

**INFLUENCE OF EXTRINSIC MOTIVATION ON THE ACADEMIC  
PERFORMANCE OF STUDENTS IN SENIOR SECONDARY SCHOOL IN OREDO  
LOCAL GOVERNMENT AREA OF EDO STATE**

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**BENIN CITY**

**OCTOBER, 2023**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
CURRICULUM AND INSTRUCTIONAL TECHNOLOGY, FACULTY OF  
EDUCATION, UNIVERSITY OF BENIN IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF B.Sc. (ED) DEGREE IN BIOLOGY  
EDUCATION.**

**OCTOBER, 2023**

## CERTIFICATION

We the undersigned, certify that this project was carried out by faith OGBORU in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City, Nigeria.

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## **DEDICATION**

This project work is dedicated to God Almighty, the one that enlightens the eyes of my understanding, my buckler and my shield. I also wish to dedicate this project to my Big Daddy Bishop Okotie. O. Joshua and Pastor (mrs.) G. N. Okotie and also my lovely parents.

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The successful completion of this work wouldn't have been possible without the ideas, contributions, cooperation and advices at various stages of this research work of many individuals of whom i am gratefully indebted to.

I sincerely appreciate my Project Supervisor Dr.(mrs.) B. N. Aghahowa for her patience and understanding going through my work and helping in contributing to the completion of this work.

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## **ABSTRACT**

This study was an investigation into the influence of extrinsic motivation on the academic performance of Senior Secondary students in Oredo Local Government Area, Edo State. The study examined the following objectives; the influence of extrinsic motivation on the academic performance of student's, what type of incentives students find most motivating in the teaching-learning process, the extent to which praises and previous academic results can influence academic performance. Operant Conditioning Theory by Skinner (1975) was used in the study. This study states that a behavior become more or less probable, depending on the stimulus that elicits it and its consequence.

The study adopted descriptive research design since it allows the researcher to use sample from a given population and make the generalization to the entire population with respect to the problem under study. Primary data was obtained using questionnaires and interview schedule while secondary data was collected from the internets, books and journals. The sampling design utilized was Simple random sampling and Stratified sampling. Data Analysis was done with the use of Statistical Package For Social Sciences (SPSS). Descriptive and inferential statistics which include the use of means, standard deviation, frequencies, percentages, and t-test were utilized respectively.

Some findings of this study revealed that majority of the respondents concurred that extrinsic motivation has influence on their academic performance in that, it makes them set academic goals for themselves and works towards achieving them, achieve good grades from teachers, makes them attentive in class, and helps them when they encounter difficulties in their study, while others said that extrinsic motivators does not influence their choice of subjects neither does it influence their future careers. It also revealed that the frequency of receiving praises from teachers, peer groups, home (family) and the society at large have a significant impact on their academic performance in that, it boosts their academic abilities, enhances their engagement and participation in class and also serves as a positive reinforcement to continue performing well academically. Finally, the study revealed that previous academic performance/results had an influence on students' current performance, that is, previous academic setbacks helps in sharpening their approach to current studies and making them more confident in tackling current academic challenges and moreover enhances their motivation to excel in their studies. Therefore, based on the findings of this study, it was then recommended that there is need for teachers, parents, and educational stakeholders to make use of extrinsic motivators in rewarding students immediately in order for student to associate the reward with the response which elicited it. The study will go a long way in creating awareness towards extrinsic motivation in secondary schools with the sole aim of improving academic performance.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the study**

Globally, there has been an increasing concern in the education sector on how to ensure that students learn optimally at school and achieve academic excellence in their academic pursuit. In Nigeria, there has been a nationwide cry on the fallen standards of education and poor academic performance of students in senior secondary school. Various factors have been identified for poor academic performance among students and these include poor study habit, laziness, ineffective classroom instructions, inadequate provision of instructional materials and lack of motivation (Akpan, 2000).

In recent times, there has been much interest in respect of extrinsic motivation as it is generally believed to improve human performances in many spheres of life. Students as well as humans cannot be left out as to the effects of extrinsic motivation as they are likely to enjoy learning and show interest, value and dedicated effort towards achievement when motivated. This is in agreement/consonance with Quinis (2008) who stated that students could be motivated to learn, almost anything if promised a sufficiently attractive external reward.

Educational psychologists have long recognized the importance of motivation for supporting student's learning, and societies all over the world have used education as an instrument for the achievement of their national interest and objectives. Motivating students to learn in school is a topic of great concern for educationist today and motivating students so they can succeed in school is one of the greatest challenges of this century (Awan, Noureen & Nas, 2011).

What then is motivation? Etymologically, motivation is a concept that has its root from the Latin words "motare" which means to stake or stir and "motivus" which means stirred or move in the same way or that which means an individual do something or makes them move.

In a simpler parlance, motivation is the reasons underlying behaviour (Guay, Chanal, Ratelle, Marsh, Larose & Boivin, 2010). These scholarstic view to motivation imply that motivation is a driving force that causes change from desire to trying to achieving. Motivation is also an intense desire or euthusiasm that enables an individual to attempt and do something to succeed (Selah, 2019). It is a construct build out of person understanding activities and experiences, it differs from one time to another. Motivation can be specified as the requirement or need connected to the will to fulfill an expected objective, or as the actions managed by the need and reaction to achieve a specific result.

According to Garcia and Pintrich (2018) from the learning point of view, the motivation to carry out a task can be promoted by 3 elements: a reason or objective to do it; the person's idea in their capacity to execute it; and the effective responses gotten with the performance of

the task. Two sort of motivation can be identified: the inherent motivation, in which something is done for the interest and fulfillment inherent to the activity and extrinsic motivation, in which something is done due to various repercussions or outcome of the action. Motivation is a positioning in the direction of learning.

In a bid to uncover the meaning of extrinsic motivation Cherry (2017), refers to extrinsic motivation as behaviour that is driven by external rewards such as money, fame, grades, and praise. It also explained that extrinsic motivation occurs when we are motivated to perform a behavior or activity to earn a reward.

Extrinsic motivation in education refers to the drive or desire to engage in an activity a goal primarily to obtain external rewards or avoid negative consequences, rather than deriving satisfaction from the activity itself.

Extrinsic motivation could play several roles, such as:

- It can serve as a catalyst for students to engage in educational activities. For example, a student may be enticed to participate in a project because of the promise of receiving a grade, certificate, or other external rewards and make them perform well academically.
- It can provide students with a sense of direction and focus. They may help students understand what is expected of them and guide their efforts towards a specific learning outcomes.

- External rewards can motivate students to invest effort and persist in their educational endeavors, especially when faced with challenges and setbacks.
- Extrinsic motivators such as classroom rules, regulations and consequences help establish a structured learning environment which helps to shape behavior and discipline and in turn supports a conducive atmosphere for learning.
- In some cases, extrinsic motivation can cultivate healthy competition among students, inspiring them to strive for excellence, achieve higher levels of performance and earn accolades.

The fear of negative outcomes, such as lower grades, reprimands, can prompt students to stay on track and complete their academic work.

To ensure that students are extrinsically motivated, educators and institutions can employ several strategies and efforts, such as:

- Clearly communicating expectations, and learning objectives to students to provide a clear roadmap which may help students to understand what they need to achieve and what they will be rewarded for.
- Offering of tangible rewards or incentives to motivate students which can include things like prizes, recognition, certificates or privileges based on their performance.

- Using of positive reinforcement techniques such as constructive feedback/acknowledgements which help students associate their actions with positive outcomes.
- Establishments of systems for recognizing and rewarding students who excel academically, which may be:
  - Provision of scholarship opportunities and financial incentives to students who achieve outstanding academic performance.
  - Provision of comprehensive career guidance and counselling services to students, helping them explore different career paths, understand the requirements of success and identify the potential rewards and opportunities associated with their chosen fields.

Extrinsic motivators like grades and recognition can encourage students to set goals, work hard and strive for success and it makes them feel a sense of accomplishment when they receive positive feedback. External rewards can bring about clarity which can help them focus their efforts, prioritize their tasks, and stay committed to their studies. External recognition, that is, praise and recognition from parents, teachers, or peers can boost student's self-esteem and make them study diligently resulting in enhanced academic performance.

Excessive reliance on external rewards can shift students focus from the joy of learning to merely earning rewards resulting to prioritization of grades over

gaining deep understanding and mastery of the subject matter. When students solely focused on external rewards, their curiosity and passion for learning may diminish leading to reduced engagement in academic activities and lower academic performance. Also, when students are driven by external rewards, they may experience increased pressure to perform well academically which can lead to stress, anxiety, and a fear of failure which can negatively impact their overall well-being and hinder their academic performance.

It is against this background that the researcher intends to shed more light on narrowing it down to extrinsic motivation on the academic performance of students in senior secondary school. Furthermore, this study explores gender difference on the variable of extrinsic motivation.

### **Statement of the problem**

The academic performance inequalities among students are a major source of worry and discomfort for parents, school administrators, policymakers, and the various governments in charge of the education of students in secondary school.

Among the senior secondary students, there exist some problems which influence student's academic performance such as socio-economic status, cultural background, school environment, teacher's factors and peer group influence.

Numerous studies have been conducted to examine the influence of extrinsic motivation on student's academic performance. Some of these studies reported a positive influence while others reported a negative influence (Ciani, Summers, & Easter 2020; Patall, Cooper, & Robinson 2008; Chen 2015; Nunez, Squarez, Rosario 2009; Wentzel, Wigfield 2009).

