RELATIONSHIP BETWEEN ACADEMIC PROBLEM AND MOTIVATION FOR ACADEMIC ACHIEVEMENT AMONG SENIOR SECONDARY SCHOOL STUDENT IN SOUTH-WEST NIGERIA

By

TAIWO O. OMOTAYO, Ph.D
Department of Research and Training
National Institute on Educational Planning and Administration (NIEPA),
Ondo.

Abstract
The study investigation the relationship between academic problem and motivation for academic achievement among senior secondary school in south-west Nigeria Lagos, Oyo, Ogun, Ondo Ekit and Osun States. To accomplish that task, five hypothesis were formulated, two psychological tests were administered to the sample of 232 senior secondary students selected from eight senior secondary school in the zone. Data collected was subsequently subjected to statistical analysis using the spear man's product-moment correction coefficient, chi-square and the t-test. The finding of study are that, Senior Secondary School students are motivate for academic achievement and that significant proportion of Senior Secondary school students do experience academic problems. The paper concluded that there is still a role to be played by seasonal/trained and retrained school managers, Administrators and counselors working together in senior school and, this, it is recommended that greater attention be given people utilization of guidance services in the schools.

A great deal of concern has expressed about the disappointing nature of student academic achievement in Nigeria secondary schools, the student performance do not meet up the expectation of the teacher, parent, and various examination bodies- WAEC, GCE and NECO et cetera. Student graduate from schools without the minimum amount of achievement in terms of passing examinations and subsequently getting admission into tertiary institution (researchers observation). Of course, every student is in school to academically succeed, but to the contrary, the school are producing academically under achieving students.

The Punch (2009, editorial once commented on 2009 WAEC result, decay in public school system' for some years now, mass failure and result seizure has becoming an annual ritual' et cetera.
A plethora of studies have been conducted and reported on factors or variables that contribute to academic success or failure (Afosehi 2004, and Kemp, 1993) This is with the aim of understanding the student academic performance so that attempts torn improve such performance can be possible. Similar studies in the same direction are still expected. In fact, this study was prompted by the dissatisfactory situation of student academic achievement especially as it affected the 2009 WAEC and NECO examinations. The recently released 2009 May/June result by the West Africa Examination Council and National Examination Council showed an unacceptable high failure rate. Out of the 1,184,907 candidate that sat for this 2009 NECO examination, only 126,500 or 10.53% satisfied the statutory five credit bench mark. And only 356,981 or 25% of the 1,375,009 candidate that sat for the may/June WASSCE obtained credit in five subject, while the result of 109, 201 representing 8% were withheld.

**Conceptual Clarification of Motivation and Academic Achievement**

Motivation is 'the process of arousing action, sustaining the activity in progress, and regulating the pattern of activity' (Young, 2000) Vast number of literature is available that has demonstrated the important position occupied by motivation in school related activities. Experiments have shown that the level of performance in activity be it academic or otherwise varies with the degree of motivation and any activity, there is an optional level of motivation that yields maximal output (Young, 2000).

Achievement motivation- a specific form of personal motive is regarded as 'an underlying personal characteristic which involves a learned predisposition to attain success in competition with an internationalized standard of excellence' (Banjo, 1989). Achievement motivation has been found to be one of the factors that exert significant influence on the academic performance of secondary school students in Nigeria (Afosehi, 2004). Also Fagbemi (2001) identified achievement motivation as a critical factor in academic achievement. It is the next potent factor after intelligence (Yakasi, 1999).

According to Banjo (1989), counseling techniques can be helpful in enhancing students’ academic achievement motivation. Using the sample of thirty-two low academic need-achievement subjects, he found that, employing academic values clarification techniques as a group counseling techniques are likely to enhance achievement motivation levels and tendency to achieve success in academics. Adesowo (1993), also postulated the tendency of reducing or alleviating students' educational problems through the provision of a number of services by school counselors, namely, group counseling, vocational guidance, and study skills. He also, opined that, low academic motivation can be improves among students through exposing them to some form of group counseling.

