



EXPLORING THE RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT AMONG COLLEGES OF EDUCATION STUDENTS IN GHANA AND NIGERIA

Mohammed Bashiru¹ⁱ,

Khadija Mahmoud²

¹Tamale College of Education,
Tamale, Ghana

²Department of Educational Psychology and Counseling,
Ahmadu Bello University,
Zaria, Nigeria

Abstract:

This study explored the relationship between achievement motivation and academic achievement among Colleges of Education students in Ghana and Nigeria. A correlational research design was adopted, involving a sample of 372 second-year students selected through stratified random sampling from public Colleges of Education in both countries. Data were collected using an adapted Achievement Motivation Scale and students' Cumulative Grade Point Averages (CGPAs) as a measure of academic achievement. Descriptive and inferential statistics using Pearson Product-Moment Correlation were used for data analysis. The findings revealed that students in both Ghana and Nigeria exhibited high levels of achievement motivation. Furthermore, a significant positive relationship was found between achievement motivation and academic achievement in both countries (Ghana: $r = .332$, $p < .05$; Nigeria: $r = .312$, $p < .05$). Moreover, achievement motivation significantly predicted academic achievement. It was concluded that there was a positive relationship between academic motivation and academic achievement among students in Colleges of Education in both Ghana and Nigeria. Also, the study establishes that achievement motivation significantly predicts academic achievement in both Ghana and Nigeria. The study recommends that the counseling units of the various colleges should regularly organize seminars and programs that can help students enhance their motivation for high academic achievement.

Keywords: achievement motivation, academic achievement, teacher education, Ghana, Nigeria, Colleges of Education

ⁱ Correspondence: email bashiru83@gmail.com

1. Introduction

Students' academic achievement is a key determinant of their success in higher education and significantly influences their future employment opportunities. This is especially critical in colleges of education, where students are being trained as future professional teachers. Academic performance, however, is shaped by multiple factors, including psychological traits, socioeconomic status, and cognitive ability. Among these, achievement motivation as a psychological construct reflecting the drive to succeed and excel in academic tasks plays a vital role.

Achievement motivation results in reaching success and achieving an individual's aspirations in life. It affects effort, persistence, and the way a person performs a task. The tendency to strive for success or the attainment of a desired goal in students is made possible when there is a high sense of achievement motivation. Students who exhibit high levels of achievement motivation tend to set challenging academic goals, invest substantial effort in their studies, and display resilience when confronted with academic difficulties. Conversely to the above, students with low levels of achievement motivation may lack the necessary drive to succeed academically. Given the significant role of achievement motivation in shaping educational outcomes, it is important to understand the relationship it has with academic achievement.

Achievement motivation takes center role in students' academic achievement. Theories have provided an important perspective for examining the impact of achievement motivation on the academic achievement of students). Prior research has established that students with higher intrinsic motivation are more likely to engage in active learning, willing to invest more time and energy, thus achieving better academic performance (Zhou & Ahmad, 2025). Students who possess high levels of achievement motivation tend to set ambitious goals, an assertion supported by findings that link goal-setting to enhanced academic performance (Xia, 2024). In contrast, students with low achievement motivation often struggle with engagement and consistency, which can negatively impact their academic performance.

Achievement motivation describes the need for success or attainment of excellence. Motivation is a driving force for students' regular engagement in learning. The desire of College of Education students to achieve tends to influence how they engage in academic activities, which may go a long way to affect other variables like their academic achievement. Motivation of students to engage in learning is not an end in itself but a means of achieving sound academic outcomes. When students are engaged in a learning task, it may lead to higher academic achievement throughout their lives.

In the context of higher education, Colleges of Education play a fundamental role in preparing future educators, making the achievement motivation of students in these institutions significant. Teachers not only require subject knowledge but also personal motivation to excel in their training and later inspire learners in classrooms. In Africa, specifically in Ghana and Nigeria, educational institutions often face systemic challenges, including resource constraints, large class sizes, and limited student support services,

which can impact students' motivation and academic achievement (TEESAS Education, 2025).

