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Articles

SELF-ESTEEM AS A MEDIATOR OF THE INFLUENCE OF SOCIAL SUPPORT ON ADOLESCENT LIFE SATISFACTION (https://ejournal.um.edu.my/index.php/MOJC/article/view/33954)

Najwa Mat Russ, Noor Aishah Rosli , Ida Hartina Ahmed Tharbe
1-15

PDF 1-15 (https://ejournal.um.edu.my/index.php/MOJC/article/view/33954/13969)

THE RELATIONSHIP BETWEEN PSYCHOLOGICAL DISTRESS, RELIGIOSITY, LONELINESS, AND DEATH ANXIETY AMONG MALAYSIAN PRIVATE UNIVERSITY STUDENTS (https://ejournal.um.edu.my/index.php/MOJC/article/view/33955)

Nur Zafeera Noor Azhar, Ching Sin Siau, Mimi Fitriana, Mohtaram Rabbani4, Amira Najiha Yahya, Latha Ravindran, Mansour Amini
16-28

PDF 16-28 (https://ejournal.um.edu.my/index.php/MOJC/article/view/33955/13970)

PERCEIVED PATTERNS OF HUSBAND BATTERING BY EDUCATED MARRIED ADULTS IN KWARA STATE, NIGERIA: IMPLICATIONS FOR MENTAL HEALTH COUNSELLORS (https://ejournal.um.edu.my/index.php/MOJC/article/view/33956)

Aminat Adeola Odebode, Lucia Beneditte Elebeke
29-40

PDF 29-40 (https://ejournal.um.edu.my/index.php/MOJC/article/view/33956/13971)

BETWEEN PARENTS AND PEERS: EXAMINING MODERATING ROLE OF PEER PRESSURE ON FAMILY FUNCTIONING TO SEXUAL BEHAVIOR ON LATE ADOLESCENCE (https://ejournal.um.edu.my/index.php/MOJC/article/view/33957)

Devie Yundianto, Lussy Dwiutami Wahyuni, Fitri Lestari Issom
41-53

PDF 41-53 (https://ejournal.um.edu.my/index.php/MOJC/article/view/33957/13972)

MOTIVATIONAL NEEDS OF SECONDARY SCHOOL STUDENTS IN OGUN STATE, NIGERIA (https://ejournal.um.edu.my/index.php/MOJC/article/view/33958)

Agubosi Lydia Akunna, Ayedeeinu Omowunmi, Fashina Abiola Yetunde, Abonyi Sunday Evaristus

54-65

PDF 54-65 (https://ejournal.um.edu.my/index.php/MOJC/article/view/33958/13973)

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MOTIVATIONAL NEEDS OF SECONDARY SCHOOL STUDENTS IN OGUN STATE, NIGERIA

Agubosi Lydia Akunna[1]*, Ayedeeinu Omowunmi[1], Fashina Abiola Yetunde[2] & Abonyi Sunday Evaristus[3]

ABSTRACT

The study examined motivational needs of students in Ogun state . Influence of age, gender and class type were examined. Descriptive survey was adopted. Population consisted secondary students in Ogun state. 200 students were sampled. Instrument tagged 'Motivational Needs of Secondary School Students (MNSSS)' was used. Reliability coefficient of 0.74 was established. Descriptive and inferential statistics were used to analyze data. Hypotheses were tested at 0.05 alpha. Findings showed that students need motivation to: devote time for study, have good study habit, be creative, etcetera. No significant difference existed in motivational needs based on gender,significant differences existed based on age and class type. It is recommended that prize giving day, conducive atmosphere and various teaching methods be adopted in school.

Keywords: *Motivation, Need, Secondary School, Students*



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INTRODUCTION

Education is very important for the development of any nation. It is a popular saying that 'no nation can grow beyond its educational development'. Human resources cannot be effectively developed if education is neglected. Nigerian system of education begins with primary education, followed by secondary education and then tertiary education. Secondary education is very important because it will pave way securely for higher education pursuit. Students in secondary school need to be motivated to desire for better educational pursuit and advancement.

