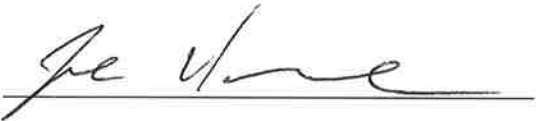


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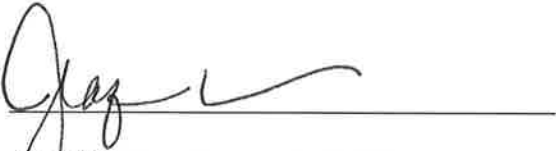
Date



Joe Hare, Ed.D., Chair



Peggy Hawkins, Ph.D., Committee Member



Jennifer Moss Breen, Ph.D., Director



Gail M. Jensen, Ph.D., Dean

ACADEMIC MOTIVATIONAL TEACHING PRACTICES: PERCEPTIONS OF
SOUTHWESTERN NIGERIAN SECONDARY SCHOOL TEACHERS

By
UGO NWEKE

A DISSERTATION IN PRACTICE PROPOSAL

Submitted to the faculty of the Graduate School of Creighton University in Partial
Fulfillment of the Requirements for the degree of Doctor of Education in
Interdisciplinary Leadership

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Abstract

There is a growing demand for private secondary education in Nigeria. However, few researches have studied the teaching practices that enhance the academic motivation of secondary school students in Southwestern, private, urban Nigerian secondary schools. This dissertation is a qualitative study of the teaching practices within the classroom that teachers perceive to enhance the academic motivation of senior secondary school students in a Southwestern, Catholic, urban Nigerian secondary school. Eleven staff were interviewed and observed to understand their perceptions on academic motivational teaching practices, and their motivational teaching practices. The research uses phenomenology and a CAQDAS (MAXQDA) for its analysis. The research found that most of the strategies that teachers perceive to be effective in motivating students strive to build relationships with their students. The study recommended training of teachers in effective motivational practices, and further research in the academic motivation of secondary school students.

Keywords: Academic motivation, classroom, private secondary school, Southwestern Nigeria, teacher perceptions

Dedication

This paper is dedicated to my parents, Maria and Augustine Nweke, whose life as educators taught me the value of investing my energy in the pursuit of learning.

Acknowledgements

I thank God for seeing me to this point in this long, demanding, and exciting journey. I am profoundly grateful to Dr. Joe Hare, Dr. Peggy Hawkins, Dr. Moss Breen, and Dr. Tony Williams. Your mentorship and encouragement have guided and enriched me these last four years. I thank my peers and fellow travelers in this program; your challenge and support made me a better student. I also thank Lynn A. Schneiderman and the Reinert Alumni Library staff; your prompt responses to my enquiries and requests, thousands of miles away, made my research easier and more effective. I am immensely thankful to the Society of Jesus, especially Fr. Jude Odiaka, Fr. Greg O'Meara, and Fr. Chukwuyenum Afiawari for sponsorship, support, and encouragement. Without your support, this journey would not have been possible. I thank my Jesuit communities in Surulere, Idimu, and Omaha: your encouragement, support, understanding, and care means a lot. I thank my students, now graduates of Loyola Jesuit College, Abuja, Nigeria; you inspired me to seek answers, hence this research. I thank my family and friends for your patience, understanding, and encouragement, even when you did not fully comprehend why I seemed so busy and often unavailable these last few years.

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CHAPTER ONE: INTRODUCTION AND OVERVIEW OF THE DISSERTATION IN PRACTICE PROBLEM

Introduction and Background

This research is divided into five chapters. The first chapter is an overview of the Dissertation in Practice Problem. It discusses the importance and significance of the study, the research problem, the research question, the aim of the study, and the limitations and delimitations of the study. The second chapter focuses on literature review. It uses the reviewed literature to highlight the need for the Dissertation in Practice Proposal research. The third chapter deals with the research design. It highlights the research methodology and it describes the participants, the site for the research, and the recruitment strategy. Furthermore, it presents the data collection tools and procedures and the ethical considerations that influenced the implementation of the research. It discusses the data analysis strategy and outlines the general timeline for the study. The fourth chapter discusses the research findings. The fifth chapter discusses the implications of the research findings.

There is a growing demand for private schools in Nigeria. The Nigerian National Policy on Education, NPE, assigned to education the goals to enhance national integration and unity, national development and progress, citizenship development, skills acquisition, and entrepreneurship (Federal Republic of Nigeria, 2013). Specifically, secondary education is important because the NPE expects it to prepare students for higher education, good citizenship, skills acquisition, employment, and entrepreneurship. Similarly, parents are investing heavily in private secondary education (Grades 7 – 12). Ogbiji and Ogbiji (2014) pointed out that parents are opting for private secondary schools

for accessibility and quality. Härmä's (2013) research confirmed this observation. Public schools are sometimes not easily accessible to students and their parents. And the quality of public schools (management, quality of teaching and learning, facilities, etc.) has been on the decline for about two decades (Härmä, 2013; Ogbiji & Ogbiji, 2013; Urwick, 2002). This decline in public schools has resulted in poor academic performance indices in the Grade 12 exit examination (Adesulu, 2015; Alabi, 2018; Okonkwo, 2016). This decline has also resulted in the poor welfare of students (*The Economist*, 2015). These challenges have also led to the multiplication of private secondary schools in Nigeria (Efanga & Idante, 2014; Ogbiji & Ogbiji, 2014; *The Economist*, 2015). Many parents invest a large part of their income on private education of their children (Härmä, 2013; Ogbiji & Ogbiji, 2014).

Statement of Problem

The importance of secondary education, the increase and the rising cost of private secondary education makes it necessary to ensure that more students benefit from this form of secondary education. This research explored the perceptions of teachers about the academically motivational teaching practices that enhance academic improvement in a Southwestern Nigerian private senior secondary school (Grades 10 to 12).

Purpose of the Study

The purpose of this qualitative study was to explore the perceptions of teachers on the motivational teaching practices that enhance academic improvement for students at a Southwestern, Catholic, urban Nigerian secondary school. The teachers to be studied will be those of Grades 10 to 12 (Senior Secondary School 1 - 3) classes. The sample size was 11, and was determined by data saturation (Saunders et al., 2017). The duration

of the study was an academic year, but the interviews and classroom observations took less than a month. The study focused on a senior secondary school because it plays an important role in the actualization of the education goals in the NPE. Moreover, parents invest in expensive private secondary education because it helps their children in gaining admission into competitive tertiary institutions, and they hope to secure the future of their children. Also, there has been a decline in the academic performance at this level.

