

**ESSENCE OF MOTIVATION ON STUDENTS’
ACADEMIC PERFORMANCE IN AGRICULTURAL
SCIENCE IN SECONDARY SCHOOLS IN OYO STATE
“A CASE STUDY OF IBADAN NORTH LOCAL GOVERNMENT”**

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CHAPTER ONE

1.0 INTRODUCTION

Agriculture is defined as the cultivation of land for the production of food for man, feed for animals and raw materials for our industries. It plays an important role in the life of an individual as it provides the basic necessities of life, food, clothing and shelter. Agriculture is one of the professions that man engaged in since the start of age. As a result of its importance to the survival of human race, its practices will continue from generation to the yet unborn.

Agriculture was the backbone of the Nigerian economy before the advent of oil. It remains the largest contribution to the Nigerian economy accounting for over 38 percent of the GDP and a key sector in the country's reform process. The sector feeds the Nigerian population and contribution to exports; it provides raw materials and serves as a catalyst for the development of the industrial sector. As the employer of labour in the economy, it leads in alleviating poverty.

This sector accounted for 88 percent of non-oil foreign exchange earnings. It is from agriculture and particularly from agricultural exports that the economy receives its principal stimulus to economic growth. Until the advent of oil, trade in cash crops such as cocoa, groundnut, rubber, cotton and palm produce accounted for much of the country's foreign exchange earnings. Since the oil boom decline set in, agricultural machinery supply was left solely in the hands of profit seeking middlemen which pay little attention to farming.

However, agriculture is relegated due to the social and psychological problem of being called a farmer. Many people like white collar jobs, they like to enjoy social amenities enjoyed in the Urban area such as electricity, pipe-borne

water, good road, health care services etc. People because of all these amenities run away from the farm.

Apart from this, farmers in the third world countries or less developed countries have shortage of capital to introduce the mechanized farming system. The problem of mass failure in agricultural science probably due to lack of interest in the subject or poor facilities in school and inadequate well-trained teacher has also contributed to the current state of agriculture in Nigeria.

Agriculture and agricultural science are often confused. However, they cover different concepts. Agriculture is the set of activities that transform the environment for the production of animals and plants for human use. Agriculture concerns techniques, including the application of agronomic research. Agronomy is research and development related to studying and improving plant-based agriculture.

Agricultural sciences however are sciences dealing with food and fibre production and processing. They include the technologies of soil cultivation, crop cultivation and harvesting, animal production, and the processing of plant and animal products for human consumption and use. Agricultural science began with Gregor Mendel's genetic work, but in modern terms might be better dated from the chemical fertilizer outputs of plant physiological understanding in 18th-century Germany. It is offered as a subject in secondary schools to prepare students and arouse their interest for agriculture. Poor performance in this area is therefore a bad sign to what would be expected of agriculture in the country. Many students have now developed little interest in the subject and even run away from it because they believe choosing agricultural science as a career will not earn them a great and promising future.

In order to make students develop more interest in this particular subject there is need for motivation. The word motivation is derived from a word “**movere**” which means to move into action. This word is what initiates and sustains a student involvement in the act of learning. To a large extent it determines the direction and efficiency of his learning.

Furthermore, there is the cry that the standard of education is rapidly falling most especially in agricultural science. The government, the teachers, and the parents as well as the students are not left out of the blame about the falling standard of education. To be able to solve these problems we have to look into how to remove its causes.

All these afore mentioned factors eventually either directly or indirectly results to poor motivation on the path of the student to learn or poor learning outcome and an attempt to put an end to these menaces in turn motivates the students to learn thereby improving the learning outcome and reviving the falling standard of education. Motivation is therefore a panacea to the current poor performance of students in agricultural science and an antidote to the falling standard of education in general.

1.1 STATEMENT OF THE PROBLEM

It is a common practice seeing students sit for examination most especially the Senior School Certificate Examination. The question that comes to mind is that are these students actually performing well? Does it really mean that if there are no leakages of examination question papers or answers, these students would not come out with a good result?

The answers to these questions are not far-fetched. If students are allowed to take exams naturally without assistance coming from any angle, they will perform woefully. In order to save this kind of situation, they result to engaging in all forms of examination malpractices. But something must have been responsible for this problem. There must have been a missing gap somewhere. There must be solutions to the problem of falling standard of education.

The factors responsible for the falling standard of education have been grouped under the following headings: government, teachers, parents, students and inspection (of school and teacher by authorized agent). If the first three and the fifth one is tackled, no meaningful result can be achieved when the student is not considered in the problem-solving approach. However, their impact would be felt from the way they affect the student. They could arouse the interest of the student and motivate him to learn.

When the student is motivated to learn, he would put up a better performance and this will in turn help improve the standard of education. This study therefore provides a means to assess how well motivation can help solve the educational problems or challenges facing Secondary School Students in Oyo State, taking five Schools in Ibadan North Local Government as case studies.

