



## Impact of motivation and gender on students' academic achievement and interest in government: A study of some selected secondary schools in Enugu State

Lawrence Okoro<sup>1\*</sup>, Cyriacus Ndukwe Nwaeze Ike<sup>2</sup>, Ekundayo Isaiah Ologe<sup>3</sup>

<sup>1\*</sup>Department of Social Science Education University of Nigeria, Nsukka. [sirlawmann@gmail.com](mailto:sirlawmann@gmail.com)

<sup>2</sup>Department of Political Science, Madonna University, Okija, Nigeria. [nwaezedelight@yahoo.com](mailto:nwaezedelight@yahoo.com)

<sup>3</sup>Department of English and Literary Studies, University of Nigeria, Nsukka. [dayoologe@gmail.com](mailto:dayoologe@gmail.com)

\*Corresponding author: [sirlawmann@gmail.com](mailto:sirlawmann@gmail.com)

<https://doi.org/10.57040/wajesp.v2i2.599>

Received: October 18, 2023 | Accepted: December 21, 2023 | Published: December 29, 2023

### ABSTRACT

Education is a transformative tool for inculcating a relatively permanent change in behaviour, and every human behaviour is a product of motivation, either intrinsic or extrinsic, as motivation is the propelling force of action that results in achievement or underachievement. Academic achievement is an integer of the behavioural objective a subject teacher seeks to achieve in instruction. Consequently, this study ventured its inquiry on the impact of motivation and gender on students' academic achievement and interest in government: a study of some selected secondary schools in Enugu State. Purposefully, the study investigated the difference in impact levels of motivation strategies and gender on the achievement and interest of students in government. It employed a quasi-experimental design and two sets of research instruments tagged Government Academic Achievement Tests Questionnaire (GAATQ) and Interest Inventory Scale on Government (IISG). Two hypotheses were developed to guide the study and were tested for significance at a 0.05 margin of error using analysis of covariance (ANCOVA). It was found that gender is not the foremost pre-determinant of students' achievement and interest in government. The study concluded that motivation and interest are the major determiners of students' achievement in government and not gender. From the findings of the study, it was recommended that motivation strategies be robustly enforced in government instructional delivery. And that making government lessons interesting and interactive be prioritized through motivation since students perform better and achieve higher in the subjects they have more interest in than the one(s) they have less or no interest at all.

**Keywords:** Achievement, Gender, Government, Interest, Motivation

### 1. INTRODUCTION

Among the indicia of development of a country is the education industry. It is an instrument par excellence which serves as a medium for harnessing and harmonising human potentials, things of national interest and objective (Christiana, 2009), and bringing national productivity to the fore both in the long-term and short-term, as well as at micro and macro levels (Haolader, Hakim, Kassim & Mubarak, 2017). Schools, colleges and universities are the agencies for transformation and educational experience. The constellation of educational inputs such as the apt application of instructional media (Gamboa, Rodriguez & Garcia, 2013), feedback-feedforward mechanisms, students/learners' attitudes and perceptions to instructions are all geared towards improving academic achievement. Academic achievement, in this study, is conceptualised as that demonstrated success of students' learning in government as well as that demonstrated ability in comprehending, retaining, calling to mind and communicating the understanding of what has been taught or learnt in government. There are three approaches to the definition of government; government as an institution of the state, government as an art and process of governing, and government as an academic field of study. The third taxonomy is the thrust of the study. That implies that government is a teaching subject just like civic education, social studies, biology and economics et cetera. It is a non-vocational and an elective subject as provided by the National Policy on education Federal republic of Nigeria (FRN, 2017). It is called government in senior secondary school and political science in tertiary institution, it is a full time academic discipline (Lawrence & Ezegbe, 2021).

