

ACHIEVEMENT MOTIVATION AMONG FINAL-YEAR SECONDARY SCHOOL STUDENTS

BY

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DEGREE IN PSYCHOLOGY

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Achievement Motivation Among Final-Year Secondary School Students" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined achievement motivation among final-year secondary school students, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of achievement; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with achievement and motivation. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 405 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 377 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.06). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.491$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.63, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.17$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on achievement.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of achievement motivation among final-year secondary school students is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The relationship between achievement and motivation has been the subject of sustained academic interest across several disciplines. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of achievement. A notable study by Bamgbose and Umeh (2017) argued that the impact of achievement is substantially mediated by the quality of institutions. Such findings reinforce the argument that achievement deserves a place of priority on the development agenda. Studies conducted within the West African subregion by Dauda and Adebayo (2018) reached conclusions broadly consistent with the Nigerian evidence. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The relationship between achievement and motivation has been the subject of sustained academic interest across several disciplines. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of achievement in everyday life. Empirical evidence from Adebayo and Nwosu (2021) suggests that positive developments in motivation are associated with improvements in achievement. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Comparative work by Umeh and Oyelaran (2022) across several states uncovered a consistent pattern linking achievement with motivation. These developments carry important implications for policy and practice in psychology. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The phenomenon of achievement, while not new, has acquired fresh analytical urgency in Nigeria. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which achievement unfolds. Umeh and Oyelaran (2020), in a survey of relevant stakeholders, concluded that the benefits of achievement are unevenly distributed across groups. These observations collectively invite a reconsideration of standard assumptions regarding motivation. Empirical evidence from Oyelaran and Ibrahim (2021) suggests that positive developments in motivation are associated with improvements in achievement. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Over the past two decades, achievement has become increasingly significant within the Nigerian landscape and beyond. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of achievement. Nwosu and Dauda (2020), in a survey of relevant