Motivation is the driving force for achievement. Learners put in the best in their studies when they are motivated. Lee & Reeve (2012) noted that motivation strengthens and sustains classroom activities. Motivation is seen as satisfying individual needs or demands so as to achieve individual main goals or organizational goals (Steel, 2012). Motivation energizes, activates and moves behavior (Ayub, 2010. Motivational needs of the students are those things which they need to spur them into action to work harder in their academic work. Their need may be physical, emotional, social, material, among other needs. Motivation can be intrinsic (internal) or extrinsic (external). Intrinsic motivation pertains to all the aspects of motivation that can bolster the students' morale to see the need to excel in their academic pursuit through self-determination. Mazunder(2014) stated that, in intrinsic motivation, the control is in individual's hand, the individual directs learning on his or her own choices. A learner that is intrinsically motivated maintains a standard of academic pursuit because what is propelling him or her for excellence is within.

Extrinsic motivation refers to motivation that is outside the individual. External factors are needed to offer such motivation. The learner's teacher is one of the external factors or agents that are needed for extrinsic motivation. Extrinsic motivation can come as rewards such as prizes, tokens and money. Motivation enables the students to work hard in order to obtain good grades (Ullah, Sagheer, Satter and Khan, 2013).

In this period of coronavirus that devastated many countries of the world, economically, socially, emotionally and psychologically, there is the need to motivate students who witnessed and experienced the harrowing effects of the disease. The economic impact of COVID-19 led to hunger, hardship and break in social relationship due to social distancing, schools were closed and the students stayed at home for a long period of time. These can lower the morale of the students towards schooling, therefore, they need to be motivated to continue and be serious with their studies.

The agents of motivation for these students are the teachers, government, parents, peers and counsellors. Teachers' supportive role in teaching and learning is very crucial in motivating the students to learn. Teachers should provide enabling environment for learning through the use of good teaching methods, making use of rewards to encourage students to learn and serving as models to the students. Center for Teaching, Vanderbilt University (2021) stated that although motivating students can be difficult but it is a necessary aspect of teaching which the instructors must consider.

Parents also have a role to play in motivating students. They should adequately feed their children, provide learning materials and pay school fees (where it is paid) and other fees as when due so that the child will not be discouraged to go school. The government should make going to school interesting by providing the necessary infrastructure in the school and pay teachers well to bolster their morale to put in their best in teaching. Peer support motivates the students. Peers should serve as models to their peer members. It should be noted that students learn and take instructions more

from their peers than from teachers and parents. Keifer, Alley and Ellerbrock(2015) noted that teacher and peer support greatly influence motivation of the students to attend classes and have sense of belonging. The duties of the school counselors in molding the lives of students cannot be overemphasized. The counselors should organize forums where students are counseled towards their academic activities. Counselors in collaboration with the school administration should organize prize giving day for the outstanding students in the various classes. Motivation is the key to success.

THEORETICAL CONCEPTION

Motivation is a concept that has theories proposed on it. Some of the theories are: Maslow' Hierarchy of Needs theory, Lawler and Porter's Expectancy theory, Herzberg's Two Factor theory, Mc Clelland's theory of Need, among others. The theory mostly applied to the research is reviewed in the study. Maslow's Hierarchy of Needs theory is mostly related to the study.

Maslow's Hierarchy of Needs theory

Maslow proposed this theory in 1943. He proposed that individuals try to satisfy their needs based on the hierarchy of those needs. Needs are satisfied according to their importance. He ranked these needs from the lowest level to the highest level. The ranking follows this order: physiological needs, safety needs, needs of belonging and love, esteem needs and self-actualization needs. Maslow argued that these needs are what determine individual's behavior because behavior emanates through the effort of the individuals to resolve their needs. The theory holds that the physiological needs relate to deficiency and requirements and the top-level needs relate to personal development. Physiological needs are the needs such as food, water, sleep and sex. Safety needs relate to individual's protection from physical and emotional threats, security of life, property and work. Needs for belonging and love are meant for one to be accepted by others, being loved, enjoy social circle of friendship and belonging to a group. Need for respect relates to self-esteem, achievement, status and recognition. Self-actualization needs relate to individual's creativity, potential and the ability to make use of one's talent. Maslow realized that these needs cannot be completely met and ones they are met they cease to motivate the individual.