This study focuses on students in colleges of education in Ghana and Nigeria. Numerous studies have examined achievement motivation within educational contexts, highlighting its significant role in predicting academic success. There is a paucity of research that investigates this relationship specifically within the context of colleges of education in these two countries. Given the cultural, economic, and educational policy differences between Ghana and Nigeria, it is important to explore how achievement motivation influences students' academic performance within each setting. By comparing students across these two nations, this study aims to provide empirical insights into the extent to which achievement motivation shapes academic outcomes in similar yet distinct educational environments.

The study adds to the growing body of literature on achievement motivation and academic achievement, particularly in the African context, where such studies remain scarce. Focusing on Colleges of Education fills a gap in research that has traditionally emphasized universities and secondary schools.

2. Statement of the Problem

Teachers expect to see students achieve academically and progress continually along the educational ladder. Students of Colleges of Education are required to demonstrate enthusiasm and have the zeal to obtain high academic achievement as they are being trained to become professional teachers for quality basic education. However, the researcher's observations and investigations from academic officers of some colleges showed a decline in students' academic achievement. This was based on an analysis of students' academic achievement over a period of three academic sessions from 2017 to 2019. The analysis is shown in the table below.

Table 1: College Students' CGPA Analysis from 2017 to 2019

CGPA	2019	2018	2017
80 and above	7 (1.4%)	9 (1.8%)	6 (1.6%)
70 -79	150(29.8%)	194 (38.2%)	118 (31.7%)
60- 69	182 (36.1%)	190 (37.4%)	194 (41.4%)
50-59	122 (24.2%)	100 (19.7%)	80 (21.50%)
40-49	43 (8.5%)	15 (2.9%)	14 (3.8%)
Total	504	508	372

Source: Academic planning and Quality Assurance unit, TACE (2020).

In Table 1, students' academic achievement over the period 2017-2019, shows a downward trend from CGPA groupings.

The declining trend in the academic achievement of students has become a source of worry to lecturers in the Colleges of Education. The decline is presumed by the researcher to be attributed to low achievement motivation, among other factors.

The factors that are assumed to have a relationship with the academic achievement of students are many, but this study dwelt on achievement motivation. This study was therefore geared towards finding whether achievement motivation has a relationship with the academic achievement of students of Colleges of Education in Ghana and Nigeria.

The researcher assumed that when students have powerful expectations of their ability to succeed despite the challenges of the programmes being pursued will strive to achieve academically. They will likely have the feeling of confidence to succeed. These types of students have a high sense of responsibility in carrying out any task by demonstrating great effort. Academic self-efficacy is a critical element that represents a personal assessment of one's ability to meet the standards set for formal organizations.

It is also assumed that research findings may differ from one geographical location to another and may also differ due to the methodologies employed. For this reason, the researcher was interested in finding out whether achievement motivation and academic achievement have a relationship among students in the College of Education in both Ghana and Nigeria.

The study considered the following research questions:

- 1) Assess the level of achievement motivation among Colleges of Education students in Ghana and Nigeria.
- 2) To determine the academic achievement levels of Colleges of Education students in Ghana and Nigeria.

2.1 Hypotheses

- 1) There is no relationship between achievement motivation and academic achievement among students in Ghana.
- 2) There is no effect of achievement motivation on the academic achievement of students in Ghana and Nigeria.

3. Literature Review

3.1 Concept of Achievement Motivation

Achievement motivation is defined as the internal drive to accomplish goals and excel in tasks, particularly those that require effort and persistence. According to McClelland's Achievement Motivation Theory, human behavior is driven by three needs: achievement, affiliation, and power. The need for achievement (nAch) represents a person's desire to perform well at a standard of excellence (Ryan & Deci, 2020). In academic settings, achievement motivation is often expressed through students' goal-setting, self-regulation, and willingness to engage in challenging academic tasks (Schunk & DiBenedetto, 2020).

