

**Adoption of Motivational Strategies for Effective Teaching by Social Studies Teachers in
Akwa Ibom State**

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ABSTRACT

This study sought to assess adoption of motivational strategies for effective teaching by social studies teachers in Akwa Ibom State. The research design used for this study was an Expost-facto. The population of the study consisted all social studies teachers in Akwa Ibom State. In order to select sample, 200 respondents were obtained from all public secondary schools in Akwa Ibom through a stratified random sampling technique. The instrument used for data collection was a questionnaire titled “Motivational Strategies for Effective Teaching by Social Studies Teachers” (MSETSSTQ). The instrument developed was made to pass through face and content validation by experts. Cronbach Alpha technique was used to determine the level of reliability of the instrument. In the trial test, a total of 10 respondents who did not form part of the main study were randomly selected and the questions in the interview schedule put before them on phone due to lockdown in the state. The reliability coefficient obtained was 0.94 and this was high enough to justify the use of the instrument. The exercise took about six days. The researcher subjected the data generated for this study to appropriate statistical techniques such as descriptive analysis and simple regression. The test for significance was done at 0.05 alpha levels. The study concluded that social studies teachers adopt motivational strategies for effective teaching in Akwa Ibom State. Also, there is significant extent to which adoption of strategy that enhances students’ curiosity and recreational motivation by social studies teachers contribute to success of students. The study therefore recommended that Secondary school administration should ensure that motivational strategies such as adoption of strategy that enhances students’ curiosity and recreational motivation are included in social studies curriculum. This will accelerate students’ academic performance.

KEYWORDS: Motivational Strategies, Effective Teaching, Social Studies Teachers

Introduction

Social Studies is one of the courses offered at the Junior Secondary School level in Nigeria. The aim is to expose students to experiences that will prepare them for higher education and useful living within the society. According to Middleton and Spanias (1999), findings of some studies suggest that the decline in positive attitudes toward social studies can be explained in part as functions of lack of teacher supportiveness and classroom environment. This problem can be averted if students are motivated through action learning. In social education, action learning, the genesis of which is in the early childhood experience, has natural levels of maturity. The motivation for action learning in social studies education gradually changes from winning games to success in real-world ventures. The key to success is the ability to solve problems. Research finds that curiosity can be characterized in terms of excitement about peculiar observations and unexpected phenomena, (Sofian, & Rambely, (2018). Additionally, “What children will be curious about depends in large part on the nature of the world about them and their previous experience” (Prachi, Heidi, Blair & Niko, 2018). Curiosity has been underemphasized in the classroom, but research shows that it is one of the strongest markers of academic success. Students at all educational levels seek concreteness, are naturally curious about the real world, and enjoy benefits of action learning, especially when they use it repeatedly in social studies education.

In particular, in the social studies majors, the problems should have applicability to reality. Interestingly, we seem to return to “gaming” when we deal with pure theory, since we might seek an abstract solution for the sake of solution itself. The motivation helps students to see the herculean task as something they are capable of. Motivation have proven to be more effective than most teaching methods and applying corporal punishments for deviant behaviours. Motivation could be summarized as an internal drive that directs behavior towards some end (Online Article). It is believed to be essential to the educational process (Skollingsberg, 2003) as it gives teachers the ability to maximize learning and thus leading to minimized misbehavior among students (Wiseman and Hunt, 2001; Patrick & Yoon, 2004). On a good note motivated people are energized and activated to the end of the task as their interest and desire to achieve is enhanced (Ryan & Deci, 2000) and in particular it enhances authentic student engagement in learning (Saeed, Sitwat & Zyngier1, David, 2012).

Statement of Problem

In the Nigerian Education System, social studies is one of the important subjects in secondary schools, because it exposes students to experiences that will prepare them for higher education and useful living within the society. Schools are commonly evaluated using the student achievement, and teachers cannot be dissociated from the schools they teach and academic results of those students. Students’ underachievement in social studies is not just a concern for the state but have also become the national concern over the years. This study is therefore conducted against this backdrop in a view to analyzing the various motivational strategies used by teachers to improve students’ academic performance in social studies.