While intrinsic motivation has been widely studied, the specific influence of extrinsic motivation on senior secondary student's academic performance requires further investigation. Extrinsic motivators such as external rewards, recognition, competition and punishment may play a significant role in shaping student's behaviors, study habits and learning outcomes. Understanding how different types of extrinsic motivation influence academic performance can inform educational strategies, curriculum design, and interventions targeting senior secondary students.

### **Purpose of the study**

The purpose of the study is to find out the influence of extrinsic motivation on the academic performance of students in some selected secondary schools in Oredo Local Government of Edo state.

Specifically, this study seeks to find out:

1. Whether extrinsic motivation has a significant influence on academic performance of students in schools.

2. The study seeks to investigate the extent to which incentives influence the teaching - learning process.
3. To find out the influence of praises on the academic performance of students.
4. To establish the degree to which previous results influence students academic performance.
5. Whether there is a significant difference in the academic performance of students who are extrinsically motivated and those who are not.
6. Whether there is a significant gender difference in academic performance due to extrinsic motivation.

### **Research questions**

In order to achieve the derived objectives, the following research questions were raised in this study;

1. Is there any significant influence of extrinsic motivation on academic performance of students in senior secondary schools in oredo local government area?
2. What incentives in the teaching - learning process influence students academic performance?
3. To what extent can praises influence students academic performance?
4. To what extent does the previous results influence students academic performance?

5. Will there be any significant difference between the academic performance of students who are motivated and those who are not?
6. Is there any significant gender difference in the performance of students who are extrinsically motivated?

### **Research Hypotheses**

Ho1. There is no significant difference in the academic performance of students who are motivated and those who are not.

Ho2. There is no significant gender difference in the academic performance of students who are extrinsically motivated.

### **Significance of the study**

The significance of this research work in the educational system cannot be over emphasized. If the result of the study is properly utilized, it is going to be beneficial to parents, the students, the teachers, educators, government, proprietor, counselors and of course to future researchers.

It will help to understand the need for qualitative education, what, when, and how to provide supportive measures and motivation that will boost the students moral and morale towards learning.

The work of this nature when completed may help;

- Teachers in that they will know better off the impact of extrinsic motivation on the academic performance of students, with the findings and recommendations of this study, teachers would have better insight into the importance of motivating adolescents in the schools, so as to achieve greater performance.
- Students would be the most beneficiaries of this study because they would be exposed to the concept of extrinsic motivation and performance in school. It will also motivate them to study hard so as to increase their performance rates at school.
- Parents also would find this study of great benefit because it will enable the parents to have positive perception of motivation and academic performance of their children and wards. This study will also in no doubt help parents to motivate their children so they would be high academic achievers in the schools.
- Guidance and counselors, proprietors and society will also find this study useful in that it will be a great reference point because it will help them to know better the importance of extrinsic motivation on the performance of adolescents in the school setting.

Finally, the research when completed may be of great help to scholars, researchers, in that it will help to carry out their work efficiently and may encourage further research on the topic. It may also add to available literature.

### **Scope and delimitation of the study**

The scope of study covers the influence of extrinsic motivation on the academic performance of students.

The study is delimited to some selected secondary schools in the area ( Oredo Local Government Area) but being mindful that the selected schools cut across all categories of the schools- private and public.

### **Operational definition of terms**

**Motivation:** it refers to the internal or external factors that drive students behaviours and effort towards academic goals.

**Psychology:** it involves studying how students think, behave, and develop.

**Motive:** it refers to the reason or purpose that motivates students actions and behaviours in their academic journey.

**Extrinsic motivation:** it refers to the external factors or rewards that drive students in their engagement in academic tasks.

**Academic performance:** it refers to students level of achievement, success, or competence in an educational setting.

**Parent motivation:** it refers to the active involvement and support that parents provide to inspire and encourage their children's educational endeavours.

**Reward:** it refer to a desirable outcome or incentive that is offered or obtained as a result of achieving a specific goal or performing a desired behaviour.

**Reinforcement:** it refers to using rewards or consequences to strengthen desired behaviours.

**Incentives:** it refers to rewards or benefits given to encourage academic performance and positive behaviour.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The literature review in this section which is centered on the influence of extrinsic motivation on students' academic performance was discussed under the following subheadings:

- Theoretical framework
- Conceptual framework of Extrinsic Motivation
- Concept of Motivation
- Extrinsic Motivators and Academic performances

- Determinants of Extrinsic motivation - learner interactions for a better students academic performance
- Gender and Extrinsic motivation on Students
- Summary of literature review

### **Operant Conditioning Theory of Learning**

This technique originated in the field of psychology called behaviorism. This theory was initially developed by an American Psychologist B.F Skinner in the early 1930s. In operant conditioning, the operant or desired behavior that is being conditioned is reinforced by extrinsic rewards. In this case, the operant is the act of desirable behavior on the part of the students, and the extrinsic reward is the token or prize.

In operant conditioning, behaviors are either strengthened or weakened based on the consequences that follows them. The process involves the use of reinforcement and punishment to shape and modify behavior.

Reinforcement refers to the presentation of a stimulus that increases the likelihood of a behavior being repeated, while punishment refers to the presentation of a stimulus that decreases the likelihood of a behavior being repeated.

There are four primary components in operant conditioning:

- **Positive reinforcement:** This involves presenting a desirable stimulus after a behavior, which increases the likelihood of that behavior being repeated. For example, if a student receives praises from the teacher for completing their homework, they are more likely to continue doing their homework in the future. Examples include praises, rewards, recognition and prizes.
- **Negative reinforcement:** Negative reinforcement occurs when a behavior leads to the removal or avoidance of an unpleasant stimulus, which results in an increase in the occurrence of that behavior.

There are two main types of negative reinforcement:

- i. **Escape:** Escape negative reinforcement occurs when a behavior allows an individual to terminate from an ongoing unpleasant stimulus. For example, if a student is being teased by their classmates and they raise their hand to ask the teacher a question, their behavior of seeking help helps them escape from the aversive situation.
- ii. **Avoidance:** Avoidance negative reinforcement occurs when a behavior prevents the occurrence of an unpleasant stimulus altogether. For instance, if a student consistently completes their homework early to avoid the stress of last-minute completion, their behavior of early completion is reinforced by avoiding the anxiety associated with rushing to finish.

In both cases, the unpleasant stimulus is removed or avoided.

- **Positive punishment:** This involves presenting an aversive stimulus after a behavior, which decreases the likelihood of that behavior being repeated. For instance, a child touching a hot stove and feeling pain as a consequence may be less likely to touch a hot stove again.
- **Negative punishment:** This involves the removal of a desirable stimulus after a behavior, which decreases the likelihood of that behavior being repeated. For example, taking away a child's favorite toy as a consequence of misbehavior, which may discourage the child from engaging in that behavior again.

It is important to note that negative reinforcement is different from punishment, as negative reinforcement aims to strengthen a behavior, whereas punishment aims to weaken a behavior.

Through the use of these operant conditioning techniques, behaviors can be shaped and modified over time.

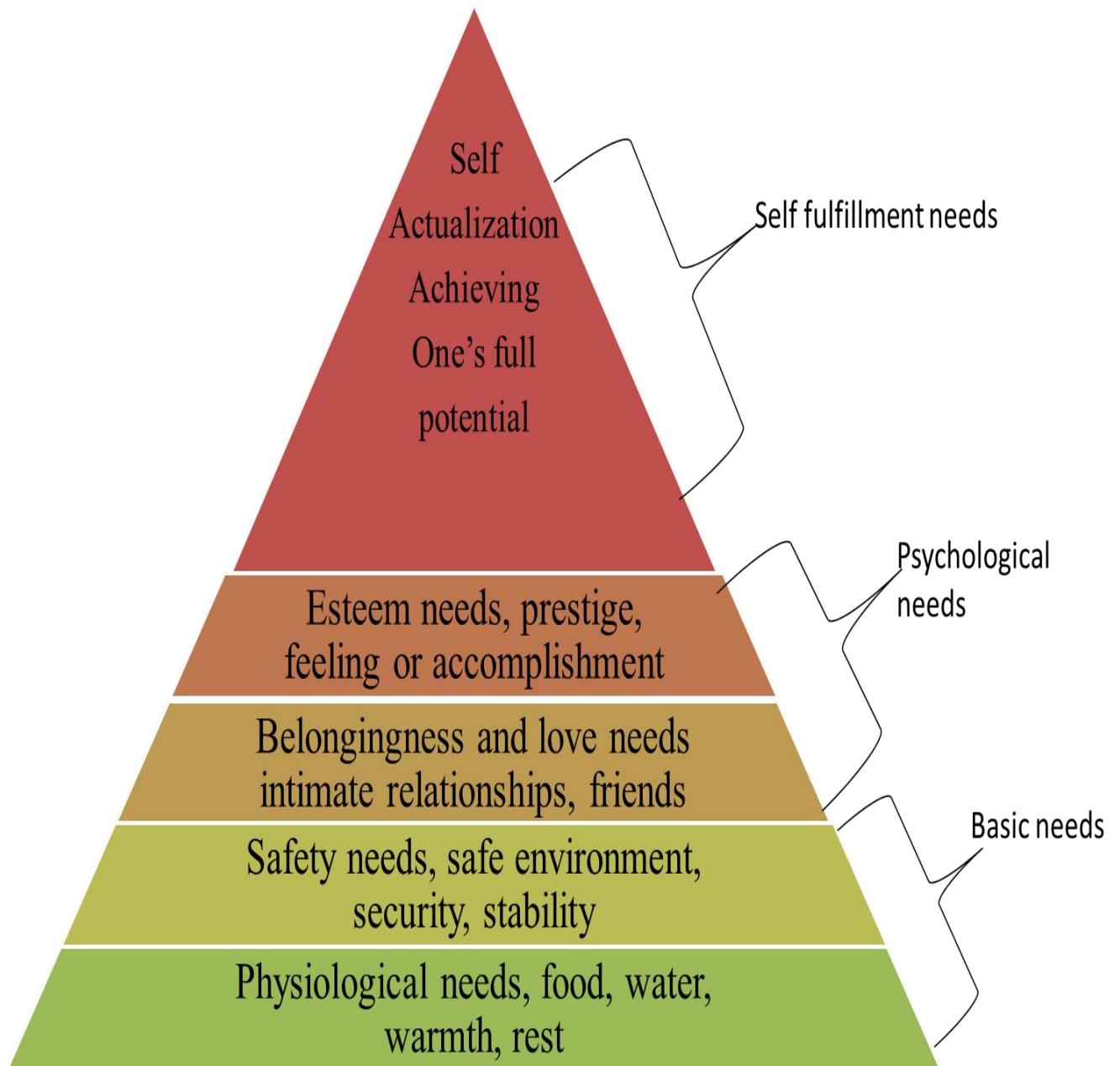
### **Abraham Maslow's Hierarchy of Needs theory**

