Junior High School and to suggest ways that can be used to motivate students of Nnuaso Apinkra D/A Junior High School to improve upon their academic performance.

5.1 The causes of pupil's poor academic performance

The study results held that, less than half percent of the pupils (30.5%) had good academic performance, 24(25.3%) affirmed that they had average and excellent academic performance respectively, while 18(18.9%) had very good performance. Also, more than half of the pupils 72(75.8%) said that they enjoy learning in the classroom while less than half of the pupils 23(24.2%) did not enjoy learning because teachers do not use adequate motivational strategies to enhance learning. Crous et al. (2010) stated that lecturers should attempt to strike a balance between intrinsic and extrinsic motivation. The specific situation will determine which kind of motivation will be more important. Crous *et al.*, (2010) declare that the ideal and eventual objective must always be for people to move

away from extrinsic motivation and to become intrinsically motivated, because this is the most desirable form of motivation.

Moreover, a little more than half of the pupils 69(72.6%) indicated that their teachers used motivational strategies to motivate pupils while 26(27.4%) said that their teachers were not using motivational strategies to teach in class and because of that they became amotivated in class. Furthermore, most of the pupils 87(91.6%) said that motivation in class eliminate fear. These results are in agreement with Bowman and Sirota, Mischkind and Meltzer (in Nilsen 2019), they stated that instead of asking how we can motivate students we should rather ask how educators can be deterred from causing student-motivation and morale to diminish - and even be destroyed - through their policies and practices. It is therefore important that the lecturer should possess the necessary skills and knowledge to create a positive atmosphere in the learning situation. It is also important that the lecturer understands the different kinds of motivation that exists, and how to foster these types of motivation in order for students to be motivated and to achieve academically.

The study results held that 92(96.8%) said that the use of instructional materials can enhance pupils to perform better academically. Adding that, TLMs arouses pupils interest to learn the subject (40%), TLMs improves understanding of questions (32.6%), and Learning becomes easier and faster with instructional materials (27.4%). Extrinsic motivation is important in education and it contributes to academic achievement. Ryan and Deci (2010) emphasized this when they supported the point of view of Mnyandu (2011), who states that

understanding extrinsic motivation is an important issue for educators who cannot always rely on intrinsic motivation to foster learning and achievement. Ryan and Deci (2010) declare that many of the tasks that educators want their students to perform are not inherently interesting or enjoyable. Educators should be skilled enough to be able to use cues in the classroom to encourage intrinsic motivation, and they must also help their learners to develop extrinsic motivation so as to prompt them to engage in uninteresting tasks (Mnyandu 2011).

5.2 The Effects of Motivation on the Academic Performance of Pupils

The study further reveals that majority (75.8%) of the pupils said that it does not waste time when their teachers asks them to clap for their brilliant colleagues. They added that clapping of hands encourages pupils (33.7%), clapping of hands motivates pupils (47.4%), and pupils know the right answer to the questions (18.9%). In a study done by Mnyandu (2011), it was found that learners are capable of being both intrinsically and extrinsically motivated. It is therefore possible for a learner to possess both intrinsic and extrinsic motivation. Extrinsic motivation is present when the student receives external encouragement to learn and achieve academically. Bar-Tal and Bar-Zorah (in Mnyandu 2011) state that extrinsically motivated learners do not usually show any determination to improve on their academic performance and have little reason to exert more effort on their academic tasks, unless they are persuaded by the offer of extrinsic rewards. Deci and Ryan (in Areepattamannil & Freeman 2018) insist that students who are more extrinsically motivated experience greater anxiety and a poorer

ability to cope with failures. Despite these behaviors that are associated with extrinsic motivation, extrinsic motivation is important in educational settings.

Moreover, most 85(89.5%) of the pupils said that they are motivated when their teachers use reward or incentives. Extrinsic motivation is a construct that is relevant whenever an activity is done in order to attain some reward. It is thus in contrast to intrinsic motivation, which refers to doing an activity simply for the enjoyment itself, rather than for its instrumental value (Ryan and Deci 2010). It is a drive that leads to a behavior that resides outside the individual, a drive to perform in order to receive parents' or teachers' praise and acceptance, to receive high marks, etc.