Objectives of the Study

The main objective of the study was to examine the adoption of motivational strategies for effective teaching by social studies teachers in Akwa Ibom State. Specifically, the study sought to:

1. Find out the extent to which adoption of strategy that enhances students' curiosity by social studies teachers contribute to success of students in the subject matter.
2. Determine the extent to which adoption of recreational motivation by social studies teachers contribute to success of students in the subject matter.

Research Questions

1. To what extent does adoption of strategy that enhances students' curiosity by social studies teachers contribute to success of students in the subject matter?
2. To what extent does adoption of recreational motivation by social studies teachers contribute to success of students in the subject matter?

Hypotheses

H₀₁: There is no significant extent to which adoption of strategy that enhances students' curiosity by social studies teachers contribute to success of students in the subject matter.

H₀₂: There is no significant extent to which adoption of recreational motivation by social studies teachers contribute to success of students in the subject matter.

The Psychomotor Learning Theory by J.B Watson (1925)

In education, two major groups of theorists have dominated discussion in connection with the learning process. These are the stimulus-response (S-R) associations who stressed mechanistic learning and the development of psychomotor aspect of the learner. The Psychomotor learning theory involves the use of manipulative skills, the hands, and the minds, etc. the cognitive field theorists emphasize that any new idea or experience is embedded on already known one. In the view of J. B. Watson, when a stimulus and response (S-R) occur at the same time in close contiguity, the connection between them is strengthened. The strength of connection between stimuli–response (S-R) depends upon the frequency of S-R repetitions. Watson stressed law of frequency, but not of effect. He emphasizes the importance of frequency or exercise in learning. He pointed out that for the explanation of learning, understanding of brain and its function is very essential. He stresses that behaviour is learned by interacting with external environmental stimuli.

Learning is a relatively enduring change in behaviour, which is a function of prior knowledge (Practice). The main objective of school as an institution is to bring certain desirable changes in the behaviour of children through the process of learning. As a process, learning has four attributes.

- i. Learning is a permanent change in behaviour. This does not include changes due to illness, fatigue, maturation, use of intoxicants, etc.
- ii. Learning is not directly observable, but manifests in the activities of the individual

- iii. It results in some changes of enduring nature.
- iv. Learning depends on practice and experience.

The relevance of Watson's theory to this study is that it has a great impact on the education system; and adopting motivational strategies in school for efficient and permanent learning through sufficient practice and exercise. Also, on adoption of motivational strategies such as enhancing students' curiosity and adoption of recreational motivation, learning is enhanced and it will influence the maximum instructional delivery for the students.

Concept of Motivational Strategies

According to Louw and Edwards (1997), motivation is something that initiates, sustains and directs thinking and behaviour. To Farrant (1991), motivation is that which causes us to act. Dennis (1993) defined motivation as the force which spurs us on to satisfy some need which can be internal or external. Smith and De Cronje (2002) emphasised that motivation dramatically increases work performance and employees are likely to change negative attitude adversely affecting the achievement of work goals. The same sentiments were shared by Salleh and Abdulwahab Al-Daba (2014) who indicated that the high participation of staff in decision making may improve the employer-employee relationships and enhance governance in the organization. This suggests that those classrooms where use of motivational strategies is effective are likely to produce sustainable quality results as every member of the class is implicitly engaged in the learning process. Smith and De Cronje (2002) further observed that the motivational process consists of among others the need, motive, behaviour and feedback. This therefore calls for teachers to take a deliberate move to reduce students' need deficiencies, thus reducing anxiety and tension, which could adversely affect students' academic achievement. Studies have proven that teachers have an important influence on students' academic achievement. They play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with students. They stand in the interface of the transmission of knowledge and values and skills in the learning process through the instructional strategies they employ in the classroom.

