



## **Relationship of Motivation and Academic Achievement in Hausa Literature among Interim Joint Matriculation Board (IJMB) Students in Tertiary Institutions in Nigeria**

**Haruna Aminu, Ph.D**

Institute of Education  
Ahmadu Bello University, Zaria  
[Harunaaminu20@yahoo.com](mailto:Harunaaminu20@yahoo.com)

### **Abstract**

*This paper assessed the relationship between motivation and academic achievement of Interim Joint Matriculation Board (IJMB) students offering Hausa Literature as a major course in tertiary institution in Nigeria. The study was based on hypothesis that there is no significant relationship between motivation and academic achievement of IJMB students. The questionnaire on Motivation Scale (MS) was administered to 300 students drawn from seven (7) IJMB institutions. Furthermore, students' scores on Hausa Literature were used as measures of academic achievement. Thus, Pearson Product Moment Correlation was employed to determine the degree of relationship of the said variables. Thus, the findings revealed that significant relationship exist between positive motivation and achievement in IJMB Hausa Literature. This is because the calculated  $p$  value of 0.000 was found to be lower than the 0.05 alpha level of significance at a positive correlation index  $r$  level of 0.970 at  $df$  298. While the relationship between negative motivation and achievement in Hausa Literature is inversely proportional, that is, the higher the students negative motivation, the lower their achievement in Hausa Literature, and vice versa. The study therefore recommends that Hausa teachers should be implored to utilize different teaching strategies as well viable motivational packages in order to instill interest in Hausa literature on the part of students as this effort is envisaged to enhance positive achievement in the subject*

**Key words:** Motivation, Academic Achievement and Hausa Literature

### **Introduction**

The nature of motivation and learning strategy use is vital to improving student learning outcomes. Motivation is a fundamental recipe for academic success. It involves internal and external factors that stimulate desire and energy in people to be continually interested and committed to job, role, or subject, or to make an effort to attain a goal.



Teachers have noted that motivation should be taken into account in education because of its effective relationship with new learning, abilities, strategies and behaviors (Balarabe, 2006), and they have presented motivation for academic achievement as one of the preliminary constructs for defining such type of motivation. Motivation for academic achievement is attributed to behaviours which lead to learning and achievement (Weiner, 1992). In other words, motivation for academic achievement is such a pervasive inclination towards doing a task successfully in a particular context and assessing the achievement spontaneously.

The bulk of behaviours indicating the academic motivation involve insisting on doing difficult assignments, hardworking or effort into learning to reach mastery and choosing assignments which need great effort (Janine, 1999). Accordingly, motivation for academic achievement, or internal motivation, is a psycho-cognitive condition which is acquired once the individual perceive him/herself to have autonomy (Abedi, 2008). Motivation defines the reasons behind people's behaviour and determines why they behave in a particular way. Motivated behaviours are energetic, oriented and permanent (Omidian, 2006). In educational perspective, motivation has a multi-dimensional structure which is correlated with learning and academic motivation (Mohamoud, 2006).

Alderman (2004) indicates that those students who have optimum motivation have an edge because they have adaptive attitudes and strategies, such as maintaining intrinsic interest, goal setting, and self-monitoring. Besides, motivational variables interact with cognitive, behavioural, and contextual factors to upset self-regulation. Furthermore, motivational beliefs are very essential to the academic achievement of students because they help to determine the extent to which students will consider, value, put in effort, and show interest in the task (Bandura, 1993). For example, self-efficacy influences how learners feel, think, motivate themselves, and behave. This has been manifested by research, indicating students' problem solving achievement significantly relates to their self-efficacy beliefs

There are different theories of motivation; some focus on quantity of motivation and others on quality. Quantity of motivation could be high or low. Quality of motivation depends on whether the source of motivation is internal or external. Self-determination Theory (SDT) of motivation considers quality of motivation to be more important than quantity and describes a continuum for quality of motivation (Ryan and Deci 2000). This ranges from intrinsic motivation at one end to amotivation at the other end of the continuum, with four types of extrinsic motivation (integrated regulation, identified regulation, interjected regulation, and external regulation) in between. Intrinsic motivation is derived out



of genuine interest in an activity. Extrinsic motivation is derived out of an expected gain or a separable outcome. As elaborated by SDT, not all types of extrinsic motivation are undesirable. Extrinsic motivation spans from high self-determination to low self-determination.(Kusurku et al., 2011)

Motivation has been reported in primary, secondary and college education to influence academic achievement through study effort as a mediator (Vansteenkiste et al. 2005). This relationship, to our knowledge, has never been tested in medical education. We searched for articles in medical education employing Structural Equation Modelling (SEM) as a methodology and found articles studying factors leading to choice of specialty in a chosen area of specialization.

