



ACADEMIC RESULTS ATTRIBUTION OF SECONDARY SCHOOL STUDENTS ON TEACHERS' MOTIVATION IN THE BUEA MUNICIPALITY, SOUTH WEST REGION OF CAMEROON

By

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Abstract:

The purpose of this study was to determine the effect of attribution on the academic results of lower sixth students and its influence on teacher's motivation in secondary schools in the Buea Municipality, South West Region of Cameroon. Specifically, the study sought out to examine the effect of acknowledgement of the academic results of lower sixth students on teacher's motivation in secondary schools in the Buea Municipality and to determine the effects of negative feedback from the academic results of lower sixth students on teacher's motivation in secondary schools in the Buea Municipality. The study employed the descriptive survey research design where 60 teachers were selected through simple random sampling from 3 schools in Buea Municipality. Based on data gathered it was discovered that, acknowledgement from students on their academic results has a significant influence on teachers' motivation; also, negative feedback has a detrimental effect on teachers' motivation and lastly, positive feedback from students on their academic results had positive influence on teachers' motivation in secondary schools in the Buea Municipality. It was therefore concluded that, students' attributions of their academic results have a significant influence on teacher's motivation in secondary schools in Buea Municipality. Based on the findings, it was recommended that, school institutions should establish a feedback loop where teachers receive constructive feedback from students about their teaching methods and practices. This can help teachers understand how their efforts are perceived by students and motivate them to adapt their teaching strategies accordingly.

Keywords:

Attribution, Academic Results, Acknowledgement, Feedback, Motivation.

Introduction

In educational settings, understanding the factors that influence teachers' motivation is crucial for improving student outcomes. One such factor is attribution, which refers to the manner in which individuals explain the causes of events or outcomes especially with regards to their results. Attribution theory posits that individuals tend to attribute success or failure to either internal or external factors, which in turn can significantly impact their motivation (Weiner, 1985). This study examines the influence of attribution on teachers' motivation regarding the academic results of particularly lower sixth students in secondary schools in Buea Municipality, Fako division of the South West Region of Cameroon.

Teachers play a pivotal role in shaping students' academic performance and overall success. Their motivation is essential for creating a positive learning environment and fostering student engagement. Motivated teachers are more likely to go the extra mile, employ innovative teaching methods, and provide individualized attention to students (Deci & Ryan, 1985). Understanding the factors that influence teachers' motivation is therefore crucial for enhancing educational outcomes.

The relationship between attribution and teachers' motivation is an important area of research. When teachers attribute their students' academic success to their own efforts, it can enhance their self-efficacy and intrinsic motivation (Bandura, 1997). Conversely, if teachers attribute students' poor academic performance solely to external factors beyond their control, it may lead to feelings of helplessness and decreased motivation (Weiner, 1985). Therefore, examining how attribution affects teachers' motivation can provide valuable insights into strategies to enhance their motivation and ultimately improve student outcomes.

Student attribution refers to the way students perceive and explain the causes of their academic performance and behaviour (Weiner, 2010). Notably, this process is a crucial aspect of academic success, as it can influence students' motivation, effort, and future performance. Moreover, this process is influenced by various factors, including the student's prior experiences, beliefs, and the social and cultural context in which they exist. Furthermore, there are several types of student attribution, including internal attribution (where the student believes the cause is within themselves, such as effort or ability) and external attribution (where the student believes the cause is outside of their control, such as task difficulty or luck) (Weiner, 2010). Additionally, students may attribute their performance to stable causes (such as ability) or unstable causes (such as effort) (Weiner, 2010).

In addition, indicators of student attribution can be observed through the language students use to describe their academic performance, as well as their emotional and behavioural responses to success and failure (Weiner, 2010). For instance, a student who attributes their success to their own effort may express pride and a sense of control, while a student who attributes their failure to external factors may express feelings of helplessness and a lack of control. Additionally, the dimensions of student attribution include locus of control (internal or external), stability (stable or unstable), and controllability (controllable or uncontrollable) (Weiner, 2010). These dimensions can interact to influence a student's perceived causes of their academic performance and their corresponding emotional and behavioural responses.

