



Influence of Teachers' Attitude and Motivation on Students' Academic Achievement in Social Studies in College of Education in North-East, Nigeria

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ABSTRACT

The study examined the Influences of teachers' attitude and motivation on the students' academic achievement of social studies at College of Education in North-East, Nigeria. The study employed cross sectional survey research design. The population of the study comprised all the students offering social studies together with the social studies teachers from thirty (37) across all the College of Education in North-East. Sample size of 300 social studies students and 54 social studies teachers used in the study selected using random sampling technique. Teachers Attitude and Motivation on Students Academic Achievement Questionnaire (TAMSAAQ) was used as the instruments for data collection. Data collected were analyzed using Pearson Correlation and the findings of the study revealed that students-teacher relationship, teachers' working condition and attitude enhances student's academic achievement in social studies. Therefore, it is recommended that students-teacher relationship, teachers' working condition and attitude enhances and improve student's academic achievement in social studies in College of Education in North-East. Therefore North-East state government and all other stakeholders of education should as a matter of priority improves teachers' working condition and social studies teachers should developed positive relationship with students and attitude toward teaching as this is proven to enhanced students' academic achievement in social studies.

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INTRODUCTION

Teachers Attitude as a concept is seen as an individual way of thinking, acting and behaving. Keith (2018) posited that the development of the right attitude to academic matters is a basic achievement of intrinsic worth. Horstra (2018) maintains that attitude of the learner towards science would determine the measure of the learner attractiveness to the subject. Attitude, which invariably influences the learners achievement in the subject, is also applicable to the learning of Social studies in the schools. Therefore, it is believed that innovative teaching strategies have more positive influences on learning effectiveness than individual teaching does (Abdullahi,

Shonubi, Hashim, & Hamid, 2016). Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behavior (Schroeder, 2020). 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 (Fam, 2016). Studies in the past (Strauss, 2015; Adeyemi, 2013;



Adeyemi & Ijiwole, 2014 and Adeyemi, 2017) have shown that students attitude and academic achievement had positive correlation which implies that a positive attitude towards a subject assists the students to achieve better and that students with negative attitudes score lower.

The importance of teachers in successful implementation of Social Studies curriculum programme cannot be overemphasized (Ajiboye, Ajitoni and Gbadamosi, 2016). There is no doubt that, man, as a social and political animal, cannot live in isolation but rather lives in a society and for him to live peacefully in the society, he needs to know the rules and regulations governing such society. This includes his right, duties, and obligations to the society, the responsibilities of the society to those living within it. Adeyemi (2019) stated that social Studies helps to understand the development that is taking place in society and the world as well as their roles in shaping the future of the nation. Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement.

Academic achievement is a representation of performance outcomes that indicate the level to which the student has attained specific learning goals (Ali et al., 2013) and demonstrates competence in extracurricular activities (Steinmayr, 2014). Blooms (1956) taxonomy is one of the oldest and most familiar taxonomies for identifying the quality of learning outcomes (Munzenmaier and Rubin, 2013). This taxonomy describes the major areas that comprise lower- order (knowledge, comprehension, and application) and higher-order (analyzing, synthesis, evaluation) thinking skills (Brown, 2018). In the present study, students' academic achievement performance was investigated by questions

designed based on Blooms taxonomy categories hence the need for this study.

Statement of the Problem

Attitude can influence individual performance positively or negatively. Certain factors trigger a teachers attitude towards teaching any subject including Social Studies. For instance, unavailability of teaching materials, lack of interest in learning on the side of students, lack of incentives for the teacher, and inadequate knowledge of teachers on technical concepts influence teachers attitudes towards teaching in schools. Some scholars link this to teachers' factors and some to students' factors. It is on this premise that this study examined both factors (teachers and students) in relations to students' learning outcomes in the subject. The ineffectiveness of teachers motivation has really been matters of general concern in our society as the school system have been adversely affected. It therefore contributes immensely as a serious setback in the academic performance of civil education students in senior secondary school in north eastern and Nigeria at large. So also, the positive attitudes lead to success while negative attitudes lead to failure and as a result success can lead to positive ego attitudes while negative attitudes lead to negative ego attitudes (Gecer, 2012; Verma, 2016) Further, Ekper, (2018), Samuel, (2017) observed that the students performance is not completely the result of their work; performance is affected by many factors and the first one is the attitudes and motivation of the teachers. However, literature shown that teachers attitude and motivation influence academic performance. Still, very narrow study investigates the noteworthy of teachers attitude and motivation on students academic performance especially in North-East Nigeria. It is on this note that the present study is set to assess the influence of teachers' attitude and motivation on students' academic achievement in social studies in College of Education in North-East, Nigeria.

Objectives of the Study

The research aimed to investigate the following objectives

1. To establish whether positive teacher-



- student relationships influence the achievement of students academically in college of education in North-East Nigeria
2. To investigate relationship between teachers working condition and students' academic achievement in college of education in North-East Nigeria
 3. To examine the effect of teachers attitude on students' academic achievement in college of education in North-East Nigeria.