In every civilisation or society, including Nigeria, nothing short of good academic achievement is required (Tella, 2007). This is unarguably true as it also applies to government, the superstructure of the society as Karl Marx described it. Regrettably, students' achievement in government has not been commendable. In 2017 for instance, the percentage of students' failure in government in the area under study stood at 35.71% and 43.12% in 2018 (Lawrence & Ezegbe, 2021). This under-achievement therefore, places some sorts of expectation matrix or better performance on both government students and the teachers. Concerned researchers and psychologists have expressed deep concern towards improving students' academic achievement and cognitive outcomes in teaching and learning using manipulative variables, and this effort seems to have placed motivation in the forefront. In teaching and learning generally, motivation is an indispensable factor because of its all-inclusive quality in universal human activity. It is motivation that gets a person going, keeps them going and determines where they go (Guay, Channel, Ratelle, Marsh, Larose, & Boivin, 2010; Emile, 2011). Motivation is the reason for doing something (Ball, 2012). It is also more or less a need that requires satisfaction (Benedetti, Diefendorff, Gabriel, & Chandler, 2015). Put succinctly, motivation is the impelling force of action that rouses and sustains behaviour or the performance of an action, resulting to achieving a particular feat or even otherwise. It is motivation that makes a student opt to study government, keeps them going on in the subject and also determines what they achieve from the subject in the long run. Hence, the dare affirmation by psychologists that motivation is a desideratum for teaching/learning and that teaching and learning cannot be accomplished to a good degree without the requisite Motivation (Tella, 2007). This averment is seemingly unarguable, because human behaviour is enthused by events from outside them or spurred by motives from within them (Ryan & Deci, 2017).

Studies have shown that male and female students demonstrate enormous discrepancies in motivation and academic achievement (Kelechi, 2016; Nnamani & Oyibe, 2016; Ujiro, 2015). These demonstrable discrepancies by male and female students phase in the gender questions which have been a matter of academic discourse, such that some researchers/writers assumed sex to be synonymous with gender while some tend to differentiate between the two concepts (Kelechi, 2016). Example is the perception of gender as a cultural construct in society based on what constitutes masculine and feminine, but sex as the natural-cum-biological differences between male and female (Torty & Offorma, 2013). Gender has also been perceived as that ascriptive dispositions and occupations to sex such as males and females (Aniaku, 2013; Okeagu, 2013). It is sufficient to say therefore, that gender is a term that is used to denote role-play and responsibilities peculiar to males and, or females in society. It is taken to mean a kind of categorisation into two basic sexes—male and female, man and woman, boy and girl—which based on socio-anthropological rationale, apportions roles, stances, and values deemed apposite to either male or female on one hand, while sex on the other hand, is the natural condition that places a person to being either a male or female with distinctive genital attributes or traits from birth. Instances like bossy, energetic, and confrontational are some sorts of attributes considered masculine while emotional, docile, and fragile are deemed feminine attributes. These traditional and customary practices maintained over time birthed the gender debates, hence, the high premonitory belief with bated breath and creditable academic achievement unevenly placed on the males and females based on respective capabilities and, or backgrounds.

In their studies, Ezegbe, Ikwumelu and Okere (2012), Okwonna (2013), and Aniaku (2013) aptly observed that students (both males and females) perform excellently well in subjects(s) they have more interest in than the ones they have less or no interest at all. This underscores that interest gives students the focus and special concentration on a subject they have chosen to study. This further accentuates that the inclination to study government or even the wish to abjure it rests in the domain of interest (Kpolovie, Joe & Okoto, 2014). Invariably, sustaining the attention of government students during instruction has a way of enhancing their achievement (Adamma, *et al.*, 2018). Nevertheless, a number of factors have been deemed to pose threats against students' interest and academic achievement (Tella, 2007). Some of these undermining factors enfold low motivation, feelings of deficiency, low self-esteem, anxiety, shortage of professional teachers, drought of learning equipment/instructional material for result oriented instruction, deviation from examination rubrics, use of outmoded chalk and talk methods, large pupil to teacher ratio (against 35–40 students to 1 teacher delimitation by the National Policy on Education), subject-phobia, poor knowledge of subject matter, et cetera (Tella, 2007; Daniel, 2015; Adama, Ekwutosim & Unamba, 2018; Lawrence & Ezegbe, 2021; Okoro, Ugwu, Ike, Ogbu, Nnadi & Onyekwere, 2022). It suffices to aver therefore, that the above catalogued rationales responsible for learners' academic under-achievement unarguably weigh negative proportionate impacts which warrant students' poor achievement in government.