Research Question

The academic motivation of students is influenced by the contexts (social, cultural, environmental, political, and economic) they find themselves (Bandura, 1993; Deci & Ryan, 2012; Ryan & Deci, 2000). Moreover, there is a shortage in the academic motivational experiences of students and teachers from educationally diverse cultural backgrounds (Guay, Ratelle, & Chanal, 2008; Shulz & Rubel, 2011; Núñez & León, 2015). There is a need to explore the educational experiences of students and teachers from diverse contexts and cultural backgrounds (Núñez & León, 2015). More specifically, Pintrich (2003) argued that there is a need to study the academic motivation of students to have a greater understanding of cultural and contextual influences of motivation on the academic achievement of students of diverse backgrounds. Thus, this study explored the perceptions of teachers on the motivational teaching practices that enhance academic improvement for students at a Southwestern, Catholic, urban Nigerian secondary school. The research question that guided this study is: “What teaching practices do Nigerian teachers perceive to motivate secondary school students to improve academically?”

Aim of the Study

The aim of this study was to encourage student learning and academic improvement by recommending formation programs in motivational teaching practices for teachers. It also aimed to improve educational policy by recommending to the school leadership cost-effective practices that enhance the academic motivation of students.

Methodology Overview

The research question is “What teaching practices do Nigerian teachers perceive to motivate secondary school students to improve academically?” A qualitative phenomenological study was used to investigate this research topic. Phenomenology was chosen because it enabled the researcher to investigate and explore the meaning of this experience of motivation (Creswell & Poth, 2018; Moustakas, 1994; van Manen, 2015). Many studies have examined motivational teaching practices, however, phenomenology will help in exploring this experience in the unique context of a Southwestern, Catholic, urban Nigerian secondary school, which makes it an interesting endeavor that will enhance the field. The phenomenological approach used is “transcendental phenomenology” (Creswell & Poth, 2018, p. 77; Moustakas, 1994, p. 44; van Manen, 2015, p. 183). This approach allowed for a more inductive approach and encouraged the participants’ experiences and perceptions of the phenomenon to drive the research and generate the outcomes of the research.

I selected 11 participants who have had experiences with the phenomenon being studied (Moustakas, 1994). Sixteen teachers were initially identified by the school academic leadership through a process of purposive sampling, due to their experience of academic motivation (Creswell, 2014). Coyne (1996) explained that purposive sampling

allows for the collection of rich and relevant data. Hence, purposive sampling allowed me to make judgment on the sample to select based on those that could give relevant, appropriate and sufficient data essential for a better understanding of the phenomenon being studied (Creswell, 2014). Creswell and Poth (2018) noted that criterion sampling is effective with people who have experienced a phenomenon. Thus, criterion sampling was used to identify the teachers to be interviewed. Just one site was chosen for this study because it provided a “Critical case” (Creswell & Poth, 2018, p. 158) sample of the phenomenon for a Catholic, private, urban, secondary school. Moreover, this is a unique Nigerian Catholic school: it is an urban, coeducational, boarding and day (they have boarders and day students) school.

Data collection was carried out through one-on-one interviews, observations, examination of relevant documents like the yearbook, newsletters, announcements on notice boards, the school’s website, observation of class lessons, etc. Furthermore, data was collected through two digital devices, observations, and field notes. Due to the anticipated volume of data, transcription services were used to convert the data (audio and hand-written texts) into digital texts. The digital texts subsequently facilitated data analysis and manipulation using computer-aided qualitative data analysis software (CAQDAS) called MAXQDA (Babbie, 2014; Creswell & Poth, 2018). Data was stored in a private password-coded personal computer. I backed up the data in a secured external hard drive. I stored the digital recording devices securely. Once the research is complete, the digital recordings will be deleted from the digital recorders. The data collection was carried out for a period of one academic year.

Definition of Relevant Terms

For this study, academic motivation is defined as the energy that drives students to engage in their academics and to put in efforts towards achieving academic goals and success in their schools; it is also the positive emotional disposition that makes them behave properly in the school. Teaching practices include what the teacher does to encourage learning in the class in the course of his or her teaching. It includes activities like teaching, lesson presentation, use of teaching materials, classroom management, classroom activities, assessment, interaction and relationship with the students, etc. (Lockheed & Komenan, 1989; Haselhuhn, Al-Mabuk, Gabriele, Groen, & Galloway, 2007; Reeve & Jang, 2006). These teaching practices motivate students when they “are arranged with attention to their motivational effects on students” (Hardré & Sullivan, 2008, p. 2059). Kindly see Appendix A for the definition of other relevant terms.

Delimitation and Limitations

A limitation of this research was that the duration of the interview and classroom observation (less than one month in an academic year) were limited to provide a full picture of the whole academic year. This is important because activities in school, and the subjects studied vary from one academic term to another. Another limitation was that the research methodology was not random but purposive. Thus, it may not be a true representation of the experiences of every member of the studied community. A delimitation of this research was the number and choice of participants to study. I interviewed and observed 11 teachers. These teachers were taken from the senior secondary school (Grades 10 to 12). Furthermore, just one school was studied. This

limited number of teachers and school studied makes it unwise to generalize the findings of this study to other schools.

My personal interest, arising from my professional experiences at the secondary school level (as a subject teacher, class teacher, chaplain, and principal), in the field of academic motivation could be a source of bias. Similarly, my exposure to theories of academic motivation, especially the self-determination theory (Ryan & Deci, 2000), could be a potential bias.

With the above in mind, I do not generalize the findings of this research to apply to a large population beyond the studied school. Also, I bracketed myself (Chan, Fung, & Chien, 2013; Moustakas, 1994) throughout the research and engaged in reflexivity (Primeau, 2003) to ensure transparency and equip those reading the research with the details they need to make informed decisions about the research. I relied on the perceptions of those interviewed, and strove to present their perceptions accurately. I employed triangulation (Primeau, 2003) in the data collection process by collecting data from multiple sources.

