



## Educational Motifs and Academic Performance among Senior Secondary School Students in Bayelsa State

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### ABSTRACT

The study examines educational motifs and academic performance among senior secondary school students in Bayelsa State, Nigeria. Study sample was composed of 8481 students drawn randomly from eight Local Government Areas of the State. Instrument for data collection was the 'Educational Motifs and Student's Academic Performance Questionnaire (EMSAPQ) designed according to the Lykert type. Three research questions were formulated and two hypotheses were tested using descriptive statistics, Independent t-test and the Multiple Regression Analysis. Findings were that educational motifs influence student's academic performance. This was specifically found in Mathematics and English Language performance of the students. Recommendations were that students with low levels of influence in their motifs should be made to embrace motifs that present high level of influence or motivation, and that educational counsellors should investigate student's educational motifs and counsel those that are of low academic performance.

**KEYWORDS:** Educational Motifs; Academic Performance..

### INTRODUCTION

Every individual in life has a reason for or purpose of engaging in an act or a venture. Acts or ventures are based on several factors which are aimed at total well-being of the individual. To fulfil any preconceived objectives as a student, academic performance is an essential activity engaged in schools. Academic performance, on one hand, is the bedrock of all educational activities engaged by students in any given educational programmes. On the other hand, academic performance whether high or low, depends on several factors which could influence the individual student. One of these factors is motif of education. The motif or motive of doing anything is an essential aspect of the individual's life that needs to be thoroughly studied, especially in the area of education. Educational motive may be the only driving force for an individual to be educated. Where this is so, the performance of the individual may be directly or indirectly influenced.

For an individual to go to school or to be educated, he or she must have envisaged certain benefits derivable from it. The identified benefit or motif may be the driving force upon which the individual strives for more academic pursuit. For some, the motif is to have a gainful employment after graduation, and for others, it may be to build up ones

knowledge base and level of enlightenment. Intellectualism could be the reason why some people go to school. Yet, others may be to attain a higher level of social status or provide an effective leadership in the society. There are however many other reasons why people go to school or decided to be educated. This is what the paper is set to investigate. The aim is to find out if these motifs affect their academic performance. Motif may actually become a fundamental factor in someone's education in which case, living in such realisation will help to motivate the individual. Motifs ultimately define the objective or purpose of educational programme.

According to Dewey (1934), the purpose of education has been the same in every society. This can be seen in two perspectives, viz; societal purpose for education and the individual purpose or motif for education. Dewey might be referring to the former. Societal purpose for education is determined by the society based on her needs.

In the same vein, individual purpose of education is determined by the individual based on his or her needs. But to some extent the individual purpose is an offshoot of the societal purpose. Society has a need and created an environment to meet with the need. The environment so created generates a need for the individual in his bid to

adjust to the environment. Individuals always thrive to harmonize with the environment. Thus, society might emphasize certain values based on her need, and develop the purpose of education after these values, the individual may not see this as directly applicable to him or may reach out to his own personal purpose of education.

Nevertheless, individual purposes or needs are often derivable from the societal purpose or need. But where individual needs influence the society so strongly, society may have the need to adjust her purpose of education as well.

This is the reason why educational purposes are not stagnant but changes over time as individual needs or purposes of education also vary over time. Ammons (1964) stated that the purpose of education has changed from producing a literate society to that of producing a learning society. This, however, also depends on the environment education is taken place. If the environment is such that literacy is the basic problem, educational purpose would be designed to tackle the condition.

However, in modern times, educational purposes are often broad based in order to successfully serve for individual purposes or motifs. For instance, Ammons (1957) stated that the main purpose of American schools is to ensure the maximum development of each learner for living morally, creatively and productively in a democratic society. The American purpose of education (Schooling), following Ammons' assertion is mainly general or broad based to accommodate individual purposes or needs.

Foshay (1991) and Lumo (1916) suggested a broad based purpose of education to clearly include the following.

- (i) To develop the individual
- (ii) To serve social needs
- (iii) To contribute to the economy
- (iv) To create an effective work force
- (v) To prepare students for a job or career, and
- (vi) To promote a particular social or political system

Broad based purpose of education, as earlier noted, is to enable individuals to develop specific purposes of education which forms the motif of their personal education.