The theory is applied to the research which is "on the motivational needs of the secondary school students". Maslow's hierarchy of needs proposed that individuals have needs and these needs are arranged in hierarchy starting from the most pressing needs called basic or physiological needs which nobody can do without. Such needs are needs for food, shelter among others. The students want these needs to be met for them to be motivated to learn. Other needs such as need to be safe, need of belonging love, self-esteem and self- actualization will be met when the physiological needs are met. Therefore, if parents, teachers and stake holders in education fail to meet these needs for the students they will not be motivated to learn. Hence, if these needs are met they will work towards self-actualisation. They need to be provided with enabling environment to put in their best in their studies which will enhance their self-actualisation.

STATEMENT OF THE PROBLEM

In recent times some students lack motivation for academic work probably for reasons such as graduate unemployment, poverty, insecurity, coronavirus pandemic, among others reasons. Over some years now many school leavers have no jobs after spending several years in school either in tertiary institutions or at the basic level. It is the wish of every individual to be gainfully employed after graduating from school. Unfortunately the reverse is the case. Many graduates/school leavers

in Ogun State and Nigeria in general are still depending on their parents for the basic necessities of life because of unemployment after graduating from higher institutions. The parents are not happy in this kind of situation. Following the situation some parents might not be willing to train their children in school and some children themselves might not be willing to go, having observed that many students that graduated from universities have no suitable, well- paid jobs.

In Nigerian educational system, children do their primary education after which they enter into secondary school which is expected to pave way securely for them to enter into tertiary institution. Secondary school students in Ogun state need to be motivated to go to school and be serious with their studies. Among the problems that demotivate secondary school students in having interest in going to school is inability of the parents to provide educational materials to their children. Some parents lack the ability to provide satisfactorily basic needs such as food and good shelter let alone the necessary educational needs for their children in school which resulted in the lack of morale for studies among the students. Due to the poor financial situation of the state particularly in this era of COVID-19 which caused economic downturn in Ogun State and Nigeria in general, some parents are not able to pay school fees and provide resources for study in the school which sometimes make the school authorities and teachers to send the students out of school without considering the implication of such act. Ferguson, Bovaird & Alvarez (2007) noted that insufficient resources and struggle make such students to perform less than those whose parents are capable of providing the resources.

Teachers are not giving enough motivation to the students, probably due to lack of knowledge on how to motivate them or are not motivated by their employers due to poor remuneration so that they can motivate students by putting in their best in their jobs as teachers. Njenga (2012) studied on effect of teachers' motivation on academic performance of students in their academic work, he found that when teachers are not motivated students will not do well in their academic work. Education is the core of developments in any nation. When students in secondary school in Ogun State are demoralized in going to school, it will spell doom for educational development and in deed other developments in Ogun state. In addition to this, if children drop out of school rate of criminality might increase. This is because young people need activities on which to exert their surplus energy and schooling provides these activities. Then, if by one way or the other students in Ogun State lose interest in going to school due to lack of motivation, illiteracy might increase, leading to criminal activities. This study therefore examined the motivational needs of the public secondary school students in Ogun State for educational development.

PURPOSE OF THE STUDY

The study was aimed at examining the motivational needs of secondary school students in Ogun State of Nigeria. It was also the aim of the study to examine the influence of age, gender and class type of the respondents on their motivational needs in school.

RESEARCH QUESTION

What are the motivational needs of secondary school students in Ogun State?

1. Do the variables of gender and class type make secondary school students in Ogun State have differing motivational needs?

RESEARCH HYPOTHESES

Ho1: There is no significant difference in the motivational needs of secondary school students in Ogun state based on gender.

Ho2: There is no significant difference in the motivational needs of secondary school students in Ogun state based on age.