The desire to succeed or perform well in all kind of task or in a career is often referred to the achievement motive or motivation. Balarabe (1989) revealed that individuals normally expect to succeed in achievement task, and hence have greater tendencies to attribute successful outcomes to internal causes. Furthermore, as individual experience repeated success (such as students who have undergone several assessment successfully) they tend to expect success more, and are thereby more likely to perceive stronger relationships between their actions and the successful outcomes, hence attributing success to the elements. On the other hand, students who tackled and generally managed to make most of their talents on the contrary, the learned helpless student often devise various ways and mean of attributing their academic success to some external factors, especially teacher as being responsible for their negative outcome. Seligman (1975) in Sambo (2011) argued that one reason why people became depressed is the feeling that what effort they might make are doomed to failure.

It is very common to observe that if things go wrong at school or home people tend to blame someone else, even if they are fairly open-minded, they would like to say, yes! It was partly my fault but he was most responsible at least, he started it. Mandel and Marcus (1988) had attempt to settle the scores especially to individuals with academic problems by stressing the fact that people could be motivated to do poorly and get mediocre grades, just because they want to avoid success. Such individuals are afraid of achievement and want to avoid responsibility.

The under-achievers, for instance, would consciously utilize excuses to explain why he or she is doing poorly and why it isn't his or her fault. They may go to the extent of saying



that, the exam didn't cover what the teacher said would or "everybody did badly or my parents had all kinds of things planned for me the night before the exams". The trouble here is they believe they want to succeed as they presented their own excuses.

### **Statement of Problem**

It is pertinent to note that Hausa Literature is an Advanced Level (A/Level) course being offered by Interim Joint Matriculation Examination (IJMB) students at higher institution. This subject constitutes paper III and is a compulsory course for all students studying Hausa as one the three course combination in higher institution. Records have shown that the achievement of candidates in said course often appeared to be very inconsistent due that some of the course lecturers explained as due to low level of motivation on the part of the students. Furthermore, students are not often being exposed to the practical aspects of Hausa Literature especially the drama aspect, thus it was affirmed that mere theoretical part of the course would not be enough to acquaint students with nitty-gritty aspect they are expected to learn.

The problem of dwindling achievement in IJMB examination (Hausa Literature) among students is generating a lot of discourse among teachers handling the aspect of literature, thus this study is primarily intended to focus on the relationship of motivation and students achievement in Hausa Literature with a view to improving students' academic achievement in the course.

### **Purpose of the Study**

The study focus on the following objective:

1. To assess the relationship between motivation and students' achievement in Hausa Literature.

### **Research Question**

1. What is the relationship motivation and achievement of students in Hausa Literature?

### **Null Hypotheses**

1. There is no significant relationship between general motivation and academic achievement of students in Hausa Literature
2. There is no significant relationship between positive motivation and academic achievement of students in Hausa Literature.
3. There is no significant relationship between negative motivation and academic achievement of students in Hausa Literature.



## **Methodology**

The correlational design was employed to test the hypothesis formulated in the course of this study. This is because the correlational design describes the degree to which two or more variables are related in quantitative techniques. The population for this study consisted of all IJMB students drawn from all Interim Joint Matriculation Board Institutions in Nigeria. Thus, the population was 329. A sample of 300 students was selected using purposive sampling technique that is out of the total of 329 as the subjects of this study. The samples were drawn from seven IJMB affiliated institutions on proportional basis. The instrument was adopted from self-concept as a learner scale designed by the Bureau of Educational Research, University of Maryland, United State of America. The instrument was found to be highly consistent in assessing learners' motivation. It consists of 13 items; the items were carefully designed to obtain information relating to learners disposition in relation to Motivation. Four alternatives were given in which a respondent selected a number corresponding to the exact response and filled in the space provided for each item. Thus, the instrument was scored in point scale of: completely true (4), mostly true (3), mostly false (2), completely false (1). The said questionnaires were administered for the purpose of data collection from the selected samples. In addition to the questionnaire, students' scores in Hausa Literature were correlated to the responses obtained from students based on the instrument used in generating data.

