



Influence of Motivation and Perseverance on Niger State Literature in English Students' Academic Achievement

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ABSTRACT

This paper carefully examines the Influence of Motivation and Perseverance on Niger State Literature in English Students' Academic Achievements. It answers questions like: is motivation the only factor needed to boost learners' academic achievement? Is perseverance necessarily important in sustaining the learners' interest? What role does motivation and perseverance perform in the teaching and learning process? In view of the findings, motivation and perseverance are highly positive influence on students' academic achievement. Although, motivation alone cannot effectively influence students' performance as it only serves as a stimulant for learning. Perseverance is also required to sustain the motivation earlier generated. The study also shows that students who lacked motivation and perseverance finds coping with classroom activities very stressing and tiring.

KEYWORDS: motivation, perseverance, academic achievement, Literature in English

I. INTRODUCTION

The failure rate of students studying Literature in English was the trigger for this study. Over the years, the teaching of Literature in English in secondary schools has become an extremely tedious task due to a lack of proper use of methodology and presentation of skills from the teachers end and a lack of interest in the subject from the students end. The declined interest of students in the subject results in the students' overall lack of competence in the subject and in language skills. The students' inability to read and comprehend literature texts forces the students to relax and gradually lose interest in Literature. Learning Literature in English by Nigerian students may not be a stress-free undertaking due to the fact that the literatures studied in schools are sometimes linguistically, culturally and socially estranged from these students. It is the teachers' responsibility to put in more effort to make

learning of Literature an easier, pleasurable and profitable experience for the students.

Interactions with students and teachers alike showed that students lack of interest in the subject and poor performance results from the fact that they lacked the necessary incentive in this case, motivation to learn and the drive to keep persevering. The concept of motivation and perseverance is an area of keen interest to this paper. In essence, the way motivation drives a learner from being a passive guest in the learning process to an active, intentional learner and the way perseverance arouses and sustains the learners' interest to learn is the vital focus of this paper.

This paper is aimed at looking at motivation and perseverance as it relates to the teaching and learning of Literature in English. It is also aimed at ensuring that both teachers and students will come to realize that Literature is not just a subject, but a way of transmitting one's way of life to another. It answers questions like:

- i. Is motivation the only factor needed to boost students' academic achievement?
- ii. Is perseverance necessarily important in sustaining the students' interest?
- iii. What role does motivation and perseverance perform in the teaching and learning process?

The purpose of this paper is to identify the effect of motivation and perseverance on a student's academic achievement. To investigate the importance of incentive and endurance in a student's learning process. To investigate the benefits of a student's immediate environment in fostering motivation and perseverance. The result of this study may not only advance our insights on the relationship between motivation, perseverance, learning and academic achievement, but, it may also provide some suggestions for the design and implementation of new teaching activities for Literature in English teachers and learners.



II. MOTIVATION AND PERSEVERANCE

Motivation

Educational researchers have expressed that motivation is one of the most important factors responsible for students' positive academic performance. [3]. Motivation as the sum of the efforts made for mobilizing the individual towards one or more particular goals and for ensuring the continuity of this movement. Motivation are intrinsic desires which are already present in the individual or are reflected in the individual while acquiring new information [4]. [7]. It is the state where the individual displays various attitudes voluntarily in order to achieve certain goals. [2]. Motivation as the tendency of an intelligent system to behave either appetitive or aversively to certain stimuli. One of the most important concepts in education is that of motivation. [5]. Presents motivation as a process derived from processes and leads to other processes which culminates into the learning process which itself regenerates and enhances the set of processes from which it is derived. From the foregoing, motivation can be said to be the sum total of all direct and indirect processes put together to aid and foster the learning process. For motivation to take root in a learner, it takes the deliberate effort of the teacher, the learning environment, the learner's immediate environment, and the learner in question. [2]. Examined three categories of motivation that affects students' achievement. Intrinsic motivation, extrinsic motivation and amotivation

Intrinsic Motivation

The true source of intrinsic motivation are the inherent interest and needs of the individual student. Intrinsic motivation does not need any incentive from the students' teacher or immediate environment. A student will learn any topic more easily and faster if they are willing to apprehend and grasp the topic being presented. [5]. Poised that incentive is regarded as the realization of motivation and the generative force of continuous and increasing motivation and perseverance. Intrinsic motivation comes directly and deeply from the learners' inner world completely independent and separated from the outside world.

