

INFLUENCE OF ACHIEVEMENT ORIENTED BEHAVIOUR ON ACADEMIC ACHIEVEMENT
AMONG SENIOR SECONDARY SCHOOL STUDENTS IN MANI ZONAL EDUCATION QUALITY
ASSURANCE, KATSINA STATE, NIGERIA

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Abstract

This study investigated the influence of Achievement Oriented Behaviour on academic achievement among senior secondary school students in the Mani zonal education quality assurance Katsina state. The study employed ex-post factor design, and two research objectives, one research question, and one research hypothesis was formulated. The total population of the study comprised three thousand three hundred and thirty (3330) final year students across the nineteen (19) senior secondary schools under Mani zonal education quality assurance, from which 346 students were proportionately sampled as guided research adviser table (2004). The adopted Muthee and Thomas (2006) Achievement motivation scale was used for data collection. However, the students' academic achievements were traced from their English qualifying extermination scores for 2023 and 2024 academic sessions. Percentage and t-test independent sample using 0.05 level of significance were used to answer research question and to test the research hypothesis respectively. It was discovered that 65% of the students had high level of achievement oriented behaviour; and also there is significant difference in English language academic achievement among the students with difference in achievement oriented behaviour as $t = 16.698$. Therefore it was recommended that, parent and teachers shall have multiple strategies in motivating their wards and students for better academic achievement in English language being it as a core subject and gate keeper in any post-secondary school education programmes in Nigeria.

Key words: Achievement Oriented Behaviour, Academic Achievement and Qualifying Examinations.

Introduction

Achievement oriented behaviour has been an object of considerable concern and discussion in recent years. It has great significance in understanding human behaviour as well as changing it with the application of psychological theories, principles and laws in the field of education and general learning process. The basis of achievement oriented behaviour is achievement motive, i.e. the motive to achieve. Those who engage themselves on the achievement motive are said to work under the spirit of achievement oriented behaviour. In general, Achievement oriented behaviour is the expectancy of finding satisfaction in the mastery of difficult and challenging performance whereas in the field of education in particular, it stands for the pursuit of excellence in all life endeavours particularly in the field of education and learning processes (Rani & Dalal, 2013). They further opined that a motive comes into picture when an individual knows that his performance will be evaluated and that the consequences of his actions will be either a success or failure and that good performance will produce a feeling of pride in accomplishment. Roy (2015) opined that achievement

oriented behaviour has a positive relationship with academic achievement especially those students that have high level of achievement oriented behaviour.

Academic achievement could be defined as the self perception and self evaluation of one's objective academic success (Global & Musek, 2001). Howcroft (1991) describes academic achievement in terms of the actual mark or score obtained in an examination. To be more specific, academic achievement in this study refers to performance in the form of a numerical score as obtained in an examination or test. Academic achievement is traditionally measured by the standardised examinations set by the Katsina state ministry of education at the end of the each third term for Senior secondary students (SS II) to determine whether a student will have the opportunity to sit for the West African Examination Council (WAEC), National Examination Council (NECO) and National Business, Technical Examination Board (NABTEB) and National Board for Arabic and Islamic Students (NBAIS)..

Therefore, the researchers observed that achievement oriented behaviour can be considered to be among the contributing factors of students' academic achievement. Lack of achievement oriented behaviour among the senior secondary school students as perceived by the researchers may be a big hurdle in learning and may be a pertinent cause to poor academic achievement. In view of this, the study was set to investigate the influence of achievement oriented behaviour on the academic achievement of the senior secondary school students in the Mani zonal education quality assurance, Katsina state.

Statement of the Problem

Secondary school student academic achievement has for long been taken into consideration and serves as a tool and a measure for any educational accomplishment among individuals and the schools themselves particularly in Nigerian secondary schools pedagogical systems. Better learning outcomes in every Nigerian schools is linked with the perception for the students in the ability to be able to speak Fluent English in schools or outside schools. So, English language is prioritised than any other core subjects in Nigeria including Mathematics itself. This is because, English language has been considered for decades as a medium of instruction in Nigerian institutions of learning at all levels; and in fact it is the formal and official national language of communication in Nigeria. Therefore, there has been debates regarding English language as a colonial language whether if it would continue to serve as a medium of instructions in Nigeria or not, as many textbooks have already been translated in Hausa language to bridge the barrier in learning using English as a medium of instruction. Niger republic as a Nigerian neighbouring country from the north bordering Katsina state, has on March 31st, 2025, officiated Hausa language as a formal language to be used as a medium of instructions in the schools as well as a formal National language as reported BBC media, and this language transformation was opposed to French language used since colonial era. Also many scholars sees English language as a distortion and obstacle as well as a barrier that hinders learning process among students in Nigeria at all levels of learning. So, English language as a core subject and also a gate keeper to any post-secondary school education pursuance, has been made mandated that, for any student in secondary wishing to pursue any post-secondary school education shall at least has a minimum of Credit grade (C6) before being admitted into any post-secondary institution of learning in Nigeria.

So, as observed by the researchers that, the students in secondary school may learn English language as just a means of communication or being it as a national language or to qualify him/her able to be engaged in politics or international business or even local businesses, considering Nigeria as the multilingual or multi-tribal country, or it may be just a motive for them to pass their qualifying

examinations including Senior Secondary Certificate Examinations (SSCE) that includes only WAEC, NECO, NABTEB and NBAIS, and that they may be qualified to further their education after graduation from secondary.

