

**A STUDY OF SOKOTO STATE WEST AFRICAN SCHOOL CERTIFICATE RESULTS,
1972 - 1976: LACK OF MOTIVATION AS ONE OF THE MAJOR FACTORS
AFFECTING THE ACHIEVEMENT OF STUDENTS**

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COULD BE A MAJOR FACTOR AFFECTING THE ACHIEVEMENT OF
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ABBREVIATIONS

Arith.	Arithmetic
B.P.	Benue Plateau State
Div.	Division
K.W.	Kwara State
M.O.E.	Ministry of Education
N.E.	North-Eastern State
N.W.	North-Western State
Q.Apt.	Quantitative Aptitude
RIV.	Rivers State
S.E.	South-Eastern State
TEDRO	Test Development and Research Office
V.Apt.	Verbal Aptitude
W.A.S.C.	West African School Certificate

Groups of Questionnaires

Q.1A - Q.5A	First group of Questionnaires
Q.1B - Q.5B	Second group of Questionnaires
Q.1C - Q.5C	Third group of Questionnaires
Q.1D - Q.3D	Fourth group of Questionnaires.

CHAPTER I

INTRODUCTION

1.1 In recent years in Nigeria, there have been many expressions of concern of the standards and quality of education in our schools from professional educationists, politicians and even parents. Results of the West African School Certificate Examinations (WASC) are usually the yard-stick measure against which success and failure are measured.

Perhaps one of the States which have more concern regarding success in the school certificate examination, is the Sokoto State of Nigeria. West African School Certificate examination results have continued to be poor year after year inspite of the huge amounts of money being spent by the State Government on Secondary Education. The percentage of passes has declined from about 20% in 1972 to just a little over 8% in 1976!

A number of factors have been advanced as being responsible for the low level of education in the State which subsequently led to poor performance in the WASC examination. Some of the more important ones are:-

- (a) that there is a lot of indiscipline in our schools;

- (b) that the students lack sufficient motivation to learn;
- (c) that the schools are poorly staffed; and
- (d) that the students going to secondary schools now are of a poor quality.

Each of these factors has a good case in its favour. A lot has been said about indiscipline and the attitude of teachers in our schools. There is not enough statistical evidence to show that the staffing position in Sokoto State is worse than it is in most Northern States. As to the type of students going to secondary school, there is at the moment no sufficient reason to give that Sokoto children going to secondary schools are of very poor quality. In fact studies conducted by Akeju and Otuzieogu of the 1972 Nigerian Common Entrance mean scores by States, placed the former North-Western state (of which Sokoto formed a bigger part) in a favourable position.¹ The following analysis of the 1972 results of the National Common Entrance Examination are a good revelation:

¹ Akeju S. A., and Atuzieogu: "Comparison of 1972 Nigerian Common Entrance Mean Scores by State" - TEDRO, WAEC, Lagos 1973.

Table 1MEANS OF SCORES OF CANDIDATES FROM EACH STATE²

State	BP	KW	WEST	KANO	NW	NE	RIV.	SE
No. of Candidates	435	334	230	146	131	116	77	24
Arith	48.28	50.99	51.82	45.85	51.61	56.27	51.75	53.83
Q. Apt.	47.37	51.26	52.49	45.47	58.26	57.11	46.39	52.38
English	47.87	46.34	51.23	45.74	49.58	55.24	50.74	57.13
V. Apt.	47.13	48.51	51.73	46.25	49.67	57.37	46.95	53.50

National mean score for each subject is 50 with a standard deviation of 10

No. of sample candidates represents about 2% of the total number for that state.

Table 2ORDER OF PERFORMANCE OF CANDIDATES BY STATES³

Group	Arith	Q. Aptitude	English	V. Apt.
A	NE; SE	NE	SE; NE	NE
B	RIV; KW; WEST; NW	WEST SE	WEST RIV; NW	SE WEST
C	BP	KW; NW	BP	NW; KW
D	KANO	BP; RIV	KW KANO	BP; RIV; KANO
E	-	KANO	-	-

² Ibid, Table 1, p.3.

³ Ibid, Fig. 1, p.3.

Since the two factors - staffing and quality of entrants are not sufficient reasons in themselves for the low standards, other factors may be more responsible. Lack of sufficient Motivation is perhaps one of the major factors that remain to be examined as possible causes of the poor performance of the students.

This project will concern itself more with motivation as a major means of success and try to see if there will be sufficient evidence to show that lack of motivation is one of the major factors affecting the learning of students in Sokoto State, which eventually led to unsatisfactory performance in the WASC examination.

1.2 Statement of the Problem

The problem is that the performance of students of Sokoto State in the West African School Certificate examination (WASC) has been far from satisfactory. From 1972 to 1976 the position has been like this. In 1972 six secondary schools in the state entered students for the WASC examination with a total of 363 candidates. Out of this figure only 73 passed the WASC, representing a pass percentage of about 20%. Out of the 73 that passed there was only one in Division I and five in Division II.⁴

⁴ N.W. State WASC Results, 1972; M.O.E. Exams. Sec. Sokoto.

In 1973, out of 418 who sat the examination, only 54 passed, representing a pass percentage of only 13%. There was no Division I pass and only six obtained Division II.⁵ The number of schools offering the school certificate rose to twelve in 1974. In that year, 674 students were registered for the examination. The number of passes that year was 111 (one hundred and eleven) representing about 16%. There seemed to be an improvement in the number obtaining Divisions I and II over the previous years. There were eleven in Division I and twelve in Division II. But this will not be said to be satisfactory when the fact was that a total of 674 did the examination.⁶

The situation was less bright in 1975. Only 114 obtained the WASC out of a total of 833 who registered for the examination. There were only nine in Division I and eight in Division II.⁷ It became more serious in 1976 when only 86 passed out ^{of} 942 candidates. This represented a pass percentage of just about 9%.⁸

⁵ Ibid, (1973).

⁶ Ibid, (1974).

⁷ Ibid, (1975).

⁸ Sokoto State WASC Results 1976, M.O.E. Exams. Section, Sokoto.

The table below gives the picture more clearly:-

Table 3

SOKOTO STATE WASC RESULTS 1972-1976

Year	Div. I	Div. II	Div. III	Total Pass	Total Fail+ Abs.	Total Cands.	Pass %
1972	1	5	69	75	288	363	20
1973	-	6	48	54	364	418	13
1974	11	12	88	111	563	674	16
1975	9	8	97	114	719	833	14
1976	7	12	67	86	856	942	9
1972/76	28	43	369	440	2,790	3,230	14

Thus from 1972 to 1976 out of a total of 3,230 students who registered for the WASC examination only 440 obtained the certificate. The average pass percent was only 14%. Detailed results, school by school, for the period under study are given in Appendix A.

To reflect the nature of the study this project has been given the tittle: A Study of the West African School Certificate Results of Sokoto State, 1972 - 1976: The Extent to which lack of sufficient motivation could be one of the major factors affecting the achievement of students.

The project will attempt to answer the key question: To what extent is lack of sufficient motivation one of the major factors contributing to the poor performance of students of Sokoto State in the WASC examination? In answering this question, other questions will be asked relating to the role of the parents, teachers and the child in motivation: Do parents and teachers in the state play their roles adequately, as motivators of the students? Have the students themselves the intrinsic motivation for success?

1.3 Delimitation and Scope of the Study

In this study, an attempt is being made to investigate the extent to which lack of motivation could be one of the major factors contributing in the unsatisfactory performance of students in Sokoto State secondary schools in the WASC Examination. The study is based on the performance of students in the WASC examination, an event that has already taken place. Since the experience cannot be relived, a satisfactory means of obtaining acceptable results has to be used. For this reason the project was limited to obtaining views, concepts, opinions and reactions of secondary school teachers, and post-secondary school students in the State who have had the experience of a full secondary education and have done the WASC.

The study was limited to a sample population of both teachers and students. The participants were limited to 100, made up of 50 teachers and 50 students. The random technique of selection was used, but the selection among teachers was made from teachers who have had at least two years of teaching in a full secondary school. In fact about 42 out of the 50 teachers who participated had more than three years of teaching experience in secondary schools in the State. The method of selection used is explained in more detail in chapter three.

1.4 Significance of the Problem

Since the dawn of independence there have been strong arguments about bridging the educational gap in Western education between the south and the north. The Federal Government and now the state governments are spending a lot of money to provide both the human and material resources to enable each State in the Federation to play an effective role in the overall development of the Nation. Participation in government required not only the goodwill, but the knowledge and skills required for active and profitable participation. Education is the basic prerequisite qualification required for this participation at nearly all levels. Any State that does not want to hold back others, should be able to produce educated men and women in all levels of education who would

be equipped to shoulder the state's own share of the task.

