

RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN ZAMFARA STATE, NIGERIA

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Abstract

This study investigated the relationship between achievement motivation and academic performance of secondary school students in Zamfara state, Nigeria. The study was guided by one objective, which was transformed into research question and hypothesis. The study adopted a correlational research design. The target population for this study comprises all SS 2 senior public secondary school students in Zamfara state which is twenty-five thousands nine hundred and twenty-nine (25,929). A multistage sampling procedure was employed to sample 379 respondents. The instrument utilised for this research was the Achievement Motivation Scale (AMS) by Smith (2015), which was adopted, validated, and pilot tested. Using Cronbach alpha, the instrument yielded reliability coefficient of 0.82. Data analysis involved inferential statistics, with Pearson Product-Moment Correlation Coefficient (r) employed to test hypothesis at a 0.05 level of significance. The findings revealed a significant relationship between achievement motivation and academic performance ($r=.325$, $p=.003$). The study concluded that achievement motivation significantly influences academic performance. The study recommended that schools should implement structured motivational programs, such as mentorship, career counselling, and peer support groups, to foster a culture of achievement motivation among students.

Keywords: Relationship, Achievement Motivation, Academic Performance.

Introduction

In Nigeria, students' academic performance particularly in senior secondary schools, remains a pressing concern, with fluctuating success rates observed over the years. For instance, the West African Examinations Council (WAEC) recorded fluctuating pass rates of students achieving five credits, including English and Mathematics, from 38.68% in 2018 to 65.24% in 2023 (WAEC, 2023). Despite this improvement, regional disparities persist, particularly in northern Nigeria, where students face additional socio-economic, cultural, and infrastructural barriers that impede academic outcomes. It has been observed by the researcher that the academic performance of secondary school students, particularly in English and Mathematics, has significantly declined.

The low performance is corroborated by statistics from the West African Examinations Council (WAEC), which revealed a high rate of failure in the 2018 examination results. For instance, only 49.98% of students achieved the minimum requirement of five credits, including English and Mathematics. Such unsatisfactory outcomes may be attributed to the lack of sufficient

emotional, financial, and academic support from caregivers, as well as the inability of students to cultivate strong achievement motivation and strive for academic success. Despite various efforts by teachers, parents, and other education stakeholders, including publications, seminars, conferences, and workshops to address this issue, the problem persists. The declining performance of students not only hampers their academic growth but also limits their future opportunities and regional educational development.

Achievement motivation is influenced by socio-economic conditions, teaching quality, and access to educational resources. Students in regions with limited resources often face additional hurdles that test their resilience and determination. However, those with high achievement motivation are more likely to overcome these barriers and succeed academically. McClelland's (2023) achievement motivation theory explains how the need for achievement, power, and affiliation affects human motivation and the actions of people. The relationship between achievement motivation, achievement motivation, and academic performance is both significant and multifaceted. Research indicates that students who receive adequate achievement motivation and exhibit high levels of achievement motivation tend to perform better academically.

Students' academic performance in Zamfara state is influenced by a combination of achievement motivation and achievement motivation. While structural challenges such as inadequate infrastructure and socio-economic disparities persist, individual and environmental factors play a critical role in shaping educational outcomes. By investigating the relationship among achievement motivation, achievement motivation, and academic performance, this study aims to provide actionable insights for addressing systemic and personal barriers to academic success in Zamfara state, Nigeria.

Adegboyega and Adebayo (2017) conducted a study titled "Achievement motivation and academic performance of students in Mogadishu, Somalia," aiming to explore the impact of parental involvement on students' academic outcomes. The study adopted a descriptive research design, which is suitable for providing a detailed account of the characteristics and relationships among variables. The population targeted comprised 20 private and public secondary schools in Mogadishu, ensuring a comprehensive representation of the educational landscape in the region. To gather relevant data, the study included a sample of 50 teachers, 25 students, and 25 parents whose children were enrolled in the selected secondary schools. Given the relatively small research population, a census sampling technique was used, allowing the researchers to include all 20 private and public schools in Mogadishu in the study. This approach enhanced the generalizability of the findings to the entire population. Primary data were collected using Likert scale questionnaires presented through Google Forms. The questionnaires were designed to assess the level of achievement motivation and its perceived impact on students' academic performance.

Abdullahi (2018) conducted a study titled "relationship between achievement motivation and academic performance of science senior secondary school students in Kano, Kano state, Nigeria." The study aimed to explore the correlation between achievement motivation and academic performance among science students, focusing on three dimensions of motivation:

needs, drives, and motives. A correlational research design was employed to investigate the nature and strength of the relationships among these variables. The population of the study comprised 2,665 science senior secondary school students in Kano state. To ensure a representative sample, a sample size of 302 students was randomly selected, following the guidelines recommended by Krejcie and Morgan for determining sample sizes. This random selection helped to minimise sampling bias and enhance the generalizability of the findings. Two main instruments were used for data collection: The Achievement Motivation Inventory Questionnaire (AMIQ) and the Academic Performance Test in Biology (APTB). The AMIQ was designed to measure the three dimensions of achievement motivation needs, drives, and motives, while the APTB assessed students' academic performance in Biology, which is a core science subject in the Nigerian secondary school curriculum.