Finally, student attribution is influenced by a variety of factors, including the student's individual characteristics (such as their prior experiences, beliefs, and self-efficacy), the social and cultural context in which they exist (such as family and peer influences), and the educational environment (such as teacher feedback and classroom practices) (Weiner, 2010; Schunk & DiBenedetto, 2016).

Understanding these influences is crucial for developing effective strategies to support student learning and success.

Literature Review

In the early 20th century, the concept of attribution theory, which examines how individuals explain the causes of their own and others' behaviours, began to emerge. Researchers such as Fritz Heider (1958) and Harold Kelley (1967) laid the groundwork for understanding how individuals attribute success and failure to internal or external factors (Weiner, 1986). This early research laid the foundation for understanding the role of attribution in shaping teacher motivation and its impact on student outcomes. As the field of educational psychology grew, researchers began to explore the factors that influence teachers' motivation and its impact on teaching practices. One key factor identified was the concept of locus of control, which refers to an individual's belief about the degree to which they have control over their own experiences and outcomes (Rotter, 1966). Teachers with an internal locus of control, who believe that their actions and efforts can influence student learning, have been shown to exhibit higher levels of motivation and engagement in their work (Woolfolk, Hoy & Spero, 2005).

Over time, researchers have also identified other important factors that contribute to teacher motivation, such as self-efficacy, job satisfaction, and perceived autonomy (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2014). These factors have been shown to influence teachers' instructional practices, their willingness to try new teaching methods, and their overall commitment to the profession (Deci & Ryan, 2000). In more recent years, the concept of "teacher burnout" has gained significant attention, as researchers have identified the detrimental impact of chronic stress and emotional exhaustion on teacher motivation and well-being (Maslach et al., 2001). This has led to a greater emphasis on the importance of supporting teachers' mental health and well-being, as well as the development of strategies to enhance teachers' resilience and prevent burnout (Gu & Day, 2007). The historical evolution of attribution and teachers' motivation in Africa has followed a similar trajectory to the global trends, though with some unique contextual factors that have shaped its development over time.

In the early post-colonial era, much of the research and discourse on attribution and teacher motivation in Africa was influenced by the prevailing Western theories and frameworks (Sifuna, 1990). For instance, the concept of locus of control, as developed by Rotter (1966), was widely applied to understand how African teachers perceived their ability to influence student outcomes. However, scholars such as Serpell (1993) argued that these Western-centric models failed to adequately capture the cultural and societal nuances that influenced African teachers' attributions and motivations. As the field of educational research in Africa gained more traction, researchers began to explore the unique factors that shaped teachers' motivation in the African context. Studies highlighted the impact of limited resources, low salaries, and poor working conditions on teachers' morale and job satisfaction (Bennell & Akyeampong, 2007). Additionally, the legacy of colonial education systems and the challenges of educational reform in the post-independence era were found to have a significant influence on teachers' sense of agency and control over their work (Dembélé&Miara-II, 2003).

Moreover, the role of community and cultural factors in shaping teachers' attribution and motivation has been an area of increasing interest. For instance, the concept of "Ubuntu," which emphasizes the interconnectedness of individuals and the collective responsibility for education, has been shown to

play a crucial role in how African teachers perceive their roles and responsibilities (Kamwangamalu, 1999). In more recent years, the growing emphasis on teachers professional development and the implementation of educational reforms have also influenced the evolution of attribution and teachers' motivation in Africa. Initiatives that provide teachers with opportunities for continuous learning, peer support, and autonomy in decision-making have been associated with higher levels of motivation and job satisfaction (Akyeampong & Stephens, 2002).

However, the ongoing challenges of resource scarcity, political instability, and socioeconomic disparities in many African countries continue to pose significant barriers to the sustained improvement of teacher motivation and well-being (Komba & Nkumbi, 2008). As such, the need for context-specific approaches to understanding and addressing these issues remains a critical area of focus for educational researchers and policymakers across the continent.