As seen from the available statistics in the staff list of various Ministries, the basic educationally qualified manpower of Sokoto State origin is far from adequate.^{8a} With the average rate of success in the WASC at less than 15% over a period of five years, the consequences are obvious. At the present rate of success in the WASC, Sokoto State would continue to suffer from shortage of qualified junior staff, inadequate representation in institutions of higher learning, and shortage of qualified middle and higher manpower.

This situation must not be allowed to continue, if Sokoto State should take her rightful place in the scheme of development among other states in the Federation. It is pertinent to try to discover the factors that might be responsible for the low level of education and try to seek a quick and feasible solution, before it gets too late to be able to do anything.

1.5 Purpose of the Study

The purpose of the study is to investigate the possibility that lack of adequate students' motivation might be one of the major factor responsible for the low level of education in the secondary schools in Sokoto State, the consequence of which is the unsatisfactory performance of students in the WASC.

8a. Sokoto State Staff List No I. 1976. Printed by Gaskiya Corp. Zaria.

From the outcome of the investigation generalizations would be made. These generalizations will form the basis upon which recommendations would be made in the form of solutions to the problem. Implications that the recommendations and observations might bring would be carefully outlined and noted.

1.6 Definition of Terms

The following terms are explained in the context in which they are used in this study:-

1. Culture: The sum total of a people's way of life. It includes the people's traditions and customs, religious beliefs, social norms and mores and their educational system. Culture may refer to the cultural heritage and the living or current practices of any given society.
2. Ethical norms: Rules and ideals as found at various times in various societies. They are the social, religious, legal and moral conventions that form the working and interaction codes found in all societies as oral or written tradition or as tacit assumptions underlying a framework of law and institutions. They govern the day to day conduct of the individual in his society.

3. Random Sampling: This is a method of drawing a sample from a known population, where carefully controlled conditions are created to ensure that each unit in the population has an equal or known chance of being included in the sample. To prevent the investigator from obtaining the results by exercising direct control over choice of units some mechanical device is employed to draw the sample. For example, the names of all the units may be placed in a fishbowl or on cards and shuffled thoroughly before the desired number of slips is drawn. A coin may be flipped to select the sample if a small group is involved. Perhaps the best method is to employ a table of random numbers such as those prepared by Fisher and Yates, Tippett, or Kendal and Babington-Smith.⁹
4. West African School Certificate (WASC): At the end of the fifth (or sixth) year, of the secondary course, students take an examination commonly known as the School Certificate Examination. It's full title in 1964 was "The Joint Examination for the West African School Certificate and General Certificate of Education".

⁹ Harshbarger T. R. Introduction To Statistics. 1971 pp. 78 - 80.

This examination is set and marked by the West African Examinations Council and the Local Examination Syndicate of the University of Cambridge, whose part in this examination is rapidly diminishing, being now confined to "moderation" by which the standard is maintained. The standards in each subject are Fail, Pass, Credit, Good, Very Good and Excellent. Various combinations of Passes and Credits (and higher standards) lead to the award of the WASC in Division I, II or III, Division I being the highest. A candidate who does not achieve the school certificate but obtains credit in a subject or subjects receives the General Certificate of Education in the subject. This is known by 'O' level.¹⁰

¹⁰ A. R. Allan and William J. Miller. June 1966. Institute of Education A.B.U. Publication. Education Terminology Guide for Northern States of Nigeria.

CHAPTER II

REVIEW OF LITERATURE2.1 Motivation

Edward Smith and his colleagues Stanley Krouse Jr., and Mark Atkinson define motivation as "the stimulation to action resulting from an individual's desire to reach an established goal or purpose".¹¹ Motivation they say may be intrinsic or extrinsic. Motivation resulting from goals or purposes developed or organised by the person himself is referred to as intrinsic motivation. Motivation resulting from goals or purposes that are accepted from others or developed and reorganized as a result of outside influences is extrinsic motivation.

A number of studies have been carried out on motivation, and some theories have been developed. Of special interest to the present study is achievement motivation. Atkinson writing on the subject, states that the theory of achievement motivation asserts that a person's motive to achieve or to avoid failure, and his expectation of success in some venture strongly influence the character of his motivation as it is expressed in the level of aspiration, preference for risk,

¹¹ Smith et al: The Educator's Encyclopedia - Prentice Hall Inc. Englewood Cliffs, N.J. 1961. p. 584.

willingness to put forth effort and to persist in an activity.¹² There are two problems in the theory of achievement motivation which must be understood. The first is that of accounting for an individual's selection of one path of action among a set of possible alternatives; the second is that of accounting for the aptitude and vigour of the action tendency once it is initiated, and for this tendency to persist for a time in a given direction. The strength of aroused motivation to achieve as manifested in performance has been viewed as a function of both the strength of motive and the expectancy of goal attainment aroused by situation cues. Within limits, the attractiveness of success is a positive function of the difficulty of the task, and the unattractiveness of failure is a negative function of difficulty when the type of activity is held constant. Atkinson went a bit further in explaining the subjective probability of success and failure. The task an individual finds difficult is one in which his subjective probability of success is very low. The task an individual finds easy is one for which his subjective probability of success is very high. It is important to recognize the dependence of incentive values intrinsic in achievement and failure upon the subjective probability of success.

¹² Atkinson, John W. (Ed): A Theory of Achievement Motivation. John Willey and Sons Inc. N.Y. and London, 1966. p.11.

The sense of pride and satisfaction one derives from success in a task is relative to the amount of effort put in the accomplishment of the task.

The concept of motivation as employed by psychologists entails more than the directedness of behaviour. 'Motive' is the 'reason' that is actually operative in motivation. The logical force of the term 'motive' has often been interpreted by postulating a particular sort of causal connection between pursuing the goal and some inner spring of action. Commenting on this view for instance, S.R. Peters held that a motive was "a pleasure, pain, or other event, that prompts to action".¹³ The notion of "drive" subsequently became popular as initiating goal-directed behaviour. The "drive" theory holds the view that an organism is motivated when - and only when - it is characterised by a state of drive and by a direction of behaviour toward some goal which is selected in preference to all other possible goals.¹⁴ Motive then is a concept which joins together drive and goal.

¹³ Peters S. R. The concept of Motivation. London - N. Y. Humanities Press. 1969. p.39.

¹⁴ Ibid. pp. 39 - 40.

There are of course psychologists who would not like to accept the 'drive' theory in its totality. Many like Hebb and McLelland object strongly to the concept of drive but wish to retain the concept of motivation.¹⁵

The term motivation may also refer, "(1) to the existence of an organized phase sequence, (2) to its direction or content, and (3) to its persistence in a given direction or stability of content."¹⁶ There is central 'motive state', an organized phase sequence in the cells of the brain. Clifford Allen writing on motivation asserts that success in life depends on two things - intelligence and the urge to succeed. This urge to succeed - motivation - is indeed as important as intelligence itself. One of the earliest pieces of research conducted on the importance of motivation in life is the research conducted by Terman (Terman 1947) when he performed tests which sorted out gifted children from the average. He tested a quarter of a million children in various schools and discovered that only five or six per thousand were highly gifted above the average. He waited for twenty five years and then made enquiries to see what had happened to those children he had found were much above the average.

¹⁵ Ibid. p. 43.

¹⁶ Ibid. p. 43.

As one might have expected, most had used their intellectual gifts for better positions in life. They had surpassed their counterparts and were now occupying positions suited to their intelligence. They were university professors, bank presidents, managing directors, writers, editors and so on. However, a certain percentage of the highly gifted, had done nothing of the sort. Although they were just as bright as their more successful fellows these have become poor sorts of labourers, ^ding manual jobs, for instance, as fitters' mates, petrol-pump attendants and the like.¹⁷

Terman discovered that these gifted children who had failed to be successful men had lacked the urge to success. They had the natural intelligence but lacked the motive power. They had a deficiency in the will and drive to excel~~l~~.

¹⁷ Allen, Clifford: Passing School Examinations. London, MacMillan and Co. Ltd. 1964. p.19.

The will to succeed Terman says, is built into the child's personality at an early age. Parents have a big part to play in putting into the child that urge to succeed.

2.2 Motivation and Learning. The Teacher's Role

"The task of the educator, in making motivational conditions maximally favourable to learning", says Daniel Barlyn, "has three principal aspects corresponding to the three main groups of motivational questions"¹⁸ First, the overall arousal level of the student must be kept within a range productive of attentiveness and alertness, avoiding low levels productive of lethargy and high levels productive of bewilderment, disruption and information overload. Second, the student's motivational condition must include the specific forms of drive that incline him towards a behaviour pattern, whether motor or verbal, that he is to be taught or make him receptive to the information that he is to take.

