

GRATIFICATION AND STUDENTS' ACHIEVEMENT MOTIVATION IN  
LEARNING IN TERTIARY INSTITUTIONS IN THE SOUTH-SOUTH  
GEO-POLITICAL ZONE, NIGERIA

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ABSTRACT

*This study was carried out to determine whether Gratification of Lecturers by students has any significant influence on students' achievement motivation in tertiary institutions in the south-south geo-political zone, Nigeria. Two (2) research hypotheses were formulated to guide the research work and relevant literature was reviewed extensively. A survey research design was adopted which made use of a sample of three thousand, six hundred 300-level students from eighteen (18) tertiary institutions within the study area. Two (2) research instruments (a questionnaire and an oral interview) were employed for data collection. Data analysis technique employed involved the use of Pearson product moment correlation coefficient method. All hypotheses were tested at 0.05 alpha level. The result revealed significant negative influence of unethical practices on students' achievement motivation, their continuous assessment and certification. It was recommended among other things that tertiary institution management, and quality assurance department should take a firm stand against all forms of extortion by lecturers. This hopefully will revive about quality education.*

**KEYWORDS:** Gratification, Students' Achievement Motivation, Learning, Tertiary Institutions, South-South Geo-Political Zone, Nigeria

BACKGROUND TO THE STUDY

Research findings over the years show that our outstanding educational performance is completely lacking in quality today. Infact, Agba (2023) described the state of our education today as having dropped to ignoble depreciation. In times past, according to Owan-Enoh (2019), products of our educational institutions were celebrated all over the world; were greatly sort for in the labour market internationally, easily got placement in the best institutions in the world for further education and demonstrated clear competencies required of them. Today, according to Owan-Enoh, in Agba (2023) the products of the system are not different from those who had no access. The reasons being that:

- Teaching and learning seem to have lost their place
- Examination grades and class of degrees can be purchased
- Some of those who sit for examination earn no scores in most cases while those who never did pass with distinctions

The researchers strongly believe that all these are happening because we, (teachers/lecturers) in the system have failed to address the problems which the educational system faces; of which some teachers/lecturers are part of. Again, the learners themselves have very low interest and poor motivation towards the learning process perhaps because of the low value placed on our educational process in recent times.

Gratification generally is a slippery concept which implies different things to different people. It is an emotional state, a reward, and act of pleasing someone, to repay some one for something done, or to give a recompense or gratuity. Joshua (2019) stated that gratification in tertiary institutions is not different from extortion in any term from students; which may involve collecting money for sorting, alteration of students' scores, marks for purchase of handout/text books and doctoring of continuous assessment scores for students in the tertiary institutions. In other words, gratification in higher institutions is more on the negative side than the positive. It is not an over-statement to say that some female students go to the extent of pleasing their lecturers (gratification) by going to bed with them.

Isangedighi (2007) stated that it is always the academically weak students, truants or those from seemingly rich parental background that have the tendency towards negative gratification of staff of their schools. Joshua (2019) categorically stated that teachers/lecturers who lack professional ethics indulge themselves in negative teacher roles including extortion in all forms from students.

The negative roles of the teachers consist of those roles that induce stress on the learners including unnecessary teacher-demands (you must do this or that before submitting any assignment). We should note that when the teacher acts as a detective, a policeman and a judge who only detects faults, brings culprits to book, dispenses and executes justice; then he/she plays the role of a strict disciplinarian/authoritarian. This does not however promote a smooth classroom environment, nor the teaching-learning process.

Isangedighi (2007) explained that the learners see such authoritarian teachers/lecturers as being unfriendly and so go to any length to make sure they pass courses handled by those lecturers. Joshua (2020) also emphasized that a teacher who maintains a democratic or persuasive environment for learning process will create more classroom interactions that will promote learning, unlike a teacher who maintains an autocratic or permissive environment, and provides a unidirectional flow of information that discourages initiative and free interactions. This, according to the researchers creates battle or tension in the classroom and allows students no other alternative than to sort out themselves in any form. Students who cut corners in school assessment and come out with good grades never do well practically in the labour market (Ushie 2021).

Achievement motivation is conceived by Strong and Wrightsman (1991) as a psychological or social motive which directs the individual (learner) to strive to meet higher standards of achievement that is always internally directed. Graig (1996) extended this conception further by stating that though motives reside within the individual learner, they can be influenced from without. This is because achievement motivation is part of human behaviour and may be seen from the stand point of forces "inside" and "outside" the learner that propel his thoughts, feelings and actions.

