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## MOTIVATION AND GENDER AS DETERMINANTS OF MANPOWER PREPARATION THROUGH JUNIOR SECONDARY BUSINESS STUDIES IN AKINYELE LOCAL GOVERNMENT, OYO STATE, NIGERIA

Adams O. U. ONUKA, Ph. D. & Esther O. Durowoju, M. Ed., Doctoral Student  
Institute of Education, University of Ibadan, Ibadan, Nigeria  
[Adamonuka@yahoo.com](mailto:Adamonuka@yahoo.com) or [durowjuesther@yahoo.com](mailto:durowjuesther@yahoo.com)

### Abstract

*The paper considered the effect of motivation and gender individually and compositely on student academic/cognitive achievement in JS Business Studies in Akinyele Local Government Council Area of Oyo State because the subject is the elementary preparatory ground for future managers. The population for the study was made up of all JSS Business Studies students in the Local Government Area. Two-stage sampling was employed to randomly select four schools out of thirty-five Junior Secondary Schools in the area and secondly to randomly select an intact arm each from each of the sampled schools in the study. Two instruments constructed and validated by the researchers were administered on the subjects; the resulting data were then collated and analysed using correlation and t-test on the basis of motivation and gender. Results show that motivation has no significant relationship with students' cognitive achievement; likewise, gender also has no significant effect on students' cognitive achievement in Business Studies. Recommendations included: that all learners irrespective of gender and family background be given equal level playing ground in their study; that every student irrespective of sex or background be given the same level of encouragement and the necessary equipment be made available in the same quantum to all student for equal access and opportunity to Business Studies.*

### INTRODUCTION

Business is any activity that is carried out either to earn a living or to bring satisfaction to a people socially or otherwise. It is the activity of making, buying, and selling of goods or services in exchange for money. Business has helped in creating a better world since no one is an island unto himself. Business cuts across all spheres of life. There are a lot of professionals or civil servants who engage in one business or the other for additional income. This is an indication that the study of business in our various institutions of learning especially secondary level of education should not be underrated. Business Studies is the name of an academic subject taught at secondary school level in Nigeria and it is the introductory element of management education undertaken at the tertiary education level. It started in Nigeria in the middle of 19<sup>th</sup> century when some private partnership with overseas exporters had to learn simple commercial skills, business English vocabulary and typewriting for the purpose of facilitating business transactions (Awokoya, 1979). During its early period, Business Studies was unstructured as it dovetails into the production of goods or services and distributing them to the ultimate consumers. Business was solely in the hands of private individuals who were concerned only with making profit.



In the middle 19<sup>th</sup> century the first to introduce elements of business education into the school curriculum were Bonny Government School, Bonny and Hope Waddel Secondary School, Calabar. The elements of Business so introduced included business components like shorthand, typewriting and economics in their curricula. The era of structural vocational business education programme could be traced to the late 1950's when technical colleges and modern schools were established in some parts of the country. Business Studies offers young people the chance to develop knowledge, understanding and skills in relation to the economic environment in which business operate, the contribution that organizations make to the creation of wealth and the satisfaction of human needs and wants, as well as the nature and role of enterprising and managerial behavior.

Management is the term that is used to describe the business of initiating, planning, organizing, implementing, directing or controlling, monitoring, motivating and improving a system, an organization or an institution for the overall interest of all its stakeholders (Onuka, 2003). Thus management occurs in any human organization such as the family (unit), religious setting, and in large organization such as NGO (non-government organization), national and international organizations. Management cross cut all spheres of life and it involves everybody.

Management is the art and science of organizing and directing human efforts applied to control the forces and utilize the materials of nature for the benefit of man (Diwan, 1999). Management as a science interfaces with other sciences viz: Engineering, Anthropology, Economics, Sociology, Law, and Computer Science-information management, Accounting, Mathematics and Statistics (Onuka, 2003). It is worth-noting that the acquisition of management skill is imperative for every individual; therefore, a good management manpower education should start at the early years because it will prepare the young ones for future managerial positions.

Business Studies is a foundational course that prepares young people at the secondary level for future managerial activities. The content of Business Studies in Junior Secondary School contains the elementary ingredients for future manager preparation. Its study combines accounting, economics, finance, marketing, office practices or organizational behavior, typewriting, shorthand and computer.

Business Studies prepare young people to take active roles in business and organizational settings. It develops essential communication, planning and evaluation skills and gives young people the knowledge and understanding to use these skills appropriately in the private, public and voluntary sectors of the economy. The teaching of business makes young people more aware of their roles as consumers, workers, citizens and ultimately as entrepreneur.