Leader's Role and Responsibility in Relation to the Problem

Leadership is important in this study. Leadership is “the ability to influence a group towards the achievement of a vision or set of goals” (Robbins & Judge, 2016, p. 192). Chris Lowney (2003) and Haslam, Reicher, and Platow (2011) emphasized the need for a leader to influence his or her followers towards achieving a goal. Chris Lowney, (2017), basing himself on the Jesuit charism and Ignatian principles, argued that leadership is more effective when a leader empowers the followers to lead themselves. In this sense, an effective leader is not only able to influence followers towards the

actualization of the organization's goals but also able to empower these followers to be leaders as well. The transformational leader is both able to influence their followers to achieve an organization's goals, and also mentor them into becoming leaders as well (Bass, 1990; Johnson, 2015).

The transformational leader influences, encourages, mentors, empowers and motivates followers to lead themselves and achieve the goals of the organization (Bass, 1990; Johnson, 2015). Transformational leadership is the kind of leadership style needed to implement effective and contextually relevant motivational teaching practices in a secondary school. This is because the school administrator cannot be in every classroom. It is more effective if the administrator mentors, empowers, and encourages the teachers to implement the necessary teaching practices on their own in their classrooms.

An organization cannot be effective if its leadership cannot anticipate, appropriately assess, comprehend, manage, and implement adequate change initiatives in the organization (Burke, 2014; Robbins & Judge, 2016; Schein, 1977). Because the implementation of the research findings involves leading change, a transformational leader is needed since he or she communicates well and is both persuasive and collaborative (Johnson, 2015). Robbins and Judge (2016) highlighted the importance of trust in leading change. Transformational leaders are known to have high moral standards, and this makes them trustworthy (Johnson, 2015). Moreover, this leadership style is not only effective in encouraging, persuading, and motivating the school community to implement needed change, it is also more effective in creating the necessary school environment that encourages and sustains this change (Johnson, 2015).

Johnson (2015) explained, furthermore, that transformational leaders are likely to be effective in more diverse cultures.

Significance of the Study

The academic motivation of students enhances the wellbeing and academic improvement of students (Deci & Ryan, 2008, 2012; Fortier, Vallerand, & Guay, 1995). The way in which teachers teach and relate to their students can motivate students (Frelin, 2015; Guay et al., 2008; Haselhuhn et al., 2007). When students are motivated, they are less likely to drop out of school or engage in undisciplined behaviors (Mukhwana, 2013; Ryan & Powelson, 1991). Motivated students enjoy better wellbeing because they are less stressed, less anxious, and more likely to enjoy the academic experience (Leal, Miranda, & Carmo, 2013; Deci & Ryan, 2012). Such motivated students are more likely to achieve more academic success, thus ensuring that the huge investment in private secondary education yields positive results (Efanga & Idante, 2014; Guay et al., 2008; Ogbiji & Ogbiji, 2014).

Trumbull and Rothstein-Fisch (2011) argued that academic motivation is culturally determined. Guay et al. (2008) asserted that “students' motivational profiles are context-sensitive” (p. 236). Deci and Ryan (2012) agreed that context plays an important part in the academic motivation of students. Therefore, academic motivation is not only culturally determined, but also influenced by a student's context. Núñez and León (2015) recommended more “Cross-cultural studies” (p. 279) on aspects of motivation (autonomy support) on students and their persistence in different countries. Also, although teachers play an important role in the academic motivation of a student (Frelin, 2015), Hardré and Sullivan (2008) explained that teachers lack systematic ways

to diagnose and implement motivational teaching strategies. Secondary school is of particular interest because there is a decline in the academic motivation of students in secondary schools (Haselhuhn et al., 2007). Although parents have a lot of influence on the academic motivation of students in secondary school, teachers have the capacity to motivate students when familial and contextual factors undermine their academic motivation (Bleeker & Jacobs, 2004; Burkam & Smerdon, 1997; Hardré & Sullivan, 2008).

Thus, this study is important because its findings add to scholarly research in the field of academic motivation and improve the practice of teaching and learning in the studied secondary school. Its findings respond to the need for educational research from more diverse contexts and cultures. This research also enriches the existing theories of academic motivation, like self-determination theory, by providing data on the influence of diverse contexts on academic motivation.

The research findings from this study enhances the practice of secondary education in the studied school by identifying motivational teaching practices that are perceived to help students improve academically. It also identifies context-specific practices and values that encourages the motivation of students and help them improve academically. This research helps improve students' wellbeing. Finally, this research helps the school leadership improve their academic policies for effective teaching and learning.

Reflections of the Researcher

The field of motivation has been personally fascinating. My fascination with motivation in general began with my professional practice in the field of secondary

education. My involvement with staff recruitment made me wonder what attracts teachers to our school and why some remain while others leave. My interaction with Grade 7 students at our highly competitive school, and my realization of the discipline, personal efforts, and sacrifices these students made to succeed made me appreciate the importance of the personal efforts and motivation of individual students in achieving success. My experiences of teaching religion and civics made me realize how much improvement students can record when they are determined and motivated to put in more effort to succeed. I, in my experiences as a teacher, and a class teacher, have also experienced the important roles teachers, mentors, counselors, and school administrators play in helping individual students improve behaviorally and academically.

Summary

The importance of secondary education in Nigeria, the decline in the public-school system, the increase and proliferation of private schools makes it pertinent to ensure that students in these private schools are helped to improve academically. Also, the decline in academic motivation of students in secondary schools, and need for more research on academic motivation of students from diverse contexts made this an important research. Students benefit when their teachers are able to motivate them with appropriate teaching practices.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This research is on the teaching practices that Nigerian teachers perceive to motivate secondary school students to improve academically. This chapter presents relevant literature that provided a rationale for this study. It begins by reviewing literature on the concept of academic motivation. This is followed by a presentation of significant theories of academic motivation that are relevant to our study and goes on to highlight the importance of contexts in the academic motivation of students. This literature review also highlights the importance of academic motivation for student learning and wellbeing, and the significance of teachers in the academic motivation of secondary school students. These provide rationale for this study. Building on relevant literature, this chapter also assesses the transactional and transformational leadership theories. It highlights transformational leadership as a relevant leadership style that will encourage the use of motivational teaching strategies that enhance academic improvement in a secondary educational setting.