The historical evolution of attribution on teacher's motivation in Cameroon has undergone significant changes over time. In the early years of the education system in Cameroon, teacher motivation was primarily attributed to factors such as job security, stable income, and the prestige associated with the teaching profession (Ndongfack, 2015). During this period, teachers were viewed as civil servants whose primary responsibility was to impart knowledge to students, and their motivation was often linked to the job's inherent rewards. As the education system in Cameroon expanded and diversified, the factors influencing teachers' motivation became more complex. Researchers have identified various extrinsic and intrinsic factors that shape teachers' motivation, including salary, working conditions, career advancement opportunities, and the perceived value of their work (Tchombe, 2019). Studies have shown that teachers in Cameroon are often motivated by a sense of personal accomplishment, the desire to positively impact students' lives, and the opportunity to contribute to the development of their communities (Ndongfack, 2015).

However, over time, the challenges faced by the education sector in Cameroon, such as limited resources, inadequate professional development opportunities, and bureaucratic constraints, have had a significant impact on teachers' motivation (Tchombe, 2019). In response, the government and educational authorities have implemented various initiatives to address these challenges and enhance teacher motivation, including the introduction of performance-based pay schemes, improved working conditions, and professional development programs (Ngwana, 2019).

Despite these efforts, the attribution of teacher motivation in Cameroon remains a complex and evolving issue, with various stakeholders, including policymakers, school administrators, and researchers, continuing to explore ways to create a more supportive and motivating environment for teachers (Ngwana, 2019). As the education system in Cameroon continues to adapt to the changing demands of the 21st century, the understanding of teacher motivation and its attribution is likely to evolve further, with new insights and approaches emerging to address the unique needs and challenges faced by educators in the country.

Theoretical Framework

Theoretically, when exploring the influence of attribution on teachers' motivation regarding academic results, three theories stand out as particularly relevant to the research study: Weiner's (1985) Attribution Theory, Self-Determination Theory (2000), and Bandura's (1986) Social Cognitive Theory.

Firstly, Weiner's Attribution Theory (1985) provides a solid framework for understanding how teachers' perceptions and explanations of student performance can shape their own motivational

processes. This theory suggests that teachers' causal attributions for student success or failure, whether they are internal (e.g., ability, effort) or external (e.g., task difficulty, luck), can significantly impact their emotional reactions, expectations, and subsequent behaviours in the classroom. In the context of the proposed study, Weiner's theory would suggest that teachers' attributions for student academic results could be a key factor in determining their own motivation and engagement in the teaching process.

Secondly, Self-Determination Theory (SDT) (2000) offers valuable insights into the intrinsic and extrinsic factors that drive teacher motivation. SDT posits that individuals are motivated by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness. In the educational setting, teachers' perceptions of their ability to make autonomous decisions, their sense of efficacy, and their feelings of connection with students and colleagues can all influence their motivation levels. This theory would be highly relevant to the proposed study, as it could help elucidate the interplay between teachers' attributions and their underlying motivational orientations.

Finally, Bandura's Social Cognitive Theory (SCT) (1986) highlights the role of personal, behavioural, and environmental factors in shaping an individual's motivational processes. In the context of teacher motivation, SCT would suggest that teachers' attributions for student performance are not isolated phenomena, but are shaped by their own experiences, beliefs, and the social and organizational contexts in which they work. This theory could provide valuable insights into the complex web of influences that shape teachers' motivation, ultimately contributing to a more comprehensive understanding of the research question.

Contextually, this study is conducted within the educational context of Buea, a municipality located in the Fako division of the South West Region of Cameroon. Buea is known for its renowned educational institutions, including the University of Buea and several secondary schools. According to research conducted by Nformi (2018), the academic performance of students in Buea's secondary schools has been a subject of concern for educators and policymakers alike. The author notes that the attribution theory, which examines how individuals interpret the causes of events or behaviours, plays a crucial role in shaping teachers' motivation and, consequently, their instructional practices (Nformi, 2018). Furthermore, Tande (2020) highlights the significance of teacher motivation in fostering a conducive learning environment and improving student outcomes. In this context, the study aims to investigate the influence of attribution on teachers' motivation regarding the academic results of lower sixth students, which is the class of students who just had their Ordinary Level GCE in secondary education in Cameroon. Lower sixth is a class where students typically starts preparing for the General Certificate of Education (GCE) Advance Level examinations, a critical milestone that determines their eligibility for higher education or career prospects (Munzu, 2017). The study's relevance lies in its potential to shed light on the factors contributing to teachers' motivation and its subsequent impact on student achievement. Additionally, the findings could inform educational policies and interventions aimed at enhancing teacher effectiveness and student success in Buea's secondary schools.

