
**MOTIVATIONAL VARIABLES: CATALYSTS FOR ACADEMIC
PERFORMANCE OF CLOTHING AND TEXTILES
STUDENTS IN PUBLIC SENIOR SCHOOLS IN
AKWA IBOM STATE.**

BY

**MANDU M. EFFIONG
&
ROSEMARY COLLINS PIATE
DEPARTMENT OF HOME ECONOMICS
SCHOOL OF VOCATIONAL
AND TECHNICAL EDUCATION
AKWA IBOM STATE COLLEGE OF EDUCATION, AFAHA NSIT.**

ABSTRACT

This study was carried out to access motivational variables as catalysts for academic performance of Clothing and Textiles students in Public Senior Secondary Schools in Akwa Ibom State. The study was guided by two specific objectives and two null hypotheses. A survey design was adopted for the study. Total number of 162 students in State Secondary Education Board were purposely used from all the 8 public Secondary Schools in State Secondary Education Board. The instrument used for collecting data was Motivational variables: Catalysts for Students' Academic Performance in Clothing and Textiles Questionnaire. (MVCSAPCTQ). A reliability coefficient of 0.82 was obtained. The data collected were analyzed using Pearson's Product Moment Correlation (PPMC) The result showed that there exists a significant relationship between motivational variables and academic performance of Clothing and Textiles students. Based on the findings it was recommended among others, that parents and teachers should reinforce the right behavior they want their children/students to portray. Parents should provide all the necessary educational needs for their children in order to motivate them in school.

KEYWORDS: Parental variables, teachers' variables, motivation, academic performance, clothing and textile students

Introduction

Clothing and Textiles, as a skill oriented area of Home Economics, aims at equipping the learners with saleable skills needed for self-reliance (Anyakoha, 11001). The high concern for better living motivated the National Policy on Education to introduce Clothing and Textiles as a component into Junior Secondary School and as a whole into Senior Secondary School curriculum, as one of the vocational subjects under the umbrella of Home Economics (Federal Government of Nigeria (FRN, 110011). Clothing and Textiles deals with the study of textile fabrics, garment making, fashion designing, clothing maintenance, good grooming to mention but a few. This could prepare learners for enormous and lucrative employment opportunities in occupation such as textile designing, industrial pattern making, fashion designing and so on. (Olusanya, Eyisi, Afani-Joe, Ogunyide and Egbuchalam, 1100M) Clothing and Textiles plays a very important role in meeting man's basic needs in the home, society and the world at large, therefore its importance should be taken seriously because all the clothes people wear all over the world, modesty, status, identification to mention but a few, are its products (Eicher, 110011, Anyakoha, 1101X).

The objectives of Clothing and Textiles as spelt out by National Examination Council (NECO), (1101D) are to:

- Provide an introduction to the study of Clothing and Textiles
- Develop interest in local materials and self-made clothes.
- Stimulate, develop and enhance entrepreneurial skills in diverse area of Clothing and Textiles.
- Lay foundation for entrepreneurial development and further studies in Clothing and Textiles.
- Provide understanding of the theoretical and applied concept relating to the use of information communication technology (ICT) to improve Clothing and Textile products.

With all the careers, employment opportunities, roles, objectives and the skills embedded in clothing and Textiles, students need to be motivated in order to perform well in their academic both in theoretical and practical aspects.

Motivation is one of the most powerful keys to success. When it is married to desire and ambition, increases initiative and strengthens. Motivation is strong when one has a vision and when it is applied to every action and goal. It is the energizer of behavior and mother of all actions (Olukoya, 1100). Motivation according to Okoro (1100) is the internal urge and external condition that arouses action to produce effect(s). Motivation initiates and sustains an individual's behavior towards accomplishing a given task. Okoro classified motivation as intrinsic and extrinsic. According to him, intrinsic motivation comes from within the organism itself in this type of motivation, a learner is responsible for motivating himself in order to achieve his goal. Extrinsic motivation comes from the environment and not from the organism. It is arranged by someone or agents in the environment where the organism operates. In this case, the learner may learn because someone wants him to learn or because there is external reward ahead of him that he wants to receive.