Academic Motivation

There are many definitions of academic motivation, but the shades of meaning are not very distinct from each other. Many scholars see academic motivation as that energy, zeal, or force that drives one to pursue an academic goal or end. Deci and Ryan (2000), Astuti (2013), Opara and Agbakwuru (2014) highlighted the sense of energy that drives one to achieve a goal. When the goal is directed towards an academic end, it becomes academic motivation (Leal et al., 2013). Hardré et al. (2006) define it “as the positive emotionality, effort and engagement that students exhibit in the formal context of the

secondary school setting” (p. 200). Leal et al.’s (2013) definition also listed some characteristics and effects of academic motivation. They noted, as well, that academic motivation is characterized by the time spent on academic endeavors, academic accomplishment, and the satisfaction and wellbeing gained from the engagement in these academic endeavors. Thus, as was noted in the previous chapter, for this study academic motivation is defined as the energy that drives students to engage in their academics, put in effort towards achieving academic goals and success in their schools, and the positive emotional disposition that makes them behave properly in school.

Importance of Students’ Academic Motivation

The study of students’ motivation is important for educational endeavor because of its numerous positive effects. Walkey, McClure, Meyer, and, Weir (2013), in their quantitative study of 3,790 New Zealand students’ perception of achievement in a standardized test, demonstrated that students’ perception of their level of motivation was similar to their achievement in that test. They recommended the need to develop means of motivating students academically. Likewise, Walkey et al. (2013) demonstrated that motivated students with high academic aspirations achieved better academically. Students who have low expectations, and students who have no expectations (or minimal motivation) achieved poorly. Walkey et al. (2013) recommended that schools should have high but achievable expectations for their students. Furthermore, their studies noted that students’ positive relationships with their teachers are positively related to students’ academic achievement. Similarly, Fortier, Vallerand, and Guay (1995), employed quantitative analysis using structural equation modeling to test the effects of the antecedents of motivation (competence and autonomy) on the academic motivation and

academic performance of sixty-three Grade 9 French-Canadian high school students from Montreal; they affirmed a connection between academic motivation and academic achievement. They inferred from their research “the importance of autonomous forms of academic motivation in the prediction of successful educational outcomes such as school performance” (p. 269). Also, Linnenbrink and Pintrich (2002) explained that motivated students, as reflected in their self-confidence, “work harder, persist, and eventually achieve at higher levels” (p. 315). Such students are also more inclined to seek and take more challenging classes (Linnenbrink & Pintrich, 2002). Furthermore, Eccles, Wigfield, and Schiefele (1998) and Eccles and Wigfield (2000) explained that there is a decline in the academic motivation of students in secondary school (transition into middle school and high school). This also makes the study of teaching practices that enhance academic motivation of secondary school students relevant and useful.

Teachers, Teaching Practices, and Academic Motivation

Teachers and their teaching practices play important roles in the academic motivation of students. Banerjee, Stearns, Moller, and Mickelson (2017) argued that teachers play the most important role amongst in-school factors that influence students’ achievement. Similarly, in a qualitative multiple case study of two teachers in English language classes from two dissimilar Indonesian secondary schools, Astuti (2013) affirmed that “teachers themselves are one crucial aspect in boosting the students’ motivation in learning the language” (p. 28). Their findings noted that teachers motivated students by their practices (how they prepared and delivered their lessons), and by their attitudes (how they related with the students). An important aspect of the attitudes of teachers is their beliefs. Teachers’ beliefs in their self-efficacy in teaching

affect their students' achievements in mathematics and language studies (Bandura, 1993). The collective efficacy beliefs of teachers in a school can influence the school culture and students' academic improvement (Bandura, 1993; Purkey & Smith, 1983). Similarly, in a quantitative study of 96 teachers from 15 high schools in the United States of America concerning their students' motivational needs and the strategies they used to respond to those needs, Hardré and Sullivan (2009) found that teachers were effective in motivating students when their strategies "focus on internal characteristics" (p. 12). Such effective teachers perceive their success to be linked to their relationship with their students, and to their capacity to link education to the values that students hold. Furthermore, this research found that the motivational strategies teachers used effectively predicted the supportiveness of their classroom environment as either internal or external (internal being more autonomy supportive than external). This study adds to the research on academic motivation by establishing "what characteristics influence the development of teachers' classroom environment" (Hardré, & Sullivan, 2009, p. 13).

Legault, Green-Demers, and Pelletier (2006) demonstrated that teachers influence the academic motivation of students through effort beliefs (by communicating beliefs that students' efforts can produce positive results), ability beliefs (communicating beliefs that students have the ability to achieve better), and task interest (teaching in such a way that students find interesting). On the other hand, parents and friends reduce students' amotivation by affiliation and values (values is the belief that academics is valuable or useful). Burkam et al. (1997) demonstrated that teaching practices that are practical and relevant to students' life experiences and encourage group work and personal discovery, can motivate students to learn better.

Teachers' Perceptions and Academic Motivation of Students

It is important to study the perception of teachers about what motivates their students academically. This is because the perceptions of teachers and students can be similar in regard to the teaching strategies that motivate students academically, even when they differ in their perceptions about who influences the academic motivation of students, and to the extent of that influence (Hardré & Sullivan, 2008; Hardré, Sullivan, & Roberts, 2008). Similarly, teachers adopt teaching strategies based on their beliefs and perceptions of the locus of the source of students' academic motivation (Hardré et al., 2006). When the locus of motivation is perceived to be intrinsic, teachers adopt intrinsic motivators like "relevance, aspirations, relatedness, value perceptions, and meaningfulness" as their strategy (Hardré et al., 2006, p. 2070). But when teachers perceive that the locus of motivators is extrinsic, they adopt rewards, "grades, timeouts and detentions as their strategy" (Hardré et al., 2006, p. 2070). The perception of teachers about their capacity to motivate students can also influence the teaching strategies and practices adopted by teachers (Hardré et al., 2006; Hardré & Sullivan, 2009; Skinner & Beloment, 1993). For instance, the teachers' perception of a student as being someone whom teachers "can't influence" (Hardré et al., 2006, p. 2072) can affect teachers' strategies.