To explain the concept of motivation, many theories were pronounced by many scholars, some of which are:

(i) Hedonistic theory,
(ii) Physiological-Equilibrium theory
(iii) Drive reduction theory
Hedonistic theory of motivation view human action are mainly motivated by pleasure and pain principles. That is, man engages in activities because of the pleasure associated with the activities and disengages himself from activities because of the pain associated with them. According to this theory, man engages in eating food not to satisfy his need but because it is pleasurable to eat. This theory has the problem of explaining why man engages in unpleasurable activities, for not all human action are pleasurable. According to the physiological equilibrium, this biological state is known as "homeostasis", a stable equilibrium which if displaced due to certain disturbance; forces which restore the equilibrium to its original position come into operation. Ideally, as far as the state of the equilibrium is maintained, it means there will be no need for human activity. However, whenever the equilibrium state is disturbed, human activities being with motivating force being desire to recapture the equilibrium, and thus behavior is motivated towards the desire to recapture the equilibrium state. This theory explains motivation from biological origin.

A recast of the above historical theory is the drive-reduction theory. A drive is a state tension which occurs whenever it exists, the need can be biological or social in nature with the existence of a drive, a motivating force comes into operation to reduce the accompanying tension. Succinctly, the theory proposes that 'all behaviour is motivated by primary and secondary drives towards certain goals. Once the goal has been achieved, the drives is reduced and the behaviour cases' (Whitehead, 1996).

The contention that people act to reduce drive has been challenged by psychological reaches (Gahauhan, 1978). The drive reduction theory was formulated by Hull (19430. the growth theory of Abraham Maslow views motivation as growth process of satisfying two categorized human needs, deficits and growth needs. Deficit needs include physiological needs, safety needs, and belongingness and love needs. Maslow presents the hierarchy of needs in his theory from lower needs to higher needs as thus:

i. Physiological needs,
ii. Safety needs.
iii. Belongingness and love needs
iv. The esteem needs
v. Self-actualization needs

The theory point out that it is only after a person satisfies his lower needs that he can act upon to satisfy the higher needs. Accordingly, motivation to act depends on the possible satisfaction of the various needs. All human behaviour, according to the theory, is motivated by the desire to satisfy the hierarchy of the needs in an order of magnitude until all are fully satisfied. That rigidity has been subjected to criticism by numerous scholars.

The achievement theory is associated with the works of MC Clelland (1958). The theory originated from the result of the Thematic Apperception Test
developed by Murray in the late 1930's-Murray identified about twenty basic human needs that motivate human behaviour. In the early 1950's McClelland and his associates undertake a research on three of the basic needs identified by Murray. These needs are: power, Affiliation and Achievement. According to McClelland, all human process needs, differ in the degree to which the various motives dominate human behaviour. The motives are:

i. Need of power: individuals who exhibit this need drive satisfaction from their ability to control follow individuals.

ii. Need for Affiliation: Individuals exhibiting this need drive satisfaction from social and interpersonal activities.

iii. Need for Achievement: Individuals exhibiting their need derive satisfaction from reaching goal.

Need for achievement otherwise referred as achievement motivation which is central to this study, meant desire to succeed with some standard of excellence. In other words, it is the urge in individual to succeed in goal attainment (Onibokun,1980).

According to Onibokun, the level of achievement motivation in a particular time is a function of two factors namely;

(i) The situation is relaxed, arouses or neutral condition and

(ii) The innate ability to persist in achieving a goal.

The concept of academic achievement in schools has a long history in educational research works. In the 1920's psychologists accepted that intelligence was the major predictor of academic achievement. Later, other factors such as family background, personality characteristic, attitudes and interest are identified as other contributors to academic success or failure (Ciachi,2008).

Adulwahab (1988), using the sample of 120 subjects from both rural and urban school among Nigerians showed a significant relationship between intelligence and academic achievement. The date of his study showed that urban school children scored high on intelligence test meaning that, they academically achieved higher than their rural school counterparts, the report of the study by Lynn (1999) supported the claim that personality characteristics, neuroticism and extraversion are related to academic achievement. The study supported at a significant level, the predictions that good education attainders should score

(i) High on neuroticism; and

(ii) Low on extroversion.

Moreover, the study showed that extraversion has wider detrimental effects on educational attainments of the studied further confirmed that females scores more highly on test of neuroticism and anxiety. The holding intelligence and extraversion constant will means that females should, by virtue of their level of neuroticism, can be better academic achievers than their male counterparts.