Watson (2003) stated that teachers prefer instructional strategies that make their work easier based on their belief, personal preferences and norms of discipline. However, according to Kimani (2013), if the teachers' instructional strategies are ineffective, then the students will achieve inadequate progress academically. The level of achievement of students in school depends on the degree of effectiveness of motivational strategies used by the teacher. When Orville Wright, of the Wright brothers fame, was told by a friend that he and his brother would always be an example of how far someone can go in life with no special advantages, he emphatically responded, "to say we had no special advantages ... the greatest thing in our favor was growing up in a family where there was always much encouragement to intellectual curiosity." The power of curiosity, as a motivational tool contribute not only to high achievement, but also to a fulfilling existence, and it cannot be emphasized enough.

Concept of Effective Teaching

According to Nwosu (2002), a qualified teacher is one who meets the standards and training for a position, who creates effective relationship and understanding between himself and other members of the school system. Also, a qualified teacher is an agent of curriculum

implementation. An experienced teacher is one who is child-centered using discovery method of instruction in ensuring full participation of students. Of course, this will build up interaction and high perspective achievement on both teachers and students. Teachers who specialize in Social Studies use practical tools as part of their teaching exercise. This is for better understanding for the students. Teachers should strive to develop an enabling environment whereby students are implored to do their best and to be excited about their learning endeavours. This argument is supported by Grobler (2006), who outlined two factors namely value and effort as critical in creating a motivational climate, whereby students see the worth of their work and those of their peers and also the teacher on the other hand connects students' work with things deemed important to students and other learning processes and interests.

Concept of Social Studies

Social Studies is one of the courses offered at the Junior Secondary School level in Nigeria. The aim is to expose students to experiences that will prepare them for higher education and useful living within the society. In the past, Social Studies was taught as History, Geography and Civics, separately. These individual subjects are concerned with various ways man relates with his environment. Recently, Social Studies has taken a different dimension. It is being regarded now as an integration of various subjects related to man, his physical and social environment. The introduction of Social Studies into secondary school curriculum in 1982 has posed considerable challenges to the teachers, not only in the breadth of the subject coverage but also in the methodology of teaching. Emphasis is placed more on students' learning through discovery, inquiry and self-expression supported with good instructional materials for effective teaching and useful output. Hence, the teacher's major role is to guide the students appropriately in order to enable them fit into the learning experience effectively.

National Council for the Social Studies (NCSS, 1991) opined that Social Studies should involve "the acquisition of essential knowledge of history and Social Sciences with emphasis on gathering information from a variety of discipline and experiences along with thinking, decision making, communication, social interaction, and civil participation. This means that Social Studies as a course of study should expose students to the general way of life in the society.

Enhancement of Students' Curiosity for Effective Teaching by Social Studies Teachers

The question on how to teach social studies is controversial. One of the more effective techniques for motivating students is to ask them to justify one of many pertinent theories of social studies curiosities, like how man survives in his society without conflicting with the environment. Most of the studies on the development of curiosity deal with the primary education. However, these studies can inform our understanding of how curiosity turns into a motivation to become high-quality professional. For example, Vidler (2013) distinguished between epistemic and perceptual curiosity, which are manifested, respectively, by enquiry about knowledge and is shown, for example, when a child puzzles over some science problem he has come across and increased attention given to objects in the child's immediate environment as, for example, when a child stares longer at an asymmetrical rather than a symmetrical figure on a screen. Likewise, adult learners at the tertiary level can become motivated by their social studies instructor's call for questions concerning information that was shared or by their experiences with the world around them as they try to interpret "the fabric of the world ... [using] some reason of maximum and minimum". The students should be familiar and comfortable with the

social studies curiosity before challenging them to defend it. Teachers of social studies must understand the basic motives already present in their learners. The teacher can then play on these motivations to maximize engagement and enhance the effectiveness of the teaching process. Exploiting student motivations and affinities can lead to the development of artificial social studies problems and situations. But if such methods generate genuine interest in a topic, the techniques are eminently fair and desirable.