Also, a student's setting (inside the classroom, outside the classroom, alone, with peers, respect for the student, etc.) and teachers' perceptions about the nature and amount of motivational influences on a student affect the strategies they (teachers) use to motivate disengaged students (Hardré et al, 2006). Their teaching strategies and practices, in turn, influence students' academic motivation. Students' motivation also

influences teachers' perceptions about how effective they are as teachers (Hardré et al., 2006). Skinner and Belmont (1993) demonstrated that the behavior of students in the classroom, their academic motivation, actually influenced the teaching strategies the teacher adopted. Unmotivated students may prompt teaching practices that further undermine their academic motivation, while motivated students elicit teaching practices that further enhance their academic motivation (Skinner & Belmont, 1993). However, based on an analysis of quantitative data, in the context of a classroom, there is no direct connection between the perceptions of a teacher and the teaching strategies the teacher employs since "teachers are simply employing all strategies in a shotgun approach" (Hardré & Sullivan, 2008, p. 2072).

Relevant Theories of Academic Motivation

There are many theories of academic motivation. Meece, Anderman, and Anderman (2006) explained that in educational research "motivation theories are most often used to explain students' activity choice, engagement, persistence, help seeking, and performance in school" (p. 489). Some of the theories that relate to our discussion are the self-efficacy theory, the goal theory, expectancy-value theory, and the self-determination theory (SDT).

Self-efficacy Theory

The self-efficacy theory of academic motivation holds that students' beliefs about their capacity to learn influences their learning and the academic achievements they desire and affects their academic motivation (Bandura, 1993). Bandura (1977) explained that people are motivated to engage in activities or actions they believe that they can accomplish successfully and to avoid activities they believe they cannot complete

successfully. Bandura (1977) also explained that perceived self-efficacy affects the choice of activities and the amount of effort people devote to activities. Bandura and Barbaranelli (1996) explained that the self-efficacy and academic achievement beliefs of parents do influence the efficacy and academic achievement beliefs of their children. These in turn, can enhance academic achievements. Similarly, Bleeker and Jacobs (2004) demonstrated that the self-efficacy beliefs of mothers about their children's abilities at sixth grade have long-term effects on these children's self-efficacy beliefs and career choices even beyond high school.

Goal Theory

The goal theory of motivation sees human behavior as directed toward achieving certain goals in life (Meece et al., 2006). One aspect of the goal theory is achievement goals which focus on the academic application of the goal theory. Achievement goals emphasize "students' intentions or reasons for engaging, choosing, and persisting at different learning activities" (Meece et al., 2006, p. 490). Achievement goals could be mastery goal oriented or performance goal oriented. These goals could be oriented towards learning for its own sake (mastery goal), or oriented towards meeting standards (performance goals; D'Elisa, 2015). Greene, Miller, Crowson, Duke, and Akey (2004) argued that the goal structure of a classroom (either mastery oriented or performance oriented) affects the achievement goals of high school students (either as performance or mastery goal oriented). Teachers and their teaching practices play critical roles in the goal structure of the classroom and their students' adoption of mastery or performance goals (Ames, 1992). Mastery goals are linked to sustained academic motivation and positive academic outcomes like sustained effort, meaningful learning, and academic

achievement (Ames, 1992). Performance goals seek comparison and competition with others (Ames & Archer, 1988). Satisfaction and accomplishment are derived from a sense of being better than others and “surpassing normative performance standards” (Meece et al., 2005, p. 490).

Expectancy-value Theory

The expectancy-value theory, as discussed by Atkinson (1957), tried to understand the achievement choices of individuals with respect to expectations or experiences of success and failure (Atkinson, 1957). Eccles and Wigfield (2000) explain that in education the expectancy-value theory of academic motivation describes the perception that academic motivation (especially with respect to achievement and achievement motivation) is related to the expectation of success in a task and to the value of the task. The distinction between expectancy and value beliefs begins quite early in children (Eccles & Wigfield, 2000). Eccles et al. (1983) note that this expectancy-value theory “focuses on individual differences in the motive to achieve and on the effects of subjective expectancy on both this motive and the incentive value of success.” Eccles et al. (1983) argue that expectancy of success at an activity and the value of the activity to a student are the most immediate determinants of choice and persistence. Expectancy for success describes students’ current beliefs about their capacities to succeed at a task in the near or distant future (Eccles et al. 1983; Wigfield & Cambria, 2010). The value of a task includes the importance, inherent interest/enjoyment, utility, and cost of the task to the student (Cook & Artino, 2016; Eccles & Wigfield, 2000). Furthermore, both the expectation of success and the value of a task are influenced by other “psychological, social and cultural determinants” (Wigfield & Cambria, 2010, p. 36; also see Eccles et

al., 1983). Self-efficacy theorists differ from expectancy-value theorists because self-efficacy theorists assess students' belief about their competence/abilities in performing a task, while expectancy-value theorists assess students' beliefs about their expectation of success in a domain in general, not just an activity, and their perception of how they believe they compare to other students in that domain (Wigfield & Eccles, 2000).

Self-determination Theory

The self-determination theory (SDT) asserts that academic motivation is linked to the satisfaction of the basic psychological needs of autonomy, competence, and relatedness (Deci & Ryan 2000; 2012; Ryan & Deci, 2000). Autonomy describes the desire to freely actualize oneself through self-generated, free action. Competence is the need to be effective or good at what one does. Relatedness describes the desire for human relationships and connection. Our motivation can either be intrinsically located or extrinsically located depending on how autonomous our motivation is (Deci & Ryan, 2000; Ryan & Deci, 2000). The more autonomous, the more intrinsic, the more self-determined our motivation is, the more we experience positive outcomes of wellbeing and effectiveness (Deci & Ryan, 2008; Ryan & Powelson, 1991; Ryan & Deci, 2000). Autonomy and self-determination enhance academic achievement in schools (Ryan & Powelson, 1991). Teachers who encourage autonomy, competence, and relatedness enhance the wellbeing and academic achievement of students (Ryan & Powelson, 1991). Deci, Schwartz, Sheinman, and Ryan (1981) demonstrated that autonomy supportive teachers enhanced the academic achievement and wellbeing of their students. Students of such autonomy-supportive teachers exhibited more mastery, and competence, and felt better about themselves than students of teachers that lacked autonomy-supportive

approach to teaching. Similarly, Grolnick and Ryan (1989) demonstrated that the autonomy support of parents has an effect on students in school. The autonomy support of parents and of the students' home environment is related to teachers' report of students' competence, their adjustment in school, and their academic achievements as reflected in the students' grades in standardized tests.