To add more, 89(93.7%) of the respondents were of the view that teachers behaviour and teaching style affect pupils during lessons because reward or incentives motivates pupils to learn (20%), it makes pupils happy and understand the subject well (19%), excessive canning makes pupils amotivated (16.8%), it helps pupils to pay attention in class (14.7%) and some teachers do gender discrimination when they are canning pupils (11.6%). However, some pupils were amotivated because some teachers insult them in class when teaching (17.9%). Amotivated learners also seem to make use of ineffective learning strategies that do not promote academic achievement. These learners do not believe that they control the factors that cause and influence the outcomes of their behavior. For example, if an individual fails an examination, the amotivated learner will ascribe the failure to a lack of ability over which he or she has no control, rather than to factors that he or she has control over. Thus these learners accept the situation and

believe that there is nothing that they can do to change, improve or to rectify it. This pronouncement is reiterated by Ahmed and Bruinsma (2016) when they declare that amotivation occurs when individuals do not perceive contingencies between their actions and its outcomes; these individuals experience feelings of incompetence, and a lack of personal control over the outcome.

The study findings held that, 48(50.5%) of the pupils indicated that they have problems with the structure of the subjects taught. Amotivation can best be described as having no motivation. It is a feeling of helplessness and incompetence. Ahmed and Bruinsma (2016) state that amotivation occurs when an individual does not perceive contingencies between their action and its outcome. This type of motivation is the opposite of self-determined behaviour.

The pupils listed the following subjects including Information and Communication Technology (15.8%), Mathematics (14.7%), Science and English Language (13.7%), B.D.T (12.6%), French (11.6%), Religious and Moral Education (10.5%) and Twi Language (7.4%) as the subjects they have problems with. Furthermore, 73(76.8%) revealed that the nature of the assignments given by teachers have a large effect on student motivation. Clark and Schroth (2010) examined the relationship between personality and academic motivation in a study, and they found that those individuals who lacked motivation tended to be disagreeable and careless. Deci and Ryan (2015) state that amotivated learners lack the confidence in their ability to exert an influence over their behavior after they have failed. The amotivated learner possesses a negative academic self-concept that tends to worsen as the failures continue. Students who are thus

amotivated possess a range of characteristics that are not conducive to academic achievement.

According to Mnyandu (2011), the performance of the amotivated learner also deteriorates in the face of failure. It can thus be assumed that amotivation is not beneficial to academic achievement, and is not a desirable form of motivation. In the next section the researcher will discuss the relationship between intrinsic and extrinsic motivation and academic achievement.

5.3 The Role of Motivation in the Teaching and Learning Process

The study results indicated that, 89(93.7%) of the pupils said that they are motivated to learn in the school. Some schools of thought argue that individuals who are motivated intrinsically tend to develop high regard for learning course information without the use of external rewards or reinforcement. They also state that individuals who are motivated extrinsically rely solely on rewards and desirable results for their motivation (Lei, 2010).

Moreover, 77(81%) of the pupils learn because they are forced to learn and 18(19%) said that they learn because they are not forced to do so. They indicated that they are not forced because they are interested in the subject being taught (33.7%), they are interested in schooling (24.2%), they make adequate preparations towards the subject (22.1%), and they obtain knowledge and skills (20%). This is related to psychological rewards such as the opportunity to use one's ability. A sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner.

Psychological rewards are those that can usually be determined by the actions and behaviour of the individual managers (Mullins, 2005). Intrinsic motivators are concerned with the quality of work life, are likely to have a deeper and longer-term effect because they are inherent in individuals and not imposed from outside (Armstrong, 2006).

To add more, majority 92(96.8%) of pupils affirmed that they score high marks on the subjects they are interested in learning than those subjects they are not interested in learning. Amotivation denotes the state when individuals do not perceive any contingency between their actions and the outcomes thereof. Thus, amotivated individuals experience feelings of incompetence and a lack of personal control over the outcomes that are thought to motivate human behaviour (Ahmed & Bruinsma 2016). Consequently, amotivated learners are learners who have no motivation.

The reasons why pupils score high marks on the subjects they are interested in learning than those subjects they are not interested in learning is because it is the subject they like best (34.8%), they understand the concept taught (18.9%), the teachers motivate pupils very well (18.9%), the teacher teaches very well (17.9%) and the teacher gives more details (9.5%). Boggiano and Pittman (in Mnyandu 2011) found that frequent and repeated exposure to controlling strategies, for example, inducing learners to learn by promising punishment if they did not, had dramatic and far-reaching effects on the formation of maladaptive achievement patterns in learners.