Ho3: There is no significant difference in the motivational needs of secondary school students in Ogun state based on class type

METHODOLOGY

The descriptive survey was adopted for the study. The population consisted of the secondary school students in Ogun state while the target population is the public secondary school students in Odeda Local Government Area. The sample of 200 public secondary school students selected through multistage sampling procedure participated in the study. The stages involved in the selection were: Stage one, convenient sampling technique. Convenient sampling technique was used to select the students in public secondary schools in Kwara State to participate. There are private and public secondary schools in Ogun State. The researchers selected public secondary schools that will be convenient to them to carry out the research. In stage two, purposive sampling technique was used to select students in public secondary schools in Odeda Local Government Area. There are other local government areas in Ogun State but the researchers selected Odeda local government because the problem of the study is more in that local government. At stage three, simple random sampling technique was used to ten public secondary schools to participate. At stage four, purposive sampling technique was used to select twenty students each from the ten public secondary schools who participated in the study. Purpose sampling was used because it enabled the researchers to select the respondents that possess the required characteristics for the study.

The researchers' designed instrument entitled "Motivational Needs of Secondary School Students Questionnaire (MNSSSQ)" was used to collect data. The instrument was patterned after the Four Point Likert-type of scale of SA= strongly agree (4points), A=agree (3points), D=disagree (2points) and SA=strongly disagree (1point). It has part A and B. Part A is for demographic data of the respondents and part B contained fifteen structured items. The instrument was validated by four experts in measurement and evaluation who are doctoral degree holders teaching in the university with at least six seven years teaching experience. Test, re-test method was used to establish the reliability. Twenty questionnaires were given to respondents who were not among the sample twice at the interval of two weeks. The two set of scores were correlated with Pearson's Product Moment Correlation, the coefficient of 0.74 was obtained which adjudged the instrument to be reliable. The questionnaire forms were administered to the respondents by the researchers and were retrieved after they were completed. The scores were collated and the cut off mark was obtained by finding the mean of the points thus: 4+3+2+1=10/4 = 2.50. Any item in the part B of the questionnaire that did not have mean score of 2.50 and above was not regarded as being motivational need of the students.

Data collected were analyzed with mean, rank order to analyze the research question while t-test and analysis of variance were used to test the three hypotheses which were tested at 0.05 level of significance.

Table 1
Demography of Respondents

	Frequency	Percentage
Gender		
Male	105	52.5
Female	95	47.5
Total	200	100
Age		
10-14 years	96	48.0
15-17 years	90	45.0
18 years and above	14	7.0
Total	200	100
Class type		
Junior Secondary School	104	52.0
Senior Secondary School	96	48.0
Total	200	100

Table 1 showed the demographic data of respondents. The table revealed that on Gender, 105(52.5%) were males and 95(47.5%) were females that participated in the study, on Age, 10-14 years old were 96 in number representing 48.0% that participated in the study, 15-17 years old (45.0%) were 90 in number that took part in the study and 18 years and above were 14 in number representing 7.0% that participated in the study. Finally, on Class Type, 104(52.0%) of the respondents were in junior secondary school that participated and 96(48.0%) were in senior secondary school that participated.

RESULTS

Research question

Two research questions guided the conduct of the study.

Research question 1.What are the motivational needs of the secondary school students in Ogun state?

Table 2
Mean and Rank order on the motivational needs of the student

I need motivation to: Item no.	Sd	Mean	Rank
10.devote time for my studies	.405	3.8	1st
13. imbibe good study habit	.549	3.7	2nd
15. be self-determined	.564	3.66	3rd
11.be self-reliant in my studies	.578	3.59	4th
8. follow step by step in learning concepts	.499	3.55	5th
3. achieve my educational goals	.583	3.53	6th
7. be creative and imaginative	.584	3.51	7th
6. work harder to excel in my academic work	.496	3.43	8th
9. pay attention in the class so that I can learn	.487	3.38	9th
4. be hopeful about the future	.569	3.37	10th
12. value relationships with my class mates	.679	3.36	11th
5. express my ideas and my aspirations to others	.689	3.33	12th
2. devote time to do my class assignments	.489	3.18	13th
1. be proud of my school	.524	3.13	14th
14. pray so that I can excel in my studies	.904	2.37	15th

Table 2 showed that all the items except item 14 have mean that is 2.50 and above. Hence, they are regarded as the motivational needs of the students. Item 14 is not regarded as motivational need because its mean is below the cut off mark of 2.50.