Clifford (1100) in the same vein opined that what energized or stimulate motivational behavior in the learner may be intrinsic or extrinsic. Intrinsic motivation according to him is personal that is coming from within the individual while extrinsic motivation indicates an environmental factor which stimulates or energizes the behavior of an individual. This explain why some learners who are properly motivated perform better, in clothing and textiles than those who are not motivated. Bassey (1100) viewed that for learners to be actively involved in any subject or activity, need to be intrinsically or extrinsically motivated. Motivation plays a vital role in human learning. The interest and effort of a learner are aroused through motivation. A learner who is motivated is likely to work very hard towards achieving the desired goal. A learner who is not motivated is likely to work below his fullest capacity. A learner may work harder to satisfy his needs or get external rewards such as prize, certificate and so on (Huitt, 1101). To uplift the quality of students' learning experiences, motivation from parents and teachers can be really influential. Most of the time, parents and teachers ask this question "How can I motivate my child/student to study harder and achieve their academic goals?" (Ames and Archer, 1100). True enough, motivating a learner to study hard can be a real pain at the beginning, but if you are really on it, would help in pushing a learner towards achieving his academic excellence. According to Gonida and Urdan (1100), the type of parents a child has influence his academic performance either positively or negatively. Educated caring parents would be interested in supplying good educational materials such as textbooks, workbooks, exercise books and other stationeries; provide both financial and material supports to enhance their child's progress in school. In this case, the child is likely to perform well in school than a child from parents who deprived their children educational needs. The unfortunate children are likely to lag behind his more fortunate counterparts in most aspects in school learning. Kasambira (1100) opined that parents' attitude to education and their interest in their children's academic progress greatly influence the children's learning. If children realize that their parents value education and are more interested in their progress in school, they put more effort toward achieving success in their learning task. If children realize that their parents place little value on education and have little or no

interest in their academic progress, they get bored in doing school work and become truants. They may be unwilling to make effort in their learning and eventually drop out of school. To Braver (1981), quality and quantity of feeding from parents' act as motivator to learners. Children learn more effectively when they are well fed. When they are hungry, they become weak and cannot concentrate on their learning task. Restlessness and other bad behavior may be related to hunger pangs. Poor or inadequate feeding often result in malnutrition, which has adverse effect on cognitive ability of the learners. A well-nourished child performs well in school, but malnourished child performs poorly.

Forsyth and Mcmillan (1981) opined that Teachers play vital roles in motivating his/her students to learn. Students in the classroom require constant motivation from their teachers so as to make maximum use of their talents. Okoro (1980) outlined some techniques which could be used by the teachers to motivate students in his/her classroom, which include.

- The use of reward
- The use of praise
- The use of principle of pleasure
- The use of competition and co-operation
- The use of assignment or task
- The knowledge of result or feedback
- Setting of targets/goals
- Providing real life and symbolic models
- Making the lesson interesting and
- creating the need to learn.

Statement of the Problem

The knowledge of Clothing and Textiles is needed in everyday life for family, organization and society that make up for cultural, physical and material wellbeing of individuals. Upon this, the researcher has observed low performance of public secondary school students in clothing and textiles over the years, which calls for concern. According to the 1980 National Examination Council (NECO), Senior Secondary Certificate Examination, Chief Examiner's Report in Clothing and Textiles, some of the challenges affecting the performance of students in Clothing and Textiles could be related to lack of motivation by parents and teachers. Parents could not provide for their children's needs in school such as educational, financial and material needs that would enhance their progress, since Clothing and Textile is a practical oriented subject that is demanding. The teachers could not motivate their students constantly with the use of various motivational techniques or approaches such as reward, praise, making the lesson interesting and so on. These cause the learners to lag behind in most aspects in school learning. It is in the light of this poor performance that it becomes imperative for the researcher to embark on this study: **Motivational Variables: Catalysts for academic performance of clothing and textiles students in public Senior Secondary Schools in Akwa Ibom State.**

Purpose of Study:

The purpose of the study was to find out the relationship between Motivational Variables and academic performance of students in Clothing and Textiles. Especially, the study sought to:

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- i. Assess the relationship between parental variables and motivation of students' academic performance in Clothing and Textiles.
- ii. Examine the relationship between teachers' variables and motivation of students' academic performance in Clothing and Textiles.

Research Hypotheses

The following null hypotheses were formulated and tested at .05 level of significance.

H₀₁: There is no significant relationship between parental variables and motivation of students' academic performance in Clothing and Textiles.

H₀₂: There is no significant relationship between teachers' variables and motivation of students' academic performance in Clothing and Textiles.