They also assert that, students who are motivated extrinsically are at a greater risk of performing lower academically than intrinsically motivated students. Hence, they believe that extrinsic motivation must be sparingly used so as not to abuse its relevance. This is summarized in Deci *et al.*, (1999) that, teachers can use unexpected rewards on occasions with little harm although they should not be given so frequently that students come to expect them. However, other researchers argue that extrinsic motivation has a place in the classroom, particularly for certain types of students.

The study results revealed that, 94(98.9%) believe that interest and desire drives an individual to make remarkable feats in learning. To add more, 100% of the pupils said that it is true that motivation is an essential element that is necessary for quality education. Ayud (2010) showed that intrinsic and extrinsic motivation and academic performance were positively correlated. Afzal, Ali, Khan, and Hamid (2010) found that there was a positive relationship between student's motivation and academic performance.

They further indicated that some teachers allow pupils to work in groups (68(71.6%) because teachers want pupils to do private studies (19%), some teachers do not want pupils to learn in groups because of COVID 19 pandemic (32.6%), and teachers want pupils to maintain social distances (17.9%). In an update on Ghana's new coronavirus infections (COVID-19) on 15 March 2020, President Akuffo-Addo of Ghana outlined measures to curb its spread in that country. Among the measures announced from Monday, 16 March 2020 by the president were limitations on access for those from countries with at least 200

Coronavirus cases in Ghana (other than resident license holders), a compulsory 14-day self-quarantine for anyone otherwise allowed on the territory of Ghana and suspension of public meetings.

5.4 Suggested ways that can be used to motivate students of Nnuaso Apinkra D/A Junior High School to improve upon their academic performance.

The study results reveals that students who are motivated regularly attend classes often read at higher levels, are better writers, and perform better on standardized tests (mean score of 4.77, SD - 0.82). Koomson, Brown, Dramanu & Brew (2014) believed that motivation stimulates individual interest in learning situation. Thus, motivation enlivens students' desire in learning moments. It makes the individual enjoy what he or she is learning and as such put in more effort to learn. In the long run, the performance of the said student will be improved. They also contended that motivation sustains one's eagerness to learn and makes him take active participation in classroom activities. Koomson *et al.*, (2014) believed that motivation charges an individual student to learn and to cause him to get involved in lessons actively. Whilst students are doing all these, their performance academically gets improved.

Moreover, engaging and responding to academic tasks requires students to comply with teacher instructions (mean score of 4.65, SD - 0.84). Motivation influences the teaching process and the teachers use it as a weapon for successful teaching. Motivation of a teacher develops the interest of students in subjects. Before teaching any topic teachers motivate the students for learning. Not all students will respond to lessons in the same way. For some, hands-on experiences

may be the best. Others may love to read books quietly or to work in groups. In order to keep all students motivated, teachers need to, mix up their lessons so that students with different preferences will each get time focused on the things they like best.

To add more, if students do not comply with teacher instructions, the level of academic engagement and responding is likely to be low (mean score of 4.62, SD - 0.86). Moreover, student's compliance with teacher instructions may be essential to increasing academic engagement and responding (mean score of 4.54, SD - 0.89). Impact of motivation on learning of students in the classroom is important. Without motivation learning is not possible. So in education the role of motivation is effective on students learning. Due to motivation, students do any task and achieve the goal. Motivation increases speed of work that persons do to achieve goals. Motivation increases the performance of learning. It provides energy and the learner achieves the task because she has a direction and performance of the learner is increased. In the classroom, teachers motivate students to achieve their task and without motivation this is difficult to achieve. Motivation is helpful for reaching the objective for teachers and also school Administration which can make the school environment healthy.

Furthermore, one way to increase academic engagement is to increase the use of effective classroom management procedures and TLMs (mean score of 4.23, SD - 0.92). A study by Platt, Rusk, Blomeke, Talbert, and Latour (2008) reported a significant increase in a student's knowledge obtained through instruction taught with instructional resources versus instruction without

instructional materials. Due to the youth's ability to touch and hold the instructional materials, 25.07% more knowledge was learned by the students. Also, one of the causes of student's performance is to allow them to apply the knowledge that they learn and develop new abilities (Newcomb, McCracken, Warmbrod, & Whittington, 2004).

