

A STUDY OF ACADEMIC ACHIEVEMENT OF NOMADIC FULANI PRIMARY SCHOOL GIRLS HAVING HIGH AND LOW ACHIEVEMENT MOTIVATION

BY

BEATRICE AHAMDU BAHAGO PhD

Department of Educational Foundations

Faculty of Education

University of Jos

And

ONYACHOM ALEXANDER OGAGA

Federal College of Education

(Technical) Bichi, Kano State

Abstract

The study was geared toward examining the academic achievement of primary school nomadic Fulani girls having high and low achievement motivation. The sample comprised of 300 primary six nomadic Fulani girls from Adamawa State. The research tools used were Achievement Motivation Rating Scale and Nomadic Girls Achievement Test. Two research questions and hypotheses each guided the study. Mean and Standard deviation were used to answer the research questions, and t-test was used to test the hypotheses. The findings revealed that nomadic Fulani girls with high achievement motivation perform better in academic achievement than the students having low achievement motivation.

Keywords: *Academic achievement, nomadic Fulani girls, high motivation, low motivation.*

Introduction

In this global competitive industrial and technological environment, education is an indispensable tool for of human development. It empowers its beneficiaries to become self reliant so that they can contribute effectively to the development of the nation. It is in view of this that the National Commission for Nomadic Education (NCNE) was established by the Federal government to provide education to pastoral nomads. This was in view of their significant contribution to the economic development of Nigeria (Tahir, 1999). Bahago (2009) stated that provision of education to nomadic children is not only a right as contained in the National Policy on Education (2008), but also ensures that they are economically independent thereby guaranteeing a productive society..

One of the most potent challenges facing NCNE is ensuring the provision of conducive environment where nomadic children can unveil their unique potentials maximally (Ezeoma, 2002). Thus, NCNE has over the last two decades focused on providing both human and material resources for nomadic primary school children. This is to ensure that nomadic children have access to education. Nevertheless, data indicate that nomadic Fulani girls do not have access as their boys' counterparts due to betrothal,

illiteracy and teenage marriage (Muhammad, 2000). Furthermore, nomadic girls' have low academic achievement and high dropout rate.

Numerous factors have been linked to low performance of nomadic children, which include achievement motivation. Arepattamannil and Freeman (2008) noted that achievement motivation is a learned behaviour and a very essential need individuals strive to attain. Mangal (2005) opined that achievement motivation is inner drive that directs students' behaviour towards the fulfillment of their goal. Extrinsic and intrinsic motivation has been found to have positive relationship with academic achievement. Bahago (2011) defined academic achievement as the learning outcomes of students from what they are taught by their teachers within the classroom. Murphy and Alexander (2002) stated that academic achievement is attained through when learners carry out assigned classroom tasks in the school setting. It is usually measured through class assignments, test and examinations conducted by schools and other examinations like West African Examination Council (WAEC) and National Examination Council (NECO). Scores and grades are assigned based on the performance of students to determine whether their performance.

Evidence indicates a strong correlation between home background and academic achievement of nomadic Fulani children. Their level of academic achievement is positively related with motivation and family environment (Muhammad, 2000). Broussard (2002) stated that academic achievement is the knowledge and competencies students acquired from subjects taught in school by their teachers, and generally shown by grades obtained from test in annual examinations developed in school subjects, generally indicated by marks obtained in periodic tests and annual examination. Oxford Dictionary of Psychology (2005) described academic achievement as excessively concerned with intellectual matters and lacking experience of practical affairs. It seems that nomadic Fulani girls who feel competent and self determined in the school context develop an autonomous motivational profile toward education, which in turn leads them to obtain higher school grades. Perceived academic competence and perceived academic self-determination positively influenced academic motivation, which in turn has a positive impact on academic performance.

Tella (2007) investigated the impact of motivation on academic achievement in mathematics. The participants of the study were 450 secondary school students of both sexes drawn from ten schools of Ibadan. Data were collected by employing achievement test in mathematics as a measure of academic achievement. The results revealed significant differences in the academic achievement of male and female students in mathematics. Male students were found to have better achievement in mathematics. Umadevi (2009) explored the relationship among emotional intelligence, achievement motivation and academic achievement of primary school student-teachers. The sample comprised of 200 primary school student-teachers studying in various colleges of Davangere city in Karnataka. Data were collected was taken as the annual scores of second year board examination. The findings indicated that there was a significant

positive relationship between achievement motivation and academic achievement of the students.