Individuals with high achievement motivation tend to take responsibility for their learning, seek feedback, and derive satisfaction from mastering academic content (van der Sluis & van der Meijden, 2021). On the other hand, those with low achievement

motivation may lack direction, struggle with commitment, and underperform academically. Achievement motivation is thus seen not only as a personal trait but also as a response to one's environment and educational experiences (Wigfield & Eccles, 2020). Achievement motivation also encompasses two key orientations: the need for success and the fear of failure. Students with a high need for achievement are more likely to engage with academic tasks confidently and persistently. Conversely, students dominated by fear of failure often avoid challenging tasks, fearing embarrassment or judgment upon failure (Hulleman & Harackiewicz, 2021).

Motivation may provide students with a sense of purpose and direction, as noted by Dislen (2013) that, motivation gives learners the impetus and focus to pursue academic goals. Students with high achievement motivation are also less likely to engage in examination malpractice and tend to be more committed to realizing their educational aspirations (Sivapakiam & Nalinilatha, 2017). Their academic success can be attributed to their determination, goal orientation, and genuine interest in learning, rather than to unethical practices.

Furthermore, students who score highly in achievement motivation demonstrate perseverance and strong willpower in the face of academic challenges. This aligns with Zhou and Ahmad (2025) assertion that high levels of learning motivation are typically associated with excellent academic performance, while low levels of motivation may lead to poor academic results. highlighting its foundational role in guiding academic behavior and outcomes.

3.2 Forms and Theoretical Perspectives of Achievement Motivation

Modern theories of motivation, including self-determination theory, highlight the role of both intrinsic and extrinsic factors. Intrinsically motivated students are driven by personal interest and enjoyment in learning, while extrinsically motivated students are influenced by external rewards such as grades or recognition (Ryan & Deci, 2020). In teacher education settings, the balance of intrinsic and extrinsic motivation can affect how deeply students engage with coursework and how effectively they prepare for professional roles.

Achievement motivation also relates closely to emotional and cognitive factors. For example, students' self-efficacy beliefs and their perceived value of academic tasks influence how motivated they are to engage in learning (Usher & Kober, 2020). When students believe that their effort will lead to success and that academic tasks are meaningful, they are more likely to persist and perform well.

3.3 Concept of Academic Achievement

Academic achievement refers to measurable performance outcomes that demonstrate a student's mastery of academic content. It is often assessed through standardized tests, classroom assessments, and cumulative indicators such as Grade Point Average (GPA) or Cumulative Grade Point Average (CGPA). Academic achievement is not only an

indicator of individual learning but also a measure of institutional effectiveness and educational quality (Karabenick & Urdan, 2016).

In the context of teacher education, academic achievement reflects both theoretical understanding and practical competence. High academic performance among student teachers is essential, as it prepares them to meet the demands of the profession and positively influence learning outcomes in the classrooms they will eventually lead (van der Sluis & van der Meijden, 2021).

3.4 Relationship between Achievement Motivation and Academic Achievement

The relationship between achievement motivation and academic achievement has been widely studied, though with varying results across different educational contexts. In general, research supports a positive correlation, indicating that students with higher levels of motivation tend to perform better academically (Hulleman & Harackiewicz, 2021; Wigfield & Eccles, 2020).

For example, Hasan and Sarkar (2018) found that female secondary school students with higher achievement motivation scored significantly higher on academic tests, while results among male students were less conclusive. Similarly, Gupta and Mili (2016) observed that students with higher motivation levels tended to achieve higher grades, suggesting that motivation is a differentiating factor in academic performance.

In contrast, Affum-Osei *et al.* (2014) reported no significant relationship between achievement motivation and academic performance among senior high school students in Ghana. This finding suggests that contextual or moderating variables such as family background, institutional support, or personal stress influence how motivation translates into academic success.

Recent research emphasizes that educational context plays a critical role in shaping motivational outcomes. In under-resourced or high-pressure environments, even motivated students may struggle to perform due to external constraints (Usher & Kober, 2020). Thus, studies that explore the interaction between motivation and achievement in specific settings, such as Colleges of Education in Ghana and Nigeria, are essential for developing targeted interventions.

4. Methodology

4.1 Research Design

This study adopted a correlational research design to examine the relationship between achievement motivation and academic achievement among Colleges of Education students in Ghana and Nigeria. Correlational research is appropriate when the objective is to determine the direction and strength of associations between two or more variables without manipulating them (Price, Jhangiani & Chiang, 2015). The study chose this design because the statistical relationship between achievement motivation and academic achievement is thought to be causal, and the researcher did not manipulate any of the variables.