Abraham Maslow's hierarchy of needs is a psychological theory that explains human motivation and the progression of needs from the most basic to the highest level. Maslow proposed this theory in his 1943 paper which he called "A theory of human motivation" and later expanded upon it in his book "Motivation and Personality" in 1954. This theory suggests that individuals have certain needs that must be met in a specific order. His theories parallel many other theories of human development psychology, some of which reflected the

stages of human growth. A classification system was created which reflected the universal societal needs as its base and then proceeding to more acquired emotions (Deckers & Lambert, 2018).

The hierarchy of needs is often depicted as a pyramid with five levels, starting from the most fundamental needs at the base while self-actualization is at the top.

It is depicted thus:



**Figure 1: Maslow's hierarchy of needs**

**Source: Deckers and Lambert (2018)**

The hierarchy remains a very popular framework in sociology research, and management training (Kremer & Harmond, 2013). This is so because, it reveals how effort and motivation are correlated when describing human behavior. Maslow used the terms: 'psychological', 'safety', 'belonging' and love', social needs or esteem and self-actualization to describe the pattern in which motivation generally moves. Originally, a lower level must be satisfactorily fulfilled before moving onto the next level but today scholars prefer to think of these levels as continually overlapping each other. That means the lower levels may take precedence back over the other levels at any point in time. (Deckers & Lambert, 2018). The whole idea is that if the most fundamental or pressing need has not been addressed, there will be no drive to go after the next need.

Man is made of a complex system and has parallel processes running at the same time hence the levels of motivation forming the various hierarchy level can occur at the same time. He clearly states that instead of the individual focusing on certain needs at a given time, a certain need dominates the human organism (Maslow, 1954).

Maslow categorized his work into needs which are:

Physiological needs: These are the most basic human needs required for survival, such as food, clothing, shelter, air, water, sleep, and other necessities of life. They are used to express the main foundation for motivation. The needs in this category is continuous and constant because they cannot be substituted or replaced. The individual feels displeased or even restless therefore, there is an increasing yearning to satisfy the needs. It is only when this thirst

is quenched that the individual focuses on a secondary demand or need. For example, an individual need to be well fed and healthy before he proceeds to the school.

Safety needs: Once an individual's physiological needs have been fulfilled, safety need dominates behavior. Safety needs includes personal security, health and well-being, financial stability and protection against any form of danger.

Belongingness and love needs: After safety needs are fulfilled, people seek love, affection and a sense of belonging. Man is a social being hence the need to have interpersonal relationship and an air of belonging. He is interested in making new friends and interacting with other people. He long to belong in a society where he is recognized and accepted among social groups be it large or small group. This need can help to improve or destroy individual's ability to form and maintain significant relationship. Many individuals predisposed to loneliness, social anxiety and clinical depression as well as inability to express one's self properly. Inferiority complex affects such individuals. At this state, the individual feels no motivation to move unto the next level of motivation.

Esteem needs: This need could also be termed self-respect. This include developed concern with getting recognition, status, importance, self-confidence, competence, knowledge as well as importance. Maslow noted two versions of esteem needs which are: lower version and higher version. The lower version is the need for respect from others which include status recognition, fame, prestige, and attention. The higher version is the need for self-respect in form of strength, competence, mastery, self-confidence, independence and freedom. People

with imbalance at this stage seek for fame or glory though this wouldn't help to build their self-esteem until they accept who they are internally. This may make the individual under motivated to proceed unto the next level of need.

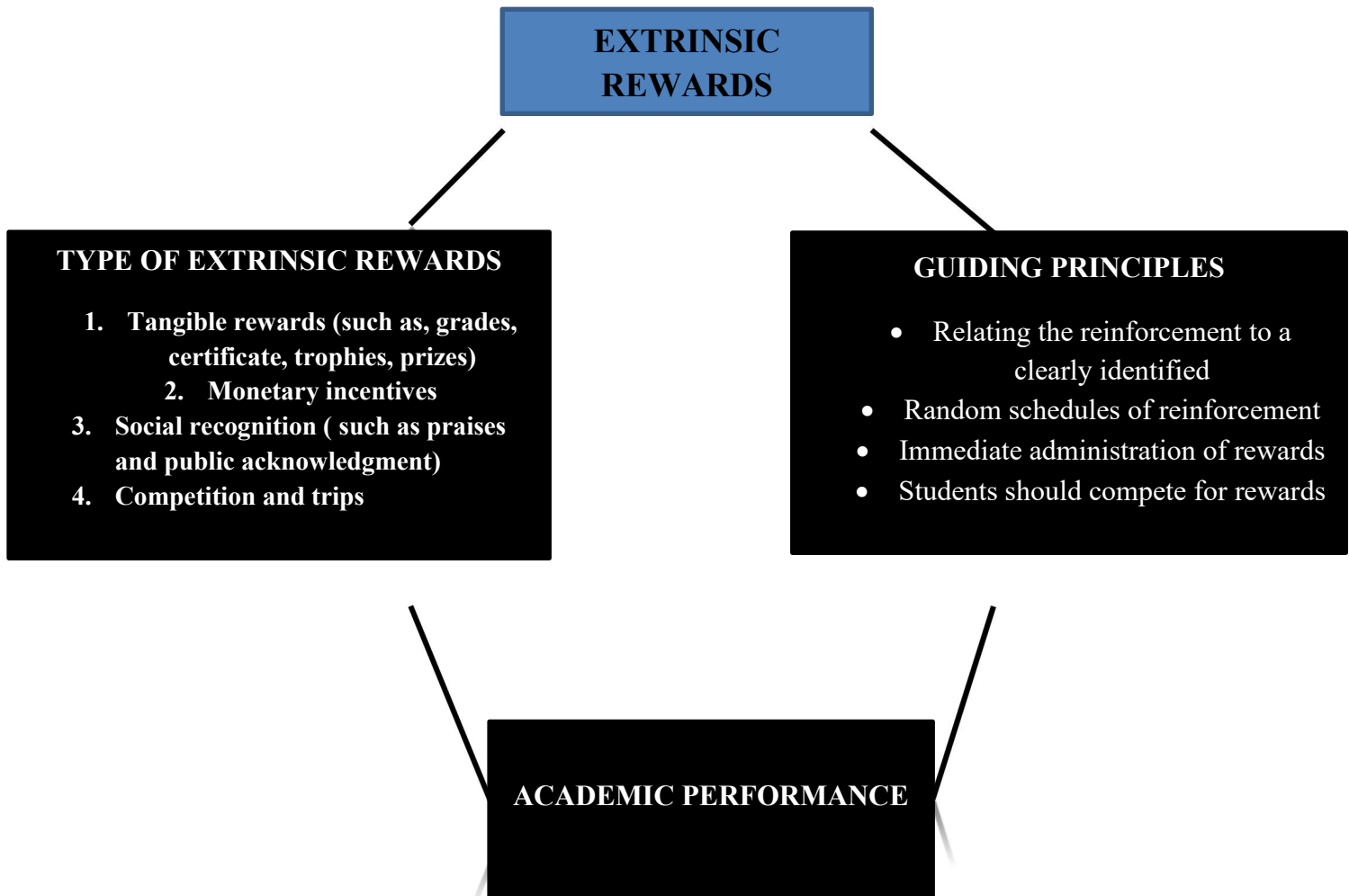
Self- actualization need: The realization of one's full potential is described by this state: 'what a man can be, he must be'. This quotation forms the basis of the perceived need for self-actualization. People have a strong desire to become something and succeed at a particular field, but in order to achieve this, such individual must be successful in the previous needs as well as mastering them. Self- actualization need includes: partner acquisition, parenting, utilizing and developing talents and abilities and pursuing goals. In other for an individual to be able to pursue and achieve a goal, he must seek and understand how their need, relationship, self respect is expressed through their behavior.

### **Conceptual framework**

When we investigate the use of extrinsic rewards practice, it is understandable why they are so popular, (Shindler, 2008). In most cases, extrinsic rewards work in short term to motivate students' behavior. It may be helpful to look at the following guiding principles for how to use extrinsic rewards effectively. First, relate the reinforcement to clearly identified desired behavior. Also the more closely in time the attainment of the reward is to the desired behavior the stronger the influence of the reinforcement will be. Random schedules of reinforcement will be more useful than regular schedules of reinforcement. Although,

reinforcement that are given after the display of an "expected" behavior will be more effective compared to arrangement made before the desired behavior is performance.