Another study examined the relationship between personality and academic achievement non-western culture of Uganda (Hones and Kline (2000). They
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discovered that children with less for success, moreover, they discover that children with fewer score in neuroticism tend to be more successful than those with high scores. This contradicts Lynn's finding. In the report concerning the relationship between extraversion, neuroticism and the intellectual level discovered a significant relation between extraversion and IQ, between extraversion and Arithmetic quotient, while the extraversion- reading quotient relation fails to reach the 5% significant level. They also discovered neuroticism score to be significantly related to reading quotient in a negative direction.

Statement of the Problem

Students encounter difficulties/ problems in their interpersonal and intrapersonal academic lives. In the long run, these problems might lead to stress and later to delinquent behaviours. Concern with meeting the development needs of student has led to attempts to identify and provide assistance to students in the early stage of their problems. There is, of course a place for professional assistance to students at critical point in their developmental process. Counseling is specially offered to students who are faced with problems at some critical points in their academic development. For example, obtaining high grades in examinations, obtaining sponsorship for higher education, other academic problems like disabilities, developmental problems, personal problem, academic intrinsic motivation, worries about obtaining form for higher institution and subsequent admission into higher education from senior secondary school are problems that the study sets out to investigate.

Aims of the Study

Specifically, the aims of the study are to investigate;

- The relationship between the academic problem, and the motivation for academic achievement of the senior secondary school students.
- Whether a significant proportion of the senior secondary school are motivated for academic achievement
- Whether a significant proportion of the senior secondary school students are experiencing academic problems.
- Whether there is a significant difference between the boys and girls with respect to the academic problems and motivation for academic achievement.

Hypothesis

The study was designed to examine whither a relationship exists between students academic problems and motivation for academic achievement to accomplish this task, five hypotheses were formulated as follows:

(1) There is no significant difference between the average, above and below average seniors secondary students regarding their levels of motivation for academic achievement.
(2) There is no significant differences between the average, above and below average senior secondary students regard their levels of experience of academic problems.
(3) There is no significant relationship between academic problems and to motivation for academic achievement of the senior Secondary students
(4) There is no significant difference between boys and girls with respect to the academic problems experienced.
(5) There is no significant difference between boys and girls with respect to the motivation for academic achievement.

**Significant of the Study**

Students problem have become sensitive and nationwide social concerns in Nigeria. Finding on reactions between academic problems and motivation for academic achievement can be of great practical significance from the viewpoint of developing strategies for dealing with identification of potential academic problems. Despite the fact that under achievement is usually a function of many factors such as lack of intelligence, personality factors, motivation and emotional stability can serve as other barriers. It is perhaps important to recognize the place of early identification and development strategies in counseling. This study will enhance the opportunity for counselor, teachers, and parents' etc to identify the academic achievement of their subjects so as to develop strategies for dealing with under-achievement in the students. On the general note, counselors, teachers and all others concerned with education would benefit from an increase understanding of their students personality to be derived from this study.

**Research Design**

The descriptive research design was utilized for the study.

**Area of Study**

The study covered the six states of the south west Nigerian made up of Lagos, Oyo, Osun, Ogun, Ekiti and Ondo States.

**Population of the Study**

The population on this study is made up of senior secondary school students in the south west, Lagos, Ondo, Ogun, Oyo and Ekiti state during the 2008/2009 session.

**Sample for the Study**

Selected for the study was a sample of 232 students from six senior secondary school in the zone. The number consists of 113 boys and 119 girls, from the six schools selected three of these school are exclusively girls. T he non- probabilistic sampling procedure was used in the selection of the school as well as to provide the selection of the require number of students; response to items on the research questionnaires are, SS11 and SSI 11 students were selected. Table 1 presents the name of schools selected and the number of students selected from each school. The ages of the subjects ranged from 15 to 19 years.
Two Instruments Were Used for the Study

(1) The self-other motivation scale for academic achievement (Olomolaiye, 1996) designed to measure academic motivation among students in Nigeria, the scale has two sections, the first section provides spaces for the subject personal information, the second which is the items of the scale, has 14 paired statements, one of each pair relates to self-motivation toward school achievement, while the other statement relates to the influence of the others on students towards achievement. The scale has a test-retest reliability of 0.86 with an established face and concurrent validity.

(2) Student's academic problem Inventory (SAPI) is a research designed inventory, the items were sourced from intensive literature review, interviews of professionals in the field of education, teacher and students in general. It is designed so as to allow for easy analysis in relation to the self-other motivation scale; the first section provides spaces for the students personal information, the second presents the 13 items of the inventory while the third section provides spaces for the respondents to write additional academic problems facing them which are not mentioned in the second section. A maximum inventorial score possible of the SAPI is 16. The higher the score the greater the problems facing the respondents are presumed.