The foregoing demonstrates the importance of the autonomy support of adults on the competence and wellbeing of students. However, it should be noted that this research was based on findings with elementary school children (Grolnick & Ryan, 1989). Flink, Boggiano, and Barrett (1990) demonstrated that when teachers are pressured to complete their curriculums, or teach to make students pass some standardized tests, they use teaching practices that undermine autonomy of students. Reeve, Bolt, and Cai (1999) identified teaching practices that are autonomy-supportive as those that encourage choice, focus on student learning, and allow the initiative of students in the learning process.

Self-determination Theory and Contexts

Self-determination theory asserts that social contexts influence academic motivation. Ryan and Deci (2000) explained that "Self Determination Theory is specifically framed in terms of social and environmental factors that facilitate versus undermine intrinsic motivation" (p. 58). Ryan and Deci (2000) noted that social contexts could be proximal (family, work-group, etc.) or distal (neighborhood, culture, etc.). The more the context produces the conditions that enhance intrinsic motivation through support of competence, relatedness, and autonomy, the more internalized even an extrinsic motivation becomes. They explained that this is possible because these contexts produce meanings that help us accept and internalize otherwise extrinsic motivators

(Ryan & Deci, 2000). The more internalized and accepted they are, the more autonomous these extrinsic factors become for an individual. This is important, not just for education but for the transmission of culture and shared values in society (Ryan & Powelson, 1991).

Similarly, Ryan and Powelson (1991) agreed that learning and academic motivation are facilitated by social interaction between teachers, adults and students. They explained that humans had for centuries before the institutionalization of education, learned in social contexts that allowed for exploration, valuable and meaningful learning, and the supportive relationship of the family and community contexts. Autonomy and relatedness's supportive approaches to learning in our academic institutions encourage this natural approach to learning.

Scholars disagree on the universalization of the positive outcomes of self-determination. Deci and Ryan (2008) asserted that "research in a variety of countries, including some cultures with collectivist, traditional values and others with individualist, equalitarian values, have confirmed that satisfaction of the needs for competence, autonomy, and relatedness do indeed predict psychological wellbeing in all cultures" (p. 184). Hardré and Sullivan (2008), in a mixed method research of 75 teachers from 19 rural Southwestern American public high schools, discovered that these rural teachers did not perceive that autonomy-supportive motivational strategies enhanced the "productive goals" (p. 2071) or academic motivation of students. Trumbull and Rothstein-Fisch (2011) agree with Deci and Ryan that contexts and cultures affect academic motivation. They differ because they contend with this theory's assertion that self-determination through autonomy, competence, and relatedness are perceived in a similar way and

produce the same effect in Western as well as non-Western cultures. They argued that the perception of achievement, an intrinsic versus an extrinsic motivation, individual versus social reasons for motivation, the perception of competence, and the perceptions and significance of relatedness and autonomy for motivation are culturally related.

SDT presupposes that the basic psychological need for competence, which is supported by positive feedback, can enhance the academic motivation of students and produce positive outcomes of wellness and effectiveness. Heine, Kitayama, and Lehman (2001), in their qualitative study of the compensatory self-enhancement behaviors of 60 Canadian university students, and 77 Japanese students, concluded that the Japanese students were more receptive of negative feedback than their Canadian counterparts. They linked these differences to divergent cultural values that emphasize the self (Canadian culture) in contrast to those which do not (Japanese culture).

Similarly, Markus and Kitayama (1991) argued that some cultures are more oriented to the self than others. This orientation to the self “can influence, and in many cases determine, the very nature of individual experience, including cognition, emotion, and motivation” (Markus & Kitayama, 1991, p. 224). They explained that while Asian cultures emphasize relatedness, fitting in, social harmony, and attending to the needs of others, American culture emphasizes the value of maintaining “their independence from others by attending to the self and by discovering and expressing their unique inner attributes” (Markus & Kitayama, 1991, p. 224). They argued that American and most Western European cultures perceive the self as independent, but Asian, Latin American, and African cultures perceive the self as interdependent (Markus & Kitayama, 1991). Markus and Kitayama (1991) contended that this divergent perception of the self affects

motivation, cognition, and emotion. For them, the construction of the self, as independent of contexts is, for many cultures in the world, limited. They noted that the “autonomous” (Markus & Kitayama, 1991, p. 226) is founded on this independent concept of the self. However, in the dependent, “*sociocentric, holistic, collective, ensembled, constitutive, contextualist, connected, and relational*” (Markus & Kitayama, 1991, p. 227) concept of the self, individuals are more fully human in relationship with their context. Hence Adeyemi and Adeyinka (2003) argued that a strength of the African traditional educational system was that “young people acquired a communal rather than an individualist outlook. Education was instrumental in helping people to subordinate their personal interests to those of the wider community and to appreciate the values, norms, and beliefs of their society” (p. 437).

Trumbull and Rothstein-Fisch (2011) cautioned against the universalization of the outcomes of self-determination without further research in diverse cultures. They explained:

[A]chievement motivation researchers [should] persevere with efforts to deepen our understanding of what motivates students – in particular, efforts to examine how cultural differences and educational responses to them are associated with different patterns in achievement motivation as well as academic achievement. (Trumbull and Rothstein-Fisch, 2011, p. 47)

Schulz and Rubel (2011) explained that the voices and perspectives of students are not heard in educational research. They pointed out that neglecting their experiences and cultural values can lead to their alienation, demotivation, and indiscipline. They recommended that “Future research that focuses on the student perspective and giving

voice to the collective experience can provide a sense of empowerment for students” (Schulz & Rubel, 2011, p. 296). Thus, this research is important because it is being held in a non-Western culture to explore the perception of teachers about the motivational teaching practices that they believe help students improve academically. Its findings adds to the understanding of teaching practices in diverse cultures and contexts that enhance the academic motivation of students.

Leadership Styles of School Administrators and Job Satisfaction of Teachers

There are different types of leadership styles. Leadership styles have direct effects on organizational culture and the job satisfaction of workers (Aydin, Sarier & Uysal, 2013; Bandura, 1993; Bass, 1990). It is cost effective for the leadership of organizations and their organizations to invest in the motivation of their staff (Staikovic & Luthans, 1997). People are encouraged to work and remain in an organization if they enjoy the social environment of the place where they work (Harter, Schmidt, and Hayes, 2002). Harter et al.’s meta-analysis of 7,939 business units and 36 companies affirmed the relationship between job satisfaction and effectiveness.

