

UNIVERSITY OF EDUCATION, WINNEBA

**THE IMPACT OF MOTIVATION ON PUPILS PERFORMANCE IN THE
LEARNING OF ENGLISH LANGUAGE, THE CASE OF ENYAN-MAIM
CIRCUIT IN AJUMAKO- ENYAN-ESSIAM-DISTRICT.**



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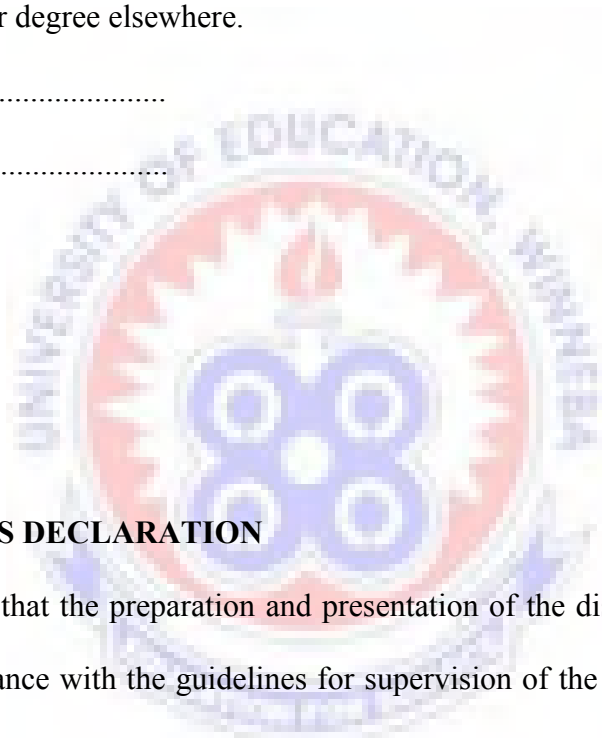
DECLARATION

STUDENT'S DECLARATION

I, APPIAH JNR, RICHARD, declare that this dissertation, with the exception of quotations and references in published works, which have all been identified and acknowledged is entirely my own work and it had not been submitted either in part or whole for another degree elsewhere.

Signature.....

Date.....



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the dissertation was supervised by me in accordance with the guidelines for supervision of the dissertation as laid down by the University of Education, Winneba.

DR. REBECCA AKPANGLO-NARTEY

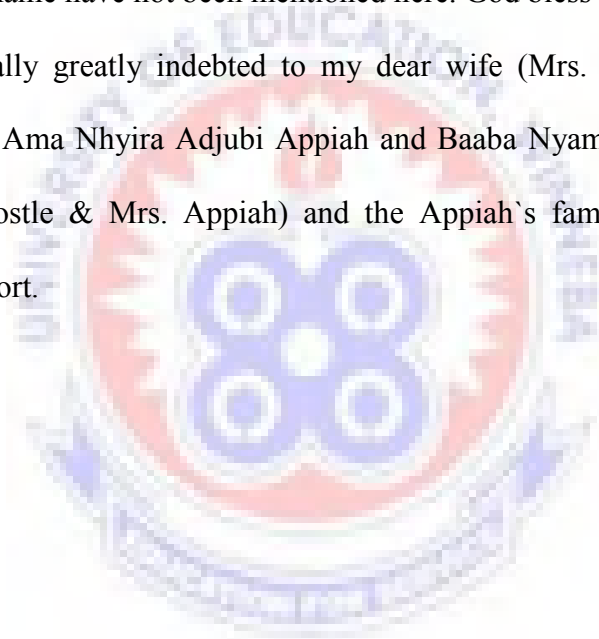
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DEDICATION

This work is dedicated to the wonderful Appiah`s family led by Apostle Victor Kwaku Appiah for their prayers, support and love that has helped and sustained me to come out with this work. Also to my Supervisor, Dr. Rebecca Akpanglo-Nartey, for her precious time that she used to go through this dissertation and all those who helped me in my education. To you all, I dedicate this humble scholarly work.



TABLE OF CONTENTS

Contents

| | |
|--|-----|
| DECLARATION | ii |
| ACKNOWLEDGEMENTS..... | iii |
| DEDICATION | iv |
| TABLE OF CONTENTS..... | v |
| LIST OF TABLES..... | ix |
| ABSTRACT..... | x |
| CHAPTER ONE | 1 |
| INTRODUCTION | 1 |
| 1.0 Introduction..... | 1 |
| 1.1 Background to the Study..... | 1 |
| 1.2 Statement of the Problem..... | 3 |
| 1.3 Purpose of the Study | 4 |
| 1.4 Objectives of the Study | 4 |
| 1.5 Research Questions..... | 4 |
| 1.6 Significance of the Study..... | 5 |
| 1.7 Limitation..... | 5 |
| 1.8 Delimitation | 6 |
| 1.9 Operational definition of Terms..... | 6 |
| 1.10 Organization of the Study | 6 |
| CHAPTER TWO | 8 |
| REVIEW OF RELATED LITERATURE | 8 |
| 2.0 Introduction..... | 8 |
| 2.1 The concept of motivation | 8 |
| 2.1.1 Intrinsic motivation..... | 12 |
| 2.1.2 Extrinsic motivation..... | 14 |
| 2.2 Kinds of motivation | 15 |
| 2.2.1 Achievement motivation..... | 16 |
| 2.2.2 Affiliation motivation | 16 |

| | | |
|--------|---|----|
| 2.2.3 | Competence motivation | 17 |
| 2.2.4 | Power motivation | 17 |
| 2.2.5 | Attitude motivation | 17 |
| 2.2.6 | Incentive motivation | 17 |
| 2.3 | Theories on Motivation..... | 18 |
| 2.3.1 | Incentive theory | 19 |
| 2.3.2 | Cognitive dissonance theory | 20 |
| 2.3.3 | Self-determination theory | 20 |
| 2.3.4 | Goal-setting theory..... | 21 |
| 2.3.5 | The Need Theory | 22 |
| 2.3.6 | Instinct Theory of Motivation | 23 |
| 2.3.7 | Drive Theory of Motivation | 24 |
| 2.4 | Factors Affecting Motivation..... | 24 |
| 2.4.1 | Home Environment..... | 25 |
| 2.4.2 | Peer Motivation..... | 25 |
| 2.4.3 | Personal Motifs | 26 |
| 2.4.4 | Feelings of Competence and Self – Efficacy | 27 |
| 2.4.5 | Physical Condition | 27 |
| 2.4.6 | Method of teaching..... | 28 |
| 2.4.7 | The Teacher Factor..... | 28 |
| 2.4.8 | Success | 29 |
| 2.5 | Students Motivation in English Language | 29 |
| 2.6 | Motivation of boys and girls in the Learning of English Language..... | 31 |
| 2.7 | Performance Concepts and Theories..... | 34 |
| 2.8 | Performance as a multi-dimensional concept | 35 |
| 2.8.1 | Task Performance | 35 |
| 2.9 | Performance as a Dynamic Concept | 36 |
| 2.10 | Academic Performance in English Language..... | 37 |
| 2.11 | Factors affecting performance | 38 |
| 2.11.1 | Age of the learner..... | 38 |
| 2.11.2 | Uninterrupted Academic Development | 39 |
| 2.11.3 | Attitude and Individual Differences (language Learning Styles)..... | 39 |

| | |
|---|----|
| 2.11.4 Cognitive Development and First Language Proficiency | 40 |
| 2.11.5 Transfer of Skills FromL1 to L2 | 40 |
| 2.11.6 Socio-economic Status..... | 41 |
| 2.11.7 Absences | 41 |
| 2.12 Performance of boys and girls in English Language | 42 |
| 2.13 Relationship between Performance and Motivation | 43 |
| 2.14 Summary of the Literature Review..... | 45 |
| CHAPTER THREE | 48 |
| METHODOLOGY | 48 |
| 3.0 Introduction..... | 48 |
| 3.1 Research Design..... | 48 |
| 3.2 Population | 49 |
| 3.3 Sample and sampling procedure | 50 |
| 3.4 Research Instrument..... | 52 |
| 3.5 Data Collection Procedure | 53 |
| 3.6 Methods of Data Analysis..... | 54 |
| CHAPTER FOUR..... | 57 |
| FINDINGS AND DISCUSSIONS | 57 |
| 4.0 Introduction..... | 57 |
| 4.1 Background..... | 57 |
| 4.2 Formal education of Parents | 59 |
| 4.3 Knowledge of ideal age for start of school. | 59 |
| 4.4 Regularity of pupils in school. | 60 |
| 4.5 Summary of the findings from the interview. | 60 |
| 4.6 Type of motivation of pupils in English Language..... | 61 |
| 4.7 Motivational levels of boys and girls..... | 67 |
| 4.8 Performance difference between boys and girls. | 69 |
| 4.9 Relationship between motivation and performance..... | 73 |
| CHAPTER FIVE | 76 |
| SUMMARY, CONCLUSSIONS AND RECOMMENDATIONS..... | 76 |
| 5.1 Summary | 76 |
| 5.2 Conclusion | 78 |

| | |
|--------------------------|-----------|
| 5.3 Recommendations..... | 78 |
| REFERENCES | 80 |
| APPENDIX A..... | 88 |
| APPENDIX B..... | 91 |
| APPENDIX C..... | 93 |



LIST OF TABLES

| | | | |
|---|------|------|----|
| Table 1: Gender distribution of respondents | .... | .... | 56 |
| Table 2: Age distribution of respondents | .... | .... | 57 |
| Table 3: Educational background of parents | .... | .... | 58 |
| Table 4: Intrinsic reasons for learning English language | .... | .... | 61 |
| Table 5. Extrinsic reasons for learning English | .... | .... | 63 |
| Table 6: Descriptive statistics of level of motivation of boys and girls in English Language | .... | .... | 67 |
| Table 7: Descriptive statistics of students' level of performance in English Language | .... | .... | 69 |
| Table 8. Age of the pupils against their performance | .... | .... | 71 |
| Table 9: Descriptive statistics of performance of boys and girls in English Language | .... | .... | 72 |
| Table 10: Correlation coefficient of correlation between students' motivation and performance in English Language | .... | .... | 72 |

ABSTRACT

The main purpose of the study was to describe motivation and performance of all Junior High School pupils of Enyan-maim circuit in English Language and establish the relationship between them. The descriptive survey design was adopted to study, describe and interpret the relationship between motivation and performance. School performance test from the end of term examination and motivation test were used to gather data for the survey from accessible population of all Junior High Three pupils in the circuit. Interview was also used to gather information from the parents of the respondents. Stratified random sampling technique was used to select 60 respondents. Statistical Package for Social Sciences (S.P.S.S.) software was used to analyze the data gathered to determine the correlation coefficient. Findings from the study indicated that pupils' motivation level towards learning of English Language was high and more intrinsic than extrinsic. However, the boys are slightly more motivated than the girls. The boys also outperform their girls' counterpart in the study of English Language. There was a moderate significant positive relationship between pupils' motivation and performance in English Language. This implies that highly motivated pupils perform better than lowly motivated ones. It is recommended that teachers, parents, policy makers and guidance and counselling coordinators should ensure that pupils are provided with the necessary materials for their studies to help sustain and increase their motivation level for a better performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter introduces the study and covers areas like the background to the study, statement of the problem, purpose of the study, research questions, and significance of the study, limitation, delimitation and definition of operational terms used in the study and finally the organisation of the study.

1.1 Background to the Study

The educational system is the principal institutional mechanism for developing human potentialities, skills, knowledge and attitudes in every country. Many questions are currently being asked about the falling standard of academic performance in Ghana. Teachers, parents, students and the government have been blamed for this problem in one way or the other.

Many factors have been attributed to this problem. One factor which has been sidelined is motivation. Motivation has been found to have a significant impact on the performance of pupils. Motivation is the eagerness or willingness to do something without needing to be told or forced to do it. Motivation comes from the word ‘motive’ that is the aim, idea, force or desire that makes someone do something or the reason behind the action of an organism.

Accordingly, it is concerned with the question “what moves man and why does he behave the way he does?” Motivation has to do with the forces that maintain and alter the direct quality and intensity of behaviour, (Kelly, 1974). It is the impetus to create and sustain intentions and goal seeking acts, (Ames & Ames, 1998).

Motivation generally induces a person to act in a desirable way within any social set up. It is often equated with needs, wants, aspirations, values, interest and attitudes which activate or arouse an organism and directs the organism's behaviour towards attainment of some goals. It is not measured directly but inferred from behaviour and the attitude of a person.

Motivation may be Intrinsic or Extrinsic, (Ryan, R.M, & Deci, E.L, 2000). Intrinsic motivation consists of those needs, wants, desires and wishes which exist within the individual. It is self - driven and has the advantage of fostering greater independence and initiative in action. Extrinsic motivation on the other hand stems from outside stimulation and event. These can be controlled by a system of incentives and rewards.

Academic performance looks at the extent to which a learner is profiting from instructions in a given area of learning. Performance is reflected by the extent to which skill and knowledge has been imparted to him or her.

In the field of education, our priority is to stimulate pupils to perform so as to achieve desirable objectives. Children like grown ups cherish the sense of achievement derived from overcoming difficult tasks, but this demands a consistency of efforts that few are capable in doing without some encouragements, (Ames, 1990).

Pupils' ability to perform well in English language highly depends on their level of motivation as it is the impetus to create and sustain intentions and goal seeking acts, (Ames &Ames, 1998).

1.2 Statement of the Problem

Academic achievement of pupils is of great importance to many people because of the vital role education plays in the development of a country.

Pupils in Enyan-Maim circuit lack motivation in the learning of the English Language. This is evident in their poor performance in English Language examinations. Pupils' attitude during English Language lessons, their inability to speak English and understand it makes teachers translate what is taught in English into their local dialect to facilitate students' comprehension and contributions.

