

TEACHERS' MOTIVATIONAL STRATEGIES AND ACADEMIC PERFORMANCE OF STUDENTS IN ENGLISH LANGUAGE IN THE NATIONAL INSTITUTE FOR HOSPITALITY AND TOURISM

BY

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ABSTRACT

This study examined teachers' motivational strategies and academic performance of students in English language in the National Institute for Hospitality and Tourism in Bagauda, Kano State. Two specific research objectives were formulated to guide the study. The research design was Ex-post-Facto. 100 respondents comprising levels 1 and 2 of diploma students in the National Institute for Hospitality and Tourism were randomly selected for the study, using simple random sampling technique. The instrument known as "Teachers Motivational Strategies Questionnaire, (TMSQ)." was used to collect the data. The instrument (TMSQ) was subjected to reliability test, using test-retest method and it produced high average reliability coefficient of 0.85 to justify the use of the instrument. The findings revealed that teachers' offer of incentives and provision of timely feedback to students have significant relationship with students' academic performance in English language. It was concluded that teachers' motivational strategies have significant relationship with academic performance of students in English language in the National Institute for Hospitality and Tourism in Bagauda, Kano State. Among others, it was recommended that teachers should always encourage their students by not relenting efforts at all in giving incentives to students and providing them with timely feedbacks in order to motivate them for more commitment, focus and better academic performance in the given subject.

KEYWORDS: Incentives, Timely Feedback, Students' Academic Performance, English Language, Teachers, National Institute for Hospitality and Tourism, Bagauda, Kano State.

INTRODUCTION

Education is a fundamental human right and the key to sustainable development, peace and stability within and among countries; in the provision of education to the populace of such countries, the learning environment and teachers' motivation upon knowledge development relatively need attention in the field of English language teaching and learning. Wolfenson (2000) asserts that one of the important factors in realizing educational objectives in English language as a subject is the role of teachers' motivation within the educational system. Maicibi (2003) opined that all institutions or organization are made up of human beings (workers) and other non-human resources. He further asserts that when the right quantity and quality of human resources are brought together, it can manipulate other resources towards realizing institutional goals and objectives. Consequently, every institution should strive to attract and retain the best of human resource. The implication of these opinions is that well trained and motivated teachers in English language, if well deployed to academic institutions will bring about well rounded students who will perform academically well in English language. Most teachers are trained and have clear goals to guide their teaching, but good motivations for the teachers and teaching/learning materials seem to be inadequate. As a result, there has been a public outcry about poor performance in English language at the secondary school level.

According to Gesinde (2000), teachers have the biggest impact on the success of students' academic performance as the motivational strategies they employ will be instrumental

in helping the students learn studiously and one approach is likely to produce different results from the other. Students' willingness and readiness to undertake a task may depend on the rewards they expect from the teachers. This motivation may be caused by either extrinsic or intrinsic stimuli, both of which are important in directing and regulating the learner's behaviour towards attainment of the desired goals. The learning environment and teachers' motivation relatively need attention in the field of English Language teaching and learning. Gesinde (2000) asserts that activities in the classroom, the repeated actions in which students and teachers engage as they learn, are important because they constitute the knowledge that is produced. Availability of teaching/learning resources and teachers' motivation enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students.

Motivational strategies adopted by English teachers have immense contribution to the academic performance of students. According to Linnenbrink and Pintrich (2003), motivational strategies include teachers' offer of incentives to students and teachers' provision of timely feedback to students. Others include encouraging students by getting them involved, bringing creativity in the subject and drawing connections to real life when teaching. In Nigeria, English language is a compulsory subject up to secondary school level. During the last couple of years, performance in English language in the National examination has dropped significantly and this has been a major concern for the society.

Statement of the Problem

Many teachers struggle with motivating students to learn especially in English language. This has impacted negatively on student's performance in the subject. Teachers are faced with a multitude of choices as to what are the most effective teaching strategies to enhance student learning in English language. In response to higher expectations and a perceived lack of result, researchers and teachers have been seeking a right kind of balance of teaching strategies for years. Thus, the problem of this study is to examine teachers' motivational strategies and academic performance of English language students with respect to offering incentives and providing timely feedback.

Purpose of the Study

The main purpose of this study is to examine teachers' motivational strategies and academic performance of students in English language in the National Institute for Hospitality and Tourism in Bagauda, Kano State. The specific objectives of the study are:

1. To examine the relationship between teachers' offer of incentives to students and their academic performance in English language in the National Institute for Hospitality and Tourism in Bagauda, Kano State.
2. To find out the relationship between teachers' provision of timely feedback to students and their academic performance in English language in the National Institute for Hospitality and Tourism in Bagauda, Kano State.