Bernard Bass (1990) discussed transactional and transformational leadership styles and affirmed the superiority and effectiveness of the latter. He explained that transformational leaders are effective because they are charismatic, may be able to meet the emotional needs of their employees, and are able to stimulate them intellectually (Bass, 1990). Such transformational leaders are able to influence their staff because they are trustworthy, care for and mentor their staff, and are able to help their staff find new ways of dealing with challenges. Transformational leaders are able to create positive work environments and the job satisfaction of their workers.

Aydin et al. (2013) studied the effects of school administrators' leadership styles (transformational, transactional, and laissez faire) on the organizational commitment and job satisfaction of teachers. Like Bass (1990), they described transformational leaders as leaders who care for their followers, and mobilize their efforts to meet existing needs and their potentials (Aydin et al., 2013). Transactional leaders are task-oriented managers, who design work schedules, direct their followers to accomplish these tasks, and reward or punish them based on their meeting the tasks and goals of the organization (Aydin et al., 2013). The laissez faire leader avoids taking leadership responsibility, does not interact with or give feedback to staff, and is not interested in their professional growth and development (Aydin et al., 2013). The findings of Aydin et al (2013), based on a metaanalysis of 12 studies done in Turkey between January 1, 2005 and December 31, 2010 were that the leadership styles of school administrators have effects on the organizational commitment and job satisfaction of staff. Their study particularly showed that transformational leadership styles of educational leaders have positive relationships with the job satisfaction and organizational commitment of teachers (Aydin et al., 2013).

Teachers' job satisfaction in turn has a positive influence on students' learning and achievement in elementary schools (Banerjee et al., 2017). This is not surprising since teachers affect students' academic achievement and improvement (Nye, Konstantopoulos, & Hedges, 2003). The teachers' beliefs and sense of efficacy play important roles in this (Banerjee et al., 2017). Transformational school leaders have been shown to foster the academic achievement of previously underperforming rural schools through high expectations from all and the improvement of collaboration in the school community (Masumoto & Brown-Welty, 2009). Collaboration is fostered by trust

(Tschannen-Moran, 2001). Trust and high expectations, according to Bass (1990), are important features of a transformational leader. Thus, transformational leadership can provide the enabling environment for the academic motivation of teachers and academic improvement of students.

Summary

The literature review demonstrated the importance of academic motivation for student learning and welfare. It also pointed out the significance of teachers, the importance of their perceptions, and the importance of their teaching strategies for the academic motivation of students. The literature review highlighted the importance of context in the academic motivation of students. The decline of academic motivation in secondary school, and the need for studies in academic motivation from diverse cultures and contexts provided reasons to study and understand the teaching strategies teachers perceive as helpful in assisting students to improve academically. Furthermore, the literature review presented transformational leadership as an appropriate leadership that creates a conducive environment for teaching and learning that academically motivates students. Such leadership ensures effectiveness in implementing these motivational teaching strategies in the diverse classroom contexts in which teachers find themselves because it relies on collaboration, mentorship, and high expectations from the school community.

CHAPTER THREE: METHODOLOGY

Introduction

This chapter presents the research methodology used to explore the Dissertation in Practice topic. It describes the methodology utilized and gives reasons for its adoption as well as presenting an overview of the data collection and analysis process. It also discusses the place of leadership in this research and the relevant ethical concerns faced in the implementation, analysis, and presentation of this research. It ends with the researcher's personal reflection on the adopted methodology.

Purpose of the Study

The purpose of this qualitative study was to explore the perceptions of teachers on the motivational teaching practices that enhance academic improvement for students at a Southwestern, Catholic, urban Nigerian secondary school.

Aim of the Study

The aim of this study was to encourage student learning and academic improvement by recommending formation programs in motivational teaching practices for teachers. It also aimed to improve educational policy by recommending to the school leadership cost-effective practices that enhance the academic motivation of students.

Methodology

The research used a phenomenological approach (Moustakas, 1994). That is, I adopted philosophic phenomenology's "intense exploration of perception to reach understanding" (Donalek, 2004, p. 516). Manen (2017) described phenomenology as "the study of the primal, lived, prereflective, prepredicative meaning of an experience" (p. 776). I adopted the empirical and transcendental phenomenological approach of

Moustakas (1994), which builds on the foundation of philosophic phenomenology by emphasizing the importance of empirical experience in research (Manen, 2017).

Moustakas (1994) defined empirical phenomenology as “a return to experience in order to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essences of the experience” (p. 12). In my research concerning the perceptions of a phenomenon, motivational teaching practices that help students improve in a non-Western context, phenomenology provided a methodology that allowed me to explore people’s perceptions of this experience within their context so that I might learn from their experiences to better understand their perceptions of the studied phenomenon (Núñez & León, 2015).

Phenomenology provided a methodology and a rationale for exploratory research. Phenomenology provided a rigorous methodology for carrying out this academic research. This was not unconnected with this methodology’s influence by postpositivism (Creswell & Joth, 2018). Phenomenology’s process of data collection and analysis is both systematic and rigorous (Colaizzi, 1978; Moustakas, 1994). With its emphasis on epoche and phenomenological reduction (bracketing, horizontalization; Dowling, 2007; Moustakas, 1994, p. xii), phenomenology provided a rigorous methodology that enhanced the validity and credibility of qualitative research (Patton, 1999). Epoche, as a methodology in phenomenology, helps the researcher avoid prejudgments so that he can attend to an experience in a fresh and new way. This was quite useful in data collection (interview and observation).

Bracketing, horizontalization, and reflexivity are some methodologies in phenomenology that encourage better data collection and analysis. Bracketing ensures

that the experiences of the research participants are presented without the influence of the researcher's previous knowledge, perceptions, perspectives, and experiences influencing the data that was collected (Chan et al., 2013). However, van Manen (2015), like Heidegger before him (Dowling, 2007), doubted the feasibility of bracketing. Nonetheless, the phenomenological quest to ensure that the experiences of the research participants drive the research made me to put aside my prejudgments through bracketing. Horizontalization encouraged me to take each perspective, perception, and statement seriously (Moustakas, 1994). Reflexivity, which is presupposed by phenomenology, ensured transparency by seeing that my decisions, choices and perspectives that might indirectly affect the research were made explicit so that the reader could make an informed decision about the research method and outcome (Primeau, 2003; Creswell & Creswell, 2018).