Extrinsic Motivation

The source of extrinsic motivation is independent from the student. It is external and does not come from the student himself. This behaviours such as rewards, punishments and social support which are external are behaviours

which are linked with the result of the individual's action. This means that the individual is not motivated by self-interest or desire rather, the student is motivated by the benefits he gets from carrying out that action, and he is motivated by external forces like the society, his parent, peer group and teachers.

Amotivation

Amotivation is the absence of motivation, direction and purpose. It is the absence of the intrinsic and extrinsic motivation in a student. Amotivation refers to a state in which individuals cannot perceive a relationship between their behaviour and that behaviour's subsequent outcome [1]. A student who believes that his actions may not provide any benefit for him will not take any action. Thus, a student who is amotivated does not see the worth of taking part in any learning activity since he believes those activities have no essential benefits. An amotivated student becomes actively distant from the learning process and activities.

Motivation is essential to learning, perhaps, that is why it has been described as a process through which individuals instigate and sustain goal-directed activity. It can also generally be viewed as a process through which an individual's needs and desires are set in motion. [6]. Motivation is what gets you going, keeps you going and determines where you are trying to get to. It is the biological, emotional, cognitive, or social force that activate and direct behaviour.

Perseverance

Perseverance is a continued balanced conviction or effort. It is the ability to withstand discouragement or difficulty. It can be described as the steady determination in a course of action, a purpose especially in spite of difficulties, challenges, obstacles, or discouragement. [6]. Perseverance is the successful adaptation to challenging and threatening situation. Perseverance is one of the most crucial personal factors that influence a learner's academic achievement. It is the ability to overcome the hardest problems and difficult situations despite every obvious obstacle. [5]. Assented that perseverance stands out as an integrative or integrating element of learning experiences which urges and helps the learners to use and work out the learning strategies that they require to achieve their learning objectives. Perseverance is that element in the learning process that brings the learner, his teacher, his learning characteristics, his learning environment and his learning difficulties together. It blends all these