Ferguson (2000) revealed that learners with low achievement motivation lack interest in excellence, have low drive to overcome challenges, rely more on the opinions of others/external help and hardly plan for nor achieve set goals that are challenging in

which the outcomes are most uncertain. Also, Okonkon (2001) emphasized that learners with low achievement motivation often develop a syndrome that includes a variety of self-defeating motives. For example, such learners are far more apt to develop an external locus of control, more easily influenced by an extrinsic reinforcement, low in self-regulated learning strategies, have low level of self-efficacy, and more apt to develop feelings of learned helplessness, showing little in the way of competence motivation.

Some teachers are so rigid, conservative, and do not change their attitudes even if such attitude/behaviour is against their professional ethics, some teachers/lecturers unethically aid and abet anti-social practices such as examination malpractice (Alutu, 2006) or falsification (mutilation) of continuous assessment records or even involved in certificate forgery (Ndili, 2004), a situation which according to Ndili, has worsened because of involvement of even parents and other school authorities in the unethical practices in the disguise of cordial relationship. These unethical practices encouraged by some teachers, parents and highly placed school authorities do not help to reverse the decay in our educational system in order to reposition our school products for greater responsibility in national development (Alutu, 2006). According to UNESCO (2002), higher education is to equip every citizen who attend such schools, with knowledge, skills, attitude and values so as to enable him or her derive maximum benefits from his/her membership in the society, live a fulfilling life and contribute to the development and welfare of the community.

Recent research publications especially those of Ukpong (2020), Edu (2005) and highlights in National dailies, editorial comments, television debates and commentaries indicate that vandalism and violence in public schools are on the increase, as well as cultism, ritual killings, rape and stealing, above all "sorting" have been reported in all tertiary institutions. Most researchers have tried to ask:

- Are the well trained professional teachers/lecturers with knowledge and skills as well as level of competence in the task of teaching and modelling of the children not to be blamed?
- How did the extremely under-achieving student that we as teachers know suddenly leave the institution with first class degree and found his/her self into the labour market?
- How did these under-achievers suddenly become gifted students, without the assistance of some staff of the institution?
- Why do many students have very low achievement motivation?

It is for some of these reasons that the researchers became inspired to carry out this research project.

## STATEMENT OF THE PROBLEM

Recent research findings have indicated a highly disturbing trend of increasing negative students' gratification and low achievement motivation in tertiary institutions in the South-South geo-political zone, and in the entire nation. This observed trend has posed serious concern to the various universities and college authorities, spirited and committed lecturers and other education stakeholders. The universities and college managements are worried because the reputation and the academic standard of the institution is being brought low. The general public is concerned because the university and college products are no longer what we used to know.

Researchers such as Joshua (2019) and Ellah (2019) stated that lack of quality entrants, enrolment explosion, inadequate infrastructure, poor management and inadequate staffing can result in ineffective monitoring/regulation by relevant agencies/committees thus resulting also in lecturers' excesses/negative teacher roles especially during scoring and grading of students. The NUC and NCCE have severally organized workshops, seminars and conferences focused or aimed at improving the integrity of lecturers as well as creating awareness of the dangers of teachers' negative roles/gratification/sorting by students.

In spite of all these, the problem of negative teacher-roles and low academic achievement motivation among students in tertiary institutions still persist (Owan-Ehoh, 2019), Joshua (2020) and Ushie (2021). It is therefore hoped that this research work will help university and college authorities to see the need to take drastic measures against sorting by students.

### **AIMS AND OBJECTIVES OF THE RESEARCH**

The overall aim of this research study is to determine the influence of gratification of lecturers on achievement motivation among students in tertiary institutions in South-South geo-political zone, Nigeria. The following specific objectives are formulated to guide the study.

- To determine whether gratification of lecturers has any significant influence on students' academic achievement motivation.
- To determine the extent of influence of gratification of lecturers on students' continuous assessment and certification.
- To determine the extent of influence of lecturers/teachers' negative roles on students' achievement motivation.

### **RESEARCH HYPOTHESES**

The following hypotheses were tested in this study.

- There is no significant influence of gratification of lecturers on the academic achievement motivation of tertiary students in the South-South Geopolitical zone in Nigeria.
- There is no significant influence of gratification of lecturers on the continuous assessment and certification of learners in tertiary institutions in the South-South Geopolitical zone of Nigeria.

