TEACHERS' MOTIVATIONAL STRATEGIES AND ACADEMIC PERFORMANCE OF SOCIAL STUDIES STUDENTS IN JUNIOR SECONDARY SCHOOLS IN UYO LOCAL GOVERNMENT AREA

By

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Abstract

The study examined teachers' motivational strategies and the academic performance of social studies students in junior secondary schools in the Uyo Local Government Area. The population of this study comprised all teachers and students in Uyo Local Government Area, Akwa Ibom State in Nigeria. The study adopted an Ex-Post Facto research design while a simple random sampling technique was used to select a sample size of five hundred and twenty respondents (520). The instrument used for data collection was tagged "Teachers Motivational Strategies Questionnaire (TMSQ)", which was administered to the respondents via direct delivery method. Pearson Product Moment Correlation analysis was used in testing the hypotheses. The findings revealed that teachers' offer of incentives, provision of timely feedback, use of praise, adoption of ICT, enhancement of students' curiosity and use of recreational motivation have remarkable relationship with students' academic performance in social studies in Uyo Local Government Area. The study concluded that teachers' motivational strategies play a pivotal role in shaping the academic performance of Social Studies students in junior secondary schools within Uyo Local Government Area. It also mentioned that the positive effects of well-implemented motivational strategies such as praise, rewards, and student-centered approaches cannot be overstated, as they foster a conducive learning environment, build students' confidence, and encourage active participation. One of the recommendations made was that teachers should regularly offer incentives, such as rewards or recognition, to motivate students in Social Studies. Incentives can include verbal praise, certificates, or small rewards that promote healthy competition and inspire students to achieve higher academic performance.

KEYWORDS: Motivational strategies, Academic performance, Social studies students, Junior secondary school and Uyo Local Government Area

INTRODUCTION

Social Studies is used to describe an integrated approach to teaching elements of such disciplines as Anthropology, Sociology, History, Geography, Economics, Civics, and Psychology. In one way or the other, social studies takes care of every one of these subjects in various ramifications. According to Yinka (2003), an enormous gap continues to exist between intended change and actual classroom practices in Social Studies Education in Africa. Adoption of the subject was meant to move away from traditional separate subject teaching to integration, from teacher-centered to child-centered pedagogy, and from expository to enquiry teaching. According

to the Federal Government of Nigeria (FRN 2004), social studies as a course was meant to inculcate in the students the spirit of service to the fatherland, unity, and dignity in labour, among other things. Social studies also takes into consideration the five main national goals of Nigeria, which have been endorsed as the necessary foundation for the National Policy on Education. The goals include: To build

a) A free and democratic society;

b) A just and egalitarian society;

c) A united, strong land self reliant nation;

d) A great and dynamic economy;

e) A land full of bright opportunities for all citizens (FRN, 2004).

The Federal Government of Nigeria (FRN) listed Social Studies and Citizenship Education as core subjects. An understanding of social studies is important to prepare students to be active, productive, and participatory citizens. Citizenship is the core goal of social studies education, even right from the primary school level. Citizenship education, centered on social studies, helps create caring and concerned citizens. The role of good citizens in the home, the classroom, school, and the community encourages students to be good decision-makers. Anderson (2000) described Social Studies as a study of how man influences and is in turn influenced by his physical, social, political, religious, economic, psychological, cultural, scientific, and technological environment. The interest of students in the subject has been related to the volume of work completed, students' task orientation and skill acquisition, students' personality and self-concept, feelings of inadequacy (Osiki, 2001), motivation and self-confidence, anxiety (Sanacore, 2008), poor facilities, equipment and instructional materials for effective teaching, and the use of traditional chalk and talk methods. Prensky (2001) stated that interest in activities tends to increase the likelihood that individuals formulate goals relating to that activity and invest time and effort to achieve them.

Problem Statement

Many teachers struggle with motivating students to learn. This is especially prevalent in social studies classrooms, in which students perceive social studies as boring. This has impacted negatively on students' performance in Social Studies. Content literacy, specifically in social studies, is a problem that affects students in junior high schools. Content literacy is the ability to use reading and writing for the acquisition of new content in a given discipline. Teachers are faced with a multitude of choices as to what the most effective teaching strategies are to enhance student learning in social studies. In response to higher expectations and a perceived lack of results, researchers and teachers have been seeking the right kind of balance of teaching strategies for years. Thus, the problem of this study is to examine teachers' motivational strategies and the academic performance of Social Studies students with respect to offering incentives, providing timely feedback, using praise, and teaching with ICT facilities.