Pupils report to school with their previous homework in English not done. They do not show interest in the learning of English Language. They are mostly found sitting silently and quietly in class during English lessons without contributing to class discussions. Pupils prefer answering English questions posed to them in their local dialect.

Perhaps there are some essential factors that contribute directly or indirectly to students' successes. Indeed, motivation in the classroom is seen as one of the important factors that maintains and sustains pupils' interest towards achieving a goal. Unfortunately, most teachers underestimate the value of motivation in pupils' performance and as such pay little or no attention to it and invariably that has negative effects on students' performance.

It is in this light that the research intends to find the impact of motivation on students' performance in the English language subject at Enyan-Maim Circuit and establish relationship between motivation and performance.

1.3 Purpose of the Study

The main purpose of the study was to find the impact of motivation on performance of Junior High School pupils of Enyan-Maim circuit in the English Language subject using their school end of term examination results. It is also intended to establish relationship between motivation and performance.

1.4 Objectives of the Study

The following are the specific objectives of the study:

- To determine the nature of motivation (intrinsic and extrinsic) of pupils in learning the English Language as a subject.
- To establish the level of motivation of boys and girls in the English language classroom.
- To compare the performance of boys and girls in the English Language subject using their end of term examination results.
- To establish the relationship between motivation and performance of pupils in the English Language subject.

1.5 Research Questions

In order to achieve the objectives of the study, the following research questions were developed and used for the study:

- What is the nature of pupils' motivation in learning English Language?
- What are the differences in motivation levels of boys and girls in learning English Language?
- What differences exist between the performance of boys and girls in English Language?

- What is the relationship between motivation and performance of pupils in the English Language subject?

1.6 Significance of the Study

The findings of the study will be important in the following ways:

- Help teachers become aware of the importance of motivation and its impact on pupils performance.
- Serve as a guide to Guidance and Counselling coordinators on the type of motivation that benefits children.
- Help teachers recognise motivation as an important tool to be used in the English language classroom for a positive result.

1.7 Limitation

One problem encountered during the study was that in order to send questionnaires to the schools the researcher had to cover the whole distance by foot since there was no other means of transportation. This consumed much of the already limited time for the study.

The time of administering the questionnaire coincided with examinations and marking of scripts and for that reason not all the participants answered the questionnaire diligently.

Also time constraints on the part of the researcher made it impossible to include a large number of participants and schools in the research. Therefore, results from the study cannot be generalised to all school children.

1.8 Delimitation

Majority of the pupils in Junior High School show poor performance in English Language and the study should have covered all Junior High School pupils in the District. However, due to time and financial constraints, it was only limited to the Junior High School pupils of Enyan-Maim circuit.

This study does not cover other psychological factors like attitude, anxiety, emotions among others; this study only looked at motivation as a factor to high performance.

1.9 Operational definition of Terms

Below are the operational definitions of some of the terms used in the study:

- Motivation – the driving force by which humans achieve their goals.
- Intrinsic motivation – motivation type that is driven by an interest or enjoyment in the task itself. It is within the individual.
- Extrinsic motivation – motivation type that originate from outside of the individual.
- Behaviour – the way someone act or react.
- Performance – the accomplishment of a given task measured against preset known standard of accuracy, completeness, cost and speed.

1.10 Organization of the Study

The study consists of five chapters. The first chapter introduces the topic, giving the background information of the study, statement of the problem, purpose of the study, research questions and significance of the study, limitation and delimitation and the operational definition of terms used. In chapter two, related literature by different authors

and authorities is reviewed. This is followed by chapter three which deals with research design, population of the study, sample and sampling procedures, research instrument, data collection procedure and data analysis.

In chapter four, data collected are analysed and interpreted using words and figures where necessary.

Finally, the last chapter, chapter five, unveils findings from the research, giving recommendations and suggestions to conclude the whole study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews existing and related literature from reference Journals, textbooks and other standard literature on the subject under review and under the following headings: The concept of motivation, kinds of motivation, theories of motivation, factors affecting motivation, student motivation in English Language and motivation of boys and girls in the learning of English Language.

It also reviews the concept of performance, theories of performance, factors affecting performance, academic performance of boys and girls in English Language then the relationship between performance and motivation and finally the summary of the literature review.

2.1 The concept of motivation

The success of any action usually depends on the extent to which individuals strive to attain their purpose, along with their desire to do so. In general, people have come to refer to this psychological factor (the impulse that generates the action) as motivation. As the term itself indicates, it is a “motive force”, something that prompts, incites or stimulates action. According to the *Short Oxford English Dictionary (2007)*, motivation is “that which moves or induces a person to act in a certain way; a desire, fear, reason etc which influences a person’s volition: also often applied to a result or object which is desired.

Motivation is the driving force by which humans achieve their goals, (Gardener and Lambert, 1972). The term is generally used for human, but it can also be used to

describe the causes for animal behaviour as well. Motivation may be rooted in a basic need to minimise physical pain and maximise pleasure. It may include specific needs such as eating and resting, a desire object and a goal. Motivation also has to do with the forces that maintain and alter the direction, quality and intensity of behaviour (Kelly, 1974). Motivation is also seen as the process of influencing or stimulating a person to take action that will accomplish a desired goal (Monday et al, 1980). It could be realised from the definitions by Gardener and Kelly that motivation serves as a driving force in achieving or doing something. That if one is highly motivated; he/she does not consider the pain he/she might go through in achieving the set goal. However, if the motivation level is low, the pain associated with the activity could compel one to stop pursuing the target goal. Therefore Kelly's assertion that motivation maintains and alters the direction, quality and intensity of behaviour is in line with Gardener's view of defining motivation as a driving force by which humans achieve their goals.

Gardener (1982) in his socio – educational model, notes that motivation is perceived to compose of three elements. These are effort, desire and affect. “Effort” refers to the time spent studying the language and the drive of the learner. “Desire” indicates how much the learner wants to become proficient in the language, and “Affect” refers to the learners' desired emotional reaction related to language study.

Motivation is defined as the extent to which one strives to acquire the language because of the desire to do so and the satisfaction derived from it, Gardener (1985).

It is considered significant in its role in Language learning success. Along this line of thought, pupils' in Enyan-maim circuit's motivation towards English Language learning can, to a certain degree, influence their learning results. It is therefore worth

investigating how Enyan-maim circuit pupils become successful or fail in learning English Language because it might affect their motivation and the way they learn the language. Motivation is usually concerned with what moves man and why he/she behaves the way he/she does (Gardener, 1985). Gardener points out four aspects of motivation. These are: A goal; an effort; a desire to attain the goal; favourable attitude towards the activities in question.

Ames and Ames (1989), described motivation as the impetus to create and sustain intentions and goal seeking acts. Thus, motivation is seen to be that which pushes a student to act in a particular way to achieve a goal. It is therefore necessary for the teachers of the L2 especially those in Enyan-maim to do their possible best in creating and sustaining the interest of the second language learners to enable us get a positive result. The concept motivation is the idea concerning how people act or the idea behind the behaviour of an organism. It is also the idea or reason behind a force that compels students to strive hard to achieve their goals. Based on Kelly's definition of motivation, a child learning to speak a language start by making mistakes, however, if parents encourage the child to speak without stressing much on the mistakes, the child's interest is sustained and the child learns fast and the result is positive. Therefore, the encouragement by the parents serves as the impetus to sustain and maintain the child's interest during the learning process.

Luthans (1999) stressed motivation of needs, drives and incentives. According to Luthans (1999), Motivation is defined as "the process that starts with physiological or psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentive". Mullins (1999) says "The underlying concept of motivation is some

driving force within individuals by which they attempt to achieve some goals in order to fulfil some need or expectation”. Luthans also distinguishes between extrinsic motivation related to tangible rewards such as money and intrinsic motivation related to psychological rewards such as the sense of challenge and achievement. Luthans is of the view that a physiological or psychological need of an individual activates his/her behaviour towards achieving some goals. Mullins supported this claim by saying that there is an underlying or a driving force within an individual by which the individual try to achieve some goals in order to fulfil some need or expectation. This need could either be physiological or psychological. This proves that both Luthans and Mullins agree that a psychological or physiological deficiency of an individual pushes or drive the individual to try to achieve some goals or fulfil an expectation.

Mcgroarty, (2002:69-89) indicates that “motivation for L2 learning is created from people. She suggests that motivation also can come from different surroundings and the environment of the schools and the places where the teaching takes place”. This means that there are several factors that come to play as far as motivation in learning of the second language is concerned. Hence for effective L2 learning to take place, there must be some factors that will motivate the learners positively. McGroarty also stressed on the need for learners to see the things they learn as meaningful, that they have some level of choices and that is something that they need to work for or master. McGroarty’s view is supported by Zoltan and Dornyei (2002) when it stated that “the learners’ enthusiasm, commitment and persistence are the key determinants of success or failure”. Huczynski and Buchanan (2007) argued and considered motivation to be the combination of goals towards which human behaviour is directed; the process through which those

goals are pursued and achieved and the social factors involved. Looking at what McGroarty, Dornyei, Huczynski and Buchanan are saying, it could be deduced that they all support the idea that the failure or success of an individual highly depend on several factors as far as motivation is concern. The zeal of the learner to achieve a goal or success in any activity could be the result of internal factors within the individual or could be external factors within the environment that serve as a motivating factor. Thus the success or failure of JHS pupils in Enyan-maim circuit in achieving set goals highly depends on their enthusiasm, commitment and persistence

Motivation as a concept could be brought under two main groups thus: *Intrinsic* and *Extrinsic* as propounded by Mullins (2005).

2.1.1 Intrinsic motivation

According to Arnold (2000, p. 14) intrinsic motivation refers to “learning itself having its own reward”. It means the learners are willingly and voluntarily (not compulsorily) learning they think is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external outcomes. There are no negative impacts in having intrinsic motivation. In addition, intrinsic motivation pushes the student to learn without results, because the need is innate and depends on their own will.

Intrinsic motivation is related to psychological rewards such as opportunity to use one’s ability, a sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in caring and considerate manner. The psychological rewards are those that can usually be determined by the actions and behaviour of individual managers, (Mullins, 2005). Furthermore, intrinsic motivation refers to

motivation that is driven by an interest or enjoyment in the task itself, it is found within the individual rather than depending on any external pressure.

Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students' evaluation theory. It is an inner drive within an individual that urges, pushes or encourages an individual or organism to perform an activity or a task. English Language students are motivated intrinsically if they: Attribute their educational result to factors under their own control (e.g. the effort expended); Believe they can be effective agents in reaching desired goals example (i.e. the result are not determined by luck) ; Are interested in mastering the language rather than just rote learning to achieve good grades.

The notion of integrative learning is a form of intrinsic motivation which was introduced by (Gardener and Lambert 1972). Gardener and Lambert are of the notion that integrative motivation encompasses the desire to learn a language to integrate successfully into the target language community. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members. It is also theorised that “integrative motivation typically underlies successful acquisition of a wide range of registers and a nativelike pronunciation,” (Finegan 1999:568). The integrative learning could be said to be a form of intrinsic motivation in the sense that language is acquired due to the desire to relate and belong to the community where the language is used. Meaning learners are

intrinsically motivated to learn and used the language because they want to associate themselves with the users of the language.

2.1.2 Extrinsic motivation

Extrinsic motivation originates from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment Gardner and Lambert, (1972). Competition in general is extrinsic motivation because it encourages the performer to win and beat others, though with the inner desire to be a winner; it is still fortified by the enjoyment of the extrinsic rewards of the activity. A crowd cheering on the individual and the trophies are also extrinsic incentives.

Extrinsic motivation refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activities such as homework, grade, or doing something to please teachers (Arnold, 2000, p.14). Since extrinsic motivation is based on external outcomes such as rewards and punishment, this motivation could bring a negative impact to the student, because with extrinsic motivation students do not learn with their strong intentions or will but they study it because they are pushed by the interest in the reward or the punishment. Extrinsic motivation is related to tangible rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and the conditions of work. Such tangible rewards are often determined at the organisational level and may be largely outside the control of individual managers, (Mullins, 2005).

Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation. In one study of demonstrating this effect, children who are expected to be first in performing a task or on

top or excel in performance of an activity and were rewarded with a ribbon and a gold star or drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition and to children who receive no extrinsic reward. There are outside influences that serve as an urge, push or encouragement for an organism to perform a task or activity to achieve a goal. English learners are therefore of no exception as far as extrinsic motivation is concern as they are also motivated by such external factors to boost their performance.

Gardener and Lambert (1972) introduced the notion of “instrumental motivation”. Instrumental motivation refers to the learner’s desire to learn the language for utilitarian purposes (such as employment or travel or examination purposes). With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirement for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired. This is also an instance of extrinsic motivation, because learners who are instrumentally motivated appear to be more driven by external factors like incentives, which as believed are less stable.

2.2 Kinds of motivation

There are different kinds of motivation as propounded by different authorities but for the sake of this study only few would be treated and these include: achievement motivation, affiliation motivation, competence motivation, power motivation, attitude

motivation and incentive motivation. Some of the propounders are: (Shah & Kruglanski, 2000), Cavallo et al, (2003).

2.2.1 Achievement motivation

Achievement motivation is the drive to pursue and attain goals. An individual with achievement motivation wishes to achieve objectives and advance up on the ladder of success in learning English (Shah & Kruglanski, 2000). Here, accomplishment in the subject (English Language) is important for its own sake and not for the rewards that accompanies it, and this is intrinsic in nature. However, according to Cavallo et al, (2003) achievement motivation is students' motivation towards performance goals (such as high grades, getting praise or performing better than other students) or toward learning goals (such as learning something new, learning for the sake of learning or improving oneself). So here, Cavallo disagrees with Shah & Kruglanski and rather thinks that achievement motivation is more of the extrinsic type where learners are motivated to sustain and increase performance based on external factors like high grades, getting praise among others.

