

MOTIVATIONAL STRATEGIES FOR EFFECTIVE LEARNING OF GEOGRAPHY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN NNEWI EDUCATION ZONE

Ezeoruonye John Chukwudi¹ and Ilechukwu Clement-Mary P.M.²

^{1&2}*Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University,
Anambra State*

E-mail: toughjoni@yahoo.com & ilechukwuclem@yahoo.com

Abstract

The study investigated the motivational strategies for effective learning of geography among senior secondary school students in Nnewi Education Zone of Anambra state. The study was guided by four research questions. The design of the study was a descriptive survey. The population of the study comprises all the SS III geography students (567) five hundred and sixty seven in public secondary schools in Nnewi Education Zone. The instrument used for the study was self-structured titled Motivational Strategies for Effective Learning of Geography (MOSFELG). These were administered to (220) geography students from (20) sampled secondary schools within the study area. Using simple random sampling techniques. The Instrument was face validated by three experts from Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. To ensure the reliability of the instrument, a trial testing was conducted on 20 students drawn from St. John of God secondary school Awka who were given the instrument, a test re-tests reliability estimate was computed. The research questions were answered and analyzed using mean scores and standard deviation. The findings revealed among other things that students were encouraged, motivated and assisted to develop problem solving skills when taught with motivational techniques strategies. Based on the findings, the researcher recommended among others making geography a compulsory subject for students.

Keywords: Motivational, strategies, effective learning.

Introduction

Education has been recognized as the fundamental basis on which any nation could function effectively. Its socio-political and economic viability depends solely on the qualitative education given to her citizens. In spite of the importance of geography which serves as the present day hope in predicting and proffering solutions to our ever, increasing environmental problems, ranging from climate change, ozone layer depletion, global warming, flooding, soil erosion pollutions and earthquakes in other places, the learning of geography is still impeded in Anambra state and many parts of Nigeria and beyond.

Akinade (2012) stated that geography as school subjects is one of the most important subjects in secondary school education. Nworah (2015) Geography is

relevant to both the students who are likely to continue to tertiary level and those who will not proceed it equips students with a body of knowledge to make them functional and socially relevant in the fast changing world.

Aydin (2011) added that in recent years, geography students addressing the different dimensions of students motivation have been made, for example, the use of such strategy as the relevance of geography, use of praise, rewards and privileges, handling of students variations team work in problem solving as well as the incorporation of different learning styles in motivating student to learn geography. According to Navid (2013) the term motivation is a factor that activates, direct and sustains goal directed behaviour and explain what we do.

Nworah (2015) motivation is the driving force that is activating behaviour of an individual to do something. It is the power that gives strength and direction to the behaviour, this power causes an individual to act for a purpose. Motivation is the desire to succeed a goal which is meaningful to an individual.

Strategies are specific actions taken by learner to make learning easier, faster more enjoyable more self-directed, more effective and more transferable to new situations. Effective learning is the ability of students to internalize information, make connections with prior knowledge and supply to their present and future life situation. Vanessa (2010) defined effective learning as students gaining knowledge and concepts they have learned. Alicia (2010) said that effective learning is when learning of something new makes a difference in the life of the learner. It is when that learner changes or improves on what they have previously done or thoughts.

Katelyn (2010) reiterated that effective learning is a two way street that requires motivation on the student's part as well as a dedicated teacher. The student must have an open mind ready for a new thoughts and ideas, and the teacher should be an active participant as well. However, the dwindling number in candidates registration is Geography and poor performance is a motivation.

Thus, the researcher has observed the need to investigate the motivational strategies for effective learning of geography among the senior secondary school students in Nnewi Education Zone of Anambra State.

Statement of the Problem

There seems to be a noticeable dwindling interest of students in learning geography as a course of study in most secondary schools in Nnewi Education Zone of Anambra State, Nigeria. These dwindling interests are reflected in the drastic reduction in number of students enrolment for the subject in National

Examination such as WASSCE and NECO as well as poor performance in the said National Examinations by few candidates that took the subject. Thus continuous poor performance, appear to have caused great concern to parents, guardians, teachers, educational bodies and government. This has given rise to the investigation of motivational strategies for effective learning of geography among senior secondary school students in Anambra state.

