



Motivation Effects on Test Scores of Senior Secondary School Science Students

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ABSTRACT Motivation used in this study is hinged on the concept of need; that is the desire to score higher marks in examinations. The purpose of the study therefore, is to find out how motivation influences students scores in Science. The design of the study is 2x2x3x2 factorial, pre-test, post-test, control group design. A total of 600 students in Senior Secondary year three (SSIII), from two boys, two girls and two mixed public secondary schools in Ika South Local Government Area in Delta State were randomly divided into two groups, motivated (experimental) and unmotivated (control). Special information was read to the experimental group before a post – test on their need to do their very best, for themselves, their teachers and parents. The control group received no special instruction before the post – test. The Analysis of Covariance of the collected data at 0.05 level of significance shows that the motivated science students performed significantly better than the unmotivated sciences students. It was also found that the motivated science students in single sex schools performed significantly better than their mates in mixed schools. Motivation and school types were found to interact to influence student’s achievement in science. The major conclusions drawn include (i) that motivation can greatly influence students’ test scores in science, (ii) that motivation effects on science students’ test scores is not gender-dependent, and (iii) that motivated students in single-sex institutions will achieve better than those in coeducational institutions.