### **JUSTIFICATION/SIGNIFICANCE OF THE STUDY**

Several empirical research studies have been carried out concerning teacher-related factors and students' assessment/certification generally by various researchers notably Isangedighi (2019), Ellah (2019), Ukpogon (2020) and Ushie (2021). The focus of research work by such researchers involved mostly quality of staff, infrastructure and the role of teachers in teaching-learning process. What is perhaps new is how teachers' negative role (Gratification by students) can affect students' academic achievement motivation and suggestions as to how this abnormally can be reduced to the barest minimum or eliminated. Based on the above, the research work is important for the following reasons.

- It is hoped that the result will help university management as well as the Heads of Colleges within South-South geo-political zone and to a large extent Nigeria, understand the teachers' negative roles perpetuated within their institutions and thus find ways of stopping such.
- The general public especially parents/guidance will become aware of the negative attitudes/behaviour perpetuated by some teachers/lecturers in our learning institutions.
- Finally, students will realize that the only way of getting good grades in school is through personal efforts/hard work.

## SCOPE OF THE RESEARCH STUDY

This research work is limited to all tertiary institutions in the South-South geopolitical zone of Nigeria. However, any generalization of the results can be done in the context of any geographical area having similar characteristics. Most importantly, the research is limited in scope to the variables of the study namely: Gratification and students' academic achievement motivation.

## REVIEW OF RELATED LITERATURE:

### Gratification and students' Academic Achievement Motivation

Teaching is a noble profession. It goes with enormous responsibility. According to Isangedighi (2007), the grand finale of the teachers' responsibilities is the production of quality individuals for adult society; for that reason, teachers/lecturers are perceived as nation builders and their task of molding the young minds as an endeavour in nation building. Education at all levels is expected to tame the impulsive attitude of the learners, and convert them into cultured beings who are morally dependable, socially adjusted, intellectually equipped and spiritually adequate (Ellah, 2019).

But when we look at the products of our school system today, they hardly fit into the picture of an educated person, well qualified both in certification and character. This fact is supported by Ukpong (2020) who emphasized that our products (students) should be a positive influence on others at any time for the school and the society but that what we find can only be compared to "robots".

Ebong (2008) also sees most products from our schools, including tertiary institutions, as having poor interest in education, low self-concept, and low achievement motivation. Perhaps, the challenges observed are a clear evidence of the loss of value in our school systems and particularly on the part of the teacher/lecturers.

Oluwagbohunmi (2017) also sees those challenges as evidence in the lowering of bench marks for qualifying examinations, lack of integrity on the part of teachers, who sell grades (christened as financial gratification or sorting), mass promotion and award of fake certificates. Joshua (2019) stated that gratification in tertiary institutions is not different from "sorting" which is extortion especially money from the academically weak students, or those truants from rich parental background. Extortion according to the researchers involves collecting money for alteration of students' scores/change of

grades, etc. The researchers strongly emphasize that gratification of lecturers by students or extortion in any form is negative and against the ethics of teaching profession because it helps to lower standards and especially achievement motivation among learners.

Supporting those research findings, Oluwagbohunmi (2017), Owan-Enoh (2019), Joshua (2020) and Ushie (2021) emphasized that “gratification” of lecturers by students or “sorting” in any form in tertiary institutions is not only negative but that;

- It does not improve learners’ academic achievement motivation.
- It lowers learners’ self-esteem
- It learners thus lack confidence in themselves and in performing any school work.
- It lowers the school standards.
- It creates fear, anxiety and tension in the learner and may lead to ego-identity crises.

Enyi and Oshiomu (2021) stated that challenges in improving school academic standards and performance resulting in massive malpractice stems from:

- General dissatisfaction with the teaching profession.
- Low salaries/allowances.
- Lack of motivation.
- Lost values, and
- Poor public image of teachers/lecturers.

In contrast, Isangedighi (2007) sees teaching as all comers affair, since there is no strict regulation for those employed especially in tertiary institutions. Thus, the young teachers/lecturers negate the ethics of the profession and embrace negative teacher roles in dealing with students under their institution (e.g. sorting/gratification by students). The after-math is students developing poor attitude towards school task, lack of need for achievement because of low motivation and lack of value for education because of high unemployment.