Purpose of the study

Specifically, this study intends to

1. Ascertain the strategies that could be adopted for effective learning of geography of senior secondary schools.
2. Determine how praise, rewards, and privileges as motivational strategy for students to learn geography.
3. Investigate variation of learning styles as a motivational strategy for students to learn geography.

Research Questions

The following research questions guided the study

1. What are the challenges students face in learning of geography as a subject in secondary schools in Nnewi Education Zone?
2. What are the motivational strategies to be adopted for effective learning of geography in Nnewi Education Zone?
3. To what extent does team-work solving motivate students to learn geography?

Methods

The research design employed in this study was a descriptive survey research design which set out to find out the predictive value of motivational strategies for effective learning of Geography among senior secondary school students in Nnewi Education Zone. The population of the study consisted of all senior secondary three (SS III) geography students numbering 567, geography students in 43 government owned and 65 privately owned secondary schools in Nnewi Education Zone. Using simple random sampling techniques was used in the selection of schools. The same sample random sampling techniques was used in selecting 200 students from the sample area. The instruments used for data collection was a self-developed questionnaire titled "Motivational Strategies for Effective Learning of Geography Questionnaire (MSELGQ)". The questionnaire consisted of two sections, A and B. Section A seeks information on the bio-data of the respondents while section B has two clusters that addressed the research questions. All items on the questionnaire were rated on four point rating scale of Strongly Agreed (SA) (4) Agree (A) (3) Disagree (D) (2) Strongly Disagree (SD) (1). The instrument was duly validated by three experts, one from measurement and evaluation and two

from Guidance and Counselling, all from department of Educational Foundations, Igbariam Campus.

The experts reviewed the instrument and their corrections were reflected in the final version. The reliability of the instruments were established using Pearson Cronbach Alpha Method to determine the internal consistency of the items. They yielded co-efficient value of 0.65. The instrument were considered reliable and therefore used for the study. The copies of the instrument were administered to the respondents with the help of three research assistant who were briefed on the modalities of administering and collecting of the instruments. A total of two hundred and twenty (220) copies of questionnaire were administered and collected back from the respondents. The research questions were answered using mean and standard deviations which were used for data analysis. Data were analyzed using descriptive statistics. The decision on the findings of the study was guided by the following: Any item with the mean ($\bar{x}$) score of 2.50 and above was considered as agreed, and any with mean score below 2.50 was considered as disagreed.

RESULTS

Research Question 1: What are the challenges students face in learning geography as a subject in secondary school in Nnewi Education Zone?

Table 1: Problems encountered in the study of geography in schools.

S/No	Item Description	(4) SD	(3) A	(2) SD	(1) D	$\bar{X}$	STD	Decision
1	Students expect high prospects in studying geography as a future career	72	108	20	20	3.05	0.88	Agree
2	Students studying geography will enhance their status in the society	70	112	20	13	3.13	0.80	Agree
3	Students have interest in geography	92	70	20	38	2.98	1.10	Agree
4	Students choose to offer geography because they are	24	86	52	48	2.39	0.94	Disagree

	entitled to scholarship								
5	Students like offering geography because graduates in the subject easily get job	46	84	40	50	2.57	1.06	Agreed	
6	Students like offering geography because it exposes their environmental problems	68	95	24	33	2.9	1.0	Agreed	
7	Students like offering geography because the study goes beyond their immediate environment to the wider world								
8	Students like offering geography because it makes one versatile in all the field of human endeavour	87	79	15	39	2.97	1.08	Agreed	
9	Students like offering geography because of the drawing involved	144	74	10	22	3.27	0.94	Agreed	
10	Students like map reading	114	79	9	18	3.31	0.89	Agreed	

The table 1 shows that opinion of the respondents on the problems encountered in the study of learning geography. The respondents agreed to items 1, 2 , 3, 5, 6, 7, 9, 10, 11 and 12. These items are the means scores which are above 2.50 the cut off score for decision making. However the respondents disagreed with item 4 which had a mean score of 24 which is below 2.50. Above all the relevant of geography is a motivating factor to be considered in the study of the subject.

Research Question 2: What are the motivational strategies to be adopted for effective learning of geography in Nnewi Education Zone.

