Teachers' Classroom Motivation on Students' Self-Concept and Cognitive Ability in Cross River State, Nigeria

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Abstract - **This study focuses on the influence of teachers' classroom motivation Behaviors on students' self-concept and cognitive ability in Cross River State, Nigeria. Two (2) hypotheses were formulated to guide the study, and relevant literatures were reviewed. A survey research design was adopted which made use of a sample of 1750 JSS3 students spread across three (3) educational zones in Cross River State. Two (2) research instruments namely: Teachers Motivational Behaviour Questionnaire (TMBQ) and Cognitive Ability Test (CAT). The data analysis techniques used included one-way analysis of variance (ANOVA) and T-test statistic. All hypotheses were tested at 0.05 level of significance. The result shows that behaviour has significant influence on learners' self-concept and cognitive ability. Classroom teachers were therefore advised to exhibit good classroom motivation behaviour such as incentives, reward, stimulates activities etc. for desirable positive self-concept and achievement motivation by the learners.**

Keywords: Teachers' classroom motivation behaviour, learners' self-concept and cognitive ability.

I. Introduction

An examination of Nigerian schools in the light of known facts, or the policy guidelines contained in the national policy on education shows a big gulf between what is expected and what the system actually provides (Isangedighi, 2007). In majority of schools (even universities) unmotivated learners of virtually poor self-concept development and low cognitive ability continue to interact with unmotivated teachers, under the background of impoverished classroom learning environment, thus raising doubt about the quality of education that the child receives.

In time past, product of our educational institutions were celebrated all over the world, were greatly sort for in the labour market, easily got placement in the best institution in the world for further education and demonstrated clear competencies required of them (Joshua, 2020).

Today most of the products of the system, according to Owan –Enor (2019), are not different from those who had no access, and that teaching and learning have lost their places. This problem perhaps could be attributed to teachers (e.g. poor classroom motivational behaviour) or the learner himself (e.g. low cognitive ability and poor self-concept development).

Learners' self-concept is viewed as the perception of one's self including ones attitudes, knowledge and feelings regarding abilities, appearance and social relationship (Ushie, 2020). In other words, it refers to the individual comprehensive evaluation of oneself in terms of the totality of his ability', quality, value and judgments. It is based on one' attitude in his achievement purpose in life, his place in the world, his social status among peers and how he relates with others.

Low self-esteem result from one (the learner for example) having a poor self-image caused by one or more of the factors mentioned (perception of self, and his interpretation)of other people, perception of his teacher's class room motivational behaviour and other teacher variable involved in class room interaction. Low self-concept can create anxiety, stress, and loneliness increased likely hood to depression, low interaction relationship, insecurity and poor confidence.

Research has suggested that learner's self-concept is crucially affected positively by teachers' classroom cordial motivational, supportive communication, cordial relationship and learners' positive perception of their teachers.

Teachers' motivational behaviour during classroom interaction can occur in the form of rewards or incentives, feedbacks, Teachers' personality sanctions or punishment work condition teaching technique e.t.c. Bassey (2006) state that learners self-concept will be improved when teachers during class room interaction frequently praise learners'

positive contribution/opinion, create competitive atmosphere in the classroom, and stimulate learners methodologist and concept that appeals to the learners to the learners positively.

Cognitive ability is an important aspect of child development. The child cognitive functioning involves the relating activities of the mind, his intelligence and level of awareness, which can all be influenced by the classroom teachers' behaviour. Also, according to Ushie (2020) and Joshua (2020), the child's cognitive ability include perceptual speed, numerical ability, word frequency, verbal comprehension, space visualization, associative memory and reasoning. Cognitive functioning level of the child also involves the interpretation of sensory input their registration and efficient recall (Museen, 2014). It covers one's ability to manipulate schemta, image, symbols and concept in thinking and reasoning, problem solving as well as the acquisition of knowledge and belief the environment one finds himself.

