

Achievement motivation as correlates of interest in schooling among secondary- school students in Ilorin Metropolis

Abdulmajeed Kaothar Bukola*, Mary O. Esere

Department of Educational Management and Counselling, Faculty of Education, AL-Hikmah University, Ilorin, Nigeria

*Corresponding Author: abdulmajeedkaothar@gmail.com

ABSTRACT

This study examined achievement motivation as correlates of interest in schooling of secondary school students in Ilorin metropolis. Descriptive design with correlational approach was adopted. 380 students from secondary schools in Ilorin metropolis were the participants of this study. Instrument for data collection was adapted but well validated questionnaire. Three null hypotheses were generated and tested at .05 alpha levels. Pearson Product Moment Correlation and Multiple Regression Analysis were used. Result showed a significant relationship between achievement motivation and interest in schooling of secondary school students in Ilorin metropolis (r . calculated = 0.62, $df = 378$ and $p < 0, 05$), Achievement motivation jointly contributed 82% to the variance in the interest in schooling of the participant and this is found to be significant ($AR^2 = 82\%$, F . ratio $_{2/377} = 854.44$ and $p < 0.05$) and that interest in schooling had the greater relative contribution to ($\beta = 0.72$) and achievement motivation also had significant relative contribution to the prediction of interest in schooling of the participants ($\beta = 0.33$). Recommendations were made based on the outcome of the study.

Keywords: Achievement; Motivation; Interest; Secondary school student; verbose

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1. INTRODUCTION

In the dynamic landscape of education, the interplay between motivation and academic achievement has long been of interest to researchers, educators, and policymakers. Within the context of secondary education, understanding the factors that influence students' interest in schooling is essential for fostering a conducive learning environment and promoting positive educational outcomes. Achievement motivation, characterised by the desire to succeed and excel academically, is widely recognized as a key determinant of students' engagement and performance in school. The evolution of research relevant to interest has been observed during the past few years. Positive results have been found in a number of researches looking at how interest factors affect academic achievement in secondary schools. Adeyemo (2005) asserts that it is crucial to emphasis how important interest is in whatever a person undertakes. Interest, he claims, is of great significance when making decisions. Hidi and Anderson distinguish between two types of interest, namely, personal and situational interest, in Adeyemo (2005). They clarify that a student can approach a learning environment with or without interest. On the other hand, situational interest describes an interest that people pick up through involvement in a situation or setting. Thus, interest is connected to the student in this study as it relates to education. Individual interest has been hypothesized to be a relatively persistent tendency to pay attention to particular things and activities, and it has been associated with learning, persistence, and good emotion (Reninger, 2000). Reninger (2000) asserts that "people working with individual interests are motivated learners, their activity appears purposeful, sustained, and ever deepening; they do not really need to make a choice to learn subject matter that is of individual interest to them".

Santrock (2015) observes that, some people are highly motivated to succeed and excel while others are not as motivated to succeed and may not be positively disposed to work harder to achieve success. Achievement motivation is the drive for great success in order to master things, people, or ideas and to meet a high level (Iheanacho, 2020). Reading specific literary genres, writing, poetry, conducting experiments, and other activities spark students' curiosity, all of which improve learning. These particular patterns of interest may have emerged as a result of introducing the kids to a field of study or activity that they later find appealing because it resonates with them in some way or because it satisfies a pressing need. Achievement motivation is the desire to complete a challenging activity, overcome challenges, meet a high standard, or outperform oneself in a particular task (Murray, 2018). Achievement motivation, as defined by Byrne (2016), is the learned desire to compete and work towards success. Burger (2017) opined that the desire to do challenging tasks, get through obstacles, meet high standards, and outperform one. Barron (2017) posited that the need for success or the pursuit of greatness is what drives accomplishment motivation. Attainment motivation is centred on achieving success and all of our life goals (Elliot, 2017).

