

Teachers' Classroom Communication Skills, Listening Skills and Teaching Methods as Correlates of Students' Achievement Motivation in Obio-Akpor Local Government Area of Rivers State- Nigeria

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Abstract: This study examined the correlate of teachers' classroom communication skills, listening skills, teaching method and students' achievement motivation in Obio-Akpor Local Government Area of Rivers State, Nigeria. Three research questions which were transformed into three hypotheses guided the study. The study adopted a correlational design. 400 students were randomly selected from SS II student population from 14 public senior secondary schools. They were presented with two research questionnaires titled, "Teachers' Classroom Behaviour Questionnaire" (TCBQ) and "Achievement Motivation Inventory" (AMI) adopted from Muthee and Thomas (2009). The TCBQ and AMI had reliability coefficients of 0.77 and 0.86 respectively. Relevant data collected were analyzed with Pearson Product Moment Correlation Statistics. The results of the findings showed that there was a positive but moderate relationship between teachers' classroom communication skills and students' achievement motivation which was significant; there was a statistically significant positive and moderate relationship between teachers' classroom listening skills and students' achievement motivation; there was a positive but low relationship between teaching method and students' achievement motivation which was also significant statistically. Based on these findings, it was recommended among others that, teachers adopt effective and efficient communication skills, listening skills and teaching methods that will bring about optimal achievement motivation among students.

Keywords: Communication Skills, Listening Skills, Teaching Methods and Achievement Motivation.

INTRODUCTION

It is a common knowledge that the school is an institution designed for the teaching of students (or pupils) under the direction of teachers in a formalized confinement called classrooms. That is, classrooms in schools serve as the stage upon which major actors, in this case teachers and students act so as to bring about individual and societal improvement and advancement. Thus, teacher-student interactions in the classroom are of paramount importance if set objectives concerning teaching and learning are to be achieved.

Globally, there has been an increasing concern in the Education sector on how to ensure that students learn optimally at school and achieve academic excellence in their academic pursuit. In Nigeria, there has been a nationwide cry on the fallen standards of education. Various factors have been identified for low academic achievement among students and these

include poor study habit, laziness, ineffective classroom instructions and inadequate provision of needs among others [1]. It has been noticed that some students in the classroom do not pay attention to what the teacher is doing as they are easily caught engaged in other activities [9]. Observed that it is easy to see students slouched in their chairs and not listening to the teacher or participating in the classroom discussion which portrays lack of interest and motivation. Motivating students to learn in school is of great concern for educationists today and motivating students so that they can succeed in school is one of the greatest challenges of this century [2]. According to Awan, Noureen and Naz, lack of motivation is a big hurdle in learning and a pertinent cause in the deterioration of education standards. Getting students to learn and sustaining their interest in what they are learning therefore should be the sole objective of teachers in the classroom.

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In fact, classroom is a place where students assemble for the purpose of teaching and learning. It holds students together and gives them ample opportunity for group socialization by the way of interaction with one another; it is a place where educational plans are carried out, and most research results are tried out. However, the over-riding purpose of a classroom is to promote teaching and learning. Ezeocha as cited in [8] had earlier expressed the above view about classroom where he stated that the classroom is any place where teaching and learning take place under the guidance of a teacher. Teachers play many roles in the classroom environment. Roles are bits or sequence of patterned behaviour that we have developed into familiar routines (Bowman as cited in [8]). The first and most obvious role performed by teachers is that of the instructor, the person who initiates, directs and evaluates learning which places students all over the world on the receiving end in the field of education, and if they do not perform well, the fault in most cases are attributed to the teacher. The teachers are not exonerated from the blame (Allen as cited in [8]).

Motivation is a strong force in achievement [11]. Observed that motivation is one of the factors that contribute to academic success; that parents and educators should strive to understand the importance of promoting and encouraging academic motivation early in life [5]. Refers to motivation as a factor that directs and energizes the behaviour of humans and other organisms, while [19] sees motivation as a process that initiates, directs, and sustains behaviours to satisfy physiological or psychological needs. Motivation is also seen as what gets one going, keeps one going, and determines where one is going [16]. Motivations are of two major types, intrinsic and extrinsic. Intrinsic motivation is based on the internal factors such as self-determination, effort, challenge and curiosity while extrinsic motivation incorporates external factors such as rewards and punishment [14].

Nobody can assuredly say one thing that can motivate everybody. What produces motivation often seems mysterious. This is true in the work place as it is in the classroom. What motivates a worker is as mysterious as what motivates a student. Why is it that some students are fascinated with numbers while others are not? Can a student who is excited by Mathematics be motivated to study History? Answers to these questions fall in the realm of achievement motivation as some psychologists perceive.

Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery [10]. Individuals with high achievement motives usually act in ways that will enable them to perform more than others, meeting or surpassing some standards

of excellence or do something unusual [15]. All students are influenced by a need to achieve to a certain degree [2]. Those students, who had a high desire of success, work hard to achieve [18]. Achievement motivation could be seen as self-determination to succeed in whatever activities one engages in, be it academic work, professional work, sporting events, among others [17]. Gestinde [21] pointed out that the urge to achieve varies from one individual to another while the need to achieve is very high in some individuals, it may be very low for others based on socialization processes and learning experiences. Academic learning experiences, particularly in the schools are usually directed and facilitated by teachers in the classrooms and so, their acts, skills or patterns of behaviour in the classroom can mar or make students achievement motivation to be high or low. That is teacher's classroom communication skills; listening skills and even their teaching methods could influence students' achievement motivation which in turn could influence students' academic achievement in their various school subjects.

Communication can be defined as the imparting or conveying of information or knowledge from one person to another. It is a mutual exchange of ideas, thoughts, opinions, facts and /or emotion [3]. Stated that effective communication in the classroom is the river that gives life to student learning. That is, communication simply establishes relationship between the teacher and the students to interact. Furthermore, in the classroom, communication could be oral, written and non-verbal. Oral communication is the most common and direct method in a face to face situation. Written communication refers to that which is in textbooks, assignments on a place board, comments on students' exercise books etc. Non-verbal communication on the other hand, refers to communication with gestures, eye motions, skin/touch sensations, and space (standing or sitting far apart). Ndimele as cited in [7] defines non-verbal communication as as a system which does not involve the use of words (whether spoken or written). However, to carry out effective communication especially in the classroom, teachers and students must be good listeners.

Teachers' classroom listening skills is another variable that is of interest to the researchers in this study. For listening to be effective, the learner (i.e. students) must be willing to listen with understanding, while at the same time remaining objective. According to [3] listening has four stages in a kind of progression and they include; the hearing stage, the shifting or relative listening stage, discrimination stage and reacting stage. These four stages must be accomplished for listening to take place especially in the classroom. Equally, important for effective communication and listening to take place in the classroom is the teaching method adopted by the classroom teacher.

Thus, teachers' classroom teaching methods is yet another variable of interest in this study. According to [3], methods of teaching are the terms used to denote the means or strategy by which a teacher provides or delivers his/her subject matter to the students in his/her class based on pre-determined instructional objectives in order to promote learning in the students. Some teaching methods commonly employed by teachers in the classrooms today include; lecture/expository, discussion, demonstration, games/simulation, excursion, discovery, co-operative, individualistic/independent study method etc. Nevertheless, it is important to note that no one method fits all learning task or situation and so, teachers tend to adopt a variety of methods to bring about motivation for learning to take place in their various classrooms.

Research works on the relationship between teachers' classroom communication skills, listening skills, teaching methods and students' achievement motivation are scanty. However, the works of [8, 4, 13] who in their separate but related works on relationship between teachers' classroom communication skills and students' achievement motivation are a few the researchers saw. Despite the impact of these researches, many public complaints have been made about the poor performance of students in both internal and external examinations. Thus, there was the need to re-examine whether or not teachers' classroom communication skills, listening skills, teaching methods correlate with students' achievement motivation.

Consequently, the objectives of this study were to:

- Find out whether any relationship exists between teachers' classroom communication skills and students' achievement motivation.
- Ascertain whether there is any relationship between teachers' classroom listening skills and students' achievement motivation.
- Examine whether any relationship exists between teachers' classroom teaching method and students' achievement motivation.

These objectives were transformed into research questions and corresponding hypotheses.

Research Questions

- What is the relationship between teachers' classroom communication skills and students' achievement motivation?
- What is the relationship between teachers' classroom listening skills and students' achievement motivation?
- What is the relationship between teachers' classroom teaching method and students' achievement motivation?

Hypotheses

- There is no significant relationship between teachers' classroom communication skills and students' achievement motivation.
- There is no significant relationship between teachers' classroom listening skills and students' achievement motivation.
- There is no significant relationship between teachers' classroom teaching method and students' achievement motivation.