This goes intandem with the postulation that students exhibit frail and puny drive in pursuit to academic goals when they lack sufficient level of academic motivation (Lawrence & Ezegbe, 2021). Moreover, the inability of experts (in the field) and the government to lay out in clear terms the values and career opportunities available in a particular subject at times makes prospective students to shelve interest in a subject. In the same vein, when students show disinterested and dispassionate attitude in a subject, it creates a bad impression and adverse impact which hamper the achievement of the instructional objective(s). Additionally, when students express doubt in their capacity to perform well on class assessments, the teacher's influence is undermined, as such teacher would resort

to the seemingly easiest possible way of teaching – the chalk and talk method – (Tella 2007; Okoro, *et al.*, 2022) irrespective of whether the students are motivated/interested or not. The corollary is the transfer of pessimistic, unconstructive, and of course, negative-cum-unhelpful mind set to younger generations, which eventually transmutes to a vicious cycle of academic under-achievement. To break this chain of failure birthed this intensive reflection on motivation. But the reservation is whether there is possibility of motivating students to learn government and how could it be achieved? The need for the test-out therefore, on impact of motivation on teaching-learning of government becomes essential. Even though motivating students to learn is an indispensable aspect of instructional delivery, yet, students' general perceptions to instruction determine the extent to which they learn. And that is why motivation is rhetorically laden with the question; why do individuals behave or react they way they do, despite factorial likes of psychological, political, economic, academic or even social interestedness, and or disinterestedness? This goes without saying that, the investigation on motivation strategies towards students' academic achievement in government remains progressive till the desire zero or nearest to zero students' under-achievement in the subject is attened This study ensued on the basis of the above backdrop.

### 1.1. The Purpose of the Study

The overall target of the study hinged on the examination of difference in impact levels of motivation strategies and gender on achievement and interest of students in government using some selected schools.

### 1.2. The Research Question

What are the mean achievements and interest scores of male and female students taught government using intrinsic and those taught using extrinsic motivation strategies in Enugu State?

### 1.3. Hypotheses

**Ho1** There is no significant difference between the mean achievement scores of male and female students taught government using intrinsic motivation and those taught using extrinsic motivation.

**Ho2** There is no significant difference between the mean interest scores of male and female students taught government using the two kinds of motivation

## 2. LITERATURE REVIEW

Empirical works on the effect of motivation towards students' academic achievement abound. Students' academic achievement portrays the self-determination to succeed in academic pursuits. Deci and Ryan (2000) proposed the self-determination theory (SDT) which predicated that the attitude of self-determination is present in every natural or innate tendency to achieve a goal. It maintained that people naturally show the inherent tendencies of competence, relationship and autonomy in all things as a basic human character. According to the theory, competence is the understanding of how to accomplish objectives, relationships are the interconnections and ties with peers and significant others while autonomy is the understanding of the rules/regulations governing one's behaviours/ actions in a given setting or environment. With these inherent tendencies, the theory posited generally that one is either intrinsically or extrinsically motivated (Deci & Ryan, 2000). When the drive ensues from within an individual rather than from the outside or environment, motivation is said to be intrinsic. It is a kind of impelling force which originates from within a person (Okoro, 2021a; Okoro et al., 2021). Therefore, a student is intrinsically motivated to study when their goals for studying do not depend on external reasons for engaging in the study (Sharma, 2010) but rather on the sole glee or delight and satisfaction emitting from the inherent pleasure of the study. While the propelling force to engage in a study consequent upon the external conditionalities is the extrinsic aspect of motivation. It is the motivation that ensues from outside an individual (Ghaonta, 2017) or maneuvered by reinforcement possibilities (Guay, Channel, Ratelle, Marsh, Larose & Boivin, 2010). It is that drive that exerts from the outside to do something irrespective of whether the activity is inherently enjoyable/interesting or otherwise (Okoro, 2021a).

### 2.1. Intrinsic motivation and students' achievement

An empirical study on role of intrinsic motivation in academic achievement, learning, and learning disabilities conducted in South-western Wisconsin using survey research design with 4000 target population and 34 respondents, indicated presence of direct relationship connecting levels of intrinsic motivation and academic achievement (Grams, 2013). Similarly, Ghaonta (2017) examined intrinsic and extrinsic academic motivation of senior secondary school students at Shimla District, in Himachal Pradesh, Northern India with 120 respondents – 60 males and 60 females. From the hypotheses tested with ANOVA and t-test, school students varied significantly in intrinsic and extrinsic academic motivation with reference to their gender. Additionally, Adamma, Ekwutosim and Unamba (2018) examined influence of extrinsic and intrinsic motivation on pupils' academic performance in mathematics in Owerri education zone with two null hypotheses, using a descriptive research design and a sample

of 200 primary 6 pupils drawn from 3,056 target population. The result from the test of hypotheses at 0.05 level of significance using t-test and Pearson product moment showed that motivation enhanced the pupils' academic achievement and it was suggested that there is need for the teachers to explore more as well as utilize this stratagem to make students resolutely efficient in learning mathematics

