

A B S T R A C T

The achievement scores used in the exercise were based on teacher made achievement tests in English for term one and term two.

The relationship between perceived student motivation and academic achievement in English.

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The problem of the study was to investigate the relationship between perceived student motivation and academic achievement in English.

A total of 114 fourth form students from a Senior Comprehensive School were involved in the investigation. There were 38 boys and 76 girls. They were taken from two streams: 60 from the pretechnical and 54 from the academic.

The students were chosen from ten classes: five from each stream. They ranged between the ages of 14 to 17. They were exposed to the same English A programmes but eventually would be selected to write either the General or Basic Proficiency levels of the examination based on their results at the end of form four.

There were nine teachers in the sample school and thirty two teachers from other schools in the country who comprised the larger sample in the study.

Several instruments were used in the exercise. These included a students' questionnaire, a teachers' questionnaire, content analysis of the teacher made achievement tests, and teacher given grades in the basic skills required in the final examination: comprehension, writing and multiple choice. In addition, teachers rated each student's motivational level in the subject. Interviews were also conducted with the students and teachers.

The research design included descriptive and correlational methods. The data analysis comprised frequency distributions with the relevant means and standard deviations, ANOVA, Chi-Square and Pearson's product-moment correlation.

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Seven null hypotheses were tested. A significant relationship was found between each of: intrinsic motivation, extrinsic motivation, teachers' teaching style, gender, the utilitarian function of English; and achievement in English at $p < .05$. There was neither significant relationships between peer group influence and achievement in English nor between socioeconomic status and achievement in English.

Analyses of teachers' and students' interviews are also presented. Findings are discussed and interpreted in the light of previous studies. Implications for the teaching of English in Secondary Schools are highlighted.

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