METHODS AND MATERIALS

The research design used in this study is correlation design. The population of the study comprised of all the public Senior Secondary School students, particularly those in SSS II in Obio-Akpor Local Government Area (LGA) of Rivers State, Nigeria. As at the time of the study, there are 3,698 senior secondary school students at the SS II level in 14 public senior secondary schools. The sample of the study comprised of 400 senior secondary school II students. This figure was reached by the application of Taro Yamen formula [$n = N/(1 + N\alpha^2)$] to the population size of the study. The sample was drawn through simple random sampling technique via balloting. Two instruments were used for data collection. Teachers' Classroom Behaviour Questionnaire (TCBQ) developed by the researchers and Achievement Motivation Inventory (AMI) adopted from [11]. The TCBQ consisted of two parts I and II. Part I for personal information like name of school, sex and class/level, while part II elicited students' views on Teachers' Classroom Communication Skills (section A); Teachers' Classroom Listening Skills (section B) and Teachers' Classroom Teaching Methods (section C). The sectional parts of part II of The Teachers' Classroom behaviour Questionnaire (TCBQ) consisted of 30 items and were responded to on a four point Likert scale of Strongly Agree (SA) with 4-points, Agree (A) with 3-points, Disagree (D) with 2-points and Strongly Disagree (SD) with 1-point. The maximum and minimum points obtainable from each section A, B, and C of part II of TCBQ was 120 and 30 points respectively. The second instrument for the study titled, Achievement Motivation Inventory (AMI) which was adopted was only modified by the researchers to suit the requirement of the present study in terms of language and words used. It consisted of 32 items which were responded to on a five point Likert scale modified as Completely Agree (CA) with 5-points, Mostly Agree (MA) with 4-points, Agree to Some Extent (ASE) with 3-points, Mostly Disagree (MD) with 2-points and Completely Disagree (CD) with 1-point. The maximum and minimum points obtainable from AMI are 160points and 32points respectively.

The instruments were validated by three experts and through test re-test method of establishing reliability, had reliability coefficients as follows; TCBQ (Section A: Teachers Classroom Communication Skills, 0.76; section B: Teachers Classroom Listening Skills,

0.72; section C: Teachers Classroom Teaching Methods, 0.82; while for the entire instrument it was found to be 0.77.) The second instrument, Achievement Motivation Inventory (AMI) had a reliability coefficient of 0.86. The relevant data collected and collated for the study were analyzed with Pearson Product Moment Correlation statistics.

RESULTS

Research Question 1: What is the relationship between teachers' classroom communication skills and students' achievement motivation?

Hypothesis 1: There is no significant relationship between teachers' classroom communication skills and students' achievement motivation.

To answer the above question and test the significance of the corresponding hypothesis, data collected from the questionnaires on teachers' classroom communication skills and students' achievement motivation were subjected to Pearson Product Moment Correlation statistic and the result presented in Table-1.

Table-1: Relationship between Teachers' Classroom Communication Skills and Students' Achievement Motivation

Variables	N	r	r ²	Sig
Teachers Classroom Communication Skills	400	.438*	.192	.000
Achievement Motivation				

*Significant at 0.05 level of significance for a two-tailed test

The result in Table-1 shows a correlation coefficient (r-value) of .438 and an r² value of .192. The result was that there was a positive but moderate relationship between teachers' classroom communication skills and students' achievement motivation. Furthermore, since the significant value of r was .000 which is less than the chosen (0.05) level of significance for a two-tailed test, the null hypothesis was not accepted. The result therefore was that there is significant relationship between teachers' classroom communication skills and students' achievement motivation. In addition, the r² indicated that teachers' classroom communication skills accounted for 19.2% (r² x 100) of the variance in students' achievement motivation.

Research Question 2: What is the relationship between teachers' classroom listening skills and students' achievement motivation?

Hypothesis 2: There is no significant relationship between teachers' classroom listening skills and students' achievement motivation.

To answer the above question and test the significance of the corresponding hypothesis, the data collected from the questionnaires on teachers' classroom listening skills and students' achievement motivation were subjected to Pearson Product Moment Correlation statistic and the result presented in Table-2.

Table-2: Relationship between Teachers' Classroom Listening Skills and Students' Achievement Motivation

Variables	N	r	r ²	Sig
Teachers Classroom Listening Skills	400	.516*	.266	.000
Achievement Motivation				

*Significant at 0.05 level of significance for a two-tailed test

The result in Table-2 shows a correlation coefficient (r-value) of .516. The result was that there was a positive and moderate relationship between teachers' classroom listening skills and students' achievement motivation. Furthermore, since the significant value of r is p = .000 which is less than the chosen (0.05) level of significance for a two-tailed test, the null hypothesis was rejected. The result therefore was that there is significant relationship between teachers' classroom listening skills and students' achievement motivation. Also, the r² value of .266 was an indication that teachers' classroom listening skills could explain only 26.6% of the variation in students' achievement motivation.