Table 1
Names of Schools Selected and their Respective Number of Students

<table>
<thead>
<tr>
<th>S/N</th>
<th>Name of School</th>
<th>Sex</th>
<th>No of Selected</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Federal Science teacher</td>
<td>Boys only</td>
<td>40</td>
<td>Ogun State</td>
</tr>
<tr>
<td>2.</td>
<td>Federal Government College Ikirun</td>
<td>Boys only</td>
<td>30</td>
<td>Osun State</td>
</tr>
<tr>
<td>3.</td>
<td>Federal Government College Ogbomoso</td>
<td>Boys only</td>
<td>43</td>
<td>Oyo State</td>
</tr>
<tr>
<td>4.</td>
<td>Queen's College Lagos</td>
<td>Girls only</td>
<td>39</td>
<td>Lagos State</td>
</tr>
<tr>
<td>5.</td>
<td>Federal Government Girls College Efon Alaye</td>
<td>Girls only</td>
<td>40</td>
<td>Ekiti State</td>
</tr>
<tr>
<td>6.</td>
<td>Federal Government Girls College Akure</td>
<td>Girls only</td>
<td>40</td>
<td>Ondo State</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>232</strong></td>
<td></td>
</tr>
</tbody>
</table>
Method for Data Collection

The techniques for data collection involve the administering of questionnaires in the form of 'fixed-alternative' questions to the student sample. The responses of the subjects are limited to simply putting a circle or ticking against the item the subjects are in agreement with; they offer uniformity from one measurement situation to another; subject have greater confidence and fill free to express their views and they requires less skills to administer and relatively inexpensive to analyses. The sample students were asked to fill out the questionnaires with or without their teachers present; items on the questionnaire were read to them by the research so that students with difficulty would not be inhibited.

Data collection was categorizing into three group for each of the two variables as shown in;

Table 2:
Categories of Scores on Self Other Motivational Scale

<table>
<thead>
<tr>
<th>Scores</th>
<th>0-5</th>
<th>6-10</th>
<th>11-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>Below average</td>
<td>Average</td>
<td>Above average</td>
</tr>
</tbody>
</table>

Table 3:
Categories of Score on Self Other Motivation Scale.

<table>
<thead>
<tr>
<th>Scores</th>
<th>0-5</th>
<th>6-9</th>
<th>10-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Below average</td>
<td>Average</td>
<td>Above average</td>
</tr>
</tbody>
</table>

Method of Data Analysis

To test the hypothesis, the Pearson's product moment correlation coefficient, the chi-square (x2) and the t-test were employed. The values obtained from the statistical tests were checked using the critical value tables at 0.05 level of significance.

Result:-

Hypothesis 1

There is no significant difference between the average above and below average senior secondary students regarding their level of motivation for academic achievement.
Table 4
Observation Frequencies of Students with Respect to Self-Other Motivation Scale

<table>
<thead>
<tr>
<th>Categories</th>
<th>Below average</th>
<th>Average</th>
<th>Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of Student</td>
<td>44</td>
<td>157</td>
<td>31</td>
</tr>
<tr>
<td>Percentage</td>
<td>19</td>
<td>67.7</td>
<td>13.4</td>
</tr>
</tbody>
</table>

Expected Frequency

\[ X^2 = 123.81 \]

Given the degree of freedom of 2 and critical value required for significance at 0.05 level being 5.99, it therefore, becomes evident to reject the null hypothesis that there is no significant difference between the average, above and below average senior secondary students regarding their levels of achievement, academic problems.

Hypothesis 2

There is no significant difference between, the average, above and below average senior secondary school students regarding their levels of experience of academic problems.

Table 5

<table>
<thead>
<tr>
<th>Categories</th>
<th>Below average</th>
<th>Average</th>
<th>Above average</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of students</td>
<td>152</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>Percentages</td>
<td>65.5</td>
<td>21.6</td>
<td>12.9</td>
</tr>
</tbody>
</table>

Expected frequency

\[ X^2 = 228.75 \]

Even the degree of freedom of 2 and critical value required for significance at 0.05 being 5.99, it therefore, becomes evident to reject the null hypothesis that there is no significant difference between average, above and below average senior secondary students regarding their levels of experiencing of academic problems.