Objectives of the Study

1. To examine the relationship between teachers' offer of incentives to students and their academic performance in social studies in Uyo Local Government Area, Akwa Ibom State.
2. To find out the relationship between teachers' provision of timely feedback to students and their academic performance in social studies in Uyo Local Government Area, Akwa Ibom State.
3. To determine the relationship between teachers' use of praise and students' academic performance in social studies in Uyo Local Government Area, Akwa Ibom State.
4. To examine the relationship between teachers adoption of ICT and students' academic performance in social studies in Uyo Local Government Area, Akwa Ibom State.
5. To find out the relationship between enhancement of students' curiosity by the teacher and academic performance of students in Uyo Local Government Area, Akwa Ibom State.
6. To determine the relationship between use of recreational motivation and academic performance of students in social studies in Uyo Local Government Area, Akwa Ibom State.

1.4 Research Questions

1. What is the relationship between teachers' offer of incentives to students and their academic performance in social studies in Uyo Local Government Area?
2. How does a teacher's provision of timely feedback to students relate to their academic performance in social studies in Uyo Local Government Area?
3. What is the relationship between teachers' use of praise and students' academic performance in social studies in Uyo Local Government Area?
4. What is the relationship between teachers' adoption of ICT and students' academic performance in social studies?
5. What is the relationship between enhancement of students' curiosity by the teacher and academic performance of students in Uyo Local Government Area, Akwa Ibom State?
6. What is the relationship between use of recreational motivation and academic performance of students in Social studies in Uyo Local Government Area, Akwa Ibom State?

1.5 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 social studies in Uyo Local Government Area.

2. There is no significant relationship between teachers' provision of timely feedback to students and their academic performance in social studies in Uyo Local Government Area.
3. There is no significant relationship between teachers' use of praise and students' academic performance in social studies in Uyo Local Government Area.
4. There is no significant relationship between teacher's adoption of ICT and students' academic performance in social studies in Uyo Local Government Area.
5. There is no significant relationship between enhancement of students' curiosity by the teacher and academic performance of students in Uyo Local Government Area, Akwa Ibom State.
6. There is no significant relationship between use of recreational motivation and academic performance of students in Social studies in Uyo Local Government Area, Akwa Ibom State.

LITERATURE REVIEW

Conceptual Framework

Teachers' Provision of Timely Feedback to Student and Academic Performance

Effective teaching hinges on the provision of timely feedback, a practice essential for student learning and development. Feedback serves as a powerful tool for educators to guide and support their students' progress, offering insights into their strengths and areas needing improvement. Timely feedback, delivered promptly after a learning activity or assessment, maximizes its impact by reinforcing positive behaviors and addressing misconceptions early on. One key aspect of timely feedback is its specificity. Clear, detailed feedback provides students with actionable insights on how to enhance their performance, fostering a deeper understanding of the material. Incentives provided to teachers have helped improve students' academic outcomes. Few studies have been conducted to examine the effects of incentives provided directly to students based on their performance. According to Holmstrom and Milgrom (1991), one potential method to increase student achievement and improve the quality of individuals selecting teaching as a profession is to provide teachers with financial incentives based on student achievement. Theoretically, teacher incentives could have one of three effects. If teachers lack motivation or incentive to put effort into important inputs to the education production function (e.g., lesson planning, parental engagement), financial incentives for student achievement may have a positive impact by motivating teachers to increase their effort. However, if teachers do not know how to increase student achievement, if the production function has important complementarities outside their control, or if the incentives are either confusing or too weak, teacher incentives may have no impact on achievement.

Teachers' use of Praise and Students Academic Performance

The teacher's use of praise in educational settings plays a crucial role in shaping students' behavior, motivation, and academic performance. Praise, when utilized effectively, can foster a positive learning environment, enhance students' self-esteem, and promote intrinsic motivation. However, its misuse or overuse can lead to detrimental effects on students' development and learning outcomes. According to Hawkins and Heflin (2011), teacher praise is one tool that can be a

