

Contribution of Motivating Factors on Academic Performance of Senior Secondary School Students in South-West Nigeria



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ABSTRACT: The paper examined the contribution of motivating factors such as school climate, school physical facilities, school principal's leadership style, teachers' influence, school curriculum implementation, instructional materials, classroom environment, peer group influence, and parental support on the academic performance of students. The study adopted descriptive survey type. The population comprises all the senior secondary schools in South West Nigeria. Three states, Osun, Ondo and Ekiti were sampled based on simple random sample and multi-stage random sampling technique. A questionnaire titled Motivation and Academic Performance of Students (MAPS) was designed and administered on respondents on factors that could motivate students towards academic performance. 0.85 reliability co-efficient was obtained. Frequency counts, percentage scores, standard deviation and Multi-Regression were used to analyse the data. The hypothesis formulated were tested at 0.05 level of significance. It was revealed that motivation contributed greatly to the academic performance of students. The level of motivation of students was moderate during the period under review. The result further revealed that a combination of motivating factors such as school climate, school physical facilities, school principals leadership style, teachers' influence, school curriculum implementation, instructional materials, classroom environment, peer group influence, and parental support were significantly related to the academic performance of senior secondary school students. The use of multiple regression indicates that classroom environment is the highest predictor of the academic performance of students while school climate is the least predictor. Based on the findings of this study, it was recommended that students in public secondary schools should be adequately motivated through an enabling school climate, adequate physical facilities, good principal leadership styles, positive teachers' influence and cordial interaction with students, proper implementation of the school curriculum, good classroom environment, positive peer group influence and adequate parental support.

KEYWORDS: Motivation, Motivating Factors, Academic Performance, Senior Secondary School Students, South West.

INTRODUCTION

Motivation is considered to be a factor that enhances the academic performance of students. The importance of motivation in the life and academic pursuit of students cannot be ignored. Motivation is derived from the word 'motive' which means what prompts a person to act in a certain way or the reason for one's action. Blunt (1983), described motivation as a driving force which pushes a person to behave in a particular manner.

In this study, motivation is about managing students to enhance their academic performance. It seems that every educator needs to be concerned about motivation. Motivation appears to be a quality that every student, teachers, parents, governments, policy makers, education planners and school administrators should exhibit. It seems that motivation plays a tremendous role in the life of students. It appears that if students are encouraged, managed and motivated towards their studies, perhaps learning which itself is a life-long process could be made pleasurable. Herzberg, Mausner and Synderman (1957), originally identified two types of motivation. These are: Intrinsic and Extrinsic motivation.

Intrinsic motivation is inherent in individuals, they are factors that make people to behave towards a particular direction. These could be influenced by abilities, interesting and challenging work and opportunities for advancement. Extrinsic motivation is what is done to motivate people. Such as rewards, increased pay, praise, promotion and punishments in form of disciplinary action, with hold pay or criticizing.

Extrinsic motivation is a kind of motivation that is imposed from outside school principals' leadership styles, teachers' influence, school curriculum implementation, instructional materials, classroom environment, peer-group influence, parental support could extrinsically motivate students towards learning. The fact to be established is that students themselves need to be motivated to attain high academic performance in their studies. Stipek (1988), however supports the extrinsic motivation, she does not argue for the complete elimination of extrinsic reward system.

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Burgalete, Valverde and Fernandez, Carride (1988) in their studies claimed that motivation maintains a circular relationship and this in turn with performance. In other words, motivation is found to be one of the element that mostly distinguish those required to repeat a class or school year from those being promoted.

Researches carried out by Adeyemi (2010), Yara (2009), Kolawole (2004), revealed the relationship between the contribution of motivating factors and the academic performance of students. Studies conducted by Maehar (1991) also revealed the impact of school climate as extrinsic factors in the life of students. Diaz (2003) explained that motivation is considered to be the element that initiates the subject involvement in learning. Ogundahunsi (1999), revealed that availability of physical facilities had impact on pupils academic performance in public and private schools. Also studies carried out by Wentzel (1997), Yoloye (1986) revealed that most students are greatly influenced by their teachers. Moreover, Umeasiegbu (1991), buttressed in his findings that the level of performance in any school system is related to its teachers.