In Nigeria today, great emphasis is being placed on self reliance through the acquisition of skills. This emphasis informed the conceptualization of the implementation of the 6-3-3-4



educational system (Federal Republic of Nigeria [FRN], 2004). At the junior secondary school level, students are expected to take some subjects like Business Studies to enable them to acquire skills like typing, writing of shorthand and ability to operate computer.

However, to realize this objective, the Universal Basic Education (UBE) programme was re-launched in the country in 1999 by the Federal Government of Nigeria, to serve as a catalyst for the development of the entire Nigerian education system. The new concept of UBE was meant to replace, review or improve the 6-3-3-4 system (Ajala, 2008). One of the aims of the scheme is to enable every child to acquire literacy, numeracy, life skills and values for lifelong education and useful living. It must be noted that the effective teaching and learning of Business Studies is one of the vehicles through which students can acquire skills that would enable them to be useful to themselves by being gainfully self-employed upon the completion of their programme and thus becoming entrepreneurs.

The general objectives of Business Studies as stated in the UBE curriculum are:

- To provide basic business skills for personal use now and in the future.
- To prepare students for further training in Business Studies and management.
- To relate the knowledge and skills to the national economy.
- To develop basic skills in office occupation (FRN, 2004).

There are a lot of factors that are capable of determining the performance level of students in a particular subject or course of study. These factors are school factors, teacher's qualification, instructional materials, availability of learning facilities, student's characteristics, availability of teachers, pupils to teacher ratio among others. Wentzel (1998) states that interest in activities tends to increase the likelihood that individuals formulate goals relating to those activities and invest time and effort to accomplish them. Moreover, student or individual characteristics such as intelligence, cognitive style, and personality play important roles in learning an instruction as does the context of learning. It is pertinent to note that individual student's characteristic variables such as motivational orientations, self-esteem and learning approaches are important factors influencing academic achievements. Of all the personal and psychological variables that have attracted researchers in this area of educational achievement, motivation seems to have gained more popularity and leading other variables (Tella, 2003).

Okoye (1983) opines that motivation holds the key to the understanding of human behavior. According to him, motivation explains why one individual dodges work, another works normally satisfactorily enough to reach the height, while yet others resort to illegal and unconventional means such as stealing, cheating, bribery, to achieve social, academic, economic, and political recognition.

Human beings are said to be extrinsically or intrinsically motivated. Intrinsic motivation is the tendency to engage in tasks because one finds them interesting, challenging, involving a satisfying delight and satisfaction in doing such tasks. Extrinsic motivation is the tendency to



engage in tasks because of task-unrelated factors such as promise of rewards and punishment, dictates from superiors, surveillance and competition with peers (Deci & Ryan, 1985). Intrinsic motivation is seen as internal reward such as joy, or self-fulfillment. It is said to be derived internally in the job itself while extrinsic motivation is the incentive or reward and punishment that a person may attract after the job has been completed.

The idea of motivating learners is an important aspect of effective learning. In fact, some psychologists believe that motivation is a necessary ingredient for learning (Biehler and Snowman, 1986). It is believed that satisfactory school learning is unlikely to take place in the absence of sufficient motivation to learn (Fontana, 1981). Students' motivation has to do with stimulating someone with the aim of making him to participate in a particular cause of action. Lumsden (1994) views students' motivation as the reason for their involvement or non-involvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation could differ.

A student who is intrinsically motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits or the feeling of accomplishment it evokes" (Lepper, 1988). An extrinsically motivated student performs "in order to obtain some reward or avoid some punishment external to the activity itself" such as grades, stickers, or teachers approval (Lepper).

Students who have high intrinsic motivation differ from those who are low in intrinsic motivation in the sense that, when given an interesting task or assignment without being promised reward or punishment upon completion of the task, the former would devotedly work on the task, whereas students with intrinsic motivation would stop working. Furthermore, in the absence of incentives, students high in intrinsic motivation proactively explore the environment seeking interesting stimuli and opportunity for action, whereas students low in intrinsic motivation come to a halt and remain passive until the environment provides them with incentives.

On the other hand, students who are high in extrinsic motivation typically do not enjoy what they do while they are doing it, and, thus, enjoyment does not energize their work. Yet, their minds look ahead and anticipate the rewards or punishments (the "carrot" or the stick") that will be received upon completion of the task or failure to complete the task. The anticipation of the consequences of one's actions is the "fuel" used by the extrinsically motivated student. Students high with extrinsic motivation tend to engage the shortest and easiest path to the end, and enjoy work only after its completion, when they can savour the reward or celebrate the avoidance of punishment. By contrast, students with low extrinsic motivation tend to ignore incentives and are less likely to undertake actions in order to obtain rewards or avoid punishments.