Table 2: Use of praise, reward and privileges in motivating students to learn geography

S/No	Item Description	(4) SD	(3) A	(2) SD	(1) D	$\bar{X}$	STD	Decision
1	Students are encouraged to do better whenever they do well and they do well and they are praise	90	97	26	7	3.23	0.78	Agreed
2	Students are discouraged when teacher insult them for not doing well	66	57	66	31	2.78	1.04	Agreed
3	Students are motivated to do better when the teacher rewards their good performance in geography with a prize	119	73	28	0	3.41	0.93	Agreed
4	Students are motivated to learn geography because best students in the subject are awarded scholarship	73	59	33	55	2.68	1.7	Agreed
5	Teachers use of meal or lunch with best performing students in geography motivates them to learn the subject	27	70	55	66	2.28	1.08	Disagreed
6	The availability of well equipped geography laboratory in their school motivates them to learn geography as a subject	43	86	56	35	2.6	0.97	Agreed
7	Opportunities given to the best geography students to go for further studies abroad by government sponsorship motivates them to learn geography as a subject	92	66	29	33	2.99	0.83	Agreed

8	The regular use of praise by the geography teachers encourages them to learn geography as a subject	64	86	48	22	2.87	0.94	Agreed
9	The regular use of punishment by the geography teachers discourages them from learning the subject	20	40	89	71	2.04	0.93	Disagreed
10	Students are discouraged from learning geography because of teacher autocratic method of teaching the subject	44	70	64	42	25	1.0	Agreed

The table 2 shows the opinion of the respondents on the use of praise, reward and privileges as a motivating factor. The respondents agreed to items 1,2,3,4,6,7,8,10 and 11. These items had mean ($\bar{x}$) scores which are above 2.50 the cut off score for decision making. However the respondents disagreed with item 5 and 9 which had mean ($\bar{x}$) scores of 2.28 and 2.04 which are below 2.50. Above all, the use of praise, reward and privileges motivates students to learn geography.

Research Question 3: To What extent does teamwork in problem solving motivates students to learn geography in Nnewi Education Zone.

Table 3: Teamwork in problem solving motivates students to learn geography.

S/N	Item Description	(4) SD	(3) A	(2) SD	(1) D	$\bar{X}$	STD	Decision
1	Students are motivated to learn geography whenever their teacher takes them out on field trip	114	74	10	22	3.24	0.94	Agreed
2	Students are motivated to learn geography anytime we are doing team-work in problem solving	40	68	44	68	2.36	1.10	Disagreed

3	Students enjoy field work in geography especially whenever we go on field trip.	108	79	22	11	3.29	0.84	Agreed
4	Students dislike the use of concept mapping by their geography teacher	20	37	73	90	1.94	0.97	Strongly disagreed
5	Students enjoyed geography lesson whenever their teacher use simulation to teach the subject	64	110	28	18	3.00	0.86	Agreed
6	The use of drama/playlet encourages them to learn geography	83	48	37	53	2.72	1.19	Agreed
7	Grouping students of different personality	53	66	55	48	2.56	1.08	Agreed
8	Students like demonstration method in the teaching of geography	134	61	14	11	3.45	0.82	Strongly agreed
9	The use of cycle learning approach improves their understanding of geography	51	66	66	37	2.60	0.98	Agreed
10	Students enjoy discussion method in geography	128	61	20	11	3.39	0.85	Agreed

The table 3 shows the opinion of the respondents on the relevant of team-work in problem solving as a motivating factor. The respondents agreed to items 1,3,5,6,7,8,9 and 10. These items had mean (X) scores which are above 2.50 the cut off scores for decision making.

However, the respondents disagreed with item 2 and 4 which has mean (X) scores of 2.36 and 1.94 respectively which are below 2.50. Above all, the relevance of team work in problem solving is a motivating factor to be considered in the study of the subject.

Summary of the Study

This study has investigated the motivational strategies for effective learning of geography in senior secondary school in Nnewi Education Zone. The study has

revealed the weakness as well as factors that discouraged the students from learning geography, such factors as: the relevance of geography were not made known to the students, the lack on the part of teachers from using praise rewards and privileges in motivating students, the teachers lack of understanding and handling of students variation, teacher lack of foam work in problem solving in motivating students, teachers lack the use of different learning styles to motivate students to mean geography.