It is in acknowledgement of this that Adedeji (2017) asserts that achievement motivation is a driving force behind striving for success or exceeding expectations in performance. As a result, Mau and Biko (2000) found that students' perceptions of parental support for learning tend to have a significant impact on their achievement motivation and interest in learning.

According to Gesinde (2000), success motivation can be viewed as the self-determination to succeed in whatever activities one chooses to partake in, whether it is academic work, professional employment, or sporting activities. A desire that develops as a result of reinforcement and is centered on achievement, independence, and mastery concern is referred to as achievement motivation for the purposes of this study. The term discusses the widespread propensity to strive for excellence, select even challenging goal-oriented activities, and meet high standards.

An interest is anything one enjoys doing or studying in their spare time. Anekwe (2019) define interest as the desire to know more about a person or subject. Ifeakor (2005) stated that the longevity of an individual's interest in a certain activity or object is contingent upon what they stand to gain or lose from engaging in it. When something captures someone's interest, it motivates them to take action. Insisting that "interest is a motivational construct from an educational or psychological point of view," Anekwe (2019). "Any activity that drives or motivates the individual for action" is how Chauhan (1981:83) defined interest. In order to fully comprehend a person and direct his future actions, he went on to say that interests are crucial. Accordingly, interest can be defined as a person's disposition, attitude, or feeling toward a certain action or object (a person, a thing, or an event) that behaviorally indicates how much the person enjoys engaging in the activity or interacting with on a regular basis.

Anekwe (2019) observed that a student who abhors an activity to the point of intense hate will typically avoid it altogether, retreat from it, or engage with it as little as possible. Typically, the focus of such researches has been on the impact of motivation on students' Academic achievement and learning outcomes among secondary school students in Nigeria. However, the specific relationship between achievement motivation and interest in schooling among secondary school students in Ilorin Metropolis remains understudied. This study seeks to address this gap by examining the correlates of achievement motivation and interest in schooling, shedding light on the factors that contribute to students' engagement with their educational experiences.

Statement of the problem

Poor academic performance among students in secondary schools throughout time seems to be on increase. The purpose of this study is to investigate the relationship between achievement motivation and interest in schooling among students. Specifically, we aim to determine the relative contributions of

achievement motivation to and interest in schooling. This research will find out the joint contribution of achievement motivation and interest in school. Additionally, it will consider potential demographic and contextual variables, such as age, gender, socioeconomic status, and school environment, to understand how these factors may interact with achievement motivation and interest in schooling. The findings of this study will contribute to a deeper understanding of the factors that influence students' motivation and engagement in the educational context, with potential implications for educators, policymakers, and parents in fostering a more positive and effective learning experience for students. This statement sets the stage for a research study that aims to explore the relationship between achievement motivation and interest in schooling while considering various influencing factors.

Purpose of the Study

The main purpose of this study is to investigate achievement motivation as correlate of interest-in-schooling among secondary school students in Ilorin metropolis. Specifically, this study tends to:

1. investigate the relationship between achievement motivation and interest-in-schooling of secondary school students
2. find out the joint contribution of achievement motivation and interest in school of secondary school students in Ilorin metropolis
3. determine the relative contributions of achievement motivation to and interest in schooling of the secondary school students in Ilorin metropolis.

Research Hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significance:

Ho1: There is no significant relationship between achievement motivation and interest-in-schooling of secondary school students.

Ho2: There is no significant joint contribution of achievement motivation and interest in schooling of secondary school students in Ilorin metropolis.

Ho3: There is no significant relative contribution of achievement motivation and interest in schooling of secondary school students Ilorin metropolis.

Empirical Review

In order to identify trends, areas of agreement or disagreement, this part reviews studies was conducted in areas linked to the current investigation. This creates foundation for comparing the findings of the current study with earlier efforts.