powerful motivator for students. Surprisingly, research suggests that praise is underused in both general and special education classrooms (Brophy, 1981; Kern, 2007). Praise, when used in the classroom by teachers, maximizes its positive impact. Effective teacher praise consists of two elements: (1) a description of noteworthy student academic performance or general behavior, and (2) a signal of teacher approval (Brophy, 1981). The power of praise in changing student behaviour is that it both indicates teacher approval and informs the student about how the praised academic performance or behaviour conforms to teacher expectations. As with any potential classroom reinforcer, Akin-Little (2004) asserted that praise has the ability to improve student academic or behavioral performance, but only if the student finds it reinforcing. Here are several suggestions for shaping praise to increase its effectiveness. Praise is a powerful motivating tool because it allows the teacher to selectively encourage different aspects of student production or output. For example, the teacher may use praise to boost the student's performance, praising effort, accuracy, or speed on an assignment. The teacher may instead single out the student's work product and use praise to underscore how closely the actual product matches an external standard or goal set by the student. Praise statements that do not provide a specific account of student behavior in observable terms are flawed because they do not provide students with performance feedback to guide their learning. For example, a praise statement such as "Good job!" is inadequate because it lacks a behavioral description (Hawkins & Heflin, 2011). However, such a statement becomes acceptable when expanded to include a behavioral element.

Teachers Adoption of ICT and Students Academic Performance

Information Communication and Technologies (ICT) is becoming increasingly important in humans daily lives and in the educational system. The rapid growth in Information Communication and Technologies (ICT) have brought remarkable changes in the twenty-first century, as well as affected the demands of modern societies. Therefore, there is a growing demand on educational institutions to use ICT to teach the skills and knowledge students need for the 21st century. With the rapid advancements in technology, teachers are faced with the challenge of adopting and effectively utilizing these tools to enhance the learning experience. The adoption and integration of ICT into teaching and learning environment provides more opportunities for teachers and students to work better in a globalized digital age.

Available literature indicates that integrating ICTs into teaching and research is generally positive, leading to a radical shift from the traditional teacher-directed/didactic approach to a more student-centered/constructivist approach (Lopez, 2003). Langlois (2001) posited that ICT in teaching is less expensive, enables lessons to be introduced speedily, provide a consistent message, make it possible to work from any location at any time, updating contents easily and quickly, and increases learners' retention and management of large groups of students. Yusuf (2007) argued that ICTs increase secondary school teachers' productivity; help teachers be more effective and productive; increase teachers' interest in teaching; assist teachers in reorganizing and restructuring their subject(s); increase teachers' emphasis on individualized instruction; provide teachers with the opportunity to experiment with emerging technologies, thus providing multi-media presence in the classroom; and provide teachers with increased opportunities.

Enhancement of students' curiosity by the teacher and Academic Performance of Students

Curiosity is key to learning. Studies as shown that when student are curious with about a subject they are much more likely to remember information learned about that subject which enhances student academic achievement. Curiosity can encourage students to be passionate about learning and open to others' perspectives. When student are curious they naturally want to learn more and seek out new information or greater understanding when they experience uncertainty or a gap in their knowledge. Curiosity is a fuel. It propels student to try to figure things out and, ultimately, to learn (Walden University, 2024).

The students should be familiar and comfortable with the social studies curiosity before challenging them to defend it. Teachers of social studies must understand the basic motives already present in their learners. The teacher can then play on these motivations to maximize engagement and enhance the effectiveness of the teaching process. Exploiting student motivations and affinities can lead to the development of artificial social studies problems and situations. But if such methods generate genuine interest in a topic, the techniques are eminently fair and desirable.

Use of Recreational Motivation and Academic Performance of Students in Social Studies

In today's dynamic educational landscape, the role of incentives in motivating teachers and enhancing educational outcomes has garnered significant attention. Teachers, as the cornerstone of the education system, play a pivotal role in shaping future generations. Hence, devising effective strategies to incentivize and motivate them is imperative for ensuring the quality of education. The notion of offering incentives to teachers encompasses a wide array of approaches, ranging from monetary rewards to professional development opportunities (Brown, 2018). Social studies examines how individuals relate to one another and to their surroundings. This multidisciplinary subject is inquiry-based and incorporates elements from several social science disciplines, including political science, philosophy, geography, ecology, economics, law, and history. For students to get involved in and understand the practical and ethical concerns that affect both their communities and humanity as a whole, social studies is a crucial topic. Recreational motivation involves puzzles, games, paradoxes, or the school building or other nearby structures. In addition to being selected for their specific motivational gain, these devices must be brief and simple. At the primary school level, social studies concepts can be introduced through appropriately designed hands-on activities supported by manipulative materials. Such activities have to integrate rich social studies ideas with familiar physical tools. As was mentioned above, an important aspect of action learning is its orientation towards gaming. A pedagogical characteristic of a game in the context of tool-supported social studies learning is one's "thinking outside the box," something that, in the presence of a teacher as a "more knowledgeable other," opens a window to students' future learning. Nonetheless, the absence of support can be observed, as Vidler put it, "when a child stares longer at an asymmetrical rather than a symmetrical figure," recognizing intuitively, through perceptual curiosity, that the stability of a figure depends on its position (Vidler, 2007). That is, perceptual curiosity combined with creative thinking often transcends activities designed for one level and merges into the study of more advanced ideas at a higher cognitive level.