Educational motif is therefore the benefits individuals perceive to gain from being educated or going to school. Perception of such benefits motivates the individual at school. Ekeruo, Ikediashi, Ekwe and Nwamuo (1989) stated that motives are inclinations to act to achieve premediated goals. Chauhan (1981) described a motif (motive) as a condition of mind that links drive and goal together. Psychologically, a drive is a persistent pressure or force that compels an individual to direct ones action towards an end. So when drive and goals come into play, motive evolves and achievement is enhanced. This is so because motifs energize and sustain behaviour.

In education, motifs define the degree and intensity of educational activities and engagement, both on the part of

teachers and students. Operatively, motives occur in form of aims and objectives. Motif, therefore, is a great element of motivation. That being the case, a student's motif of education can be a strong indicator of his or her degree of activities which in turn would boost his or her academic performance.

So, whether direct or indirect, constant or mutable, motifs can be a major determinant of academic performance. Academic performance is a measure of the extent short or long term educational goals have been achieved. A student's academic performance is a measure of how a student has achieved the educational goals he or she is engaged in. This is often seen as high or low which depends on prevailing factors. Herck (2019) identified six factors of academic performance. These factors are:

- (i) Instructional design quality
- (ii) Accuracy and alignment
- (iii) Data forms and quality
- (iv) Whole literacy
- (v) Student motivation and engagement
- (vi) Depth of knowledge

On the other hand, Shahzadi and Ahmad (2011) identified several factors that affect university students academic performance which included the home-environment, study habits, hard working, learning skills and academic interaction, among which was the home environment being the strongest indicator followed by learning skills. This finding was corroborated by the earlier works of Hijazi and Naqui (2006), Vandamine et al (2005), Cheesman et al (2006).

Kusurkar, Ten-cafe, Vos, Westers and Crockset (2013) was able to establish a strong relationship between motivation and academic performance. In the same vein, Gbolie and Keanu (2017) observe that motivational strategies improved academic performance among Liberians in Liberia junior and high schools.

Ammal (2011) and Onete (2017), in their works discovered no significant difference among secondary school students when interviewed over their reasons to pursue educational attainment. In their studies which were carried out in Florida of the United States and Calabar, Cross-River State of Nigeria, respectively, they observed that educational motifs perceived by females were in no wise, at variance with those of the male counterparts.

This article therefore examines educational motifs of students in the senior secondary schools in Bayelsa State and how those perceived motifs motivate them to excel in their academic performance. Motifs under review include engaging in education for:

- (i) Intellectualism (or intellectual motif)
- (ii) Employment (gaining well-paid job)
- (iii) Self-expression
- (iv) Self-awareness
- (v) Development of the society
- (vi) Difference from others (uniqueness)

- (vii) Socialize with others effectively
- (viii) Solutions to problems
- (ix) Bringing up something new (invention)
- (x) Effective leadership
- (xi) Economic empowerment
- (xii) Development of work spirit (prone to hardwork)
- (xiii) Developing philanthropism
- (xiv) Literacy

### THEORETICAL FRAMEWORK

Three theories were examined in the study in order to understand how motifs influence behaviour. These are the Goal directed theory, Needs oriented and Operant conditioning theories.

#### Goal directed theory

Many psychologists are of the opinion that goals evoke motivational behaviours (Berlyne, 1967; Brehm & Self, 1989; Feldman, 1996). However, this view was made popular by Midgley, Kaplan & Middleton in 2001 and Wolters in 2004. According to them, there are three broad categories of goals that motivate the learner. These are mastery goal, performance goal and performance-avoidance or failure-avoidance goal (Midgley, Kaplan & Middleton, 2001; Wolters, 2004; and Urda, 2004).

Each of these categories of motive has a role in academic performance. Hence, the learner may learn for the purpose of mastery of the learning task, thereby getting top marks, whereas another individual learns just to become successful in the eyes of peers (performance-avoidance) and another learns just to avoid getting poor or low marks or failing marks (Wolters, 2004). According to Urda (2004), signs of failure-avoidant goals are self-handicapping behaviours such as deliberate actions or choices to reduce chances of success, procrastinating about completing assignments or setting goals that are not realistic or too high. All of the instances are motifs by different persons which directly impinge on their academic performance.