1.2 PURPOSE OF STUDY

The main purpose of this study is to determine the essence of motivation on student's academic performance in agricultural science in secondary schools in Oyo State. Effort will also be made to identify the impact of motivation on student's academic performance.

This study will examine how the government, teachers as well as parents view the impact of motivation on student's academic performance, i.e. does it have positive or negative impact on the student performance?

It will further examine how absence of motivation increases the mass failure especially in agricultural science in Secondary School Certificate Examinations and failed to develop students towards their professional ambition.

1.3 SIGNIFICANCE OF THE STUDY

This study would go a long way to help students in school to be more serious at their studies and pass their examination with good grades.

Teachers as well will intensify their efforts in passing ideas, knowledge, skills, attitudes, beliefs and feelings to students so as to bring about changes in them.

It will also allow the parents to set their priority right on their children education. Knowing fully that their children would be left behind after they might have gone to a journey of no return, they would not look for money and power but the educational advancement of their children will be of paramount importance to them.

1.4 SCOPE OF THE STUDY

The study will be carried out in Ibadan North Local Government of Oyo State, Ibadan.

The selection of both the students and the schools will be by random sampling from some selected schools in the Local Government.

1.5 LIMITATION

This study will be restricted to the importance of motivation on student's academic performance in agricultural science in Secondary Schools in Oyo State in Ibadan.

It will cover some Secondary school in the area purposely to know whether academic performance will be influenced by motivation from teachers, parents and the government.

It will look at five Secondary schools in the area, which will be a representative sample of the whole Ibadan North Local Government and Oyo State in general.

1.6 RESEARCH QUESTIONS

The following research questions will be useful for proper analysis of the topic.

1. What are the factor militating against good performance of students in the Secondary School Certificate Examinations?
2. Are those teaching agricultural science really qualified for the job?

3. What motivational techniques are used to stimulate student's interest in agricultural science?
4. Are there any differences between male and female performances in agricultural sciences?
5. Do students whose parents belong to upper class perform better in school than those whose parents belong to lower class?

The following three hypothesis can therefore be formed:

H₁: Those teaching Agricultural Science are not qualified.

H₂: There are no differences between male and female performances in agricultural sciences.

H₃: Students whose parents belong to upper class do not perform better in school than those whose parents belong to lower class

1.7 DEFINITION OF TERMS

From the topic of this research "Essence of Motivation on students' academic performance in academic performance in agricultural science in secondary Schools in Oyo State," the researcher will have to defined the following terms or concepts of the topic.

- (1) **Motivation:** *Egar (1974)* defines motivation as the condition responsible for variations in the intensity, quality and direction of an ongoing behavior.

- (2) **Agriculture:** Agriculture is defined as the cultivation of lands for the production of food for man, feed for animals and fibre or raw materials for our industries.
- (3) **Science:** branch of knowledge requiring systematic study and method especially dealing with substances, life and natural laws. (*Advanced learners Dictionary*)
- (4) **Students:** Boy or girl in College or University. (*Oxford Secondary University*)
- (5) **Academics:** Of a College or University Scholarly or theoretical interest only. (*Advanced learners Dictionary*).

Of Schools, Colleges, Universities, learning or teaching. (*Oxford Secondary Dictionary*)

- (6) **Performance:** Carry into effect; go through a function (*Advanced learner Dictionary*). Or

Do a piece of work that one has been told to do and that is not easy. (*Oxford Secondary Dictionary*)

- (7) **Education:** Education is the preparation of people for life to be led. *Awolola (1986)*.

Rangochekpe (2000) described education as the total process of human learning by which knowledge is imparted, facilities trained and skills developed.

- (8) **Secondary Education:** Secondary Education refers to the form of education children receive after primary education and before the tertiary stage.
(National Policy on Education)

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 MEANING OF MOTIVATION

Motivation is a vital factor in any teaching and learning situation. For students to be motivated, they normally need to perceive the value of the outcome of their action. A situation where students are not directly taught how to read so that they view themselves as capable readers leaves one in doubt as to how they can be motivated.

Armstrong (1984) asserts that motivation is a matter of perception, which will be influenced by past experiences and the present environment. The degree to which people are not motivated would depend not only upon perceived value of outcome of their actions and the goals or reward but also upon the perceptions of the likelihood of obtaining the reward.

In his contribution to the debate, Awotua-Efebu (1999) sees motivation as the choice of activity one makes plus the persistence and intensity with which the activity is pursued.

Angelm (1980) defines motivation as an intervening variable used to account for factors within the organism, which arouse, maintain and channel behavior towards a goal.

Egar (1979) defines motivation as the condition responsible for variations on the intensity, quality and direction of an ongoing behavior.

Kempner (1971) said that motivation generally involves the process initiating and directing human behavior.