Effect of Teachers' Offer of Incentives to Students and Students' Academic Performance in Social Studies

In today's dynamic educational landscape, the role of incentives in motivating teachers and enhancing educational outcomes has garnered significant attention. Teachers, as the cornerstone of the education system, play a pivotal role in shaping future generations. Hence, devising effective strategies to incentivize and motivate them is imperative for ensuring the quality of education. The notion of offering incentives to teachers encompasses a wide array of approaches, ranging from monetary rewards to professional development opportunities (Brown, 2018).

Students, like other learners in every field or even workers, need a little motivation to gear them towards studying. Proponents of teacher incentives argue that offering rewards can serve as a powerful motivational tool, encouraging students to engage more deeply with the subject matter. By linking academic achievement to tangible rewards such as prizes, extra credit, or recognition, teachers may effectively stimulate students' interest and commitment to learning social studies. Research by Hebert and Guenther (2020) supports this assertion, suggesting that incentivizing students can lead to improved attendance, participation, and overall academic performance in the classroom.

However, critics caution against over-reliance on extrinsic motivators, highlighting the potential negative consequences of incentivizing students solely for academic achievement. Studies by Baranek (1996) have found that the use of rewards undermines intrinsic motivation and results in the slower acquisition of skills and more errors in the learning process. Furthermore, the use of incentives could inadvertently promote a superficial approach to learning, where students prioritise short-term gains over deep understanding and critical thinking skills.

Effect of Teachers' Provision of Timely Feedback to Students' and Students' Academic Performance in Social Studies

Providing timely feedback to students is widely recognised as a crucial component of effective teaching and learning practices (Hattie and Timperley, 2007). Teachers' timely feedback can significantly impact students' academic performance outcomes in social studies in the following ways:

Enhanced Learning and Understanding: Timely feedback offers students immediate insight into their strengths and areas for improvement (Shute, 2008). When students receive feedback promptly after completing an assignment or assessment, they can better connect the feedback to the subject, reinforcing learning objectives and facilitating a deeper understanding of the material.

Clarification and Correction of Misconceptions: Feedback allows teachers to address misconceptions or errors in students' understanding promptly (Hattie & Timperley, 2007). By providing specific guidance on where students went wrong and how they can correct their mistakes, teachers help students refine their understanding and prevent the reinforcement of incorrect concepts.

Effect of Teachers' Use of Praise and Students' Academic Performance in Social Studies

Teachers' use of praise in the classroom has long been recognised as a powerful tool for motivating students and shaping their academic performance, particularly in subjects like social studies. Research by Liu (2021) suggests that praise from teachers can positively influence students' self-esteem and confidence, leading to increased engagement and effort in social studies. When teachers provide specific and genuine praise for students' achievements or efforts in

understanding social studies concepts, it reinforces their sense of competence and encourages further academic endeavours.

Moreover, praise can contribute to a positive classroom climate conducive to learning. According to Henderlong and Lepper (2022), a supportive and affirming environment created through the use of praise fosters a sense of belonging and intrinsic motivation among students, which in turn enhances their academic performance in subjects. When students feel valued and respected by their teachers, they are more likely to actively participate in class discussions, complete assignments diligently, and demonstrate higher levels of achievement.

However, it is crucial for teachers to employ praise judiciously and effectively to maximise its impact on students' academic performance. Research by Garcia et al. (2021) highlights the importance of providing specific and constructive praise that focuses on students' efforts, progress, and strengths in social studies. Generic or insincere praise may have limited efficacy and could even undermine students' motivation and self-esteem if they perceive it as disingenuous or manipulative.

Effect of Teachers' Adoption of ICT and Students' Academic Performance in Social Studies

The integration of information and communication technology (ICT) into educational practices has transformed teaching and learning experiences across various disciplines, including social studies. Khan (2019) mentioned in his research that ICT-based teaching increases the achievement of students in social studies.