A report has shown that, as of 2024 academic session, a total of 3134 students sat for the qualifying examination but only 529 (1.69%) obtained the minimum of five credits including English language. Another report in the same Mani zone as of 2023, a total of 2800 students sat for the qualifying examination in the 2022 academic session out of which 69 (2.46%) obtained the minimum of five credits including English and Mathematics and 2.46%.

So, in an attempt for Katsina state government to motivate secondary school students, education subsidy was introduced where only those that passed qualifying examinations would benefit from educational subsidy programmes by paying a free form to sit for NECO, WAEC, NABTEB and NBAIS examinations and the significant increase of performance English language as a subject was noticed.

So, it is also hypothesised by the researchers that, some of the possible reasons that may be a cause of poor academic performance and low academic achievement in qualifying examinations are assumed to be lack of achievement oriented behaviour, support from teachers, parents and government. Therefore, this study sought to investigate the influence of achievement oriented behaviour on the academic achievement among senior secondary school students in Mani zonal education quality assurance Katsina state, Nigeria.

Objectives of the Study

Two (2) objectives are set to guide the study as follow:

- 1) To determine the level of achievement oriented behaviour among the senior secondary school students in Mani zonal education quality assurance.
- 2) To find out the difference in English language academic achievement based on the level of achievement oriented behaviour among students of Mani zonal education quality assurance.

Research Question

One (1) research question is set to guide the study as:

- 1) What is the proportion of achievement oriented behaviour among senior secondary school students in Mani zonal education quality assurance?

Research Hypothesis

Ho1. There is no significant difference in English language academic achievement based on the level of achievement oriented behaviour among senior secondary school students in Mani zonal education quality assurance.

Methodology

In this study, the researchers employed Ex-post facto design as it seeks to find out the the cause after effects that are associated with massive failure in qualifying examination particularly in English language among senior secondary school students in Mani zonal education quality assurance. The Ex-post facto is an approach that does not involve the manipulation of variables in the study. Since the possible causes of achievement oriented behaviour that are being examined in this study cannot be manipulated, therefore, the choice of ex-post facto research design was considered plausible. The population of this study comprised all the male and female senior secondary school students across the nineteen schools under Mani zonal education quality assurance, Katsina state. The total of 346

were proportionately sampled and drawn according to Research Adviser table (2004). The instrument used for data collection was achievement motivation scale (AMC), and it was fully adopted from Muthee and Thomas (2006). Also the researchers used 2024 and 2023 English qualifying examination scores to measure students' academic achievement. The data obtained and analysed from the respondents was used to interpret the findings using statistical Mean, Standard Deviation, percentages and t-test independent sample.

Findings

RQ. What is the level of achievement oriented behaviour among senior secondary school students in Mani zonal education quality assurance Katsina state?

Table 1: descriptive statistics on the level of achievement oriented behaviour

Variables	N	Mean	Std. Deviation
Low Achievement oriented behaviour	122	58	12
High Achievement oriented behaviour	224	100	9

Table 1 shows that 122 students have a low level of achievement oriented behaviour constituting 35.3%; and 224 have high level of achievement oriented behaviour constituting 64.7%. The Mean and Standard Deviation for the low achievement oriented behaviour group are 58 and 12, while those for the high level group are 100 and 9 respectively

Ho1. There is no significant difference in English academic achievement based on the level of achievement oriented behaviour among the senior secondary school students in Mani zonal education quality assurance Katsina state.

Table 2: Differences in English language academic achievement based on the level of achievement oriented behaviour among the senior secondary school students in Mani education zone, Katsina state.

Groups	N	Mean	Std. Deviation	t	df	p
Low Achi oriented Behaviour	122	41.1803	6.14295	16.698	344	.000
High Achi oriented behaviour	224	52.5848	6.02997			

Table 2 shows the differences in English language academic achievement based on the level of achievement oriented behaviour among the senior secondary school students in the Mani education zone, Katsina state was $t = 16.698$, $df = 344$, and $p = .000$. Since p-value (.000) is less than the alpha value (.05), the null hypothesis was rejected and consequently alternate hypotheses was adapted which says that there is significant difference in English academic achievement based on the level of achievement oriented behaviour among students in Mani zonal education quality assurance. This has shown that the students with high achievement oriented behaviour have better academic achievement than those with lower achievement oriented behaviour in Mani zonal education quality assurance.

Discussion

The descriptive statistics has shown that 224 number of students with 64.7% have high level of achievement oriented behaviour; and 122 number of students with 35.3% have low level. This finding coincides with the findings of Roy (2015) and he revealed in his findings that, the majority of the students have high level of achievement oriented behaviour and the minority have low achievement

oriented behaviour. Also the findings of Obinna (2009) revealed a high level of achievement oriented behaviour among the senior secondary school students that also coincides with the finding of this research on student achievement oriented behaviour in Mani zonal education quality assurance Katsina state.

Conclusion

The study concluded that the achievement oriented behaviour has a greater influence among secondary students in Mani zonal education quality assurance Katsina state. And there is significant difference in English academic achievement based on the differences in achievement oriented behaviour among students in Mani zonal education quality assurance. Also achievement oriented behaviour is one of the major determinants of students' academic achievement in English language among secondary school students in Mani zonal quality assurance Katsina state, Nigeria.

Recommendations

It is recommended parent, teachers and government shall have multiple strategies in motivating their wards and students for better academic achievement in English language for being it as a core subject and gate keeper for any post-secondary school education in Nigeria.

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