Muola (2010) found the relationship between academic achievement motivation and home environment among standard eight pupils. The sample comprised of 235 standard eight Kenyan pupils from six urban and rural primary schools from Machakos district. The results indicated a low but positive relationship (0.15) of parental education with academic achievement of the students that revealed a positive relationship between parental education and academic achievement of their children.

Studies and findings indicated a strong correlation between achievement motivation and academic performance (Bahago, 2011). Not much of such studies have been conducted among Nomadic Fulani children, particularly girls. Developing achievement among learners to enhance academic performance is grossly inadequate. In a study of academic achievement of nomadic children in English language and Fulfulde, Muhammad (2000) discovered that nomadic girls perform low in English language. Based on the important role of achievement motivation in the learning process, this study investigated the academic performance of nomadic Fulani primary school girls in Adamawa State. Specifically, the study sought to:

1. To determine the level of nomadic Fulani girls' academic achievement.
2. To determine the level of nomadic Fulani girls' achievement motivation.
3. To examine academic performance of nomadic Fulani girls having high and low achievement motivation.
4. To determine the significant difference in academic achievement of nomadic Fulani girls having high and low achievement motivation.

Method

The study is a combination of survey design and ex post-facto research designs. A sample of 300 nomadic Fulani girls in primary six were drawn from 19 randomly selected nomadic primary schools. The sample was drawn through the simple random sampling technique.

The population of study comprised of 500 nomadic Fulani girls in primary six. The sample of 300 primary six nomadic Fulani girls were randomly selected from 19 nomadic primary schools.

Two instruments were developed and used for data collection. These consist of Achievement Motivation Rating Scale (AMRS) and Nomadic Girls Achievement Test (NGAT). The AMRS is divided into two sections; A and B, Section A deals with the personal data of the respondents, such as age, birth-order, parents' socio-economic status and education. Section B contains 45 items that measure three aspects of motivation: Striving for Excellence, Desire to Learn and Personal Incentives. The AMRS was responded to on a modified four-point Likert scale format with response format of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The respondents are meant to select one from the four options. Negative items were scored in reverse order. The criterion mean for acceptance is 2.5. That is, a mean above 2.5 will be regarded as high while a mean of 2.5 and below is low. The AMRS was subject to

construct validity to determine the extent to which test performance can be interpreted in terms of psychological constructs. The internal consistency of AMRS 0.77 was determined through Cronbach alpha.

The second instrument is a Nomadic Girls Achievement Test which comprise 45 items with 15 each in English Language, Mathematics and General knowledge. The questions with the attached table of specification were earlier on given to two experts in measurement and evaluation to ascertain their content validity. The corrected draft was later trial-tested on a group of fifty-one primary six girls in Nomadic primary school in Tilde Fulani. The internal consistency was established using the Split-Half method. The value is 0.83.

The researcher visited the respondents in their respective schools and administered the two instruments separately. On-the-spot collection was done to avoid collaborative responses.

Data collected were analyzed using frequency distribution, mean, standard deviation, t-test and One-way Analysis of Variance (ANOVA).

Comparison of Academic Achievement of College Students having High and Low Achievement Motivation

To compare academic achievement of nomadic Fulani girls, scores were added (corrected to percentage by multiplying 45 x10 to meet primary school mandatory pass mark of 40% . Thus the score between 0-26, i.e. percentages 24-57 were considered low and those above 26 i. e. percentages 60-91 high. For achievement motivation, the nomadic Fulani girls scores were added (4+3+2+1=10 ÷2.5), and 2.5 multiply by the 45 items which gave 112.5=113. This implied that scores between 84-113 are considered low, and above 113 high.

Results

Table1: Level of Nomadic Girls Academic Achievement

Level of Motivation	Range of Score	Frequency	Percentage
High	60-91	103	34.3
Low	22-91	197	65.7
Total		300	100

Data on Table 1 indicate that 65.7% nomadic Fulani girls have high academic achievement, while 34.3% have low achievement. Implying that more nomadic girls have low achievement score.

Table2: Level of Nomadic Girls Achievement Motivation

Level of Motivation	Range of Score	Frequency	Percentage
High	113-166	223	74.3
Low	84-112.5	77	25.7
Total		300	100

Table 2 shows that 25.7% nomadic Fulani girls have low achievement motivation and 74.3 have high motivation, indicating that generally nomadic girls have high achievement motivation.