¹⁸ Barlyn, Daniel et.al. Encyclopedia of Education. 1971. pp. 413 - 414.

Third, appropriate reinforcing condition (rewarding events, events productive of orientation reaction) must be provided with effective timing when desired responses are made or when key information is imported.

According to Edward Smith, one of the teacher's major roles in instruction is to motivate the student.¹⁹ Since learning takes place as the result of a problem or perplexity, it results as the individual takes action to resolve the problem and reach his goal. An individual who has established his own purposes or goals will act to reach them, and the teacher's role in providing motivation is diminished. When individuals are not so motivated, however, the teacher would usually need to provide motivation. Certain techniques or devices may be used successfully to arouse the child's motivation. In introducing a new lesson or topic for example, the teacher can arouse the student's motivation by the use of techniques that will appeal to their interests, needs, and abilities. The teacher serves as the outside influence and hopes to establish purposes that students will adopt as their own and are stimulated to action to achieve them.

¹⁹ Smith, et.al: The Educators Encyclopedia. 1961 p. 584.

The teacher needs to evaluate the goals of the learners, pointing out new goals that should be established as the learning takes place.

B. The Influence of Home, Environment and Culture on Motivation

The manner in which a child is brought up at his early stage of development can determine how successful he would be in life. If a child is brought up in a home where the parents have high aspirations for education and success in life and take keen interest in the education of their children, a child is likely to grow up with the determination to succeed. He would work hard, if not to surpass the achievements of his parents, at least to live up to the expectation of the parents. Michael Argyle and Peter Robinson conducted a piece of research to study the identification of children with achievement - oriented parents as a source of achievement.²⁰ Five hundred Grammar school children were given projective and questionnaire measures of achievement motivation, as well as semantic differential or Q - sort tests to assess their relationship with parents. Achievement motivation, correlated favourably with the reported strength of parental achievement demands. The fear of failure component also correlated with reported super-ego demands for achievement.

²⁰ British Journal of Social and Clinical Psychology, 1962, Vol. I. pp. 107 - 120.

The child's environment or the society in which he lives may determine his aspiration and level of motivation. Where there is keen competition for jobs or for attainment of status based on academic achievement members of the society are bound to work harder to excel. Where values and standards are high, the tone and level of aspiration are set high, consequently raising the level of motivation of members of the society. A child brought up in such a society will set high goals before him and will work hard to live up to societal expectations.

Many studies on the effects of environment on attainment or school success have been carried out by some educational psychologists.²¹ Parental encouragement was found by Greffiths (1959) to be a determining factor in Grammar school progress; Floud, Halsey and Martin (1957) found that the parents' attitude to education correlated with success at the 11+ examination in S.W. Hertfordshire, England.

²¹ Wiseman, Steven: Education and Environment.
Manchester Univ. Press. 1964. pp. 49 - 50.

Two American researches also emphasize this factor. Weigand (1957) compared groups of successful and unsuccessful college students and found "parental reinforcement" positively correlated with academic achievement; Carillo (1957) also compared fifty good readers and fifty poor readers of normal or higher intelligence in the middle grades and noted the significance of encouragement and parental interest in the child's school life. Fraser (1959) investigated the home background of 408 Aberdeen children of twelve by visiting their homes and interviewing the parents. The two highest correlations with educational attainment out of a total of nine home background related variables were discovered to be parental encouragement and parental education.

C. The Child and the Peergroup

Wiseman very well states the place of the peergroup in determining the child's aspiration.²² He points out that as a child grows up and becomes more independent, the forces outside home become more and more important. As he progresses towards adolescence his intergration into the sub-culture formed by his friends in sets, groups, and gangs becomes firmer.

²² Ibid. pp. 55 - 65.

He adopts codes of behaviour and attitudes towards authority which may well conflict with the ideals set before him within the family. The patterns of the peer group sub-culture may exhibit great variability particularly in large cities and towns, sometimes resulting in the family influence being overshadowed by the peer group sub-culture. If the group has high aspirations, members will set themselves high goals.

2.3 GUIDANCE AND COUNSELLING:

Durojaiye writing on the topic, "An Introduction to Counselling and Guidance for Nigerian teachers" defines Guidance as a process of "helping someone to understand himself."²³ It implies, he says, effecting changes in the individual and in his environment which will help him to grow and develop as much as possible.

Guidance is a complex process which encompasses the total needs of the individual student to be guided. It is applicable to his educational, social, moral, emotional, health, avocational, and leisure time needs, and to his preparation for a suitable occupation. Guidance is a dynamic process, it must be active and continuous.²⁴

²³

Durojaiye, M.O.A. Psychological Guidance of the school child, (1972) p.78

²⁴ Ibid.

Counselling is described as, "a process by means of which the person to be counselled can come to understand himself so that he can solve his own problems." The purpose is to help the individual achieve personal adjustment.

Guidance and Counselling together form part of the educational programme which helps to provide every student with special information services and opportunities to enable him to develop his abilities, aptitudes and capabilities to the fullest. Through Guidance the individual is led to discover who he really is, and in Counselling he is led to discover and apply what he can do to solve his problems.^{24a}

A well planned school guidance programme would usually have three generally accepted components, educational guidance, vocational guidance and personal counselling. Educational Guidance is usually felt to involve advice to pupils, parents and teachers on the choice of courses, in the light of the information or data obtained from standardised test scores, teachers' assessments over of aspiration. Vocational guidance similarly involves a continuous and careful assessment of interest, aptitude and potential over a period, using a variety of sources of data together with educational guidance, in the light of likely career opportunities.

^{24a} Ibid.

The third element, personal counselling is related to both educational and vocational guidance, but it is also concerned with emotional disturbance and behaviour problems. This area of the school counsellor's work is likely to involve him in contact not only with parents and teachers but also with a variety of outside welfare specialists in child guidance.

Perhaps the most effective way of making a school guidance programme an integral part of the school experience is by incorporating guidance in the school curriculum. Dinkmeyer and Caldwell summarise what happens when guidance and curriculum 'collaborate':²⁵

1. There is a provision of maximum flexibility in the curriculum, and an emphasis on understanding the individual.
2. The pupil is permitted to progress at his own rate.
3. The emphasis is on success experiences and recognition of the assets of individuals.
4. Curriculum is enriched to permit each child to proceed in terms of the greatest acceleration possible for him. This provides for the development of more realistic self-concepts. There is provision for independent study in areas where

²⁵ Dinkmeyer D. and Caldwell E: Developmental Counselling and Guidance - A comprehensive School Approach. (1970). p.11.

the child has a specific or special interest.

5. In every instance, learning is varied in accordance with abilities, interests, and purpose.
6. There is a genuine concern with the ultimate goals of education, and enhancing the individual's self-discipline and worth.

Guidance objectives are set for the child, the teacher and the parent.

For the student the objectives would be:

1. To assist the child to develop increased self-understanding and comprehension of the relationship between his abilities, interests, personality, achievements, and opportunities.
2. To help the student become purposeful and responsible. To assist him to develop the intrinsic motivation for learning that is necessary for academic competence.
3. To promote increased self-direction, problem-solving, decision making, and involvement in the educational process. To help the student learn how to learn effectively.

4. To facilitate the socialization process and a sensitivity to the needs of others. To develop social interest and a feeling of belonging.²⁶

For the teacher perhaps Durojaiye's suggestion for the present day Nigerian situation in Guidance would be most applicable. Because of the fact that there are at the moment very few Guidance-Counsellors in Nigeria, the duty of counselling and guidance becomes the responsibility of the teacher. Durojaiye suggests that the teacher's role in the circumstances should be:-

1. to provide an understanding atmosphere;
2. to encourage pupils to develop themselves;
3. to be concerned only with pupils' problems and not their nuisance-values;
4. to use school subjects as tools for the pupils' development;
5. to be concerned with the adequacy of his teaching and the extent of his pupils' learning;
6. to use a curriculum and methods that are child-centred;
7. to provide opportunity for free communication between himself and his pupils;
8. to give information and to show sympathy and sincerity.²⁷

²⁶ Ibid p. 12.

²⁷ Durojaiye. p. 80.

The guidance objective to be set for the parents could be (1) to assist parents to acquire trust and confidence in the intentions of the government in providing educational facilities for their children and (2) to assist them in dealing with human relation problems in the family setting as they relate to the child.

Choice of a Guidance Programme

Graber in his paper "What Guidance Services are Needed in Nigeria Today" presented at the 1974 conference of principals of secondary schools in Zaria, suggests four models for school guidance services which are perhaps worthy of consideration.²⁸ These models include the classroom centred model of Guidance, the model of Guidance Services based on the traditional structure of the British grammar school, the guidance committee model and the model based on the use of tests and inventory scores for educational guidance and career development.