Research Question 3: What is the relationship between teachers' classroom teaching method and students' achievement motivation?

Hypothesis 3: There is no significant relationship between teachers' classroom teaching method and students' achievement motivation.

To answer the above question and test the significance of the corresponding hypothesis, the data collected from the questionnaires on teachers' classroom teaching method and students' achievement motivation were subjected to Pearson Product Moment Correlation statistic and the result presented in Table-3.

Table-3: Relationship between Teachers' Classroom Teaching Method and Students' Achievement Motivation

Variables	N	r	r ²	Sig
Teachers Classroom Teaching Method	400	.280*	.078	.000
Achievement Motivation				

*Significant at 0.05 level of significance for a two-tailed test

Table-3 shows a correlation coefficient (r-value) of .280. The result was that there is a positive but low relationship between teachers' classroom teaching

method and students' achievement motivation. Furthermore, since the significant value of r is $p = .000$ which is less than the chosen (0.05) level of significance for a two-tailed test, the null hypothesis was rejected. The result therefore was that there is significant relationship between teachers' classroom teaching method and students' achievement motivation. In addition, r -square value revealed a 7.8% explanation of the variance in students' achievement motivation by teachers' classroom teaching method.

DISCUSSIONS

One of the finding of this study showed that there was a positive but moderate relationship between teachers' classroom communication skills and students' achievement motivation. This relationship was also statistically significant at 0.05 level of significance. The positive relationship between teachers' classroom communication skills and students' achievement motivation means that as score on teachers' classroom communication skills is increasing, there is corresponding increase in students' achievement motivation scores, and vice versa. This means that students, whose scores are high on teachers' classroom communication skills, also earn high scores on students' achievement motivation, while those whose scores are low on teachers' classroom communication skills; earn low scores on students achievement motivation. Implicitly, effective communication skills had an increased achievement motivation while poor communication skills by teachers, generates low achievement motivation.

The finding of the present study is in agreement with those of [4, 13] who in their separate but related works also found out that there is a positive relationship between teachers' classroom communication skills and students' achievement motivation. However, the finding is discordant with that of [8].

Nevertheless, the degree of association or linkage between teachers' classroom communication skills and students' achievement motivation was found to be .438. The coefficient of alienations $\sqrt{1 - r^2}$ was found to be .899. This represents the degree of lack of association between teachers' classroom communication skills and students' achievement motivation. Thus while the degree of relationship was .438, the degree of lack of relationship was found to be .899.

The percentage of association ($r^2 \times 100$) was found to be 19.1%. This value represents the magnitude of the relationship between teachers' classroom communication skills and students' achievement motivation. Such a value indicates a moderate relationship between the two variables. Furthermore, this means that knowledge of scores of teachers' classroom communication skills will reduce the error of

predicting scores of students' achievement motivation by 19.1% and vice versa. That is to say that you can predict students' achievement motivation from knowledge of scores in teachers' classroom communication skills by only 19.1%. This result still confirms the moderate relationship between teachers' classroom communication skills and students' achievement motivation.

On the other hand, the percentage of error of prediction ($1 - r^2$) of teachers' classroom communication skills from students' achievement motivation and vice versa was found to be 80.8%. Therefore, in terms of predicting one variable from another, it means that only 19.1% of variation in teachers' classroom communication skills scores could be accounted for, while 80.8% could not be accounted for or explained by reference to scores on students' achievement motivation. Although the relationship between teachers' classroom communication skills and students' achievement motivation was statistically significant, the magnitude of the relationship was moderate and the percentage of prediction of one variable from another was also moderate vis-à-vis the number of respondents involved.

The second outcome of this study showed that there was a positive but moderate relationship between teachers' classroom listening skills and students' achievement motivation also. This relationship was also statistically significant at 0.05 level of significance. The positive relationship between teachers' classroom listening skills and students' achievement motivation means that as score on teachers' classroom listening skills is increasing, there is corresponding increase in students' achievement motivation scores, and vice versa. This means that students, whose scores are high on teachers' classroom listening skills, also earn high scores on students' achievement motivation, while those whose scores are low on teachers' classroom listening skills; earn low scores on students achievement motivation. Implicitly, good listening skills had an increased achievement motivation while poor listening skills by teachers, generates low achievement motivation.

The finding of the present study is in concordance with those of [6] who in a separate but related work also found out that there is a positive relationship between listening skills and students' motivation. However, finding discordant with the present one was that of [8], who did not find any significant relationship between teachers' classroom listening skills and students' achievement.