METHOD

Research Design

The study utilized the descriptive survey research design. Descriptive survey research design is a type of research design that aims to obtain information to systematically describe a phenomenon, situation

or a population. More specifically, it helps to answer questions such as: what, when, where and how questions regarding the research problem rather than the why. This design was deemed appropriate because it enabled the researcher to easily collect the administered questionnaire and data after carrying out investigations. It was also considered appropriate because there was a randomization of the population concerned for the study.

Participants

The population of this research study, consisted of all the lower sixth teachers working in secondary schools within the Buea Municipality. These teachers are responsible for instructing and guiding lower sixth students, and their motivation in relation to student academic outcomes is the focus of this study.

Research Instruments

The instrument used for data collection was questionnaire to collect necessary data and the questionnaire was made up of closed and open-ended items with a 4-point Likhert scale responses such as; strongly agree, agree, disagree, strongly disagree that teachers were required to choose from the list. The questionnaire measured lower sixth students' attributions on their results and its effect on teachers' motivation in the Buea Municipality. The questionnaire was made up of four sections, A, B, C and D. Section A comprised items on background information. Section B, C and D comprised of items relating to variables of the study which include Acknowledgement, Positive feedback and Negative feedback.

Procedures

After the questionnaire was validated, the researcher took them to the chosen schools. The researcher went to each school and obtained an authorization from the principal explaining to them the purpose of the visit to the school. The principal of each school introduced the researcher to the class teachers and copies of the questionnaires were then distributed to the various teachers of lower sixth class and with directives from the researcher. The questionnaires were collected after the teachers have filled in the required information.

Data Analysis

The researcher used descriptive statistical method with simple tables, frequencies (F), mean, variance and percentages (%) to present the data collected for the study. The reason for using this technique was that it would present the information being collected from the questionnaire in a summarized, systematic and a coherent manner that will lead to assess greater and better comprehension. Also, simple tables were used which include the following entries; different number of teachers who strongly agree, agree, strongly disagree and disagree. Simple percentages were used to analyse the responses to avoid complication and confusion in the analysis of data. Formula for calculating Percentage (%) = No. of respondents/ total numbers of students x 100.

RESULTS

The presentation of the results is done according to the Specific research questions.

Demographic Information

The presentation starts with the combined presentation of respondents by gender, level of academic qualifications and years of experience.

Table 1: Demographic Information

Respondent	Frequency	%
GENDER		
Male	40	22
Female	20	11
Academic Qualification		
Bachelors degree in education	20	11
Masters degree in education	40	22
Doctorate degree in education	0	0
Teaching Experience		
Early career (0-5years)	20	11
Mid-career (6-15years)	25	14
Experience (16years+)	15	9