Research by Jonassen (2011) suggests that the use of ICT in social studies instruction can enhance students' engagement and understanding of course content. When teachers incorporate interactive multimedia resources, such as educational videos, simulations, and online interactive platforms, students are provided with diverse and immersive learning experiences that cater to different learning styles. This dynamic approach to instruction not only captures students' interest but also facilitates deeper comprehension and retention of social studies concepts.

Furthermore, ICT enables teachers to create collaborative and interactive learning environments that promote active student participation and critical thinking skills. According to Warschauer (2007), the integration of ICT tools, such as online discussion forums, collaborative document editing platforms, and virtual field trips, encourages students to interact with course materials and their peers, fostering collaborative problem-solving and knowledge construction in social studies.

Methodology

This study adopted an Expost-Facto research design. The area of study was Uyo Local Government Area (LGA) in Akwa Ibom State. The population of this study comprised teachers, and students in Uyo Local Government Area, Akwa Ibom State in Nigeria. A simple random sampling technique was used to select a sample size of five hundred and twenty respondents (520). The study used an instrument for data collection tagged "Teachers" Motivational Strategies" (TMSQ), which was administered to the respondents via direct delivery method. Face validation of the research instrument was carried out by the researchers and assisted by two social studies experts and one expert in tests and measurement. In order to establish the reliability of the instrument, test-retest reliability analysis was carried out on the research instrument, using 80 people who are not part of the main work. The researcher used a letter of introduction and permission to gain access into the schools. The researcher ensured that the instrument was filled by the respondents. The

data obtained were analyzed using Pearson Product Moment Correlation analysis which was used 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.

Results and Discussions

Research Questions 1: The research question sought to find out the relationship between teachers' offer of incentives to students and their academic performance in social studies in Uyo Local Government Area. In order to answer the research question, descriptive analysis was performed on the data collected as shown in Table 1.

Table 1:

Descriptive statistics of the relationship between teachers' offer of incentives to students and their academic performance in social studies in Uyo Local Government Area.

Variable	N	Arithmetic mean	Expected mean	R	Remarks
Incentive	520	12.75	12.5	0.93*	*Strong to perfect Relationship
Academic Performance		57.65	50.0		

Source: Field Survey

The above table presents the result of the descriptive analysis of the relationship between teachers' offer of incentives to students and students' academic performance in social studies. The two variables were observed to have strong to perfect relationship at 93%. The arithmetic mean for teachers' offer of incentives (12.75) 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 (57.65) was observed to be higher than the expected mean score of 50.00. The result therefore means that there is remarkable relationship between teachers' offer of incentives to students and their academic performance in social studies in Uyo Local Government Area. This findings aligns with the opinion of Holmstrom and Milgrom (1991) who stated that one potential method to increase student achievement and improve the quality of individuals selecting teaching as a profession is to provide teachers with financial incentives based on student achievement.

Research Questions 2: The research question sought to find out the teacher's provision of timely feedback to students relate to their academic performance in social studies in Uyo Local Government Area. In order to answer the research question, descriptive analysis was performed on the data collected as shown in Table 2.

Table 2:

Descriptive statistics of the teacher's provision of timely feedback to students relate to their academic performance in social studies in Uyo Local Government Area.

Variable	N	Arithmetic mean	Expected mean	R	Remarks

Timely Feedback	520	15.65	12.5	0.96*	*Strong to perfect Relationship
Academic Performance		57.65	12.5		

Source: Field Survey

The above table presents the result of the descriptive analysis of the relationship between teacher's provision of timely feedback and students' academic performance. The two variables were observed to have strong to perfect relationship at 96%. The arithmetic mean for teachers' offer of timely feedback (15.65) was observed to be greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as regards academic performance (57.65) was observed to be higher than the expected mean score of 50.00. The result therefore means that there is remarkable relationship teacher's provision of timely feedback to students relate to their academic performance in social studies in Uyo Local Government Area. This findings correlates with the opinion of numerous scholars who mentioned that timely feedback provided to teachers have helped improve students' academic outcomes.

Research Questions 3: The research question sought to find out the relationship between teachers' use of praise and students' academic performance in social studies in Uyo Local Government Area. In order to answer the research question, descriptive analysis was performed on the data collected as shown in Table 3.

Table 3:
Descriptive statistics of the relationship between teachers' use of praise and students' academic performance in social studies in Uyo Local Government Area.

