



EFFECTS OF ACHIEVEMENT MOTIVATION AND LEARNING INTEREST ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL ISLAMIC STUDIES STUDENTS IN LAGOS STATE

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Abstract

This study investigates the effect of achievement motivation and learning Interest on academic performance of secondary school students in Islamic Religious Studies in Lagos State. The study posed three research questions and tested two hypotheses. The study is a descriptive survey design with the population consisting of all 68 public senior secondary schools in Lagos state Education District V and 31,703 Islamic Religious Studies Students. A Sample of 400 SS II Islamic religious studies students were selected using Krejcie and Morgan Sampling Template in 10 randomly selected schools for this study. Descriptive analysis was used to answer the research questions and lineal Regression was used to test hypotheses at $\alpha=0.05$ level of significance. The study found that the level of Achievement Motivation, Learning Interest, and Academic Performance were all high among senior secondary schools Islamic Studies Students in Lagos State. Also that Achievement Motivation and Learning Interest does not have significant influence on the Academic Performance of senior secondary schools Islamic Studies Students in Lagos State. Based on these findings, it was recommended among others that the school, teacher and home should provide students with adequate achievement motivations and also that Students should show high level of level of Learning Interest and commitment in the study of Islamic studies, in order to reinforce learning and enhance their academic performance.

Keywords:

Academic Performance, Achievement Motivation, Islamic Religious studies, Learning Interest

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Introduction

Education is necessary for both personal and societal growth, and it entails the transfer of values and information via teaching, learning, social integration, and cultural transmission from generation to generation (Tojimatovich, 2022). As a divine religion, Islam signifies "peace." Its basis was based on the understanding of human value and dignity, as well as knowledge of God (Allah) as a required act of devotion (Muhammad, 2018). As a result, every Muslim, both male and female, is obligated to pursue knowledge. The first verse of the Qur'an communicated to the Noble Prophet Muhammad (Peace and blessings of Allah be upon him) in the city of Makkah in the year 610 C.E. is "Read – Iqra," which may be translated as "read, acquire knowledge," "educate oneself," and so on (Q96:1-5). According to Aziz et al., (2021), the Al-Quran remains the primary and Holy comprehensive curriculum for all Muslims, and it is the source of all Islamic education (2018:108).

Considering that Islam emphasizes the teaching and study of beneficial information, the prophet Muhammad is reported as saying, "Even if the distance is as far as China, all Muslims should gain helpful knowledge"(Aziz et al., 2021). According to the Newman, (2020) "teaching" is described as "moral, religious, or political ideas of a particular person or group that are imparted to other people; " so "teaching" in Islam, which means "Ta'lim," represents the act of imparting religious and moral knowledge. Islamic Religious Studies (I.R.S.) was designed to be taught in schools. It is to teach Muslim students the importance of religion, human value, and the awareness of being a contributing element to nature and human growth in all aspects you will need to state or cite the objectives of teaching IRS according to the curriculum to buttress your point here.

Islamic Religious Studies is one of the elective subjects in the Nigerian school curriculum, alongside Christian Religious Studies and Fine Arts (NPE, 2018). The topic has been taught and learned in various classes of secondary schools across the country since the introduction of the 6-3-3-4 educational system, which ushered in the execution of the curriculum under reference (Muhammad, 2018). However, in certain sectors, the score cards acquired in respect to this subject's enrolment and performance have been very alarming, while other assessments show a rising tendency in other regions (Abdi et al., 2018).

Researchers and educators have focused a lot of attention on the variables that affect pupils' ability to achieve academically. (Abdi et al., 2018). These researchers discovered that a number of factors help pupils' academic performance to improve. Abdi et al., (2018) discovered that age, the socioeconomic position of parents and guardians, and the number of hours per day spent studying all have a substantial impact on academic success. Similarly, Narad, (2016) also discovered that factors influencing academic performance include students learning Interest, their educational experience, and Encouragement. Academic performance has been proven to be significantly influenced by communication skills, learning environments, students learning Interest and teachers' support. The findings from the previous studies is a combination of home, school, students and teacher factors as well as environmental, personal, social, psychological and economic factors (Razak et al., 2021). Other writers have discovered that factors influencing academic achievement include age of learners, gender, Learning Interest in learning and academic reinforcement (Salman Alani &



Tuama Hawas, 2021). It should be emphasized that these results vary among nations, academic levels, and the disciplines examined.