Hypothesis 3

There is non significant relationship between the academic problems and motivation for academic achievement of senior secondary students,
Table 6
Summary of Inventorial Scores for SAPI and Self-Other Motivation Scale.

<table>
<thead>
<tr>
<th>Instruments</th>
<th>X</th>
<th>Y</th>
<th>Ex2</th>
<th>Ey2</th>
<th>Sexy</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAPI</td>
<td>3.2</td>
<td></td>
<td>145.64</td>
<td></td>
<td></td>
<td>66.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.329</td>
</tr>
<tr>
<td>Self-other scale</td>
<td>7.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>280.65</td>
</tr>
</tbody>
</table>

With a critical value of 0.117, $r = 0.329$ at 0.05 level of significance, the null hypothesis stands to be rejected. There is significant relationship between academic problems and the motivation for academic achievement.

Hypothesis 4
There is no significant difference between boys and girls with respect to the academic problems experience.

Table 7
Significance of the Difference Between Boy and Girls with Respect to Academic Problems Experienced

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>X</th>
<th>S.D</th>
<th>Df</th>
<th>t</th>
<th>Critical Values</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>113</td>
<td>3.36</td>
<td>12.91</td>
<td>230</td>
<td>1.23</td>
<td>1.96</td>
<td>ns</td>
</tr>
<tr>
<td>Girls</td>
<td>119</td>
<td>2.99</td>
<td>11.77</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7 shows that sex was not a relevant variable in the academic problems experience by students, given the calculated value at 0.23 with critical value at 1.96 and 0.05 level at significance. The null hypothesis was, therefore, accepted.

Hypothesis 5
There is No Significant Difference Between Boys and Girls with Respect to the Motivation For Academic Achievement.

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>X</th>
<th>S.D</th>
<th>Df</th>
<th>T</th>
<th>Critical Values</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>113</td>
<td>6.87</td>
<td>28.19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>230</td>
<td>0.17</td>
<td>1.96</td>
<td>ns</td>
</tr>
<tr>
<td>Girls</td>
<td>119</td>
<td>7.54</td>
<td>31.59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
"Table 9, shows that sex was not relevant variable in the motivation for academic achievement of the subject, given the calculator to value 0.17 with critical value at 1.96 and 0.05 level of signification. The null hypothesis was, therefore, accepted.

Discussion of Results

That there is significant difference in the proportion of the senior secondary students motivation for academic achievement seems to be an interesting finding in this study. By implication, this means that a significant proportion of the senior secondary students are motivated for academic achievement. This finding is totally not in accord with that of Adesewomo (1993) who found that 54.38% of her sample agreed to have low academic achievement motivation. Nevertheless, possible explanations can be offered in support of the present finding.

First the senior secondary curriculum can be a factor in making the significant proportion of the senior secondary students to be motivated for academic achievement. The curriculum is no more examined centred. Nowadays, the final secondary school leaving certificate is based on continuous assessment method (Federal Republic of Nigeria, 1989).

Indeed, the expectancy of success will be expected to be higher in continuous assessment system that under the previous 'one shot' final examination. This is because different range of abilities and efforts are assessed. Ability is said to be an index of expectance of success which is an important motivational variable (Akinson, 1964).

Secondly, since in complete absence of trained counselors in most secondary schools in South West the student have a freedom of selecting their subjects of study based on their perceived interest, it is possible that they will emit some of the motivation for academic achievement. Swarm & Pittman (1997) discovered that there existed lesser intrinsic motivation in adult-selected activities as opposed to child-selected activities. This is for the fact that, whenever students are engaged in the selection of their subjects of study it was important to consider, among other things, their interests. The student's interest will, probably determine the level of satisfaction and success, hence the motivation to achieve in the students. Students initial level of interest is an important factor in motivation (Bates, 1979).

Thirdly, Morgan (1984) has pointed out that goals setting especially short term goals, lead to enhance performance and motivation. The choice of subjects by the students, by implication, setting a goal towards success in life.

Fourthly, social reinforcements, such as verbal approval can be a factor in motivating students for academic achievement. In the review of Deci's (1971, 1972b) studies Bates(1979), indicated that the results of the studies are supportive of the predicted increase in intrinsic motivation due to verbal reinforcement. Undoubtedly, academic achievement is a desirable task worth of receiving the highest reinforcement from both parents, teachers and all those concerned with the education.
Fifthly, the self-concept of the students as regarded to intrinsically motivated tasks can possibly result in the students motivation. A persons self concept is his beliefs about himself, as he thinks he influences his decisions and actions. It was hypothesized that 'positive self concepts will lead to constructive, socially desirable behaviour, and conversely that a distorted self concepts will lead to deviant, socially inadequate behaviour (Schirr Krant 1979, thus it might be the positive self concept of the student that leads to their motivation for academic achievement.