The conceptual framework is shown below:



**Figure 2: Extrinsic Motivation**

Source: Shindler. 2008

## **Concept of motivation**

The word motivation is derived from 'motive' which is a need that requires satisfaction. Motivation involves the biological, emotional, social and cognitive forces that affects behavior. It is the reason for people's actions, willingness and goals. These needs could be desires acquired through the influence of culture, society and lifestyle. Motivation is an internal process that energizes, directs and sustain a certain behavior. That is, a force that causes individual to behave in a particular manner (Ololube, 2005). It is virtually impossible to determines a person's motivation until he behaves in a way that shows it. Motivation includes the driving force behind human actions. It doesn't just refer to factors that initiate behavior alone, but the factors that directs and maintain the goal-oriented behavior. Hence, we can infer that the reason people do the things they do is based on observable behaviors. (Nevid, 2013).

Motivation has been considered as one of the most important reasons that inspires a person to move forward in life. (Jodai, 2013) as it results from interaction of both conscious and unconscious factors. This is so because every individual tends to give in their best into every action that would profit them because of the gain they would realize from it especially when it comes to life. For instance, a man would go out to do tedious jobs in other to fend for himself. He might as well be doing that job because of his likeness for it or for him to survive but in either way, it keeps him going. His life is not on a standstill but rather it is progressing. That is, he seems hopeful and full of excited for the next day's activity.

The world as a whole revolves around motivation. People do what they do because it is a necessity. In the world of sports people deliberately involve themselves in rigorous exercises. Same applies to the medical field where people are encouraged by others or from personal experiences to care for others. In arts (painting, music, acting), people engage these activities for fun and enjoyment. It all boils down to our desires. Motivation can also be seen as a cycle in which thought influences behaviors, drive performances affects thoughts and the cycle begin again. Each stage of the cycle is composed of many dimensions including attitude, beliefs, intention, effort and withdrawal which can all affect the kind of motivation an individual experience.

Motivation could be directional (such as guided towards a positive stimulus or away from a negative stimulus). This means that a motivated behavior is directed towards or away from a particular stimulus. For example, an individual could be motivated to perform a particular task due to its enticing benefits. So also, an individual could be motivated to avoid doing something because of its adverse effect. A student reading to pass her English test with distinction, a boy reading a novel, a farmer harvesting crops on a rainy day for sale the next market day, a child staring at a glistering knife but refusing to play with it. All these are examples of motivated behaviors. The directional characteristics of motivation comes into play here (positive and negative stimuli) in form of reinforcement.

The student and the farmer are directed or guided towards a positive stimulus which is the praises or reward for academic excellence and the cash profit from the sales of his farm crops

on the part of the farmer. The boy is positively stimulated because of his likeness of the novel but the motivation of the child is of a negative reinforcement or stimulus because though the knife is beautiful because of its glittery nature but the remembrance of how the knife injured his finger the day he played with it makes him not to touch it. In a work environment, employees must have a motive to perform a task. Unless there is a motivation, a demotivator arises which slows them down. It is for this reason that organizations use incentives to boost the motivation of workers which may include: better working conditions, better terms and conditions of services (remuneration), reduction of workload, better command structure (supervision) (Ryan & Deci 2000). Motivation according to Kamper (2006), has three (3) facets which includes needs (as earlier stated, an internal state making outcome favorable and attractive), drive and achievements. These are the most important assets of any organization.

#### Types of Motivation

There are basically two (2) types of motivation which includes:

- Intrinsic motivation
- Extrinsic motivation

#### **Intrinsic Motivation:**

This form of motivation has been studied since early 1970's. The term 'intrinsic' can be described as being an inherent part of something. It comes from within an individual. It is a

behavior that is driven by satisfying an internal reward. It exists within an individual instead of relying on external factors or pressure to do something. It represents having an interest or enjoyment in a thing hence been able to do it in a satisfying manner. It was first evident that the organism would engage in playful and curiosity driven behavior in the absence of reward. It is a critical element in element in cognitive, social and physical development (Deci & Ryan, 2000), making it a natural motivational tendency. The two necessary elements involved in intrinsic motivation include: self-determination and increased in perceived competence (Deci & Ryan, 2013). The cause of the behavior must be internal known as the internal locus of causality and the individual who engages in the behavior must perceive that the task increases their ability. Intrinsic motivation is long lasting, self-sustaining and satisfying. This implies that no matter how long it takes for a task to be accomplished it bother the individual even though he is not being rewarded because it is enjoyable to him. It is easier to pursue goal when it is self-satisfying. Using the boy reading a story book as an example, he doesn't intend to write a test on the any subject relating to the story book. No matter how voluminous the pages are or how much time it takes to complete the book he continues reading it. This is so because it is enjoyable to him (self-satisfying). Hence, he doesn't need to be forced to read it.

### **Extrinsic Motivation:**

Extrinsic can be used to refer to something that doesn't belong. It means a separate entity. Extrinsic motivation is the direct opposite of intrinsic motivation. Here, the encouragement

arises from outside an individual. That is, influences that are not within an individual. It is used to attain outcome that an individual will not get from intrinsic motivation (Ryan & Deci, 2000). Social psychological research indicates that extrinsic motivation can lead to over justification and gradual decline in intrinsic motivation. Individuals who are extrinsically motivated continue to perform an action even when they do not enjoy such action especially when it is not in and of itself rewarding. As earlier stated the social psychological indication of extrinsic motivation cannot be over ruled. While offering reward which is a main attribute of this motivation leads to the over justification effect. This refers to the tendency of extrinsic motivation to interfere with intrinsic motivation. This leads to a decrease in intrinsically motivated behaviors especially when the reinforcement is subsequently discontinued. This is actually because an activity that is initially play like and fun filled could be transformed into an obligation. The positivity of the extrinsic motivation is that it easily promotes work and persistence to goal completion because the rewards are tangible and beneficial. Individuals are extrinsically motivated by awarding tangible rewards like trophies, money, social recognition, praises, promotion, good grades for showing good behavior and punishment for misbehavior. Competition is also an extrinsic motivator because it encourages individual to emerge as the winner among others.

Extrinsic motivation include parental expectations, expectations of other trusted role models, earning potential to enroll in a course later and good grades. According to Benabou and Tirole (2003), extrinsic motivation promotes effort and performance with rewards serving as

positive reinforcement for desired behavior. Extrinsic motivation typically produces immediate results and requires less effort in comparison to intrinsic motivation (Ryan & Deci, 2000).

Also, in the views of Meadows - Fernandez (2017), extrinsic motivation is reward driven behavior. Kuehn (2012), stated that in generating enthusiasm or avidity for learning, a teacher must be a good motivator. Extrinsic motivation is external hence it comes as a result of pressure or forces outside the learner (Tambo, 2012). A child who is extrinsically motivated learns because he/she is afraid of punishment by parents or teachers.

### **Extrinsic motivator**

Extrinsic motivators are external factors or rewards that influence behavior and drive individuals to engage in specific tasks. These motivators are not inherently related to the activity itself but are provided by external sources to encourage certain behaviors and accomplishments. It can be either tangible (something like money, prize) or intangible (something psychological like praise or encouragement). A meta-analysis by Hattie and Timperley (2007), found that extrinsic rewards can have a moderate positive influence on student motivation and performance.

Here are some common extrinsic motivators:

- ✓ Grades: Grades are the most prevalent example of a formal extrinsic motivator in schools (Shindler, 2008). Their primary purposes are to:

- i. Provide a concrete representation of either the completion of a task or the quality of a performance.
- ii. Act as an incentive for later benefits and opportunities. As representations of level of quality performance, grades have only a symbolic meaning. They only represent something of value (such as scores on a test, assignments completed, etc) and have no inherent value. Therefore, in practice, grades becomes more effective when they are clearly related to meaningful outcome. As students progress in their academic pursuit, grades have the effect of creating future opportunities. These opportunities vary greatly depending on several variables (such as importance to parents and schools, scholarship or financial aid opportunities, etc).

✓ Financial rewards

Another common extrinsic motivational strategy, used primarily at the elementary level, is to give tokens (money) to student when they perform a desired behavior. These extrinsic motivator act as concrete representations that something of "value" has been accomplished. Therefore, they are intended to act as the reinforcement in the process of operant conditioning. This technique originated in the field of psychology called behaviorism, and is most associated with one of its pioneers, Skinner (1954). In operant conditioning, the operant or desired behavior that is being conditioned is reinforced by an extrinsic reinforcement/reward. In this case, the operant is the act of desirable behavior on the part of the the student, and the extrinsic reward is the money.

- ✓ Recognition and praise: verbal praise, written acknowledgement, or public recognition can help to contribute significantly to student who excel in their tasks. Praise is often an intangible reward as a form of positive reinforcement.
- ✓ Incentives: Incentives can take many forms such as prizes, certificates at the end of a term for successfully performing a task or refraining from an undesirable task or privileges for being best, or rewarding students who do well on one task, the chance to opt out of a further task. Incentives can be helpful in clarifying what is a desirable behavior.

However, with any extrinsic reward, one must question whether the incentive has contributed to the development of good behavioral patterns, or as just bribed students to do something that they would not have done without the bribe, and will not do once the bribe has been removed. And if overtime the students do not experience any internal satisfaction from the behavior being induced, the incentive will eventually lose its power (Shindler 2008).