2.2.2 Affiliation motivation

Affiliation motivation is a drive to relate to people on social basis. Persons with affiliation motivation perform better in English Language when they are complimented for their favourable attitudes and co-operation (Shah & Kruglanski, 2000). This is another extrinsic type of motivation because the desire to use the language in the social setting of the individual serves as a motivating factor in the learning of the language.

2.2.3 Competence motivation

Competence motivation is a drive to be good at something, allowing the individual to perform high quality work. Competency motivates people to seek job mastery, take pride in developing and using their problem-solving skills and strive to be creative when confronted with obstacles (Shah & Kruglanski, 2000). English Language learners are motivated to seek mastery in the language, take pride and use their knowledge in diverse ways.

2.2.4 Power motivation

Power motivation is the drive to influence people and change their situations. Intrinsically, power motivated people wish to create an impact on their organisation and are willing to take risks to do so. (Cavallo et al 2003). Pupils proficiency in the English Language enable them to create an impact on their studies and are willing to face big tasks for higher achievements.

2.2.5 Attitude motivation

Attitude motivation according to Cavallo et al (2003) is how people think and feel about what they do or any task they intend doing. English Language Learners' self-confidence, beliefs and their attitude on life are boosted by their ability to recognise the essence of the language in the future and how to react to the past. This type of motivation is within the individual and it is intrinsic in nature.

2.2.6 Incentive motivation

Incentive motivation is where a person or a team reaps a reward from an activity. It is “you do this and you get that”, attitude. It is the types of awards and prizes that drive people to work a little harder (Bernstein, 2011). Where learners of English Language

receive awards as a result of their ability to use the English language correctly, these awards and prizes drive learners to work even harder. The incentives serve as a motivating factor to help maintain and sustain interest in the performance of an activity or task; it is therefore extrinsic in nature.

In summary, these kinds of motivation as discussed above, like achievement, affiliation, competence, power, attitude and incentive motivation; shows that if JHS 3 pupils in Enyan-maim circuit have the drive to pursue and attain goals; able to relate to people on social basis; have the drive to excel in their academics to enable them to influence people and change their situations, it will help shape their thinking and it will positively direct them in their learning for a better performance. Pupils who have these kinds of motivation as a motivation factor in the course of their learning are likely to work against all odds to accomplish any giving task and pupils of Enyan-maim circuit are of no exception.

2.3 Theories on Motivation

Oxford and Shearin (1994) analysed a total of 12 motivational theories or models and introduced six elements as key factors that impact motivation in language learning and they include; Attitudes (sentiments towards the learning community and the target language); Beliefs about oneself (expectancies about ones attitude to succeed, self-efficacy, and anxiety); Goals (perceived clarity and relevance of learning goals) and ; Involvement (the extent to which the learner actively and consciously participate in the language learning process); Environmental support (the extent of teacher and peer support and integration of cultural and outside - of - class support into the learning

process); and finally Personal attributes (aptitude, age, sex and previous language learning experience).

Aside these models by Oxford and Shearin, there are other theories that help to explain motivation or the driving force by which learners achieve their goals in the learning of English language. Some of them as propounded by (Shah and Shah, 2000) and other authorities such as Melucci (2010) and Bernstein (2011) include:

2.3.1 Incentive theory

According to this view, people are pulled toward behaviours that offer positive incentives and pushed away from behaviours associated with negative incentives. In other words, differences in behaviour from one person to another or from one situation to another can be traced to the incentives available and the value a person places on those incentives at the time (Bernstein, 2011). The incentive theory suggests that people are motivated to do things because of external rewards.

Here, a reward tangible or intangible is presented after the occurrence of an action (behaviour) with the intent to cause the behaviour to occur again. This is done by associating positive meaning to the behaviour. It is believed that if English Language Learners receive their rewards immediately the effect is greater and the motivation decreases as duration lengthens. Repetition of the action and reward can cause it to become a habit. It is also perceived that when English Language learners receive positive reinforcement for their effort, they are motivated to do more; however, negative reinforcement causes them to stop or prevent them from learning further.

Incentive theory is promoted by behavioural psychologists, such as Skinner. Skinner notes that a person's action always has a social ramification and if actions are

positively received, people are more likely to act in this manner, or if negatively received people are less likely to act in this manner (Skinner, 1954). English Language learners will therefore not relent in their effort for higher achievement if they are sure and aware of the benefits they will get at the end of their studies.

2.3.2 Cognitive dissonance theory

Cognitive dissonance occurs when an individual experiences some degree of discomfort resulting from an incompatibility between two cognitions (Leon Festinger, 1957). For example, a student of English language may seek to reassure himself regarding feeling, in retrospect, that another decision may have been preferable. This theory proposes that people have motivational drive to reduce dissonance. They do this by changing their attitudes, beliefs, or actions. Dissonance is also reduced by justifying, blaming and denying. It is also one of the most influential and extensively studied theories in social psychology. English Language learners being aware or sure of the outcome of learning English Language will do away with doubts and other negative feelings that will affect their learning.

2.3.3 Self-determination theory

The self – determination theory as developed by Edward Deci and Richard Ryan, (1985) focuses on the importance of intrinsic motivation in driving human behaviour. The self – determination theory does not include any sort of “autopilot” for achievement but instead requires active encouragement from the environment. The self – determination theory suggest that there are “primary factors that encourage motivation and development and these are autonomy, competence, feedback and relatedness”. Edward Deci and Richard Ryan further proposed that a person must be able to initiate

and regulate, through personal choices the effort expected to complete task in order for the task to be intrinsically rewarding. Students' determination to study English Language to a higher level and their desire to use the language proficiently and accurately in their daily activities will urge them to study English Language against all odds.

2.3.4 Goal-setting theory

The goal – setting theory is based on the notion that individuals sometimes have a drive to reach a clearly defined end state. A goal's efficiency is affected by three features: proximity, difficulty and specificity, (Locke and Latham, 1990). An ideal goal should present a situation where the time between the initiation of behaviour and the end state is close. This explains why some children are more motivated to learn how to ride a bike than to master algebra. Often, this end state is a reward in itself. English learners knowing the benefit they will gain if they are able to learn and use the English language correctly, are motivated to learn it with all seriousness.

Locke and Latham (1990) differentiated three separate types of goals and they are: Mastery goals which focus on gaining competence or mastering a new set of knowledge or skills; Performance goals according to Locke and Latham (1990) focus on achieving normative based standards, doing better than others, or doing well without a lot of efforts and; Social goals which focus on relationship among people, (Ames 1992). In the context of English Language learning, in schools which involve operating in a relatively structured environment, students with mastery goals outperform students with either performance or social goals.

2.3.5 The Need Theory

The need theory is based on two groupings: deficiency and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. According to Maslow (1954), an individual is ready to act upon the growth needs if and only if the deficiency needs are fulfilled. So if learners of English Language realised that in order for them to attain the level they want to attain and for that matter get the job of their choice, they must learn to use the English Language proficiently and accurately, they will do their best to learn the English Language well with all seriousness.

The Hierarchy of needs consistent of five hierarchy classes was developed by the American motivation psychologist Maslow (1954). It shows the complexity of human requirements. Maslow says that first of all “the basic requirements have to be satisfied”. The basic requirements build the first step in his pyramid. They decide about to be or not to be. If there is any deficit on this level, the whole behaviour of human would be oriented to satisfy this deficit. Subsequently we do have the second level, which awake a need of security. Basically, it is oriented on a future need for security. After securing those two levels, the motives shift in the social sphere, which form the third stage. Psychological requirements consist in the fourth level, while the top of the hierarchy comprise the self-realisation. Abraham Maslow hierarchy of needs can be summarised as follows: Human beings have wants and desires which influence their behaviour, only unsatisfied needs influence behaviour, satisfied needs do not. Since needs are many, they are arranged in order of importance, from the basic to the complex. The person advances to the next level of needs only after the lower need is at least minimally satisfied. The

further the progress up the hierarchy, the more individuality, humanness and psychological health a person will show.

Maslow's hierarchy of needs were listed from basic (lowest-earliest) to most complex (highest-latest). The first need is the Physiological needs which include - hunger, thirst, sleep, and shelter. The second need is the Safety/Security/Shelter or Health needs which comprises protection against danger, threat, and deprivation. Social needs are the third needs according to Maslow. These social needs consist of giving and receiving of love, friendship, affection, belongingness, association and acceptance. The next is self-esteem or Ego needs, they include the need for achievement, adequacy, strength and freedom. In essence this is the need for autonomy or independence. The final need according to the Maslow's hierarchy of need is Self-actualisation, and this is the need to realise one's potentialities for continued self-development and the desire to become more and more of what one is and what one is capable of becoming.

2.3.6 Instinct Theory of Motivation

The instinct theory of motivation proposes that organism engages in certain behaviour because they lead to success in terms of natural selection (Melucci, 2010). The instinct theory further casts motivation as essentially intrinsic and biologically based. Migration and mating are examples of instinctually motivated behaviour in animal, (Melucci, 2010). According to the Instinct theory, people are motivated to behave in certain ways because they are evolutionarily programmed to do so. An example of this in the animal world is seasonal migration. These animals do not learn to do this; it is instead an inborn pattern of behaviour. This is an indication that every child has an in-built

mechanism for speech. Therefore, if L1 learners are motivated, they would be able to perform well in the second language.

2.3.7 Drive Theory of Motivation

According to the drive theory of motivation, people are motivated to take certain actions in order to reduce the internal tension that is caused by unmet needs. So if the English Language learner finds himself or herself in an environment surrounded by the speakers of English language and the English language happens to be the only language of communication, in order to communicate or interact freely with them must know how to speak the English language and this drive will compel the second language learner to put in more effort in learning of the language.

2.4 Factors Affecting Motivation

Brophy, (1987) says students bring to the classroom varying types of extrinsic motivation such as rewards promised by parents and relatives. However, they also depend to a large extent on school factors such as school and classroom environment, teacher personality, skill and ability of teacher, rewards and commendations and relationship with peers for motivation not only to succeed, but to excel. Ellis (1997) also points out that as teachers, we need to explore more fully the factors that are involved in motivating students to perform task well because this is something that teachers have control over. Therefore, it is important to find out the underlying possible factors which affect students' motivation in English language especially in the practical sense to teachers who want to stimulate students' motivation.

From Krashen's affective filter hypothesis (as cited in Lightbown and Spada, 1999, p. 39), emotional states such as tiredness, depression, boredom, etc obstruct the

learning process of the students. Anxiety becomes a factor that influences the affective filter. Low anxiety is more helpful for second language acquisition (Krashen, cited in J. Oller and J. Richards, 2003, p. 183). This implies that learner's anxiety can affect their motivation. According to Krashen, there are three affective variables that interact with the affective filter and they are: Motivation which is beneficial for language acquisition; Self-confidence which is also useful for acquisition and finally; Anxiety which is good in the case where it is in a low level.

Other factors affecting motivation in the learning of English language include: home environment, peer motivation, personal motifs and self-efficacy.

2.4.1 Home Environment

A child who comes from a home environment which is caring, comfortable and supportive brings to the classroom motivation arising from his conducive home environment. Conducive home environment enables English Language learners to perform creditably in the field. On the other side of the coin, an unfavourable home environment produces a pupil who arrives at school perhaps hungry, angry, resentful, bitter, depressed, lethargic or simply just stressed out. Such students would require really strong school motivation to bring him out of this malaise and cause him to perform (Jensen, B. and Seltzer, A. (2000).

2.4.2 Peer Motivation

Peers are also a great source of Motivation for one another. Life- long friendship is formed at school and peers are noted to be there for one another sometimes even more than siblings. Students are willing to assist one another in their learning. They also work in groups, sharing their knowledge and skills which enables them to obtain better results

than those who work alone. Also, while successful students may display different types of characteristics (they may be extrovert, self-confident, active, passive, and independent as well as introvert or shy), unsuccessful students are more frequently described as demonstrating a lack of self-confidence and being shy, afraid to express their opinions and are nervous. However, whatever their form of behaviour, students who try to adopt a more flexible attitude towards the learning of the foreign language seem to have greater chances of success than those whose affective filter is constantly up (Rivers, 1964).

2.4.3 Personal Motifs

Rivers (1964) also observed that a combination of the learner's personal motifs such as fear or anxiety, and learners' social motifs such as a desire for status in a group and for social approval, helps to create series of reactions that may inhibit or work towards progress in a foreign language. Up to a point, an anxious learner may try hard to catch up with the group and acquire proficiency in a language. A friendly supportive environment may be decisive in such a situation, but the judgement of classmates can also be harmful, destroying the self- belief in one's ability to succeed. Combined with a generalized fear of negative evaluation, it may inhibit or distract the learner from the task of attending and remembering new items. Williams and Burden (1997:100) also speak of a state called "learned helplessness" referring to people who feel that they have no control over their actions and see intelligence as something unchangeable and failure as essentially due to lack of ability. Learner's inhibition may be the result of both internal and external factors, and being related to the ability or inability to find solutions to problems in the past. Learners who found themselves in this situation motivation level is

high if they realized that they are doing well in class, however, if they realize that they are not making progress, then their motivation level falls.

2.4.4 Feelings of Competence and Self – Efficacy

Another important component influencing motivation to learn is the individual learner's feelings of competence and self – efficacy. Displaying no signs of inhibition, they are usually eager to take risk, are not afraid of making language mistakes and ready to adopt some of the identity characteristics of another cultural group. Their affective filter is low and they can grasp much of the comprehensible input they are faced with. Such people often referred to as “mastery oriented” tend to understand failure in terms of lack of effort and seek to improve their subsequent performance (Williams and Burden 1997).