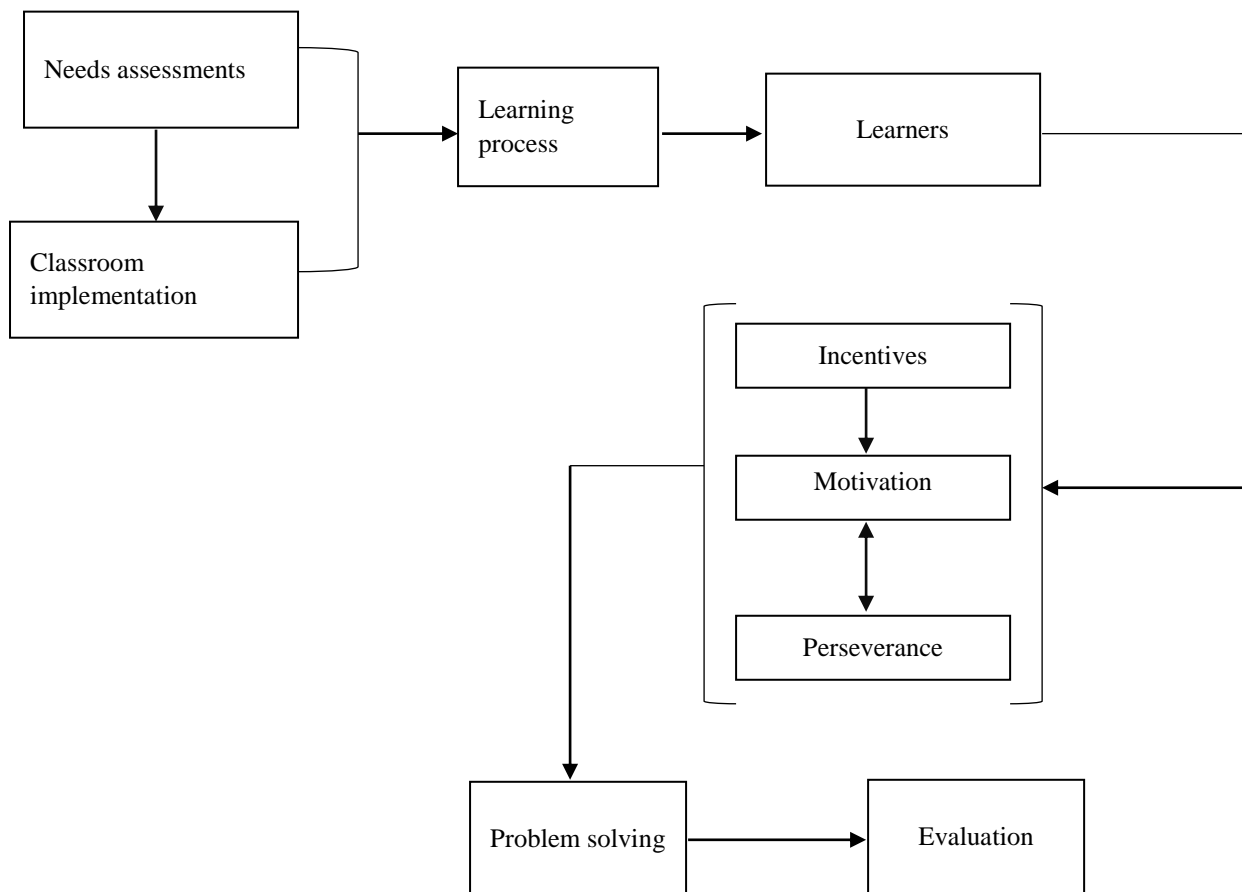


listed features together and then enables the learner to manipulate through them and work out a steady rhythm with which he tackles the learning process. Perseverance moderates the negative effects of academic stress and contributes to promoting the learner's mental health. A persevering learner has the ability to endure any learning obstacle he might encounter in the learning process. It is the instrument by which a learner copes with and recovers from the negative emotions that often accompanies learning difficulties and stress. Perseverance in students plays a moderating role in regulating motivation thus, a student with high motivation and a high level of perseverance performs better academically in comparison to a student who has a low level of perseverance.

III. METHOD

Due to the nature of the problem being investigated, the study adopted a case study approach. Data were collected through a yearlong observation of the teaching and learning process in some secondary schools in Niger state, Nigeria. Literature in English classes from three senior secondary schools were observed, each with different classroom activities and atmosphere and in different location. The teachers who taught those classes were interviewed. The succeeding section reports and discusses the findings of the study.

IV. RESULTS AND DISCUSSION



A model on the Teaching and Learning Procedure

Needs assessment and classroom implantation is carried out by the teacher. The teacher carries out a survey on his students' learning needs; when needs assessment is done, planning and implementation takes place outside and inside the classroom respectively. The learning process takes place as

implementation progresses and even after implementation. The learners either actively or partially participate in the learning process. Incentives are provided not just by the teacher, but also by the students' immediate environment and



the students themselves. Incentives births motivation.

When the right amount of perseverance matches up with motivation, it makes the learning process less torturing and bearable for the student. The student is then able to face the problem solving stage with ease. If perseverance is sustained, the problem solving stage is achieved. The final stage is evaluation, it is a two-way process. The student does a personal evaluation on himself, the teacher on the other hand evaluates himself and the students' learning progress in relation to the learning needs the students' had at the beginning of the course. The final evaluative step would allow the teacher to decide whether the goals and contents set up at the beginning needs to be modified or retained.

The result indicates that motivation and perseverance actively boosts the students' interest in studying Literature in English thereby positively influencing the students' academic achievement. The results shows that learners who are motivated and also persevere persists longer, are more concentrated, are better in organizing and participating in learning activities. Bear in mind that some students are psychologically amotivated. These students are apathetic, they exhibit little interest in participating in learning activities and demonstrate little concern for their studies. The results of this research does not cover such category of learners.

V. CONCLUSION

The aim of this study was to explore the influence of motivation and perseverance on Niger state Literature in English students' academic achievements. The findings reveals that students with high motivation and perseverance showed a higher level of academic achievements.

In view of the findings, it is recommended that teachers of Literature in English, the students' immediate environment and the students themselves should try as much as possible to understand the diversity of each individual student

and try to provide the necessary incentive that will birth motivation and the perseverance to sustain the acquired motivation.

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