4.2 Population of the Study

The target population consisted of Level 200/NCE II students from selected public Colleges of Education in Ghana and Federal Colleges of Education in Nigeria. These students were chosen because they are midway through their teacher training programs and are expected to have formed consistent patterns of motivation and academic performance.

Specifically, the population included 1,545 Level 200 students from public Colleges of Education in Ghana and 7,830 NCE II students from Federal Colleges of Education in Nigeria during the 2020/2021 academic session, yielding a total population of 9,375 students.

4.3 Sample and Sampling Technique

A sample of 372 NCE II/level 200 students was selected from the total population of 9,375 students using stratified random sampling. This method ensured proportionate representation of students from both Ghana and Nigeria. Cluster sampling was based on country and institutional affiliation to enhance representativeness and reduce sampling bias.

The sample size was determined using the Research Advisors' (2006) sample size determination table, which provides recommended sample sizes based on a specified confidence level and margin of error.

4.4 Instruments for Data Collection

Two tools were used for data collection; these are: Achievement Motivation Scale (AMS) and the Cumulative Grade Point Average (CGPA) for academic achievement.

The Achievement Motivation Scale (AMS) was adapted from Smith (2015). This instrument consists of 22 items rated on a 5-point Likert scale (1 = Never, 5 = Always). The scale measures students' drive to achieve academic success, with higher scores indicating higher achievement motivation.

Score interpretation:

- 22–44: Low Motivation,
- 45–66: Average Motivation,
- 67–110: High Motivation.

The second instrument used was the cumulative grade point average (CGPA) for academic achievement. In the College of Education for both Ghana and Nigeria, the Cumulative Grade Point Average (CGPA) is a valid tool for measuring the academic achievement of students. A proforma was designed by the researcher for use in obtaining the CGPA of students. The proforma was given to academic officers/coordinators who supplied the needed CGPA of each student.

4.4 Validity and Reliability of Instruments

To ensure content validity, the instruments were reviewed by experts in educational psychology and research methodology from Ahmadu Bello University, Zaria. Feedback was used to adapt the tools for contextual relevance.

A pilot study was conducted using 30 Level 200 students from Federal College of Education, Zaria. These students were not part of the main study. The Achievement Motivation Scale yielded a Cronbach's alpha reliability coefficient of 0.78, indicating acceptable internal consistency for research use.

4.5 Procedure for Data Collection

Data were collected with appropriate permissions from the colleges. Questionnaires were distributed to selected students, and CGPA data were obtained directly from institutional academic records. The data collection process was completed within one month to ensure consistency across institutions.

4.6 Data Analysis Techniques

Both descriptive and inferential statistical techniques were used to analyze the data. Descriptive statistics (means, frequencies, percentages) were used to describe students' levels of motivation and academic performance. Pearson's Product-Moment Correlation Coefficient (r) was employed to test the hypotheses regarding the relationship between achievement motivation and academic achievement. The significance level was set at 0.05.

5. Results

5.1 What is the achievement motivation level of College of Education students in Ghana and Nigeria?

The table below presents data on the achievement motivation level of students in Colleges of Education in Ghana and Nigeria.

Table 2: Achievement Motivation Level of
 Colleges of Education Students in Ghana and Nigeria

Level	Nigeria		Ghana	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Average achievement	36	19.4	34	18.3
High achievement motivation	150	80.6	152	81.7
Total	186	100.0	186	100.0

The data in Table 2 shows the results of the frequency and percentage of achievement motivation levels of students in the College of Education in Ghana and Nigeria. It shows that 36 and 34 of the participants have average achievement levels for both Ghana and Nigeria, respectively. The table also shows 150 and 152 high achievement motivation levels for both Ghana and Nigeria, respectively. The results revealed that the majority of

participants in the College of Education in Ghana and Nigeria are identified with high levels of achievement motivation. It further revealed that the achievement motivation level of students in the College of Education of Nigeria and Nigeria is approximately the same.