Garba (2020) conducted a study titled "the role of motivation and achievement motivation in enhancing students' academic performance in Zamfara State." The research aimed to investigate how achievement motivation and perceived achievement motivation influence the academic performance of secondary school students. To achieve this, the study employed a survey research design, which is effective for gathering data on participants' attitudes, perceptions, and behaviours. The population targeted included secondary school students across various schools in Zamfara state. From this population, a sample size of 400 students was selected, ensuring a diverse representation of different educational backgrounds. The primary instrument used for data collection was a structured questionnaire, which was carefully designed to measure two main variables: students' levels of achievement motivation and their perceived achievement motivation. The questionnaire items were formulated using a Likert scale to capture the intensity of students' motivation and the extent of parental involvement as perceived by the students. This approach allowed the researcher to quantify abstract psychological constructs, making the data suitable for statistical analysis. For data analysis, the study utilised regression analysis to examine the predictive power of achievement motivation and achievement motivation on academic performance. The findings revealed that achievement motivation was a significant predictor of academic performance, with a regression coefficient ($\beta = .37, p < .05$). This indicates that students who were more motivated to achieve academic success tended to perform better in their studies. The results underscore the importance of fostering a supportive and motivating learning environment both at home and in school.

Statement of the Problem

There are numerous research on the relationship between achievement motivation, and academic performance of secondary school students in Zamfara state, Nigeria. The current research observed that there is a problem with the relationship between the lack of achievement motivation and the decline in academic performance among secondary school students. This is evident through poor concentration, absenteeism, and a lack of desire to excel, which negatively impacts their academic success in Zamfara state. Students also lack confidence in their abilities or are pressured into subjects they have no interest in, contributing to low motivation and poor results.

This issue is significant because low motivation can hinder a student's persistence and ability to overcome academic difficulties, suggesting that more effective motivational strategies are needed. Therefore, researchers need to focus on lack of confidence (self-efficacy) that negatively impact a student's desire to tackle the aforementioned challenges/problems that hinder effective achievement motivation and academic performance among the secondary school students in the study area

Objective of the Study

The objectives of are to:

1. determine the influence of achievement motivation on the academic performance of secondary school students in Zamfara state.

Research Question

The following were the research questions raised:

1. What is the influence of achievement motivation on the academic performance of secondary school students in Zamfara state?

Hypothesis

The following hypotheses were formulated and tested in the study:

H₀₁: There is no significant influence of achievement motivation on academic performance of secondary school students in Zamafara state.

Methodology

This study adopted a correlational design. The correlational design determines whether, and to what extent, a relationship exists between two or more quantifiable variables. The target population for this study comprises all SS 2 senior public secondary school students in Zamfara state which is twenty-five thousands nine hundred and twenty-nine (25,929) students (Zamfara State Ministry of Education 2023/2024). According to Research Advisor (2020), three hundred and seventy-nine (379) respondents enough as sample size for 25,929 target population.

The major instruments for this research are Achievement Motivation Scale (AMS), developed by Smith (2015), this instrument consists of 22 items and is also measured on a five-point Likert scale ranging from Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), to Strongly Disagree (1). The face and content validity of the instrument were established by presenting copies to three experts in the Department of Educational Psychology and Counselling at Ahmadu Bello University, Zaria. For the reliability of the instrument, the data collected from pilot testing were statistically analysed using Cronbach's alpha at 0.82. Pearson Product-Moment Correlation Coefficient (r) was used to test all the hypotheses at a 0.05 level of significance.

Results

Hypothesis one (1): There is no significant influence of achievement motivation on academic performance of secondary school students in Zamafara state.

Table 1: Pearson product-moment correlation (r) on the relationship between achievement motivation and the academic performance of senior secondary school students in Zamfara state.

Variables	N	Mean	SD	r	p
Achievement Motivation	378	40.191	5.75	.325	.003

Academic Performance	378	36.09	16.58
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Table 1 reveals that a significant positive relationship exists between achievement motivation and the academic performance of senior secondary school students in Zamfara State, as indicated by $r = .325$, $p = .003$, which is lower than the .05 level of significance. The correlation coefficient also indicates that the higher the achievement motivation, the higher the academic performance of students, and the reverse is the case. Therefore, H_{01} is hereby rejected.

Discussions of Findings

The findings of the study revealed a significant relationship between achievement motivation and the academic performance of senior secondary school students in Zamfara state. This outcome aligns with the findings of Prudence and Ahumuza (2024), who investigated the relationship between achievement motivation and students' academic performance in secondary schools located in the Isingiro District of Uganda. The study demonstrated a moderate positive correlation between various aspects of achievement motivation, such as supervision of homework, provision of scholastic materials, communication with teachers, and students' overall academic performance. Similarly, the findings of Steinmayr, Weidinger, Schwinger and Spinath, (2019) corroborate with the current study. This result corroborates the findings of Ibrahim and Yusuf (2019), who examined the impact of motivation on the academic performance of senior secondary school students in Sokoto and Zamfara states. This finding aligns with Garba (2020), who conducted a study on the role of motivation and achievement motivation in enhancing students' academic performance in Zamfara state. The discussion highlights that all the reviewed studies are consistent with the findings of this study, as they demonstrate a positive relationship between achievement motivation and students' academic performance.

Conclusion

Based on the findings of this study, it was concluded that there is a significant relationship between achievement motivation and academic performance of senior secondary school students in Zamfara state.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

- i. Schools should implement structured motivational programs, such as mentorship, career counselling, and peer support groups, to foster a culture of achievement motivation among students.
- ii. Strong collaboration mechanisms, such as regular parent-teacher communication and shared academic goal-setting, should be established to ensure that both parents and educators are working towards fostering achievement motivation.

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