The classroom social system are complex and as such, learning depends essentially on teachers variation in the exercise of his right and authority (Isongedili: 2007; and Kosemami; 2013). Thus, the teachers' willingness to approach and to cope with difficult problems during classroom interaction motivates some learners who then serve as models for the more reluctant ones.

Consequently, if the teachers hold back and exhibit repugnant and distasteful behaviour (e.g physically assaulting the learners, ridiculing behaviour, cruel behaviour, incentive behaviour, etc.) (Agbalculum, 2009). It is obvious that this un-motivating classroom environment will to some extent affect learners' self-concept and ability.

Resent research publications especially those of Owan-Enor (2019), Joshua (2019). Mayong (2020), Ushie (2021) and highlight in the Nigerian television networks indicates that the problem of low self-concept and cognitive ability of learners have become a national problems, cutting across all areas of our educational system. Ushie (2021) emphasized that the problem has become hydra headed and has resulted in increasing indiscipline, school drop-out, loss of value in our educational system and especially the products.

However, Government and local/international agencies have tried to improve teachers' classroom skill in all aspects (i.e. leadership, motivational, inter-personal relationship, communication skill) through constant retraining of teachers yet research findings skill show very low self-concept and cognitive ability of learners at all levels of our educational system.

1.1 Statement of the Problem

Recent research findings have indicated a highly disturbing trend of low level of self-concept and cognitive abilities among secondary school learners in Cross River State, Nigeria (Ushie 2021). This observed trend has posed serious concern to the various governments and parents, as well as other education stakeholders. The education stake holders are worried because poor self-concept and cognitive abilities among secondary school learners usually lead to increased examination malpractice, low level of school adjustment and a general down ward trend in qualities of school products.

Researchers such as Joshua (2020) and Ushie (2021) stated that poor teachers' communication and motivational behaviour can result in learners' poor self-concept development and especially their cognitive abilities. Besides governments and some non-government organization (NGOS) have severally organized teacher-retraining workshops, seminars and conferences focused or aimed at improving teachers classroom delivery strategies. In spite of all these, the problem of low level of cognitive abilities and poor self-concept among secondary school students still persist (Isagelighi, 2017, Joshua, 2020 and Ushie 2021).

It is therefore hoped that this research work will help teachers to attend to the problem of poor self-concept and low level of cognitive abilities among learners especially at the secondary school level.

1.2 Objectives/purpose of the study

The purpose of the study is to determine the influence of teachers' classroom motivational behaviour on secondary school learners' self-concept and cognitive ability in Cross River State, Nigeria.

However, the following specific objectives are formulated to guide the research.

1) To determine whether teachers' classroom motivational behaviour has any significant influence on students' self-concept and cognitive abilities in Cross River State, Nigeria.
2) To determine the influence of teachers' classroom motivational behaviour on students self-concept.
3) To determine the influence of teachers' classroom motivational behaviour on students' cognitive abilities.

1.3 Research hypotheses

The following research hypotheses were tested.

1) There is no significant influence of teachers' classroom motivation behaviour on students' self-concept.
2) There is no significant effect of teachers' classroom motivation behaviour on students' cognitive ability.

1.4 Justification of the study

Several empirical research studies have been carried out concerning self-concept and cognitive abilities of learners by various researchers notably. Isangedighi (2007). Ukpong (2020) and Ushie (2021) in areas of learning process generally. What is perhaps new is the classroom application; how teachers' classroom motivational behaviour could be used in combination with other pedagogical strategies to enhance or improve students' self-concept and cognitive ability level. The research is therefore justified as a pilot study especially in Cross River State.

Based on this, the research is important for the following reasons. It is hoped that the result will help the classroom teachers to know what type or nature of behaviour to put up in the social classroom interaction that will create conducive classroom environment necessary to foster positive students' self-concept and cognitive ability. It is also envisaged that the students will show positive perception of their classroom teachers which will invariably positively affect the students' academic endeavors and other life situation.

1.5 Scope of the study

This study is limited to cross River State of Nigeria. Also, the research is limited in scope to three (3) variables namely: teachers' classroom motivation behaviour, students' self-concept and students' cognitive ability.

