Teachers' Psychosocial Variable and Achievement Motivation of Students with Disabilities in Special Schools in Rivers State

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Abstract

The study investigated teachers' psychosocial variable and achievement motivation of students with disabilities in special schools in Rivers State. Correlational research design was used for the study. Two research questions and two null hypotheses were formulated to guide the study. The population of the study comprised 116 special teachers in special schools in Rivers State. Simple random sampling technique was used to select a sample of 50 respondents for the study. A self-designed questionnaire titled: 'Teachers Psychosocial Variables Questionnaire" (TPSVQ) and Achievement Motivation Questionnaire'' (AMQ)were used for data collection. The reliability coefficient for (TPSVQ) and (AMQ) were r=0.74 and r=0.78. Pearson Product Moment Correlation (PPMC) was used

to answer the research questions and test the null hypotheses at 0.05 level of significance. The study concluded that; teachers' stress, teachers' self-concept and teacher's remuneration relate to achievement motivation of students with disabilities in special schools in Rivers State. And that there is significant relationship between teachers' stress, teacher's self-concept and teachers remuneration and achievement motivation of students with disabilities in special schools in Rivers State.It was recommended among others that; the government through the ministry together with its departments should make sure that the teachers remunerations are fully and timely provided as the delay of these entitlements demotivate the teachers' morale and precipitate achievement motivation of students with disabilities.

Keywords: Disabilities, students, teachers, psychological, social variables.

Introduction

Teaching is an essential profession in every civilization in the world, since the degree of a nation's overall development is reliant on the calibre of educators who staff the teaching and research activities of educational institutions. Teaching is essential to the realization of higher education as a genuine instrument for national development, beginning in secondary schools. No wonder Ubani et al (2019) mentioned that a country's secondary educational system is seen as making a significant contribution to the nation's future and playing a crucial part in its intellectual, economic, cultural, and social growth. Hacob (2019) further revealed that the sector lays the groundwork for the education of our future professional workforce, is in charge of character formation that produces future leaders, instils the desire for skill acquisition/entrepreneurship, paves the way by creating citizens who will drive much of our economic and regional success, and produce individuals who will facilitate cultural and trade ties with other nations in the foreseeable future. Secondary education has a crucial role in the expansion of knowledge, sets the groundwork for an innovation-based economy, and contributes to the improvement of our social environment. (Nkobia, 2020, Ubani, 2020).

The teacher is a specific term developed and widely used to denote an individual who teaches mostly at elementary and secondary schools. The science and art of

teaching is highly tasking and requires psychosocial energies and resources to perform at optimum level. Teachers at special or regular schools are subject specialists who are engaged by state and federal ministry of education to offer professional teaching and administrative services to the schools in which they are employed. Teachers are involved in designing, developing, and delivering instructional content using a range of teaching methods and strategies. Musa (2021) opined that the best teacher is one who produces a natural critical learning atmosphere in which the conditions are both intellectually challenging whilst also supportive. A teacher is a person engaged in interactive behavior with one or more students for the purpose of effecting a change in those students (Sanders, 2018). The change, whether it is to be in knowledge (cognitive), skill (psychomotor) or feeling states (affective), is intentional on the part of the teacher (Popham, 2019, Ubani, 2022). This designation distinguishes the teacher from instructional materials and other school personnel. The essential task of the teacher is to arrange the conditions of the learner's environment so that the processes of learning will be activated, supported, enhanced, and maintained (Popham, 2019). Teachers create instructional materials, develop and plan lessons, and curricula; engage with students; assist in administrative activities of the schools, and also attend conferences, and meetings. As the teacher carries out the above activities in schools, he manifests cognitive, affective, and conative reaction toward certain objects, events or persons in the work environment which may influence the achievement motivation of the students.

Psychological factors can be positive, such as happiness, affection, and vitality, or negative, such as fear, perceived stress, and depressive symptoms. Social factors refer to general elements at the level of human society concerned with social organization and social processes that intervene on the individual. Psychological factors include individual-level processes and meanings that influence mental states. Sometimes, these words are combined as “psychosocial.” This is shorthand term for the combination of psychological and social (Regal, 2019). Psychosocial variables encompass a large range of factors relating to an individual's psychological state and social environment and which potentially have either positive or negative consequences for health and behavioural outcomes. Several psychosocial factors have been tipped to affect teachers which in turn affects the students’ performance and motivation in school. Teachers’ personality

components is a crucial factor in arranging the conditions of the learner's environment for effective teaching. Personality is an import teacher's psychological construct as it may be viewed as the dynamic organization of those traits and characteristic patterns of behavior that are unique to the individual (Sanders, 2018). Some social psychologists take the position that personality as a psychological factor is purely a matter of social perception - that it is meaningless to speak of anyone's personality apart from the particular people who interact with him, get impressions about him, and use trait terms in describing him (Hacob, 2019).