1. The classroom-centred model: In this model guidance services "are conceived as being centred almost totally in the classroom." The classroom teacher does most of the counselling and guidance needed by members of the class as individuals or as a group. The teacher is relieved of

²⁸ Ozigi, (Ed.) An Introduction to Guidance and Counselling in Nigerian Schools, (1974). pp. 36 - 39.

some of his normal teaching load at the discretion of the headmaster whenever he considered it necessary to do so in order to allow the teacher more time for personal Guidance and Counselling. In the classroom centred model, the use of the services of a specialist Guidance-Counsellor is only occasionally sought, and this is usually done in special cases requiring expert handling.

2. Guidance services based on the traditional British Grammar School model: This model is characterised by the division of responsibility among members of staff in a hierarchical structure, with the headmaster or the principal at the top. The structure has vertical and horizontal layers. Guidance services are divided into two broad spheres - the academic and the personal development aspects. The academic aspect is looked after by form-masters who keep an eye on the academic progress of the students assigned to them and are required to enter the students grades at the end of term or session examinations. The number of students assigned to one master may range from 30-36.

The personal development side of the guidance services in this model is looked after by senior housemasters or housemasters. Responsibilities of these housemasters range from overseeing house-activities, helping students-house leaders in the planning and organization of house-activities and looking after the general welfare of the students.

A trained guidance and counselling personnel in this scheme usually coordinates the activities of the house-master and form-masters. Problems requiring special advice and attention are referred to him, and he serves as the school counsellor. In some cases he serves as the careersmaster or as advisor to the school's careers master when guidance in the choice of career or choice of course is needed by students.

In this model the headmaster or principal is confined more in matters of policy and the relation of the school with outside organizations. The deputy-headmaster or the vice principal handles more of the internal administration of the school.

3. The Guidance Committee Model: This model is perhaps best described in Graber's own words:

The most important aspect of Guidance for many students has resulted from initial talks with a special Guidance Committee or members of this committee. Usually such a form implies the existence of the career master or a trained Guidance-Counsellor. Sometimes such a committee is composed of four members: the Guidance Counsellor, as Chairman, the individual student's form-master, and two directors of the Arts and Science Divisions..... One of the purposes of the committee was to see that each student had a meeting with a committee or committee members to discuss his course selection, his career aspirations and the means available to prepare him for these goals. 29

²⁹ Ibid pp. 37 - 38.

The Guidance Committee sometimes may serve as liaison between the teaching staff and the administration, regarding the best ways of helping individual students or moderating a course of instructions for use in remedial classes. This model, good as it is, has sometimes some limitations in its scope. Because each student has to be seen individually for an interview with the committee, it could take a long period of time to be able to see every student in a school. The model is to a large extent less suitable in schools with upwards of 500 students.

4. The forth model is that of the use of tests and inventory scores and results for educational and career development guidance. This type of guidance programme is now in use in the Kaduna State of Nigeria. The scheme is an attempt to provide a comprehensive type of education, in the general belief that every child should be given equal opportunity to develop his abilities and aptitudes.

In the first two years of secondary education all children are given a general course of education to widen their experience and prepare them for a more concentrated and deeper study in areas they are discovered most suitable in the following years of secondary education. In the Kaduna State model, at the end of the 2nd year, each student is placed in the most appropriate 3rd year course he intends to pursue to the end of the 5th year.

The options offered at present at the WASC level are, the Arts, Science, Commercial and Technical subjects. Trade training is offered for the intermediate City and Guilds, and Teacher Training for the Grade II Teachers' Certificate.³⁰

At present, Kaduna State uses aptitude tests developed by the Test Development and Research Office of the West African Examination Council, Lagos. These are tests developed and adapted to the Nigerian conditions. The state currently uses eleven out of the twenty one test developed by TEDRO, and these are grouped to provide guidelines for selecting students for academic studies, technical courses and clerical/commercial training.

³⁰ Denga D. I. The school Councellow in a Developping Nation (1976). p. 105.

CHAPTER III

DESIGN AND PROCEDURE

3.1 The basic assumption in this study is that lack of sufficient motivation is one of the principal causes of poor performance of Sokoto State students in the WASC examination. Out of this basic assumption a number of assumptions based on the three sources of motivation are drawn. The three sources of motivation as already stated in the introduction are:

- (a) the home and culture;
- (b) the school or the teacher; and
- (c) the child himself and his peer group.

Assumptions based on the home and culture as the source of motivation are that:

1. Most of Sokoto State had a well established culture with a system of education based on Arabic and Islamic culture. This led to great reluctance in accepting Western Education.
2. Most parents saw going to the Western education type of school as detrimental to the moral and spiritual development of children and so did very little to encourage their children to learn.
3. The students' low motivation originates from parents' negative attitude towards Western education.

4. Learning material which is related to the cultural and ethical beliefs of a people will raise the students level of motivation.

B. Assumptions based on the school or teacher as the source of motivation:

1. If the teacher motivates the students sufficiently they will be interested in learning.
2. Because of the preconceived idea that most of the students are not interested in learning, many teachers do not put a lot of effort in inspiring students to work hard.
3. There is lack of continuity of teachers in schools due to frequent transfers. This trend affects the motivation of students.
4. Adequate guidance in the students' choice of subjects in which they have genuine interest and ability, could help to improve their level of motivation and eventually could lead to better performance in the West African School Certificate examination.

C. Assumptions based on the child himself and his peer group as the source of motivation:

1. Many students see going to school as an imposed obligation rather than a privilege. They therefore have very little aspiration for learning.

2. The acquired negative attitude from home towards Western education directly or indirectly affects many students' desire to learn.
3. There is hardly any keen competition for jobs, and this tends to reduce the students drive to excel.
4. Many students have no ambition for higher education because the need for it is not immediately seen. This reduces the students' desire to work hard.

3.2 Sample

The participants in the research comprised fifty secondary school teachers drawn from five secondary schools in Sokoto State, and fifty students from two post-secondary institutions in the state.

The secondary schools are:-

- (1) Government College Sokoto;
- (2) Government Secondary School, Birnin Kebbi;
- (3) Government Secondary School, Farfaru;
- (4) Government Secondary School, Yelwa; and
- (5) Government Secondary School, Zuru.

The choice of the secondary schools was based on the unique nature, or representativeness, of each of the schools among the secondary schools in the State. Government College, Sokoto is the oldest secondary school in the State.

It is situated in an urban area, and is therefore representative of an urban school, with many years of experience in the WASC. Government Secondary School, Birnin Kebbi comes next in seniority and is situated in a semi-urban area. Government Secondary School Yelwa is one of about five community secondary schools taken over by Government. It therefore represents schools with a previous different form of school administration, from what was usual in government institutions. Government Secondary School, Zuru, is a new secondary school, with only about two years' experience in the school certificate examination. Government Secondary School Farfara represents one of only two secondary Technical schools in the State. Thus the choice of the participating schools was aimed at giving a good representation of the secondary schools in the State offering candidates for the WASC. The number represents about one quarter of all the secondary schools offering students for the WASC. The two post-secondary institutions are Sokoto State College of Arts and Science and Wurno Pivotal Teachers College. Students in these schools are drawn from all the secondary schools in the State.

Ten teachers from each of the five secondary schools and twenty five students from each of the post-secondary institutions participated.

Teachers were selected on the bases of experience and seniority in Teaching in a secondary school. The minimum number of years of teaching experience in a secondary school required was, two. A simple random selection technique was devised for the students. Pieces of paper about 2"x3" were cut; twenty five were numbered 1 - 25 and seventy five were left blank. All the pieces of paper were folded and mixed in a tin. Students were assembled by the principal for the exercise. The writer then asked each student to pick a piece of paper from the tin. Those that had numbered pieces of paper participated in answering the questionnaires. The reason for the choice of the sample from both the teacher-population and the students was to enable a comparison of responses from the two groups for the purpose of more accurate interpretation of the overall results.

3.3 Procedure

Questionnaires were prepared from the set of assumptions in each of the three areas contributing to a child's motivation - the home and cultural background, the school or the teacher, and the child himself and his peer group. Each questionnaire was designed to invite a response which will reveal the subject's belief on an issue relevant to the study.

The Likert-type response alternatives consisting of a five point gradation of preference were used on this scale:-

Strongly agree	-	-	-	A
Agree	-	-	-	B
Uncertain	-	-	-	C
Disagree	-	-	-	D
Strongly disagree	-	-	-	E

The subjects selected from both the students and teachers' population, were distributed the prepared questionnaires to answer, indicating their choices with a letter corresponding to their preference. Participants were free to ask questions requiring the clarification of a statement, but not on the reason for the statement. The writer visited the schools in person to administer ~~of~~ the questionnaires. Discussions or consultations between participants during the exercise were not allowed. They were asked not to write their names on the questionnaire paper.