Moreover, students who were in classrooms with teachers who focused on classroom rules and procedures for the first few days of school were more engaged and had higher achievement (mean score of 4.16, SD - 0.95). They further explained that teachers should move from the traditional teaching of not using instructional materials to using learning resources in the classroom. Prah (2000) used focus groups to interview students about their interest in learning and found that if the performance of students is to be increased, it is important to use hands on activity in teaching right from the elementary age students. Acheampong (2003: 31) also found out that "basic school pupils are receptive to learning about their careers" and found that the use of educational materials in the classroom resulted in an increase in the students' performance.

Also, good classroom management leads to higher academic achievement (mean score of 3.59, SD - 0.97). Motivation is usually triggered by environmental factors and instructional arrangements can directly address learners' interest. Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behaviour and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student motivation.

Other effects of motivation include; developing competition in students; rewards; assigning responsibilities; and offering the chance to work in groups. Also giving praise when earned; adopting a supportive style; and explaining the objectives; healthy environment; arranged field trips and offering a varied experience all boost motivation.



CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter dealt with the summary of findings, conclusion, recommendations and suggestions for further research.

6.1 Summary of Findings

The purpose of the study was to examine the influence of motivation on the academic performance of students of Nnuaso Apinkra D/A Junior High School. The study used descriptive survey method. Mixed research approach was adopted. The total target population was 190 respondents. Random sampling was used to obtain the sample size. Therefore, random sampling technique were used to select 127 participants for the study. Questionnaires and interview guides were the instruments used to gather primary data. The computer statistical package for social scientists (SPSS version 22) was used to process all the quantitative responses from the questionnaire. The questionnaire items were sorted, coded and fed into SPSS program to generate frequencies and percentages and data was presented using frequency distribution tables and thematic analysis.

6.1.1 The causes of pupil's poor academic performance

The study results show less than half of the pupils had good academic performance and a little less than half had average performance. Also, more than half of the pupil's indicated that they enjoy learning in the classroom.

Furthermore, two thirds of the pupils indicated that their teachers used motivational strategies to motivate pupils to learn in class and minority of the pupils said that their teachers were not using motivational strategies to teach in class and because of that they became amotivated in class.

To add more, most of the pupils said that motivation in class eliminate fear and improve pupil's participation in class. The study results held that majority of the pupils indicated that the use of instructional materials can enhance pupils to perform better academically. Moreover, TLMs arouses pupils interest to learn the subject, improves understanding of questions, and learning becomes easier and faster with instructional materials.

6.1.2 The Effects of Motivation on the Academic Performance of Pupils

Majority of the pupils said that they are motivated when their teachers use reward or incentives. Also, teachers behaviour and teaching style affect pupils during lessons because reward or incentives motivates pupils to learn, makes pupils happy and understand the subject well. To add further, some pupils were amotivated because some teachers insult them in class when teaching.

The study findings held that, a little more than half of the pupils indicated that they have problems with the structure of the subjects taught. The pupils listed the following subjects including Information and Communication Technology, Mathematics, Science, English Language, B.D.T, French, Religious and Moral Education and Twi Language as the subjects they have problems with. Also, most

of the pupils revealed that the nature of the assignments given by teachers have a large effect on student motivation.

6.1.3 The Role of Motivation in the Teaching and Learning Process

The study findings indicated that, 93.7% of the pupils said that they are motivated to learn in the school. Moreover, 81% learn because they are forced by their teachers and parents. A little less than half of the respondents indicated that they are not forced because they are interested in the subject being taught. To add more, majority 96.8% of the pupils affirmed that they score high marks on the subjects they are interested in learning than those subjects they are not interested in learning. The study results revealed that, 98.9% of the pupils believe that interest and desire drives an individual to make remarkable feats in learning. To add more, 100% of the pupils said that it is true that motivation is an essential element that is necessary for quality education.

6.1.4 Suggested ways that can be used to motivate students of Nnuaso Apinkra D/A Junior High School to improve upon their academic performance.

The study findings held that students who are motivated regularly attend classes often read at higher levels, are better writers, and perform better on standardized tests (mean score of 4.77, SD - 0.82). Moreover, engaging and responding to academic tasks requires students to comply with teacher instructions (mean score of 4.65, SD - 0.84). To add more, if students do not comply with teacher instructions, the level of academic engagement and

responding is likely to be low (mean score of 4.62, SD - 0.86). Moreover, students compliance with teacher instructions may be essential to increasing academic engagement and responding (mean score of 4.54, SD - 0.89). Furthermore, one way to increase academic engagement is to increase the use of effective classroom management procedures and TLMs (mean score of 4.23, SD - 0.92).