In addition to the above factors, Harmer (1991, p.4) also outlined extra four factors that can be dangerous to the second language learners' motivation as follows:

2.4.5 Physical Condition

The physical condition means the atmosphere in the school or class (Harmer, (1991). These physical conditions include furniture, lighting system, ventilation, etc. Poor physical conditions in the school can affect performance. For instance, if students have to study in a bad lighting classroom, overcrowded with too many students, who have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation. Their motivation in learning could also be lowered. Teachers are therefore to ensure that the physical conditions in the school and for that matter the classroom to be precise must be conducive enough to help arouse students' interest and sustain it for a better performance.

2.4.6 Method of teaching

Method of teaching refers to the way students are taught which must affect their motivation. Whenever the learners feel bored at the teachers' method, their motivation would likely be lost or gradually decreased. Harmer (1991, p5) said "if the students lose confidence in the method, they will become demotivated". Harmer is therefore of the view that, teachers should try to modify their teaching methodology to suit the students and also to help sustain their interest. Students are likely to participate fully in a lesson they understand and enjoy most in the classroom.

2.4.7 The Teacher Factor

Among extrinsic factors the teacher is probably the single, most powerful source of motivation for pupils. The personality, skill, attitude, sex, age and even affairs of the English Language teacher are all very important factors in determining whether the students perform or not. English Language students are motivated by teachers who show concern about their wellbeing and have answers to life's questions, that they can rise to challenges. Harmer (1991) also sees the teacher as the most powerful variable of motivation and demotivation. The teacher can therefore become a major part in demotivating the learners. The behaviour of the teacher, his/her dressing, his/her human relationship with the pupils, among others can highly influence the motivational level of the pupils either positively or negatively. Teachers are therefore advised to exhibit a high sense of comportment both inside and outside of the classroom that will motivate their pupils to learn.

2.4.8 Success

Success refers to the appropriate level of challenge designed by the teachers (Harmer, 1991). If the difficulty of work and activity is too high or too low, it can lead students to a demotivated situation in learning. As Harmer (1991, p.5) pointed out, to give high challenge activities may have a negative effect on motivation. Pupils can also equally be demotivated by too low level of challenge. It is therefore expedient on the part of teachers of Enyan-maim circuit to ensure that pupils are taken through activities that are within their domain to help sustain and maintain their motivation level.

2.5 Students Motivation in English Language

Students' motivation is an essential element that is necessary for quality education. Motivated students pay attention in class, begin working on tasks immediately they are given, they ask questions and volunteer answers, and they appear to be happy and eager, (Palmer, 2007). Accounting for my own experience as a teacher and the experiences of other teachers, and relating it to Palmer's assertion, it could be asserted that beside the basic fear that all students have when learning a second language or foreign language (language ego), which prevents them from using it in the class, students also have a strong pessimism towards learning the English Language. Whatever the case may be, a basic truth is that students who are not motivated to learn do not learn. Unfortunately, there is no magic bullet for motivating. Many factors influence students' motivation to learn: interest in the subject matter, perception of its usefulness, general desire to attain, self- esteem, as well as patience and persistence (Bligh, 1971; Sass, 1989 as cited in Davis 1999). It is also important to take into account that not all students are motivated by the same values, needs, desires or want. Some pupils may be motivated by

the approval of others (peer acceptance), some by defeating challenges, while others seem naturally excited about learning. However, many students need or expect their teachers to inspire, challenge and stimulate them. Eriksen stated that “effective learning in the classroom depends on the teacher’s ability to maintain the interest that brought students to the course in the first place” (Eriksen, 1978 p.3). Whatever level of motivation students bring to the classroom will be converted, for better or worse, by what happens in the classroom. Jere Brophy (1987), a leading researcher on students’ motivation and effective teaching, is of the view that students’ motivation to learn is an acquired competence developed through general experience but stimulated most directly through modelling, communication of expectations, and direct instruction or socialisation by others, especially parents or teachers.

If one is doing something and is aware of the benefit to be derived from it one puts much effort into it to enable him/her achieve that result. Pupils in Enyan-maim circuit show lackadaisical attitude towards the learning of English language, the enthusiasm and the zeal to learn the English language was not that encouraging. However, if English language learners in Enyan-maim circuit know the benefit, importance and what they will derive from the learning or studying of English Language they will become motivated and will put up their best to achieve their goal without necessarily waiting for teachers. On the other hand, if the pupils in the circuit do not know the benefit of learning English Language, they will not put much effort into it and they will always wait for instruction from their teachers before they act.

The desire to further education to higher level, get a good job, communicate efficiently and correctly in English Language serve as an intrinsic motivation to learners

of English Language to aim high in order to achieve their set goals. Moreover, motivation is an essential prerequisite to academic achievement (Pajares & urban 2006). It influences what, who and when students learn (schink1995). It helps students to learn to focus on their learning, persist when they encounter difficulties and ask for assistance if needed and apply the necessary effort and strategies to succeed (Zimmerman 2000).

2.6 Motivation of boys and girls in the Learning of English Language

It is a commonly held folk belief that girls are better at language learning than boys. As a matter of fact, this folk belief seems to be backed or supported by empirical evidence. Ellis (1994:202 – 203) draws attention to a number studies that have borne out the contention that girls outperform boys in language learning at different levels. According to Holder (2005: 105) the same situation holds in Switzerland. Investigating language learning motivation of primary school children in Switzerland, Stockli (2004:73 – 74) found that girls outperform boys in both German and French, but not in English. He points out that English language is the only gender - neutral language subject with respect to achievement. Dornyei et al, (2006:55) summarized the existing evidence as follows. “Girls are better at language learning than boys”. He went on to say “we do not think that there are many quantitative studies in the L2 literature that examined boys’ and girls’ attributes or achievement and did not find any salient differences. It seems that when it comes to foreign language learning, boys and girls behave in a strikingly differently way”. Such findings necessarily raise questions as to why girls seem to do better at the task of language learning than boys.

Additionally, according to Glynn, S. M, et al., (2007) the female students are “more likely to attend classes on time, sit in the front of the class, take notes, study the

textbook, and study in an organized way – all behaviours associated with a relatively high motivation to learn”. Also, the “girls tend to demonstrate significantly more positive attitude than boys do, recognizing also that they are more successful in learning languages than boys” states Muhammad, et.al, (2013). Muhammad et al added that the “motivation to learn is a student’s tendency to find academic activities meaningful and worthwhile and try to derive the intended academic benefit from them”. Teaching must therefore be prepared for the likelihood that strategies intend to help girls will also benefit many boys.

Smith and Wilson summarised gender and literacy research including the following observations: Boys take longer time to learn to read than girls do; Boys read less than girls read; Boys generally provide lower estimations of their reading abilities than girls do; Boys and girls express interest in reading things differently and they do read different things and; Boys are more likely to talk about or overtly respond to their reading than girls are; Studies show that boys biologically develop language skills more slowly than girls; and studies also show that women use- more of their brains together while men tend to focused on specific areas for task (Pirie, 2002). English Language teachers are therefore to organise literacy programmes that will connect boys with books, they will want to read. It can also be realised from Wilson and Smith summary on gender and literacy research that girls are motivated intrinsically to perform well in English than boys.

Further, Alqurashi, (2011), also conducted a study on the “Effect of Motivation on EFL College Student’s Achievement”. The core objective of the research was to examine the motivation of Forty-Eight (48) newly-admitted students at the English department of

Umm Al-Qura University for the study and learning of English as a foreign language. The study further aimed at investigating the levels of motivation to learn a foreign language among students who chose to join the English BA program at Umm Al-Qura University and how they may impact the outcomes of the learning process and affect their progress. The data collection instrument used for the study was motivation questionnaire.

The surveyed informants responded to a two-part questionnaire that measured their intrinsic and extrinsic motivation in an attempt to try to explore the problems that many students encounter during their college life that negatively affect their academic progress. Students' responses revealed that the students were highly motivated to learn the target language. The overall findings of the study indicated that the newly –admitted students at the Department of English of Umm Al-Qura University did not have serious problems with respect to motivation to learn English as a foreign language, and that the problems many students run into during their College life which negatively affect their academic progress may have other causes other than motivation.

These findings were supported by Muhammad, et. al, (2013) in their study that the “motivation to learn is a student’s tendency to find academic activities meaningful and worthwhile and try to derive the intended academic benefit from them”. Therefore, the high motivation level of the Umm Al-Qura University students indicates how meaningful and worthwhile the academic activities are to the students. Therefore, teachers should try to promote students’ motivation to make learning more effective and consistent. In particular, classroom teaching should include various interesting, exciting and fun activities that help to provide students with a more relaxed socio-emotional environment for learning. Positive teacher – student relationships, positive affirmations, constructive

guidance, and encouraging words are very helpful to relieve stress, raise students' confidence and encourage learning. Teaching must therefore be prepared for the likelihood that strategies adopted will intend motivates students to learn.

2.7 Performance Concepts and Theories

Performance is the accomplishment of a given task measured against preset known standard of accuracy, completeness, cost and speed, (Campbell, 1990). In a contract perspective, performance is deemed to be the fulfilment of an obligation, in a manner that releases the performance from all liabilities under contract.

Academic performance in English Language refers to how students deal with their studies and cope with or accomplish different tasks in English language. This is very important because, in educational institutions, success is measured by the academic performance or how well a student meets standards set by local government and the institution itself. Individual performance is a core concept within work and organizational psychology. During the past 10 or 15 years, researchers have made progress in clarifying and extending the performance concept (Campbell, 1990).

With the ongoing changes that we are witnessing within organizations today, the performance concepts and performance requirements are undergoing changes as well (Ilgen & Pulakos, 1999). Likewise, the performance of students in relation to the study of English Language has also undergone some changes which have led to improvement in performance. Performance as a concept is multi-dimensional consisting of task and contextual performance.

2.8 Performance as a multi-dimensional concept

Performance is a multi-dimensional concept. On the most basic level, Borman and Motowidlo, (1993) distinguish between task and contextual performance.

Task performance is said to be individual's proficiency with which he or she performs activities which contribute to the organization's 'technical core (Borman & Motowidlo, 1997). This contribution can be both direct (e.g., in the case of production workers), or indirect (e.g., in the case of managers or staff personnel).

Contextual performance refers to activities which do not contribute to the technical core but which support the organizational, social, and psychological environment in which organizational goals are pursued. Contextual performance includes not only behaviours such as helping co-workers or being a reliable member of the organization, but also making suggestions about how to improve work procedures.

Three basic assumptions are associated with the differentiation between task and contextual performance (Borman & Motowidlo, 1997; Motowidlo & Schmit, 1999): The first assumption is that activities relevant for task performance vary between jobs whereas contextual performance activities are relatively similar across jobs. The second assumption is that task performance is related to ability, whereas contextual performance is related to personality and motivation and the final assumption is that task performance is more prescribed and constitutes in-role behaviour, whereas contextual performance is more discretionary and extra-role.

2.8.1 Task Performance

Task performance in itself is multi-dimensional. For example, among the eight performance components proposed by Campbell (1990), there are five factors which refer

to task performance (cf. Campbell, Gasser, & Oswald, 1996; Motowidlo & Schmit, 1999): (1) job-specific task proficiency, (2) non-job-specific task proficiency, (3) written and oral communication proficiency, (4) supervision—in the case of a supervisory or leadership position—and partly (5) management/administration. Each of these factors comprises a number of sub factors which may vary between different jobs. For example, the management/administration factor comprises sub dimensions such as: (1) planning and organizing, (2) guiding, directing, and motivating subordinates and providing feedback, (3) training, coaching, and developing subordinates, (4) communication effectively and keeping others informed (Borman & Brush, 1993).

In recent years, researchers paid attention to specific aspects of task performance. For example, innovation and customer-oriented behaviour become increasingly important as organizations put greater emphasis on customer service (Anderson & King, 1993; Bowen & Waldman, 1999).

2.9 Performance as a Dynamic Concept

Performance as a dynamic concept refers to some behaviours primarily aimed at the smooth functioning of the organization as it is at the present moment, as well as proactive behaviours which also aim at changing and improving work procedures and organizational processes. The ‘stabilizing’ contextual performance behaviours include organizational citizenship behaviour. This ‘stabilizing’ contextual performance behaviour has five components and they are: altruism, conscientiousness, civic virtue, courtesy, and sportsmanship (Organ, 1988). According to Van Dyne & LePine, (1998) “contextual performance is not a single set of uniform behaviours, but is in itself a multidimensional concept”.

Performance in English language is therefore a multi-dimensional concept in the sense that students are expected to use English language to perform a task and also in a context. Task performance is the students' ability to proficiently use the language and the concept performance is the ability or the correct use of the language in context.

2.10 Academic Performance in English Language

Crow and Crow, (1969) define academic performance as the extent to which a learner is profiting from instructions in a given area of learning. That is performance is reflected by the extent to which skill and knowledge has being imparted to him/her.

The academic performance of limited English-Proficient (LEP) that is students who have not acquired enough vocabulary in English Language has long been a major national concern. Chamot & O'Malley, (1987) suggested that before Limited English students are confronted with achieving in the regular classroom, they should be able to use English as a tool for learning subject matter. Basic proficiency is not adequate as language minority students do not have exposure to, or lack an understanding of, the vocabulary and context-specific language needed to perform the more demanding tasks required in academic courses (Short & Spanos,1989).

Cummins, (1982) discusses the differences between the language needed for communication and the language necessary for achievement in school in terms of content – embedded and context – reduced language. Content – embedded language provide non-linguistic supports, such as facial expressions, to give students contextual information about what is being communicated. Context-reduced language, such as that found in textbooks; provide only limited contextual information or extra linguistic support. English Language learners should therefore not be content with the proficient use of

language only but must do well to understand the language and relate it or use it to perform more demanding tasks.

According to Lavin and Manjong, (1991), academic performance refers to some methods of expressing a student's scholastic standard. This is usually the grade for a course or the average for all the courses.