The trend in Religious Studies (especially Islamic Religious Education) and academic performance among secondary school students appears to be changing over time. This might be in accordance with the WAEC Report (2020), which states that, in recent years, the level of accomplishment in Islamic Religious Studies among secondary school students has been promising. It is in this context that statistics from the West African Examination Council (WAEC) (2020) show that the number of candidates who enrolled in Islamic Studies, for example, has increased over time with a better percentage pass at credit level in the senior school certificate examination (SSCE). Only 31.7 percent, 33.6 percent, 32.3 percent, and 41.1 percent of students passed Islamic Religious Studies at credit level in 2017, 2018, 2019, and 2020, respectively. In a similar vein, (Muhammad, 2018) claims that research activities on achievement in Islamic Religious Studies among secondary school students revealed that there was a steady average of 2.6 percent annual decline in students A1 to C6 grade in Islamic Religious Studies at the West African school certificate examination between 2011 and 2020." The above could be as a result of some students, home, school and factors e.g academic achievement motivation and Learning Interest.

Achievement motivation is defined as a drive for great achievement, such as knowledge of things, people, or ideas, or the attainment of a high standard ERLINDA, (2016). According to Engin, (2020), achievement motivation may be defined as the desire to succeed in whatever tasks one engages in, whether it is academic work, professional activity, or sports activities. Obinna, (2009) describes achievement motivation as the desire to complete a tough activity, overcome difficulties, and achieve a high standard, or to excel at a particular task.

According to Tella, (2007) the issue of student achievement motivation in school and its impact on academic performance is a critical component of effective learning. In the review of Razak et al., (2021), a learner's attitude to education, on the other hand, may affects how far he or she will go in education. Academic performance, based on the preceding, should be viewed as both a process and a result. It is a continual process until the student's Learning Interest in schoolwork and achievement as a result in the topic, particularly for secondary school pupils, has improved.

Learning Interest is described as an existential situation that causes a desire for further stimulation from a specific sort of item or experience (Obinna, 2009). Learning Interest might also be based on the perceived possibility of succeeding at a certain set of tasks and the value of the outcome of succeeding (Mappadang et al., 2022). Wong and Wong, (2019), defines Learning Interest as the creation of a relationship between a person and an item. The way each individual learns is determined by their areas of Learning Interest (Wong & Wong, 2019). Some pupils, for example, want to memorize the entire subject matter while others seek meaning. Different learning preferences among students have been linked to a variety of individual variables such as motivation, curiosity, and self-perception of ability (Ezike, 2018). The importance of Learning Interest in one's educational and personal achievement cannot be overstated. This is because one's reaction to something is mainly determined by one's Learning Interest in it. Learning Interest motivates people to take action, especially when it benefits them, resulting in the formation of a relationship between a person and an item. OMOTADE et al., (2016), defined Learning Interest as something with which one may



identify one's particular well-being. A person's intrinsic feature that motivates them to action is their Learning Interest.

Learning Interest, according to Arhin and Gideon, (2020), energizes the learner's underlying wants or desires in a way that influences the cognitive, emotional, and intentional components of individual students. For the sake of this study, Learning Interest may be defined as a momentary response to the desirability of a situation or item. This is because it has an impact on how we respond to or pay attention in class. This might be attributed to the reason that students may attend class with a certain interest in mind. It is therefore beneficial if an Islamic studies teacher (or teachers) discovers these Learning Interests and other academic achievement motivations, builds on them to improve students' academic performance in Islamic Studies.

Majority of researches related to this topic were on the impact of learning interest on academic performance and on achievement motivation on students' Academic performance and learning outcomes in science related subjects among secondary school students in Nigeria. Most of these studies were done both within and outside Nigeria but none has been done in Islamic studies and none was also carried out in Lagos State of Nigeria.

Statement of the Problem

When students don't succeed academically, it may be that they, have high levels of exam anxiety, low self-esteem, antisocial behaviour, and lack of academic motivation or lack interest in learning the particular subject. If essential measures are not put in place, this academic developmental experience, when consistent, could act as a barrier in challenged students' ability to overcome their issues, necessitating this study.

Purpose of the Study

The general purpose of this study was to investigate the influence of parental support and achievement motivation on academic performance of secondary school students in Islamic Religious Studies.