Research Questions

The research questions stated for the study are:

1. What is the relationship between teachers' offer of incentives to students and their academic performance in English language?
2. How does a teacher's provision of timely feedback to students relate to their academic performance in English language?

Research Hypotheses

The following hypotheses are raised for the study:

1. There is no significant relationship between teachers' offer of incentives to students and their academic performance in English language in the National Institute for Hospitality and Tourism in Bagauda, Kano State.
2. There is no significant relationship between teachers' provision of timely feedback to students and their academic performance in English language in the National Institute for Hospitality and Tourism in Bagauda, Kano State.

Literature Review

Teachers' Offer of Incentives and Students' Academic Performance

According to Holmstrom and Milgrom (1991), one potential method to increase students' achievement and improve the quality of individuals selecting teaching as a profession is to provide teachers with financial incentives based on students' achievements. Incentives provided to teachers have helped improve students' academic outcomes. Few studies have been conducted to examine the effect of incentives provided directly to students, based on their performance. Theoretically, teacher incentives could have one of three effects. If teachers lack motivation or incentives to generate important inputs needed in educational productivity and functions (e.g. lesson planning, parental engagement), then financial incentives for students' achievement may not have a positive impact of motivating teachers to increase their effort. However, if teachers do not know how to increase students' achievement, the production function has important complementarities outside their control, or the incentives are either confusing or too weak, then teacher incentives may have no impact on achievement.

Conversely, Jacob and Levitt (2003) assert that if teachers' incentives have unintended consequences such as explicit cheating, teaching to the test, or focusing on specific, tested objectives at the expense of more general learning, teachers' incentives could have a negative impact on students' performance. Similarly, some argue that teachers' incentives can decrease a teacher's intrinsic motivation or lead to harmful competition between teachers in what some believe to be a collaborative environment (Johnson, 1984; Firestone and Pennell, 1993). A bonus payment to teachers can improve students' academic performance but only when it is given upfront, on the condition that part of the money must be returned if students' performance fails to improve (Fryer and Roland, 2010).

According to Frye and Roland (2010), setting expectations and making reasonable demands encourages students to participate, but sometimes students need an extra push in the right direction. Offering students small incentives makes learning fun and motivates students to push themselves. Incentives can range from small to large giving of special privilege to an exemplary student, to a class pizza party if the average test score rises. Rewards give students a sense of accomplishment and encourage them to work with a goal in mind. Bynum (2011) asserts that there is no other form of motivation that works quite as well as encouragement. Even as adults we crave recognition and praise, and students at any age are no exception. Teachers can give students a bounty of motivation by rewarding success publicly, giving praise for a job well done, and sharing exemplary work. Deci and Ryan (2000) said that most students want to succeed; they just need help figuring out what they need to do in order to get there. One way to motivate your students is to get them to take a hard look at themselves and determine their own strengths and weaknesses. Students are often much more motivated by creating these kinds of critiques of themselves than by having a teacher do it for them, as it makes them feel in charge of creating their own objectives and goals. A study by Fryer and Roland (2010) showed that students gained as much as a 10 percentile increase in their scores compared to students with similar backgrounds if their teacher received a bonus at the beginning of the year, with conditions attached. There was no gain for students when teachers were offered the bonus at the end of the school year.

Teachers' Provision of Timely Feedback to Students and Academic Performance

Ungerleider (2002) opined that students want to be recognized for the hard work and effort they put into their classes; as such many view grades as a primary incentive for their scholastic efforts. The author asserted that by returning assignments quickly and by constructively communicating positive and negative feedback, the teacher is able to acknowledge the students' hard work while still encouraging them to strive for more. If students do not receive feedback on their work, it is often difficult for them to know whether or not they are fully meeting expectations and learning the material. In addition, if the teacher neglects to explain why something was wrong, or point the student in the right direction by further articulating expectations, the student may not make any additional effort to succeed as he does not know what direction to take. Since the teacher's ultimate goal is for students to learn the course material, consider underscoring or deemphasizing the grade earned by prioritizing and shifting the focus from the grade to the detailed comments and feedback provided on their work.

Moreover, Sandra (2002) maintained that students who struggle with class work can sometimes feel frustrated and get down on themselves, draining motivation. In such a situation, it is critical that teachers help students to learn exactly where they went wrong and how they can improve next time. Figuring out a method to get where students want to be can also help them to stay motivated to work hard. Effective teaching not only involves imparting information and understanding to students (or providing constructive tasks, environments, and learning) but also involves assessing and evaluating students' understanding of this information, so that the next teaching act can be matched to the present understanding of the students.