## 2.2. Extrinsic motivation and students' achievement

In a study on extrinsic motivation belief as predictor of students' achievement in chemistry in public secondary school in Kenya using 3,822 target population, Oluoch, Aloka, and Odongo (2018) found that extrinsic motivation beliefs had significant influence on the chemistry academic achievement among secondary school students. The study sanctioned that extrinsic motivation strategy should be encouraged in instructional delivery to boost students' performance. Similarly, Dickson (2018) recommended *inter alia*, that teachers should always make effort to use the accessible means of extrinsic motivation during instruction to boost up students' achievement; that was the view from the study on effect of motivation on secondary school students' academic achievement in social studies in Otukpo, Benue State, using two intact classes (control and experimental groups). The finding indicated *inter alia*, that the group of students taught social studies using extrinsically-motivated strategy out-performed those taught social studies using non-extrinsically motivated instructional method. However, a differing finding emerged from a study on influence of motivation on students' academic achievement in the teaching of JSS 3 social studies in Jalingo metropolitan by Okoro (2021a) who used a descriptive survey design and 320 randomly selected respondents from 3,150 target population. The result showed that the optimal blending of intrinsic and extrinsic motivation actually enhanced students' academic achievement and interest in social studies and then recommended *inter alia*, the need for the students' to be conscientised and empowered to realise they are central in giving themselves primal motivation prior to any subsequent form of motivation. A descriptive survey (co-relational approach) study titled classroom and students' academic interest as correlate of achievement in senior secondary school chemistry in Ibadan, Oyo State, yielded similar results according to Ezike (2018). The study included 14,100 students as the target population, 208 sample size randomly drawn from SS II students across 10 selected schools, 4 null hypotheses tested at 0.05 level of significance, and data analysis techniques included Pearson Product Moment Correlation and Multiple Regression. Among other things, the result revealed that, there exist significant relationship between student' academic interest and achievement in chemistry as well as the significant combination of learning environment and academic interest. Teachers and parents were recommended to put in place activities that are capable of developing and retaining students' interest.

## 2.3. Gender and students' academic achievement.

According to a pretest post-test (ex-post facto) study by Nnamani and Oyibe (2016) female respondents outscored their male counterparts. Gender and academic achievement of secondary school students in social studies in Abakaliki urban of Ebony state was the title of the study. 3,479 junior secondary two students (JSS II) from all the secondary schools in Abakaliki urban area of the state formed the target population, and 205 was the sample size extracted using the simple random sampling technique. Analysis of covariance was employed to test the hypotheses at 0.05 level of significance. Similarly, influence of gender on students' academic achievement in government subject in public secondary school in Oredo local government area of Edo State was carried out by Ujiro (2015). The study had 3 research questions, 822 target population and 412 sample size drawn through the multistage sampling technique. The study adopted ex-post facto design, used simple frequency count as well as simple percentage proportion for data analysis. The outcome indicated the existence of gender difference in motivation and academic achievement though the differences highlighted were insignificant. It was recommended that male and female students should be motivated to study government in secondary schools. In contrast, the study on influence of gender, school location and socio-economic status (SES) on students' academic achievement in mathematics by Alordiah, Akpadaka and Oviogbodu (2015) using ex-post factor design, 4 research questions and 3 hypotheses, 65,961 target population of SS III students in Edo state and 1900 respondents drawn with stratified random sampling showed that, the male students out-performed their female counterparts and respondents from the urban area out-performed their rural counterparts. It was recommended that the existing discrepancies amid male and female, urban and rural and low socio-economic status / high socio-economic status respectively, should be adequately considered during mathematics lessons.

From the forgoing, it is clear that depending on the primary motivating factor, people's self-determination to succeed vary differently and unevenly; while some students possess high degree of self-determination to succeed others have a low amount of self-determination. Additionally, the rationale for this variance tends to vary based on the motivational type and area of interest.

### 3. METHODOLOGY

#### 3.1. Design

This study adopted quasi-experimental design; a scientific paradigm used to guesstimate the causal impact of an intervention on target population without random assignment. The respondents were already in intact classes and randomisation would disrupt that existing structure in the school hence the adoption of the research paradigm.

#### 3.2. Population

The target population of this study is composed of all the thirty three (33) senior secondary schools from within Nsukka Local Government Area.

#### 3.3. Sampling and sampling technique

A total of 100 respondents drawn from 4 senior secondary schools were sampled from Nsukka local government area to form the sample size; one senior secondary school from an urban area and the other three senior secondary schools from a rural area of the study location based on random selection.