From the definitions above, academic performance, thus, refers to how students deal with their studies and cope with or accomplish different tasks in all subject areas including English Language. This is very important because, in educational institutions, success is measured by academic performance or how well a student meets standard set by the local government and the institution itself.

2.11 Factors affecting performance

Anwana and Cobbach, (1989) are of the view that students' academic performance is largely on account of factors other than low intellectual capacity. This means that aside intellectual capacity of students; there are other factors that also contribute either positively or negatively to students' academic performance

Several factors according to Snow and Hoefnagel-Hohle (1977), Long (1990), and Collier (1989), affect performance of English learners and among them include age of the learner, uninterrupted academic development, attitude and individual differences, cognitive development, first language proficiency, socio-economic status and absences.

2.11.1 Age of the learner

Snow and Hoefnagel-Hohle, (1977) suggest that older students are better second language learners because they have achieved a higher level of cognitive maturity in their first language and they have transferred their experience to the second language.

Cognitive maturity, knowledge and experiences in the first language are transferred to the second language. Long (1990) on the other hand concluded from his study that there are maturational constraints on language learning, and that the rate and level of attainment are dependent on the age at which learning begins. Long suggested that a sensitive period occurs in language learning, and learning that takes place during this sensitive period is successful, however learning that takes place later is limited (Collier 1989).

2.11.2 Uninterrupted Academic Development

It is very essential not to interrupt with the academic development of limited English proficient students while they are learning English. Instructions focusing on communication skills only for two to three years will leave limited English proficient students two to three years behind their English speaking peers in school subject (Collier and Thomas, 1989), this would not auger well in their academic development and will negatively affect such students' performance.

2.11.3 Attitude and Individual Differences (language Learning Styles)

Oxford (1989) maintains that language learning styles and strategies appear to be among the most important variables influencing performance in second language. Pupils with positive learning styles coupled with positive attitude are expected to perform well. Saville-Troike (1984) found in one study that students who had active and competitive coping styles, and a more positive attitude toward learning English Language achieved better in school. The attitude of the learner towards what he is learning will influence his performance very much. Also the styles adopted by the English learners will also go a long way to affect their performance in the subject. Positive attitude, styles and strategies

will yield positive results while negative attitude, styles and strategies will also yield negative result in performance.

Addition to the language learning style is inappropriate instructional style. A study conducted by Nikolov (2009) demonstrates how inappropriate instructional styles can hinder otherwise motivated students. In her study of unsuccessful Hungarian language learners, she found unsuccessful students who generally have positive feelings about learning foreign languages (integratively motivated) attributed their lack of success to un-motivating classroom practices: particularly assessment, focus on form, and rote learning. Situational (classroom) factors negatively overrode initial students' interest.

2.11.4 Cognitive Development and First Language Proficiency

Second language acquisition research by Hakuta (1990) has shown that the level of proficiency in the first language has a direct influence on the development of proficiency in the second language. The lack of continuing first language development has been found, in some cases, to inhibit the levels of second language proficiency and cognitive academic growth. Saville-Troike (1984) reports that "in almost all cases, the bilingual instructor's judgements of students relative competence in native language studies coincided with the same students' relative achievement in English Language. Hakuta (1990) views native language proficiency as a strong indicator of second language development. Students who are proficient in their native language are likely to transfer their knowledge to the learning of the second language-English to be precise.

2.11.5 Transfer of Skills From L1 to L2

Cummins, (1982) refers to the language needed for academic success as cognitive academic language proficiency (CALP). This type of proficiency is related to cognitive

skills and conceptual knowledge, and can be transferred from the native language L1 to English language L2. Saville-Troike, (1988) describes transfer as “a pre-existing knowledge base for making inferences and predictions” or “a pre-existing script for school”. Hakuta gives the example that “a child learning about velocity in Spanish should be able to transfer this knowledge to English language without having to relearn the concepts as long as the relevant vocabulary (in English) is available” (Hakuta,1990,p.7).

2.11.6 Socio-economic Status

Socio-economic status can be defined as a person’s overall social positions to which attainments in both social and economic domains contribute (Ainley et al, 1995). Several comprehensive review of the relationship between outcomes exists. (Amato 1987, Williams et al, 1991; Mukherjee 1995). These studies and review make it clear that children from low socio-economic families are more likely to exhibit the following outcomes compared to children from high socio-economic families: (a) have lower levels of literacy, numeracy and comprehension); have lower retention rate; (b) exhibit higher levels of problematic school behaviour (for instance , truancy). These results remain the same irrespective of how socio-economic status measured and whether the studies are based on individual or aggregate level data. (Graetz, 1995).

2.11.7 Absences

Also related to educational performance is absences. That is the level of truancy or unexplained absence of pupils from school. Truancy can be modelled both as educational outcome and as casual factor in explaining educational performance. Truancy tends to be

higher among students from low socio-economic background. Truancy, even occasional, is associated with poor academic performance of school, (Spark, 1999).

2.12 Performance of boys and girls in English Language

Over time, girls have performed better than boys in English language learning while boys traditionally outperform girls in science and mathematics, (Yee, 1987). Some researchers are of the view that boys and girls have different cognitive processes that make girls better at English language than boys. Study habits of boys, such as spending less time working on homework, playing video games and watching television among others negatively affect the performance of boys in English language as well as other subjects. Girls on the other hand, spend time on their homework, less time to play video games and watch television. Girls are naturally endowed with a high cognitive process that makes them to outperform their male counterpart in English language.

In the 20th century, the professor of Standford University E.E. Macouby and C.C. Jacklin, quoted in *The Gender Difference in Psychology* that “boys and girls have obvious gender differences and the main factor is that girls have better language ability” (Jacklin, 1997). Additionally, Boyle (1987) did a survey of 490 Hong Kong students about their English Language learning; he found the girls’ English proficiency test scores were significantly higher than boys nearly ten times. In explaining students’ performance, evidence from the international PISA, TIMSS and PIRLS Survey’s final report in November (2005) also indicate that there are gender differences in acquisition of basic skills on the performance of different education systems in providing gender equality. In all the countries concerned and studied, females achieved significantly higher average scores in reading than their male counterparts. This assertion is in support of the findings

by Boyle (1987) which acknowledge that girls English proficiency level in English Language is higher than that of the boys.

Addition to the above findings is a report in the “Journal of Novel Applied Sciences”, by Zoghi et al. (2013) to find the effect of Gender on Language Learning. In other words, the aim of the study was to determine whether students’ gender can affect learning English as a foreign language or not. Participants of the study were 100 guidance students (50 males and 50 females) selected from four different classes. The employed procedures were quantitative methods of analysis and making use of descriptive analysis, pair - test, and the effect size. The results indicated that EFL learning is to some extent related to gender and it has a significant effect on their achievement. The study proves that female students outperform their male counterpart in the learning of English Language. The findings are in support with other findings by other researchers who also confirm and support the claim that girls outperform boys in English Language learning.

2.13 Relationship between Performance and Motivation

As it has been discussed earlier, performance is the accomplishment of a given task measured against a preset known standard of accuracy, completeness, cost and speed and motivation as the driving force by which humans achieve their goals. There is a direct relationship between performance and motivation. When learners or pupils of English language are motivated for the little effort they put in their studying of the English language and are rewarded, either tangibly or intangibly, there is the likelihood for them to repeat the action and this time with more effort, and this will lead to a greater performance which will enable them to achieve their goals (Hannula, 2004).

On the other hand, if pupils are not motivated both intrinsically and extrinsically, performance will also be affected. For instance, if pupils are not aware of the benefit and importance of the English language, they will not be serious in studying it, and it will go a long way to affect their performance. So there is a correlation between motivation and performance in the sense that when motivation is high performance too is high and when motivation is low it also brings about low performance.

In addition to the above, motivation has an important role in success or failure in learning a second language. Spolsky, (1990, p.157) stated that “motivated students are likely to learn more and learn more quickly than students who are less motivated”. Spolsky further states that in a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity. Oxford and Shearin (1994) also state that “motivation directly influences how students use the English language L2”. Learning strategies, how much learners interact with native speakers, input they receive in the target language, how well they do on curriculum test, how high their general proficiency becomes, and how long they preserve and maintain L2 skills after language study is over are all directly influenced by their level of motivation.

God-gifted talents, best teachers and best schooling augment the academic performance, and students’ motivation is prerequisite for students’ accomplishment. Empirical evidence to support the above claims is seen from a study conducted by Afzal et al (2010) to examine the influence of students’ motivation on academic performance. The sample for the study was three hundred and forty-two (342) students studying in

different Universities of Pakistan, and the data collection instrument used was questionnaire. The questionnaire was used to measure students' motivation and relate it to their academic performance. The study found positive and mutually casual relationship between students' motivation and students' academic performance. This relationship is reciprocal, meaning students who are more motivated perform better and students who perform better become more motivated. This concept informed the researcher on the importance of motivation and its impact on performance. Therefore teachers teaching English language in Enyan-maim circuit should ensure they motivate or raise the motivation level of their pupils because high motivation brings about high performance and low motivation also brings about low performance.

Asifa Rehman, &Dr. Kamal Haider (2013), also conducted a study on the “impact of motivation on learning of Secondary School Students in Karachi”. The objective of the study was to find the effect of motivation on learning of students and the effect of class environment on the learning of students. The procedure used for data collection was a simple random sampling technique. It was found that the application of effective teaching methods create motivation in students. The study concluded that teachers know the psychology of students, therefore teachers use of good methodology according to interest, age, and content, in the cause of teaching motivates students for learning.

2.14 Summary of the Literature Review

As a gardener must know or should have to seek to know which soil is more suitable to the plant and when and how much water should be required by plant, similarly a teacher must know how a child learns, how factors like motivation facilitate the teaching process, and the English Language teacher is of no exception.

Basic to any explanation of why people behave in a certain manner is a theory of motivation. As Jones, (1959), cited in Lawler, (1969), pointed out motivation theory attempts to explain “how behaviour gets started, is energised, is sustained, is directed, is stopped and what kind of subjective reaction is present in the organism”.

Impact of motivation on learning of students in education is important. Without motivation learning is not possible. So in education, the role of motivation is effective on students learning. Due to motivation students do any task and achieve the goal. Motivation increases speed of work which makes a person to do everything to achieve his/her goal. Motivation increases the performance of learning. It provides energy and learner achieve the task because she has a direction and thus performance of learner is increased, Brown, (2001:75).

Motivation has also been identified as the learner's orientation with regard to the goal of learning a second language (Crookes and Schmidt 1991). It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk 1978). When English language learners become residents in a new community that uses the target language in their social interactions, motivation type known as integrative motivation becomes a key component in assisting the learners to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members.

English Language learners in Enyan-maim circuit are more likely to want to learn when they appreciate the value of classroom activities and when they believe they will succeed if they apply reasonable effort.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This is the methodology chapter and the areas it covers include the research design, population of the study, sample and sampling procedure, research instrument, data collection procedure and methods of data analysis.

3.1 Research Design

A research design is a blueprint that specifies how data related to a given research problem is collected and analysed (Nworgu, 1991). It provides the procedural outline for the conduct of any given investigation. It also spells out the basic strategies that the researcher adopts to develop information that is accurate and interpretable. The research design also indicates the basic structure of a study, the nature of the hypothesis and the variables involved in the study (Gay, 1992).

In order to determine and report the way things are, the descriptive research design was used for this study. The descriptive research design is a type of design which specifies the nature of a given phenomenon. It involves collecting data in order to answer research questions concerning the current status of the subject of the study (Gay, 1992). It is advantageous in observing, describing and documenting aspects of situations as it naturally occurs. It sometimes also serves as a starting point for hypothesis generation or theory development.

Descriptive research is generally concerned with the present status of a phenomenon. Descriptive research is concerned with the conditions or relationships that exist, such as determining the nature of prevailing conditions, practices and attitudes;

opinions that are held; processes that are going on; or trends that are developed (Best and Khan, 1998). Also in descriptive research, accurate description of activities, objects, processes and persons is the objective (Amedahe, 2002).

This study is descriptive in nature because it deals with interpreting the relationship among variables that is, motivation for all, boys and girls, and performance of all, boys and girls, and describing their relationships.

The study describes the motivation and performance of Junior High School pupils in English Language. In order to come out with pupils' opinion on motivation and performance and to help establish their relationship, simple survey which involves asking questions and reporting answers about the status of a phenomenon was used. The descriptive research design was therefore the appropriate choice for the study.

3.2 Population

Agyedu, Odonkor and Obeng (1999), consider population to be the complete set of individuals (subjects), objects or events having common observable characteristics in which the researcher is interested. Population therefore, constitutes the target of the study and must be clearly defined and identified. Again, Alhassan (2006), considers population to be the sum aggregate or totality of the phenomena of interest to the researcher.

The population is the target group about which the research is interested in gaining information and drawing conclusions. The target population for this study was all Junior High School pupils in Enyan-maim circuit within the Ajumako - Enyan - Essiam District in the Central Region of Ghana. There are seven Junior High Schools in the circuit with total pupils' population of five hundred and sixty-nine, comprising three hundred and one boys and two hundred and sixty-eight girls. However, the accessible

population for the study was all Junior High School three pupils of the seven Schools in the circuit.

The total population of pupils in the Junior High School Three were one hundred and seventy-seven of which ninety were boys and eighty-seven are girls. Out of the seven Junior High Schools in the circuit, Enyan-maim D/A had the largest population (seventy seven boys and seventy three girls) followed by EnyanAmaa Methodist with a population of (sixty nine boys and fifty six girls), then Enyan-maim Islamic (forty seven boys and forty eight girls),the next was Asempanyin D/A (twenty nine boys and thirty girls), Ankukrom D/A follows with (thirty six boys and twenty girls) and then Akotogua Methodist having (twenty two boys and twenty five girls). The school with the least population was Owomase T.I. Ahmadiyya (twenty-one boys and sixteen girls).