Adesiyani (1993) says motivation is the function which managers perform to get employees to contribute effectively to the achievement of the organizational or institutional goals.

Nwachukwu (1988) defines motivation as the energizing force that induces or compels and maintains behavior.

Motivation as so many definitions. We can simply conclude that it is the drive within a person to achieve a goal or objective. It is a process of stimulating people to action to achieve any desired goal or to accomplish any given assignment.

According to Berelson and Steiner (1964) who described motivation as the inner state, which energizes, activates or moves, that direct or channel behaviour towards a goal. From the aforementioned, we can define motivation as the reason or frame of reference for our behaviour.

2.2 WHAT IS ACHIEVEMENT MOTIVATION?

The experimental researches carried out by some researchers have tremendously improved the knowledge about the motive to achieve (Gesinde, 2000).

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. Gesinde (2000) posits that the urge to achieve varies from one individual to the other, while for some individuals need for achievement is very high whereas for others it may be very low. However, there

are high achievers and low achievers. What is responsible for the variation could be the fact that achievement motivation is believed to be learnt during socialization processes and learning experiences. As a matter of fact this varies from one individual to the other. Gesinde (2000) asserts further that, those who have high achievers as their models in their early life experience would develop the high need to achieve, while those who have low achievers as their models hardly develop the need to achieve.

Human beings are said to be extrinsically or intrinsically motivated. Intrinsic motivation is said to be derived internally in the job itself. It is that which occurs while a person is performing an activity in which he takes delight and satisfaction in doing. Intrinsic motivation is seen as internal reward, while extrinsic motivation is incentive or reward that a person can enjoy after he finishes his work. Okoye (1983) opined that motivation holds the key to the understanding of human behaviour. According to him, motivation explains why one individual dodges work, another works normally satisfactorily enough to reach the height, while yet others resort to illegal and unconventional methods of achieving social, academic, economic and political recognition. He added that motivation should be carefully manipulated whether in the work situation or study situation, so that our students are neither under motivated or over motivated but appropriately motivated so as to be useful to themselves in their society and the world at large. Harju and Eppler (1997) investigated the relationships among college students' learning and performance goal orientation, drawing on questionnaire data from ages 17 – 22 of college students' total 312. It was reported that students who had a learning profile motivation had completed more semesters. They concluded that the younger students who were externally motivated tended to possess more irrational beliefs while other internally motivated students tended to be more involved in learning.

Cheung (1998) hypothesised that conceptions of success of achievement goal affect both the inclination to and actual performance. This was tested in a sample of 673 Chinese adolescents. Sex differences were found in the conception of success. As part of larger project concerned with motivation factors in educational attainment Siana et. al. (1998) focussing on Asian girls, 985 secondary schools students in London and England found that Asian students of both sexes rated parents and friends as more important in contributing to academic success. Yoloje (1976) carried out a descriptive survey on the cause of poor academic achievement in Northern Nigeria. He reported that majority of the children who were labelled as backward or unintelligent to school were good, but they were handicapped by physical characteristics such as defective vision, learning defect and other preventable diseases. Bridgeman (1978) reported that standard school achievement test is somewhat predictive of later academic performance.

Bank and Finlapson (1980) found that successful students were found to have significantly higher motivation for achievement than unsuccessful students.

Moreover, (Johnson, 1996; Broussard and Garrison, 2004; Skaalvik and Skaalvik, 2004; Skaalvik and Skaalvik, 2006; Sandra, 2002) revealed significant relationship between academic performance and motivation. In Nigeria, a study carried out by Ajayi (1998) on achievement motivation using 276 students revealed that there is an agreement between academic performance and motivation.

2.3 ACHIEVEMENT MOTIVATION AND ACHIEVEMENT BEHAVIOUR

How do people differ in their motivation to achieve?

In a classic study to assess the differences in strengths of people's achievement motives McClelland and Colleague in Aire and Tella (2003) developed a projection technique using selected picture cards from the Thematic Apperception Test (TAT). The technique assumes that, when asked to write stories about the pictures, respondents will project their feelings about themselves onto the characters in the pictures.

Assessment of the responses involves noting references to achievement goals (concern over reaching a standard of excellence). Subjects who refer to achievement goals are often rated high in achievement motivation; those who rarely or never refer to achievement goals are rated low.

Achievement motivation is often correlated with actual achievement behaviour (Camara, 1986). The motivation to achieve, however may evidence itself only in behaviour that children value. For example, a child may be highly motivated to achieve, and this may be exhibited in athletics but not in schoolwork. Thus, different situations have different achievement-attaining values for children (Eccles, et. al. 1998; Harter and Connell, 1984).

2.4 ACHIEVEMENT MOTIVATION, CHILD EXPECTATIONS AND ATTRIBUTIONS

Individuals' actual achievement behaviour depends not only on their motivation to achieve but also on whether they expect to achieve and whether they fear failure. People are more likely to work hard when they perceive a reasonable chance to succeed than when they perceive a goal to be out of reach (Atkinson, 1964).