A pilot study was conducted in order to strengthen the reliability of the instrument. Forty copies of the questionnaire were distributed to respondents in two schools because they are not within the selected sampled schools that were used for final study but share similar characteristics in almost all respect. The questionnaires were distributed and personally retrieved by the researcher. The data collected from pilot study were statistically analyzed for the purpose of reliability coefficient. Thus, the Cronbach alpha reliability of .858 was obtained. Thereby strengthening the reliabilities of the instrument based on the studies earlier carried out. Since the study involves establishing relationship among variables, the data were collected organized and analyzed using of Pearson Product Moment Correlation (PPMC).

## **Results**

### **Data Analysis: Presentation and interpretation of results.**

This study is to assess the relationship between motivational factors on IJMB Hausa Literature achievement. To achieve this main objective, a total of 300 students achievement in Hausa Literature were obtained along with their response on 12 items on motivation. The students were classified into two main groups. The first are 182 students who exhibited positive motivation while the second are 118 students that exhibited negative motivation. The opinion of the students on motivational items was presented in three tables. The first table presents the total 300 students opinion on all the 13 items of motivation. The second table



presents the 182 positively motivated students on the 6 items of positive motivation. The third table presents the 118 negatively motivated students on the 7 items of negative motivation. In each case, the frequency of responses of completely true, Most true, Mostly False and completely false were presented along with their mean responses. The cumulative mean in each table is compared with a decision/standard mean of 2.5000 to determine general response of True or False. The decision/standard mean is computed on the basis of the modified 4 Likert scale options of completely true, Most true, Mostly false and completely false carrying points of 4, 3, 2 and 1 respectively. The decision mean is computed using the formula (4+3+2+1)/4 = 2.50.

The null hypotheses were tested using the inferential statistics of Pearson Product Moment Correlation for relationship between the Motivation and achievement. The first hypothesis test relationship between the general total motivation and achievement of all the 300 students, while the second test the relationship between negative motivation and achievement of the negatively motivated students and the third test the relationship between the positive motivation and achievement of the positively motivated students. All hypotheses were tested at 0.05 alpha level of significance.

Table 1: General Motivational Level

s/no	Items	Response categories				Mean
		CT	MT	MF	CF	
1	I am usually eager to go to lecture	84	155	46	15	3.02
2	I never ask lecturers to explain something again	18	142	98	42	2.45
3	I try to change when I know am doing things wrong	166	86	36	12	3.35
4	I wish I didn't give up as easily as I do	56	84	114	46	2.50
5	I get my work done but I don't do extra work	88	158	36	18	3.05
6	I would rather do well, than poorly in school	126	129	35	10	3.23
7	Once in a while, I put off until tomorrow what I should do today	88	140	60	12	3.01
8	I become discouraged easily in school	72	118	64	46	2.72
9	I give up easily in school work	132	104	50	14	3.18
10	I do things without being told several rimes	112	86	59	43	2.89
11	I am satisfied to be just what I am	64	166	58	12	2.94
12	I like school jobs which give me responsibility	150	67	69	14	3.17
13	I like to do work on new things	167	90	12	31	3.00
<b>Cumulative Mean</b>						<b>2.96</b>

Decision/Standard Mean = 2.50

The table above showed the opinion of all the 300 students responses on all the 13 items of motivation (both negative and positive motivational items combined).. Their overall cumulative mean response if 2.96 which is higher than the decision mean of 2.50 showed that motivation in general has effect on the students achievement in Hausa Literature. Specifically, item 3 which state that I tried to change when I know am doing things wrong had the highest mean response of 3.53 with details showing that a total of 252 of the students



considers this true while the rest 48 considers it false. In the same vein, item 6, which state that “ I would rather do well, than poorly in school” also had a high mean response of 3.23 with details showing that while 255 considers it true the rest 45 considers it false.

**Table 2: Opinion of students on items of negative Motivation (N=118)**

s/no	Items	Response categories				Mean
		CT	MT	MF	CF	
1	I never ask lecturers to explain something again	12	53	40	13	2.54
2	I wish I didn't give up as easily as I do	28	28	54	8	2.64
3	I get my work done but I don't do extra work	32	59	17	10	2.95
4	Once in a while, I put off until tomorrow what I should do today	31	51	29	7	2.89
5	I become discouraged easily in school	32	51	21	14	2.85
6	I give up easily in school work	60	50	2	6	3.39
7	I am satisfied to be just what I am	24	62	28	4	2.89
<b>Cumulative Mean</b>						<b>2.88</b>