Owan-Enoh (2019) also sees “gratification” or “sorting” by students in tertiary institutions as affecting students’ academic achievement motivation, general school achievement and certification and blamed management of the institutions and especially the quality assurance directorate of such institutions for being weak in enforcing the system’s regulations. Mukherjec (2017) also stated that effective learning and ethics are good determinants of qualitative education and that it promotes positive desire and need for students’ academic achievement motivation. According to him, schools where unethical practices are high in operation cannot produce disciplined and



quality graduates. This reduces the value of such school products as well as the institutional standards.

## GRATIFICATION AND STUDENTS' CONTINUOUS ASSESSMENT AND CERTIFICATION

Assessment is a process that involves an interpretation, based on internal standard of the results of measurement in an attempt to ascertain the level and value or worth of progress made or changes observed (Joshua, 2009). Assessment subsumes test, measurement and evaluation of the cognitive, psychomotor and affective skills of the individuals (learners). Assessment is also an integral part of the teaching-learning process, and it contributes immensely to the realization of the objectives of the educational system, and its success directly depends upon the efficiency, effectiveness, and integrity of the lecturers/teachers. A teacher/lecturer is expected to demonstrate consistently high standards of personal and professional conduct, and must have proper/professional regard for the ethos, policies and practices of the school. Ellah (2019) stated that lecturers who are involved in unethical practices (such as gratification for better grades, falsification of continuous assessment) end up contributing to fake certification of the leaners involved.

In an empirical study of the consequences of perceived unethical practices among learners in tertiary institutions in Cross River State, Idam and Ogar (2021) found that unethical practices by lecturers such as gratification for better grades, awarding unmerited continuous assessment, and other fraudulent activities is a major factors influencing students' result computation and certification. The researchers emphasized that, the unethical (negative) role of the lecturers seems to be unending because of greed for money, lack of discipline and poor moral standards, integrity, living above one's income, laxity in punishing culprit lecturers, and poor supervision by appropriate departments. Also, Mshelia (2014) and Joshua (2019) found that lack of transparency, accountability and integrity by some lecturers in the implementation of academic programmes of activities in tertiary institutions has significantly affected the continuous assessment and the final grading of students.

In a longitudinal study of tertiary institutions in Cross River State, Okonkwo (2001) found that gratification of lecturers by students and other unethical practices contributes to wrong grading and certification of students. The researcher surveyed the feeling of one thousand undergraduate students using a self-constructed questionnaire as well as oral interview. The overall analysis reveals that unethical practices perpetuated by some lecturers significantly influenced students' assessment and final grading (certification). The researcher noted that the perpetrators of this unethical academic activities are mostly the in-experienced lower category of lecturers in such institutions. The researcher further stated that those students involved in "sorting" are those with negative life-style, always absent from school, low in cognitive ability, and most times from extremely rich parental background.

Further studies on un-ethical practices and students' assessment and final grading by Owan-Enoh (2013), Joshua (2020), Ukpung (2020) and Ushie (2021) reveal that some academic staff and students are engaged in corrupt practices such as extortion of money, sexual harassment, nepotism, threat/victimization, etc. The researchers also noted that these unethical practices do not only affect the grading/certification of

students but also reduce the value of such school products and the image/standard of the school system.

## RESEARCH METHODOLOGY

### Research Design:

The survey research design adopted for this study. Kerlinger (1986) describes this type of research as that which is directed towards determining the nature of a situation, as it exist at the time of investigation. Also, that it studies large and small populations by selecting and studying samples chosen from the population to discover the relative incidence, distribution, interrelations of sociological and psychological variables. The survey research design is therefore relevant here since the research involves opinion and attitude studies and depends basically on questionnaires and interviews as means of data collection.

### Research Area

The research area is the South-South geo-political zone of Nigeria, which is one of the six (6) geo-political zones that make up Nigeria. The South-South comprises of six (6) states namely; Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers. These are in the southern coastal region of Nigeria and they constitute the oil rich hub of the Nigerian nation. The South-South is also referred to as Niger-Delta region and occupies a total land mass of approximately 87,505 square kilometers. Based on the 2022 population projection, the South-South region has a total population of 29,813,900 people, with Delta State having the highest projection followed by Akwa-Ibom State.