In analysing the data, the responses were tabulated separately for teachers and for students, and the results were tabulated in frequencies and percentages. After obtaining the figures broken down into frequencies of responses and their percentages the scores were re-arranged showing the positive responses and negative responses side-by-side for easier comparison.

The results were further arranged to give the overall picture of positive and negative scores for the teachers and students put together. This was done to obtain an idea of whether the principal assumption that lack of adequate motivation had anything to do with performance or achievement of students.

The results provided grounds for making statements of facts that have been arrived at from the evidence gathered. These categorical statements were listed, and it was upon them that the observations and recommendations were made.

CHAPTER IV

PRESENTATION OF THE FINDINGS

4.1 The results of the study indicate that there are sufficient grounds for confirming some of the assumptions as true statements about students, parents and teachers in Sokoto State. There are also a few popularly held views that the results have shown to be unfounded to a large extent.

Responses to Assumptions on the Home and Culture

It was generally believed by both students and teachers that most parents in Sokoto State had a negative attitude to Western Education. Thirty six out of fifty students held this view and thirty eight out of the fifty teachers that participated held a similar view. In other words, about 72% of the students in the group and 76% of the teachers in the sample indicated that most parents in Sokoto State have a negative attitude towards Western Education.

Most of the students and teachers were also inclined to state that the parents saw going to Western-education type of school as detrimental to the moral and spiritual development of their children. A total of sixty two out of the one hundred participants felt that parents were suspicious of the type of moral education their children would receive in the school.

This figure was made up of twenty nine students and thirty three teachers.

Most of the students and teachers also agreed that the school very much needed the support of parents in order to succeed. Out of the fifty participating students forty two agreed with the statement. In fact twenty two out of the forty two felt so very strongly. Teachers felt the same way, with forty nine out of fifty agreeing and only one undecided.

A detailed break-down of the responses of both students and teachers is shown on the tables below:

Table 4

RESPONSES TO QUESTIONNAIRES BASED ON THE HOME AND CULTURE

Questionnaire		SA	A	U	D	SD
Q.1A Most of Sokoto State had a well established culture with a system of education based on Arabic and Islamic Culture before the British came.	S	30	13	2	3	2
	T	20	16	6	-	-
Q.2A Most parents in Sokoto State saw going to Western-Education type of school as detrimental to the moral and spiritual development of their children.	S	8	21	7	11	3
	T	7	26	13	5	-
Q.3A There is generally a negative attitude to Western-Education by most parents in Sokoto State	S	11	25	5	8	1
	T	18	20	5	5	2
Q.4A Learning material which is related to the student's cultural and ethical background will raise his level of motivation	S	12	26	8	1	3
	T	18	25	4	1	2
Q.5A To succeed the school needs the moral support of parents.	S	22	20	4	3	1
	T	28	21	1	-	-

Table 5

RESPONSES TO QUESTIONNAIRES ON HOME AND CULTURE EXPRESSED

In frequencies and Percentages of Agreement and Disagreement

Questionnaire		Responses		%	
		SA/A	D/SD	SA/A	D/SD
Q.1A Most of Sokoto State had a well established culture with a system of education based on Arabic and Islamic Culture before the British came.	S	43	5	86	10
	T	36	-	72	-
Q.2A Most parents in Sokoto State saw going to Western-Education type of school as detrimental to the moral and spiritual development of their children	S	29	14	58	28
	T	33	5	66	10
Q.3A There is generally a negative attitude to Western-Education by most parents in Sokoto State	S	36	9	72	18
	T	38	7	76	14
Q.4A Learning material which is related to the student's cultural and ethical background will raise his level of motivation	S	38	4	76	8
	T	43	3	86	6
Q.5A To succeed the school needs the moral support of parents.	S	42	4	84	8
	T	49	-	98	-

Responses to Assumptions on Students

In response to the suggestion that there was a general acceptance by teachers that most students in Sokoto State do not work hard enough, forty four out of the fifty teachers in the sample agreed with the statement. Only four teachers disagreed and two were undecided.

Out of the forty four that agreed, twenty five felt so very strongly. Twenty seven students also felt that this is what teachers thought about students in the State. There was however a considerable number of students who were not sure ^{of} what teachers thought about them. Fifteen students, for example, were undecided.

The question that received the most positive response was the one regarding the motivation of students by teachers. A large proportion of both students and teachers agreed that teachers can motivate the students and make them work harder for higher goals. Forty three students and forty seven teachers accepted the statement.

There was, however, no clear decision on the question that many teachers spent a lot of time in the Ministry. Out of the one hundred respondents, fifty one agreed with the statement, thirty six disagreed and eighteen were undecided. Out of the fifty one that agreed thirty were students.

Another question which received more positive responses was, that the attitude of students to work influenced the teacher's attitude in the class. Thirty four out of fifty students and forty five out of fifty teachers felt that the attitude of students in the class usually influenced the teachers' attitude.

Tables 6 and 7 show the detailed break-down of the responses to this section of the questionnaire.

Table 6

RESPONSES TO QUESTIONNAIRES BASED ON THE TEACHER.

Questionnaire		SA	A	U	D	SD
Q.1B The teacher can motivate the student and make him work harder for a higher goal.	S	23	20	2	2	3
	T	18	29	1	1	1
Q.2B There is a general acceptance by teachers that most students in Sokoto State do not work hard enough	S	11	16	1	15	7
	T	25	19	2	4	-
Q.3B Teachers spend a lot of time on personal matters in the Ministry of Education Headquarters	S	14	15	10	8	3
	T	9	13	8	11	14
Q.4B A teacher can help the student most if he knows the student long enough	S	9	10	3	19	9
	T	16	22	5	6	1
Q.5B The attitude of students to work influences the teacher's attitude in the class.	S	14	20	11	3	2
	T	20	25	2	3	-

Table 7

RESPONSES TO QUESTIONNAIRES BASED ON THE TEACHERS'
ATTITUDE, EXPRESSED IN FREQUENCIES AND PERCENTAGES
OF AGREEMENT AND DISAGREEMENT

Questionnaire		Responses		%	
		SA/A	D/SD	SA/A	D/SD
Q.1B The teacher can motivate the student and make him work harder for a higher goal	S	43	5	86	10
	T	47	2	94	4
Q.2B There is a general acceptance by teachers that most students in Sokoto State do not work hard enough	S	27	22	54	44
	T	44	4	88	8
Q.3B Teachers spend a lot of time on personal matters in the Ministry of Education Headquarters	S	29	11	58	22
	T	22	25	44	50
Q.4B A teacher can help the student most if he knows the student long enough	S	19	28	38	56
	T	38	7	76	14
Q.5B The attitude of students to work influences the teacher's attitude in the class.	S	34	5	68	10
	T	45	3	90	6

Responses on the Assumptions on the Students:

Responses to the suggestion that students in Sokoto State had little or no ambition for learning were not very decisive. From the students the statement received twenty positive and thirty negative responses, while teachers gave twenty nine positive, and sixteen negative responses. Five teachers were not decided.

There was some unanimity however on the assumption that the negative attitude to Western education from home indirectly affected the students' desire to learn in school. All together, thirty students and forty teachers agreed with the statement.

Most of the students and teachers ~~were~~ stated that there was not much competition for jobs in the State and that this phenomenon tended to slow down the students' drive to put more effort into their work. Twenty six students and forty five teachers made this indication. Out of these fourteen students and twenty teachers felt so very strongly. Fifteen students however did not agree with the statement.

In this section, the suggestion that received the most severe rebuff was that which stated that the students' poor performance was a result of the students' lack of intelligence. Thirty three students out of fifty and forty four teachers out of fifty disagreed with the suggestion.

There was very strong agreement on the other hand however that children in Sokoto State could do well in school work if they are adequately motivated. Only four students in the group disagreed that motivation could improve their performance. A total of forty two students and forty seven teachers out of the fifty respondents from each group agreed with the suggestion.

Tables 8 and 9, give the details of the responses in this section.