Moreover, researchers like Anierobi, Nwogbo, Ogbe and Oyeyemi (2022) indicated that both academic motivation and academic self-efficacy have a low and positive relationship with academic performance. It further showed that academic motivation and academic self-efficacy jointly contributed positively to the academic performance of secondary school students in Anambra State, Nigeria. Koyuneoglu (2021) opined that the concept of academic motivation is an important factor of academic behavior in any learner despite the level of academic attainment. Hariri, Kawarn, Haenilah, Rini and Supaman (2021) also revealed that student motivation has a positive relationship with study strategies of students. Ezocha (1990) is of the view that the school principals', leadership style do influence student's motivation and academic performances. Studies carried out by Anthony (2000) revealed that the volume of work (completed), that is the curriculum, students' task orientation and skill acquisition, students personality and self-concept. A study carried out by Okeke (1990) revealed that without the provision of adequate facilities, effectiveness cannot be achieved on the path of both teachers and students. Ojedele (1995) and Oni (1995) in their studies revealed that material resources are significantly related to students academic performance and job performance. Furlong Whiple, Jean, Simental, Seliz and Punthuna (2003) in their studies revealed that students' perceptions of connectedness to peers seems to impact significantly on school achievement. Research carried out by Ajila and Olutola (2007), stressed the importance of parental support as a motivating factor on student academic performance.

Statement of the Problem

It appears that the perceived low academic performance among secondary school students could be attributed to inability to motivate them towards learning through various extrinsic motivating factors, such as the school climate which seems not to be conducive enough and the physical facilities which seem to be lacking or inadequate to motivate students towards learning. Also the curriculum appears to be too wide and the method of implementing the curriculum seems to be faulty. Some teachers seem not to understand the principle and techniques of classroom management, some perhaps do not employ the right pedagogical practices, moreover some school principal seem not to exhibit good administrative leadership behaviour that would motivate the students towards learning. Also there seems to be inadequate use of variety of instructional materials on the part of teachers to encourage students to stay in class and captivate their interest to learn, the classroom environment seems not to be conducive enough. Moreover, strong peer influence seems to have negative effect on student performance, also lack of parental support seems to affect the academic well-being of students.

All these factors seem to contribute to poor performance of students in public secondary schools. From the discoveries in schools, the performance of students which appears to be affected by the demotivating factors of classroom environment, school climate, physical facilities and the likes has direct effect on their future performance, closely related to this is the poor performance of students in external examinations such as the West African School Examination (WASCE)

Purpose of the study.

This study examined the contribution of motivating factors on students' academic performance of senior secondary school students in South West, Nigeria.

Research Hypothesis

There is no significant difference in the contribution of motivating factors and the academic performance of senior secondary school student.

METHODOLOGY

The study adopts descriptive research of survey type. One thousand and fifty (1,150) Senior secondary school 3 student (i.e. SSS 3) formed the Sample in 3 out of 6 Southwest Geopolitical zones. The sampled states are Osun, Ondo, and Ekiti. A questionnaire titled "Motivation and academic performance of secondary school student" (MAPS) was used administered on the respondents. This consists of Sections A-1, on the contribution of motivating factors and Students. The instrument was validated with the help of experts in Test and Measurement, Curriculum studies and educational management. The reliability of the instrument was determined using test-re-test method and it yielded a coefficient of 0.85.

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RESULTS

Hypothesis

There is no significant difference in the contribution of motivating factors to the academic performance of Senior Secondary school students.

In order to test the hypothesis, all the motivating factors were analyzed using multiple regressions on school student at 0.05 level of significance. This result is presented in Table 1.

Table 1: Multiple Regression Analysis Showing the Contribution of Motivating Factor to the Academic Performance of Students.