Hargu and Eppher (1997) investigated the relationships among college student's learning and performance goal orientation, administering questionnaire a total of 312 from age 17-22



of college students. The result finding reveals that students who had a learning profile motivation had completed more semesters. They concluded that the younger students who were externally motivated tended to pose more irrational beliefs while other internally motivated students tended to be more involved in learning.

Cheng (1998) hypothesizes that conception of success of achievement goal affect both the inclination to and actual performance. This was tested in a sample of 673 Chinese adolescents. Sex differences were found in the conception of success. As part of larger project concerned with motivation factors in educational attainment, Siana, Genda, Lighthbody, Pauline, Stock, Ruth and Walsh David (1998), focusing on Asian girls, using 985 secondary school students found that Asian students of both sexes rated parents and friends as more important in contributing to academic success.

Relating motivation to success, Bank and Finlapson (1950) observed that successful students were found to have significantly higher motivation for achievement than unsuccessful students. Furthermore, Johnson (1996); Sandra (2002); Skaalvik and Skaalvik (2004); Skaalvik and Skaalvik (2006); Broussard and Garrison (2004), revealed that there is significant relationship between academic performance and motivation. In the same vein, in Nigeria, a study, carried out by Ajayi (1998), on achievement motivation using 276 students, revealed that there is an agreement between academic performance and motivation.

It is pertinent to stress that the issues of motivation of students in education and the impact on academic performance are considered as an important aspect of effective learning. From the findings of Adedeji (2007), motivation has impact on academic achievement of secondary school students in Mathematics with respect to gender. He also states that highly motivated students perform better academically than the lowly motivated students. However, a learner's reaction to education determines the extent to which he or she will go in education. It is obviously evident that students who possess high intrinsic and extrinsic motivation tend to attain higher cognitive achievement than those with low intrinsic and extrinsic motivation in their course of study.

In view of the foregoing, it became imperative to find out the extent to which motivation determines learners' cognitive or academic achievement in Junior Secondary Business Study in Akinyele Local Government area of Oyo State, Nigeria. It also investigated the difference between gender and cognitive achievement in Business Studies among the subjects.

#### **RESEARCH HYPOTHESES:**

In this study, two null research hypotheses were generated and tested at significance level of 0.05

1. Motivation has no significant effect on students' cognitive achievement in Business studies.



2. Gender has no significant difference on students' cognitive achievement in Business studies.

## **METHODOLOGY**

### **Procedure**

This is a survey research adopting ex-post facto procedure to collect data since the researchers have no direct control over independent variables as their manifestations have already occurred (Kerlinger & Lee, 2000).

### **Population, Sampling and sample**

The target population for this study comprised of all public Junior Secondary School (JSS2) students in Akinyele local government area of Oyo state of Nigeria. Two-stage sampling technique was used to randomly select 4 junior secondary schools out of 35 JSS in Akinyele Local Government Area of Ibadan, and an arm of JSS II each from the four schools were used as an intact class giving a total number of 200 subjects.

### **Instruments/ Instrumentation**

#### **Instruments**

1. Academic Motivation Scale (AMS)
2. Business Studies Achievement Test (BSAT)

#### **Instrumentation**

The academic motivation scale was designed and validated by the researchers. The instrument was originally made up of 26 items and these were then reduced to 18 items as a result of the validation exercise. The initial scale was administered on 30 students who did not participate in the main study. The reliability was computed using Cronbach Alpha statistic yielding a reliability coefficients of 0.70. It consisted of two sections. Section A elicited information about the background of the respondents, while Section B was made up of items on academic to which the respondents have to indicate the degree of their agreement.

The second instrument which is Business Studies Achievement Test which consisted of multiple choice items was drafted and given to experts in Business Studies for content and face validity. Pilot testing was carried out on 30 students in order to establish the discriminatory index and difficulty level as well as the reliability of instrument that was determined using Kuder Richardson formula 20 which provides an estimate of what is called internal consistency. The reliability coefficient of the instrument was 0.94, while its reliability index was 0.88. From the results obtained in the item analysis, the items were categorised under difficult level of difficulty. Out of the 100 items tested, 18 were found to be too difficult for this category of students, 40 items were moderately difficult while 42 were considered to be too simple. The 40 items which were moderately difficult were used as the



final instrument and the test was corrected with the subjects' second term scores in the subject to obtain concurrent validity co-efficient of 0.83.

The items in the Academic Motivation Scale (AMS) were scored as follows:

**Strongly Agree** = 4  
**Agree** = 3  
**Disagree** = 2  
**Strongly Disagree** = 1

The Second Instrument: the Business Studies Achievement Test (BSAT) was scored using the multiple choice test marking guides.

### Data Collection Procedure

The two instruments were employed to collect data in the four secondary schools in the study. Business Studies teachers in the schools and the principals were informed about the administration of the instruments on their students and they gave their consent to the exercise. The Academic Motivation Scale (AMS) was first administered on the students and after six of weeks of waiting, the second instrument (BSAT) was administered.