Variable	N	Arithmetic mean	Expected mean	R	Remarks
Praise	520	14.80	12.5	0.94*	*Strong to perfect Relationship
Academic Performance		57.65	12.5		

Source: Field Survey

The above table presents the result of the descriptive analysis of the relationship between teachers' use of praise and students' academic performance. The two variables were observed to have strong to perfect relationship at 94%. The arithmetic mean for teachers' use of praise (14.80) was observed to be greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as academic performance of students (57.65) was observed to be higher than the expected mean score of 50.00. The result therefore means that there is remarkable relationship between teachers' use of praise and students' academic performance in social studies in Uyo Local Government Area. This findings supports the opinion of Hawkins and Heflin (2011) who mentioned that teacher praise is one tool that can be a powerful motivator for students. Similarly research carried out by Brophy (1981) and Kern (2007) suggests that praise, when used in the classroom by teachers, maximizes its positive impact.

Research Questions 4: The research question sought to find out the relationship between teachers' adoption of ICT and students' academic performance in social studies. In order to answer the research question, descriptive analysis was performed on the data collected as shown in Table 4.

Table 4:
Descriptive statistics of the relationship between teachers' adoption of ICT and students' academic performance in social studies.

Variable	N	Arithmetic mean	Expected mean	R	Remarks
ICT	520	11.50	12.5	0.90*	*Strong to perfect Relationship
Academic Performance		57.65	50.00		

Source: Field Survey

The above table presents the result of the descriptive analysis of the relationship between teachers' adoption of ICT and dependability of the academic performance. The two variables were observed to have strong to perfect relationship at 90%. The arithmetic mean for teachers' use of ICT (11.50) was observed to be less than the expected mean score of 12.5. On the other ground, the arithmetic mean as regards academic performance (57.65) was observed to be higher than the expected mean score of 50.00. The result therefore means that there is remarkable relationship between teachers' adoption of ICT and students' academic performance in social studies. This study aligns with the opinion of Langlois (2001) who posited that ICT in teaching is less expensive, enables lessons to be introduced speedily, provide a consistent message, make it possible to work from any location at any time, updating contents easily and quickly, and increases learners' retention and management of large groups of students.

Research Questions 5: The research question sought to find out the relationship between enhancement of students' curiosity by the teacher and academic performance of students in Uyo Local Government Area, Akwa Ibom State. In order to answer the research question, descriptive analysis was performed on the data collected as shown in Table 5.

Table 5:
Descriptive statistics of the relationship between enhancement of students' curiosity by the teacher and academic performance of students in Uyo Local Government Area, Akwa Ibom State.

Variable	N	Arithmetic mean	Expected mean	R	Remarks
Curiosity	520	13.95	12.5	0.92*	*Strong to perfect Relationship
Academic Performance		57.65	50.00		

Source: Field Survey

The above table presents the result of the descriptive analysis of the relationship between enhancement of students' curiosity by the teacher and Students academic performance. The two variables were observed to have strong to perfect relationship at 92%. The arithmetic mean for

teachers' enhancement of students' performance (13.95) was observed to be greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as regards academic Performance of students (57.65) was observed to be higher than the expected mean score of 50.00. The result therefore means that there is remarkable relationship between enhancement of students' curiosity by the teacher and academic performance of students in Uyo Local Government Area, Akwa Ibom State. This study correlates with the findings of Vidler (2007) who stated that by enquiry about knowledge a gets to learn.

Research Questions 6: The research question sought to find out the relationship between use of recreational motivation and academic performance of students in social studies in Uyo Local Government Area, Akwa Ibom State. In order to answer the research question, descriptive analysis was performed on the data collected as shown in Table 6.

Table 6:
Descriptive statistics of the relationship between use of recreational motivation and academic performance of students in social studies in Uyo Local Government Area, Akwa Ibom State.

Variable	N	Arithmetic mean	Expected mean	R	Remarks
Recreational Motivation	520	13.50	12.5	0.93*	*Strong to perfect Relationship
Academic Performance		57.65	50.00		

Source: Field Survey

The above table presents the result of the descriptive analysis of the relationship between use of recreational motivation and academic performance of students. The two variables were observed to have strong to perfect relationship at 93%. The arithmetic mean for use of recreational motivation (13.50) 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 (57.65) was observed to be higher than the expected mean score of 50.00. The result therefore means that there is remarkable relationship between teachers' use of recreational motivation and academic performance of students in social studies in Uyo Local Government Area, Akwa Ibom State. This result supports the opinion of Posamentier (2017) who stated that recreational motivation which involves the use of puzzles and games can help enhance the academic performance of students in social studies.