#### Needs oriented theory

This was developed by Abraham Maslow in 1954. Maslow identified five hierarchy of needs that motivate an individual which was designed in form of a pyramid. These needs spring forth from the base to the apex. Those at the base are physiological needs which comprises of food, shelter, warmth and sex. The second category contains safety needs which include security, protection, self-preservation and family stability need. Then, love and belonging needs which are the need for affection, personal acceptance, friendship and group affiliation, the fourth category, according to Maslow (1951) was esteem needs which include self-confidence, self-respect, competence, recognition and integrity, and lastly, self-actualisation needs which include self-fulfilment, ambition, talent and achievement of goals. According to Maslow (1951), higher needs emerged only when lower needs have been met.

In the context of this theory, therefore, individuals undergo training or engage in education to satisfy personal needs. For instance, someone would want to be educated in order to come out of poverty. This is a physiological need ( the need for food and shelter. Another would engage in education in order to gain respect or recognition and competence. This is self-esteem need. More so, in the view of Maslow someone else could be educated for self-fulfilment and the like.

#### Operant conditioning theory

This theory is accredited to B.F. Skinner. Skinner in the 1930s identified a type of stimulus-response (S-R) connection of learning popularly known as operant conditioning. In it, Skinner observed less of the stimulus condition rather than the response condition which is modified through reinforcement. Skinner was emphatic on the effect of reinforcement which would impel the organism to be operant in the learning environment.

According to Skinner (1938), reinforcement is more than a reward which is obtainable through operant behaviour of the organism. To Skinner, the organism cannot be separated from the environment. Since most behaviours are influenced by the environment, reinforcement is possible in order to bring about the desirable behaviour (Skinner, 1974).

Thus, in Skinner's concept, it is the environment that provided the necessity to engage in education. Once this happens, the individual would now determine the extent in which such engagement can be made. So the environment reinforces the learner. Again, Skinner's concept of operant behaviour suggests that the learner or individual cannot be passive in learning or in the environment in order to obtain reinforcement. Here, educational motif acts as a stimulus, academic performance is the response. Academic performance stems from students participating in classroom activities, such as learner answering questions during class discussions. As the learner answers the question, he or she operates in the environment (operant behaviour), and the teacher praises (reinforces) this behaviour. Skinner's behaviourist theory also presupposes reinforcement of specific behaviours which both the teacher and student must identify (Bong & Skaalvik, 2004). Therefore educational motif stimulates the learner and his bid to satisfy this motif compelled him to engage in activities that would culminate into academic performances, the attainment of high or low academic achievement act as reinforcement ( positively or negatively).

#### Research Questions

- (i) What are the most common educational motifs of senior secondary school students in Bayelsa State, Nigeria.
- (ii) Is there any significant difference between male and female in the educational motifs of senior secondary school students in Bayelsa State, Nigeria.

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- (iii) How does these educational motifs relate to students academic performance in the senior secondary schools.

### Hypotheses

- (i) There is no significant difference between male and female in the educational motifs of senior secondary school students in Bayelsa State, Nigeria.
- (ii) There is no significant relationship in student’s motif and academic performance among senior secondary school students in Bayelsa State, Nigeria.

## METHOD

### Research Design

Survey research design was adopted in this study.

**Study Area:** The study area is Bayelsa State. It is one of the thirty-six (36) States that made up Nigeria. It is situated at the coastal part of southern Nigeria. It has a population of about 1.8million people (National Population Commission, 2006). Bayelsa State is politically divided into eight Local Government Areas (LGAs), which administrative scope is subject to the State and the Federal governments respectively. Majority of the inhabitants of Bayelsa State are fishermen and civil servants, and the common language spoken is Izon (Ijaw).

### Population

The population of the study is all students of the senior secondary schools in Bayelsa State. The student in the senior secondary schools are more enlightened than those in the Junior secondary schools and majority of them can freely express themselves, hence they are used in this study. Bayelsa State is made up of eight Local Government Areas, and in the senior secondary schools there is currently, a total of about 85,814 male and female students (Post Primary Schools Board, 2013) distributed among 54 schools. The senior secondary school in Bayelsa State is composed of students of classes 1 – 3 commonly referred to as SS1, SS2 and SS3, respectively. This arrangement is the same throughout the nation.