Elliot et. al (2020) conducted a study on achievement goals and the Hierarchical Model of Achievement Motivation. The study recommended that the achievement goals approach has acquired prominence in achievement motivation literature and has fabricated a valuable empirical field. Thus, the precise nature of the achievement goal construct is in require of scrutiny, as is the issue of how achievement goals and their previous circumstances combine to produce competence based self-regulation. In this study, they address these essential conceptual issues in the context of the hierarchical model of achievement motivation. The approach –avoidance distinction, which has been an internal part of the achievement motivation literature since its inception, is decorated throughout the study.

Ayishabi and Kuruvilla (2018) conducted a study on the effects of achievement motivation on interest-in-schooling of school children in selected areas of Ernakulum and Kozhikode districts. The sample was comprised of 871 secondary school pupils attending class 9th from schools of Kottayam. The researcher found that interest-in-schooling which was strong determinant of academic performance was found to be unaffected by motivation for achievement in Kerala. Panda and Jena (2000) conducted a study on the effect of achievement motivation on interest-in-schooling in selected areas of Jeypore and Kalakhandi

Districts of Odisha. The sample of the study was composed of 200 students of 9th standard chosen from six secondary schools. The researcher found that achievement motivation of students was positively related to interest-in-schooling. Ajayi (2020) conducted a study on relationship between achievement motivation of women in colleges of education and interest-in-schooling, Kwara state. The result revealed a statistically significant relationship between achievement motivation and interest-in-schooling of college women. There was a significant discrepancy between the interest-in-schooling of their counter parts that are little in achievement motivation. Based on the findings, it was suggested that college women need to imbibe the spirit of difficult task which can effect tasks and disregard worry, fear anxiety which influence low self-esteem.

2. METHODS

The study used a descriptive survey of the correlational type, which was chosen because it offers details about the characteristics within the field of study in order to provide a sufficient picture of the situation as it is. The study design attempted to establish relationships between the dependent variable (interest in schooling) and the independent variable (achievement motivation) among secondary school students. The population for this study consists of all three hundred and sixty thousand, one hundred and sixty eight public secondary school students (360,168) in 306 public secondary schools. The study covers 16 local government areas (LGAs) in the state and the students were sampled across departments and classes. Based on the population of 360,168, sample size of 384 was determined with the use of Krejcie and Morgan (1970) sample size table. Two sampling techniques were used to select the respondents for the study; they are stratified and proportionate techniques. However, 20 secondary school students were selected randomly in each public secondary school. On the whole, total number of public secondary school students that participated in this study was 400. The instrument used for this study was an adapted Questionnaire tagged "Interest-in-Schooling Scale". Instrument is the process of selecting or developing measuring devices and methods appropriate to a given researcher Adewumi (1998). The questionnaire consists of Two (2) sections. Section 'A' students Bio data, section 'B' contain Variable on achievement motivation, and interest in school among secondary school student in Ilorin scale was thoroughly checked and the reliability co-efficient from original copy was maintained which was found 0.75. convenient sampling technique was used to elicit responses from 400 secondary students in Ilorin metropolis. The instrument was answered and collected immediately. The data collected was subjected to Pearson's product moment correlation (P.P.M.C).

3. RESULTS AND DISCUSSION

Hypothesis One

There is no significant relationship between interest in schooling and achievement motivation among secondary school students in Kwara State.

Table 1. PPMC Table Showing the Relationships between Interest in Schooling and Achievement Motivation of Secondary School Students in Kwara State

Variable	No	Mean	St. Dev.	df	r. Calc	Sig	.P
Interest in Schooling	380	25.87	2.45				
Achievement Mot.	380	30.48	3.63		378	0.62	0.00 **

** (Significant at 0.05 critical region)

Table 1 shows the result obtained from testing hypothesis one. From the table, it is shown that r. calculated is 0.62, degrees of freedom is 378 and significant level is 0.00. Since the significant level is less

than 0.05, the null hypothesis is rejected. Hence, there is a significant relationship between interest in schooling and achievement motivation of secondary school students in Metropolis.