II. Review of Related Literature

2.1 Teachers' classroom motivational behaviour and students' self-concept

Self-concept is directly related to teachers' classroom motivational behaviour, one's academic motivation and mental adjustment (Denga, 2003). For some it could be positive, while some negative thus, affecting one's entire life processes (Joshua 2005). Low self-concept result from one having a poor self-image caused by teacher-related factors, learner related factors and his interpretation of other people perception of himself/herself.

Teachers' classroom motivational behaviour would vary depending on the training they have received, nature and background of learner, competence and experience of the teachers, teachers'' temperament or state of mind (whether cheerful, pleasant, and warm or sullen, obnoxious and cold). Hence, the teachers' classroom motivational behaviour would

play a part in influencing learners' behaviour and determining their self-image as well as results of teaching (Bassey, 2006, Ushie, 2010, combs, 2006).

According to Bassey (2006), Williams (2014), and Elder (2001), learners' self-concept would be improved when teachers during classroom interaction frequently praise learners' positive contribution/opinion, create competitive atmosphere in the classroom and stimulate learners curiosity and desire to learn by presenting appropriate mythologies and concepts.

Conversely, Isangedighi (2007) and Agbakwum (2006) stated that if the teachers holds back and exhibits repugnance and distasteful behaviour (e.g. physically assaulting the learners, ridiculing behaviour, cruel behaviour, and insensitive behaviour), few learners will become involved in school task at hand and the classroom climate becomes un-motivating affecting learners' self-concept.

2.2 Teachers' classroom botivation behaviour and students' cognitive ability

Asagwara (2000) and Ushie (2010) observed that motivation is a psychological construct, which can neither be seen nor observed directly, but its presence in an individual can be inferred from the individual behaviour, it is an inner state that energizes, or activates, or moves and directs or channels behaviour towards a specific goal.

In a study conducted by Daries (2015) elementary school pupils of equal cognitive ability but with different levels of need for achievement were subjected to an arithmetic task for a period of 20 minutes, after 6 months of classroom interaction. The purpose was to determine whether any relationship exist between teachers classroom motivation behaviour and cognitive ability of learners. Using a sample of 100 pupils, in purposively selected schools in Uyo, AkwaIbom state, Nigeria; subjects were divided into two (2) groups. Group B was control and learners were not in any way extrinsically motivated. The result showed that group A that were adequately extrinsically motivated showed improved achievement in their cognitive ability based on the TAT scale rating indicating a strong and positive relationship between teachers classroom motivation behaviour and learners cognitive ability. A study of high school dropout among native American pupils concluded that dropout perceived their teachers as not caring enough (motivating enough) about then, and not providing them sufficient assistance nor encouragement (teachers' motivational behaviour) in their school work (Coladara, 2000).

Generally, Joshua (2020), Michael (2017), and Ndili (2014) stated that the cognitive ability level of learners will

always be improved when teachers respond positively to learners' participation in school task, use appropriate advanced organizers, communication skills, questioning skills and use of illustrative examples usually drawing on learners' experience.

III. Research Methodology

3.1 Research design

The survey research design was adopted for this study. It involves determining the nature of a situation as it exist at the time of investigation. Also, this design is useful for opinion and attitude studies such as teachers' behaviour during classroom interaction and depend basically on questionnaires and interviews as means of data collection.

3.2 Area of study

The study area in Cross River State of Nigeria, with its headquarters in Calabar. The state comprises of 18-Local Government Areas, categorized into four educational zones namely: Calabar, Ugep, Ikom and Ogoja. The State occupies a total Land Mass of 23,074.425 Square Km. It is situated in the tropics and is between latitude 5050 and 9028east, north of the equator and east of the Greenwich meridian respectively. Cross River State is rich in natural resources with a thick forested land of about 6,101.29 square km. the people have three major languages namely: Efik, Ejagham, and Bekwara.