#### 3.4. Instrumentation

A modified research instrument tagged Government Academic Achievement Test Questionnaire (GAATQ) was employed for data gathering, as well as a thirty item four Likert scale instrument tagged Interest Inventory Scale on Government (IISG) ranged between strongly agree 5 and strongly disagree 1. Items in GAATQ were adapted from the Government Academic Achievement Test (GAAT) by Lawrence and Ezegebe (2021). The instrument has two sections; section 'A' requires participants' demographic detail like name of school, class and sex while the section 'B' conveys the 40 questions dichotomously arranged based on Blooms Taxonomy. The instrument was administered to 21 senior secondary two students, who though were part of the study location but different from the sample size, to ascertain the reliability which yielded a coefficient of 0.69 using Kuder Richardson (K-R 20) for GAATQ and 0.94 reliability coefficient for IISG using Cronbach alpha, indicating the relevance of the research instrument for the study. The analysis was conducted with the aid of statistical package for social science (SPSS).

#### 3.5. Data gathering procedure

The research instrument – the government academic achievement test questionnaire and the interest inventory scale on government were administered accordingly to all the 100 respondents during the pretest. The sampled schools were grouped into A and B –experimental and control groups. Group A (for instance, the experimental group) was exposed to the instruction given by the research assistants using the intrinsic motivation (IM) strategy, based on the prepared lesson notes on concepts of election, franchise/suffrage, disenfranchisement, and electoral procedure, whereas Group B (the control group) were instructed on the same subject matter using the extrinsic motivation (EM) strategy. The treatment took four consecutive weeks. The post-test was conducted in the fifth week after the research instrument was reshuffled.

#### 3.6. Data analysis

Inferential statistics was used for data analysis; the 2 hypothesis that guided the study were tested at 0.05 margin of error employing analysis of covariance (ANCOVA) in the order presented below:

### 4. FINDINGS

#### Research question

What are the mean achievements and interest scores of male and female students taught government using intrinsic and those taught using extrinsic motivation strategies in Enugu State?

**Table 1:** The Pretest/posttest mean achievement scores of male and female students taught government using intrinsic motivation and those taught using extrinsic motivation

Variable	N	Pretest		Posttest		Main Gain
		$\bar{x}$	SD	$\bar{x}$	SD	
Male	31	17.39	8.39	18.35	6.43	0.96
Female	69	19.57	7.73	21.57	8.01	2

The result in Table 1 presented the outcome of the analysis on the impact of intrinsic and extrinsic motivation on students' academic achievement in government based on gender. The result shows there is no significant difference exists in the academic achievement of male and female students in government. It shows that the male respondents had pretest achievement scores of ( $\bar{x} = 17.39$ , SD 8.39) and a posttest score of ( $\bar{x} = 18.35$ , SD = 6.43) with a mean gain of 0.96. Female respondents on the other hand had a retest score of ( $\bar{x} = 19.57$ , SD =7.73) and posttest score of ( $\bar{x} = 21.57$ ,

SD =8.01) with the mean gain of 2, showing that the female respondents scored higher.

**Ho<sub>1</sub>** there is no significant difference between the mean achievement scores of male and female students taught government using intrinsic motivation and those taught using extrinsic motivation strategies.

The table below shows the result of the above hypothesis.

**Table 2:** Analysis of covariance (ANCOVA) of the impact of motivation strategies on students' mean achievement scores in government

Source	Type III Sum of Square	Df	Mean Square	F	Sig.	Partial Eta Square	Dec.
Gender	18.843	1	18.843	.349	0.56	0.00	NS
Error	5126.019	95	53.958				
Total	48143.000	100					
Corrected Total	5830.510	99					

Note: NS = Not Significant

Table 2 shows the analysis of covariance results conducted on the impact of intrinsic and extrinsic motivation on students' academic achievement in government. It shows that an F-ratio of  $(F(1,99) = .349, p < 0.05, \eta^2_p = 0.00)$  was obtained from the analytical computation. And being that the accrued probability value of 0.56 is greater than 0.05 benchmark the null hypothesis ( $Ho_1$ ) is accepted. This infers that the difference in the mean achievement scores of male and female students in government is not statistically significant. The partial eta squared value of 0.00 implies that 0% of the variance was the impact weighed by gender on students' achievement in government.