Children's expectations of success can be measured by asking them to predict a certain grade, indicate how sure they are that they can solve a particular problem, and select the hardest task they think they can do from a collection of tasks varying by degree of difficulty (Philips, 1987).

Children with high expectation for success on a task usually persist at it longer and perform better than children with low expectations Eccles, 1983; Eccles et. al.1998). Researchers like (Carr et.al.1991) have found that children with high IQs and high expectations of success in school do, in facts get the highest grades.

Children with high IQs and children with low IQs and low expectations receive lower grades than children with low IQs and high expectations. In addition to child rearing practices, reviewed previously, teaching styles and communication pattern affect children's attributions. When teachers are caring and supportive and emphasise the teaching learning process over the performance outcomes, and when they give feedback, children tend to be motivated to achieve and to expect success (Daniels, Kalkman, and McCombs, 2001).

2.5 IMPORTANCE OF MOTIVATION ON STUDENTS PERFORMANCE

Frances (1969) in his discussion about the importance of motivation says that motivation arouses, sustains, directs and determines the intensity of learning effort that underlines every phase of human behaviour and human nature relationship.

Motivation is concerned with the problem of determining the force, which impel or incite living organism to action. Boring (1948).

Moreover, motivation provides the necessary force for learning or for carrying out any work that is worthwhile. Motivation is from motives and motives are desires to attain certain goals. It is believed that the stronger these desires are present in an individual, the greater the efforts towards getting the goals.

In any work place, necessary encouragement in terms of motivation of individuals by organisations is very crucial to workers' commitment and realization of the organisational goals and objectives. Scores of humanistic theories and social scientists like Herzberg (1996), Likerts (1961), Argys (1957) and Mangregor have demonstrated through research findings that motivation of subordinates is very crucial in managerial practices. They all agreed that work could be as interesting as play if there are motivations that satisfy the need or motives of the workers. The personnel member's satisfaction will continue to bother social and institutional managers and researchers till the end of the time.

2.6 MOTIVATION: A MEANS OF ACHIEVING THE GOALS AND OBJECTIVES OF SECONDARY EDUCATION IN NIGERIA.

According to Uwadiae (2006), as long as there are still examination malpractices in secondary schools, the goals and objectives of secondary education are not being realized. Elaborating on this he says that, the percentage of reported cases of examination malpractice against Edo State of Nigeria, for example, has been on the increase. If examination malpractice is increasing every year in secondary education in Edo State of Nigeria, it implies that students are not being prepared well for higher institution.

In the opinion of Awanbor (2005), the lacuna in our secondary education (e. examination malpractices) among other things is lack of students motivation.

It is the opinion of Rusillo and Arias (2004), that there is significant influence of academic motivation on learning at school.

Awanbor (2005) holds that students, who lack sufficient level of academic motivation exhibit a weak drive towards the pursuit of academic goals. Such students manifest signs and symptoms of indifference and apathy towards school. Majority of such students, if not all, are those who are involved in examination malpractices.

Furthermore, Awanbor (2005) noted that because of poor motivation due to inadequate remuneration, poor teaching environment as a result of lack of basic teaching materials, listless and unmotivated learners in the classroom, among others, the teachers have become the endangered species in their own profession. They no long teach and the students in turn no longer learn. He suggested that students should be academically motivated as this will go a long way to solving most of the problems faced in education system and also increase students academic performance. He further remarked that motivating students will help them to be more responsible and have more interest in studies. He also holds that motivation of students will reduce, if not completely eliminate, high school dropout rates, low enrolment rates, truancy, etc.

In the view of Renchler (1992), every educator needs to be concerned about motivation. It is a quality that students, teachers, parents, school administrators and other members of the community must have if our educational system is to prepare young people adequately for the challenges and demands of the coming century. Of course, the way these various groups of individuals generate and use motivation

differs greatly. Students need motivation to learn, parents need it to track the educational progress of their sons and daughters, teachers need it to become better teachers and school administrators need it to ensure that every facet of the schools they manage continues to improve.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter will presents methods and procedure to be used in collecting information for the study.

In the chapter, the researcher will also discuss the following sub-headings.

1. Population
2. Sample and Sampling techniques
3. Instrumentation
4. Methods of Data collection
5. Procedure for Data Analysis

3.1 POPULATION

The population for this study will consists of Secondary Schools in Ibadan North Local Government of Oyo State.

It will involve both male and female students and twenty students will be used in each of the selected schools while the total number of schools that are selected for the research are five, which make the total population for the research to be 100.

3.2 SAMPLE AND SAMPLING

This subsection contains the sample selected for the study. A sample is simply a part of the population, which is selected for the purpose of study.