3.3 Population of the study

The population of the study comprises of all junior secondary III (Jss III) students in all public secondary school in Cross River State. The estimated population is 15,400 JSS III students drawn from 320 secondary schools across the state for 2022/2023acdemic session (source, PPmB, Calabar 2022).

3.4 Sample and sampling technique

Stratified sampling method was employed to select schools and finally, simple random sampling procedure was adopted to select subjects. This gave a sample size of 1,750 JSS III students in 45 secondary schools from among 320 schools across the state.

Table I: School sample characteristics

S/N	Educational Zone	No. of LGA.	No. Of Schools Sampled	No. of Students Sampled	Total
1.	Calabar	3	15	600	600
2.	Ikom	3	15	575	575
3.	Ogoja	3	15	575	575
	TOTAL	9	45	1750	1750

Source: PPmB, Calabar 2022.

3.5 Instruments for data collection

The following research instruments were used:

1) Teacher made pre-and post-cognitive ability test
2) Teachers' Motivation Behaviour Questionnaire (TMBQ)

3.5.1 Validity and reliability of the instrument

The instruments were first subjected to expert judgment for face and content validity, and was certified correct. Also, Cronbach alpha coefficient method was used to analyses data that were trial tested. The internal consistency of the sub-scales obtained was high enough to justify the use of the instruments.

3.6 Statistical analysis technique

One-way analysis of variance (ANOVA) and t-test statistic were used to analyze the field data obtained.

IV. Result and Discussion

4.1 General description of research variables

The study focused on the influence of Teachers' classroom motivation behaviour on students' self-concept and cognitive ability. The independent variable of the study was teachers' motivation behaviour while the dependent variables were students' self-concept, categorized into academic and social self-concept while motivation behaviour was also categorized into good and weak motivational behaviour. Table II shows the mean scores and standard deviation of all the dimension of the independent and dependent variables used in the study.

Table II: Mean scores and standard deviation of the study variables

S/N	Variables	N	X̄	SD
1.	Classroom motivation behaviour	1750	16.690	3.25
2.	Academic self-concept	1750	15.080	2.15
3.	Social self-concept	1750	14.460	2.28
4.	Cognitive ability	1750	14.990	2.42

4.2 Presentation of results

HYPOTHESIS I: there is no significant influence of teachers' classroom motivation behaviour on students' self-concept. This hypothesis was tested using one-way analysis of variance (ANOVA) and the result is presented in table III.

Table III: One-Way Analysis of Variance (ANOVA) of the influence of teachers' motivational behavior on students' self-concept

Variables	Motivational Behaviour	N	$\bar{\bar{x}}$	SD
Academic self-concept	Good	800	16.83	3.17
		950	15.69	2.95
	Weak	1750	16.08	3.15
	Total			
Social self-concept	Good	800	14.56	2.23
		950	14.24	2.31
	Weak	1750	14.64	2.28
	Total			
Total self-concept	Good	800	58.37	8.36
		950	57.15	7.07
	Weak	1750	57.08	8.91
	Total			

Variables	Source of variation	SS	DF	MS	F
Academic self-concept	Between	46.232	2	25.116	5.068
	Within	6121.803	1747	5.116	
	Total	6255.063	1749		
Social self-concept	Between	16.886	2	8.443	3.601
	Within	7201.105	1747	5.212	
	Total	7473.397	1749		
Total self-concept	Between	412.287	2	205.891	3.079
	Within	90085.608	1747	66.879	
	Total	90947.885	1749		

P <0.05. Critical f=2.99

Since the result in table III was significant, a post-hoc comparison of the means to find out the mean pair difference, fishers' least significant method was used.

Table IV: Fishers' Least Significant Difference (LSD) analysis of the influence of teachers' motivational behavior on students' self-concept

Variables	Motivational behaviour	Good (n=800)	Weak (n=950)
Academic self-concept	Good	16.83ᵃ	0.92
	Weak (MSW=5.116)	4. 09*	15.96
Total self-concept	Good	59.37ᵃ	1.33
	Weak (MSW=66.978)	4. 09*	58.40

*p <0.05.