The three top motivational needs of the students are : how to devote time for studies, how to imbibe good study habit and how to be self- determined. The students ranked 'how to devote time for studies' first probably because Ogun State is a state like every other states in Nigeria where school children have a lot of things that take their time out of their studies. Some of them do hawking in the morning before going to school and after school hours, some run errands that take most of their time while some play a lot thereby having no time for their study. So they need motivation to study.

The second in rank is 'how to imbibe good study habit'. The respondents ranked it second because they don't have good study habit, some read their books only when examination is at hand and this probably has made them perform poorly in their examination. So they realized the need for them to be motivated to imbibe good study habit.

The third in rank of their motivational needs is 'how to be self-determined.' Some students in secondary school do not have self-determination they are forced to go to school. Some of them go to school to please their parents and to avoid punishment from the parents and teachers. Probably they realized that they need to be motivated to be self-determined for them to excel in their academics.

Research question 2: Do the variables of gender and class type make the secondary school students in Ogun State have differing motivational needs?

Table 3
Mean and Standard Deviation of the respondents based on gender and class type

	N	Mean	Sd
Gender			
Male	105	51.29	1.63
Female	95	50.41	4.54
Class type			
Junior Secondary Secondary(JSS)	104	50.33	4.49
Senior Secondary(SS)	96	51.46	1.08

Table 3 showed that the respondents differed in their motivational needs based on their gender and class type because in gender there is significant differences in their standard deviation, male(1.63) and female(4.54). The respondents also differed in their motivational needs based on their class type. This is because students in junior secondary school had standard deviation of 4.49 while those in senior secondary school had standard deviation of 1.08.

Hypotheses Testing

Ho1: *There is no significant difference in the motivational needs of the students on the basis of gender.*

Table 4
T-test on the motivational needs of the respondents based on gender

Gender	N	Mean	Sd	df	Cal-t	Crit-t	p-val
Male	105	51.29	1.63	198			.006
					1.84	1.65	
Female	95	50. 41	4.54				

Table 4 showed that the calculated value of 1.84 is greater than the critical value of 1.65 and the p.value of .006 is less than the 0.05 level of significance. The hypothesis that stated that there is no significant difference in the perceived motivational needs of the respondents on the basis of gender is rejected. They have different motivational needs based on gender.

Ho2: *There is no significant difference in the motivational needs of the students on the basis of age.*

Table 5
Analysis of variance on the respondents motivational needs based on age

Source	Sum of square	Mean square	df	Cal-F	Crit.F	p-val
Between groups	110.062	53.031	2	5.053	3.00	.007
Within group	2146.558	10.896	197			
Total	2256.62					

Table 5 revealed that the calculated F of 5.053 is greater than the critical F value of 3.00 and the p-value of .007 is less than the 0.05 level of significance, therefore the hypothesis is rejected. This means that motivational needs of the students differed due to age.

To find the group that contributed to the significant difference observed in the ANOVA test, Duncan Multiple Range Test was conducted.

Table 6
Duncan Multiple Range Test showing differences in the motivational needs of the respondents

Age	Group	N	Mean	Duncan grouping
10-14 years	1	14	51.60	A
15-17 years	2	90	51.00	B
18-20 years	3	14	50.1	C

Table 6 showed that all the groups differed but the significant difference observed was caused by the respondents in the age of 18-20 years.

Ho3: *There is no significant difference in the motivational needs of the students on the basis of class type.*

Table 7
Mean, SD and t-test on the respondents' motivational needs on the basis of class type

Class	N	Mean	Sd	df	Cal.t	Crit.t	p-value
Junior secondary school	104	50.33	4.49	198			0.017
					2.40	1.96	
Senior secondary school	96	51.46	1.075				

Table 7 showed that calculated t. is 2.40 and the critical t. is 1.96 with p-value of 0.017 which is less than the 0.05 level of significance. Since the result is so, the hypothesis that states that there is no significant difference in the motivational needs of the students based on class type is therefore rejected. The class type of the respondents caused differences in there motivational needs.