Sample selection is usually embarked upon as a result of the difficulty usually involved in an attempt to reach each and every member of the population. Consequently, representative of the population of interest is usually selected and studied. If the sample is well selected; it will mirror all the characteristics of the population from which it was drawn.

In this study, convenience sampling technique is used to select five Secondary Schools in Ibadan North Local Government to consists of male and female.

3.3 INSTRUMENTATION

This subsection contains the instruments which the researcher used for collecting the data for the study. The research instrument which was used depends on both the nature of this research and the information being sought.

The research instrument which was used in this study was a self developed structured questionnaire. The questionnaire is in two sections i.e section A and section B. Section A consists of demographic data of the respondents while section B seeks information on the variable of the study. All the items in both section A and B amounted to twenty-one item.

The questionnaire is a close-ended type in line with the modified likert type technique of summated ratings. The responses while were based on ratings Yes or No.

3.4 METHOD OF DATA COLLECTION

The researcher wrote a letter of introduction and permission to conduct the research to the secondary schools. The letter was presented to the Principal of each of the selected secondary schools in Ibadan North Local Government of Oyo State. This enables the Researcher to have access to the participants for the study.

Before the study was carried out, the researcher tried to establish a kind of good rapport with the students and the essence of this rapport was to give the room for the participants to be able to open up their minds to the research items because some of them may not want to reveal their personal problems but the researcher promised that all information collected about them will be kept confidential.

3.5 METHOD OF DATA ANALYSIS

The completed questionnaire will be collected from the participated students, coded and analyzed using descriptive statistics.

Descriptive statistics and simple percentages will be used to analyze section A of the questionnaire which will deal with the demographic characteristics of the respondents while the percentage ranks will also be used to sought out the variable study in section B.

CHAPTER FOUR

4.0 DATA ANALYSES AND INTERPRETATION

This chapter deals with the analysis and discussion of findings through the data collected and the administration of questionnaire. Simple percentage method was used by the researcher in analyzing the data.

4.1 COMPOSITION OF THE RESPONDENTS (SECTION A)

TABLE I: SEX COMPOSITION OF THE STUDENTS

SEX	FREQUENCY	PERCENTAGE
MALE	48	48%
FEMALE	52	52%
TOTAL	100	100%

The above table shows that the number of male students is 48 representing 48% while the number of female students is 52 representing 52%.

TABLE II: THE SELECTED SCHOOLS

SCHOOLS	FREQUENCY	PERCENTAGE
St. Gabriel Commercial Secondary school.	20	20%
Anglican Grammar School.	20	20%
Nawairudeen High School.	20	20%
Oba Akinbiyi High School I.	20	20%
Oba Akinbiyi High School II	20	20%
TOTAL	100	100%

The above table shows that the number, of students from each of the five selected schools is 20 representing 20% each.

TABLE III: CLASS OF THE STUDENTS

CLASS	FREQUENCY	PERCENTAGE
J.S.S I	31	31%
J.S.S II	43	43%
J.S.S III	26	26%
TOTAL	100	100%

The above table III shows that the number of students selected from JSS I is (31) which represents 31%, the number of students from JSSII is (43) representing 43% and the number of students from JSS III is (26) which also represents 26%.

TABLE IV: AGE OF THE STUDENTS

AGE RANGE	FREQUENCY	PERCENTAGE
9 – 11	41	41 %
12 – 14	49	49%
15 – 17	10	10%
TOTAL	100	100

Table IV above revealed that the number of students that fall within the age range of 9 – 11 (41) representing 41%, while the number of students between the age range of 12 – 14 is (49) which also represents 49% and the number of students that fall between the age range of 15 – 17 is (10) which also represents 10% all 100% together.

PARENT'S OCCUPATION

TABLE V: OCCUPATION OF THE MOTHER

OCCUPATION	FREQUENCY	PERCENTAGE
CIVIL SERVANT	28	28%
TRADER	72	72%
TOTAL	100	100%

Table V above shows that the number of students whose mothers are traders by occupation is (72) representing 72% while the number of those whose mothers are civil servants is (28) also representing 28% all 100% together.

TABLE VI: OCCUPATION OF THE FATHER

OCCUPATION	FREQUENCY	PERCENTAGE
CIVIL SERVANT	41	41%
TRADER	59	59%
TOTAL	100	100%

Table VI above give us the number of students whose fathers are traders by occupation to be (59) representing 59% while those whose fathers are civil servants is (41) also representing 41% all 100% together.

4.2 SUMMARY OF THE FINDINGS (SECTION B)

This section deals with the responses of the students on the questionnaire that were given to them.

This will be analyzed based on the research questions designed. It goes thus:

Question 1: Does your agricultural teacher employ any motivational techniques in teaching agricultural science?