Sixthly, the students focus of control (LOG) is another psychological variable that can be held responsible for the academic motivation of the significant proportion of the senior secondary students. The relevance of LOG can be traced in the students religious beliefs—predominantly Christians. In Islam, it is only desirable things that are attributed to one's self. Also, the religion lend support to the belief in an independent man—a man that is responsible for his action. This simply means that the students have an inbuilt internal control that can be manifested in whatever they are engaged in.

In summary of the chi-square analysis shown in table 4.2 reveals that senior secondary students significantly differ in the level of experience academic problems. Thus rejecting the null hypothesis, that is, there are no significant difference in the proportion of the senior secondary students regarding the levels of experiencing academic problem. In order words, a significant proportion of the student are experiencing academic problems. This finding conforms to that of Makinde (1983), who found that 64% of his sample experience academic problem. The present might be due to a number of reasons;

First, it is important to note that academic problems are one of personal-social problems (Bakare, 1977). Personal-social problems are complex in nature to the extent that a person with family problems can have other problems aggravated. In essence, the presence of other personal-social problems (family, religious, health, social-psychological etc) among the secondary students (Yusuf, 1992,) can serve to some extent, as a source of the student's academic problems. Succinctly, the prevalence of the other aspects of personal-social problems could explain reasons why secondary school students experience academic problems as well as at significant levels.

Secondly, non-functional or lip service nature of counseling services in secondary schools in South West probably also explains the significant prevalence of academic problems among senior secondary schools students(Zango, 1991). This is as a result of the practice of appointing teacher-counselors, who only possess a rudimentary knowledge of guidance and counseling, in the absence of a professional counselors. The result is that most students do not receive the appropriate psychological guidance commensurate to their variety of personal problems.

Also, counselors, all alone, cannot be expected to be effective without the existence of a full-fledged guidance programmes in schools. The scarcity of fund hamper the managing and running of a foundation guidance programme. Materials that enhance the impact of the guidance programme such as physical space, media, stationeries and even official time for running guidance services are inadequate.
Perhaps, it will be easier to say that a full fledged guidance programme is essential, if not necessary, in order to alleviate students problems.

On a similar note, unfavourable teacher attitudes can be another reason that aggravates academic problems of students. In terms of provision of guidance services, there is this lack of adequate cooperation and understanding between teachers and counselors (Kani, 1993). Of course, establishing a viable guidance programme can only succeed with the cooperation of teachers. This is because there is a need for a team approach in any school guidance programme.

Finally, the physical environment of our schools could also aggravate academic problems the students experience. According to Weinstein (1979), the effect of environmental variables — seating position, density, noise etc - have indicated inconclusive and often contradictory findings. But, a considerable evidence exists to identify the impact of crowding on nonachievement behaviours and attitudes. The evidence suggests that crowding have resulted in a number of undesirable behaviours. This researcher had observed that, in some of the schools visited there are some classrooms with a total of 70 to 80 students per classroom. Indeed, nowhere else are large number of students posted so closely together for so many hours, yet we expect the absence of problems.

From table 4.3, it is noted that the value of correlation coefficient, r, exceeds the critical value signifying a low relationship between levels of students academic achievement motivation and academic problems experienced. It is, therefore, concluded that the hypothesis was rejected. In other words, relationship is low, it was still significant determining the level of correlation between the two variables.

In summary the t-test shown in tables 4.4 and 4.5 indicates that there is no significant difference between boys and girls with respect to academic problems experienced and motivation for academic achievement, thus accepting the fourth and fifth hypotheses.

The result indicating no significant difference between boys and girls with respect to academic achievement motivation can be said to be contradictory to the finding of Onibokun (1980) who found that the mean score for boys on achievement motivation was quite higher than the mean score for girls, signifying a statistically significant difference between them. From his analysis, he concluded that his findings are consistent with many studies and the Nigerian culture norm or social expectations. However, while Onibokun's study was concerned with motivation for achievement as a multivariate factor, this study was particularly concerned with motivation for academic achievement as a single dimension of the multifaceted nature of motivation for achievement.