### Sample and Sampling Technique

The sample size of the study was 8481 students drawn randomly from the fifty-four senior secondary schools in all the eight Local Government Areas comprising the State through stratified random sampling. This forms ten percent of the total population of study, and forty-five (45)

of the total number of schools in the State. The choice of secondary schools, however, made it easy for communication and collection of data. The sample breakdown was 5077 male students and 3404 females. Similarly, the sample is composed of students of various religious backgrounds. Age of students ranges from between 15 – 22 years olds as shown in tables below).

### Instrumentation

The instrument for this study is a 21-item questionnaire titled Educational Motifs and Students Academic Performance Questionnaire (EMSAPQ) which was developed by the researchers. It contained two sections, viz; sections A and B. Section A contained demographic data of the respondent, while section B contained thirty (30) items developed from various variables of study. It was designed after the Likert type scale of Strongly Agree, Agree, Disagree and Strongly Disagree.

### Validity and Reliability

The instrument was scrutinized by experts in the Department of Educational Foundations, Niger Delta University where useful criticisms were made in respect of the items in both instruments. This led to the modification of some of the items in the instrument. Therefore, they were subjected to trial tests where twenty respondents outside the adults who were not used for the study were made to complete the items in the instruments. They were then analyzed with Cronbach Alpha Reliability Coefficient. It yielded a reliability coefficient ranging from 0.75 – 0.77, respectively. They were therefore considered reliable enough to be used for the study.

### Administration and Scoring

The instrument was personally administered face to face on the respondents as the researchers travelled to the Local Government Areas where respondents were purposively administered with the instrument. They spent an average of twenty-five minutes to complete the questionnaire and immediately after completion, it was collected back by the researcher. This prevented loss of copies of the instruments that were completed.

On scoring, EMSAPQ was scored as ‘Strongly Disagree’, 1; ‘Disagree’, 2; ‘Strongly Agree’, 3; ‘Agree’, 4.

### Techniques of Analysis

Descriptive statistics, the independent t-test and multiple regression analysis was used to analyze the data.

## Result

**Table 1:** DEMOGRAPHIC BACKGROUND OF RESPONDENTS

Percentage of respondents by class level

S/NO.	CATEGORY	MALE	%	FEMALE	%	TOTAL
1.	SSS1	1831	21.59	1343	15.84	3174
2.	SSS2	1648	19.43	1037	12.23	2685
3.	SSS3	1598	18.84	1024	12.07	2622
	TOTAL	5077		3404		8481

**Table 2:** Respondents by Age

S/NO.	CATEGORY	MALE	FEMALE	TOTAL	%
1.	15 – 17yrs	1908	1032	2940	34.67
2.	18 – 20yrs	2132	1644	3776	44.52
3.	21 – 22yrs	1037	724	1765	20.81
TOTAL		5077	3404	8481	100

**Table 3:** Respondents by Religious affiliation

S/NO.	CATEGORY	MALE	FEMALE	TOTAL	%
1.	Christianity	3609	2477	6086	71.76
2.	Islam	572	259	831	9.80
3.	Traditional Religion	896	668	1564	18.44
TOTAL		5077	3404	8481	100

(i) Research Question 1:- What are the most common educational motifs of senior secondary school students in Bayelsa State, Nigeria.

**Table 4:** Most Common Educational Motifs Among Senior Secondary School Students In Bayelsa State, Nigeria

S/NO.	VARIABLES	N	SCORE (X)	Z-RATIO	%
1.	Knowledge	1130	1787	1.23	**10.93
2.	Employment purpose	561	841	1.34	**9.01
3.	Self-expression	596	894	1.33	**9.18
4.	Self-awareness	350	525	1.38	8.38
5.	Develop society	894	1341	1.28	**10.03
6.	Uniqueness	455	683	1.21	**10.01
7.	Better (socialize) interaction	288	342	1.40	8.38
8.	Better solutions to problems	701	1051	1.30	**9.51
9.	Invent new things	526	789	1.34	**9.01
10.	Leadership	473	710	1.35	8.85
11.	Acquire wealth	596	894	1.33	**9.18
12.	Spirit of Hardwork	526	620	1.36	8.69
13.	Spirit of generosity	421	631	1.36	8.69
14.	Literacy	771	1156	1.30	**9.68
15.	Self-defence	173	289	1.40	8.08
Total		8484	12722		100