**Ho<sub>2</sub>** there is no significant difference between the mean interest scores of male and female students taught government using the two kinds of motivation

**Table 3:** Analysis of covariance (ANCOVA) of the impact of motivation strategies on the interest scores of male and female students in government

Source	Type III Sum of Square	Df	Mean Square	F	Sig.	Partial Eta Square	Dec.
Gender	6.492	1	6.492	.198	0.65	0.00	NS
Error	3113.343	95	32.772				
Total	928755.000	100					
Corrected Total	15774.750	99					

Note: NS = Not Significant

Results in Table 3 show the analysis of covariance conducted on the impact of motivation strategies on students' interest in Government. Result shows that F-ratio of  $(F(1,99) = 0.198, p > 0.05, \eta^2_p = 0.05)$  was obtained. Since the accrued probability value of 0.65 is greater than 0.05 margin of error, the null hypothesis ( $Ho_2$ ) is accepted. The construed impact is that the difference in the mean interest scores of male and female students in government is not statistically significant; implying that gender is not a prominent factor in determining students' interest in government. The partial eta square value of 0.00 indicates that 0% of the variance in student's interest is the impact weighed by gender.

## 5. DISCUSSION, IMPLICATION, CONCLUSION AND RECOMMENDATIONS

### 5.1. Discussion

The result of the research question and the first hypothesis, which compared the impact of motivation strategies on the mean achievement scores of male and female students in government, was found to have no significant difference according to Table 2's probability value of 0.56 derived from the analysis on the basis of gender, even though Table 1 shows statistically that the female respondents scored higher (i.e. 2) than the males (i.e. 0.96). The finding shows that motivation has an impact on the achievement scores of the both groups of respondents and in particular, the female students as they scored higher than their male counterparts; indicating that gender is not the foremost pre-determinant of students' achievement in government, given the exposure to the same motivation strategies. The finding is in consonance with those of Nnamani and Oyibe (2016) who found that female respondents out-scored their male counterparts in terms of motivation; Adamma, Ekutosim and Unamba (2018) who found that motivation enhanced pupils' academic achievement. The justification for this could be attributed to relativity in the study environments as the both studies and the current one were conducted in the south-eastern Nigeria. The finding is also in consonance with Grams (2013) who found that there is direct relationship between levels of motivation and academic achievement even though Grams' study was conducted in south-western Wisconsin, United States. However, the finding is in dissonance with Ghaonta (2017) who found that senior secondary school students varied significantly in intrinsic

and extrinsic academic motivation with reference to their gender. The variation in the findings of the current study and that of Ghaonta (2017) could be the dissonance between the two environments; whereas the current study was conducted in Nsukka Nigeria, African society, the other was conducted in Shimla District, Northern India, Asia. Besides, gender is only an aspect among myriad factors that can make or mar students' academic achievement. The finding is also in variance with Alordiah, Akpadaka and Oviogbodu (2015) who found that the male students did better than the female students, and the reason could be regional differences; the former was conducted in Delta state, south-south and the latter in Enugu state, south-east both in Nigeria.

The result of the second hypothesis shows that the mean interest scores of male and female respondents in government is not statistically significant based on the probability value of 0.65 obtained from the data analysis which is greater than 0.05 bench mark. The result laid support to Okoro (2021a) who found that the optimal composition of intrinsic and extrinsic motivation can actually enhance students' achievement and interest. The implication of the result further revealed that gender is not the major determining attribute for students' interest in government. With reference to the stances of Arume cited in Tella (2007) that students' absence of interest in a given subject affects their keenness to instruction; Okoro (2021a) that students who display insufficient academic motivation generally manifest asthentic and prejuducial verve to studies, it suffices therefore to say that, students' interest and attitudes matter immensely in instruction, this is a similar view held by Ezike (2018) who found that there exists a significant relationship between students' academic interest, intrinsic/extrinsic motivation, and achievement.

Thus, it suffices to say that learners' thoughtful attentiveness, focus, interest, and positive attitude to instruction would be of immense assistance to government teachers during instructional delivery. This in conjunction with blending motivation strategies proportionately, would ultimately conduce to boost students' achievement in government and even other teaching subjects.

## 6. IMPLICATIONS OF THE STUDY

The result and findings of this study validated the importance of motivation to students' academic achievement. The findings have implications to government teachers and educators as them to essentially motivate their students during instruction. The result of the study also gave a categorical indication that gender has little to no bearing on students' interest in government because motivation had similar impacts on both male and female students. As a result, education stakeholders and significant others who care about students' academic progress should take into account the interests of both male and female students by engaging them in activities that can spark, encourage, and sustain their interest in studying government which in turn will enhance their academic achievement.