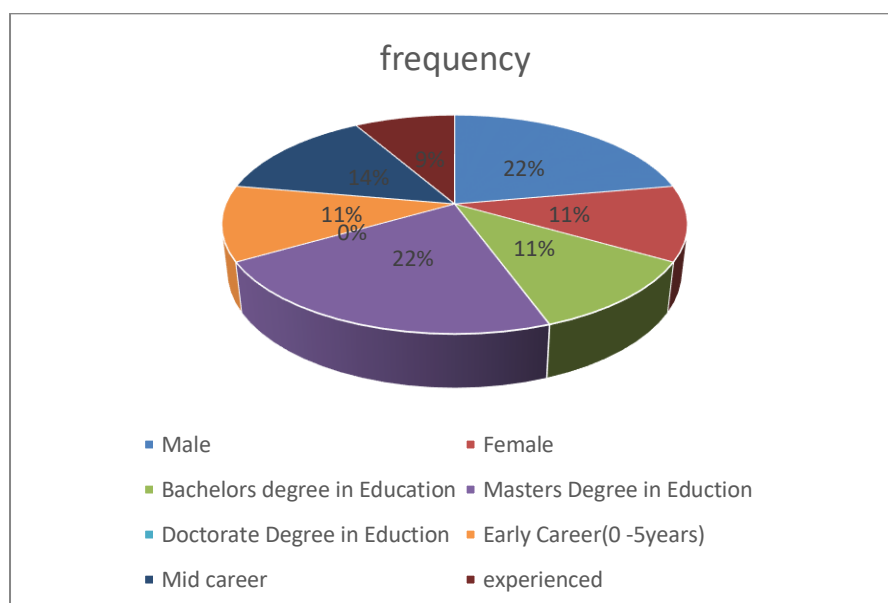


Figure 1: Demographic Information

The findings on figure 1 begin with gender and it consists of respondents 40(22%) male and 20(11%) females. This shows that majority of the teachers in secondary schools in the Buea Municipality are males. Equally, still from figure 1 above, the findings include respondents according to level of academic qualifications with Bachelor's degree in education 20(11%), master's degree in education 40(22%) and lastly doctorate degree in education 0(0%). From these findings, it shows that majority of respondents are teachers with master's degree of qualifications. Finally, the findings also include respondents according to years of experience. Early career (0-5years) 20(11%), mid-career (6-

15years) 25(14%) and experienced 15(9%). From this finding, the majority of teachers in the Buea Municipality consist of mid - career teachers.

Results from Research Objective One:

The findings in this section provide information on how acknowledgement influence teacher's motivation as seen in table 2 below:

Table 2: Acknowledgement of the Academic Results on Teachers' Motivation

ITEM	Agree		Disagree
	F	%	F
I feel motivated when students acknowledge my effort in their academic results.	60	100.0	0
Acknowledgement from students for their academic results makes me want to put in more effort in teaching.	60	100.0	0
When students recognize my contribution to their academic success, I feel appreciated as a teacher.	60	100.0	0
Acknowledgement from students for their academic results boosts my confidence as a teacher.	60	100.0	0
I feel motivated when students attribute their academic success to my teaching methods.	60	100.0	0
Acknowledgement from students for their academic results makes me feel valued as a teacher.	50	83.3	10
MRS	350	97.2	10

From table 2 above, all (100%) of the respondents agreed that they feel motivated when students acknowledge their efforts in their academic results. While none of the respondents disagreed. Furthermore, all (100%) of the respondents agreed that acknowledgement from students for their academic results makes them want to put in more effort in teaching while none disagreed. In addition, when asked if when students recognized their contributions their academic results, it makes all the teachers to feel appreciated. Also, the respondents were asked if acknowledgement from students for their academic results boost their confidence as teachers and all agreed (100%) while none disagreed. Likewise, all the respondents agreed that they feel motivated when students attribute their academic success to their teaching methods while none disagreed. Again, the respondents were asked if acknowledgement from students for their academic results makes them feel valued as teachers (83.3%) agreed while (16.7%) disagreed. Therefore, this shows that students acknowledgement of their academic results in lower sixth has a great impact on their teacher's motivation (97.2%) with less impact of (2.78%).

Results from Research Objective Two:

The findings in this section provide information on how negative feedback from students influence teacher's motivation in secondary schools in Buea Municipality as seen in table 3.

Table 3: Negative Feedback of the Academic Results on Teachers' Motivation

ITEM	Agree		Disagree	
	F	%	F	%
I feel demotivated when students perform poorly in their academic results.	50	83.3	10	16.7
Negative feedback from students regarding their academic results makes me question my teaching abilities.	40	66.6	20	33.4
When students attribute their poor academic performance to my teaching methods, I feel discouraged.	50	83.3	10	16.7
Negative feedback from students regarding their academic results affects my self-confidence as a teacher.	50	83.3	10	16.7
I feel unmotivated when students blame their poor academic performance on my teaching methods	40	66.6	20	33.4
Negative feedback from students regarding their academic results makes me question my choice of teaching profession.	40	66.6	20	33.4
MRS	270	74.95	90	25.05