Nevertheless, the degree of association or linkage between teachers' classroom listening skills and students' achievement motivation was found to be .516. The coefficient of alienations $\sqrt{1 - r^2}$ was found to be .857. This represents the degree of lack of association

between teachers' classroom listening skills and students' achievement motivation. Thus while the degree of relationship was .516, the degree of lack of relationship was found to be .857.

The percentage of association ($r^2 \times 100$) was found to be 26.6%. This value represents the magnitude of the relationship between teachers' classroom listening skills and students' achievement motivation. Such a value indicates a moderate relationship between the two variables. Furthermore, this means that knowledge of scores of teachers' classroom listening skills will reduce the error of predicting scores of students' achievement motivation by 26.6% and vice versa. That is to say that you can predict students' achievement motivation from knowledge of scores in teachers' classroom listening skills by only 26.6%. This result still confirms the moderate relationship between teachers' classroom listening skills and students' achievement motivation.

On the other hand, the percentage of error of prediction ($1 - r^2$) of teachers' classroom listening skills from students' achievement motivation and vice versa was found to be 73.4%. Therefore, in terms of predicting one variable from another, it means that only 26.6% of variation in teachers' classroom listening skills scores could be accounted for, while 73.4% could not be accounted for or explained by reference to scores on students' achievement motivation. Although the relationship between teachers' classroom listening skills and students' achievement motivation was statistically significant, the magnitude of the relationship was moderate and the percentage of prediction of one variable from another was also moderate vis-à-vis the number of respondents involved.

On the issue of the relationship between teachers' classroom teaching method and students' achievement motivation, the result showed a positive but low relationship which was however, significant statistically. The positive relationship between teachers' classroom teaching method and students' achievement motivation means that as score on teachers' classroom teaching method is increasing, there is corresponding increase in students' achievement motivation scores, and vice versa. This means that students, whose scores are high on teachers' classroom teaching method, also earn high scores on students' achievement motivation, while those whose scores are low on teachers' classroom teaching method; earn low scores on students' achievement motivation. Implicitly, teaching method plays a significant role in increasing students' achievement motivation.

The finding of the present study is in agreement with those of [17] who in a separate but related work also found out that there is a positive relationship between the teaching method adopted by a teacher to teach and students' motivation to learn, by

implication achieve. However, finding in disagreement with the present one was that of [8], who did not find any significant relationship between teachers' classroom teaching method and students' achievement motivation.

Nevertheless, the degree of association or linkage between teachers' classroom teaching method and students' achievement motivation was found to be .280. The coefficient of alienations $\sqrt{1 - r^2}$ was found to be .960. This represents the degree of lack of association between teachers' classroom teaching method and students' achievement motivation. Thus while the degree of relationship was .280, the degree of lack of relationship was found to be .960.

The percentage of association ($r^2 \times 100$) was found to be 7.8%. This value represents the magnitude of the relationship between teachers' classroom teaching method and students' achievement motivation. Such a value indicates a low relationship between the two variables. Furthermore, this means that knowledge of scores of teachers' classroom teaching method will reduce the error of predicting scores of students' achievement motivation by 7.8% and vice versa. That is to say that you can predict students' achievement motivation from knowledge of scores in teachers' classroom teaching method by only 7.8%. This result still confirms the low relationship between teachers' classroom teaching method and students' achievement motivation.

On the other hand, the percentage of error of prediction ($1 - r^2$) of teachers' classroom teaching method from students' achievement motivation and vice versa was found to be 92.2%. Therefore, in terms of predicting one variable from another, it means that only 7.8% of variation in teachers' classroom teaching method scores could be accounted for, while 92.2% could not be accounted for or explained by reference to scores on students' achievement motivation. Although the relationship between teachers' classroom teaching method and students' achievement motivation was statistically significant, the magnitude of the relationship was low and the percentage of prediction of one variable from another was also low considering the number of respondents.

CONCLUSION AND RECOMMENDATIONS

From the study findings it could be concluded that, teachers' classroom communication skills, listening skills, and teaching method positively relate to students' achievement motivation. However, the relationship was low between teaching method and students' achievement motivation. Based on the findings and conclusion of this study, the following recommendations were made:

- Teachers should embrace effective communication because communication is very important in creating positive bonds

among teachers and students in the classroom which has the potency of boosting students' achievement motivation.

- Teachers should develop good listening skills by being patient with their students in class, especially when questions are posed and answers expected. Such virtue motivates and encourages students because it gives them a sense of belonging which has the capacity to promote students achievement.
- Teachers as a matter of aptness adopt, teaching methods congenial to topics to be taught in class. This has the capacity to arouse the interest of students to learn.
- School authorities through the counselling unit of the school could assist students with low achievement motivation by providing proper counsel to such students.

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