Winne and Butler (1994) provided an excellent summary in their claim that "feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies" (p. 5740). Objective feedback in the form of assessment data also offers an invaluable tool for supervision. As Howard and McColskey (2001) noted, "evaluation that leads to professional growth requires teachers to look honestly at their weaknesses and strengths" (p 10). Self-assessment can be limited because of a lack of objectivity. Feedback from colleagues or supervisors based on a few classroom visits is equally limited because of the narrow sampling of behaviour it provides. Assessing the data of students learning over a marked period, or even half a year, can provide substantive feedback on students' cumulative mastery of material. It provides a broader and richer sampling of the teacher's impact on students and permits the identification of specific patterns in the learning of content and skills that were taught. In addition to providing meaningful feedback for instructional improvement, students' achievement data can provide encouragement and a sense of gratification. Lortie (2000) noted that "the monitoring of effective instruction is the heart of effective instruction". Truly effective teachers monitor students' learning on an ongoing basis and use the information to improve their teaching.

Methods

Research design

This study adopted an Expost-Facto research design. This design was considered appropriate for the research as it attempted to check the already existing influence of the independent variable (teachers' motivational strategies) on the dependent variable (student performance in English Language).

Area of the Study

The area of study is National Institute for Hospitality and Tourism in Bagauda, Kano State.

Population of the Study

The population of this study consisted of levels 1 and 2 of diploma students in the National Institute for Hospitality and Tourism Bagauda, Kano State.

Sample and Sampling Technique

The sample for this study consisted of 100 respondents. They were obtained through simple random sampling technique.

Instrumentation

The first instrument used by the researcher for this study was a questionnaire. The questionnaire tagged “Teachers Motivational Strategies, (TMSQ)” was used to collect data on the independent variables presented in both sections A and B of the questionnaire.

Validation of the Research Instrument

The face validation of the research instrument was made by the researcher’s supervisor and an expert in Tests and Measurement. The items in the questionnaire were properly worded to meet the respondents’ level of understanding and each variable was properly measured.

Reliability of the Instrument

In order to establish the reliability of the instrument, test-retest reliability analysis was carried out on the research instrument, using 30 people who did not form part of the main work. From the analysis, the following reliability coefficient (0.85) was obtained. The value was considered substantially high enough to justify the use of the instrument.

Method of Data Analysis

The data obtained were analyzed using Pearson Product Moment Correlation analysis to test the hypotheses. The calculated values were compared with the critical values for test of significance of the result at 0.05 alpha level.

Data Analyses and Results

Research Question One

The research question sought to find the relationship between teachers’ offer of incentives to students and their academic performance in English Language in National Institute for Hospitality and Tourism in Bagauda, Kano State. In order to answer the research question, descriptive analysis was performed on the data collected as shown in Table 1.

Table 1
Descriptive analysis of the relationship between teachers’ offer of incentives to students and their academic performance in English Language

Variable	N	Arithmetic mean	Expected mean	R	Remarks
Teachers’ offer of incentive to students	240	13.44	12.5	0.69*	*Moderately strong relationship
Academic performance		64.06	50		

Table 1 presents the result of the descriptive statistics of the relationship between teachers’ offer of incentives to students and their academic performance in English Language in National Institute for Hospitality and Tourism in Bagauda, Kano State. The two variables were observed to have moderately strong relationship at 69 percent. The arithmetic mean for teachers’ offer of incentives to students 13.44 was observed to be greater than the expected mean score of 12.5 In addition to that, the arithmetic mean as regards academic performance in social studies 64.06 was observed to be higher than the expected mean score of 50. The result therefore means that there is remarkable relationship between teachers’ offer of incentives to students and their academic performance in English Language in National Institute for Hospitality and Tourism in Bagauda, Kano State.

Research Question Two

The research question sought to find the relationship between teacher’s provision of timely feedback to students and their academic performance in English Language in National Institute for Hospitality and Tourism in Bagauda, Kano State. In order to answer the research question, descriptive analysis was performed on the data collected as shown in table 2.

Table 2
Descriptive analysis of the relationship between teachers’ provision of timely feedback to students and their academic performance in English Language

Variable	N	Arithmetic mean	Expected mean	R	Remarks
Teacher’s provision of timely feedback to students	240	14.44	12.5	0.89*	*Strong to perfect relationship
Students Academic performance		64.06	50		

Table 2 presents the result of the descriptive statistics of the relationship between teacher’s provision of timely feedback to students and their academic performance in English Language in National Institute for Hospitality and Tourism in Bagauda, Kano State. The two variables were observed to have strong to perfect relationship at 89 percent. The arithmetic mean for teachers’ provision of timely feedback to students 14.44 was observed to be greater than the expected

mean score of 12.5 In addition to that, the arithmetic mean as regards students academic performance in social studies 64.06 was observed to be higher than the expected mean score of 50. The result therefore means that there is remarkable relationship between teachers’ provision of timely feedback to students and their academic performance in English Language in National Institute for Hospitality and Tourism in Bagauda, Kano State.