*Decision/Standard Mean = 2.50*

Results in the table above showed the opinion of the 118 students who exhibited negative motivation. It was discovered from their cumulative mean response of 2.88 that negative motivation has effects on Hausa Literature achievement, this is because their cumulative mean response of 2.88 on all the combined 7 items was found to be higher than the decision/standard mean of 2.50. Specifically item 6 which state that “the students give up easily in school work” attracted their highest mean response of 3.39 with details showing that while a total of 110consider this true, the rest 8 considers it false. In the same vein item 3 which state that “I get my work done but I don't do extra work” also attracted a high mean response of 2.95 as details to this item showed that while a total of 91 considers it true the rest 27 considers it false.

In summary the items of negative motivation by students who are classified as negative motivated students have effect on the achievement of Hausa Literature particularly as majority I give up easily in school work and also do not do any extra work when they finish their main work.

**Table 3: Opinion of students on items of Positive Motivation (N=182)**

S/No	Item	Response categories				Mean
		CT	MT	MF	CF	
1	I am usually eager to go to lecture	51	104	18	9	3.08
2	I try to change when I know am doing things wrong	102	58	14	8	3.39



3	I would rather do well, than poorly in school	84	72	20	6	3.28
4	I do things without being told several rimes	75	55	33	19	3.02
5	I like school jobs which give me responsibility	114	34	27	7	3.40
6	I like to do work on new things	92	62	9	19	3.24
<b>Cumulative mean</b>						<b>3.23</b>

Decision/standard mean = 2.50

Results in the table above showed the opinion of the 182 students who exhibited positive motivation. It was discovered from their cumulative mean response of 3.23 that positive motivation has effects on Hausa Literature achievement; this is because their cumulative mean response of 3.23 on all the combined 6 items were found to be higher than the decision/standard mean of 2.50. Specifically, item 5 which state that the students like school job which give them responsibility attracted their highest mean response of 3.40 with details showing that while a total of 148 were consider this true the rest 34 considers it false. In the same vein item 2 which state that “ I tried to change when I know that am doing things wrong also attracted a high mean response of 3.39 as details to this item showed that while a total of 160 considers it true the rest 12 considers it false. In summary the items of positive motivation has tremendous effect on the achievement of Hausa Literature particularly as majority said they like school jobs which give them responsibility and also try to change when they know they are doing things wrong.

Null Hypotheses Testing

Null Hypothesis 1: There is no significant relationship between motivation and achievement in IJMB Hausa Literature

Table 1: PPMC analysis showing the relationship between general motivation and academic achievement in Hausa Literature

Variables	$\Sigma X$	$\Sigma X^2$	$\Sigma XY$	r-value	Remarks	p
	$\Sigma Y$	$\Sigma Y^2$				
Motivation(X)	4220	1764002	1765202	.911	Strong positive relationship	0.000
Academic Achievement	1200	2400				

P<0.05, r value-0.91



There exist strong positive relationship between general motivation and academic achievement. At a correlation r value of 0.91 the level of significance was 0.001. The relationship between general motivation and achievement in Hausa Literature is directly proportional, that is, the higher the students general level of motivation, the higher their achievement in Hausa Literature, and vice versa. Therefore, the null hypothesis which stated that there is no significant relationship between general motivation and achievement in IJMB Hausa Literature is hereby rejected.

Table 2: PPMC analysis showing the relationship between positive motivation and academic achievement in Hausa Literature

Variables	$\Sigma X$	$\Sigma X^2$	$\Sigma XY$	r-value	Remarks	p
	$\Sigma Y$	$\Sigma Y^2$				
Positive motivation (X)	3537	12510369	4737	.88	Strong positive relationship	0.002
Academic Achievement	1200	2400				

*P<0.05 r value-0.88*

There exists strong negative relationship between positive motivation and academic achievement. At a correlation r value of 0.88. The level of significance was 0.002. The relationship between positive motivation and achievement in Hausa Literature is directly proportional that is, the higher the students' positive motivation, the higher their achievement in Hausa Literature, and vice versa. Therefore, the null hypothesis which stated that there is no significant relationship between Positive motivation and achievement in IJMB Hausa Literature is hereby rejected.