Hypothesis Testing

Hypothesis 1: The null hypothesis states that there is no significant relationship between the teachers' offer of incentives to students and their academic performance in social studies in Uyo Local Government Area. In order to test the hypothesis Pearson Product Moment Correlation analysis was used to analyze the data (See Table 7).

Table 7:

Pearson product moment correlation analysis of the relationship between the teachers' offer of incentives to students and their academic performance in social studies in Uyo Local Government Area.

Variable	∑X ∑Y	∑X² ∑Y²	∑XY	r
Teachers' Offer of incentives to students (X)	6630	86606	388830	0.94*
Academic performance (Y)	29978	1752322		

***Significant at 0.05 level; df = 518; N = 520; Critical r-value = 0.088**

The above table presents the obtained r-value of (0.94). This value was tested for significance by comparing it with the critical r-value (0.088) at 0.05 level with 518 degree of freedom. The obtained r-value (0.94) was greater than the critical r –value (0.088). Hence, the result was significant, meaning that there is significant relationship between the teachers' offer of incentives to students and their academic performance in social studies in Uyo Local Government Area, Nigeria. Consequently, the significance of the result caused the null hypothesis to be rejected while the alternative one is upheld.

Hypothesis 2: The null hypothesis states that there is no significant relationship between teachers' provision of timely feedback to students and their academic performance in social studies in Uyo Local Government Area. In order to test the hypothesis Pearson Product Moment Correlation analysis was used to analyze the data. (See Table 8).

TABLE 8:

Pearson product moment correlation analysis of the relationship between the teachers' provision of timely feedback to students and their academic performance in social studies in Uyo Local Government Area.

Variable	∑X ∑Y	∑X² ∑Y²	∑XY	r
Teachers' provision of timely feedback to students (X)	8138	130130	476996	0.96*
Academic performance (Y)	29978	1752322		

***Significant at 0.05 level; df = 518; N = 520; Critical r-value = 0.088**

The above table presents the obtained r-value of (0.96). This value was tested for significance by comparing it with the critical r-value (0.088) at 0.05 level with 518 degree of freedom. The obtained r-value (0.96) was greater than the critical r –value (0.088). Hence, the result was significant, meaning that there is significant relationship between the teachers' provision of timely

feedback to students and their academic performance in social studies in Uyo Local Government Area. Consequently, the significance of the result caused the null hypothesis to be rejected while the alternative one is upheld.

Hypothesis 3: The null hypothesis states that there is no significant relationship between teachers' use of praise and students' academic performance in social studies in Uyo Local Government Area. In order to test the hypothesis Pearson Product Moment Correlation analysis was used to analyze the data (See Table 9).

TABLE 9:

Pearson product moment correlation analysis of the relationship between teachers' use of praise and students' academic performance in social studies in Uyo Local Government Area.

Variable	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r
Teachers' use of praise (X)	7696	115908	450190	0.94*
Academic performance (Y)	29978	1752322		

***Significant at 0.05 level; df = 518; N = 520; Critical r-value = 0.088**

The above table presents the obtained r-value of (0.94). This value was tested for significance by comparing it with the critical r-value (0.088) at 0.05 level with 518 degree of freedom. The obtained r-value (0.94) was greater than the critical r –value (0.088). Hence, the result was significant, meaning that there is significant relationship between the teachers' use of praise and students' academic performance in social studies in Uyo Local Government Area. Consequently, the significance of the result caused the null hypothesis to be rejected while the alternative one is upheld.

Hypothesis 4: The null hypothesis states that there is no significant relationship between between teachers' adoption of ICT and students' academic performance in social studies in Uyo Local Government Area. In order to test the hypothesis Pearson Product Moment Correlation analysis was used to analyze the data (See Table 3).

TABLE 10:

Pearson product moment correlation analysis of the relationship between adoption of ICT and students' academic performance in social studies in Uyo Local Government Area.

Variable	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r
Teachers' adoption of ICT (X)	5980	70408	350428	0.90*
Academic performance (Y)	29978	1752322		

***Significant at 0.05 level; df = 518; N = 520; Critical r-value = 0.088**

The above table presents the obtained r-value of (0.90). This value was tested for significance by comparing it with the critical r-value (0.088) at 0.05 level with 518 degree of freedom. The obtained r-value (0.90) was greater than the critical r –value (0.088). Hence, the result was significant, meaning that there is significant relationship between the teachers' adoption of ICT and students' academic performance in social studies in Uyo Local Government Area. Consequently, the significance of the result caused the null hypothesis to be rejected while the alternative one is upheld.