5.2 What is the academic achievement level of Colleges of Education students in Ghana and Nigeria?

The table below presents data on the academic achievement level of students in Colleges of Education in Ghana and Nigeria.

Table 2: Academic Achievement Levels of
 Colleges of Education Students in Ghana and Nigeria

Level	Nigeria		Ghana	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Merit	18	9.7	20	10.8
Credit	63	33.9	61	32.8
Distinction	105	56.5	105	56.5
Total	186	100.0	186	100.0

The data in Table 2 shows the results of the frequency and percentage of the academic achievement level of students in the College of Education in Ghana and Nigeria. It shows that 18 and 20 of the participants have academic achievement levels of merit for both Ghana and Nigeria, respectively. The table also shows 63 and 61 credits in terms of academic achievement level for both Ghana and Nigeria, respectively. Those who show distinction in their academic achievement level represent 105 participants each for Ghana and Nigeria. The results revealed that the majority of participants in the College of Education in Ghana and Nigeria are identified with distinction in their academic achievement motivation level. It further revealed that the academic achievement level of students in the College of Education of Nigeria and Nigeria is approximately the same.

Hypothesis One: There is no significant relationship between achievement motivation and academic achievement among students of Colleges of Education in Ghana.

The table below presents data on Pearson Product-Moment Correlation on the relationship between achievement motivation and academic achievement among Colleges of Education students in Ghana.

Table 3: Pearson Product-Moment Correlation Analysis on
 the Relationship between Achievement Motivation and Academic
 Achievement of Students of Colleges of Education in Ghana

Variables	N	Mean	SD	r	p
Achievement motivation	186	73.26	8.14	.332	0.000
Academic achievement	186	70.02	7.81		

Table 3 shows the result of the Pearson product Moment Correlation computed to establish the relationship between achievement motivation and academic achievement of students of Colleges of Education in Ghana. The results showed that there is a significant positive relationship between achievement motivation and academic achievement of students of Colleges of Education in Ghana ($r = .0.332, p = .000$). This is because the p-value of 0.000 is lower than the 0.05 alpha level of significance with an r value of .332. The positive relationship between achievement motivation and academic achievement implies that if achievement motivation increases, academic achievement increases, and vice versa. Therefore, the null hypothesis, which states that there is no significant relationship between achievement motivation and academic achievement of students of Colleges of Education in Ghana, is rejected.

Hypothesis one: There is no significant relationship between achievement motivation and academic achievement of students of Colleges of Education in Nigeria.

The table below presents data on Pearson Product-Moment Correlation on the relationship between achievement motivation and academic achievement among students of Colleges of Education in Nigeria.

Table 4: Relationship between Achievement Motivation and Academic Achievement of Students of Colleges of Education in Nigeria

Variables	N	Mean	SD	r	p
Achievement motivation	186	73.17	8.11	.312	.000
Academic achievement	186	70.12	7.74		

Table 4 shows the results of Pearson Product-Moment Correlation computed to test the relationship between achievement motivation and academic achievement of students of Colleges of Education in Nigeria. The results revealed that there was a significant relationship between academic motivation and academic achievement of students of Colleges of Education in Nigeria ($r = 0.312, p = 0.000$), as $p < 0.05$ with an r-value of .312. This shows that the student's achievement motivation has a significant positive relationship with academic achievement. It implies that, if achievement motivation increases, academic achievement increases and vice versa. Hence, the null hypothesis, which states that there is no significant relationship between achievement motivation and academic achievement of students of Colleges of Education in Nigeria, is rejected.

Table 5: Linear Regression Results for the Effect of Achievement Motivation on Academic Achievement

Country	Predictor	B	SE B	β	t	p	R ²	F(1, 184)	P (Model)
Ghana	Achievement motivation	0.319	0.067	0.332	4.774	< .001	.110	22.79	< .001
Nigeria	Achievement motivation	0.298	0.067	0.312	4.452	< .001	.097	19.82	< .001

Note: Dependent variable: CGPA. SE B = Standard Error of B; R² = Coefficient of determination.