Research Methods

The research design adopted for this study was survey design. The design was considered suitable, since this study collected information from Clothing and Textiles students in Public Senior Secondary Schools. The population for the study was all Clothing and Textiles students in Senior Secondary School two (SSS II) from all the 10 Public Schools offering Clothing and Textiles [in the Akwa Ibom State Secondary Education Board (AKSSEB) (1000) Planning, Research and Statistics Department].

The sample size was all the Clothing and Textiles students in the 10 Public Schools offering Clothing and Textiles in Akwa Ibom State. Since the sample size was small, purposive sampling technique was adopted for the study.

The instrument used for data collection was 'Motivational variables: Catalysts for Students' Academic Performance in Clothing and Textiles Questionnaire (MVCSAPCTQ)'. The questionnaires items were faced and content validated by three Clothing and Textiles experts. Two from the Department of Home Economics in Schools of vocational and Technical Education, Akwa Ibom State College of Education, Afaha Nsit, and in the Department of vocational Education, University of Uyo, Uyo.

The reliability of the instrument was established using Cronbach alpha. The reliability co-efficient of 0.811 was obtained. The questionnaires were distributed to the respondents by the researcher and all were retrieved immediately after completion. The data collected were analyzed using Pearson's Product Moment Correlation (PPMC). All hypotheses were tested at .05 level of significance.

Results: Testing of hypotheses

Table 1: The relationship between parental variables on motivation of students' academic performance in Clothing and Textiles.

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r - cal	r-cri	Decision
Parental Variables	1111	11111	11111	1111111111	0.111*	0.111	Significant
Academic Performance		11111	11111				

* = Significant at P < .05 alpha level.

The result in table 1 showed, that the calculated r-value of .111 is greater than the critical r-value of 0.111 at .05 alpha level. This result indicated that there was a significant relationship between parental variables on motivation of students' academic performance in Clothing and Textiles. Hence, hypothesis one, which predicted that there was no relationship between parental variables on motivation of students' academic performance was rejected.

Table 2: The relationship between teachers' variables on motivation of students' academic performance in Clothing and Textiles.

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r - cal	r - cri	Decision
Teachers' Variables	1111	111111	111111	11111111	0.10*	0.10	Significant
Academic Performance		111111	111111				

* = Significant at $P < .05$ alpha level.

The result in table 2 showed, that the calculated r-value of 0.10 is greater than the critical r-value of 0.10 at .05 alpha level. This revealed that there was a significant relationship between teachers' academic performance was rejected.

Findings of the study

The following findings emerged from the study based on the hypotheses tested:

- i. there is a significant relationship between parental variables on motivation of students' academic performance in Clothing and Textiles.
- ii. There is a significant relationship between teachers' variables on motivation of students' performance in Clothing and Textiles.

Discussion of the Findings

The result of hypothesis one showed a significant relationship between parental variables on motivation of students' academic performance in Clothing and Textiles. This shows that parental variables tend to play a vital role in motivating the students' academic performance in Clothing and Textiles. The findings are in support of Gonida and Urdan (1990), that the type of parents a child has influence his academic performance, either positively or negatively. They added that educated and caring parents who would be interested in supplying good educational materials providing both financial and material supports to enhance their child's progress in school, that the child would likely perform well than a child from the parents who deprived their children educational needs.

The result of hypothesis two indicated, that there is a significant relationship between teacher's variables on motivation of students' academic performance. The findings are in support of Forsyth and Macmillan (1991) who were on the opinion that teachers play vital roles in motivating their students to learn and that students in the classroom require constant motivation from their teachers so as to make maximum use their talents.

Conclusion

From the findings of this study, it was concluded that:

Parental variables have positive influence on motivation of students' academic performance in Clothing and Textiles based on parents' level of education and care in supplying their children educational needs thereby motivating the child to perform well in Clothing and Textiles. Teachers' variables greatly influence motivation of students' academic performance by the use of reward, praise, making the lesson interesting to mention but a few.

Recommendations

Based on the findings of this study, the following recommendations were made:

- i. Parents should provide all the necessary educational needs to their children in order to motivate them to learn.
- ii. Teachers should focus on the students' strength before working out on their weaknesses.
- iii. Parents and teachers should reinforce the right behaviour they want their children to portray.
- v. Teachers should give incentives and rewards to students in order to motivate them.

- x. **State Secondary Education Board and Non-Governmental Organizations should give the best graduating students of Clothing and Textiles awards/scholarship for further studies.**

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