Specifically, this study investigated:

1. the level Achievement Motivation among Islamic Religious Studies Senior Secondary School Students in Lagos State;
2. the level of Learning interest among Islamic Religious Studies Senior Secondary School Students in Lagos State;
3. the effect of Achievement Motivation on academic performance of Islamic Religious Studies Senior Secondary School Students in Lagos State.
4. the effect of Learning interest on academic performance of Islamic Religious Studies Senior Secondary School Students in Lagos State.

Research Questions

The following research questions were raised:

1. What is the level Achievement Motivation among Islamic Religious Studies Senior Secondary School Students in Lagos State;
2. What is the level of Learning interest among Islamic Religious Studies Senior Secondary School Students in Lagos State;



3. What is the general level of Academic Performance among Islamic Religious Studies Senior Secondary School Students in Lagos State.

Research Hypotheses

The following Null Hypotheses were raised to be tested for this study:

Ho₁ There is no significant influence of Achievement Motivation on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State.

Ho₂ There is no significant effect of Learning interest on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State.

Effects of Achievement motivation Academic Performance of students

Many studies (Steinmayr et al., 2019; Nrumah & Frimpong, 2021; Mohammad Iqbal et al., 2017) and several data-analyses (e.g., Sarangi, 2015; Liu et al., 2022; Al-oqleh & Teh, 2019) support the hypothesis of that students' Achievement motivation are substantial correlation with their academic performance. However, studies must (1) examine various motivational constructs in one sample and (2) take into account students' cognitive abilities and prior achievement as well, as these are two of the best single predictors of academic success. To judge the relative importance of achievement motivation for academic performance, these two factors must be taken into account (e.g., Meghna Mehndroo & Vandana, 2020; Bakar et al., 2022; (Awan et al., 2011).

Obtaining solid empirical information about whether other motivational components may explain variation in school performance in addition to intellect and past success is essential for effective educational policy and school reform. Without these later conceptions, we risk overstating the significance of drive for success. Evidence demonstrating the incremental validity of students' academic achievement motivation in predicting their academic success beyond IQ or past accomplishment would highlight the need for developing suitable interventions for enhancing students' academic motivation.

Effects of learning Interest on Academic performance

In Nigeria, OMOTADE et al., (2016) did a research on interest in secondary school pupils. The main tool for gathering relevant data for the study was a questionnaire. The data was analyzed with the use of mean, simple percentage, and chi square statistics. The study's findings revealed a correlation between interest, and academic performance.

Kihwele and Mkomwa, (2022) conducted a study on academic achievement and interest. Data was collected using a questionnaire, and was analyzed using T-test and Anova. Successful students were shown to have high interest in their studies than failing students, according to the study. The research carried out by Arhin & Gideon, (2020) conducted a descriptive study on the factors that contribute to improvement in learning interest among students, 434 pupils were used in the study, data was obtained via a questionnaire, and the results were analyzed using Chi Square.

Salman Alani & Tuama Hawas, (2021) used questionnaire data from 312 college students aged 17-22 to investigate the relationship between learning outcomes, achievement, motivation, and interest. Mean, simple percentage, and ANNOVA were used to analyze the data. It was shown that students with a high level of interest in learning completed more semesters. They came to the conclusion that younger students who are externally motivated have more ridiculous beliefs, but inwardly motivated students are more engaged in learning.



Research Methodology

This study is an investigation on the effect of achievement motivation and learning interest on academic performance of secondary school students in Islamic Religious Studies in Lagos State. This research was carried out in Education District V area of Lagos state. Lagos State Education District V covers five out of the 20 local governments in Lagos state (Ajeromi Ifelodun, Amuwo Odofin, Apapa, Badagry, and Ojo, Local government respectively). The population consists of all the 27,703 Islamic Religious Studies Students available in all the 68 Public Senior Secondary Schools in Lagos State Education District V out of which a sample 10 senior secondary schools were selected using simple random sampling technique and 400 respondents were selected using Krejcie and Morgan Sampling Template.