Regression analyses were conducted separately for Ghanaian and Nigerian students to examine the impact of achievement motivation on academic achievement. In both groups, achievement motivation significantly predicted academic achievement among Ghanaian students, $R^2 = .110$, $F(1, 184) = 22.79$, $p < .001$, and among Nigerian students, $R^2 = .097$, $F(1, 184) = 19.82$, $p < .001$. The strength of the relationship was slightly higher for the Ghanaian sample ($\beta = .332$) than the Nigerian sample ($\beta = .312$), though both effect sizes were moderate and statistically significant.

The results of the regression analyses indicate that achievement motivation significantly predicts academic achievement among College of Education students in both Ghana and Nigeria. While the relationship is positive and statistically significant in both countries, there are slight differences in the strength and explanatory power of the models.

In the Ghanaian sample, achievement motivation accounted for 11.0% of the variance in CGPA ($R^2 = .110$), with a standardized beta coefficient (β) of .332, indicating a moderate positive effect. In contrast, in the Nigerian sample, achievement motivation explained 9.7% of the variance in academic achievement ($R^2 = .097$), with a slightly lower beta value of .312.

6. Discussion of Findings

The study found a significant positive relationship between achievement motivation and academic achievement among students in Colleges of Education in both Ghana ($r = 0.332$, $p = .000$) and Nigeria ($r = 0.312$, $p = .000$). These findings indicate that higher levels of achievement motivation are associated with better academic performance. In other words, students who exhibit greater motivation to succeed tend to achieve higher academic outcomes.

This result aligns with previous research by Wigfield and Eccles (2020), who emphasize that students with strong goal orientations and high perceived competence are more likely to perform well academically. Similarly, the positive correlations observed in this study are consistent with the findings of Hulleman and Harackiewicz (2021), who argue that students with a strong sense of the utility value of learning tend to persist longer and attain greater academic success.

In both Ghana and Nigeria, over 80% of respondents demonstrated high levels of achievement motivation, lending further support to the theory that intrinsic motivation is a critical factor in student performance (Ryan & Deci, 2020). This also supports the findings of van der Sluis and van der Meijden (2021), who contend that motivation significantly contributes to the development of teacher competencies, suggesting that highly motivated teacher trainees are more likely to excel in both academic and professional domains.

However, while the overall relationship is positive, contextual factors may moderate this relationship. Affum-Osei *et al.* (2014) have highlighted that sociocultural and institutional contexts can influence how motivation translates into academic

performance. This underscores the importance of context-sensitive strategies in enhancing student motivation in teacher training institutions. For example, institutional interventions such as mentorship programs, academic support systems, and achievement recognition initiatives may help sustain motivation among students, particularly those from under-resourced backgrounds (Schunk & DiBenedetto, 2020).

Additionally, this study found that achievement motivation is a significant predictor of academic achievement among college students in both countries. This finding corroborates earlier studies that identified achievement motivation as a key contributor to academic success (Ekpenyong, Donald, & Joseph, 2017; Zhou & Ahmad, 2025). Similarly, Ah Gang, Han, Fah, and Bansa (2018) reported that students with higher achievement motivation consistently outperform their less motivated peers. The findings are further supported by Ekpenyong *et al.* (2017) and Kusurkar *et al.* (2013), who noted that motivated students are more likely to achieve superior academic outcomes.

7. Conclusion

Based on the findings of this study, it is concluded that there is a positive and significant relationship between achievement motivation and academic achievement among students in Colleges of Education in both Ghana and Nigeria. This suggests that students with higher levels of achievement motivation are more likely to attain better academic outcomes.

Furthermore, the study establishes that achievement motivation significantly predicts academic achievement in both Ghana and Nigeria. This underscores the critical role of motivational factors in shaping academic performance among teacher trainees. These findings highlight the importance of fostering achievement motivation as a strategy to improve academic outcomes in Colleges of Education across both countries.

7.1 Recommendations

In line with the findings of the study, it was recommended that the counseling units of the various colleges should regularly organize seminars and programs that can help students enhance their motivation for high academic achievement. Those identified as having low achievement motivation should be supported with appropriate programs to raise their motivation, as it is an important variable in facilitating academic achievement.