Moreover, students who were in classrooms with teachers who focused on classroom rules and procedures for the first few days of school were more engaged and had higher achievement (mean score of 4.16, SD - 0.95). Also, good classroom management leads to higher academic achievement (mean score of 3.59, SD - 0.97).

6.2 Conclusions

The study concluded that the pupils at Nnuaso Apinkra D/A JHS had good academic performance. Also, pupil's enjoyed learning in the classroom. Furthermore, teachers used motivational strategies to motivate pupils to learn in class and minority of the pupils said that their teachers were not using motivational strategies to teach in class and because of that they became amotivated in class. To add more, pupils were motivated in class to eliminate fear and improve pupil's participation in class. Pupils agreed that the use of instructional materials enhance academic performance. Moreover, TLMs aroused pupils interest to learn the subject, and improves understanding of questions.

The use of reward or incentives also enhance classroom motivation. The study findings further concluded that pupils who are motivated regularly attend classes often read at higher levels, are better writers, and perform better on

standardized tests. The study finally concluded that, students who are motivated intrinsically performs much better and consistent. But extrinsically students have no consistency, they might perform well sometime for a shorter period of time to get some sort of reward or something but continually, they don't perform well.

6.3 Recommendations

The study recommended that;

1. The Ghana Education Service should recruit trained teachers, who know what they are doing and are interested in students' academic improvement by varying their teaching and learning pedagogues to motivate students.
2. Students should be empowered by teachers to realise that no matter what anybody does to motivate them, they play the most important role of motivating themselves. No matter what one does to motivate students, if they do not respond positively, all the efforts will be waste. Therefore, students should be made to understand that their destiny lies in their own hands.
3. Schools authorities (Directors of education head teachers and teachers) should give awards or incentives to students, who perform well, as this will help to motivate students.
4. The Government of Ghana through the Ghana Education Service should organise awards for best performed schools as this will help both teachers and students to improve their academic work.

5. Teachers should be diligent in their duties and should try to employ the different methods of teaching in their teaching and learning encounter with students.
6. Teachers should be giving students parents assisted homework daily or weekly.
7. Parents should try to instill educational environment in their homes and try as much as possible to accept and encourage their wards to study well.
8. Parents should make sure that they assist their children with their homework, reward those who have done well and show their children love and acceptance.
9. There should be counselors in the schools to help both parents and students.

6.4 Suggestions for further research

1. According to the limitations of the study, the researcher suggests that a similar study should be conducted to investigate teacher's remuneration and retention at Ghana Education Service. Compensation may include Basic Pay, Overtime, Bonuses, Travel/Accommodation Allowance, and Medical Allowance.
2. Teseema and Soeters (2016), indicate a significant correlation between compensation and employee's performance. It is important that employer view compensation practices in a favorable light as compensation practices heavily influence employee recruitment, turnover and productivity.

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UNIVERSITY OF EDUCATION, WINNEBA
DEPARTMENT OF EDUCATIONAL LEADERSHIP
APPENDIX A: QUESTIONNAIRE FOR STUDENTS

This is designed to examine the influence of motivation on students academic performance at Nnuaso Apinkra D/A Junior High School. The study is very confidential. Your identity will not under any circumstances be disclosed since you are not required to write your name.

Please complete this section by Ticking (√) the Applicable box.

SECTION A: Bio Data

Please complete this section by ticking the applicable box

1. What is your gender?

Male Female

2. Age category of respondents

Below 10 years 10-15 years 15- 20 years

Section B: The causes of pupils poor academic performance

3. What is your performance in the classroom setting?

Average Good Very good Excellent

4. Do you enjoy learning?

Yes No

5. Is your teacher using motivational strategies to motivate you in class?

Yes No

6. Does motivation eliminate fear?

Yes No

7. Do you believe that the use of instructional materials can make you perform better academically?

Yes [] No []

7a). If yes, please give two reasons for your answer to question above

.....
.....
.....

7b). If no, please give two reasons for your answer to the question above

.....
.....
.....

Section C: The Effects of Motivation on the Academic Performance of Pupils

8. Does it waste time when your teacher asks you to clap for someone? Please give one reason for your answer.

Yes [] No []

.....
.....
.....

9. Are you motivated when your teacher gives you a reward?

Yes [] No []

10. Does teachers behaviour and teaching style affect you during lessons?

Yes [] No []

10a). Please give two reasons for your answer to the question above.