The indigenous languages of the South-South include the following; Ibibio, Eket, Anang and Oron in Akwa Ibom State; Ijaw in Bayelsa; Efik, Bekwarra and Ejagham in Cross River State; Izon, Igala, Itsekiri in Delta State; Yoruba, Etuno, etc in Edo State; while Rivers has Abuan, Echie, Eleme, Kirike, Nkoroo, etc. The major occupation of the people is farming, fishing, hunting, lumbering, palm wine tapping and craft. Music dance is embedded in their culture expressed during festivals and ceremonies such as marriage, burial, anniversaries, masquerades, coronation, circumcision, age-grade outings etc.

Educationally, the South-South region has seven (7) federal universities, seven (7) federal polytechnics and six (6) federal colleges of education. On the whole, the region has a total of 36 universities (federal, state and private), 32 polytechnics (federal, state and private) and 12 colleges of education (federal, state and private).

The South-South geo-political zone is also heavily industrialized especially in Delta State, Rivers and Akwa-Ibom states. There are several sites of interest; for example, the Obudu Cattle Ranch, the EPZ and Tinapa in Cross River.

## POPULATION OF THE STUDY

The population of the study comprised of all the 300-level students in eighty (80) tertiary institutions in the South-South geo-political zone of Nigeria. The estimated population is about 102,000 students for the 2023/2024 academic session.



## SAMPLE AND SAMPLING TECHNIQUE

The sampling technique adopted was the stratified random sampling method that is multi-stage. Stratified sampling method was employed because of the heterogeneity of the population. This brought about fair representation and thus increased statistical precision (Isangedighi, 2004).

The institutions within the region were first stratified according to the various states. By simple random sampling, three (3) institutions (1 university, 1 College of Education and 1 polytechnic) were selected from each of the 6-states making 18 tertiary institutions within the region. Also, two (2) hundred 300-level students were randomly selected each from the sampled schools giving a sample size of 3,600. The information can be found in Tables I and II.

**Table I: Summary of Tertiary Institutions in the South-South region.**

S/No	State Total	Universities	Polytechnics	Colleges of Education	
01	Akwa Ibom	4	8	1	13
02	Bayelsa	4	3	1	08
03	Cross River	4	3	2	09
04	Delta	11	8	5	24
05	Edo	8	6	2	16
06	Rivers	5	4	1	10
<b>Total</b>		<b>36</b>	<b>32</b>	<b>12</b>	<b>80</b>

**Table II: School Sample Characteristics:**

S/No	State Total	University(1)	Polytechnic(1)	College of Education(1)
01	Akwa Ibom 600	200	200	200
02	Bayelsa 600	200	200	200
03	Cross River 600	200	200	200
04	Delta 600	200	200	200

05	Edo 600	200	200	200	
06	Rivers 600	200	200	200	
<b>Total</b>		<b>1,200</b>	<b>1,200</b>	<b>1,200</b>	<b>3,600</b>

### INSTRUMENT FOR DATA COLLECTION

Two (2) research instruments were used for data collection in this study, namely:

- A Research questionnaire titled: Gratification/students' achievement motivation questionnaire (GSAMQ). The questionnaire consisted of four (4) sections with a total of 20-items, designed to elicit responses that were clear enough to indicate the subjects' feelings about unethical practices perpetuated by some lecturers; "sorting" by some students and the consequences upon students final grading. This was done on a likert-type scale with four response categories ranging from Strongly Agree (SA) to Strongly Disagree (SD).
- Also, an oral interview was carried out based on the responses by the subjects.

### VALIDATION AND RELIABILITY OF THE INSTRUMENT

The instruments were subjected to pre-view and independent expert judgement for face and content validity. Also, the Cronbach coefficient alpha method was used to analyse data from schools that were not sampled and trial-tested. The internal consistency of the sub-scales obtained were high enough to justify the use of the instrument.

**Table 3: Cronbach Coefficient Alpha Reliability Estimates of the research instrument sub-scales (variables).**

Sub-Scales (variables)	N	No.of Items	x	SD	r
Gratification	60	10	22.05	3.82	0.78
Sorting	60	08	18.08	3.09	0.72
Falsification of results	60	04	10.12	2.23	0.81
Continuous Assessment Academic achievement	60	08	17.90	2.92	0.70
Motivation	60	10	20.14	3.02	0.76
<b>Over-all</b>	<b>60</b>	<b>40</b>	<b>112.07</b>	<b>10.82</b>	<b>0.89</b>

### Statistical Analysis of Data

The data obtained was analysed using Pearson's Product Moment Correlation Coefficient Analysis. All hypotheses were tested at 0.05 level of significance.