Creative Commons License Statement

This research work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-nd/4.0>. To view the complete legal code, visit <https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode.en>. Under the terms of this license, members of the community may copy, distribute, and transmit the article, provided that proper, prominent, and unambiguous attribution is given to the authors, and the material is not used for commercial purposes or modified in any way. Reuse is

only allowed under the terms of the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

Conflict of Interest Statement

The author(s) hereby declare that, there are no conflicts of interest regarding the publication of this paper. The research was conducted independently without any commercial or financial commitment from other parties that could be construed as a potential conflict of interest.

About the Author(s)

Bashiru Mohammed (PhD) is a lecturer and the vice principal of Tamale College of Education. He has over 15 years of work experience at the college. His research interests include motivation, self-efficacy, self-esteem, learning theories, special education, and e-learning.

Khadija Mahmoud is a Professor of Educational Psychology at Ahmadu Bello University Zaria with over 40 years of teaching experience spanning all educational levels: primary during NYSC, post-primary for 11 years, Federal College of Education for 10 years and university teaching for 22 years, including 14 years at professorial rank. Specialties include personality and cognitive psychology, inclusive education and girl child education. She has supervised over 65 master's theses, 40 PhD dissertations and numerous undergraduate projects. A member of NISEP, ACPL, TRC and APA, she has presented at national and international conferences across and outside Nigeria. She serves as internal and external examiner for postgraduate programs and academic promotions, reviews journal articles and has worked as lead researcher and editor-in-chief for several journals. She contributed to curriculum development and teacher training. She holds Bachelor of Education degree in Language Arts, Masters degree and Ph.D. in Educational Psychology from Ahmadu Bello University Zaria and Bayero University Kano, Nigeria.

References

- Affum-Osei, E., Barnie, J. A., & Forkuoh, S. K. (2014). Achievement motivation, academic self-concept and academic achievement among senior high school students in Ghana. *European Journal of Research and Reflection in Educational Sciences*, 2(2), 24–34. Retrieved from https://www.researchgate.net/publication/264384208_Achievement_motivation_academic_self-concept_and_academic_achievement_among_high_school_students
- Ah Gang, G. C., Han, C. G. H., Fah, L. Y., & Bansa, L. A. (2018). The Effects of Achievement Motivation and Perceived Teacher Involvement in Academic Tasks on the Academic Achievement and Psychological Well-being of Rural Students in

- the Interior Sabah Division, Malaysia. *International Journal of Education and Psychological Research (IJEPR)* 7(3), 4-10. Retrieved from <https://www.researchgate.net/publication/330212985> The Effects of Achievement Motivation and Perceived Teacher Involvement in Academic Tasks on the Academic Achievement and Psychological Well-being of Rural Students in the Interior Sabah Division Mala
- Deci, E.L. & Ryan, R. M. (2000). Bridging the Research traditions of task/ego involvement and intrinsic/extrinsic motivation: Comment on Butter (1987). *Journal of Educational Psychology*, 34 (3), 169-189. Retrieved from https://www.selfdeterminationtheory.org/SDT/documents/1989_RyanDeci_CommentOnButler.pdf
- Dislen, G. (2013). The reasons of lack of motivation from the students' and teachers' vioces, *The Journal of Academic Social Science*, 1, 35-45. <https://doi.org/10.16992/ASOS.13>
- Ekpenyong, E.E., Donald, E., & Joseph, G. (2017). Achievement motivation towards social studies on students' academic achievement in tertiary institutions in Cross River State, Nigeria, *International Journal of Education, Learning and Development*, 5(5), 45-50. Retrieved from <https://www.researchgate.net/publication/320716331> ACHIEVEMENT MOTIVATION TOWARDS SOCIAL STUDIES ON STUDENTS' ACADEMIC ACHIEVEMENT IN TERTIARY INSTITUTIONS IN CROSS RIVER STATE NIGERIA
- Gupta1i, P. K. & Mili, R. (2016). Impact of academic motivation on academic achievement: a study on High Schools Students. *European Journal of Education Studies*, 2(10) 43-51. Retrieved from <https://oapub.org/edu/index.php/ejes/article/view/547>
- Hasan, H. & Sarkar, R. (2018). Achievement Motivation and Academic Achievement of the Secondary Level Students in Uttar Dinajpur District. *Research Review International Journal of Multidisciplinary*, 3(10), 249-252. Retrieved from <https://www.researchgate.net/publication/328307457> Achievement Motivation and Academic Achievement of the Secondary Level Students in Uttar Dinajpur District
- Hulleman, C. S., & Harackiewicz, J. M. (2021). The role of utility value in achievement motivation and performance. *Psychological Bulletin*, 147(2), 121–142. Retrieved from <https://doi.org/10.1177/0146167210396380>
- Karabenick, S. A., & Urdan, T. (2016). Motivational interventions in education: Bridging theory, research, and practice. *Review of Educational Research*, 86(2), 389–424.
- Kusurkar, R.A., Cate, J.T., Vos, M.P., Westers, & Croiset, G. (2013). How motivation affects academic performance: a structural equation modelling analysis, *Advance Health Science Education Theory Practice*, 8(1), 57–69. <https://doi.org/10.1007/s10459-012-9354-3>
- McClelland, D. C. (1985). How motives, skills, and values determine what people do. *American Psychologist*, 40(7), 812–825. <https://doi.org/10.1037/0003-066X.40.7.812>