## 7. RECOMMENDATIONS

Based on the findings and deductions reached, the following recommendations are advanced:

1. Government teachers and educators should vigorously enforce motivation strategies in instructional delivery, strengthening especially intrinsic aspect of motivation as that tends to sustain learners' interest rather than relying exclusively on physical factors.
2. Given that students perform better and achieve higher in the areas they engross interest, it should be prioritized to make government classes actively engaging and dynamic through (incentives) motivation.
3. Government students should be elated as they are central to evoking primal motivation prior to any subsequent motivation from the teacher.

Meanwhile, the suggestive recommendations above can be more productive if they are implemented in real, workable ways, especially in light of curriculum's inclusion of motivation as an instructional pedagogy. This would streamline the kind of instructional media apropos to government instructional delivery.

## 8. CONCLUSION

This study concluded that motivation and interest, rather than a student's gender or sexual orientation are the primary predeterminers of students' achievement in government and even other disciplines. And that rather than resorting to or relying solely on redundant talk and chalk, teachers can employ motivating strategies to enhance students' attention, enthusiasm, and positive attitude while teaching government. Also, a balanced composition of motivation strategies, students' interest in the subject matter, and positive attitude would culminate in improved achievement in Government.

## REFERENCES

- Adamma, O. N., Ekwutosim, O. P., & Unamba, E. C. (2018). Influence of Extrinsic and Intrinsic Motivation on Pupils Academic Performance in Mathematics. *Supremum Journal of Mathematics Education (SJME)*, 2(2), 52-59.
- Alordiah, C. O., Akpadaka, G., & Ovioghodu, C. O. (2015). The Influence of Gender, School Location and Socio-economic Status on Students' Academic Achievement in Mathematics. *Journal of Education and Practice*,

- 6(17), 130 – 136.
- Aniaku, O.L. (2013). Effects of Guided and Unguided Inquiry methods of teaching on Secondary School Students Achievement and Interest in Biology in Enugu state. Unpublished M.Ed. Thesis. Department of Science Education, University of Nigeria, Nsukka.
- Ball, B. (. 2012). A summary of motivation theories. *Jurnal Psikologi, Maret*, 1–26.
- Benedetti, A. A., Diefendorff, J. M., Gabriel, A. S., & Chandler, M. M. (2015). The Effects of Intrinsic and Extrinsic Sources of Motivation on Well-being Depend on Time of Day: The Moderating Effects of Workday Accumulation. *Journal of Vocational Behavior (ELSEVIER)*. 88, 38 – 46.
- Christiana, O. (2009). Influence of Motivation on Students' Academic performance. *The Social Sciences*, 4 (1), 30 – 36.
- Daniel, K. A. (2015). Effect of think-pair-share (TPS) and students' teams achievement divisions (STAD) instructional strategies on senior secondary school students' achievement and interest in economics. Unpublished M.Ed Thesis. Social Science Department, University of Nigeria, Nsukka.
- Deci, E. L., & Ryan, R. M. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. New York: Guilford Publishing.
- Dickson, O. (2018). Effect of Extrinsic Motivation on Secondary School Students' Academic Achievement in Social Studies. *International Journal of Education (IJE)*, 6(3), 1–7.
- Emily, L. R. (2011). Motivation: A Literature Review (Research Report). *Pearson's Publication*, 4-36.
- Ezegbe, B. N., Ikwumelu, S. N., & Okere, J. (2012). Teacher and students perception on factors associated with low interest in social studies in University of Nigeria, Nsukka. *Nigeria Journal of Social Studies*, 15 (2) 80–97.
- Ezike, B. U. (2018). Classroom Environment and Academic Interest as Correlates of Achievement in Senior Secondary School Chemistry in Ibadan South West Local Government Area, Oyo State, Nigeria. *Global Journal of Educational Research*, 17, 61–71.
- Gamboa, L. F., Rodríguez Acosta, M., & García-Suaza, A. (2013). Differences in motivations and academic achievement. *Lecturas de Economía*, (78), 9–44.
- Ghaonta, I. (2017). Intrinsic and Extrinsic Academic Motivation of School Students of Shimla District. *International Journal of Scientific Engineering and Science*, 1(7), 24–28.
- Grams, D. S. (2013). The Role of Intrinsic Motivation in Academic Achievement, Learning, and Learning Disabilities. An M.Ed. Thesis submitted to the graduate programme, Concordia University, Portland. Retrieve from <https://www.academia.edu/37935489/>
- Guay, F., Channel, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, Identified, and Controlled Types of Motivation for School Subjects in Young Elementary School Children. *British Journal of Educational Psychology*, 80(4), 711–735.
- Haolader, A. F., Hakim, W., Kassim, K. & Mubarak, R. H. (2017). A Comparative Study on the Academic Performance of Students in Bachelor's Degree of Information Technology Having Arts and Science Background in Uganda. *World Journal of Educational Research*, 4(2), 257–273.
- Kelechi, C. (2016). Effect of Instructional Scaffolding on Academic Achievement and Interest of Students' in Chemistry in Senior Secondary Schools in Mabitoli L.G.A.
- Kpolovie, P. J., Joe, A. I., & Okoto, T. (2014). Academic achievement prediction: Role of interest in learning and attitude towards school. *International Journal of Humanities, Social Science and Education*. 1(11), 73–100.
- Lawrence, O., & Ezegbe, B.N. (2021). Effect of motivation Strategies on students' achievement and interest in senior secondary school Government in Nsukka education zone, Enugu state, presented at ISPEC International Congress on Multidisciplinary Studies, November 12–13, 2021/ Adana, Turkey. The Proceedings book. Retrieved from <https://www.ispeccongress.org/multidispliner>.
- M. O. (2013). Effect of project method and Concept–mapping on the achievement and interest of students in some environmental concepts in Geography. Unpublished M.Ed Thesis. Department of Social Science Education, University of Nigeria, Nsukka.
- National Teachers' Institution (1990). Advance Diploma in Education Courses Book in Early Child Education (ECE), Module 9, Kaduna. National Teachers' Institute Publishers.
- Nnamani, C. S., & Oyibe, A. O. (2016). Gender and academic achievement of secondary school students in social studies in Abakaliki Urban of Ebonyi State. *British Journal of Education*, 4(8), 72–83.
- Okeagu, R. U. (2013). Effects of Problem solving teaching methods on students' achievement in Mathematics. Unpublished M.Ed Thesis. Department of Social Science Education, University of Nigeria Nsukka.
- Okoro, L. (2021a). influence of motivation on students academic achievement in the teaching of JSS III social studies in Jalingo metropolis Taraba State. *Journal of Education and Practice (IISTE)*, 12(1), 39–49 DOI:10.7176/JEP/12-1-05.
- Okoro, L. (2021b). Implication of Classical and Modern Political Thoughts for the Emerging Field of Political Science Education in Nigerian, presented at ISPEC 8<sup>th</sup> International Conference on Social Sciences &