The result shows that students who perceived their teachers as exhibiting good classroom motivational behaviour were more positive in their self-perception than their counterparts who perceived their teachers as exhibiting weak motivational behaviour

Hypothesis two: There is no significant effect of teachers' classroom motivation behaviour on students' cognitive ability.

Table V: A T-Test Analysis of the difference between the Mean score the influence of teachers' motivational behavior on students' cognitive ability

S/N	Type of test	N	$\bar{x}$	SD	DF	Motivation behaviour	Cal. t-value	Bit. t-value
1.	Pre-test	1750	115.74	44.05	2	2.21	9.75	2.0
2.	Post-test	1750	120.45	45.65	1747			

Significant at p<0.05, df= 2, 1747, H0₂ rejected.

The result in table V indicates that teachers' classroom motivation behaviour has a significant influence on students' cognitive ability since the calculated t-value (9.75) was greater than the critical t-value (2.00) at 0.05 alpha level.

4.3 Discussion of findings

4.3.1 Teachers' Classroom Motivation Behaviour and Students Self-Concept

The result showed that teachers' who display or exhibit good classroom motivational behaviour are much more likely to aid the development of positive self-concept in the learners they teach than those (teachers) who exhibit weak motivational behaviour during classroom interaction.

Empirical research studies of Bassey (2006) Williams (2006), Ushie (2019) and Joshua (2020) are all in support of the research findings above. Specifically, Bassey (2006) noted that learners' self-concept would be improved when teachers during lesson delivery allows learners positive contribution, create positive competitive atmosphere in the classroom and stimulate learners curiosity and desire to learn.

Travers (2003) Also Emphasized That Learners Self-Concept Would Be Embellished Through Teachers Rewarding Behaviour. According To Him, Students Self-Concept Will Remain Low When They (Learners) Perceive Their Teachers As Being Hostile And Having An Aggressive Behaviour, Irresponsible, Uncultured, And Do Not Care About What Learners Do In Class.

4.3.2 Teachers' Classroom Motivation Behaviour and Students Cognitive Ability

The result of the statistical analysis showed that teachers' motivational behaviour has significant influence on learners' achievement motives and cognitive ability.

This research finding agree with various empirical research result in this area especially those carried out by Isangedighi (2007), Joshua (2019), Usen (2017) and Ukpong (2020). Caruthers (2017) also emphasized that students cognitive abilities can be enhanced (positive influence) if teachers respond positively to learners participation in class-activities, supportive, praise positive contribution/opinion of learners and cordial in relationship.

The research findings also agree with Freud's (1930) psycho-analytic theory. According to the theory, teachers motivational behaviour can be explained based on the biological nature of the individual. Thus, a teacher who is id dominated even at adult stage is bound to be negative in his/her classroom motivational behaviour. The teacher may become predominantly aggressive, hostile or hash in his/her response reactions during classroom interaction; the consequence is likely to be negative in which case, learners may lack the desire for achievement. The long-term effect may be that the child becomes a traunt, drop out of school or degenerate into cultism and other social vices.

V. Summary and Conclusion

The study was carried out to determine the influence of teachers' motivation behaviour on students' self-concept and cognitive ability-in Cross River State, Nigeria.

A survey design was adopted that made use 1750 JSS III students as sample size. Also, two (2) instruments were adopted to test two (2) hypotheses that were formulated. ANOVA and t-test statistic were employed to analyze the field data obtained.

On the basis of the findings, it was concluded that teachers' classroom motivation behaviour has a significant influence on learners' self-concept development and cognitive ability. Therefore, teachers who desire positive self-concept and achievement motivation in their learners needs always to exhibit good classroom motivational behaviour/strategies that can be both internal and especially external. The teachers' classroom leadership behaviour should be appropriate, exhibit friendly classroom relationship with learners as well as highly fluent classroom verbal behaviour. These hopefully will improve learner's self-concept and cognitive ability.

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