Enhancement of students' curiosity is synonymous with student-centered method of teaching which is the concept of discovery learning, many scholars today widely adopt more student - centered instructional strategies to enhance active learning (Greitzer, 2002). Most teachers today apply the student - centered approach to promote interest, analytical research, critical thinking and enjoyment among students. The strategy is regarded more effective since it does not centralize the flow of knowledge from the teacher to the student. The strategy also motivates goal-orientated behaviour among students, hence the method is very effective in improving student achievement (Hesson and Shad, 2007). This teacher-student interactive approach applies the strategies used by both teacher-centered and student-centered approaches. The subject information produced by the learners is remembered better than the same information presented to the learners by the teacher. The method encourages the students to search for relevant knowledge rather than the teacher monopolizing the transmission of information to the learners. As such, research evidence on teaching approaches maintains that this method is effective in improving students' academic performance (Ganyaupfu, 2013).

As curiosity is the genesis of motivation to learn, Mandelbrot (2006), advised the audience of mostly precollege social educators of how to pivot on curiosity when teaching social studies: Motivate the students by that which is fascinating, and hope that the resulting enthusiasm will create sufficient momentum to move them through that which is no fun but is necessary. It is this kind of motivation that the authors describe as concept motivation. More specifically, in this paper, the term concept motivation means a teaching strategy through which, using curiosity of students as a pivot, the introduction of a new concept is justified by using it as a tool in applications to solving real problems.

Use of Recreational Motivation for Effective Teaching by Social Studies Teachers

Recreational motivation involves puzzles, fun trips, games, excursions, or the school building or other nearby structures. In addition to being selected for their specific motivational gain, these devices must be brief and simple. Motivation is a fundamental recipe for academic success. It involves internal and external factors that stimulate desire and energy in people to be continually interested and committed to job, role, or subject, or to make an effort to attain a goal (Dornyei, 2001). Motivational beliefs are very essential to the academic achievement of students because they help to determine the extent to which students will consider, value, put in effort, and show interest in the task (Mousoulides and Philippou, 2005). Recreational motivation in schools has its' own psychological and pedagogical justification, because it is the schooling that students gladly attend. Outside the school, students experience and achieve more. They discover and experience beauties and functions of their environment, expand their curiosities and most importantly, they work on their health and fitness. Recreational motivation implies doing sport and recreational activities chosen by an individual for purposes of learning to satisfying the need student's in achieving academic success. The benefits of early exposure to recreational activities

will in turn build self-esteem, and create the desire to become independent and promote students' academic performance (Natalija, Jovan and Aleksandra, 2014).

Social studies concepts can be motivated through the appropriately designed hands-on activities supported by manipulative materials. Such activities have to integrate rich social ideas with familiar physical tools. As was mentioned above, an important aspect of action learning is its orientation towards gaming. A pedagogical characteristic of a game in the context of tool-supported studies is seeing for oneself. The students should be allowed to go on fun filled trips, excursions and so on. This assists in incorporating fun in education. Students should be taught to learn social studies by just interacting with the environment. By knowing details, and concretizing ideas, we reduce anxiety associated with describing and using those ideas. Concreteness motivates all parties involved in social studies education. Consequently, motivation is proportionally higher for learners who sees the usefulness of learning social studies.

Methodology

The research design used for this study was an Expost-facto. The population of the study consisted all social studies teachers in Akwa Ibom State. In order to select sample, 200 respondents were obtained from all public secondary schools in Akwa Ibom through a stratified random sampling technique. The instrument used for data collection was a questionnaire titled "Motivational Strategies for Effective Teaching by Social Studies Teachers" (MSETSSTQ). The instrument developed was made to pass through face and content validation by experts. Cronbach Alpha technique was used to determine the level of reliability of the instrument. In the trial test, a total of 10 respondents who did not form part of the main study were randomly selected and the questions in the interview schedule put before them on phone due to lockdown in the state. The reliability coefficient obtained was 0.94 and this was high enough to justify the use of the instrument. The exercise took about six days. The researcher subjected the data generated for this study to appropriate statistical techniques such as descriptive analysis and simple regression. The test for significance was done at 0.05 alpha levels.