Hypothesis 5: The null hypothesis states that there is no significant relationship between enhancement of students' curiosity by the teacher and academic performance of students in Uyo Local Government Area, Akwa Ibom State. In order to test the hypothesis Pearson Product Moment Correlation analysis was used to analyze the data. (See Table 11).

TABLE 11:

Pearson product moment correlation analysis of the relationship between enhancement of students' curiosity by the teacher and academic performance of students in Uyo Local Government Area, Akwa Ibom State.

Variable	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r
Enhancement of students' curiosity by the teacher (X)	7254	103558	425152	0.92*
Academic performance (Y)	29978	1752322		

***Significant at 0.05 level; df = 518; N = 520; Critical r-value = 0.088**

The above table presents the obtained r-value of (0.92). This value was tested for significance by comparing it with the critical r-value (0.088) at 0.05 level with 518 degree of freedom. The obtained r-value (0.92) was greater than the critical r –value (0.088). Hence, the result was significant, meaning that there is significant relationship between the enhancement of students' curiosity by the teacher and academic performance of students in Uyo Local Government Area, Akwa Ibom State. Consequently, the significance of the result caused the null hypothesis to be rejected while the alternative one is upheld.

Hypothesis 6: The null hypothesis states that there is no significant relationship between use of recreational motivation and academic performance of students in Social studies in Uyo Local Government Area, Akwa Ibom State. In order to test the hypothesis Pearson Product Moment Correlation analysis was used to analyze the data. (See Table 12).

TABLE 12:

Pearson product moment correlation analysis of the relationship between between use of recreational motivation and academic performance of students in Social studies in Uyo Local Government Area, Akwa Ibom State.

Variable	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r
Use of recreational motivation (X)	7020	97240	411892	0.93*
Academic performance (Y)	29978	1752322		

***Significant at 0.05 level; df = 518; N = 520; Critical r-value =0.088**

The above table presents the obtained r-value of (0.93). This value was tested for significance by comparing it with the critical r-value (0.088) at 0.05 level with 518 degree of freedom. The obtained r-value (0.93) was greater than the critical r –value (0.088). Hence, the result was significant, meaning that there is significant relationship between the use of recreational motivation and academic performance of students in Social studies in Uyo Local Government Area, Akwa Ibom State. Consequently, the significance of the result caused the null hypothesis to be rejected while the alternative one is upheld.

Conclusion

Teachers' motivational strategies play a pivotal role in shaping the academic performance of Social Studies students in junior secondary schools within Uyo Local Government Area. The findings concluded that there is remarkable relationship between teachers' offer of incentives, provision of timely feedback, use of praise, adoption of ICT, enhancement of students' curiosity and use of recreational motivation and students' academic performance in social studies in Uyo Local Government Area. The positive effects of well-implemented motivational strategies—such as praise, rewards, and student-centered approaches cannot be overstated, as they foster a conducive learning environment, build students' confidence, and encourage active participation. However, teachers must be mindful of the types of strategies they employ, ensuring that they cater to individual student needs and avoid any unintended negative consequences, such as excessive pressure or favoritism. Continuous monitoring and adjustment of these strategies are essential for optimizing student outcomes. Thus, educators, administrators, and policymakers must collaborate to promote and implement effective motivational techniques that boost academic achievement and overall student development in Social Studies and beyond.

Recommendations

Based on the results, the following recommendations are given:

1. Teachers should regularly offer incentives, such as rewards or recognition, to motivate students in Social Studies. Incentives can include verbal praise, certificates, or small rewards that promote healthy competition and inspire students to achieve higher academic performance.

2. Teachers should ensure they provide timely and constructive feedback to students. Immediate feedback allows students to understand their strengths and areas for improvement, helping them adjust their learning approaches and achieve better academic outcomes.

3. Schools and teachers should adopt and integrate Information and Communication Technology (ICT) tools into Social Studies lessons. ICT resources, such as multimedia presentations, interactive quizzes, and online learning platforms, can enhance student engagement, foster curiosity, and improve academic performance.

4. Teachers should include recreational activities, such as educational games, field trips, and group projects, to make Social Studies more interactive and enjoyable. Recreational motivation can help stimulate interest in the subject, improving students' retention of knowledge and their overall performance.

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