\*Criterion: 9%

\*\*Significant

Table 4 indicates the common educational motifs of senior secondary school students in Bayelsa State. Commonest among them was knowledge with 10.93%, followed by the tendency to develop society (10.03%), and then to become unique(10.01%), followed by literacy (9.68%), better

solutions to problems (9.51%), then the need to wealth (9.18%), and education to be employed (for Jobs) and then to invent new things rated 9.01, respectively. The rest of the motifs were within the range of 8.08 – 8.85, respectively, which were not statistically significant.

Figure: PIE CHART OF STUDENTS’ EDUCATIONAL MOTIFS IN PERCENTAGES

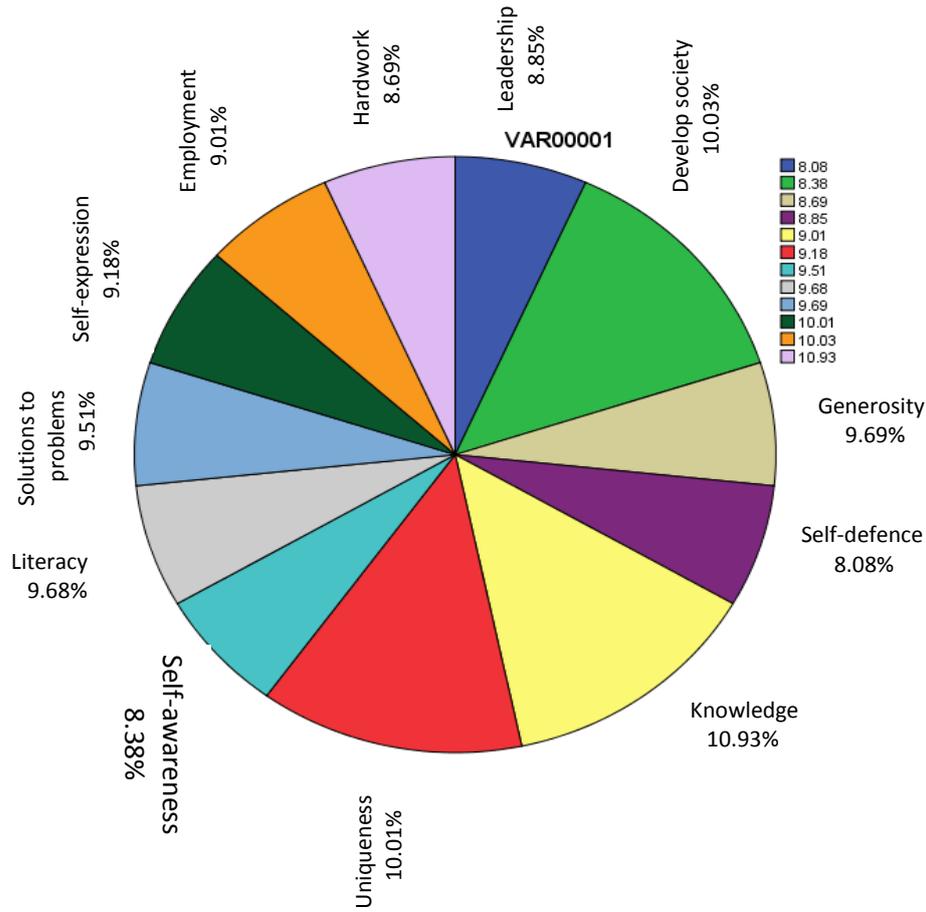


Figure above indicated educational motifs of senior secondary school students in Bayelsa State. The commonest among these motifs were knowledge (10.93%), followed by the reason to be able to develop society (10.03%) through education, then the need to actually become different (uniqueness, 10.01%) through education, and then to develop the spirit of generosity (philanthropy), 9.69%, followed by the need for literacy (9.68%), and then to develop ability to solve problems better(9.51%), as well as ability for self-expression (9.18%), and to acquire wealth (9.18%), followed by the need for employment (9.01%), as

well as the need to invent new things (9.01%), followed by the need to provide effective leadership (8.85%), and the need to develop spirit of hardwork (8.69%), and then the need for self-awareness (8.38%), and to socialize (need to interact better with others), 8.38%, as well as the need for self-defence (8.08%), respectively.