Daminabo (2018) explained that such characteristics are the sum total of the traits that differentiate people or the stability of a person's behavior across different situations. The study of teacher psychological and social factors focuses on the understanding of individual differences in particular teachers such as sociability or irritability (Ubani et al, 2019). Teachers' psychosocial factors make them different from each other. Zahid (2016) maintained that a high score in traits such as conscientiousness indicates that a teacher is purposeful, self-disciplined, careful, thorough, organized and determined as teachers who are conscientious take responsibility for their work, accomplish their task more thoroughly and has a way of positively impacting on students motivation to learn. Another teacher psychological characteristic is teacher agreeableness which describes one who is sympathetic, trusting and cooperative. Musa (2021) define agreeableness as friendliness, being kind, flexible and tolerant. Research by Barrick (2015) suggests that agreeableness has positive relationship with positive attitude at the workplace, and help promote high educational achievements among students.

Naz (2016) noted that lack of achievement motivation among students with disabilities is a big hurdle in learning and a pertinent cause in the deterioration of education standards. Getting students with disabilities to learn and sustaining their interest in what they are learning therefore should be the sole objective of both general and special teachers in the classroom. Since motivation is a strong force in achievement among students with disabilities, Regal (2019) 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. Barrick (2015) described motivation

as factors that direct and energize the behaviour of humans and other organisms, while Ubani(2020) observed that motivation as a process 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 (Naz, 2016). Motivation is 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 (Sanders, 2018).

High exam scores, passing many topics, and graduating from school all fall under the category of the classic achievement-oriented domain in education, especially for kids. Motivation for accomplishment stems from the urge to succeed. In the view of Ubani (2019) achievement motivation is a basic desire to succeed and to get a task completed as effectively as possible. 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 (Tella, 2017). Daminabo (2018) affirmed 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. With the aforementioned background, the study examined teachers' psychosocial variable and achievement motivation of students with disabilities in special schools in Rivers State.

Statement of the Problem

Nigeria and Rivers State in particular like in many other countries of the world, students with disabilities have consistently trailed behind their normal counterparts in academic performance. The researcher's experience shows that poor academic performance in national examinations like West African Examination Council (WAEC), has continued to be an indicator of poor quality of education for students with disabilities. Majority of these learners rarely make 6-Credits including English Language and Mathematics. The problem in the researchers view linked to lack of achievement motivation which is central to educational psychology and has been the subject of interest and inquiry for some time now. Psychologists view drive, zeal, incentives, interest, positive self-concept, aptitude and intelligence as part of the attributes of achievement motivation. To

some extent, these decline in achievement motivation among students with disabilities which have negatively affected the educational system and have led to high pace of examination malpractice in internal and external examinations and ultimately poor academic performance of students could be associated with some psychosocial variables linked with teachers such as stress, self-concept, poor remuneration, poor interpersonal relationship, agreeableness and conscientiousness, etc. The researcher observes that several studies have been carried out to investigate the influence of family variables, learning environment student factors on academic performance of students in regular and special schools in Nigeria but none of the studies known to the researcher examined teachers psychosocial variables and achievement motivation of students with disabilities in special schools in Rivers State.

Aim and Objectives of the Study

The main aim of the study was to investigate teachers' psychosocial variable and achievement motivation of students with disabilities in special schools in Rivers State. Specifically, the study intended to:

1. determine the relationship between teachers stressand achievement motivation of students with disabilities in special schools in Rivers State
2. ascertain the relationship between teachers self-concept and achievement motivation of students with disabilities in special schools in Rivers State
3. examine the relationship between teachers interpersonal relationship and achievement motivation of students with disabilities in special schools in Rivers State

Research Questions

The following research questions were formulated to guide the study.

1. What is the relationship between teachers stressand achievement motivation of students with disabilities in special schools in Rivers State?
2. What is the relationship between teachers self-concept and achievement motivation of students with disabilities in special schools in Rivers State?
3. What is the relationship between teachers interpersonal relationship and achievement motivation of students with disabilities in special schools in Rivers State?