### Data Analysis

Data were scored and the resulting data were then collated and analyzed on the basis of motivation and gender. Correlation and Independent t-test were used to analyze the hypotheses.

### Results and Discussion

Research hypothesis 1  
 Motivation has no significant effect on students' cognitive achievement in Business studies

Table 1. The effect of motivation variable on students' cognitive achievement in Business Studies

VARIABLES	N	X	SD	R	Sig.
Motivation	200	45.80	16.730	.064	.371
Cognitive Achievement	200	25.87	11.245	.064	



**Remark: NS means Not Significant at  $P > 0.05$** 

The results in table 1 show the significant effect of motivation on the cognitive achievement of students in Business Studies. The data yielded a positive correlation of .064 not significant with P value  $.371 > 0.05$ . This means that motivation has a positive correlation on students' cognitive achievement in Business Studies but the effect is not significant.

**Research hypothesis 2**

Gender has no significant difference on students' cognitive achievement in Business studies Table 2 Independent T-test of the significance difference of gender variable on students' cognitive achievement in Business Studies.

VARIABLES	N	Mean	SD	df	T	Sig.
Male	100	25.59	11.242	198	-.345	0.901
Female	100	26.14	11.299			

**Remarks: NS means Not Significant at  $P < 0.05$** 

Results in table 2 show P value  $0.901 > 0.05$ , this implies that gender has no significant difference on students' cognitive achievement in Business Studies.

**DISCUSSION OF FINDINGS****Research hypothesis 1**

The result here revealed that motivation did not significantly correlate with the students' cognitive achievement in Business Studies. In other words motivation made no significant relationship with the students' cognitive achievement in Business Studies.

This finding therefore disagrees with Bank and Finkpson (1950) who observed that successful students were found to have higher motivation for achievement than unsuccessful students. It also disagrees with the findings of Johnson (1996); Sandra (2002); Skaalvik and Skaalvik (2004); Skaalvik and Skaalvik (2006); Broussard and Garrison (2004) that there is significant relationship between academic performances and motivation.

As this result shows, motivation plays no significant role in students' academic achievement in Business Studies, thus other factors might be responsible or might have influenced their academic achievement. Such factors may include teachers' teaching style or teaching methodology, school type, students' socio-economic background, etc and it may also be because these set of students have motivation in built them. This, therefore, calls further study of certain factors or for an expanded study of the role of motivation vis-à-vis students' achievement in JS Business Studies. It may also imply that students are not sufficiently



motivated, thus parents and other stakeholders may need to make deliberate efforts to motivate their wards and students to aspire for greater achievement.

### Research hypothesis 2

The result indicated that gender did not play any significant role on students' academic achievement in Business Studies. This finding corroborates that of Onosode (2003), Alabi (2005) and Olajide (2008) which stated that gender plays insignificant role in student achievement in essay writing. This finding may not be unconnected with the fact that there is much writing in Business Studies in particular and management in general with the implication that writing is usually an acquired skill which is consequent upon practice. Contrary to this finding are those of Iyagba (1994), Olaboopo (1999), Granewell (2000), Ogunkola (1997), Pajares and Valiantes (2001) and Abijo (2008) which all found that the female gender had greater achievement in essay writing than their male counterparts.

The insignificant effect of gender on students' academic achievement in Business Studies could be because, the male students and female students mixed freely with one another and that this made them to be equally motivated. It may also be because both the male and female students have equal perception about success, the female students did not see the male students as superior to them and so they competed with them favourably. It may equally be because the male students also did not feel superior to their female counterparts. Thus, it implies that given a level playing ground gender differences in achievement could either be minimized or totally eliminated to promote effective learning among students of both gender.

### CONCLUSION

The result of this study reveals that motivation is necessary and important but has no implicit effect on students' academic achievement in Business studies. It also revealed that gender does not necessarily predict students' cognitive achievement that is, gender is not a determinant factor of students' cognitive achievement in Business Studies.

The findings of this study have meaningful implications for headteachers, teachers, parents, educational planners, educational evaluators and learners. Thus, all learners should be given equal opportunity and the same level of encouragement irrespective of their gender.

### Recommendations

Based on the findings of the study, the following recommendations were made:-

- ❖ All students irrespective of their gender and family background should be given the same level of encouragement and attention for better cognitive achievement in Business Studies.
- ❖ All educational stakeholders such as teachers, parents, government should make deliberate efforts to motivate the students by providing necessary materials, enabling environment, close monitoring and also reward system.



- ❖ The necessary equipment should be made available in the same quantum to all students for equal access and opportunity to Business Studies.

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