M o d e l	B	Std Error	B e t a	T	S i g .	T	R	R ²	R - ²	F
C o n s t a n t (Academic Performance)	2.273	1.435		1.584	.137					
S c h o o l C l i m a t e	.001	.111	.009	.013	.990					
School Physical Facilities	.020	.024	.357	.823	.426					
Classroom environment	.039	.037	.556	1.052	.312					
Principal's Leadership Style	.029	.048	.178	.596	.562	.593	.351	.098	.782	
T e a c h e r s ' I n f l u e n c e	.051	.082	.323	.626	.542					
Curriculum Implementation	.051	.048	.205	.343	.737					
Instructional Materials	.007	.038	.103	.195	.849					
P e e r I n f l u e n c e	.084	.059	.515	1.426	.177					
P a r e n t a l S u p p o r t	.020	.044	.205	.465	.649					

Table 1: Presents the contributions of motivating factors to the academic performance of senior secondary school students. The result showed that classroom environment is the highest predictor of the academic performance of senior secondary school students with a beta weight of .556 (55.6%). This is closely followed by peer group influence (Beta Weight = .515; 51.5%), school physical facilities (Beta Weight = .357; 35.7%), teachers' influence (Beta weight = .323; 2.3%), school curriculum implementation (Beta weight = .205; 20.5%), parental support (Beta weight = .205; 20.5%), school principal's leadership style (Beta weight = .178; 17.8%), instructional materials (Beta weight = .103; 10.3%) while school climate is the least contributor to variance in the academic performance of senior secondary school students (Beta weight = .009; 0.1%).

The result indicated that the combinations of motivating factors had a positive correlation with the academic performance of senior secondary school Students ($r = .593$; $P < 0.05$). All the motivating factors jointly contribute about 35% to the total variance in the academic performance of senior secondary school students ($r^2 = .351$). This implied that the remaining 65% of the total variance in the academic performance of senior secondary school students is explained by other variables outside the model. The regression model is $F = .782$.

DISCUSSION

It was revealed that, the level of students' motivation was moderate. This implies that if students in public senior secondary schools were appropriately motivated through a host of extrinsic motivating factors, it could yield high academic performance in students. This finding corroborated that of Anierobi, Nwogbo, Ogbe and Oyeyemi (2022), Koyuneoglu (2021), Hariri, Kawarn, Haenilah, Rini and Supaman (2021), Adeyemi (2010), Yara (2009), Kolawole (2004), Adedeji (2007), Skemp (1989), Tella (2003), Biehler and Snowman (1986), Fontana (1981), Okoye (1983), and Gesinde (2000), who revealed that motivation had a positive relationship with the academic performance of students. The finding implies that the level of motivation of students' towards learning was moderate through a combination of motivating factors which could have positive significant relationship with student's academic performance.

The study further revealed the relationship between motivating factors and the academic performance of senior secondary school students. The contribution of motivating factors to the academic performance of senior secondary school students was moderate during the period under study. This implies that a combination of motivating factors which students are exposed to could enhance the academic performance of senior secondary students. The level of academic performance of students might be a result of combination of motivating factors such as school climate, school physical facilities, school principal's leadership style, teachers' influence, curriculum implementation, instructional materials classroom environment, peer group influence, parental support, and academic performance of students could be enhanced when students are appropriately motivated.

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CONCLUSION

Based on the findings of the study, the following conclusions were made. Motivation greatly contributes to the academic performance of students. A combination of motivating factors such as the classroom environment, peer group influence, school physical facilities, teachers' influence, school curriculum implementation, parental support, school principals' leadership style, instructional materials and school climate were important in contributing to or enhancing the academic performance of students. The classroom environment is the highest predictor of the academic performance of students while school climate is the least predictor of the academic performance of students. Motivation is highly essential to the academic performance of Senior Secondary School Students in South West Nigeria.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

In view of the fact that the motivation of students towards academic performance was moderate. Every educator needs to be concerned about motivation. Teachers, School principals, Parents, Government, Educational planners and all educational stakeholders need to realize the importance of motivation in the life of students. The need to see motivation as a quality (ingredient) to sustain students' interest in learning and prepare students for the challenges and demands of this century needs to be imbibed. Students need to be adequately and sufficiently motivated through various extrinsic motivating factors to enhance their academic performance.

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