### **Meaning of academic performance**

According to Michael owa (2017), Academic performance is the outcome of education the extent to which a student achieved their educational goals. It refers to the level of achievement that students demonstrate in their educational pursuits, typically in a formal academic setting such as schools, colleges, or universities. It is a measure of how well students perform in various academic tasks.

According to Nwokocha & Amadike (2016), academic performance of students is the standard for testing the educational quality of a nation; therefore, it is easy to maintain a high performance in internal and mostly external examinations. Student's performance has been a subject of discussions and debates among scholars; because it is the most vital educational policy and indicator that stakeholders are interested in (Alaka, 2018). Xinyi (2016) informed that student's performance has been a subject of national interest and comparative studies among countries since the beginning of educational theory. Aremu, Oluwole, & Fayowbo (2019), while stressing the importance of academic performance in the educational system was of the view that academic performance is a fundamental criterion by which all teaching-learning activities are measured, using some standards of excellence and the acquisition of particular grades in examinations to measure candidate's ability, mastery of content, skills in applying the knowledge acquired to a particular situation. Grades, test scores, class rankings, subject completion, class participation, attendance, problem-solving abilities, extra-curricular achievements makes up student's academic performance.

It is important to note that the reduction in intrinsic motivation occurred with monetary rewards and verbal praise. When individual performance is viewed as the outcome, the concern regarding extrinsic rewards decreasing intrinsic motivation is not clear out. There is no doubt that extrinsic motivation can boost student's academic performance.

Finally, it must be remembered that the exact nature of reward must be tailored to the individual because each individual will place a different emphasis on the issues they perceive as important.

### **Determinants of extrinsic motivation - learner interaction for a better academic performance**

External influences play a crucial role in shaping students' behaviors, attitudes and achievements throughout their academic journey.

Extrinsic factors refer to external elements that affect an individual or a system but are not inherent to the entity itself. These factors play a significant role in shaping behaviors, outcomes, and decisions. They can influence various aspects of human life, such as personal behavior, work performance, social interactions, and overall wellbeing.

Some extrinsic factors that can affect students include:

- Home environment: Several factors within the home, such as parental involvement, family support, socio-economic status, and access to resources can significantly influence a student's educational outcomes.
  - i. Parental involvement: A study by Fan and Wolters (2014), revealed that parental expectations significantly predicted students academic motivation. parental involvement in a child's education, including providing academic support, helping with homework, and engaging in school- related activities, may positively impacts

academic performance. Supportive and nurturing family environments and that emphasize value of education and set high academic expectations can foster a positive attitude toward learning and boost academic performance.

- ii. Socio-economic status can affect a student's access to resources such as books, educational materials, and enrichment activities. According to Sirin (2005), research shows that students from higher Socio-economic backgrounds tend to have a better academic performance to those from a lower Socio-economic backgrounds.

A study by Evans, Brooks-Gunn, Klebanov (2010), revealed that exposure to chronic stress in the home can negatively impact children cognitive development and academic performance. That is, the level of stress and stability in the home environment can influence a student's ability to concentrate on academics.

- ★ Peer influence: students' social circles and peer groups can influence their study habits, motivation, and engagement in academic activities. Peer influence has both positive and negative influence on student academic performance. Positive peer influence can motivate and encourage students to perform better which can lead to increased academic performance, while negative peer influence can lead to distractions and disengagement from academic activities which may hinder progress (Wentzel, 2003).

Key points on how peers influence:

- i. Study habit and time management: students may learn effective study habits and time management skills from their peers, leading to improved academic performance (Ryan, 2001).
- ii. Collaborative learning: peer interactions can facilitate collaborative learning, where students work together to solve problems and understand complex concepts. Students may engage in social comparison with their peers leading them to strive for academic success to match or exceed their friend's achievement.

Negative peer influence: negative peer influence on the other hand, such as disinterestedness in academics, or involvement in risky behaviors can lead to lack of focus (Dishion, Patterson, Stoolmiller, & Skinner, 1995).

- ★ The school environment: The school environment can play a significant impact on students' academic performance. According to Reeve and Jang (2006), a positive and supportive school environment can enhance learning outcomes, while a negative and unsupportive school environment may lead to academic challenges and lower performance.

Ways in which school environment influence student academic performance:

- i. Classroom climate: A positive and inclusive classroom climate, characterized by trust, respect and cooperation can foster a conducive learning environment and supports students' academic activities (Jang, Reeve, & Deci, 2010).

- ii. Effective school leadership: strong and effective school leadership that focuses on improving teaching practices and creating a positive school culture can positively impact students' academic outcomes ( Leitgwood & Jantzi, 2006).
  - iii. Adequate resources and facilities: Adequate educational resources, including textbooks, technology and learning materials, contribute to a more enriching learning experience and can improve academic performance ( O' Sullivan, 2009).
  - iv. Safe and inclusive environment: A safe and inclusive school environment, free from bullying and discrimination, supports students'emotional well-being and can foster positive attitude toward learning (Thapa, Cohen, Guffey, Higgins-D'Alessandro, 2013).
- ★ Teacher's factor: Positive and supportive relationship between students and teachers can lead to increased motivation and better academic outcomes (Roorda, Koomen, Split, & Oort, 2011). The presence of qualified and motivated teachers who provide appropriate support and encouragement can positively influence student's academic performance (Hattie, 2009). A caring and inspiring teacher can make a significant difference in a student's educational journey.

### **Gender and extrinsic motivation on students**

Students' motivational beliefs in different subjects are guides of students' feelings, actions, and thinking that lead them towards succeeding in learning ( Clayton, Blumberg & Auld, 2010).

The relationship between gender and extrinsic motivation in students has been investigated in various educational studies. Some of these studies include that of Watt, H.M.G, (2006), Bempechat, J.(2006), Else-Quest, N.M., Hyde, J.S, & Linn, M.C.(2010), Pajares, F. (2001), Wigfield, A., Eccles, J.S, Schiefele, U., Roeser, R., & Davis-Keen, P. (2006), Niepel, C., Brunner, M., Preckel, F., & Arzeit, C. (2014), Guay, F., Ratelle, C.F., & Chanal, J. (2008). These research findings suggested the following tendencies:

Gender roles and stereotypes can significantly impact students' extrinsic motivation. From a young age, children are exposed to societal expectations and norms regarding what is considered appropriate behavior for boys and girls. These expectations may influence the types of activities and subjects in which students feel encouraged or rewarded. For example, boys might be praised more for excelling in traditionally male-dominated fields, while girls might receive more recognition for academic achievements in humanities or arts.

Teachers play a vital role in shaping students' motivation, and they may unintentionally contribute to gender differences in extrinsic motivation. Research has shown that teachers might without noticing give more attention and support to male students in certain subjects, perpetuating the idea that those subjects are more suitable for boys. Similarly, teachers might offer different types of praise or rewards to male and female students, influencing their extrinsic motivation differently. Also, gendered social norms and interactions within peer groups may impact how students perceive certain activities. Peer pressure or acceptance in specific social circles might lead students to prioritize certain extrinsically motivated

behaviors. It is important to recognize that gender norms and their impacts on extrinsic motivation can vary significantly across cultures. In some societies, parents may have different expectations for boys and girls, leading to varying degrees of motivation in different academic or extracurricular pursuits.

In terms of subject preferences: Most of the previous researchers found out that female students are more motivated towards the achievement of desirable learning goals as compared to male students. But from previously conducted researches, it was found that the levels of extrinsic motivation of students vary on different subjects, towards various subjects different genders have different higher extrinsic motivation. Also some researchers said that gender differences in extrinsic motivation can also vary based on subject preferences. For example, boys might be more extrinsically motivated in physical education or sports-related activities, while girls might be more motivated in arts or language-related subjects.

### **Summary of Related Literature**

The rationale behind extrinsic motivators and student achievement were the topics covered in this chapter. According to logic, it is obvious that extrinsic rewards have a place in the classroom and that the institution has a duty to distribute extrinsic rewards to students in order to support their academic development. It has been discovered that school administration practices including awarding incentives like cash, awards, and certificates were intended to boost performance.

According to Ryan & Deci (2000), extrinsic motivational elements are more significant. According to views put forth by academics, people are more motivated when their wants, starting with the most immediate ones, are met. Lack of intrinsic motivation in pupils might cause their academic performance to suffer. All learning theories are founded on motivation because it drives behavior, which in turn helps with learning. In this state, one could be said to have acquired knowledge. Conclusively, there is an irrefutable claim that extrinsic motivation in whatever form is of immense value to students to attain grades academic heights.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter will be structured therefore to describe the methodology of the research under the following headings:

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Instrument for the Study
- Validation of Instrument
- Reliability of the Instrument
- Method of Data Collection

- Method of Data Analysis

### **Research Design**

The research design was used in this study was descriptive survey. The study aimed at collecting information from respondents on their opinions and attitudes in relation to the influence of extrinsic motivation on student's academic performance in Oredo Local Government Area of Edo State. The major purpose of descriptive research is description of the state of affairs as it exists. Descriptive survey is a method of collecting information by administering a questionnaire to a sample of individuals (Orodho, 2003). It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002).

### **Population of the study**

The population of the study consist of all secondary students in Oredo Local Government Area of Edo State. A total of 144 public and private secondary schools are in Oredo Local Government Area of Edo State with a population of about 204,000 students (Source: Ministry of Education, Edo State).