Hypotheses

1. There is no significant relationships between teacher-student and students achievement in college of education in North-East Nigeria
2. There is no significant relationships between teachers working condition and students' academic achievement in college of education in North-East Nigeria
3. There is no significant relationships between teachers attitude and students' academic achievement in college of education in North-East Nigeria

METHODOLOGY

This study used a cross-sectional survey design. Cross sectional survey research design are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitude, opinion, behaviors or characteristics of the population. The population of the study consisted of students offering social studies together with the social studies teachers from thirty (37) schools. The total number of students is four thousand and ninety one (4,091) while the number of social studies teachers and principal is three-hundred and sixty-nine (369), given a total of four thousand four hundred and sixty (4,460). Stratified sampling method was used to divide the College of education in the area into male and schools and female mixed school. Three colleges were randomly selected from each of the strata, making it a total of nine schools. A sample size of three hundred fifty-four (354) was selected from the study population using the Research Adviser, (2006) at 95%

confidence intervals and 5% margin error. The instruments for data collection title Teachers Attitude and Motivation on Students Academic Achievement Questionnaire (TAMSAAQ) were adopted and sub-divided into five (5) sections (A-E) with four-point structured Likert scale ranging from Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The direct delivery and retrieval method will be applied. Three hundred and fifty-four (354) copies of questionnaire were distributed to each of the three schools based on their percentage contribution to the study population. The hypotheses were tested using Pearson Correlation at alpha value of 0.05.

RESULT AND DISCUSSION

The results of the study are presented in Tables below;



Table 1: Pearson Correlation's Analysis of Teacher-Student and Students' Academic Achievement in North-East Nigeria

		Teacher-Student	Students' Academic Achievement
Teacher-Student	Pearson Correlation	1	.120**
	Sig. (2-tailed)		.038
	N	354	354
Students' Academic Achievement	Pearson Correlation	.120**	1
	Sig. (2-tailed)	.038	
	N	354	354

** . Correlation is significant at the 0.01 level (2-tailed).

Result presented in table 1 shows relationship between teacher-student and students achievement in College of education in North-East Nigeria which was investigated using Pearson Correlation. There was a positive correlation between teacher-student and students' academic achievement, ($r = 0.120$, $n = 354$, $P = 0.038$), P value 0.038 is less than the alpha value of 0.05. Therefore, it was concluded that, the null

hypothesis which states that there is no significant relationship between teacher-student and students' achievement in College of education in North-East Nigeria was retained. This implies that there is significant relationship between teacher-student and students' achievement in College of education in North-East Nigeria and vice-versa.

Table 2: Pearson Correlation's Analysis of Teachers' Working Condition and Students' Academic Achievement in College of education in North-East Nigeria

		Teachers' Working Condition	Students' Academic Achievement
Teachers' Working Condition	Pearson Correlation	1	.482**
	Sig. (2-tailed)		.027
	N	354	354
Students' Academic Achievement	Pearson Correlation	.482**	1
	Sig. (2-tailed)	.027	
	N	354	354

** . Correlation is significant at the 0.01 level (2-tailed).

Result presented in table 2 shows the relationship between teachers working condition and students' academic achievement in College of education in North-East Nigeria which was investigated using Pearson Correlation. There was a positive correlation between teachers working condition and students' academic achievement in College of education in

North-East Nigeria, ($r = 0.482$, $n = 354$, $P = 0.027$), P value 0.027 is less than the alpha value of 0.05. Therefore, it was concluded the null hypothesis which states that there is no significant relationship between teachers working condition and students' academic achievement in College of education in North-East Nigeria was retained. This implies that, that there



is significant relationship between teachers' working condition and students' academic achievement in College of

education in North-East Nigeria and vice-versa.

Table 3: Pearson Correlation's Analysis of Teachers' Attitude and Students' Academic Achievement in College of education in North-East

		Teachers' Attitude	Students' Academic Achievement
Teachers' Attitude	Pearson Correlation	1	.082
	Sig. (2-tailed)		.048
	N	354	354
Students' Academic Achievement	Pearson Correlation	.082	1
	Sig. (2-tailed)	.048	
	N	354	354

** . Correlation is significant at the 0.01 level (2-tailed).

Result presented in table 3 shows the relationship between teachers' attitude and students' academic achievement in College of education in North-East which was investigated using Pearson Correlation. There was a positive correlation between teachers attitude and students' academic achievement in College of education in North-East, ($r = 0.082$, $n = 354$, $P = 0.048$), P value 0.048 is less than the alpha value of 0.05. Therefore, it was concluded the null

hypothesis which states that there is no significant relationship between teachers' attitude and students' academic achievement in College of education in North-East was retained. This implies that, that there is significant relationship between teachers' attitude and students' academic achievement in College of education in North-East and vice-versa.

CONCLUSION

It was concluded that good students-teacher relationship, teachers working condition and attitude enhances and improve students' academic achievement in social studies in College of education in North-East. This implies that as students-teacher relationship, teachers' working condition and attitude improved students' academic achievement in social studies also increased and vice-versa. There is need for government to make necessary arrangements for the teachers by engaging them in seminars or other activities where social studies will be taught. Going by the essential nature of social studies in the secondary school schools, the perceptions of males and females regarding its influence on College of education were the same. However, they jointly agreed that the involvement of all stakeholders in education sector will make the teaching of social

studies effective in school and the country at large.

RECOMMENDATIONS

The following are recommendations for the study:

1. It is evident that students-teacher relationship, teachers' working condition and attitude enhances and improve students' academic achievement in social studies in College of education in North-East. Therefore North-East government and all other stakeholders of education should as a matter of priority improves teachers' working condition.
2. Teachers of social studies should developed positive relationship with students and attitude toward teaching as this is proven to enhanced students' academic achievement in social



- studies.
- Teachers should attend and participate in seminars and activities that relate to civic education.
 - Social studies should continue to be taught as a separate subject in Nigerian secondary school and should be fully integrated into the secondary school curriculum.
 - People in the society should be

- involved in the teaching of the subject. This can be achieved by promoting social studies in any form of adult education programs already in place.
- Students or group of students found disrupting the school rules and regulations within the school community or outside the school should be severely punished to serve as deterrent to other

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