Three research questions were posed to guide the researcher elicit information. These are:

1. What are the challenges students face in learning geography as a subject in secondary school in Nnewi Education Zone.
2. What are the motivational strategies to be adopted for effective learning of geography in Nnewi Education Zone.
3. To what extent does team work in problem solving motivates students to learn geography.

The population of the study was 567 (SS 3) students who are presently writing their SSCE/WASSCE and NECO examination within Nnewi Education Zone.

A sample of two hundred and twenty (220) students were made using proportionate random sampling procedure. Structured questionnaire were used for the collection of the data for the study. The responses of the items were analyzed into frequencies and mean and the result presented in tables form the analysis of the data; some findings were made such as:

1. Solutions to different challenges in motivating students to learn geography.
2. The use of praise, reward and privileges in motivating students to learn geography.
3. How team work in problem solving motivates students learn geography.

Recommendations were made as to what will help improve all weaknesses discovered as to motivate the students in the teaching and learning geography as a core subject in our secondary schools.

Conclusion

Responses from the questionnaire given out were able to elicit information that the application of certain motivational strategy of teaching geography will encourage students to learn the subject studies in the past and this present research work identifies such motivational strategy as; the relevant of geography, the use of praise, reward and privileges, teachers' understanding and handling of students

variations, team-work in problem solving and the incorporation of different learning style motivate students to learn geography.

If the above mentioned strategies are employed, and used in the teaching and learning of geography in the senior secondary schools in Anambra state. It is sure that in the near future the state will boast of great geographers who will help in identifying and provide solution to the environmental hazards.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. Effective teaching and learning are most likely to take place when the geography department is confident about the purpose and character of geography teaching in the school and when each feels committed and competent to work as a professional within a well-managed team.
2. Geography teachers are a major source of stimulation for the subject content and the overall tone of the classroom. Therefore, it is important for them to model the behaviour they want to see their students display.
3. If the teacher appears bored and uninterested in the subject, the students will most likely respond to that negative energy and apathetic attitude by duplicating it. But when the teacher is being excited about the content, presenting the information and activities in an organized and interesting way, and showing a genuine interest in teaching, it will go a long way in maintaining students' interest and attention.
4. The ministry of education, boards and administration of education has their share of motivating students to learn geography as a school subject. The provision of all necessary materials in the area of technologies e.g computers.

REFERENCES

- Akintade, E. (2012). Considering the determinants of selecting geography as a discipline, The case of senior secondary school students in Ilorin, Nigeria *Ozean Journal of Social Science* 5(1) Ozean publication.
- Alicia, V. (2010). Our definition of effective learning <https://illandbyu.edu/IP301/content/our-definition-of-effective-learning>. retrieved on 8th February, 2015.
- Aydin, O. & Coskun, E. (2011). Secondary school students achievement motivating towards geography lessons.
- Aydin, C. & Coskun, E. (2011). Secondary School students "achievement motivation" geography lessons. Department of Geography, Faculty of Arts Univeristy, Turkey.
- Aydin & Coskun (2011). <http://scholarsaresearchlibrary.com/Gpr.Iss2/AASR-2011-3-2-121-134ppdf>. Retrieved on 15th November, 2014.

- Katelyn, T. (2010). Our definition of effective learning. [http:// Islandbyu.Edu/ipt.301/ context/our](http://Islandbyu.Edu/ipt.301/context/our). Retrieved 11th May, 2014.
- Navid, J. (2013). Psychology; concepts and applications Betmont, C.A: Wadworth.
- Nworah, M.L (2015). Motivational strategies for learning geography among senior secondary school, students in Awka Education Zone, unpublished M.Sc Work.
- Okonkwo, C. (2013). Learning, concept, types; theories of learning etc, unpublished M.Sc teaching materials Anambra State University Uli.
- Vanessa, V. (2010). Our definition of effective . What is geography from Wikipedia, the free encyclopedia. <http://www.geog.our.bc.ca/physgeolos/g.html>. Retrieved on 8th February, 2015.