## RESULTS AND DISCUSSION

### General Description of Research Variables:

The study was conducted on the influence of gratification of lecturers on students' academic achievement motivation in tertiary institutions in the South-South geopolitical zone of Nigeria. The major independent variable of the study was gratification of lecturers by students, while the sub-variables identified and used during data collection were sorting and falsification or results. The only dependent variable in the study was academic achievement motivation, with continuous assessment as sub-variable. The descriptive statistics variables in the study are shown in Table 4.

**Table 4: Means and Standard Deviation of major variables in the study.**

S/No	Variable	N	Means (x)	SD
1.	Gratification	3,600	25.23	4.06
2.	Sorting	3,600	22.05	3.26
3.	falsification of result	3,600	21.92	3.09
4.	Continuous Assessment	3,600	23.09	3.93
5.	Academic Achievement Motivation	3,600	26.86	3.02
	Total	3,600	145.43	11.16

## PRESENTATION/INTERPRETATION OF RESULTS

### Hypothesis One (1):

This was stated as; there is no significant influence of gratification of lecturers on academic achievement motivation of tertiary students in the South-South geopolitical zone, Nigeria.

**Table 5:**

Pearson's Product Moment Correlation Analysis of the influence of gratification of lecturers on academic achievement motivation of tertiary students in South-South geopolitical zone of Nigeria.

Variables	Ex	Ex <sup>2</sup>	E <sub>xy</sub>	r
Decision				
	E <sub>y</sub>	E <sub>y</sub> <sup>2</sup>		
Gratification of lecturer by students (x)	30095	55480		
Rejected Students' Academic Achievement motivation (y)	30320	56135	93888	-0.89* Ho

\*P < .05, df = 3,558, critical r - value 0.062

The result in table 5 indicates that the absolute value (-0.89) of the calculated r is higher than the critical value of (0.062) at 0.05 level of significance with 3,558 degrees of freedom. The null hypothesis was rejected. This implies that there is significant influence of gratification of lecturers by students on academic achievement motivation

(learning) of these students. The high negative absolute value also implied that the more lecturers are engaged in unethical practices with the students, the more the learners' academic achievement motivation declines.

**Hypothesis II:** This was stated thus: there is no significant influence of gratification of lecturers on the continuous assessment and certification of learners in tertiary institution in south-south geopolitical zone of Nigeria. The independent variable in this hypothesis is gratification of lecturers while the dependent variable is continuous assessment and final grading of the learners. Each of the respondents had a pair of scores, all of which were generated from the questionnaire. To test the hypothesis, the pair of scores were correlated using Pearson's Product Moment Correlation test technique. The result of the analysis is as presented in Table 6.

**Table 6:** Pearson's Product Moment Correlation analysis of the influence of gratification of lecturers on the continuous assessment and certification (final grading) of learners in tertiary institutions in the South-South geo-political zone, Nigeria.

Variables	Ey <sup>2</sup>	Exy	r	Decision
	Ex <sup>2</sup>			
Gratification of lecturers	(x) 33685	54632		
Rejected Learners CA And final grading (certification)	(y) 30527	54353	0.64	H <sub>0</sub>

\*p < 0.05, df 3,558, critical r-value = 0.064.

The result in Table 6 indicates that the calculated r-value of 0.64 is greater than critical r-value of 0.064 at 0.05 level of significance with 3,558 degrees of freedom. The null hypothesis (which specified no significant influence) was therefore rejected. This implied a significant influence of gratification of lecturers on learners' continuous assessment and their final certification. This also implied that the learners' agreed that un-ethical practices or dealings with lecturers can significantly affect their continuous assessment and final certification.

## DISCUSSION OF FINDINGS:

### Gratification of Lecturers and students' academic achievement motivation.

The findings indicate that some lecturers and students in tertiary institutions in Nigeria, especially in the study area, are involved in financial gratification (such as exchange of grades for money, writing students' projects for money, falsification of continuous assessment and final certification, compulsory sale of textbooks, etc). The consequences is lack of standards, trust and integrity on the part of the teachers. The result also indicated that this un-ethical practices affect the students' need for academic achievement, their achievement motivation and especially the quality of learners being churned out.