- Price, P., Jhangiani, R., & Chiang, I. (2015). *Research Methods of Psychology – 2nd Canadian Edition*. Victoria, B.C.: BCcampus. Retrieved from <https://opentextbc.ca/researchmethods/>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Their role in academic motivation and performance. *Contemporary Educational Psychology*, 61. Retrieved from https://selfdeterminationtheory.org/wp-content/uploads/2020/04/2020_RyanDeci_CEP_PrePrint.pdf
- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social-emotional learning: Theory, research, and practice. *Contemporary Educational Psychology*, 60, 101830.
- Schunk, D. H., & Zimmerman, B. J. (2012). *Self-Regulation and Learning*. In I. B. Weiner, G. E. Miller, & W. M. Reynolds (Eds.), *Handbook of Psychology, Educational Psychology* 2nd ed., pp. 59-78). Wiley. <https://doi.org/10.1002/9781118133880.hop207003>
- Sivapakiam, T., & Nalinilatha, M. (2017). The impact of motivation on higher secondary school students' academic performance. *International Journal of Current Research and Modern Education*, 2(1), 2455-5428
- Smith, R. L. (2015). *A contextual measure of achievement motivation: significance for research in counseling*. American Counseling Association. Retrieved from <https://manifold.counseling.org/projects/vistas-online-2015/resource/a-contextual-measure-of-achievement-motivation-significance-for-research-in-counseling>
- TEESAS Education (2025). *Funding Education in Nigeria: Challenges and the Way Forward*. Retrieved on 17/06/2025 from <https://teesas.com/2025/03/03/funding-education-in-nigeria-challenges-and-the-way-forward/>
- Usher, E. L., & Kober, N. (2020). Motivation in learning environments: Research and implications. *Educational Psychologist*, 55(1), 1–17.
- van der Sluis, S., & van der Meijden, A. (2021). Achievement motivation and learning strategies in teacher education. *Journal of Educational Psychology*, 113(3), 567–584.
- Wigfield, A., & Eccles, J. S. (2020). *Development of achievement motivation*. In A. J. Elliot (Ed.), *Handbook of competence and motivation: Theory and application* (2nd ed., pp. 135–158). The Guilford Press. <https://doi.org/10.1002/9781118963418.childpsy316>
- Xia, X. (2024). Enhancing Environmental Education through Digital Tools. *International Journal of New Developments in Education*. Vol. 6, Issue 9: 212-216. Retrieved from <https://francispress.com/papers/17239>
- Zhou, F., & Ahmad, R.A. (2025). The Impact of Learning Motivation on Students' Academic Performance: A Self-Determination Theory Perspective. *Journal of Education, Humanities, and Social Research* 2(1) 1-9. <https://doi.org/10.71222/p1ck9h68>