Testing of the Hypotheses

Hypothesis One

There is no significant relationship between teachers’ offer of incentives to students and their academic performance in English Language in National Institute for Hospitality and Tourism in Bagauda, Kano State. In order to test the hypothesis, two variables were identified as follows:-

1. Teachers’ offer of incentives to students as the independent variable
2. Academic performance as the dependent variable

Pearson Product Moment Correlation analysis was then used to analyze the data in order to determine the relationship between the two variables (see Table 3)

Table 3

Pearson Product Moment Correlation Analysis of the relationship between teachers’ offer of incentives to students and their academic performance in English Language

Variable	Σx	Σx^2	Σxy	r_{cal}	r_{crit}
	Σy	Σy^2			
Teachers’ offer of incentives (x)	3225	44115			
			210165	0.69*	0.139
Academic performance (y)	153755	1018905			

***Significant at 0.05 level; df =238; N =240**

Table 3 presents the obtained r-value as (0.64). This value was tested for significance by comparing it with the critical r-value (0.139) at 0.05 level with 238 degree of freedom. The obtained r-value (0.69) was greater than the critical r-value (0.139). Hence, the result was significant. The result therefore means that there is significant relationship between teachers’ offer of incentives to students and their academic performance in English Language in National Institute for Hospitality and Tourism in Bagauda, Kano State.

Hypothesis Two

There is no significant relationship between teachers’ provision of timely feedback to students and their academic performance in English Language in National Institute for Hospitality and Tourism in Bagauda, Kano State. In order to test the hypothesis, two variables were identified as follows:-

1. Teachers’ provision of timely feedback to students as the independent variable
2. Academic performance as the dependent variable

Pearson Product Moment Correlation analysis was then used to analyze the data in order to determine the relationship between the two variables (see Table 4)

Table 4
Pearson Product Moment Correlation Analysis of the relationship between teachers’ provision of timely feedback to students and their academic performance in English Language

Variable	$\sum x$	$\sum x^2$	$\sum xy$	r_{cal}	r_{crit}
	$\sum y$	$\sum y^2$			
Teachers’ provision of timely feedback	3465	5098	227040	0.89*	0.139
Academic performance (y)	153755	1018905			

***Significant at 0.05 level; df =238; N =240**

Table 4 presents the obtained r-value as (0.89). This value was tested for significance by comparing it with the critical r-value (0.139) at 0.05 level with 238 degree of freedom. The obtained r-value (0.89) was greater than the critical r-value (0.139). Hence, the result was significant. The result therefore means that there is significant relationship between teachers’ provision of timely feedback to students and their academic performance in English Language in National Institute for Hospitality and Tourism in Bagauda, Kano State.

Discussion of Findings

The result of the data analysis in Table 3 was significant due to the fact that the obtained r-value (0.69) was greater than the critical r-value (0.139) at 0.05 level, with 238 degree of freedom. This result implies that there is significant relationship between teachers’ offer of incentives to students and their academic performance in English Language in National Institute for Hospitality and Tourism in Bagauda, Kano State. The result is in agreement with the research findings Holmstrom and Milgrom (1991), who stated that one potential method to increase students’ achievement and improve the quality of individuals selecting teaching as a profession is to provide teachers with financial incentives based on students’ achievement. The result of the analysis caused the null hypotheses to be rejected while the alternative one was retained.

The result of the data analysis in Table 4 was significant due to the fact that the obtained r-value (0.89) was greater than the critical r-value (0.139) at 0.05 level with 238 degree of freedom. This result therefore means there is significant relationship between teachers’ provision of timely feedback to students and their academic performance in English Language in National Institute for Hospitality and Tourism in Bagauda, Kano State. The result is in agreement with the research findings of Winne and Butler (1994), which provided an excellent summary in their claim that “feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies”. The result of the analysis caused the null hypothesis to be rejected while the alternative one was retained.

Conclusions

Based on the findings of the research work, it was concluded that there is significant relationship between teachers’ offer of incentives to students and their academic performance in English Language in National Institute for Hospitality and Tourism in Bagauda, Kano State. There is significant relationship between teachers’ provision of timely feedback to students and their

academic performance in English Language in National Institute for Hospitality and Tourism in Bagauda, Kano State.

Recommendations

1. Teachers should always encourage their students by way of introducing motivating factors such as awards and gifts to the best performing students in the class.
2. Best performing students in the class should always be encouraged by others by way of being appreciated with an applause whenever they attempt an answer to a question.
3. Teachers should always get their students involved in things that will cause them to need their help, such as class work, home work, competitive class work etc.

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