The result corroborates with the research findings of Oluwagbohunmi (2017), Idam and Ogar (2021) and Agba (2023) who reported a significant negative influence of teachers' un-ethical practices on learners' desire for need to achieve substantially. Also, Enyi and Oshiomu (2021) emphasized that learners' academic achievement motivation as well as their value for educational excellence would be hampered if teachers'

professional knowledge, professional practice and professional engagement are eroded. The findings of this study also agree with the research work of Anzene (2017) who noted that; the challenges observed in our schools today are a clear evidence of the loss of value in our school systems and particularly on the part of teachers, affecting the educational system as a whole.

These findings agree with the basic tenets of Freud's (1972) psycho-analytic theory. The theory explains that human behaviour (such as the un-ethical practices by lecturers) is motivated by impulse and drive energy (Id) and modified by socialization experiences (ego) as well as internal restraint in the form of conscience (super-ego). According to the theory, teachers'/lecturers' maladaptive or un-ethical behaviours during classroom interaction stems from an imbalance of the functioning of the Id, ego, and super-ego. This implies that the teacher/lecturer indulges in this unacceptable behaviour during teaching/learning process as a means of warding-off tension arising from conflicts of ideas. Such teachers/lecturers lack moral standards and integrity, and they exhibit weak professional ethics (as teachers) and leadership behaviour that may influence non-positive development of the desire for achievement motivation in the learners.

Ebong (2008) also noted that a teacher who possesses and exhibits dominant aggressive behaviour will always instill fear in the learners, making them (learners) not only to dislike his/her courses, but could as well dislike school placing low value for education. The implication is that such learners may develop apathy and fear towards school and its activities which might lead to their not having the desire or need for academic achievement. The learners involved may also rather begin to find negative alternative ways of passing with good grades through sorting (Idam and Ogar, 2021).

## **GRATIFICATION OF LECTURERS, STUDENTS' CONTINUOUS ASSESSMENT AND CERTIFICATION**

The result revealed a significant negative influence of lecturers' un-ethical practices (christened as gratification) on students' continuous assessment and final grading (certification). This result agrees with several other research findings notably; Alutu (2006), Owan-Enoh (2019), Idam and Ogar (2021) and Agba (2023) who reported that teaching as a noble profession is being threatened by rampant unethical issues such as falsification of marks, exchange of grades with money from students, (financial gratification), sexual inducement, threat/victimization of students, etc. According to these researchers, such unethical practices christened as gratification/sorting have negative effect on the societal value of higher education locally, nationally and internationally. The implication is the perceived fall in quality of instruction by lecturers, poor moral standards and integrity of the lecturers, poor management of the institutional systems and above all poor quality of the products of the system.

A similar study by Ellah (2019) also revealed non-professional activities of some lecturers in collaboration with some non-teaching staff in such institutions as the cause of award of wrong scores, grades and fake certificates to un-suspected willing students in Nigerian tertiary institutions, especially in the study area.

The result obtained also, supports the views of Boma (2017) and Abinobi (2017) who posited that, lack of credibility of higher education certificates, poor standards and image of the institutions of learning, lack of productivity, as well as increased truancy

among lecturers and students as consequences of unethical practices among lecturers/students.

## CONCLUSION

The study was carried out to determine the impact of gratification of lecturers by students on their achievement motivation in tertiary institutions of the south-south geographical zone, Nigeria. A survey research design was adopted, which made use of a sample size of three thousand, six hundred (3,600) 300-level students from eighteen (18) sampled tertiary institutions within the study area, using multi-stage stratified random sampling procedure. Also, two research instruments were employed to test two (2) hypotheses that were formulated. Pearson Product Moment Correlation Coefficient was employed to analyse the field data obtained. On the basis of the findings, it was concluded as follows:

- That some lecturers and students in tertiary institutions in Nigeria, especially in the study area are engaged in un-ethical practices christened as gratification/sorting.
- That, gratification/sorting in most cases involves exchange of grades for money, awarding un-merited continuous assessment (CA) to students, script substitution, etc.
- That lecturers involved in these un-ethical practices lack moral standard, professional ethics and integrity.
- That the impact of un-ethical practices by some lecturers, include; poor academic achievement motivation among students, poor image/credibility of our institutions and poor quality of products of the institutions.
- That, financial gratification /sorting may continue unchecked in higher institutions because of laxity in punishing culprit lecturers, and poor supervision.

## RECOMMENDATIONS

The researchers recommended that there should be:

- Appropriate sanction and punishment of culprit staff and students.
- Effective monitoring and supervision by appropriate authorities including quality assurance department.
- Ethical re-orientation, seminars and workshops on professional ethics and conduct of teachers.



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