Table 3: Results of t-test Analysis of Academic Achievement Mean Score of Nomadic Fulani Girls with High and Low Achievement Motivation

Level of Motivation	Range of Score	Frequency	Percentage
High	113-166	223	74.3
Low	84-112.5	77	25.7
Total		300	100

As seen from Table 3, the calculated t-value of 9.22 is higher than the critical value of 2.02 at 0.05 level of significance. The null hypothesis is therefore rejected and it is concluded that there is significant difference in the academic performance of nomadic Fulani girls base on high and low achievement motivation.

Discussion

There is a general concern over the poor performance of nomadic Fulani children, especially girls. Nomadic Fulani girls' performance has remained low, despite the efforts of the National Commission for Nomadic Education and Universal Basic Education Commission.

The researcher undertook the research to find out the level of nomadic Fulani girls' achievement motivation. Research question one addressed this issue. It was found that nomadic Fulani girls have high achievement motivation as indicated by a percentage of 65.70%. The result shows that nomadic Fulani girls' socialization process equips them with the necessary norms and values that enhance the need to excel.

This study partially supports Ezeomah's (1983) report that nomadic Fulani children have a high desire to succeed in school despite cultural impediments. This finding is also consistent with the assertion of VerEecke (1991) and Muhammad (2000) that nomadic Fulani girls are assigned roles discouraging dependence on their parents as girls, and their husbands as women. VerEecke (1991) observed that nomadic Fulani girls are assigned roles that enhanced the desire to achieve. They are also made to acquire skills that promote independence through weaving of mats and calabash covers, and their engagement in the sale of dairy products, the proceeds of which are used to assist their parents in the upkeep of the family. FAWE (2006) also reported that nomadic Fulani girls desire to attend school and succeed despite the numerous challenges from their culture and religion.

The consistency of the foregoing findings with the present study may be traced to the nomadic Fulani socialization process that encourages nomadic children's independence which is encapsulated in the nomadic Fulani code of conduct (Pullaku) which places a high premium on commitment, endurance and persistence in achieving a desired objective.

There are, however, contrary views on the nAch of nomadic Fulani girls. Nnorom (1980) and Mohammed (1989) assert that nomadic Fulani girls do not have the desire to excel in school. Obeise (2007) also observed that nomadic Fulani girls do not aspire to succeed in school and instead of concentrating on the assigned tasks, they prefer to play. She went further by stating that nomadic Fulani girls complain of lack of interest in what was

being taught in school by their teachers. This contradiction in finding could be due to the numerous challenges facing UBE and NCNE, ranging from irrelevancy of curriculum, gross inadequacy of qualified teachers and indiscriminate transfer of nomadic teachers.

One implication of this study is that although nomadic girls have a high need for achievement, they lack the privilege to exhibit this need. The implication is that, if given the necessary encouragement from home and school, they will excel in assigned tasks in school and be able to proceed to junior secondary school. This has implications for NCNE and UBEC as it means that it is possible to decrease the gender gap in enrolment, drop-outs and graduation rates given the correct conditions.

Another area of concern about nomadic girls is their academic performance. Research Question Two looked at the level of their academic performance. It was shown in Table 11 that nomadic Fulani girls' academic performance is low. This result may be due lack of interest by nomadic girls or it could be due to the inability of the school curriculum to meet their needs.

This finding supports Muhammad's (2000) statement that nomadic Fulani girls performed low in English language. Their poor performance was attributed to lack of adequate learning materials and irregular school attendance. The preceding finding concurs with Jegede (1994) and Jegede and Ugodulunwa (1997) who report a link between academic performance and students' study habits, gender and achievement motivation. They stated that a learner's achievement in school is not hinged on his availability of teaching and learning materials alone, but on his study habits and motivation.

The compatibility of these current finding with previous ones could be because Nomadic Fulani girls, like other children, vary in their study habits, mental ability, learning style and perception. With respect to Nomadic Fulani girls, the case is further worsened by their being disadvantaged in terms of the numerous cultural norms and values which result in their being socialized to undertake their assigned roles as future housewives and mothers.

The test of research Hypothesis One showed a significant difference in the academic performance of nomadic Fulani girls with high and low achievement motivation. Nomadic Fulani girls with high nAch had an academic achievement mean difference of 9.04 over those with low nAch. This implies that the achievement motivation of the nomadic Fulani girls influences their academic performance. This is likely due to the role of nAch in determining an individual's effort and persistence in task accomplishment.