Table 1: Selected Schools and number of respondents for the study

SN	LOCAL GOVERNMENT	NAME OF SCHOOL	SAMPLE TAKEN
1	Ajeromi Ifelodun	Awodi-Ora Senior Secondary School	40
		Ajeromi Ifelodun Senior High School	40
2	Amuwo Odofin Local Government	Festac Senior High School	40
		Amuwo Odofin Community Senior Secondary School	40
3	Apapa Local Government	Randle Senior Secondary School	40
		Brightland College	40
4	Badagry Local Government	Badagry Senior Grammar School	40
		Araromi Ilogbo Senior Secondary School, Oko Afo	40
5	Ojo Local Government	Ojo Senior High School	40
		Oto Awori Senior Secondary School	40

The instruments used for collection of data were; promotional Islamic Studies Examination results (scores) of the students which was gotten from the schools authorities in the selected schools and used as data for measuring the academic performance of Islamic studies students and An adapted questionnaire titled “Questionnaire on Achievement Motivation and learning interest on Academic performance of Islamic Religious Studies Students (QAMLIPIRS).

In answering the research questions, descriptive statistics were used to explain pattern of responses while the Linear Regression Statistic formula was used to test the hypotheses at 0.05 level of significance through the SPSS version 23 package. The Students’ responses for the study were obtained through physical distribution and retrieval at the selected schools immediately after the respondents responds to it and scores of the each student were immediately written on the questionnaire to ensure proper documentation. This activity was carried out with the help of a research assistant and explanations was offered to the respondents where necessary.

Analysis of results

Answering Research Questions

Research Question 1: What is the level of Achievement Motivation among Islamic Religious Studies Senior Secondary School Students in Lagos State?

To answer this research question on the level of Achievement Motivation among Islamic Religious Studies Senior Secondary School Students in Lagos State, the analysis was subjected to statistics with the mean of 20.15 and a minimum and maximum of 11 and 25



were obtained respectively. The level of Achievement Motivation were categorized into two, with scores ranging from 7-14 as Low and 15-28 as high respectively.

Table 2: Frequency and Percentage of level of Achievement Motivation among Islamic Religious Studies Senior Secondary School Students in Lagos State.

ACHIEVEMENT MOTIVATION LEVEL				
		Frequency	Percent	
Valid	LOW	28	7.1	
	HIGH	364	92.9	
	Total	392	100.0	

Table 2 shows that the level of Achievement Motivation among Islamic Religious Studies Senior Secondary school students in Lagos State is High as 92.9% of the respondents have high Achievement Motivation.

Research Question 2: What is the level of learning interest among Islamic Religious Studies Senior Secondary School Students in Lagos State?

To answer this research question on the level of learning interest among Islamic Religious Studies Senior Secondary School Students in Lagos State, the analysis was subjected to statistics with the mean of 20.18 and a minimum and maximum of 10 and 24 were obtained respectively. The level of learning interest were categorized into two, with scores ranging from 7-14 as Low and 15-28 as high respectively.

Table 3: Frequency and Percentage of level of Learning Interest among Islamic Religious Studies Senior Secondary School Students in Lagos State.

LEARNING INTEREST LEVEL				
		Frequency	Percent	
Valid	LOW	30	7.7	
	HIGH	362	92.3	
	Total	392	100.0	

Table 3 shows that the level of learning interest among Islamic Religious Studies Senior Secondary school students in Lagos State is high as 92.3% of the respondents have high learning interest.

Research Question 3: What is the general level of Academic Performance among Islamic Religious Studies Senior Secondary School Students in Lagos State?



To answer this research question on the level of Academic Performance among Islamic Religious Studies Senior Secondary School Students in Lagos State, the analysis was subjected to the grading policy of the Lagos state Government, in alliance with the Federal government rule on 50% and above as pass mark for secondary school subjects. It is the policy of the Lagos state Ministry of Education to only consider students with a (50%) pass mark in their examined subject to have passed the subject. The level of Academic Performance were categorized into five in this study, with scores ranging from 0-49 as Low and 50 above as high respectively.

Table 4: Frequency and Percentage of level of Academic Performance among Islamic Religious Studies Senior Secondary School Students in Lagos State.

LEVEL OF ACADEMIC PERFORMANCE				
		Frequency		Percent
Valid	0-44		74	18.9
	45-49		92	23.5
	50-59		92	23.5
	60-69		65	16.6
	70 ABOVE		69	17.6
	Total		392	100.0

Table 4 shows that the level of academic performance among Islamic Religious Studies Senior Secondary school students in Lagos State is High as a combine percentage of 87.7% of the respondents have high Academic Performance.

Testing of Hypotheses

H₀₂ there is no significant effect of Achievement Motivation on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State.