- Humanities, December 24–25, 2021/12 Bingol, Turkey. The proceedings book. Retrieved from <https://www.ispecongress.org/sosyalbilimler>.
- Okoro, L., Ugwu, V. I., Ike, C. N., Ogbu, V. C., Nnadi, U. & Onyekwere, C. (2022). Innovative trends in political science education: implication for teaching government in senior secondary schools in Nigeria. *West African Journal of Educational Sciences and Practice (WAJESP)*, 1(1), 42–49.
- Oluoch, J. N., Aloka, P. J. O. & Odongo, B. C. (2018). Extrinsic Motivation Beliefs as Predictor of Students' Achievement in Chemistry in Public Secondary Schools in Kenya. *International Journal of Applied Psychology*, 8(2), 23–29.
- Ryan, R. M. & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York: Guilford Publishing.
- Sharma, D. (2010). Incentives for academic achievement: An experimental study. In Gamboa, L., Rodríguez, M. & García, A. (2013). Differences in motivations and academic achievement. *Lecturas de Economía*, (78), 9–44.
- Tella, A. (2007). The Impact of Motivation on Students' Academic Achievement and Learning Outcome in Mathematics among Secondary School Students in Nigeria. *Eurasia Journal of Mathematics, Science & Technology*, 3(2). 149-156.
- Torty, O. U., & Offorma, G. C. (2013). Effect of collaborative learning method on secondary students' interest in English Language tenses. *International Journal of Educational Research*, 12(2), 128–135.
- Ujiro, I. (2015). Influence of Gender on Students' academic Achievement in Government Subject in Public Secondary Schools in Oredo LGA of Edo State, Nigeria. *Journal of Education and Social Research*, 5(2).

**Note: The tabular data that support the findings of this study are available in Harvard Dataverse Repository with the identifier data DOI Reference number <https://doi.org/10.7910/DVN/QAWGJV>**