Hypotheses

The following null hypotheses were formulated to guide the study.

1. There is no significant relationship between teachers stressand achievement motivation of students with disabilities in special schools in Rivers State
2. There is no significant relationship between teachers self-concept and achievement motivation of students with disabilities in special schools in Rivers State
3. There is no significant relationship between teachers interpersonal relationship and achievement motivation of students with disabilities in special schools in Rivers State

Methodology

This study adopted the Correlational research design. The target population involved in the study consisted of a total of 116special teachers in special schools in Rivers State. Simple random sampling technique was adopted to select a target figure of 50special teachers for the study. The research instrument was a self-designed instrument titled: "Teachers Psychosocial Variables Questionnaire" (TPSVQ) and Achievement Motivation Questionnaire'' (AMQ). Section A contained the demographic data of the teachers while section B was structured on a four point modified Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) respectively. Section B had a total of 20 items. The reliability coefficient of (TPSVQ) and (AMQ) were r=0.74and r=0.78 respectively and were determined using the test-retest method. Pearson Product Moment Correlation (PPMC) was used to answer the research questions and test the null hypotheses at 0.05 level of significance.

Research Question One: What is the relationship between teachers stress and achievement motivation of students with disabilities in special schools in Rivers State?

Hypothesis One: There is no significant relationship between teachers stress and achievement motivation of students with disabilities in special schools in Rivers State

The responses of teachers on the relationship between teachers stress and achievement motivation of students with disabilities in special schools in Rivers State was subjected to Pearson Product Moment Correlation Method.

Table 1: Relationship between teachers stress and achievement motivation of students with disabilities

Correlations

		Teachers Stress	Achievement Motivation
Teachers Stress	Pearson Correlation	1	0.597**
	Sig. (2-tailed)		0.000
	N	50	50
Achievement Motivation	Pearson Correlation	0.597**	1
	Sig. (2-tailed)	0.000	
	N	50	50

**. Correlation is significant at the 0.05 level (2-tailed).

Table 1 shows the relationship between teachers stress and achievement motivation of students with disabilities in special schools in Rivers State. The result revealed that teachers' stress relate to achievement motivation of students with disabilities in special schools in Rivers State(r = 0.597). This result implies that as scores on teachers' stress increases, there is a corresponding decrease in achievement motivation of students with disabilities.

Table 1 further revealed that the relationship between teachers stress and achievement motivation of students with disabilities in special schools in Rivers State is significant at 0.05 level. This is because the calculated r-value (0.597) is greater than the table r-value (0.195). This implies that the null hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is significant relationship between teachers stress and achievement motivation of students with disabilities in special schools in Rivers State.

Research Question Two: What is the relationship between teachers self-concept and achievement motivation of students with disabilities in special schools in Rivers State?

Hypothesis Two: There is no significant relationship between teachers self-concept and achievement motivation of students with disabilities in special schools in Rivers State

The responses of teachers on the relationship between teachers self-concept and achievement motivation of students with disabilities in special schools in Rivers State was subjected to Pearson Product Moment Correlation Method.

Table 2: Relationship between teachers self-concept and achievement motivation of students with disabilities

Correlations

		Teachers Self-Concept	Achievement Motivation
Teachers Self-Concept	Pearson Correlation	1	0.926**
	Sig. (2-tailed)		0.000
	N	50	50
Achievement Motivation	Pearson Correlation	0.926**	1
	Sig. (2-tailed)	0.000	
	N	50	50

**. Correlation is significant at the 0.05 level (2-tailed).

Table 2 shows the relationship between teachers self-concept and achievement motivation of students with disabilities in special schools in Rivers State. The result revealed that teachers' self-concept relate to achievement motivation of students with disabilities in special schools in Rivers State(r = 0.926). This result implies that as scores on teachers' self-concept increases, there is a corresponding increase in achievement motivation of students with disabilities.

Table 2 further revealed that the relationship between teachers self-concept and achievement motivation of students with disabilities in special schools in Rivers State is significant at 0.05 level. This is because the calculated r-value (0.926) is greater than the table r-value (0.195). This implies that the null hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is significant relationship between teachers self-concept and achievement motivation of students with disabilities in special schools in Rivers State.