Table 3: PPMC analysis showing the relationship between negative motivation and academic achievement in Hausa Literature

Variables	$\Sigma X$	$\Sigma X^2$	$\Sigma XY$	r-value	Remarks	P
	$\Sigma Y$	$\Sigma Y^2$				
Negative motivation (X)	2382	5673924	33582	-.709	Strong negative relationship	0.003
Academic Achievement	1200	2400				

*P<0.05 r value-0.70*



There exists strong negative relationship between negative motivation and academic achievement. At a correlation  $r$  value of  $-0.70$ . the level of significance was  $0.003$ . The relationship between negative motivation and achievement in Hausa Literature is inversely proportional, that is, the higher the students' negative motivation, the lower their achievement in Hausa Literature, and vice versa. Therefore, the null hypothesis which state that there is no significant relationship between negative motivation and achievement in IJMB Hausa Literature, is hereby rejected

### **Discussion of the Findings**

The study assessed the relationship of motivation and achievement of students in Hausa Literature. The findings of this study revealed that there is significant relationship exist between positive motivation and achievement in IJMB Hausa Literature. The findings lend supports to the findings of Sambo (2011) who discovered positive correlation between motivation and academic achievements of Colleges of Education students. It has also corroborates the finding of Kusurkar et al (2011) who found that relative autonomous motivation is positively associated with the use of a good study strategy by the students which is positively associated with higher study effort. It is important to note that motivation plays greater role especially in students' academic achievement. Furthermore, the findings of this study also revealed an inverse correlation between negative motivation and achievement in Hausa Literature signifying that very few students

### **Conclusion**

It is important to note that motivation is an effective factor that ginger students' effort to perform well in academics. However, some teachers often ignoring the fact that quality of motivation is important in determining good achievement among Hausa Literature students through good study strategy and high effect in presenting their lectures.

### **Recommendations**

Based on the findings of this study the following recommendations were made:

1. Teachers should always employ viable instruction teaching in the course presenting their lectures
2. Practical aspects should be emphasized while teaching Hausa Literature especially the Drama aspect.



3. Rewards should be given to best performing students in order to motivate others to do well.
4. Students' participation should be encouraged in order to explore their potentials for effective guidance.
5. Appropriate teaching aids should be used with a view to arousing the interest of student for better achievement.

### References

- Balarabe, M. (1989). Motivation and Academic Attainment among British, Hungarian and Nigerian Secondary School Pupils. Unpublished Ph.D Dissertation, Edinburgh: University of Edinburgh.
- Balarabe, M. (2008) Differences in Causal Attributions and Feelings for Success and Failure among Secondary School Students, *Journal of Research and Development* 1 (3) pp 6-10.
- Balarabe, M. (2008) Differences in Causal Attributions and Feelings for Success and Failure among Secondary School Students, *Journal of Research and Development* 1 (3) pp 6-10.
- Bandura, A "Perceived Self-Efficacy in Cognitive Development and Functioning," *Educational Psychologist*, vol. 28, no. 2, pp. 117–148, 1993.  
View at Publisher · View at Google Scholar · View at Scopus
- Kusurkur, A., Ten Cate., T. J., Vos, C.M.P. Westers, P. Croiset, G. (2011) How Motivation Affects Academic Aperformance: A Structural Equation Modelling Analysis,..Available at [www.springerlink.com](http://www.springerlink.com).
- Mahmoud, A. A. (2006) The Relationship between Depression, Anxiety, Self- concept and Academic Achievement Performance. *Dissertation Abstract International*, 42 (9)
- Mandel, H.P and Marcus S.I (1988) Attribution Theory: Motivated Underachievement, Psychological Self-Help. Available at [www.people.ucalgary.ca/.../roberts.html](http://www.people.ucalgary.ca/.../roberts.html)  
Retrieved on 5th September, 2009.
- Ryan, R. M., & Deci, E. L. (2000b). Self-determination theory and facilitation of intrinsic motivation, social development and well-being. *American Psychologist*, 55(1), 68–78
- Sambo, A. (2011) Relationships among Causal Attributions, Self-concept, Personality and Academic Attainment of Colleges of Education in North- western Nigeria. Unpublished Doctoral Dissertation, Zaria, Ahmadu Bello University, Zaria.
- Seligman M. E. P. (1975) *Helplessness: Depression, Development and Death*, San Francisco: Freeman.



Vansteenkiste, M., Zhou, M., Lens, W., & Soenens, B. (2005). Experiences of autonomy and control among Chinese learners: Vitalizing or immobilizing? *Journal of Educational Psychology*, 97(3), 468–483.

Weiner, B. (1992). *Human Motivation: Metaphors, Theories of Research*, New Bury Park, C.A.: Sage.