From table 3 above, majority of respondents (83.3%) agreed that they feel demotivated when students perform poorly in their academic results, while (16.7%) disagreed. Furthermore, the majority (66.6%) agreed that negative feedback from students regarding their academic results makes them question their teaching abilities while (33.4%) disagreed. In addition, when asked if when students attribute their poor academic results to teachers, they feel discouraged (83.3%) agreed while (16.7%) disagreed. Equally, the respondents were also if negative feedback from students regarding their academic results affects their self-confidence as teachers (83.3%) agreed while (16.7%) disagreed. Likewise, a good number of respondents (66.6%) agreed that they feel unmotivated when students blame their academic results in their teaching methods while (33.4%) disagreed. Equally, (66.6%) of the respondents agreed that negative feedback from students regarding their academic results makes them question their choice of teaching profession while (33.4%) disagreed. The findings on the multiple responses set revealed that majority (74.95%) of the respondents agreed that negative feedback affects teachers' motivation greatly while (25.05%) do not seem affected.

Results from Research Objective Three:

The findings from the questionnaire on the effect of positive feedback from the academic results of lower sixth students on teacher's motivation are presented in table 4.

Table 4: Positive Feedback of the Academic Results on Teachers' Motivation

ITEM	Agree		Disagree	
	F	%	F	%
Positive feedback from students regarding their academic results motivates me to work harder.	60	100.0	0	0.0
When students attribute their academic success to my	60	100.0	0	0.0

teaching methods, I feel encouraged to continue using those methods.

Positive feedback from students regarding their academic results boosts my morale as a teacher.	60	100.0	0	0.0
I feel motivated to try new teaching strategies when students provide positive feedback about their academic results	50	83.3	10	16.7
Positive feedback from students regarding their academic results makes me feel appreciated as a teacher.	60	100.0	0	0.0
When. Students attributes their academic success to my teaching methods I feel more confident in my abilities.	50	83.3	10	16.7
MRS	340	94.3	20	5.3

From table 4 above, the entire respondents (100%) agreed that positive feedback from students recording their academic results motivate them to work harder while (0%) disagreed. Furthermore, all respondents (100%) agreed to the fact that when students attribute their academic success to their teaching methods, they feel encouraged to continue using those methods with zero disagreement. In addition, (100%) of the respondents equally agreed that Positive feedback from students regarding their academic results boosts their morale as teacher with no disagreement. Majority of the respondents (83.3%) feel motivated to try new teaching strategies when students provide positive feedback about their academic results while (16.7%) of the respondents disagreed. Equally, Positive feedback from students regarding their academic results makes (100%) of the respondents feel appreciated as teacher. Likewise, (83.3%) of the respondents agreed that When Students attributes their academic success to their teaching methods, they feel more confident in their abilities while (16.7%) disagreed to this Perception. The findings on the multiple responses set revealed that majority (94.3%) of the respondents agreed that positive feedback from students have great influence on teachers' motivation whereas few (5.3%) disagreed.

DISCUSSION

The discussions are presented according to the specific objectives of the study.

The Influence of Acknowledgement of the Academic Results of Lower Sixth Students on Teachers' Motivation in Secondary Schools in Buea Municipality

The study revealed that student's acknowledgement of their academic results has a positive influence on teachers' motivation in secondary schools in Buea Municipality. This is evident as respondents agreed to the fact that they are motivated when students acknowledge their efforts when it comes to their academic results. Respondents also agreed to the fact that acknowledgement from students on their academic results makes them want to put in more effort in teaching. Equally, respondents agreed to the fact that acknowledgement from the students for their academic results makes them feel valued as teachers. These results are in line with Hunter's (2015) quantitative research "Do Sling with Gratitude?" analysed survey given to 500 high School teachers Nationwide. Statistical analysis revealed that individuals felt most driven when leaders recognized obstacles every student and teacher face separately from academic outcomes. As a result, the study recommended schools strive to acknowledge efforts as well as results through empathetic support. The studies consistently indicate that while acknowledging positive results boost morale, teachers feel most motivated when their whole commitment to students is valued beyond numbers. This includes understanding each learner's

circumstances and efforts surmounting challenges. These results come in agreement with the current literature reinforcing the suggestion that the acknowledgement of teachers is essential.

This finding is in line with the Weiner's (1985) attribution theory which says that people attribute their causes of event to either internal and external factors and thus when students acknowledge that their results is as a result of their teacher's role, it gets to make the teachers to feel valued and tends to put in more effort in teaching better.