This hypothesis was tested using Linear Regression at $p < 0.05$ significance. The result is shown in tables 5 below.

Table 5: Linear Regression Statistics on effect of Achievement Motivation on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State

Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	57.447	4.010		14.327
	Achievement Motivation	-.215	.197	-.055	-1.092
					.276

a. Dependent Variable: Academic Performance

From Table 5, analysis revealed that Sig value of .276 which is greater than the 0.05 alpha level of significance, therefore, hypothesis two is not rejected. In view of this, it means 'Achievement Motivation does not have significant influence on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State'. This is



corroborated by the R-value -.055 which shows the degree of influence to be very insignificant.

H₀₁ There is no significant effect of learning interest on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State.

This hypothesis was tested using Linear Regression at $p < 0.05$ significance. The result is shown in tables 6 below.

Table 6: Linear Regression Statistics on effect of learning interest on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	51.078	3.995		12.787
	Learning Interest	.101	.195	.026	.516
					.606

a. Dependent Variable: Academic Performane

From Table 6, analysis revealed that Sig value of .606 which is greater than the 0.05 alpha level of significance, therefore, hypothesis one is not rejected. In view of this, it means learning interest does not have significant influence on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State.

Discussion of findings

This study's primary objective was to look into the effect of achievement motivation and learning interest on the academic performance of Islamic studies senior secondary school students in Lagos state. This study revealed that the level of achievement motivation and that of academic performance among senior secondary school Islamic studies students are high. This is related to the findings of Erlinda, (2016) which revealed that the level of both achievement motivation and academic performance among seventh semester English students is High. This is contrary to the finding of Peralta-argomeda et al., (2016) which revealed that the level of achievement motivation and academic performance among University students in East China is low. By the findings, it could be noted that the level of achievement motivation and academic performance can be influenced by factors such as the level of education, class and subject matter.

This study also shows that Achievement Motivation does not influence academic performance of Students in Islamic Studies in Lagos State. The findings of this study is in agreement with the study of Erlinda, (2016), investigating on achievement motivation and academic achievement differences of English students. Erlinda's study found that there is no significant academic achievement difference of the seventh semester of English students based on their achievement motivation. It means that the level of achievement motivation did not contribute significantly on the level of students' academic achievement. The



findings of this study in influence of achievement motivation on academic performance is contrary to the findings of (Tella, 2007) The study's conclusions showed a substantial correlation between students' academic success and their desire to accomplish. This is so because the correlation analysis's r-value of 0.667 indicates a significant relationship between the research variables. Similar to this, the findings of the regression analysis showed that student motivation is a reliable indicator of performance.

This study also revealed that learning interest of senior secondary school Islamic studies students in Lagos state is high. This finding is in tune with that of Mappadang et al., (2022) which shows that learning interest is usually high for learners in primary and secondary schools. Finding of Ezike, (2018) on level of learning interest for secondary school student is contrary to this study as he found that the level of learning interest for secondary school students is low. This suffice to say that the level of learning interest for students could vary depending on the environment or socio-economic background.

This report shows that learning Interest does not have significant effect on academic performance of Students in Islamic Studies in Lagos State. The findings of this study are in consonance with the study of (OMOTADE et al., 2016) in their study on Competence, Achievement Motivation and Interest, found that though, there's a relationship between interest and academic performance of students, however, interest is not a predictor of students' academic performance. This is in disagreement with the findings of the findings of Arhin and Gideon, (2020) on Effect of two forms of Interest Adjuncts on students' performance. Arhin and Gideon, (2020) study revealed that which shows that students interest in a particular subject usually determine their success in the subject.

Conclusion

This study investigates the effects of achievement motivation and learning interest on academic of Islamic Religious Studies senior secondary school students in Lagos state. The findings from the study revealed that; achievement motivation and learning interest do not have significant effect on the academic performance of Islamic Religious Studies senior secondary school students in Lagos state.

Recommendations

The suggestions are based on the study's findings.

1. School authorities and Islamic studies teachers should always find a way to enhance or capture student attention in the process of teaching and learning in other to enhance their academic performance.
2. Learners should show high level of learning interest in their study of Islamic studies.
3. Islamic studies Teachers should encourage their students by finding out areas of and reasons for poor performance.
4. Counsellors and school psychologists should always interact with their students so as to find out areas and reasons for poor performance.



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