**Hypothesis one**

There is no significant difference between male and female in the educational motifs of senior secondary school students in Bayelsa State, Nigeria.

Table 5: Independent t-Test Analysis Of Means Of Male And Female Students And Educational Motifs

S/ NO.	VARIABLES	N	MEANS	SD	DF	t-CAL	t-CRIT	RMKS
1.	MALE	4404	2.08	1.12	8479	1.23	1.96	*NS
2.	FEMALE	4077	1.93	0.95				

- Not Significant.

Table 5 demonstrated whether male and female students differ in their educational motifs. With N = 8481, and with the mean point of 2.08 and standard deviation of 1.12, and mean of 1.93 and standard deviation of 0.95, with df= 8479 at 0.05 significant level, the calculated t-value was 1.23 and the critical t-value was 1.96. Since the calculated t-value(1.23) was less than the critical t-value, the null hypothesis was accepted. It means that there is no significant

difference between male and female in their educational motifs.

**Hypothesis Two**

There is no significant relationship in student’s motif and academic performance among senior secondary school students in Bayelsa State, Nigeria.

Academic performance was categorised into English language and Mathematics.

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Acronym:- APE stands for Academic performance in English Language, and APM stands for Academic performance in Mathematics.

**Table 6:** Multiple Regression Analysis Of Students’ Educational Motifs And Academic Performance In English Language In Bayelsa State.

Model	R	R-Square	Adjusted R	Standard Error of the Estimate		
1.	0.762a	0.753	0.919	93.62920		
Model	Sum of Square		Df	Mean Square	F	Sig.
1. Regression	637.77		1	637.77	19.05	0.00
Residual	4352.55		13	33.48		
Total	4990.32					
Model	Unstandardized coefficients			Standardized coefficients		
	B		Std Error	Beta	T	Sig
1 (Constant)	136.90		391.95		-3.49	.004
APE	8.122		0.64	0.96	12.64	.00

- a. Dependent variable APE
- P < 0.05

Table 6 indicated that the analysis of variance in the multiple regression analysis produced an F-ratio of 19.05 which was statistically significant at 0.05 alpha level ( $p < 0.05$ ,  $df$  1, 13). This means that student’s educational motifs influence student’s academic performance in English Language. The result also shows that  $R^2$  value was 0.753 as generated in the analysis. This implies that 75.3% of the variation in

student’s academic performance in English language is attributed to the predictor variable(educational motifs) suggesting that other variables may account for 24.7% in explaining student’s academic performance in English Language. The lower part of the table shows the result of test of regression weights which ranged between 0.93 – 0.96 for the categories of educational motifs.

**Table 7:** Multiple Regression Analysis Of Students’ Educational Motifs And Academic Performance In Mathematics

Model	R	R-Square	Adjusted R	Standard Error of the Estimate		
1.	0.691a	0.728	0.821	85.62317		
Model	Sum of Square		Df	Mean Square	F	Sig.
1. Regression	887.89		1	887.89	20.58	0.000
Residual	5607.93		13	43.14		
Total			14			
Model	Unstandardized coefficients			Standardized coefficients		
	B		Std Error	Beta	T	Sig
1 (Constant)	118.974		203.29		-1.729	.004
APM	6.367		0.661	0.937	9.633	.000

- b. Dependent variable APM
- P < 0.05

Table 7 indicated that the analysis of variance in the multiple regression analysis produced an F-ratio of 20.58 which was statistically significant at 0.05 alpha level ( $p < 0.05$ ,  $df$  1, 13). This means that educational motifs influence student’s academic performance in Mathematics. The result also shows that  $R^2$  value was 0.728 as generated in the analysis. This implies that 72.8% of the variation in student’s academic performance in English language is attributed to the predictor variable (educational motifs) suggesting that

other variables may account for 27.2% in explaining student’s academic performance in English Language. The lower part of the table shows the result of test of regression weights which ranged between 0.93 – 0.96 for the categories of educational motifs.

