

MOTIVATION THEORIES AND PRIMARY CLASSROOM PRACTICE

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN EDUCATIONAL FOUNDATIONS

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Motivation Theories and Primary Classroom Practice" 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.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Educational Foundations, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined motivation theories and primary classroom practice, 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 motivation; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with motivation and theories. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 406 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 389 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 = 3.16). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.516$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.16, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.14$, $p > 0.05$). 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 motivation.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Figures	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	8
1.7 Scope and Limitation of the Study	11
1.8 Definition of Terms	13
CHAPTER TWO: LITERATURE REVIEW	15
2.1 Conceptual Review	15
2.1.1 Concept of Motivation	15
2.1.2 Concept of Theories	16
2.1.3 Concept of Primary	18
2.2 Theoretical Framework	20
2.2.1 Technology Acceptance Model	20
2.2.2 UTAUT	21
2.2.3 Diffusion of Innovation Theory	22
2.2.4 Systems Development Life Cycle	23
2.3 Empirical Review	25
2.3.1 Early Studies on motivation	25
2.3.2 Recent Nigerian Evidence on motivation	27
2.3.3 Motivation and theories	28
2.3.4 Comparative Perspectives across Africa	30
2.4 Summary of Literature Review	32
CHAPTER THREE: RESEARCH METHODOLOGY	34
3.1 Research Design	34
3.2 Population of the Study	34
3.3 Sample Size and Sampling Technique	35
3.4 Sources of Data Collection	36
3.5 Research Instrument	37
3.6 Validity and Reliability of the Instrument	38
3.7 Method of Data Analysis	39
3.7.1 Administration of the Instrument	40

3.8 Ethical Considerations	41
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	43
4.1 Data Presentation	43
4.2 Demographic Characteristics of Respondents	44
4.3 Analysis of Research Questions	44
4.4 Test of Hypotheses	45
4.5 Discussion of Findings	46
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	51
5.1 Summary	51
5.2 Conclusion	52
5.3 Recommendations	53
5.4 Suggestions for Further Studies	53
REFERENCES	55
APPENDIX	57

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	33
Table 2.2: Operationalisation of the Study Variables	33
Table 3.1: Population of the Study and Sampling Technique	41
Table 3.2: Validity and Reliability of the Research Instrument	42
Table 4.1: Gender Distribution of Respondents	49
Table 4.2: Age Distribution of Respondents	49
Table 4.3: Educational Attainment of Respondents	49
Table 4.4: Weighted Mean Analysis of Research Question One	50
Table 4.5: Weighted Mean Analysis of Research Question Two	50
Table 4.6: Correlation Summary between the Independent and Dependent Variables	50
Table 4.7: Independent Samples t-test by Gender	50
Table 4.8: Chi-square Test of Association	50

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	13
Figure 3.1: Educational Foundations Research Context	42
Figure 4.1: Gender Distribution of Respondents	49
Figure 4.2: Age Distribution of Respondents	49

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of motivation theories and primary classroom practice 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.

Motivation, when examined in relation to theories, reveals complex and often paradoxical dynamics. Economic pressures and resource scarcity frequently determine the pace at which motivation advances in practice. Longitudinal research by Okonkwo and Ibrahim (2016) revealed that sustained attention to motivation yields appreciable dividends over time. For practitioners, the practical significance of motivation cannot be overstated, given its demonstrable link with theories. The aggregate picture emerging from Obiora and Chukwu (2023) points to a modest but consistent association between motivation and the outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Motivation occupies a prominent position in contemporary debates about theories and national development. Globalisation and technological change have intensified both the opportunities and the challenges associated with motivation. Findings reported by Chukwu and Kalu (2018) observed that respondents with greater exposure to motivation recorded markedly different results. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Longitudinal research by Ibrahim and Aderemi (2016) revealed that sustained attention to motivation yields appreciable dividends over time. Such findings reinforce the argument that motivation deserves a place of priority on the development agenda. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Scholars have long recognised motivation as a critical determinant of outcomes in educational foundations. Nigeria's federal structure and its diverse cultural geography ensure that the experience of motivation varies considerably from one region to another. Findings reported by Ibrahim and Aderemi (2018) observed that respondents with greater exposure to motivation recorded markedly different results. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Oyelaran and Alade (2020), in a survey of relevant stakeholders, concluded that the benefits of motivation are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Contemporary scholarship increasingly frames motivation as inseparable from the broader question of theories. Economic pressures and resource scarcity frequently determine the pace at which motivation advances in practice. Comparative work by Bakare and Ogunlana (2022) across several states uncovered a