Also, out of the one hundred and seventy seven pupils at the Junior High School three, Enyan-maim D/A still had the largest population (twenty one boys and nineteen girls) followed by Enyan Amaa Methodist with a population of (twenty boys and seventeen girls), then Enyan-maim Islamic (twelve boys and seventeen girls), the next is Asempanyin D/A (eleven boys and fifteen girls), Ankukrom D/A follows with (fifteen boys and seven girls) and then Akotogua Methodist having (five boys and eight girls). The school with the least population of students at the Junior High School three was Owomase T.I. Ahmadiyya (six boys and four girls).

3.3 Sample and sampling procedure

Since all the Junior High Schools in the circuit could not be covered, there was the need to select a portion of the population to represent the entire population. The stratified random sampling procedure was used for the study. This involves dividing the

accessible population into homogeneous groups containing subjects with similar characteristics and drawing a sample from each group (Amedahe, 2002). The division of the population into homogenous groups was done first by selecting the Junior High Schools followed by gender that is selection of the (boys and girls) for the study.

The schools were selected randomly and four were chosen. Sixty pupils (30boys and 30 girls) were selected from all the four schools. In each of the selected schools, 15 pupils (8 boys and 7 girls alternatively) were randomly selected as respondents to the questionnaire except Owomase T.I. Ahmadiyya Basic and Enyanmaim D/A Basic where ten (6 boys and 4 girls) and twenty (9 boys and 11 girls) pupils were selected respectively due to the fact that both the boys and girls enrolment at Owomase T.I. Ahmadiyya were not up to fifteen.

Also, those in the Junior High School three were selected because they had passed through all the levels and they were in their final year which put them in a better position to answer the questionnaire. They had also covered greater part of the English Language syllabus and had some experience that could aid them in answering the questionnaire. Equal number of boys and girls were selected randomly through the picking of cards with letters “B” and “G” written on them.

The number of respondents per school per gender comprised Ankukrom D/A (eight boys, seven girls), Owomase T.I. Ahmadiyya J.H.S. (six boys, four girls), Enyan-maim D/A (nine boys, eleven girls) and Enyan-maim Islamic (seven boys, eight girls) making a total of thirty boys and thirty girls.

3.4 Research Instrument

The research instruments used for the study were performance test and motivation test questions as well as interview. The instruments except the interview were used on sixty students, thirty boys and thirty girls with their ages ranging from fourteen to twenty-one. The performance test was based on the students End of Term Examination in their various schools. Pupils' scores for the Terms' Examination in English Language were collected and used for the study. The Motivation test questionnaire was also used to help the study come out with objective and confidential responses from pupils based on the questions that they were asked.

The questionnaire was based on the nature of pupils' motivation (intrinsic and extrinsic) in the learning of English language. The questionnaire was in two parts. Items one to ten were on pupils' intrinsic motivation in the learning of English language and Items eleven to twenty were on pupils' extrinsic motivation in the learning of English language. The first part which was based on pupils' intrinsic motivation in the learning of English language was also put into two groups – Five positive items and five negative items.

The second part which was also on pupils' extrinsic motivation in the learning of English language was also put into two, five positive items and five negative items. The responses for the motivation test items were: Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Pupils were made to respond to the questionnaire based on their individual ideas with the assurance that the questionnaires were only for academic purposes.

The questionnaires were stated in simple language to enable the pupils to read and understand them. The questionnaires were administered after the supervisor of the study had gone through them and had made the necessary changes and corrections; there were twenty items in all. The interview was to solicit information from parents on basic knowledge and issues concerning their ward's education.

3.5 Data Collection Procedure

Four out of the seven Junior High schools in the Enyan-maim circuit were selected randomly. Permission was then sought from each of the selected schools' authorities and the intention and purpose of the study was made known to them, after which the study was carried out. Fifteen pupils were chosen from each of the selected schools. The first school was given a number from B1 to B8 and G9 to G15, the second school was from B16 to B21 and G22 to G25, the third school was from B26 to B34 and G35 to G45 and the fourth school from B46 to B52 and G53 to G60. The "B" and "G" represents boys and girls respectively.

In each of the school's empty cards were mixed with the cards which contain the numbers. The boys were also separated from the girls to do the picking. It was only Owomase T.I. Ahmadiyya School that every pupil was made to participate due to their small enrolment. The boys were given cards with "B" written on them while the girls got the cards with "G" written on them. Only those who picked cards with the numbers were made to answer the questionnaire. The first school visited was Ankukrom D/A. The entire class population was twenty-two so eight boys and seven girls were selected to participate in the answering of the questionnaire after it had been explained to them. They had the cards from B1 to B8 and G9 to G15. The next school visited was Owomase T.I.

Ahmadiyya. The entire population of the class was ten (6 boys and 4 girls) so they all participated in the answering of the questionnaires. They also had the cards from B16 to B21 and G22 to G25. Enyan-maim D/A and Enyan-maim Islamic were respectively visited with cards from B26 to B34 and G35 to G45, B46 to B52 and G53 to G60.

In each of the three schools mentioned, the boys were separated from the girls. Both groups were given cards with letters written on them mixed with empty ones for the pupils to pick and those who picked cards with letters written on them were made to answer the questionnaire. Those who picked empty cards were not allowed to answer the questionnaire. The questionnaire was administered and collected the same day they were given. Vivid explanation was given to the respondents on how to answer the questionnaire. Pupils' questions concerning the questionnaire were also answered.

The questionnaire were then read to the respondents and they were given time to choose from the options the one appropriate to them without looking at their friends' work. The questionnaires were collected immediately respondents finished ticking their responses. After administering the questionnaire, they were collected and grouped orderly from B1 through to G60.

Data on respondents' performance test results in their various schools were also collected from their various English Language teachers. The individual scores for each of the respondents' performance test were written on their sheet (questionnaire) to enable a comparison of their motivation and performance.

3.6 Methods of Data Analysis

After grouping the questionnaires, a frequency distribution table was prepared for both gender and age. On gender, there were thirty boys and thirty girls making a total

frequency of sixty. The girls formed fifty percent likewise the boys who also formed fifty percent making a total percentage of Hundred. The age distribution was from age Fourteen to Fifteen through to Twenty to Twenty One, the total frequency is sixty and a percentage of Hundred.

The responses were then edited to help eliminate errors. They were checked if respondents answered all the questionnaires, provided responses to the background information, if all the sheets containing the questionnaires are intact, no double ticking of responses among others. This was to ensure and enable the study come out with valid conclusions.

The items were then coded to help in the process of the data analysis. An identification number was given to each of the respondents. The boys were given an identification number of B and the girls identification number G.

A marking scheme was then drawn to score both the positive and the negative items.

On the positive items each pupil was awarded five marks for ticking Strongly Agree, four marks for Agree, three marks for Undecided, two marks for Disagree and one mark for Strongly Disagree.

However, with the negative items, pupils were awarded one mark for Strongly Agree, two marks for Agree, three marks for Undecided, four marks for Disagree and five marks for Strongly Disagree. After marking, each pupil's mark was correlated and graded over hundred.

Pupils' scores for their End of Term Examination in English Language in their various schools were also recorded on their various questionnaires to enable the study compare their performance and motivation and establish relationship among them. The

software used for the data analysis was the Statistical Package for Social Sciences (S.P.S.S.) 2006. The statistical analysis comprises minimum, maximum, mean, standard deviation and correlation coefficient.



CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter entails the discussion of the findings based on the research questions set. The results would answer the research questions to this study. The gender and age distribution of the respondents were also discussed.

4.1 Background

This session discusses the gender and the age distribution of the respondents as well as the interaction with the parents of some selected pupils, that is, those whose ages were far above the standard age of a Junior High School child or student (sixteen and above).

Table 1: Gender distribution of respondents.

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Boys | 30 | 50 |
| Girls | 30 | 50 |
| Total | 60 | 100 |

In order to do a fair analysis of the study and to create balance in the study, equal number of boys and girls were chosen as respondents to the research questions, this is shown in table 1. The total number of boys and girls who answered the questions was thirty each which makes a total of sixty respectively. These thirty boys and thirty girls (sixty respondents) were all made to answer the same questions and scored on the same

scale. The import of that at this stage of the study to the researcher was to enable a comparison of the motivation and performance of boys and girls in the learning of English Language.

Table 2: Age distribution of respondents.

| Age | Frequency | Percentage (%) |
|-------|-----------|----------------|
| 14-15 | 28 | 46.7 |
| 16-17 | 26 | 43.3 |
| 18-19 | 5 | 8.3 |
| 20-21 | 1 | 1.7 |
| Total | 60 | 100 |

Table 2 represents the age distribution of the respondents. The minimum age of the respondents was fourteen (14) and the maximum age was twenty-one (21). The average age of a child at the Junior High School should be between twelve (12) and fifteen (15), so there was no problem with the minimum age of fourteen (14). However, the maximum age which ranges from sixteen (16) to twenty-one (21) for children at the Junior High School level is very alarming. Out of the sixty (60) students used for the study, thirty-two (32) of them representing 53% were above age fifteen (15). Under normal circumstance, children of these ages (sixteen through to twenty-one) were expected to be at the Senior Secondary school or in a Tertiary Institution. These

anomalies compelled the researcher to interview some of the parents of those students who were of ages sixteen (16) years and above to find out the root cause for that anomaly.

4.2 Formal education of Parents

The interview sought to find out the educational background of parents. This was expected to give a clue to their views on their ward's education.

Table 3: *Educational background of parents*

| Educational background | Number of parents (N=32) | Percentage (%) |
|------------------------|--------------------------|----------------|
| Educated | 11 | 34.4 |
| Not Educated | 21 | 65.6 |
| Total | 32 | 100 |

From Table 3, it could be realised that out of the 32 parents interviewed, 11 of them representing 34.4% have had some form of formal education while 21 of the parents also representing 65.6% were also not educated. The results indicated that greater part of the parents are illiterate and for that matter may not have better understanding on educational issues as far as their wards' education is concerned.

4.3 Knowledge of ideal age for start of school.

The interview sought to find out what idea parents have as to the best age for children to start school. This was asked because many of the school children were older than the expected age in JHS.

The results showed that most of the parents were not even aware of the age for a

child to start school. Therefore, they kept their children at home for too long before sending them to school.

4.4 Regularity of pupils in school.

When parents were asked how regular their children went to school, many of them responded that their children did not attend school regularly. They gave reasons that the children did some menial jobs in order to earn some money to support their upkeep and school expenses.

A follow up question to ascertain whether children find time to study at home revealed that because of the jobs they did, children had no time to study at home.

It turned out that due to their other activities outside of school; most of the children had been repeated in a class once or twice. Therefore, they are older than the age suitable for their current class.

4.5 Summary of the findings from the interview.

The interactions with the parents reveal that the causes for the over aged pupils at the Junior High School 3 (JHS) were that children in that area did not attend school regularly. These children stayed at home for longer period before enrolling in the formal schools. This was partly because parents were also ignorant of the right age of sending their children to school.

Further, It was revealed that children in these areas do not like school, so their irregular attendance to school might have affected their performance leading to constant repetitions in their various schools. Students irregular attendance to school in most cases was also attributed to the fact that most of the children were staying with their grandparents who were old and could not provide for their needs, there is therefore the

need for them to work alongside their education to support themselves and sometimes the family, and this negatively affected their general performance in school among others. Most of the parents the researcher had interactions with were illiterate and did not know the importance of education, so they preferred sending their children to farms and their workplaces to sending them to school. The age distribution also showed that most of the students were in their adolescent stage so they exhibited the adolescent characteristics like spending a lot of time on their dressing, spending less time on their books and more time with friends.

4.6 Type of motivation of pupils in English Language

Motivation test questions were administered to the respondents to find out the nature of motivation of students of English Language. The motivation test questions were formulated to enable the study identify the type of student's motivation in the learning of English Language. The motivation test questionnaire was in two parts. The first part comprising items one (1) to ten (10) was on students' intrinsic motivation in the learning of English language. The second part items eleven (11) to twenty (20) was on students' extrinsic motivation in the learning of English language.

The first part which was based on students' intrinsic motivation in the learning of English language was also put into two groups – five positive items and five negative items. The second part which was also on students' extrinsic motivation in the learning of English language was also put into two, five positive items and five negative items. The responses for the motivation test items were based on a likert scale of five (5) namely: Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

Pupils were made to respond to the questionnaire based on their individual ideas with the assurance that the questionnaires were only for academic purposes. The content of the questions as well as the response frequencies and percentages are shown in table 4 below, with “strongly agree” and “agree” collapsed to form one “agree” category and the “strongly disagree” and “disagree” categories collapsed to form “disagree” category.

Table 4: *Intrinsic reasons for learning English language.*

| Questionnaire item | Agree | Undecided | Disagree |
|--|-----------------|-----------------|-----------------|
| | Total (n=60) | Total (n=60) | Total (n=60) |
| 1. I study English because it will help me do well in other subjects. | 60 | - | - |
| 2. I do not learn English after class because it does not make me happy. | 14 | 4 | 42 |
| 3. I always learn English because it makes me happy. | 55 | 1 | 4 |
| 4. I do not always learn English because I do not enjoy it. | 15 | 5 | 40 |
| 5. I learn English so that I can express myself well wherever I go. | 58 | - | 2 |
| 6. I always feel bored whenever I speak English. | 5 | - | 55 |
| 7. I talk about English always in class in order | 48 | 4 | 8 |

to influence my friends.

| | | | |
|--|---|---|----|
| 8. Learning English all the time will not make | 5 | 1 | 54 |
|--|---|---|----|

me gain self confidence in English.

| | | | |
|--|----|---|---|
| 9. To improve upon my speaking skills in | 58 | - | 2 |
|--|----|---|---|

English, I always speak English.

| | | | |
|--|----|---|----|
| 10. I do not like speaking English that is why | 15 | 2 | 43 |
|--|----|---|----|

I do not learn hard in English.