OPTION	NO. OF RESPONDENTS	PERCENTAGE
YES	98	98%
NO	2	2%
TOTAL	100	100%

In question 1, majority of the respondents confirmed that their agricultural science teacher employs motivational technique, which is 98 represented by 98% while only 2 respondents (2%) disagreed with the statement.

Question 2: Do you usually perform better if your teacher motivates you?

OPTION	NO. OF RESPONDENTS	PERCENTAGE
YES	93	93%
NO	7	7%
TOTAL	100	100%

In Question 2, 93% of the respondents confirmed that they do perform better if their teacher motivates them while teaching while only 7% say No to the question.

Question 3: Does your agricultural teacher shows any sign of interest in the subject he/she teaches you?

OPTION	NO. OF RESPONDENTS	PERCENTAGE
YES	98	98%
NO	2	2%
TOTAL	100	100%

In Question 3, the responses here shows that the agricultural science teacher shows sign of interest in the subject he/she teaches as 98% agreed with this statement while only 2% disagreed.

Question 4: Do you like the method your agricultural science teacher employs in teaching you the subject?

OPTION	NO. OF RESPONDENTS	PERCENTAGE
YES	98	98%
NO	2	2%
TOTAL	100	100%

For Question 4, 98% of the respondents like the method of teaching used by their teacher as they agreed with the question while 2% of the respondents disagreed.

Question 5: Do you show any positive attitudes or interest in the class during agricultural science?

OPTION	NO. OF RESPONDENTS	PERCENTAGE
YES	96	96%
NO	4	4%
TOTAL	100	100%

On Question 5, 96% of the respondents show positive interest in the class during agricultural science by saying Yes to the question while only 4% of the respondents show a negative interest to the question.

Question 6: Do you like agricultural science because of the farm work involved?

OPTION	NO. OF RESPONDENTS	PERCENTAGE
YES	46	46%
NO	54	54%
TOTAL	100	100%

In Question 6, 46% of the respondents like agricultural science as a subject because of the farm work involved while 54% of the respondents dislike it because of the farm work involved.

Question 7: Do you like agricultural science because of the various advantages that could be derived?

OPTION	NO. OF RESPONDENTS	PERCENTAGE
YES	93	93%
NO	7	7%
TOTAL	100	100%

The table above revealed that 93% of the respondents like agricultural science because of the various advantages that could be derived from it while 7% of the respondents dislike agriculture.

Question 8: Does your agricultural science teacher know how to teach?

OPTION	NO. OF RESPONDENTS	PERCENTAGE
YES	100	100%
NO	0	0%
TOTAL	100	100%

Response to Question 8 shows that their agricultural science teacher knows how to teach as all respondents which represents 100% agreed with the question while none of the respondents disagreed with the question.

Question 9: Do you have interest in your agricultural science teacher?

OPTION	NO. OF RESPONDENTS	PERCENTAGE
YES	99	99%
NO	1	1%
TOTAL	100	100%

Moreover, response to Question 9 shows that 99% of the respondents have interest in their agricultural science teacher while just 1% of the respondents do not have interest.

Question 10: Do you like the facial expression of your agricultural science teacher while teaching you?

OPTION	NO. OF RESPONDENTS	PERCENTAGE
YES	92	92%
NO	8	8%
TOTAL	100	100%

Table 10 revealed that 92% of the respondents like the facial expression of their Agricultural Science teacher while teaching, while the rest of the respondents 8% of the respondents disagreed with the question, meaning that they dislike the facial expression of their agricultural teacher.

Question 11: Do you understand the agricultural value?

OPTION	NO. OF RESPONDENTS	PERCENTAGE
YES	98	98%
NO	2	2%
TOTAL	100	100%

For question 11, 98% of the respondents agreed that they understand the agricultural value while 2% of the respondents disagreed by ticking No.

Question 12: Do you understand agricultural science when you read it?

OPTION	NO. OF RESPONDENTS	PERCENTAGE
YES	100	100%
NO	0	0%
TOTAL	100	100%

In Question number 12, 100% of the respondents used to understand agricultural science when they read it by answering Yes while none of the respondents answered No.

Question 13: Do you really pay attention to your agricultural science lesson while in class?

OPTION	NO. OF RESPONDENTS	PERCENTAGE
YES	92	92%
NO	8	8%
TOTAL	100	100%

The response to question number 13 shows that 92% of the respondents agreed that really pay attention to agricultural science lesson while in class while only 8% of the respondents disagreed.

Question 14: Is agricultural science farm work tedious?

OPTION	NO. OF RESPONDENTS	PERCENTAGE
YES	92	92%
NO	8	8%
TOTAL	100	100%

More so, in question number 14, 57% of the respondents agreed that agricultural science farm work is tedious but 43% of the respondents disagreed.

Question 15: Do you pass agricultural science whenever there is test or exam?