The Influence of Negative Feedback from the Academic Results of Lower Sixth Students on Teachers' Motivation in Secondary Schools in Buea Municipality

The study revealed that negative feedback from students' academic results has a detrimental influence on teacher's motivation. This is evident from the fact that the respondents agreed to the fact that they feel demotivated when students perform poorly in their academic results, and that negative feedback from students makes them to question their teaching abilities as well as it affects their self-confidence as teachers.

This finding is in line with the self-determination theory (Deci & Ryan, 2000) which says feeling of competence is a basic psychological need closely associated with personal growth, motivation internalization and psychological well-being. Within self-determination theory, the social context such as the provision of negative feedback based on social comparison may thwart an individual's feeling of competence (Ryan & Deci 2017). A recent meta-analysis indicates that negative feedback predicts a higher degree of competence frustration (Going et al., 2018).

Instead of guiding improvement, negative student feedback often comes across as attacks on character and ability (Daniels & Francois, 2015). Over time, this type of feedback contributes to depleted enthusiasm for instruction and erosion of commitment to the profession (Fernet et al., 2012). Moreover, inadequate corrective information hinders motivation to implement changes (Hattie & Timperley, 2007). In summary, unsupportive criticism from students threatens teacher self-worth and drive to excel through low motivation.

The Influence of Positive Feedback from the Academic Results of Lower Sixth Students on Teacher's Motivation

The study revealed that positive feedback from students concerning their academic results has a significant positive impact on the motivation of teachers. This is evident as respondents agreed to the assession that positive feedback from students regarding their academic results motivate them to work harder, equally they agreed that when students attribute their academic success to their teaching methods, they are encouraged to continue using those methods. In the same vein, respondents also agreed that positive feedback from students boost their Morales as teachers and also become motivated to try other teaching strategies and they feel more confident in their abilities.

These findings are in line with Hattie and Timperley (2007), positive feedback focuses on praising specific actions and behaviours rather than vague, non-directional praise. Positive feedback impacts teacher motivation in several ways. Firstly, it fulfils teachers' basic psychological needs of feeling competent and autonomous in their work (Taylor & Tyler, 2012). Receiving affirmation from administrators about their teaching abilities and acknowledgement of lesson planning efforts bolsters self-efficacy and confidence (Hattie & Timperley, 2007). In addition, positive feedback provides

reassurance that teachers are progressing well and meeting expectations which motivates them to continuously better themselves (Taylor & Tyler, 2012).

Similarly, the non-threatening nature of positive feedback also encourages risk-taking and experimentation in teaching methods (Taylor & Tyler, 2012). Overall, regular administration of constructive positive feedback has been shown to increase teacher motivation levels long-term through enhanced self-esteem and work engagement (Hattie & Timperley, 2007). This finding is in line with the view of Bandura's (1986) Social Cognitive Theory, which says self-efficacy impacts choice of activities, effort, persistence, and achievement. It is developed through performance accomplishments, vicarious experience, verbal persuasion, and physiological states. The theory agrees that when teachers are confident in their abilities, they feel committed to achieving their goals and recovering quickly from setbacks. Additionally, Social Cognitive Theory describes human behaviour as regulated through self-reflection and internal personal factors like standards and expectations rather than just responses to environmental stimuli.

Recommendations

Firstly, a feedback loop should be established where teachers receive constructive feedback from students about their teaching methods and practices. This can help teachers understand how their efforts are perceived by students and motivate them to adapt their teaching strategies accordingly.

Secondly, teachers should be recognized and appreciated for their positive impact on students' academic outcomes. Highlighting instances where students attribute their success to teacher motivation can boost morale and reinforce the importance of effective teaching.

In addition, opportunities for professional development should be provided that focus on enhancing teachers' understanding of student motivation and attribution theory. Equipping teachers with knowledge and skills in this area can empower them to create a supportive learning environment that fosters positive attributions among students.

Conclusion

Findings suggest that there is a perceived notion among teachers, that students' attributions have impacts on teachers' motivation. This finding is in-line with the review of literature. The majority of the response in each of the surveys had opined entirely about teachers being motivated by students' attributional claims.

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