Table 4 shows the questionnaire relating to pupils intrinsic reasons for learning English Language and their corresponding responses. The responses include “agree”, “undecided” and “disagree”.

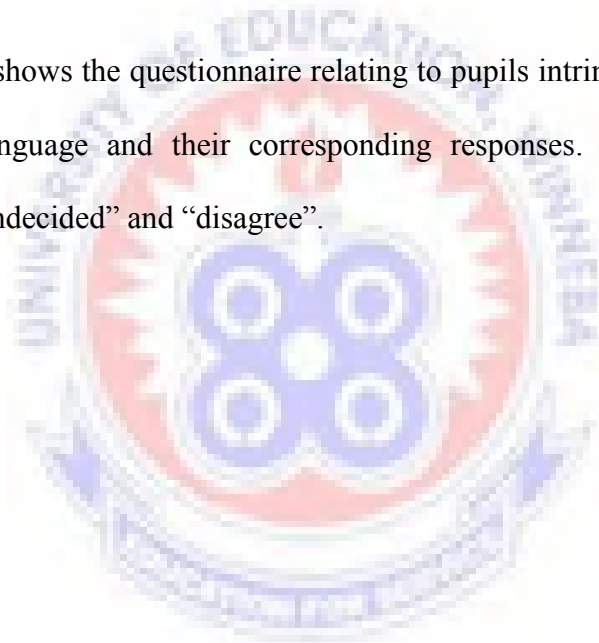


Table 5. *Extrinsic reasons for learning English.*

| Questionnaire item | Agree | Undecided | Disagree |
|--|--------|-----------|----------|
| | Total | Total | Total |
| | (n=60) | (n=60) | (n=60) |
| 11. I do my homework in English because I want to be praised by my friends. | 53 | 3 | 4 |
| 12. I only learn English when my teacher ask me to do so. | 10 | 1 | 49 |
| 13. I want to be respected like my English teacher that is why I study English. | 55 | - | 5 |
| 14. I do not do my English class exercises because my friends do not always do them. | 13 | 6 | 41 |
| 15. I learn English in order to get praise from my teacher. | 56 | - | 4 |
| 16. I do not study English because my English teacher does not like me. | 15 | 5 | 40 |
| 17. I always speak English because I want my parents to be proud of me. | 35 | 4 | 21 |
| 18. There is no need to study English because I do not get help from my parents. | 27 | 3 | 30 |
| 19. I do my English homework because of the | 30 | - | 30 |

Support I receive from my parents.

20. I do not need to do well in English because 18 5 37

I will not get a good job from it.

Table 5 indicates pupils' extrinsic reasons for learning English language. The responses include "agree", "undecided" and disagree.

Generally speaking, the results of this study indicated that Junior High School year three (JHS 3) students in the Enyan-maim circuit in the Ajumako-Enyan-Essiam District had high motivation levels to study and learn the English Language. Not a single student disagreed with item 1) *I study English because it will help me do well in other subjects*. Further, majority of the survey informants agreed with the other four positive items of the intrinsic motivation. Pupils who disagreed with items 3, 5, 7, and 9 did not exceed 8 in any of the items. *To improve upon my reading skills in English I always speak English*. The number of students who responded or "disagree" with these five items does not exceed 8 in any one of these five (5) items. However, one (1) pupil and four (4) pupils respectively were undecided in items three and seven. With the rest of the five negative intrinsic items, two and ten, In these items, 42 pupils disagreed with item two, 40 pupils disagreed with item 4), 55 pupils disagreed with item 6), 54 pupils disagreed with item eight and 43 pupils also disagreed with item ten. Four (4) pupils were undecided on item four *I do not always learn English because I do not enjoy it*, a pupil and, two pupils also responded "undecided" to items eight and ten respectively. However not a single pupil responded on item 6) *I always feel bored when I speak English*.

Based on the responses to the items on this part of the questionnaire (intrinsic motivation), respondents appeared to experience positive motivation and enthusiasm for learning the target language that could greatly affect their learning momentum, orientation, and efficacy. Almost all the items recorded high responses of about 85% or more in agreement with the items contained in the section. Pupils seemed intrinsically motivated due to the pleasure that they experience during the task of learning the foreign language itself and or from the sense of satisfaction in completing or even working on the task that they chose for themselves.

With the extrinsic motivation, based on pupils' responses to the questionnaire, pupils appeared also to be motivated extrinsically. With the five positive items, 53 pupils agreed with item eleven *I do my homework in English because I want to be praised by my friends*, 56 pupils also agreed with item thirteen., 56, 35, and 30 pupils' agreed with items fifteen, seventeen and nineteen respectively. Four pupils disagreed with items 11) and 15). Item 19) recorded the highest number of pupils (30) who "disagree". pupils were undecided in items 13), 15) and 19). With the negative items, they all recorded responses that were far above average in disagreement to the negative statements. Pupils who responded "agree" were not more than 30 in any of the items.

The total number of agree responses to the first part (intrinsic motivation) was 513 while the total number of agree responses to the second part, (extrinsic motivation), was 426. This indicates that the surveyed informants were more intrinsically motivated to learn English as a foreign language than they were extrinsically motivated. Even though both types of motivation are important for pupils to maintain their momentum to learn the target language, the surveyed informants seemed more driven by internal

rewards and are appeared to perform learning activities for the sake of their inherent satisfaction and pleasure. The pupils' responses gave the impression that they are intrinsically motivated to act assertively to achieve the goals they set for themselves and also by enjoying learning activities. Being intrinsically motivated does not mean that pupils will not seek external rewards. It just means that such external rewards are not enough to keep them motivated.

The high level of pupils' motivation could probably be attributed to factors like the age of the pupils. It could be realised from the interview that most of the pupils were older than the normal age of a JHS child, and this could probably aid their comprehension in whatever is being taught during English Language lessons. The school environment with effective and positive peer motivation among others could also be a contributing factor. It could also be from the pupils' own desire for the subject English Language or to learn the English Language to a higher level for their own perceived reasons. It is therefore imperative on the part of all stakeholders to play their role well in order to help sustain and also improve the motivation level of pupils in the learning of English Language. Teachers also have a major role to play to help maintain and sustain pupils enthusiasm in the learning of English language so that even in the absence of teachers, parents etc, pupils' would still see the essence for them taking their studies serious.

4.7 Motivational levels of boys and girls

The motivational levels for boys and girls in learning English Language were examined in this study to determine differences existing between the levels of boys and girls.

Table 6: *Descriptive statistics of level of motivation of boys and girls in English Language.*

| Intrinsic and Extrinsic motivation test (Responses) | Boys | Girls |
|---|------|-------|
| Agree | 483 | 450 |
| Undecided | 29 | 36 |
| Disagree | 140 | 104 |

Table 11 shows the statistics of motivation level of boys and girls in the learning of English Language. The purpose at this stage of the study was to find out the difference in the motivation level of boys and girls in the learning of English Language. Also, the motivation test questionnaire was in two parts; positive and negative items. All those pupils' who disagreed with the negative statements is an indication of their indirect agreement to the positive statements. So in effect, if a pupil disagrees a negative statement, it means that pupil is in agreement with a positive one. It could be realised from the analyses that the motivation level of boys in the learning of English Language is a little higher than that of the girls. The total responses for the boys who chose "agree" in the motivation test questionnaire for both the intrinsic and extrinsic reasons for studying English were 483 while the girls who also chose "agree" for both the intrinsic and the extrinsic were also 450. Considering the responses for both the boys and girls, it could be concluded that the boys have a higher motivation level than the girls. It could therefore be

said that among the participants of the study, both boys and girls are highly motivated to the study of English Language; however, the boys are slightly ahead of their girl's counterparts. This finding of the boys being highly motivated in the study of the English Language than their female counterparts are in contradiction with the commonly held folk that girls are more motivated in language learning than boys.

Possible reasons for the high motivation level of the boys and even the girls too might be because of their age. They are old and probably understood what is taught well. Students' own attitude, good school environment, peer motivation, among other things prevalent in the locality could also be a contributing factor. Research has shown that students' assessment of teaching characteristics or classroom learning environment influences a number of cognitive and affective results (Fraser, 1989; Fraser & Fisher, 1982; Walberg, 1969). In their Meta – analyses, Wang et al. (1990) established that the learning environment is one of the most important factors of learning, which affects both motivation for learning and achievements. (Wang, Haertel, & Walberg, 1990).

4.8 Performance difference between boys and girls.

The researcher sought to find the general level of pupils' performance. After knowing the nature (type) of pupils' motivation in the learning of English Language, the study proceeded to find out the level of performance of students in the learning of the English Language. Pupils end of term examination results in English Language were collected from the various teachers whose pupils were used for the study and collated. The results of the marked scripts from the pupils were then analysed and tabulated as seen in the table below.

Table 7: Descriptive statistics of students' level of performance in English Language.

| Scores | Number of pupils (60) | Percentage (%) |
|--------------|-----------------------|----------------|
| Below 50 | 23 | 38.3 |
| 50 and above | 37 | 61.7 |
| Total | 60 | 100 |

Table 7 shows the descriptive statistics of pupils' level of performance in English Language. The minimum score was 14% and the maximum score was 89%, and the mean score was also 53.83%. Out of the sixty (60) pupils who were used for the study and their results collected, twenty three (23) pupils scored below fifty (50%) percent, this represent about thirty eight point three percent (38.3%) and the rest of the pupils numbering thirty seven also scored fifty and above percent (50+) which also represent sixty one point seven percent (61.7%). It could be realised that some of the pupils' level of performance in English Language was very unsatisfactory while others had very satisfactory performance.

The low performance level of some of the pupils in English Language could be attributed to lack of parental support, due to the high illiteracy rate of parents, with parents not taking their wards' education serious and also allowing their children to do

menial jobs at home. Parents also do not supervise their wards to learn at home. This is a confirmation from the data collected from the interview with the parents.

Further interactions with some of the teachers also revealed that lack of reading books in their various schools, lack of role models in their various communities, lack of electricity for their night studies, no reading clubs in their various schools to sensitise them on the importance of reading likewise poor teaching methods on the part of some of the teachers combined with unfriendly school environment as well as lack of guidance and counselling from teachers and parents among others contributed to the unsatisfactory performance level of pupils. This is supported by Krashen's affective filter hypothesis (as cited in Lightbown and Spada, 1999, p. 39) which considers emotional states such as tiredness, depression boredom etc as obstruction to the learning process of the students.

Absenteeism could also be another major factor that might affect the performance of some of the students. Truancy turns to be higher among students from low socio-economic background. Truancy, even occasional, is associated with poor academic performance in school, (Spark, 1999). Addressing these issues could help bring improvement in the performance of the students.

However, the good performance by the rest of the pupils who represent about (61.7%) could also be attributed to certain factors like their age. The ages of the pupils might have also be a factor accounting for the good performance of most of the pupils as (53.3 %) of the pupils were above fourteen years of age. Having twenty-three (23) pupils scoring below 50% and the rest of the pupils numbering thirty-seven also scoring 50% and above, it could be concluded on the whole that pupils' performance level is slightly satisfactory. The table below discusses the age of the pupils against their performance.

Table 8. *Age of the pupils against their performance*

| Age | Scores | | | |
|-------|------------------------|------|-----------------------------|------|
| | Below 50(No of pupils) | % | 50 and above (No of pupils) | % |
| 14-15 | 13 | 46.2 | 15 | 53.6 |
| 16-21 | 7 | 21.9 | 25 | 78.1 |

It is shown from Table 8 above that, out of the 28 pupils of the ages between 14 and 15, 13 scored below 50% and 15 scored above 50%. However, seven out of 32 who are between 16 and 21 years scored below 50% and 25 of them scored above 50%. This is an indication that age has an influence in the performance of the students as far as language learning is concerned. Snow and Hoefnagel-Hohle, (1977) supported this claim with an assertion that older students are better second language learners because they have achieved a higher level of cognitive maturity in their first language and they have transferred their experience to the second language. Being abreast of the general performance level of the pupils, the researcher then proceeded to find the performance level of the boys and the girls.

Table 9: Descriptive statistics of performance of boys and girls in English Language.

| Descriptive Statistics (Scores) | Boys (N=30) | Girls (N=30) |
|------------------------------------|----------------|-----------------|
| Minimum (below 50%) | 9 | 14 |
| Maximum (50% and above) | 21 | 16 |
| Total | 30 | 30 |

Table 9 shows that more girls attained the minimum score than the boys and more boys attained the maximum score than the girls which could be interpreted as the boys performing better than their girls' counterparts. Both performances of boys and girls were satisfactory although the boys did better. There is a marginal difference of 6% between the performance of boys and girls in English Language.