.....
.....
.....
.....
.....
.....

11. Do you have problems with the structure of the subjects taught?

Yes [] No []

11a). If yes, can you please state the subjects and give two reasons why?

List of subjects

.....
.....
.....

Reasons;

.....
.....
.....
.....
.....

11b). If no, can you please give two reasons why?

.....

.....

.....

.....

.....

.....

12). Do the nature of the assignments given by teachers have a large effect on student motivation?

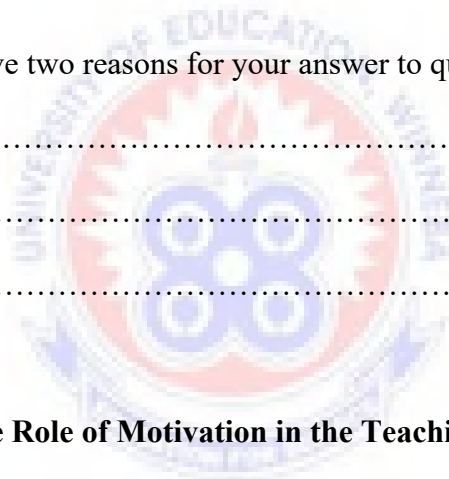
Yes [] No []

12a). Please give two reasons for your answer to questions above

.....

.....

.....



Section D: The Role of Motivation in the Teaching and Learning Process

13). Are you motivated for teaching and learning in the school?

Yes [] No []

14) Do you learn because you are forced to learn?

Yes [] No []

14a). Please give reasons for your answer in question above.

.....

.....

.....

15). Do you score high marks on the subjects you are interested in learning than those subjects you are not interested in learning?

Yes [] No []

15a). Please give reasons for your answer to the above question?

.....
.....
.....

16). Which subjects do you willingly study without needing to be told or forced to study?

.....
.....
.....

17). Do you put much effort into learning? Please explain your answer

Yes [] No []

18). Do you believe that interest and desire drives an individual to make remarkable feats in learning?

Yes [] No []

19). Is it true that motivation is an essential element that is necessary for quality education?

Yes [] No []

19a). Please give two reasons for your answer to question above

.....

20.) Do you work in groups during lessons?

Yes [] No []

20a). If yes, can you please give two reasons why?

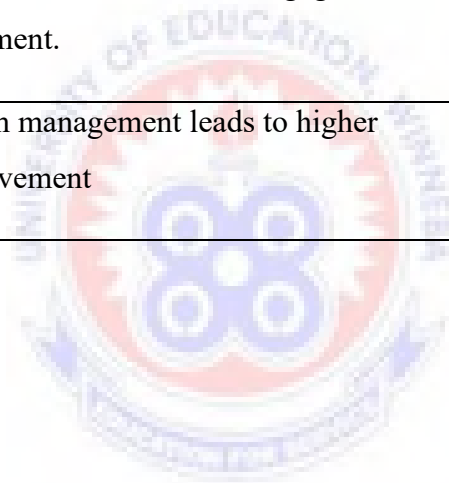
.....

Section E: Suggested ways that can be used to motivate students of Nnuaso Apinkra D/A Junior High School to improve upon their academic performance.

On a scale of 1 to 5, rate each of the items below by assigning the appropriate number (1=strongly disagree, 2=disagree, 3= Neutral, 4=agree, 5=strongly agree).

Statement	1	2	3	4	5
Students who are motivated regularly attend classes often read at higher levels, are better writers, and perform better on standardized tests					
Engaging and responding to academic tasks requires students to comply with teacher instructions.					
If students do not comply with teacher instructions, the level of academic engagement and responding is					

likely to be low.					
Students compliance with teacher instructions may be essential to increasing academic engagement and responding					
One way to increase academic engagement is to increase the use of effective classroom management procedures and TLMs.					
Students who were in classrooms with teachers who focused on classroom rules and procedures for the first few days of school were more engaged and had higher achievement.					
Good classroom management leads to higher academic achievement					



APPENDIX B: QUESTIONNAIRE FOR TEACHERS

This is designed to examine the influence of motivation on students academic performance at Nnuaso Apinkra D/A Junior High School. The study is very confidential. Your identity will not under any circumstances be disclosed since you are not required to write your name.

Please complete this section by Ticking (√) the Applicable box.