### **Sampling and sampling techniques**

The sample of this study comprises of three hundred students from fourteen secondary schools. The researcher made use of simple random sampling techniques to select the

students from different schools in the local government area. This was done in order to obtain a complete representation of the actual population.

**Table 1:** List of secondary schools and students sampled for the study

| <b>S/N</b> | <b>Name of Schools</b>                   | <b>Type of School</b> | <b>Number of respondents</b> |
|------------|--|-----------------------|------------------------------|
|            | Akenzuwa Secondary School B/C.           | Public school         | 30                           |
|            | Emotan College B/C                       | Public school         | 25                           |
|            | EdokpolorGrama School B/C                | Public school         | 20                           |
|            | Idia College B/C                         | Public school         | 30                           |
|            | Ihogbe College B/C                       | Public school         | 30                           |
|            | Imaguero College B/C                     | Public school         | 25                           |
|            | Solid Foundation School B/C              | Private school        | 20                           |
|            | Paragon Demonstration School TV Road B/C | Private school        | 20                           |
|            | Victory High School B/C                  | Private school        | 15                           |
|            | Man Proff High School Siluko B/C         | Private school        | 15                           |
|            | Unifac High School                       | Private school        | 20                           |
|            | Christ Chosen Group of school B/C        | Private school        | 15                           |
|            | Word of Faith School Iyaro B/C           | Private school        | 20                           |
|            | Real step Educational Centre B/C         | Private school        | 15                           |

### **Instrument for the study**

In the study, questionnaires were used. The students' questionnaire collected data on the following; their perception on the use of extrinsic motivators, their performance, whether or not they have been rewarded, and how they felt when they were rewarded.

### **Validation of the instrument**

In the research study, the researcher carefully employed instruments and data collection technique that were in conformity with the present theories underlying classroom interaction. The researcher gave the instruments to her supervisor and two other experts who are specialists in the department of Curriculum and Instructional Technology of the Faculty of Education in University of Benin to check on validity and hence amendments made.

### **Reliability of the study**

Cronbach Alpha Statistics was used to determine the reliability of the instrument. The instrument was administered to 20 students randomly selected from three secondary schools, which were not part of the study population. The data collected were treated with Cronbach's Alpha reliability test and the Cronbach's Alpha value was 0.713 which indicates that the instrument was reliable for the research.

### **Method of Data collection**

The researcher visited the schools personally to administer the questionnaire to students in the sampled schools. This was accomplished by the permission and cooperation of the principal of the secondary schools. They were able to select at random the required number of respondents in each class. The researcher gave assistance to the respondents where necessary (that is, any area of difficulty). After the exercise, the researcher collected the completed questionnaire immediately.

### **Method of Data Analysis**

The responses on the questionnaire were analyzed, using means, frequencies, standard deviation and percentages based on the 4 point likert- type scale which was scored as 4(Strongly Agree, Very High), 3(Agree, High), 2(Disagree, Low), 1(Strongly Disagree, Very Low).

Statistical Package for Social Sciences(SPSS) was used to test whether an independent variable (extrinsic motivation) predict the dependent variable(academic performance).

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF FINDINGS

This chapter presents the result obtained from the analysis of data for answering the research questions formulated and testing the hypotheses for the study through structured interview, checklist and observation schedule. The data are presented in tables and are arranged according to research questions and hypotheses.

#### Presentation of Result

**Research Question 1: Is there any significant influence of extrinsic motivation on the academic performance of students?**

**Table 1: Mean and standard deviation of respondent on the influence of extrinsic motivation on the academic performance of students**

| S/N | Questionnaire Items  | N   | SA             | A              | D            | SD            | Mean | Standard Deviation | Decision |
|-----|--|-----|----------------|----------------|--------------|---------------|------|--------------------|----------|
| 1.  | Extrinsic motivation makes me achieve good grades from teachers. | 300 | 125<br>(41.7%) | 109<br>(36.3%) | 17<br>(5.7%) | 49<br>(16.3%) | 3.03 | 1.063              | Agree    |
| 2.  | Extrinsic motivation makes me attentive in class.                | 300 | 123<br>(41%)   | 126<br>(42%)   | 13<br>(4.3%) | 38<br>(12.7%) | 3.11 | .975               | Agree    |
| 3.  | Extrinsic motivators makes me set specific academic goals for    | 300 | 124<br>(41.3%) | 118<br>(39.3%) | 17<br>(5.7%) | 41<br>(13.7%) | 3.08 | 1.007              | Agree    |

|     |   |     |                |                |               |                |      |       |          |
|-----|---|-----|----------------|----------------|---------------|----------------|------|-------|----------|
|     | myself and work towards achieving them.   |     |                |                |               |                |      |       |          |
| 4.  | Extrinsic motivators influence my choice of subjects.   | 300 | 80<br>(26.7%)  | 64<br>(21.3%)  | 50<br>(16.7%) | 106<br>(35.3%) | 2.39 | 1.218 | Disagree |
| 5.  | Extrinsic motivation makes me study harder.   | 300 | 105<br>(35%)   | 102<br>(34%)   | 39<br>(13%)   | 54<br>(18%)    | 2.86 | 1.088 | Agree    |
| 6.  | I find that my academic efforts increase when there is a possibility of earning prizes or certificates. | 300 | 84<br>(28%)    | 117<br>(39%)   | 35<br>(11.7%) | 64<br>(21.3%)  | 2.74 | 1.088 | Agree    |
| 7.  | The availability of external incentives significantly influences my overall academic performance.       | 300 | 91<br>(30.3%)  | 117<br>(39%)   | 23<br>(7.7%)  | 69<br>(23%)    | 2.77 | 1.118 | Agree    |
| 8.  | Extrinsic motivation positively impacts my academic performance.  | 300 | 98<br>(32.7%)  | 147<br>(49%)   | 11<br>(3.7%)  | 44<br>(14.7%)  | 3.00 | .976  | Agree    |
| 9.  | Extrinsic motivators help me when i encounter difficulties  | 300 | 147<br>(49%)   | 85<br>(28.3%)  | 11<br>(3.7%)  | 57<br>(19%)    | 3.07 | 1.134 | Agree    |
| 10. | Extrinsic motivation influence my future careers.   | 300 | 59<br>(19.7%)  | 70<br>(23.3%)  | 26<br>(8.7%)  | 145<br>(48.3%) | 2.14 | 1.220 | Disagree |
| 11. | Extrinsic motivation makes me read my books.  | 300 | 106<br>(35.3%) | 128<br>(42.7%) | 18<br>(6%)    | 48<br>(16%)    | 2.97 | 1.028 | Agree    |
|     |   |     |                |                |               |                |      |       |          |

The data presented in table 1 shows that items one, two, three, five, six seven, eight, nine and ten had a mean ranging from 2.74-3.11. This is an indication that the respondents agreed that they are extrinsically motivated as their mean is above 2.50 which is the midpoint for 4 likert scale. While the mean for item four and ten are lower than the midpoint (2.14-2.39) which indicates that the respondents are not extrinsically motivated.

**Research Question 2: What incentives in the teaching-leteaching-learning process influence students academic performance?**

**Table 2: Mean and standard deviation of respondent on the type of incentives students find most motivating.**

| Incentives                                       | Frequency | Percent |
|--|-----------|---------|
| Academic recognition                             | 72        | 7.88    |
| Scholarship                                      | 66        | 7.22    |
| Job opportunities                                | 57        | 6.24    |
| Prizes or gifts                                  | 68        | 7.44    |
| Access to special academic programs or workshops | 42        | 4.6     |

|  |           |        |
|--|-----------|--------|
| Good grades                                      | 77        | 8.42   |
| Competition such as writing contest              | 45        | 4.9    |
| Medals or trophies                               | 57        | 6.2    |
| Grants   | 39        | 4.3    |
| Field trips                                      | 37        | 4.0    |
| Availability of resources such as textbooks etc. | 51        | 5.6    |
| Leadership position                              | 66        | 7.22   |
| Fame/public recognition                          | 67        | 7.3    |
| Raffle tickets or prize box                      | 50        | 5.5    |
| Debate tournament                                | 48        | 5.3    |
| Applaud by classmates                            | 72        | 7.9    |
|  | Total=914 | 100.00 |

The data presented in table 2 shows that 77 (8.42%) respondents finds Good grades most motivating, 72 (7.88%) respondents finds Academic recognition and Applaud by classmates most motivating, 68 (7.44%) respondents finds Prizes or gifts most motivating, 67 (7.3%) respondents finds Fame/public recognition most motivating, 66 (7.22%) respondents finds Leadership position and Scholarship most motivating, 57 (6.24%) respondents finds Job opportunities and Medals or trophies most motivating, 51(5.6%) respondents finds Availability of resources most motivating, 50 (5.5%) respondents finds Raffle tickets or prize box most motivating, 48 (5.3%) respondents finds Debate tournament most motivating, 45 (4.9%) respondents finds Competition most motivating, 42(4.6%) respondents finds access to Special academic programs most motivating, 39 (4.3%) respondents finds Grants most motivating, 37 (4.0%) respondents finds Field trips most motivating. This is an indication that most students finds Good grades as an incentive most motivating compared to field trips which is the least motivating incentives.