4.9 Relationship between motivation and performance

Table 10: Correlation coefficient of correlation between students' motivation and performance in English Language.

| All Students | Boys | Girls |
|--------------|----------|--------|
| +0.368** | +0.569** | +0.176 |

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

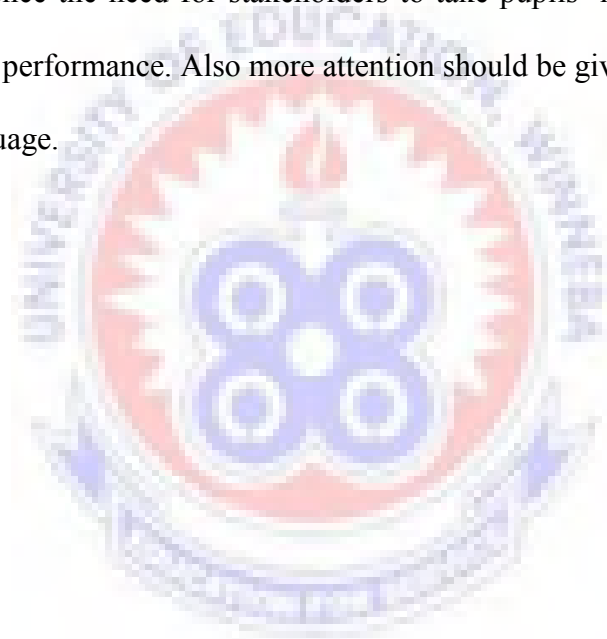
Table 10 shows the correlation coefficients of correlations between pupils' motivation and performance in English Language. The correlation coefficient (r) for all pupil's motivation and performance is $+0.368^{**}$. This means that there is a slightly weak positive relationship between pupils' performance and motivation in English Language, significant at (0.01) level. It implies that increase in motivation which is the independent variable goes with an increase in performance; and also a decrease in motivation goes with a decrease in performance. This finding is in line with the findings by Afzal et al (2010), in their study on "University Students' Motivation and its Relationship with the Students' Academic Performance". Their study found positive and mutually causal relationship between student's motivations toward the students' academic performance.

The current study shows that the relationship between motivation and academic performance is reciprocal, meaning students who are more motivated perform better and students who perform better become more motivated and this agrees with Afzal et al (2010).

It therefore suggests that Educational Authorities and all stakeholders in Education should do well to play their part well in motivating and sustaining the motivation level of pupils to help maintain and improve performance. There is therefore the realisation from the study that increasing students' motivation would help increase performance and decreasing it will also decrease performance.

Considering the correlation coefficient (r) for boys and girls, it was found that the boys have a correlation coefficient (r) of $+0.569^{**}$ significant at (0.01) level which is a moderate positive relationship and the girls also have a correlation coefficient (r) of

+0.176 which is also a very weak positive relationship. Since increase in motivation results in increase in performance and decrease in motivation also results in decrease in performance, then it is imperative on the part of teachers, parents, guidance and counselling coordinators and educational authorities to honour their responsibilities to improve student's motivation thereby leading to a corresponding increase in performance. Provision of the necessary materials that would help motivate students and also increase their level of motivation in their studies would also result in increase in their performance. Hence the need for stakeholders to take pupils' motivation serious if they want to improve performance. Also more attention should be given to girls in the learning of English Language.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter covers the summary, conclusions and recommendations of the study.

5.1 Summary

Due to the low level performance of Junior High School students of Enyan-maim circuit in English Language, the study was done to describe motivation and performance of all Junior High School students in English Language and establish relationship between them.

Descriptive research design was used with all Junior High School students in the circuit totalling five hundred and sixty-nine, comprising three hundred and one boys (301) and two hundred and sixty-eight (268) girls as the population. The accessible population was all the Junior High three students with a total population of one hundred and seventy-seven (177), which is ninety boys (90) and eighty-seven girls (87). The stratified random sampling procedure was used to put the respondents into a homogeneous group based on schools followed by gender. In all, four schools were selected from the seven Junior High schools (J.H.S) with fifteen students from each school making a total of sixty respondents (thirty boys and thirty girls). Performance test based on students' end of term examination from their various schools was used together

with the motivation test questionnaires developed by the researcher for the study. The questionnaire items were based on the nature (type) of students' motivation (intrinsic and extrinsic) with ten items each making a total of twenty items (20). Each of the ten (10) items was also divided in two (2), thus five (5) positive and five (5) negative items. These sums up to a total of ten (10) negative and ten (10) positive items making a total of twenty items. Statistical Package for Social Sciences was the software used to analyze the data gathered from the respondents.

The results of the study based on the research objectives were that:

- i. Junior High School year three (JHS 3) pupils in the Enyan-maim circuit in the Ajumako-Enyan-Essiam District had high motivation levels to study and learn the English Language. However, students were more motivated intrinsically than they are extrinsically.
- ii. Both the boys and the girls were highly motivated to learn English. However, the boys were slightly ahead of the girls in the study of English Language. This implies that the boys were slightly more motivated in the study of English Language than the girls.
- iii. More girls attained the minimum score than the boys and more boys attained the higher score than the girls which could be interpreted as the boys performing better than their girls' counterparts. This proves that the boys outperformed their girls' counterparts in the study of English Language.
- iv. The correlation coefficient of correlation between students motivation and performance was $+0.368^{**}$ (sig.0.01 level) indicating a moderate significant positive relationship between students motivation and performance. Its implication is that increase in students

motivation level results in performance increase and decrease in the motivation level will also affect performance negatively or result in performance decrease.

5.2 Conclusion

Conclusions drawn from the study based on the research questions were as follows:

Students' motivation level in learning English Language was high and more intrinsic than extrinsic in nature; the performance of students in English Language was satisfactory; however, the boys outperformed their girls' counterparts; the boys were slightly more motivated than girls in the study of English Language; there was moderately significant positive relationship between students' motivation and performance in the study of English Language.

5.3 Recommendations

Based on the findings of the study, it is recommended that:

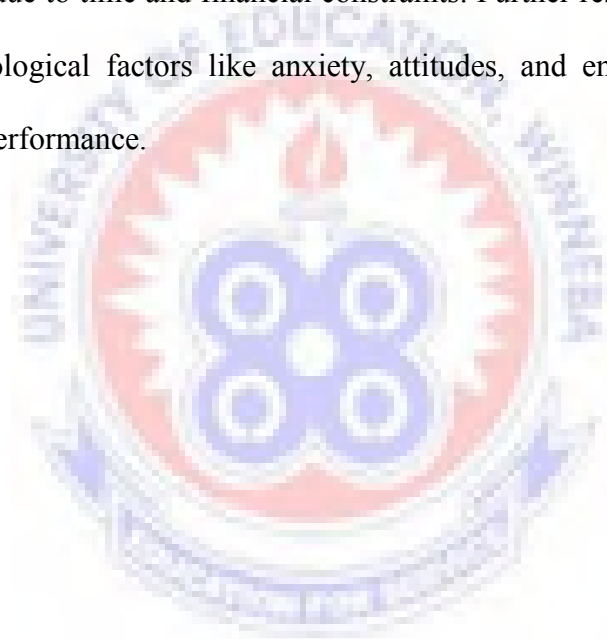
Parents should be educated on the importance of education so that they would monitor their wards and ensure that they study at home. Further, parents should try to provide their children with their basic needs, especially school materials to motivate the children to develop interest in schooling rather than engaging in other business ventures. Parents and teachers should also be sensitised to create a conducive learning environment both at home and school to motivate students to learn internally to help improve performance.

Students should also be sensitised on the importance of education to enable them attach much importance to their education, thereby attending school regularly to help improve their performance. Additionally, students should be advised and encouraged to

study and practice what is taught at school and at home to help cause a change in their performance.

It is important that English Language teachers and instructors be informed and must familiarise themselves with gender issues to enable them select instructional strategies that are more related to gender to benefit the students

It is also recommended that the number of respondents could be increased for further research to make generalisation more accurate and precise as respondents used for this study were few due to time and financial constraints. Further research could also be done on other psychological factors like anxiety, attitudes, and emotions among others as factors to high performance.



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APPENDIX A

QUESTIONNAIRE FOR STUDENTS

This questionnaire is intended to find out the nature (type) of Motivation (intrinsic and extrinsic) of Students at the Junior High School in learning English Language. Please be assured that any information is for academic use only. Absolute confidentiality is guaranteed. Kindly be sincere in answering the questions. Your personal views are highly needed so please do not ask of the views of your friends. Please put a tick (✓) in the appropriate box or parenthesis when necessary.

GENDER: Male () Female ()

FORM : JHS 1 () JHS 2 () JHS 3 ()

Age

1. I study English because it will help me do well in other subjects.

() strongly agree () agree () undecided () disagree () strongly disagree

2. I do not learn English after class because it does not make me happy.

() strongly agree () agree () undecided () disagree () strongly disagree

3. I always learn English because it makes me happy.

() strongly agree () agree () undecided () disagree () strongly disagree

4. I do not always learn English because I do not enjoy it.

() strongly agree () agree () undecided () disagree () strongly disagree

5. I learn English so that I can express myself well wherever I go.

strongly agree agree undecided disagree strongly disagree

6. I always feel bored when I speak English.

strongly agree agree undecided disagree strongly disagree

7. I talk about English always in class in order to influence my friends.

strongly agree agree undecided disagree strongly disagree

8. Learning English all the time will not make me gain self confidence in English

strongly agree agree undecided disagree strongly disagree

9. To improve upon my reading skills in English I always speak English.

strongly agree agree undecided disagree strongly disagree

10. I do not like speaking English that is why I do not learn hard in English.

strongly agree agree undecided disagree strongly disagree

11. I do my homework in English because I want to be praised by my friends.

strongly agree agree undecided disagree strongly disagree

12. I only learn English when my teacher asks me to do so.

strongly agree agree undecided disagree strongly disagree

13. I want to be respected like my English teacher that is why I study English.

strongly agree agree undecided disagree strongly disagree

14. I do not do my English class exercises because my friends always do not do them.

strongly agree agree undecided disagree strongly disagree

15. I learn English in order to get praises from my teacher.

strongly agree agree undecided disagree strongly disagree

16. I do not study English because my English teacher does not like me.

strongly agree agree undecided disagree strongly disagree

17. I always speak English because I want my parents to be proud of me.

strongly agree agree undecided disagree strongly disagree

18. There is no need to study English because I do not get help from my parents.

strongly agree agree undecided disagree strongly disagree

19. I do my English homework because of the support I get from my parents.

strongly agree agree undecided disagree strongly disagree

20. I do not need to do well in English because I will not get a good job from it.

strongly agree agree undecided disagree strongly disagree



APPENDIX B

RAW DATA

| | Intrinsic | Extrinsic | | |
|-------------|------------|------------|---------|-------------|
| Respondents | Motivation | Motivation | Total % | Performance |
| B1 | 80 | 78 | 79 | 21 |
| B2 | 80 | 40 | 60 | 39 |
| B3 | 90 | 96 | 93 | 74 |
| B4 | 76 | 62 | 69 | 44 |
| B5 | 86 | 88 | 87 | 23 |
| B6 | 60 | 64 | 62 | 16 |
| B7 | 82 | 64 | 73 | 23 |
| B8 | 94 | 76 | 85 | 21 |
| G9 | 100 | 92 | 96 | 40 |
| G10 | 94 | 70 | 82 | 14 |
| G11 | 86 | 80 | 83 | 50 |
| G12 | 66 | 82 | 74 | 40 |
| G13 | 82 | 94 | 88 | 16 |
| G14 | 100 | 92 | 96 | 55 |
| G15 | 80 | 94 | 80 | 51 |

| | | | | |
|-----|-----|-----|-----|----|
| B16 | 76 | 92 | 84 | 23 |
| B17 | 84 | 80 | 82 | 63 |
| B18 | 80 | 84 | 82 | 58 |
| B19 | 78 | 84 | 81 | 58 |
| G20 | 90 | 92 | 91 | 41 |
| G21 | 90 | 94 | 92 | 36 |
| G22 | 80 | 88 | 84 | 35 |
| G23 | 96 | 94 | 95 | 34 |
| G24 | 72 | 74 | 73 | 32 |
| G25 | 78 | 98 | 88 | 30 |
| G26 | 72 | 56 | 64 | 26 |
| G27 | 80 | 94 | 87 | 30 |
| B28 | 90 | 90 | 90 | 52 |
| B29 | 100 | 98 | 89 | 54 |
| B30 | 92 | 76 | 84 | 70 |
| B31 | 94 | 92 | 93 | 85 |
| B32 | 100 | 54 | 77 | 73 |
| B33 | 88 | 92 | 90 | 78 |
| B34 | 98 | 100 | 99 | 87 |
| B35 | 100 | 98 | 99 | 78 |
| B36 | 96 | 62 | 79 | 74 |
| B37 | 100 | 100 | 100 | 85 |
| B38 | 92 | 80 | 86 | 66 |

| | | | | |
|-----|-----|-----|----|----|
| G39 | 100 | 90 | 90 | 75 |
| G40 | 82 | 100 | 91 | 87 |
| G41 | 90 | 90 | 90 | 75 |
| G42 | 98 | 92 | 95 | 89 |
| G43 | 90 | 80 | 85 | 68 |
| G44 | 83 | 88 | 87 | 75 |
| G45 | 82 | 76 | 80 | 78 |
| B46 | 74 | 86 | 80 | 42 |
| B47 | 82 | 84 | 83 | 80 |
| B48 | 84 | 64 | 74 | 61 |
| B49 | 86 | 96 | 91 | 67 |
| B50 | 76 | 84 | 80 | 51 |
| B51 | 84 | 82 | 83 | 68 |
| B52 | 90 | 80 | 85 | 71 |
| G53 | 80 | 80 | 80 | 73 |
| G54 | 60 | 72 | 66 | 59 |
| G55 | 80 | 78 | 79 | 53 |
| G56 | 90 | 64 | 77 | 64 |
| G57 | 52 | 50 | 51 | 38 |
| G58 | 56 | 74 | 65 | 47 |
| G59 | 74 | 68 | 71 | 50 |
| G60 | 72 | 78 | 75 | 64 |

APPENDIX C

INTERVIEW QUESTIONNAIRE FOR PARENTS

1. Please what is your name?
2. Please what is the name of your ward?
3. How old was your ward when he/she started school?
4. Are you the child's parent, grandparent or guardian?
5. What do you do for a living?
6. Do you have any form of formal education?
7. Who provides for the child's basic needs?
8. Do you know the ideal age of sending a child to school?
9. Does your child attend school regularly?
10. Does your ward do any form of business that fetches him/her income aside schooling?
11. Has your child repeated a grade before?