Section A: Demographic profile of respondents

1. What is your gender?

Female Male

2. What is your age?

Less than 25 years 25 to 40 years Above 40 years

3. What is your highest educational qualification

Diploma Bachelor's degree Masters degree

Section B: The causes of pupils poor academic performance.

1. How do pupil respond to learning?

a. Well

b. Very Well

c. Bad

2. What are pupils performance in your subject?

a. Average

b. Good

c. Very Good []

3. Do you use the required teaching and learning materials to motivate pupils to learn?

a. Yes []

b. No []

5b. how do you motivate them.

By using the required teaching and learning pedagogues [] by using the required TLMs [] by using incentives []

Section C: The role of Motivation in the teaching and learning process

4. I use instructional time efficiently and effectively.

a. Yes []

b. No []

5. How efficiently do you use your instructional time? Please give 2 ways

.....
.....

6. I give enough exercise, homework and projects

a. Yes []

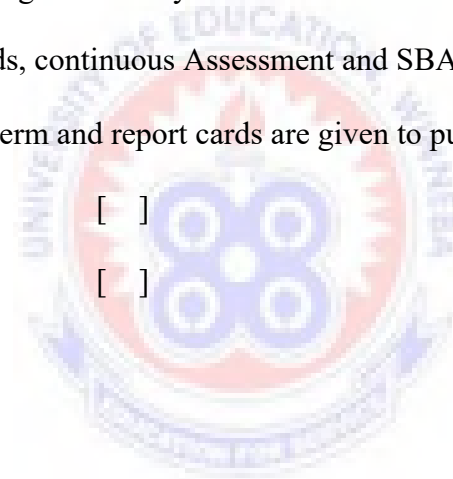
b. No []

7. Exercise, homework and project are marked promptly.

a. Yes []

b. No []

8. Appropriate and prompt feedbacks are given to evaluation verbally and written.
- a. Yes
- b. No
9. Do you believe that motivation is an essential element vital for Teaching and learning?
- a. Yes
- b. No
10. If “Yes” the give one way think so.
11. Report cards, continuous Assessment and SBA’s are duly completed at the end to the term and report cards are given to pupils.
- a. Yes
- b. No



APPENDIX C: SEMI STRUCTURED INTERVIEW FOR PARENTS

This study is designed to examine the influence of motivational role parents play to enhance the academic performance of pupils of Nnuaso Apinkra D/A JHS

SECTION A – BIO DATA

1. Sex []
2. Age []

SECTION B: Causes of pupil's poor academic Performance

3. Are you aware of your ward's performance at school?

- a. Yes []
- b. No []
- c. Not really []

4. Do you motivate your ward to study?

- a. Yes []
- b. No []
- c. Not really []

5. Does your ward enjoy learning?

- a. Yes []
- b. No []
- c. Not really []

5b) What does your ward do to determine he/she enjoys leaning? Please give two examples.

SECTION C: The Effects of Motivation on the Academic Performance of Pupils

6. Do you motivate your ward on his academic performance?

a. Yes []

b. No []

c. Not really []

7. Does your ward like it when you motivate him/her?

a. Yes []

b. No []

c. Not really []

8. How does your child react when you motivate him/her?

Please give two ways.

9. Do you know ward's favorite subject?

a. Yes []

b. No []

c. Not really []

10. How about his/her worst subject?

a. Yes []

b. No []

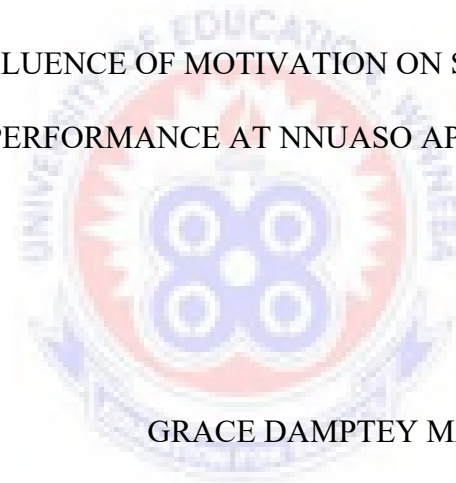
c. Not really []

11. How can you describe your wards academic performance?

Good [] Better [] Best [] Needs improvement []

AKENTEN APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND
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THE INFLUENCE OF MOTIVATION ON STUDENTS ACADEMIC
PERFORMANCE AT NNUASO APINKRA D/A JHS



GRACE DAMPTEY MANU