OPTION	NO. OF RESPONDENTS	PERCENTAGE
YES	100	100%
NO	0	0%
TOTAL	100	100%

Finally, the last but not the least, 100% of the respondents agreed vividly that they pass agricultural science whenever there is test or examination in response to question number 15, while none of the respondents disagreed.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the research will discuss under the following headings;

- i. The restatement of the problem and purpose of the study
- ii. Summary of the findings
- iii. Conclusion
- iv. Implication
- v. Recommendation for further study
- vi. Limitation

This research will be incomplete and worseful if emphasis is not made on the statements listed above: It will give us the clear picture of the topic of the research i.e. “Essence of motivation on the students academic performance in agricultural science”. Its impact on students performance and a useful suggestion will be made which will help in bringing back good standard to the level of education if it been taken into consideration by the government at all levels, teachers, parents and finally, the students whose the aims and objectives of education lies upon.

5.1 A RESTATEMENT OF THE PROBLEM AND THE PURPOSE OF THE RESEARCH

As it had been discussed earlier that it is a common practice seeing students sitting for examination most especially at the junior level of primary school education. The question that comes to mind is that; Are the students actually performing well in the examination as expected especially in agricultural science?

Moreover, the main purpose of this study is to investigate and evaluate the essence of motivation on students in Secondary Schools in Oyo State.

Effort had also been to identify the effect of motivation on Students academic performances and the impact of motivation on students in the Local Government and Nigeria nation at large. Does it either have positive or negative impact on the students performance especially in agricultural science?

It further examined how absent of motivation increases the mass failure especially agricultural science in primary school certificate to the secondary school Certificate Examination and also to develop students towards their professional ambition.

5.2 SUMMARY OF THE FINDINGS

In view of the data collected about the importance of motivation on the students performance in Agricultural science, question 1, 2, 3 and 8 showed that students were adequately motivated which always make them to perform better in Agricultural science because the result of the researcher's findings in tables 1, 2, 4 and 8 which goes thus:

1. Does your agricultural teacher employ any motivational techniques in teaching agricultural science?

2. Do you usually perform better if your teacher motivates you?
4. Do you like the method your agricultural science teacher employs in teaching you the subject?
8. Does your agricultural science teacher know how to teach?

Testified that the number of students that agreed in affirmation with the question were greater than the number of students that did not agree. It is therefore very important to motivate students in order to improve their performance especially in Agricultural science.

Frances (1969) in his discussion about the importance of motivation says that motivation arouses, sustains, directs and determines the intensity of learning effort and underlines every phase of human behavior and human native relationship.

Also in table 3, 5, 7, 9 and 10 which says

3. Does your agricultural teacher shows any sign of interest in the subject he/she teaches you?
5. Do you show any positive attitudes or interest in the class during agricultural science?
7. Do you like agricultural science because of the various advantages that could be derived?
9. Do you have interest in your agricultural science teacher?
10. Do you like the facial expression of your agricultural science teacher while teaching you?

It was observed that higher percentage of students agreed with those statements while few students disagreed. That showed that students interest in a particular subject determine their performance and interest is an element in the effective domain so must be taken into consideration for better performance of the students especially in Agricultural Science.

As rightly observed by Metsal, Wigfield and McCann (1999), without motivation, even the brightest student may learn little in the classroom and will not be actively engaged in classroom activities.

Finally, questions 6, 11, 12, 13, 14 and 15 which goes thus:

6. Do you like Agricultural Science because of the farm work involved.
11. Do you understand the agricultural value?
12. Do you understand agricultural science when you read it?
13. Do you really pay attention to your agricultural science lesson while in class?
14. Is agricultural science farm work tedious?
15. Do you pass agricultural science whenever there is test or exam?

Revealed that the nature of Agricultural science determines the students performance in the subjects. In the researcher's findings it was seen that many of the students like the subjects due to various advantages that could be derived from it e.g. food for survival, ra materials for our industries, fibres for animals e.t.c just to mention but few. Therefore, Agricultural science plays a vital role in the life of an individual.

According to A.C. Anyanwu, B.O Anyanwu and V.A. Anyanwu (1986), Agriculture improves the standard of living, improves medical care and health services which have increased life expectancy and reduced infant mortality. The population of the world is increasing at a fantastic rate.

This means increased demand for food. The fact that this teeming world population can not depend on the collection of wild and animals for their food emphasize the importance of agriculture.

RECOMMENATION FOR FURTHER STUDY

Having conducted the research on the essence of motivation on students academic performance in Ibadan North Local Government, Oyo State, Nigeria, It could be seen that the mass failure and low interest in Agricultural science can not be attributed to teachers alone, students, government, parents and the society at large also contributed to the negative development of interest in the subject.

Hence, the mass failure in the subject, that is to say, individual be it private, public or government is not left without having blame in the poor performance of students in Agricultural science in our schools.