**DISCUSSION OF FINDINGS**

The work generally revealed that student’s educational motifs relate to student academic performance in Bayelsa

State. These educational motifs occurred in three categories, viz; personal growth and intellectual relevance, economic advancement and leadership potentialities. This is in line with the findings of Lumo (1916), Foshay (1991) and Ammons (1964) who observed that educational motifs usually emerged in three broad categorization. They, however, attempted a list of such motifs.

Table 4 revealed that knowledge was the highest educational motif of the students. This suggests that students have the belief that going to school will give them the opportunity to acquire much knowledge and that education would make them to have increased knowledge about the environment. This may or may not be a motivator for improved academic performance. That is, for some this awareness may actually bring about their motivation for academic work while for others, this may not necessarily be. Thus, knowledge (10.93%) was followed by the reason to be able to develop society (10.03%) through education, then the need to actually become different (uniqueness, 10.01%) through education, and to develop the spirit of generosity (philanthropy), 9.69%, followed by the need for literacy (9.68%). Again, the need to develop personal ability to solve problems better (9.51%) offered as the next motif, as well as ability for self-expression (9.18%), and to acquire wealth (9.18%), followed by the need for employment (9.01%), as well as the need to invent new things (9.01%). There was also motif to provide effective leadership (8.85%) among the students by engaging in education and the need to develop spirit of hardwork (8.69%). As clearly indicated by the study, motif of education includes the need for self-awareness (8.38%), and to socialize (need to interact better with others), 8.38%, as well as the need for self-defence (8.08%), respectively. Thus, while the need for acquisition of knowledge ranks top in the educational motifs, that of self-defence was observed the lowest need. This only implies that schooling may not be the only source of empowerment for self-defence. Hence, it is not statistically significant.

In table 5, the t-test analysis revealed that no significant difference existed between male and female students in their educational motifs. It implies that gender did not play a significant role in their perception of educational motifs in Bayelsa State. This supports the works of Ammai (2011) and Onete (2017) stating that motifs of education among male students were similar to those of their female counterparts.

In the multiple regression analysis (tables 6 & 7 ) the relationship between motifs and academic performance was clear. The tables revealed that educational motifs influenced student's academic performance in both English Language and Mathematics. This supports the work of Bong & Skaalvik (2004) who linked performance to many goals.

The reason for the finding above is obvious. Performance is boosted or improved upon when someone is motivated, and

educational motives or motifs generally have been proven to be powerful motivating factors (Heick, 2019).

Influence of educational motifs on student's academic performance was clearly found in both of the students' achievements in English Language and Mathematics in Bayelsa State. The degree of influence was also very high as shown ( English Language: X = 75.3% and Mathematics: X = 72.8%), respectively. Thus, the influence was more on English Language than on Mathematics. This may be as a result of the fact that students had leadership influence motif as one of their reasons to be educated.

However, those who performed extremely high in both tests were very few, about 20% of the respondents. And majority of students who performed highly had the budding characteristics of hardwork and perseverance, and were attached to very strong motifs.

## CONCLUSION

Motifs have always been strong indicators of behavioural paradigms. Educational motifs specifically can actually be a motivating factor to student's academic performance. The study specifically reviewed fifteen educational motifs and how it affects academic performance in English Language and Mathematics. Findings showed that educational motifs influence student's academic performance, generally. But while motifs such as knowledge acquisition, tendency to develop society, to become unique, need for literacy, to proffer better solutions to problems, need to acquire wealth and to invent new things presents high level of motivational strength in student's academic performance, others such as the spirit of hardwork, spirit of generosity, self-defence, self-awareness and better socialization only indicated insignificant degree of motivation in student's academic performance.

Based on the findings, the following recommendations were made.

- i. Institutions should endeavour to identify the educational motif (s) of every student in their school.
- ii. Those students who are at the lower levels of motifs should be encouraged to project themselves further to embrace the higher levels of motifs.
- iii. Educational counselling services should probe into the educational motifs of any student that experiences low academic performance.

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