In a survey and analysis of secondary school students educational problems, Adesemowo (1993) found that there is no significant difference between boys and girls with respect to the problem experienced. This study, by implication, supports Adesemowo's finding on academic problems. According to her, this trend can be explained by similarly in environmental experiences by both sexes. This opinion probably, also, explains why no significant differences are noticed between boys and girls in terms of the two variables under investigation. Hence, the insignificant
Pristine

differences between boys and girls in the study can be due to the fact that the subjects are within the same environmental experiences and thus, equally exposed to the same academic problems and academic motivation.

Conclusion

It is evident from data analysis that the research aims are now adequately determined specially, the analysis reveals that, the Pearson's product moment correlation coefficient, chi-square and t-test were used to the hypothesis, result from the various analysis presented indicate that the fourth and fifth null hypothesis were accepted while the first three null hypothesis were rejected, all at 0.05 levels of significance.

First, a significant proportion of senior secondary school students are motivated for academic achievement.

Secondly, a significant proportion of senior secondary students do experience academic problems.

Thirdly, that there is significant relationship between academic problems experienced and the motivation for academic achievement in senior secondary students.

Fourthly, there is no significant difference between boys and girls with respect to the academic problems experiences vis-a-vis motivation for academic achievement.

An important finding of this study is that of the low significant relationship indicates that no matter the level of motivation for academic achievement the students have attained there will persist some level of problems they experience academically. Thus, a challenge to all concerned with education in our senior secondary schools regarding how to achieve a maximum level of motivation while keeping problems minimal.

It is also, one of the findings of this study that a significant proportion of senior secondary schools are motivated for academic achievement. This is not to say that counselors have no role to play with regard to academic motivation. Indeed, there is still an important role to play, that is maintaining the motivation level and, even, pushing it to an optimum level. To be successful in school, student's motivation has to be enhanced and counseling services can help students to improve in this dimension.

The findings that a significant proportion of senior secondary schools are expecting academic problems justify the need for guidance and counseling in secondary school. Specifically, the study discovers that the academic problems exists in our student and, therefore, there is a need for guidance and counseling among our students, thus, a need for train counselors to be employed into our schools on full basis and work with school managers and administration in inevitable.

Finally, as the finding indicates a no significant differences between boys and girls with respect to academic problems and motivation for academic achievement, one can infer that the same counseling treatments are expected for both sexes. But the
treatment has to take cognizance of the factor that the total personality
development of the students these are: social, psychological and biological. It is
known to the professionals who work with students that each student possessed a
personal characteristics which is no doubt related to the qualities of those three
factors.

Recommendations

Based on the above findings and discussion, the following recommendations
can be postulate:

Government and voluntary organization should not ignore the fact that they
are primary concerned with the responsibility of assisting in providing fund for
organizing and running a school guidance programmed (SGP). It is establishing a
functional and guidance that schools can achieve the objectives of the SGP. It is one of
the objectives of an SGP to asses the current needs of students so as to improve self
knowledge, self understanding and self perception (Ipaye, 1983).

Government and voluntary organization should see to a deliberate policy that
will encourage the training and retraining seasoned of qualified counselors, school
managers and administrator to man our schools. Indeed, there cannot be an adequate
substitute for a professionally qualified counselor and managers in our schools
considering the sensitive of the jobs they performs.

Full time counselors should be employed in schools so that maximum
attention can be given to individual students. This is necessary if guidance and
counseling is to be made an integral part of the services provided to students on full
time basis. It is also, necessary if academic problems are to be reduced to minimal
while at the same time enhancing academic achievement motivation.

Counselors and school manager should explore the many sources of students'
problem and low academic motivation as to alleviate group and individual
counseling, study skills e.t.c.

Students in group or individual counseling sessions, which being encouraged to
understand themselves and the world around them, should be educated on the danger
or low academic achievement motivation as well as academic problems.

Finally, it will be an over emphasis to generalized the finding of the study.
Further researchers are required in the area of academic problems and motivation for
academic achievement of senior secondary students, replication is important. The
possible rewards are far reaching since the majority of senior secondary school
students needs (i) to be alleviated off their academic problems (ii) boast their
motivation for academic achievement. Until such replication is done no definite
generalization can be made from this prior to such endeavour.
References


Taiwo O. Omotayo, Ph.D