Table 8
RESPONSES ON QUESTIONNAIRES BASED ON THE STUDENT

Questionnaire		SA	A	U	D	SD
Q.1C Most students in Sokoto State have little or no ambition for learning	S	6	14	-	12	18
	T	10	19	5	12	4
Q.2C The acquired negative attitude from home indirectly affects the student's desire to learn in School	S	10	20	8	9	3
	T	15	25	8	2	-
Q.3C There is heardly any keen competition for jobs in the State and this tends to slow down the student's drive to excel	S	14	12	9	10	5
	T	20	25	3	2	-
Q.4C The poor performance of students of the state in the WASC is due to the students' lack of intelligence	S	5	6	5	13	21
	T	1	5	-	27	17
Q.5C Children in Sokoto State can do well in school work if they are adequately motivated.	S	25	17	4	2	2
	T	25	22	3	-	-

Table 9

RESPONSES TO QUESTIONNAIRES BASED ON STUDENTS, EXPRESSED
IN FREQUENCIES AND PERCENTAGES OF AGREEMENT AND DISAGREEMENT

Questionnaire		Responses		%	
		SA/A	D/SD	SA/A	D/SD
Q.1C Most students in Sokoto State have little or no ambition for learning	S	20	30	40	60
	T	29	45	58	32
Q.2C The acquired negative attitude from home indirectly affects the student's desire to learn in School	S	30	12	60	24
	T	40	2	80	4
Q.3C There is hardly any keen competition for jobs in the State and this tends to slow down the student's drive to excel	S	26	15	52	30
	T	45	2	90	4
Q.4C The poor performance of students of the state in the WASC is due to the students' lack of intelligence	S	11	34	22	68
	T	6	44	12	88
Q.5C Children in Sokoto State can do well in school work if they are adequately motivated.	S	42	4	84	8
	T	47	-	94	-

Table 10 shows the questionnaires on the role of the Ministry of Education on staffing and equipment.

Table 10

RESPONSES ON QUESTIONNAIRES BASED OF THE ROLE OF THE MINISTRY OF
EDUCATION ON STAFFING AND EQUIPMENT

Questionnaire		SA	A	U	D	SD
Q.1D Schools in Sokoto State are poorly staffed and equipped	S	20	15	3	5	7
	T	20	21	4	1	-
Q.2D The staffing position in the State is not worse than in most states in the Federation	S	8	12	8	10	12
	T	5	21	12	7	5
Q.3D There are frequent transfers of teachers in Sokoto State.	S	11	15	15	7	2
	T	4	16	15	12	3

Responses on the three questionnaires added to test the subjects' reaction to the role of the Ministry regarding staffing and equipment, were of a mixed character. Reactions to the suggestion that schools in the state were poorly staffed and equipped were to a large extent not favourable to the Ministry. Thirty five students and forty one teachers felt that the schools were poorly equipped and staffed.

Responses to the suggestion that the staffing position in the State was not worse than in most States in the Federation were of a mixed nature. Twenty out of fifty students and twenty six out of fifty teachers felt that the suggestion was correct, while twenty two students and twelve teachers felt otherwise.

Eight students and twelve teachers where undecided about the issue.

The suggestion that there were frequent transfers of teachers in the State was also not decisively responded to, either positively or negatively. Twenty six students felt that transfers were rather too frequent, fifteen were not sure and nine disagreed. Only twenty teachers felt that transfers were frequent, fifteen were undecided and fifteen thought there were not many transfers of teachers as such.

4.2 Interpretation of Results

Certain trends have emerged from the general results reported. From the results, conclusions can be drawn about some assumptions on the position of the home, the teacher and the child himself as seen by the participants in the study. It can now be stated with some degree of accuracy that the following is true of most parents in Sokoto State regarding their perception of Western Education:

1. Most parents in Sokoto State have an unfavourable attitude to Western Education. This assumption is confirmed by the results of the study. About 72% of the students and 76% of the teachers who participated in the exercise held this view.

2. To succeed the school needs the moral support of parents. Results show that both teachers and students agreed with the statement. This is evident in their responses, which showed that 84% of the students and 94% of teachers endorsed it.
3. Most of Sokoto State had a well established culture with a system of education based on Arabic and Islamic culture. This statement can be taken as a fact from the results. An average of 79% of the participants thought the statement to be true.
4. Learning material which is related to the students' cultural and ethical beliefs will raise the students' level of motivation. This is confirmed by the respondents, with 76% of students' and 86% of teachers' responses.

These statements carry some implications for the student in Sokoto State. As seen in the review of literature, a child needs the encouragement of parents to boost his motivation and his will to learn in school. The results show that the parents were suspicious of Western Education. One would therefore be inclined to infer that the parents' attitude would interfere with the students' desire to learn. A second implication is the relationship between what is taught in the school and what the society appreciates and cherishes.

Until perhaps in recent years most of what is taught in our schools, especially in History, Geography and the Languages, left much to be desired in terms of their relevance to the needs and understanding of most people in the society. A child who is not encouraged from home and finds also that some of the materials to be learned in school have very little bearing with most of his day to day life, is likely to be less enthusiastic. A psychological effect is perhaps built in the child which may prevent his best from surfacing in school.

Sufficient evidence exists to make the following statements about teachers:

1. Most secondary school teachers think that most students in Sokoto State do not work hard enough. Eighty eight percent of the teachers who took part in the exercise held this view. Although 44% of the students did not know that this was the opinion of teachers about them, the evidence of teachers (against whom the allegation was made) is convincing enough to validate the statement.
2. The attitude of students' to work usually influences the teachers attitude to the students. This statement is supported by 90% of the teachers, and 68% of the students.

3. The teacher can motivate the student and make him work harder for a higher goal. The statement is confirmed by 86% of the students and 94% of the teachers who participated.

These three affirmations have some implications in the teachers' capacity to motivate. Most teachers in the State are of the opinion that the students are not willing to work. There is also the acceptance that the teacher can motivate the student and make him work harder for a higher goal.

Yet, there is the endorsement that the attitude of students affects the teachers' attitude towards them. If, as evidence has shown in the research, most teachers feel that students do not work hard enough, a question tends to come up as to whether in fact the teachers are not biased against the students. With the teacher feeling that the student does not care to work hard, it would be difficult to see how he, the teacher, would be willing to use his capacity to motivate to the best. What the writer is inferring is that because of the feelings of most teachers about students in the State it is possible that most teachers have not been playing their role adequately as motivators of students.

The results also indicate that some categorical statements can be made about the students in the State:

1. Children in Sokoto State can do well in school work if they are adequately motivated. Out of the 50 students and 50 teachers who commented on the statement, 84% of the students and 94% of the teachers agreed that students in the State can be motivated to achieve better results in their work.
2. The acquired negative attitude from home indirectly affects the student's desire to learn in school. This statement was endorsed by 60% of the students and 80% of the teachers.
3. The poor performance of students in the West African School Certificate Examination is not a result of lack of natural ability.

In answer to the suggestion that lack of intelligence might be responsible for the unsatisfactory WASC results, the majority of both students and teachers expressed great resentment to the suggestion. Eighty eight percent of the teachers and 68% of the students disagreed with the suggest.
4. Lack of competition in the job market for secondary school graduates in the state very likely contributes to the students considerable lack of keenness.

Although the percentage of students that were inclined to think so was lower than that of teachers (52% students and 90% teachers) evidence is in the direction of support for the statement.

There was however no clear evidence from the study that the students lacked ambition. Only 40% of students and 58% of the teachers felt that the students had no ambition.

The statements of facts about the students that have been arrived at from the evidence of the investigation have some implications in the educational process of the students of the State. The negative attitude from home and the belief that there is always a job after school, whether they pass or fail may affect the students' urge to complete for excellence is not encouraged from home and is not sufficiently challenged by his fellows through competition.

The outcome of the reaction of the participants regarding staff and equipment had also some relevance. The results of the investigation indicate that it is correct to say that secondary schools in Sokoto State are not adequately staffed and equipped. Response to the suggestion in this regard showed that 70% of the students and 81% of the teachers felt that the statement was a correct one.

Enough evidence did not exist however to affirm the allegation that there were too many transfers of teachers in the State, nor was there sufficient reason to give that a rather large proportion of teachers paid regular visits to the Ministry, consequently affecting their teaching time.

If, as both teachers and students asserted, the schools are poorly staffed and equipped, an additional factor is introduced that is on the way of the students' scope for motivation and effective learning. The teachers' capacity to motivate would be enhanced if he has the necessary tools and equipment he requires for effective teaching. Too many periods without a teacher could affect the quality and content of what a student can get from the school.

In summary of this chapter then it could be concluded that certain factors do exist in the secondary school situation in Sokoto State that militate against the students' capacity for motivation. These include the attitude of parents to education, the attitude of teachers, and the attitude of students themselves towards work.

Evidence is in the direction that students in the State are not sufficiently motivated. This is supported by the statement of both students and teachers that parents in the State have a negative attitude to Western Education and the perception of the students by most teachers. Most parents are reluctant to encourage and support their children in school; teachers thought most of the students were not willing to work hard in school.

These attitudes would, in a high degree of probability, be inclined to lower the motivating power of the parents and teachers. The evidence that the schools were not sufficiently equipped also goes to indicate that in addition to the feelings of teachers about most of the students, the capacity of the teacher to motivate is further reduced by the lack of adequate equipment in most of the schools.