Hypothesis Two

There is no significant joint contribution of achievement motivation and interest-in-schooling of secondary school students in Ilorin metropolis

Table 2. Multiple Regression Table Showing the Joint Contribution of Achievement Motivation and interest-in-schooling of Secondary School Students in Ilorin metropolis

R = 0.91					
$R^2 = 0.82$					
Adjusted $R^2 = 0.82$					
Stand. Error of Estimate = 1.04					
Anova					
Model	Sum of Squares	df	Mean Squares	F. Calculate	Sig.
Regression	1862.99	2	931.48	854.44	0.00
Residual	410.99	377		1.09	
Total	2273.94		379		

** (Significant at 0.05 critical regions)

Table 2 shows the results obtained from testing hypothesis three. From the table, it is shown that R value = 0.91, $R^2 = 0.82$ and Adjusted $R^2 = 0.82$ and Standard Error of Estimate is 1.04. This shows that the achievement motivation contributed 82% to the variance in the interest in schooling of secondary school students in Kwara State. The anova table shows that F. calculated = 854.44 is found to be significant at 0.05 critical region. This implies that the achievement motivation made a significant joint contribution to the prediction of interest in schooling of secondary school students in Ilorin metropolis.

Hypothesis Three

There are no significant relative contributions of achievement motivation to the prediction of the interest in schooling of secondary school students in Ilorin metropolis.

Table 3. Table Showing the Relative Contribution of the Achievement Motivation to the Prediction of Interest in Schooling of the Secondary School Students in Ilorin metropolis

Model	Unstandardized Coefficients B	Standardized Coef Beta	t. value	Sig
Constant	0.57	0.62	0.93	0.35
Achie. Moti.	0.22	0.16	13.85	0.00
Interest in sch.	0.64	0.02	29.98	0.00

Table 3 shows the results obtained from testing hypothesis four. From the table, it is shown that unstandardized B ranged from 0.64 to 0.22, Std. Error ranged from 0.62 to 0.02, Standardized Beta values ranged from 0.72 to 0.33 and t. values ranged from 29.98 to 0.93. It is shown from the table that interest

in schooling has a higher relative contribution of the secondary school students in Kwara State ($\beta = 0.72$). This is followed by achievement motivation ($\beta = 0.33$).

Discussion of Findings

The findings of this study show that there is a significant relationship between achievement motivation and interest in school of the secondary school students in Kwara State. This means that achievement motivation of the participants was observed to have significant relationship with their interest in schooling. This finding supports the previous finding of Ajayi (2020) which indicated that there was significant relationship between achievement motivation and interest in schooling of his participants. On the other side, the finding contradicts the finding of Ayishabi and Kuryvilla (2018) which observed that there was no significant relationship between achievement motivation and interest in schooling of their participants. It is expected a student with high achievement motivation is likely to have high inclination to schooling and high interest in schooling.

Furthermore, the finding also indicated that achievement motivation significantly made joint contribution to the prediction of interest in schooling of the participants of this study. The combined contribution of the achievement motivation significantly predicts the interest in schooling of the respondents. The result of the findings in line with the study of Ayishabi and Kuruvilla (2018) who found that interest-in-schooling is a strong determinant of academic performance and unaffected by motivation for achievement among secondary school students in Kerala.

Finally, the findings reveal that the relative contribution of achievement motivation and interest in schooling of the respondents are significant. The findings of the study is the research of Ajayi (2020) who revealed that discrepancy between the interest-in-schooling of students are little in achievement motivation.

4. CONCLUSION

The study concluded that significant relationship existed between achievement motivation and interest in schooling of participants. It was also concluded that achievement motivation had joint and relative contributions with the prediction of interest in schooling of the participants.

Recommendations

Based on the finding of the study, the following recommendations are made

1. Parents and other stakeholders are requested to provide adequate motivation for students to learn effectively by having strong interest in schooling.
2. Counselling psychologists and other behaviour change agents should consider managing behaviour anomaly of students by manipulating their achievement motivation.
3. Society and government should bring about policies that will ensure great achievement motivation on the part of the students.

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