These recommendations on the poor performance of students , for clarity purpose the recommendations will be treated on different headings;

GOVERNMENT

Government should try as much as possible to complement parents effort by providing textbooks in form of programme and distribution of the textbooks to students. This should be properly monitored, periodic seminars and workshops should be organized especially during vacations to let both teachers and the general public be aware of the need to be agric oriented in National development.

Government should also endeavour to inaugurate Agricultuarl science teachers Association of Nigeria to review curriculum.

Textbooks on Agricultural science should be provided for the teachers, regular payment of salaries and other emoluments to enhances hard work, and also carrying out research on agricultural science.

Educational radio and television programmes should be provided on Agricultural science and other related subject could as well be sponsored by the government. Also National Quiz competition on Agricultural science should be organized to create more awareness as its being done with JETS – Junior Engineers and Technician Society.

Moreover, guidance counselors should be employed to assist teachers and students. Incentives should be given to teachers studying Agricultural science to boost their morale.

In conclusion, government should make it a point of duty that Agricultural science is given more recognition as the nation is now waging war against environmental pollution.

TEACHERS

As teachers are blessed with various method of teaching, they should by as much as possible to demonstrate and desensitize students from public idea that agricultural science is an abstract subject having little or nothing to do with their future career.

The teaching of Agricultural science should be properly handled from the cradle i.e the primary school teachers should arouse students interest, their methods should be varied to awaken the imagination of the students as well as stimulating their spirit of inquiry through activities oriented and more adventurous plays thereby breaking the chains of apathy and dislike that the students have for the subject.

Most importantly, teachers should not see themselves as the most miserable set of workers in terms their remuneration, they should take a more active part in their duty by conducting research on Agricultural science.

PARENTS

Parents should encourage their children to take the subject more seriously by giving it more thought as done to other subjects.

They should try as much as possible to engage their children in Agricultural science oriented task, and necessary textbooks should be bought along side with materials that would aid better understanding of the subject.

Philanthropic organization could as well assist in creating awareness in Agricultural science through sponsored programmes.

In conclusion, individual, private and government organization should contribute positively towards a more Agricultural science oriented course so as to make a headway in solving most of our environmental problem.

Having conducted the research, it could be seen that the mass failure in Agricultural science is attributed to government, teachers, parents and the society at large.

For the purpose of the incoming researcher to search under this topic they should try and look into the past educational system and compare it with the present system of education so this will help them to know the factors that led to good standard of education in the past and the factors leading to the falling standard of education in this present time.

Also, the researcher should focus his research on the rural areas and see the possibility of the effect some of the highlighted factors along side motivation on students motivation. Other issues peculiar to the rural areas are bad linkage roads, lack of social amenities, reluctance of teachers to go to the schools, uncooperative attitudes between teachers and parents to mention just but few of the problems faced by the rural people. They are been neglected by the government so they should focus much on the rural areas.

CONCLUSION

This study was carried out to examine the essence of motivation on students academic performance in Secondary schools in Oyo state in Nigeria, Ibadan North local government as focus,

Having recognized the factors leading to the falling standard of education, it is then necessary for the researcher to give some advices in other to enhance the students performance especially in Agricultural science.

Government should try as much as possible to provide necessary instructional materials i.e visual and audio-visual aids or materials for teachers to use in their respective schools which motivate students and these will help in opening their heart to learning therefore enhancing their performance.

Teachers should try and fulfill their commitment to their employers by performing their duty as expected, they should be hard working and try to use all the skills involved in teaching, they should not be on one

QUESTIONNAIRE

SECTION A

1. **NAME:**
2. **SEX:** [MALE / FEMALE]
3. **NAME OF SCHOOL:**
.....
4. **CLASS:**
5. **AGE:** [9-11 , 12-14 , 15-17]
6. **OCCUPATION OF MOTHER:** [CIVIL SERVANT , TRADER]
7. **OCCUPATION OF FATHER:** [CIVIL SERVANT , TRADER]

SECTION B

	QUESTIONS	YES	NO
1	Does your agricultural teacher employ any motivational techniques in teaching agricultural science?		
2	Do you usually perform better if your teacher motivates you?		
3	Does your agricultural teacher shows any sign of interest in the subject he/she teaches you.		
4	Do you like the method your agricultural science teacher employs in teaching you the subject?		
5	Do you show any positive attitudes or interest in the class during agricultural science?		
6.	Do you like agricultural science because of the farm work involved?		
7.	Do you like agricultural science because of the various advantages that could be derived?		
8.	Does your agricultural science teacher know how to teach?		
9.	Do you have interest in your agricultural science teacher?		
10.	Do you like the facial expression of your agricultural science teacher while teaching you?		

11.	Do you understand the agricultural value?		
12.	Do you understand agricultural science when you read it?		
13.	Do you really pay attention to your agricultural science lesson while in class?		
14.	Is agricultural science farm work tedious?		
15.	Do you pass agricultural science whenever there is test or exam?		

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