DISCUSSION OF FINDINGS

The finding in the research question showed that the motivational needs of the students as responded by the participants are: how to devote their time to study, be determined in their study, imbibe good study habit, achieve their educational goal, be imaginative and creative, value relationships among other motivational needs. These six top motivational needs were selected probably because they are the core needs for them to be excel in their academic work. The reason is simple. They need time to study, they have to be self-determined for them to excel, they also need to have good study habit, be imaginative, creative and have good relationship with others because sometimes they need team work in doing some assignments and projects. Comparing this finding with the assertion of (Saeed & Zyngier, 2012) that students need motivation to put a lot of efforts in their study in order to achieve a successful outcome, it could be agreed that the respondents were wise in ranking those needs as their most needed needs. These findings are consistent with (Keifer, Alley, and Ellerbrock, 2015) who found that teacher and peer support can motivate learners to participate in class activities and have sense of belonging. These findings are in consistent with (Luke, 2017) who enumerated the following ways of motivating students: promoting growth mindset over fixed mindset, motivating them to develop meaningful and respectable relationships with their fellow students, assisting them to grow a community of learners in their classroom, motivating them to set high expectations through established clear goals and motivating them to be inspirational.

The finding in hypothesis one showed that there was no significant difference in the motivational needs of the students based on their gender. All the students irrespective of their gender need have the same motivational needs. The result might be so because they are in the same environment of

lack of motivation to study because of economic problems in the country. However, the study of Mazumder(2014) is not in tandem with this finding because the study on the motivation of male and female found that female students are more motivated than the female students. This might be because females are more emotional than males. Emotion plays role in motivation and as such influences it.

Hypothesis two revealed that there is significant difference in the motivational needs of the respondents based on age. By implication, age made the respondents to differ in their motivational needs. This might be because maturity is attained at different ages hence there might be different motivational needs at different ages. This finding is not supported by a similar study by (Agubosi, Fashina & Olaide, 2020) who discovered that age made in-school adolescents to differ in their perception on the factors that motivate risky sexual behaviour among in-school adolescents.

Hypothesis three showed that significant difference existed in the motivational needs of the respondents on based on class type. The result of this finding might be so due to the fact that class level of students suggest level of cognitive maturity and understanding. It is expected that students in senior secondary should have motivational needs that might be different from the motivational needs of the students in junior secondary school. Consistent with this finding is (Yenice, Saydam and Telli, 2012) who found in their study on the motivation of secondary school students on science subjects that level of motivation in learning science differed due to class type.

CONCLUSION

The study examined the motivational needs of secondary school students in Ogun state for educational development. The influence of the moderating variables of gender, age and class type on the motivational needs of the students were also examined. Findings revealed that the motivational needs of the students are: how to devote time for their studies, imbibe good study habit, be determined in their study, value relationship with the class mates and teachers, achieve their educational goals, work harder, be imaginative and creative among other motivational needs. It was also found that there was no significant difference in the motivational needs of the respondents based on gender, there were significant differences in the motivational needs of the students based on age and class type.

IMPLICATION FOR COUNSELLING PRACTICE

This research has implication for counselling. Motivation is needed for students to put in their best in their studies. There are times when students are demoralized to put effort in their studies. Sometimes teachers lack the knowledge on how to motivate students instead they use punishment to discourage students from learning. Making use of punishment on students makes them lack zeal for studies. Some of them in this situation do play truancy because of punishment and hash, uncomfortable atmosphere in the school. Use of particular method of teaching every time in the class demoralizes students. Moreover, some parents do not know how to motivate their children in school. Their inability to provide educational materials for their children does a lot of harm to their children's academic work. School counselors are needed in schools in order to counsel the teachers on how to motivate students and students needs counselling to inculcate in them the spirit of hard work despite odds.

RECOMMENDATIONS

Based on the findings in the study the following suggestions were made:

1. School counselors should be employed in the secondary schools so that the students can have access to counselling on any educational issue bothering them.
2. Teachers should try as much as possible to motivate the students by employing various method of teaching and making use of praises and rewards to encourage the students to put in their best in their academic work.
3. The government should create enabling environment such as decent classrooms, avoiding overcrowded classrooms and provision of conducive atmosphere for learning by providing useful infrastructure in the school.
4. The parents should motivate the students by feeding them well, paying their school fees as when due as well as monitoring their activities in school.
5. School counselors should motivate the students by organizing prize giving day occasionally in the school.

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