Research Question Three: What is the relationship between teachers interpersonal relationship and achievement motivation of students with disabilities in special schools in Rivers State?

Hypothesis Three: There is no significant relationship between teachers interpersonal relationship and achievement motivation of students with disabilities in special schools in Rivers State

The responses of teachers on the relationship between teachers interpersonal relationship and achievement motivation of students with disabilities in special schools in Rivers State was subjected to Pearson Product Moment Correlation Method.

Table 3: Relationship between teachers interpersonal relationship and achievement motivation of students with disabilities

Correlations

		Teachers Interpersonal Relationship	Achievement Motivation
Teachers Interpersonal Relationship	Pearson Correlation	1	0.821**
	Sig. (2-tailed)		0.000
	N	50	50
	Pearson Correlation	0.821**	1

Achievement Motivation	Sig. (2-tailed)	0.000	
	N	50	50

**. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows the relationship between teachers interpersonal relationship and achievement motivation of students with disabilities in special schools in Rivers State. The result revealed that teachers' interpersonal relationship relate to achievement motivation of students with disabilities in special schools in Rivers State(r = 0.821). This result implies that as scores on teachers' interpersonal relationship increases, there is a corresponding increase in achievement motivation of students with disabilities.

Table 3 further revealed that the relationship between teachers interpersonal relationship and achievement motivation of students with disabilities in special schools in Rivers State is significant at 0.05 level. This is because the calculated r-value (0.821) is greater than the table r-value (0.195). This implies that the null hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is significant relationship between teachers interpersonal relationship and achievement motivation of students with disabilities in special schools in Rivers State.

Discussion of the Findings

The finding of research question one and hypothesis one (Table 1) revealed that teachers' stress relate to achievement motivation of students with disabilities in special schools in Rivers State. And that there is significant relationship between teachers' stress and achievement motivation of students with disabilities in special schools in Rivers State. The finding is in line with the study of Osman (2021) writing on "Understanding teachers stress" revealed that when teachers are subjected to unbearable stressful conditions, it interferes with their attitude towards work which affects their performance, general effectiveness and ability to inspire learners to succeed within the school.

The finding of research question two and hypothesis two (Table 2) revealed that teachers' self-concept relate to achievement motivation of students with disabilities in special schools in Rivers State. And that there is significant relationship between teachers' self-concept and achievement motivation of students with disabilities in special schools in Rivers State. The finding is in tandem with the revelation of Lu (2017) who observed that teacher's self-concept was a major factor in determining teachers disposition towards their colleagues, community dwellers and students. In support, Cravazos (2016) revealed that teachers with a positive self-concept were better at positively influencing school-aged children and undergraduates in tertiary institutions and that a positive self-concept was a basic teacher prerequisite since they were role models.

The finding of research question three and hypothesis three (Table 3) revealed that teachers' remuneration relate to achievement motivation of students with disabilities in special schools in Rivers State. And that there is significant relationship between teachers' remuneration and achievement motivation of students with disabilities in special schools in Rivers State. The finding was not surprising to the researcher as one would ordinarily expect that teachers who receive better remuneration are going to feel more satisfied with their work and ultimately become more passionate to help students succeed in school. The finding are also in agreement with the study of Arah (2018) who revealed that teachers remuneration was indisputable in guaranteeing job productivity and satisfaction teachers who become eager to promote students scholastic adjustment.

Conclusion

Based on the findings of the study, the researcher concluded that teachers' stress, teachers' self-concept and teacher's remuneration relate to achievement motivation of students with disabilities in special schools in Rivers State. And that there is significant relationship between teachers' stress, teacher's self-concept and teachers remuneration and achievement motivation of students with disabilities in special schools in Rivers State.

Recommendations

Based on the findings of the study the researcher made the following recommendations:

1. There is need to raise awareness to the teachers about different types of remuneration packages and what these packages contained so as to ensure that every teacher understands his/her entitlements. This can be achieved through regular seminars and workshops aimed at influencing teachers understanding on their rights particularly on remunerations and other incentives since it is linked to achievement motivation of students;
2. The government through the ministry together with its departments should make sure that the teachers remunerations are fully and timely provided as the delay of these entitlements demotivate the teachers' morale and precipitate achievement motivation of students with disabilities;
3. In addition, school heads should strive to maintain good and cordial relationship with their teachers to guarantee a conducive working environment since good interpersonal relationship was a major factor in enhancing students' achievement motivation.

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