The finding is in agreement with the discovery by Neihbur (1995) of a high correlation between young children's motivation and academic achievement. This could be because of the determination of the girls with high nAch to learn leads them to put in more effort. With an interest in succeeding, they are eager to arrive to school early even if they live far away from school.

However, the findings of the affect of nAch of nomadic Fulani girls on their academic performance is at variance with those of Hammer (2003) and WEAC (2005) who reported that students' motivation was not strong predictor of academic performance. The findings of Hammer and WEAC suggest that students' learning style, perception and mental ability also have a positive impact on their academic performance. This shows that apart

from motivation, other factors, either from the student, home or school environment, can negatively affect their academic performance.

Recommendations

Based on the findings of this investigation, the following are recommended:

1. The academic performance of Nomadic Fulani girls' were found to be lowest where schools were far from their homesteads. To this end, the NCNE in collaboration with UBEC should locate nomadic schools appropriately close to nomadic homestead.
2. The NCNE and UBEC should monitor the academic achievement of nomadic Fulani girls with a view to identifying the problems encountered and finding solutions towards improving their academic performance.

References

- Bahago, B.A. (2011). *Influence of Achievement Motivation and Demographic Characteristic on Academic Performance of Nomadic Fulani Girls in Adamawa State*. Submitted to the School of Postgraduate Studies, University of Jos.
- Bakhtiarvand F., Sana A., Kazem D. & Hojjat A F. (2011). The Moderating Effect of Achievement Motivation on Relationship of Learning Approaches and Academic Achievement. www.worldeducationcenter.eu.
- Chowdhury, M. S. & Shahabuddin, I. (2007). Self Efficacy, Motivation and their Relationship to Academic Performance of Bangladesh College Students. *College Quarterly*, 10, 1.
- Conroy, E. Andrew U. & Pincus, A. (2009). The Expression of Achievement Motives in Interpersonal Problems. *Journal of Personality*, 77, 2, 495- 526.
- Deo, P. & Ashamohan D. (2002) Deo-Mohan Achievement Motivation Scale (n-Ach). Agra: National Psychological Corporation Agra.
- Gottfried, A.E. (1990) Academic intrinsic motivation in young elementary school children. *Journal of Education Psychology*, 82-3, 525-538.
- Halawah, Ibtisam (2006) the effects of motivation, family environment and student characteristics on academic achievement. *Journal of Instructional Psychology*. 25
- Manjuvani, E. and Anuradha, K. (2011) Achievement Motivation of Children of Single Parent and Two Parent Families. *Journal of Community Guidance and Research*, 28, 1, 147-153.
- Muola, J. M. (2010) A Study of the Relationship Between Achievement Motivation and Home Environment Among Standard Eight Pupils, *Educational Research and Reviews*, 5, 5, 213-217.
- Naderi, Habibollah, Rohni Abdullah, Tengku Aizan, Jamaluddin and Vijay (2010) Relationship between Creativity and Academic Achievement: A Study of Gender Differences. *Journal of American Science*, 6, 1, 181- 190.
- Sharma Anita, Kartar Singh T., Poonam S. and Dalip M. (2011) Prediction of Different Streams in Academic Achievement Through Verbal and Non-verbal Intelligence Tests. *Journal of Community Guidance and Research*, 28, 1, 48-55.

- Sharma, Kartar S. Thakur., P. Sharma. And Dalip Malhotra (2011) Prediction of Different Streams in Academic Achievement through Verbal and Non-verbal Intelligence Tests. *Journal of Community Guidance and Research*, 28,1, 48-55.
- Sunitha, N. H. (2005) Academic Learning Environment of Students From Aided And Unaided Coeducational High School. Thesis submitted to the University of Agricultural Sciences, Dharwad, <http://etd.uasd.edu>.
- Tella, Adedeji (2007) The Impact of Motivation on Students' Achievement and Learning Outcomes in Mathematics among Secondary School Students in Nigeria. *Eurasia Journal of Mathematics, Science & Technology Education*, 3,2, 149-156.
- Umadevi, M. R. (2009) Relationship between Emotional Intelligence, Achievement Motivation and Academic Achievement. *Edutracks*, 8, 12, 31-35.