**Research Question 3: To what extent can praises influence students academic performance?**

**Table 3: Mean and standard deviation of respondent on the extent to which praises could influence students academic performance.**

| S/N | Questionnaire Items  | N   | VH             | H              | VL            | L            | Mean | Standard Deviation | Decision |
|-----|--|-----|----------------|----------------|---------------|--------------|------|--------------------|----------|
| 1.  | Praises from teachers positively makes me perform well academically.                         | 300 | 189<br>(63%)   | 92<br>(30.7%)  | 4<br>(1.3%)   | 15<br>(5%)   | 3.55 | .655               | Agree    |
| 2.  | I feel encouraged and valued when receiving praises for my academic performance.             | 300 | 143<br>(47.7%) | 136<br>(45.3%) | 0<br>(0%)     | 21<br>(7%)   | 3.34 | .803               | Agree    |
| 3.  | I believe that praises have a significant impact on my academic performance.                 | 300 | 127<br>(42.3%) | 118<br>(39.3%) | 51<br>(17%)   | 4<br>(1.3%)  | 3.07 | 1.056              | Agree    |
| 4.  | The frequency of receiving praises influences my level of motivation to excel in my studies. | 300 | 111<br>(37%)   | 114<br>(38%)   | 62<br>(20.7%) | 13<br>(4.3%) | 2.91 | 1.112              | Agree    |
| 5.  | Praises from   | 300 | 124            | 127            | 32            | 17           | 3.14 | .938               | Agree    |

|    |   |     |             |             |            |          |      |       |       |
|----|---|-----|-------------|-------------|------------|----------|------|-------|-------|
|    | teachers boost my confidence in my academic abilities.  |     | (41.3%)     | (42.3%)     | (10.7%)    | (5.7%)   |      |       |       |
| 6. | Receiving praises enhances my engagement and participation in class.                              | 300 | 147 (49%)   | 95 (31.7%)  | 34 (11.3%) | 24 (8%)  | 3.18 | .997  | Agree |
| 7. | The absence of praises negatively influence my motivation to study and perform well in exams.     | 300 | 111 (37%)   | 102 (34%)   | 80 (26.7%) | 7 (2.3%) | 2.81 | 1.196 | Agree |
| 8. | Praises serve as a form of positive reinforcement that encourages me to continue performing well. | 300 | 148 (49.3%) | 110 (36.7%) | 37 (12.3%) | 5 (1.7%) | 2.72 | 1.192 | Agree |

The data presented in table 3 shows that items one, two, three, four, five, six, seven and eight had a mean ranging from 2.81-3.55. This is an indication that the participants agreed that praises can influence their academic performance as their mean is above 2.50 which is the midpoint for 4 likert scale.

**Research Question 4: To what extent does the previous results influence students academic performance?**

**Table 4: Mean and standard deviation of respondent on the extent to which previous results could influence students academic performance.**

| S/N | Questionnaire Items  | N   | VH             | H              | VL           | L            | Mean | Standard Deviation | Decision |
|-----|--|-----|----------------|----------------|--------------|--------------|------|--------------------|----------|
| 1.  | Previous academic performance significantly contribute to my current academic success.                       | 300 | 157<br>(52.3%) | 110<br>(36.7%) | 20<br>(6.7%) | 13<br>(4.3%) | 3.35 | .846               | Agree    |
| 2.  | The absence of praise or recognition for past academic performance influence my current motivation to study. | 300 | 91<br>(30.3%)  | 109<br>(36.3%) | 72<br>(24%)  | 28<br>(9.3%) | 2.73 | 1.135              | Agree    |
| 3.  | Positive feedback from teachers about my past performance enhances my motivation to excel in my studies.     | 300 | 132<br>(44%)   | 115<br>(38.3%) | 45<br>(15%)  | 8<br>(2.7%)  | 3.11 | 1.028              | Agree    |
| 4.  | Previous academic  | 300 | 150<br>(50)    | 116<br>(38.7%) | 22<br>(7.3%) | 10<br>(3.3)  | 3.52 | 2.565              | Agree    |

|    |   |     |                |                |               |              |      |        |       |
|----|---|-----|----------------|----------------|---------------|--------------|------|--------|-------|
|    | successes make me more confident in tackling current academic challenges.           |     | %)             | )              | )             | %)           |      |        |       |
| 5. | I believe my academic potential is tied to my past academic performance.            | 300 | 108<br>(36%)   | 106<br>(35.3%) | 62<br>(20.7%) | 24<br>(8%)   | 2.87 | 1.119  | Agree |
| 6. | Previous academic setbacks have shaped my approach to current studies and learning. | 300 | 151<br>(50.3%) | 122<br>(40.7%) | 27<br>(9%)    | 0<br>(0%)    | 3.32 | .873   | Agree |
| 7. | Myself perception as a capable student is influenced by my past academic results.   | 300 | 113<br>(37.7%) | 95<br>(31.7%)  | 73<br>(24.3%) | 19<br>(6.3%) | 2.83 | 1.1178 | Agree |

The data presented in table 4 shows that items one, two, three, four, five, six, and seven had a mean ranging from 2.73-3.52. This is an indication that the participants agreed that their previous results has an influence on their academic performance.

**Hypothesis 1:** There will be no significant difference in the academic performance of students who are motivated and those who are not.

**Table 5: t-test analysis on the significant difference on the academic performance of students who are motivated and those who are not.**

| Variable | No Exp. | $\bar{X}$ | SD   | DF  | t-Cal. | t-Critical | Sig (2-tailed) | Decision                |
|----------|---------|-----------|------|-----|--------|------------|----------------|-------------------------|
| Male     | 113     | 6.05      | 1.32 | 298 | 1.692  | 1.960      | .092           | H <sub>0</sub> Accepted |
| Female   | 187     | 5.74      | 1.66 |     |        |            |                |                         |

**Rule:** Whenever the calculated value of t is greater than the critical value, the null hypothesis is rejected and an alternate hypothesis is accepted. However, if the calculated value is less than the critical value, the null hypothesis is accepted.

Table 4 shows that there is no significant gender difference in the academic performance of students who are motivated and those who are not. The table shows that the calculated value is 1.690 while the critical value is 1.960 at 0.05 alpha level; therefore the null hypothesis is accepted.

**Hypothesis 2:** There will be no significant gender difference in the academic performance of students who are extrinsically motivated.

**Table 6: t-test analysis on the significant gender difference on the academic performance of students who are extrinsically motivated.**

| Variable | No Exp. | $\bar{X}$ | SD   | DF  | t-Cal. | t-Critical | Sig (2-tailed) | Decision                |
|----------|---------|-----------|------|-----|--------|------------|----------------|-------------------------|
| Male     | 113     | 6.35      | 2.68 | 297 | 1.812  | 1.960      | .164           | H <sub>0</sub> Accepted |
| Female   | 187     | 6.14      | 2.47 |     |        |            |                |                         |

**Rule:** Whenever the calculated value of  $t$  is greater than the critical value, the null hypothesis is rejected and an alternate hypothesis is accepted. However, if the calculated value is less than the critical value, the null hypothesis is accepted.

Table 4 shows that there is no significant gender difference in the academic performance of students who are extrinsically motivated. The table shows that the calculated value is 1.812 while the critical value is 1.960 at 0.05 alpha level; therefore the null hypothesis is accepted.

### **Discussion of Results**

Based on the analysis on the research questions and hypotheses tested, the following findings were revealed.

From research question one, which sought to find out the influence of extrinsic motivation on the academic performance of students, it was found out that secondary students in Oredo Local Government, Edo state are extrinsically motivated in that it makes them attentive in class, makes them set specific academic goals and work towards achieving them, makes them study harder, helps them when they encounter difficulties in their studies, they also disagreed that extrinsic motivators influence their choice of subjects and future careers. This is in agreement with a similar research carried out in this area (Cheruiyot Mutai Geofrey, 2014,) while the research of Broussard and Garrison (2004), Skaalvik (2006), and Sandra (2000), opposes this findings.

From research question two, which sought to find out incentives that could be most motivating in the teaching-learning process, it was found out that secondary students in

Oredo LGA, Edo state could find that their efforts academically increase when there is a possibility of earning Good grades, for Good grades has the highest frequency which is 77 (8.42%) as compared to field trip which has 37 (4.0%). This concurred to the study of Van Calster, Lens, & Nuttin (1987) who believed that student's extrinsic motivational factors combined with positive future goals can actually facilitate their present value, while it is in opposition with the study of Behler & Snowman, (1990) who believed that extrinsic motivational factors diminish student's intrinsic motivation.

From research question three, which sought to find the extent to which praises can influence students academic performance, it was found out that praises from teachers positively makes them perform well academically, they feel encouraged and valued when receiving praises for their academic performance, praises from peers boost their confidence in academic abilities, and praises enhances their engagement and participation in class. On the extent to which previous results influence students academic performance, the study revealed that previous academic performance significantly contribute to their current success, that is, they believed that their academic potential is tied to their past performance, previous academic success makea them confident in tackling current academic challenge and helps shape their approach to current studies and learning.

The study also revealed that there is no significant difference in the academic performance of students who are extrinsically motivated and those who are not in Oredo Local Government Area, Edo State by gender. Finally this study is in agreement to the research findings of Bank

and Finlapson (1980), they found out that successful students were found to have significantly higher motivation for academic performance than unsuccessful students did.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### **Introduction;**

The previous chapters presented the Background to the study, Literature review, Research methodology, Data analysis, Presentation, Interpretation and Discussions on the influence of extrinsic motivation on the academic performance of Senior Secondary Students in Oredo Local Government Area, Edo state. This current chapter presents the summary of the major findings of the study, conclusion are made, recommendation are suggested and areas for further research are given out.