The students' intrinsic motivation may be said to have remained dormant or not fully activated by the lack of encouragement from parents and by the attitude of teachers. The extrinsic motivation which would normally be provided by the home and teachers, and become internalized by the students to generate intrinsic motivation was not sufficiently provided. This state of affairs affected the students' school work, and resulted in low quality work eventually leading to poor performance in examinations.

CHAPTER VSUMMARY AND RECOMMENDATIONS

5.1 This project was undertaken to study the WASC results of Sokoto State from 1972 to 1976 with a view to finding out whether or not lack of motivation was a major contributing factor in the low level of academic work in the State, a phenomenon which consequently led to the unsatisfactory performance of most of the students in the state in the WASC examination.

The study of the results showed that the average percentage of students who obtained the WASC over the 5 year period under review was 14%

To test the hypothesis that lack of sufficient motivation could have contributed to the low standards and the subsequent poor performance in the WASC, 50 secondary school teachers drawn from five different secondary schools in the State and 50 students from two post-secondary institutions of learning were used to test the validity of the key assumption. In doing this, assumptions were drawn from the three areas generally regarded as the main motivators of the child or sources from which the child is motivated, the home and cultural background, the teacher and the child himself.

The results obtained from the reactions and opinions of the participants gave grounds for arriving at certain conclusions. The results also showed that some of the assumptions were perhaps unfounded, because sufficient evidence did not exist to support them. These conclusions were examined in the light of available evidence and have been shown to expose the likelihood that lack of sufficient motivation was a major factor in the students poor performance and low achievement.

The findings of the study have made it possible to make certain generalizations:

1. The secondary school student in Sokoto State is not sufficiently motivated to work hard in school. The situation is so, because of a number of factors which make it very difficult for the student to achieve a high level of motivation.
2. Most parents in the State do not supply the motivation the student requires to encourage him to put a lot of energy and effort in his school work. The lack of support and encouragement from parents was to a great extent a result of the suspicion by most parents in the State that Western Education was detrimental to the spiritual growth and development of their children.

3. Most secondary school teachers in the State have the assumption that the majority of students in the state are not willing to persevere for higher academic achievements. This feeling directly or indirectly reduced the teachers' desire to assist and motivate.
4. The average secondary school student in Sokoto State does not feel the urge to work hard in school. This tendency is encouraged by the apparent lack of competition for jobs and the feeling by most of the students that there is always a place of work awaiting him on the completion of five years in a secondary school.
5. The capacity of the teacher to motivate students is weakened by the predominant lack of adequate and sufficient equipment in most of the secondary schools in the State. The situation is made worse by the fact that schools are not well staffed.

A ray of hope however exists in the results of the study that seems to indicate that the situation could be remedied. Among generalizations that could be made in this direction include the following:

6. The unsatisfactory performance of the students in the WASC had very little relation with the students' natural ability. Failure is not a result of lack of natural ability.

7. Students in the State can do well in school work and eventually in their WASC examination if they are adequately motivated.

A rather curious observation in the results was the absence of a clear correlation between motivation and ambition. While the results confirmed that the students were wanting in motivation there was no sufficient evidence to show that the students had no ambition. This observation may not be very important to this study but perhaps it is worth noting for future studies to find out if there is any significant difference between motivation and ambition in education.

5.2 Recommendations

In the light of the findings and generalizations it would perhaps be necessary to make certain recommendations toward seeking a solution to the problem. To this end the writer would suggest, as a first measure, that the Ministry of Education be made aware of the findings of this study. It is the Ministry more than anybody else, that is the most appropriate body to seek and apply adequate measures to correct the situation. The trend in many states in this country at present toward improving the quality and standard of education, and in preparation and readiness for the implimentation of the new National Policy on Education.

is in the direction of providing a Guidance and Counselling programme that will assist in meeting the many and varied needs of the child and aid him toward a fuller and more meaningful development.

The importance of a Guidance and Counselling programme was discussed in the review of literature. When Guidance and Counselling are integrated in the educational process the curriculum is made flexible and emphasis is placed on success experiences and recognition of the abilities and aptitudes of individuals. Provision is made for the development of more realistic self - concepts and there is real concern in the individual's self discipline and worth.

As suggestions for raising the level of education and consequently in improving performance in Examinations the following recommendations are made:

1. The Ministry of Education in Sokoto State should consider setting up a Guidance and Counselling department in the Ministry the responsibility of which should be the planning and organization of a guidance programme and its implementation in secondary schools in the state. Some of the Guidance programmes discussed in chapter II, could be adopted, for use in the State.

2. An effort should be made to familiarise teachers with guidance and counselling services and how these services can be used to improve the teachers capacity to aid each student toward the attainment of his educational, vocational and social goals.

The Ministry could do this by availing teachers of the opportunities offered in universities in the country, such as Ahmadu Bello University, and Ibadan to attend courses and seminars usually arranged during the long vacation. Some teachers could be recommended for the full-time or part-time higher degree course in Guidance and Counselling.

3. Every secondary school in the State should endeavour to introduce some guidance services in the school which would at least assist the student in course selection, personal development, and in future career planning.
4. Efforts should be made by the Ministry in collaboration with the Ministry of Information to introduce some form of parent education and enlightenment such as was successfully done during the introduction of the U.P.E. in the State. The parent education scheme would provide information about the value of education and the need for parents to cooperate and participate in the education of their children.

It should seek to create and sustain the confidence of parents in the intention and capacity of the government to see that the moral and spiritual aspect of the child's growth would be adequately looked after in the educational system.

5. The Ministry of education should increase its effort to provide adequate equipment which will enhance the teachers chances of providing the necessary stimulus and motivation to the students.
6. Teachers should change their attitudes about students in the State. They should make students realize that success in the educational venture requires the combined effort of both teacher and student and that the final responsibility for success rests on the student himself.
7. Efforts should be made by the Ministry to obtain enough qualified teachers for the existing schools, before serious thought is given to the opening of more new schools.

There may be problems and constraints in effecting some of the given suggestions for improvement. Starting a school Guidance and Counselling programme for example, requires that certain basic conditions be met.

These basic conditions include getting a qualified nuclear staff to plan and organize the state programme, obtaining adequate personnel to maintain the guidance services in the schools, getting the right kind of Guidance tools such as tests and inventories suitable for the various categories of students, and the availability of funds for the purchase of the necessary tests and test materials.

At the moment there is a shortage of trained guidance-counsellors in the country. Even in the universities where training is provided, there is a considerable shortage of staff. The personnel problem is made more difficult by the fact that most of the universities that do offer guidance and counselling, as a field of specialization, concentrate more on post-graduate work than at the undergraduate level, thereby restricting the number that can adequately qualify at a time. At the moment, with the exception of the few West African Examination Council's developed tests, most of the available tests are more American or British oriented, and this would tend to affect the introduction of a full scale Guidance programme.

But these are problems an optimistic endeavour can always overcome. The Kaduna programme is well underway and even though it might be too early to assess the actual success of the scheme, the attempt is certainly a step in the right direction, in the development and progress of secondary education in the State. To wait until every required staff and facility is obtained could mean waiting for many years to come. Sokoto State can start an Educational Guidance programme. The important thing is to have the will and determination to succeed. If teachers, students and parents become aware of their share of responsibility and resolve to effect a change in the present situation, the battle is half won in the task of providing the adequate motivation required to achieve success.

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Appendix I

WASC EXAMINATION RESULTS SOKOTO STATE 1972 - 76 ³¹1972 Results

	School	Div. I	Div. II	Div. III	Total Pass	Total Fail	Total Cand.	% Pass
1.	Govt. Col. Sokoto	-	1	18	19	74	93	20.4
2.	G.S.S. Brinin Kebbi	-	1	17	18	46	64	28.1
3.	G.G.S.S. Sokoto	1	2	5	8	18	26	30.8
4.	G.S.S. Gusau	-	-	9	9	55	64	14.0
5.	G.T.C., Zuru	-	-	5	5	12	17	29.4
6.	Ahmadant AC. Sokoto	-	1	15	16	83	99	16.2
		1	5	69	75	288	363	20.8

1973 Results

	School	Div. I	Div. II	Div. III	Total Pass	Total Fail	Total Cand.	% Pass
1.	Govt. Col. Sokoto	-	2	12	14	81	95	14.4
2.	Aquiunas Col. Gusau	-	1	6	7	39	46	15.2
3.	Ahm. B. Academy	-	-	7	7	65	72	9.7
4.	G.T.C., Zuru	-	2	8	10	36	46	21.7
5.	G.G.S.S. Sokoto	-	1	-	1	23	24	4.2
6.	G.S.S. Gusau	-	-	8	8	56	64	12.3
7.	G.S.S. Brinin Kebbi	-	-	7	7	64	71	9.2
		-	6	48	54	364	418	12.4

³¹ 1972 - 1975 Results - abstracted from North-Western State WASC results Published by the Exams section of the Ministry of Education.