Results

Research Question 1

The research question sought to find out the extent to which adoption of strategy that enhances students' curiosity by social studies teachers contribute to success of students in the subject matter. In order to answer the research question, descriptive analysis was performed on the data (see Table 1).

Table 1: Descriptive statistics of the extent to which adoption of strategy that enhances students' curiosity by social studies teachers contribute to success of students in the subject matter.

Variable	N	Arithmetic mean	Expected mean	r	Remarks
Students Curiosity	80	17.55	12.5	0.89	*Strong to perfect Relationship
Success of Students		15.45	12.5		

Source: Field Survey

Table 1 Presents the result of the descriptive analysis of the extent to which adoption of strategy that enhances students’ curiosity by social studies teachers contribute to success of students in the subject matter. The two variables were observed to have strong to perfect relationship at 89%. The arithmetic mean for curiosity (17.55) was observed to be greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as regards success (15.45) was observed to be higher than the expected mean score of 12.5. The result therefore means that there is remarkable extent to which adoption of strategy that enhances students’ curiosity by social studies teachers contribute to success of students in the subject matter.

Research Question 2

The research question sought to find out the extent to which adoption of recreational motivation by social studies teachers contribute to success of students in the subject matter. In order to answer the research question, descriptive analysis was performed on the data (see Table 2).

Table 2: Descriptive statistics of the extent to which adoption of recreational motivation by social studies teachers contribute to success of students in the subject matter.

Variable	N	Arithmetic mean	Expected mean	r	Remarks
Recreational Motivation	80	16.45	12.5	0.91	*Strong to perfect Relationship
Success of Students		17.55	12.5		

Source: Field Survey

Table 1 Presents the result of the descriptive analysis of the extent to which adoption of recreational motivation by social studies teachers contribute to success of students in the subject matter. The two variables were observed to have strong to perfect relationship at 91%. The arithmetic mean for recreational motivation (16.45) was observed to be greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as regards success of students (17.55) was observed to be higher than the expected mean score of 12.5. The result therefore means that there is remarkable extent to which adoption of recreational motivation by social studies teachers contribute to success of students in the subject matter.

Hypothesis One

The null hypothesis states that there is no significant extent to which adoption of strategy that enhances students’ curiosity by social studies teachers contribute to success of students in the subject matter. In order to test the hypothesis multiple regression was used to analyse the data, (see table 3).

TABLE 3: Simple regression of the extent to which adoption of strategy that enhances students’ curiosity by social studies teachers contribute to success of students in the subject matter.

Model	R	R Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.89a	0.80	0.79	0.92	0.80

***Significant at 0.05 level; df = 78; N = 80; critical r-value = 0.235**

The table 3 shows that the calculated R-value 0.89 was greater than the critical R-value of 0.235 at 0.5 alpha level with 78 degree of freedom. The R-square value of 0.80 predicts 80% of relationship between students' curiosity and students' success. This rate of percentage is highly positive and therefore means that there is significant extent to which adoption of strategy that enhances students' curiosity by social studies teachers contribute to success of students in the subject matter.

It was also deemed necessary to find out the extent of the variance of each class of independent variable as responded by each respondent (see table 4).

TABLE 4: Analysis of variance of the extent to which adoption of strategy that enhances students' curiosity by social studies teachers contribute to success of students in the subject matter.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	257.66	1	257.66	303.88	.000b
Residual	66.14	78	0.85		
Total	323.80	79			

- a. Dependent Variable: Success.
- b. Predictors: (Constant), Curiosity

The above table 4 presents the calculated F-value as (303.88) and the critical f-value as (000). Being that the critical f-value (000a) is below the probability level of 0.05, the result therefore means that there is significant influence exerted by the independent variables (curiosity) on the dependent variable which is success.