#### **Summary of the Study**

The purpose of the study was to investigate the influence of extrinsic motivation on the academic performance in selected secondary schools in Oredo Local Government Area and to come up with recommendations that would equip educational managers with tenets that were required for improvement in academic performance. The study:

7. Determined if there was any significant influence of extrinsic motivation on academic performance of students in Senior Secondary Schools in Oredo Local Government Area, Edo State.
8. Found out the extent to which incentives influenced the teaching-learning process.

9. Found out the influence of praises on the academic performance of students.
10. Established the degree to which previous results had an influence on students academic performance.
11. Determined if there was any significant difference between the academic performance of students who are motivated and those who are not.
12. Determined if there was any significant gender difference in the performance of students who are extrinsically motivated.

Six research questions were raised out of which, two of them were hypothesized. The study used descriptive survey research design. The data was obtained through the use of questionnaires and observation method. The present study was carried out in Oredo Local government Area, Edo state which comprises 144 secondary schools ( both public and private) that had been registered. Simple random sampling were used to select 14 schools, and a total of 300 respondents were obtained.

The data obtained were analyzed quantitatively through the use of mean, frequencies, standard deviation and general statements to analyze the other research questions while t-test analysis was used to test the research hypotheses.

### **Findings**

Based on the analysis, and the testing of hypotheses, the following were some of the findings of the study.

Most of the senior secondary students in Oredo Local Government were extrinsically motivated in that it makes them achieve good grades, makes them set specific

academic goals and work towards achieving them, it positively impacts their academic performance by studying hard and reading their books and it also helps when they encounter difficulties in their studies. Also the study found out that the use of good grades and academic recognition as an incentives is most motivating in the teaching-learning process and could bring about high academic performance. Another finding is that praises from teachers positively makes them perform well academically,they feel encouraged and valued when receiving praises for academic engagement and participation and it also served as a form of positive reinforcement that encouraged them to continue performing well academically.Another finding also found out previous academic performance significantly contributed to their current academic success,positive feedback from teachers about their past performance enhanced their motivation to excel in their studies,and also previous academic setbacks have shaped their approach to current studies and learning.

Another finding is that there is no significant difference between the academic performance of students who are motivated and those who are not and also there is no significant gender difference in the performance of students who are extrinsically motivated.

## **CONCLUSION**

Based on the findings, the study observed that motivation in students predicts motivation later in life, and the stability of this strengthens with age. Traditionally, educators considered intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation. As observed from the findings of the study, students appear to enter school with high levels of intrinsic motivation, although motivation tends to decline as the students progressed in school, that is the more reason why extrinsic motivation needs to be implored in senior secondary school cause as they progress to senior secondary school motivation diminishes and also rewarding students to perform is a fundamental part of the role of educational stakeholders. Motivated learners put in their maximum effort for achieving high academic performance in school, thus Extrinsic motivation brings about determination to achieve something.

## **RECOMMENDATIONS**

In view of the findings and conclusion drawn from this study, the following recommendations were made;

- There is need for contribution by all stakeholders in schools, that is parents, teachers, head teachers, students and other interested people towards rewarding of students who perform well academically throughout the academic session.

- There is need for school teachers to balance intrinsic and extrinsic motivation. This is because for extrinsic motivator to be given, adequate assessments need to be performed
- before giving extrinsic rewards, otherwise they will assume that they are studying because of their parents, peer group, teachers and families.
- There is need for schools to create a rewarding committee that will help in deciding and designing a variety of rewards and appropriate reward system as far as students' performance is concerned.
- There is need for immediate administration of the reward to students who performed well in order to associate the reward with the response which elicited it.
- An enthusiastic teacher with the correct techniques may increase student's interest in learning more than just sitting for examination.
- Also, family should pay more attention on academic progress of their children in that suitable rewards/incentives given makes students feel they are being cared and loved, hence they are motivated to learn.
- This study also recommends that extrinsic motivators be frequently used in senior secondary schools in order to boost students' self-esteem and bring about competitive spirit among them which leads to academic excellence.

## **SUGGESTIONS FOR FURTHER STUDIES**

Although many significant results were reported in this research, there are some recommendations that should be looked into by future researchers.

- Experimental studies need to be conducted to ascertain the effect of the programme after the control is removed.
- More research should be done about teacher's attitudes and use of rewards and the students' academic performance is still needed.
- Student goal setting and rewards for academic achievement.

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## APPENDIX 1

DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY  
FACULTY OF EDUCATION  
UNIVERSITY OF BENIN  
QUESTIONNAIRE

Dear Respondent, I am a student of the above-named institution and department. Your opinion is being sought to be able to determine the influence of extrinsic motivation on academic performances of senior secondary school students in Oredo Local Government Area. Kindly respond to the following set of statements, confidentiality will be maintained.

To each statement tick (√) the appropriate response to indicate your degree of agreement or disagreement.

Yours faithfully  
OGBORU FAITH  
Researcher

**SECTION A: Personal data**

**Instruction:** Please read the question carefully and respond by marking (√) in the box that suits your opinion.

**Gender:** Male ( ) Female ( )

**SECTION B:**

**Instruction:** Please read each of the items in section B and tick (√) for each item based on your observation.

**KEYS:** SA= Strongly Agree; A= Agree; SD=Strongly Disagree; D=Disagree; VH=Very High; H=High; VL=Very Low; L=Low

| S/N | ITEMS  | SA | A | SD | D |
|-----|--|----|---|----|---|
|     | <b>Is there any significant influence of extrinsic motivation on the academic performance of students?</b> |    |   |    |   |
| 1.  | Extrinsic motivation makes me achieve good grades from teachers.   |    |   |    |   |
| 2.  | Extrinsic motivation makes me attentive in class.  |    |   |    |   |
| 3.  | Extrinsic motivators makes me set specific academic goals for myself and work towards achieving them.      |    |   |    |   |
| 4.  | Extrinsic motivators influence my choice of subjects.  |    |   |    |   |
| 5.  | Extrinsic motivation makes me study harder.  |    |   |    |   |
| 6.  | I find that my academic efforts increase when there is a possibility of earning prizes or certificates.    |    |   |    |   |
| 7.  | The availability of external incentives significantly influences my overall academic performance.          |    |   |    |   |
| 8.  | Extrinsic motivation positively impacts my academic performance.   |    |   |    |   |
| 9.  | Extrinsic motivators help me when I encounter difficulties in my studies.                                  |    |   |    |   |

|     |  |           |          |           |          |
|-----|--|-----------|----------|-----------|----------|
| 10. | Extrinsic motivation influence my future careers.  |           |          |           |          |
| 11. | Extrinsic motivation makes me read my books.   |           |          |           |          |
|     | <b>What incentives in the teaching-learning process influence students academic performance?</b><br>Which type of incentives do you find most motivating?<br>(Select all that apply) <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Academic recognition (like certificate, honour)</li> <li>• <input type="checkbox"/> Scholarships or financial rewards</li> <li>• <input type="checkbox"/> Job opportunities</li> <li>• <input type="checkbox"/> Prizes or gifts</li> <li>• <input type="checkbox"/> Access to special academic programs or workshops</li> <li>13. <input type="checkbox"/> Good grades</li> <li>14. <input type="checkbox"/> Competition such as writing contest</li> <li>15. <input type="checkbox"/> Medals or trophies</li> <li>16. <input type="checkbox"/> Grants</li> <li>17. <input type="checkbox"/> Field trips</li> <li>18. <input type="checkbox"/> Availability of resources such as notebooks, textbooks etc</li> <li>19. <input type="checkbox"/> Leadership position such as class prefect.</li> <li>20. <input type="checkbox"/> Fame/public recognition.</li> <li>21. <input type="checkbox"/> Raffle tickets or prize box.</li> <li>22. <input type="checkbox"/> Debate tournament.</li> <li>23. <input type="checkbox"/> Applaud by classmates.</li> </ul> |           |          |           |          |
|     | <b>To what extent can praises influence students academic performance?</b>   | <b>VH</b> | <b>H</b> | <b>VL</b> | <b>L</b> |
| 12. | Praises from teachers positively makes me perform well academically.   |           |          |           |          |
| 13. | I feel encouraged and valued when receiving praises for my academic performance.   |           |          |           |          |
| 14. | I believe that praises have a significant impact on my academic performance.   |           |          |           |          |
| 15. | The frequency of receiving praises influence my level of motivation to excel in my studies.  |           |          |           |          |
| 16. | Praises from teachers boost my confidence in my academic abilities.  |           |          |           |          |
| 17. | Receiving praises enhances my engagement and participation in class.   |           |          |           |          |
| 18. | The absence of praises negatively influence my motivation to study and perform well in exams.  |           |          |           |          |
| 19. | Praises serve as a form of positive reinforcement that encourages me to continue performing well academically.   |           |          |           |          |
|     | <b>To what extent does the previous results influence students academic performance?</b>   | <b>VH</b> | <b>H</b> | <b>VL</b> | <b>L</b> |
| 20. | Previous academic performance significantly contribute to my current academic success.   |           |          |           |          |
| 21. | The absence of praise or recognition for past academic performance influence my current motivation to study.   |           |          |           |          |
| 22. | Positive feedback from teachers about my past performance enhances my motivation to excel in my studies.   |           |          |           |          |
| 23. | Previous academic successes make me more confident in tackling current academic challenges.  |           |          |           |          |
| 24. | I believe my academic potential is tied to my past academic performance.   |           |          |           |          |

|     |   |  |  |  |  |
|-----|---|--|--|--|--|
| 25. | Previous academic setbacks have shaped my approach to current studies and learning. |  |  |  |  |
| 26. | Myself perception as a capable student is influenced by my past academic results.   |  |  |  |  |