1974 Results

	School	Div. I	Div. II	Div. III	Total Pass	Total Fail	Total Cand.	% Pass
1.	Govt. Col. Sokoto	5	2	21	28	94	122	23.0
2.	V. T. C. Gusau	-	3	9	12	46	58	20.7
3.	Ahmadu Bello Aca.	-	-	-	-	61	61	-
4.	G.T.C. Zuru	-	-	2	2	36	38	5.3
5.	G.S.S. Gusau	1	-	10	11	51	62	17.7
6.	G.S.S. Brinin Kebbi	4	3	13	20	33	53	37.7
7.	G.S.S. Farfaru	1	1	6	8	24	32	25.8
8.	Kanta C. Argungu	-	1	15	16	51	67	24.0
9.	G.S.S. Gummi	-	-	6	6	47	53	11.3
10.	G.S.S. Shinkafi	-	-	-	-	63	63	-
11.	G.G.C. Sokoto	-	1	1	2	33	35	5.7
12.	G.S.S. Yelwa	-	1	5	6	24	30	20.0
		11	12	88	111	563	674	16.4

1975 Results

	School	Div. I	Div. II	Div. III	Total Pass	Total Fail	Total Cand.	% Pass
1.	Govt. Col. Sokoto	2	1	25	28	111	139	20.14
2.	V. T. C. Gusau	2	2	15	19	32	51	37.25
3.	Ahmadu Bello Aca.	-	-	-	-	69	69	-
4.	G.S.S. Gusau	2	2	14	18	36	54	33.33
5.	G.T.C. Zuru	-	-	4	4	44	48	8.33
6.	G.S.S. Brinin Kebbi	-	-	7	7	60	67	10.45
7.	G.S.S. Farfaru	1	2	6	9	60	69	13.00
8.	Kanta Col. Argungu	-	-	1	1	33	34	2.9
9.	G.S.S. Shinkafi	-	-	-	-	65	65	-
10.	G.S.S. Gummi	1	-	15	16	59	75	28.1
11.	G.G.C. Sokoto	1	1	5	7	59	66	10.61
12.	G.S.S. Yelwa	-	-	4	4	24	30	13.3
13.	G.S.S. Gwadabawa	-	-	1	1	55	66	1.5
		9	8	97	114	719	833	13.9

1976 Results

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	School	Div. I	Div. II	Div. III	Total Pass	Total Fail	Total Cand.	% Pass
1.	Ahmadu Bello Acad.	-	-	3	3	55	58	5.2
2.	G.S.S. B/Kebbi	-	2	5	7	63	70	10.00
3.	G.S.S. Farfaru	2	1	1	4	69	73	5.5
4.	G.S.S. Gusau	-	1	9	10	38	48	20.9
5.	G.S.S. Shinkafi	-	-	3	3	56	59	5.1
6.	Kanta Col. Argungu	-	-	-	-	33	33	-
7.	Govt. Col. Sokoto	3	2	19	24	91	115	20.9
8.	G.S.S. Gummi	-	1	4	5	71	76	6.6
9.	G.S.S. Gwadabawa	-	-	1	1	63	64	1.6
10.	G.S.S. Yelwa	-	-	-	-	28	28	-
11.	G.T.C. Zuru	-	-	1	1	21	22	2.3
12.	V. T. C. Gusai	-	1	3	4	29	33	12.1
13.	G.G.C. Sokoto	2	-	7	9	33	42	21.4
14.	G.S.S. Anka	-	-	-	-	30	30	-
15.	G.S.S. K/Namoda	-	1	-	1	29	30	3.3
16.	G.S.S. Koko	-	3	5	8	53	61	13.1
17.	G.S.S. Yabo	-	-	-	-	29	29	-
18.	G.S.S. Zuru	-	-	6	6	64	71	8.5
		7	12	67	86	655	942	8.9

Appendix II

Faculty of Education, Ahmadu Bello University, Zaria*

Please complete the following questionnaires as best as you can indicating your answer with the letter corresponding to your choice.

<u>Key:</u> Strongly agree.	A
Agree.	B
Undecided.	C
Disagree.	D
Strongly disagree.	E

If you agree with a statement, for example, write the letter B after the statement.

-
1. Most of Sokoto State had a well established culture with a system of Education based on Arabic and Islamic culture long before the British came. _____
 2. There is generally a negative attitude to Western education by most parents in Sokoto State. _____
 3. The attitude of students to work influences the teachers' attitude in the class. _____
 4. There is hardly any keen competition for jobs in the state, and this tends to slow down the students' drive to excel. _____
 5. The poor performance of students of this State in the WASC is due to the students' lack of intelligence. _____
 6. Most parents in Sokoto State see going to Western Education type of school as detrimental to the moral and spiritual development of their children. _____

*The questionnaire administered in the study

7. There are frequent transfers of teachers in Sokoto State.
8. A teacher can help a student most if he knows the student long enough.
9. Most students in Sokoto State have little or no ambition for learning.
10. There is a general acceptance by teachers that most students in this State do not work hard enough.
11. The acquired negative attitude from home indirectly affects the students' desire to learn.
12. Learning material which is related to the students' cultural and ethical beliefs will raise his level of motivation.
13. The teacher can motivate the student and make him interested in working hard for a higher goal.
14. To succeed, the school needs the moral support of parents.
15. Children in Sokoto State can do well in school work if they are adequately motivated.
16. Schools in Sokoto State are poorly staffed and equipped.
17. The staffing position in the State is not worse than in most states in the Federation.
18. Teachers spend a lot of time pursuing matter related to their well - being in the Ministry of Education Headquarter.

Appendix III

SUMMARY OF RESPONSES ON THE VARIOUS GROUPS OF QUESTIONNAIRES

Questionnaire	Total	Responses		%	
	N	SA/A	D/SD	SA/A	D/SD
Q.1A Most of Sokoto State had a well established culuture with a system of education based on Arabic and Islamic Culture before the British came.	100	79	5	79	5
Q.2A Most parents in Sokoto State saw going to Western-Education type of school as detrimental to the moral and spiritual development of their children	100	62	19	62	19
Q.3A There is generally a negative attitude to Western-Education by most parents in Sokoto State	100	74	16	74	16
Q.4A Learning material which is related to the student's cultural and ethical background will raise his level of motivation	100	81	7	81	7
Q.5A To succeed the school needs the moral support of parents	100	91	4	91	4

Table 12b

Q.B RESULT SUMMARY

Questionnaire	Total N	Responses		%	
		SA/A	D/SD	SA/A	D/SD
Q.1B The teacher can motivate the student and make him work harder for a higher goal	100	90	7	90	7
Q.2B There is a general acceptance by teachers that most students in Sokoto State do no work hard enough	100	71	26	71	26
Q.3B Teachers spend a lot of time on personal matters in the Ministry of Education Headquarters	100	51	36	51	36
Q.4B A teacher can help the student most if he knows the student long enough	100	57	35	57	35
Q.5B The attitude of students to work influences the teacher's attitude in the class.	100	79	8	79	8

Table 13c

Q.C. RESULT SUMMARY

Questionnaire	Total	Responses		%	
	N	SA/A	D/SD	SA/A	D/SD
Q.1C Most students in Sokoto State have little or no ambition for learning	100	49	46	49	46
Q.2C The acquired negative attitude from home indirectly affects the student's desire to learn in School	100	70	14	70	14
Q.3C There is hardly any keen competition for jobs in the State and this tends to slow down the student's drive to excel	100	71	17	71	17
Q.4C The poor performance of students of the state in the WASC is due to the students' lack of intelligence	100	17	78	17	78
Q.5C Children in Sokoto State can do well in school work if they are adequately motivated	100	89	4	89	4

Q.D RESULT SUMMARY

Questionnaire	Total	Responses		%	
	N	SA/A	D/SD	SA/A	D/SD
Q.1D Schools in Sokoto State are poorly staffed and equipped	100	76	13	76	13
Q.2D The staffing position in the State is not worse than in most states in the Federation	100	46	34	46	34
Q.3D There are frequent transfers of teachers in Sokoto State	100	46	24	46	24

Appendix IVList of Participating Schools

<u>School</u>	<u>No. of Participants</u>	<u>Date</u>
1. Government College Sokoto:	10 teachers	22/2/77
2. Government Secondary School Farfaru:	10 teachers	22/2/77
3. Sokoto State College of Arts and Science:	25 students	22/2/77
4. Government Secondary School B/Kebbi:	10 teachers	23/2/77
5. Government Secondary School Yauri:	10 teachers	24/2/77
6. Teachers College, Wurno:	25 students	22/2/77
7. Government Secondary School Zuru:	10 teachers	25/2/77.