Hypothesis Two

The null hypothesis states that there is no significant extent to which adoption of recreational motivation by social studies teachers contribute to success of students in the subject matter. In order to test the hypothesis multiple regression was used to analyse the data, (see table 5).

TABLE 5: Multiple regression of the extent to which adoption of recreational motivation by social studies teachers contribute to success of students in the subject matter.

Model	R	R Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.91a	0.84	0.84	0.81	0.84

*Significant at 0.05 level; df = 78; N = 80; critical r-value = 0.235

The table 5 shows that the calculated R-value 91 was greater than the critical R-value of 0.235 at 0.5 alpha level with 78 degree of freedom. The R-square value of 84 predicts 84% of relationship between recreational motivation and students' success. This rate of percentage is highly positive and therefore means that there is significant extent to which adoption of recreational motivation by social studies teachers contribute to success of students in the subject matter.

It was also deemed necessary to find out the extent of the variance of each class of independent variable as responded by each respondent (see table 6).

TABLE 6: Analysis of variance of the extent to which adoption of recreational motivation by social studies teachers contribute to success of students in the subject matter.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	273.12	1	273.11	420.24	.000b
Residual	50.69	78	0.65		
Total	323.80	79			

- a. Dependent Variable: Success.
- b. Predictors: (Constant), Recreational Motivation

The above table presents the calculated F-value as (420.24) and the critical f-value as (000). Being that the critical f-value (000a) is below the probability level of 0.05, the result therefore means that there is significant influence exerted by the independent variables (recreational motivation) on the dependent variable which is success.

Discussion of the Findings

The result of the data analysis in table 3 and 4 was significant due to the fact that the calculated R-value 0.89 and F-303.88 were greater than the critical R-value of 0.235 at 0.05 level with 78 degree of freedom. The result implies that there is significant extent to which adoption of strategy that enhances students' curiosity by social studies teachers contribute to success of students in the subject matter. The result therefore is in agreement with the research findings of Greitzer, (2002), who asserted that enhancement of students' curiosity is synonymous with student-centered method of teaching which is the concept of discovery learning, many scholars today widely adopt more supple student - centered instructional strategies to enhance active

learning. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

The result of the data analysis in table 5 and 6 was significant due to the fact that the calculated R-value 0.91 and F-420.24 were greater than the critical R-value of 0.235 at 0.05 level with 78 degree of freedom. The result implies that there is significant extent to which adoption of recreational motivation by social studies teachers contribute to success of students in the subject matter. The result therefore is in agreement with the research findings of Natalija, Jovan and Aleksandra, (2014) who avowed that recreational motivation implies doing sport and recreational activities chosen by an individual for purposes of learning to satisfying the need student's in achieving academic success. The benefits of early exposure to recreational activities will in turn build self-esteem, and create the desire to become independent and promote students' academic performance. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

Conclusion

Based on the findings of the study, the following conclusions were drawn: social studies teachers adopt motivational strategies for effective teaching in Akwa Ibom State. Also, there is significant extent to which adoption of strategy that enhances students' curiosity by social studies teachers contribute to success of students in the subject matter. Lastly, there is significant extent to which adoption of recreational motivation by social studies teachers contribute to success of students in the subject matter.

Recommendations

Based on the findings of the research, the following recommendations were deemed necessary:

1. Secondary school administration should ensure that motivational strategies such as adoption of strategy that enhances students' curiosity and recreational motivation are included in social studies curriculum. This will accelerate students' academic performance.
2. Students should be encouraged to search for relevant knowledge by themselves rather than the teacher monopolizing the transmission of information to the learners. In the case of social studies, interaction with the society and the environment will add knowledge to students.
3. The students should be allowed to go on fun filled trips, excursions and so on. This assists in incorporating fun in education, making social studies learning easier.
4. Curiosity is one of the strongest markers of academic success. Student at all educational levels are naturally curious about the real world, and enjoy benefits of action learning, especially when they use it repeatedly in social studies education.

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