Phenomenology thus presented me with a rationale for engaging in this research. It enabled me to study, in a fresh, new, and unique way, the lived experiences of my research participants in regard to teaching practices that motivate students to improve academically. It allowed the unique experiences of teachers in this non-Western context to drive this research. The freshness, uniqueness, and originality of their experiences provided new insights that contributed to the field of academic motivation in secondary schools. This approach allowed for a more inductive research that permitted the participants to drive the research and generate the outcomes of the research with respect to their experiences of the concept and phenomenon studied. This is because the transcendental phenomenological approach allowed for "Epoche" (Moustakas, 1994, p. 32).

The Research Setting

The setting of my research is a coeducational boarding and day Catholic secondary school in a Southwestern Nigerian city: Saint Patrick Catholic Secondary School (pseudonym). The National Bureau of Statistics (2017) estimated that the population of Nigeria in 2016 was about 193 million people, and Southwestern Nigeria (Ekiti, Lagos, Ogun, Ondo, Osun and Oyo) was about 38 million people. A 2018 analysis estimated that about 62% of the Nigerian population was aged 24 years and below (CIA Factbook, 2018).

The Catholic church is the private owner of Saint Patrick Catholic Secondary School (SPCSS). The origin of Saint Patrick Catholic Secondary School can be traced to the lack of access to schools in its environs. The traditional leadership of the community needed a secondary school in their community and approached the Bishop to establish a school for them. The Bishop accepted the request on the condition that the community provided the land. A family, although Muslims, offered their land for the establishment of the Catholic secondary school. Fr. Patrick Cuomo (pseudonym), the local pastor, formally opened a center for mass at the site. Saint Patrick's was subsequently established in the 1990s with the approval of the Bishop, under the leadership of Fr. Patrick Cuomo. Fr. Cuomo raised substantial funds to erect the foundational buildings of the new institution; he also employed its first principal to run the school.

SPCSS is one of the secondary schools privately owned by the Catholic church. It began as a humble parish and neighborhood coeducational secondary school with 232 students. Six years later, the school was overpopulated with about 1,800 students. In the 2017/2018 academic year, there were about 800 students (over 400 males, and less than

400 females), and about 100 teaching staff. In the last 26 years, and with consistent material and personnel investment in the school by benefactors, Saint Patrick's has become quite developed with significant facilities even for boarding students. This development has also resulted in better academic outcomes. Thus, the school has become one of the most sought after Catholic secondary schools in the region. The improvement in Saint Patrick's and the competition to be admitted to Saint Patrick's has also come with a price for the parish and neighborhood; Saint Patrick's has become less of a neighborhood and parish school because of the financial requirement to attend this school, and the competitiveness of its entrance examination. Most parishioners and members of the immediate community, who are not that financially buoyant, cannot afford to educate their children at SPCSS. As a response to this need, the school is currently building an endowment fund for promising but indigent students.

The organizational structure of SPCSS is straightforward. SPCSS is run by the Board of Governors under the chairmanship of the administrator of the school. The Board is advisory on policy matters concerning SPCSS. The administrator is the CEO of the school, tasked with the implementation of the policies of the school, the general administration of the school, and management of the annual budget. The administrator also oversees fund drives and the overall maintenance of the school facilities. The deputy administrator assists him. The deputy administrator assists him especially in fundraising and public relations. The deputy administrator also assists in university placement, and acts as the staff's chaplain.

Two head teachers (Junior and Senior schools) assist the deputy administrator and oversee the academic life of the school. They plan, implement, supervise and evaluate

the academic programs of the school in consultation with the relevant staffs and the administrator; they also help to motivate both staff and students. The head teachers are also members of the Board. Head teachers have assistants called assistant head teachers. The deans of faculties and heads of departments also assist the head teachers and collaborate to ensure that there is friendliness, collegiality, and cordiality among teachers in each faculty. They also work with the head teachers in implementing aspects of the academic programs of the school. The other key staff are the registrar (responsible for keeping students' records and organizing external examinations), the bursar (the financial officer of the school), the house master/mistress (who supervises the activities of staff and students in each of the four houses of the school), and the class teachers (the teachers who act as the class parent and mentor students individually and keep class attendance records of students).

Overview of the Data Collection

The population for my qualitative study was senior secondary school teachers at a secondary school in a Southwestern Nigerian city. The sample I used for my study, from this population, was 11 teachers (this number of teachers was determined by saturation). This sample was made up of teachers from the studied school whom the school's administrator and assistant administrator identified as having the experience, skill, and effectiveness in motivating their students to improve academically.

Creswell (2014) noted that phenomenology typically studies three to ten individuals. Onwuegbuzie and Leech (2007) argued that qualitative researchers select a limited number of individuals for their purposive sampling (unlike quantitative researchers) because their goal is primarily to obtain insights about a social or

educational phenomenon they are studying within a specific context. This limited number allows the qualitative researcher to obtain sufficient data, and gain depth in meaning concerning the lived experience of a phenomenon (Moustakas, 1994; van Manen, 2015). Furthermore, van Manen explained that “phenomenological research requires of the researcher that he or she stands in the fullness of life, in the midst of the world of living relations and shared situations” (p. 31). This is only possible with a limited number of research participants due to the research timeframe.

Patton (1999) explained that “Purposeful sampling involves studying information-rich cases in depth and detail. The focus is in understanding important cases rather than on generalizing from a sample to a population” (p. 1197). I therefore used a non-probability, purposive (or judgmental) sampling approach (Patton, 1999; Patton, 2002). For my research, I began by interviewing those in the leadership positions who could point me to appropriate teachers to interview because these leaders observe, supervise, and collaborate with these teachers. Moreover, these leaders assess the teachers’ teaching capacities and skills through feedback received from students, supervisors, internal and external academic assessments. Based on their recommendations, I selected senior secondary school teachers from the chosen school who were familiar with the lived experience of the phenomenon of motivation and could verbalize it. There was no need to interview more teachers because I reached saturation by the time I had interviewed these 11.

The teachers were identified through criterion sampling. Moustakas (1994) explained that in phenomenological studies, the research participant is selected if she or he has “experienced the phenomenon, is intensely interested in understanding its nature

and meanings, is willing to participate in a lengthy interview and (perhaps a follow-up interview), grants the investigator the right to tape-record... and publish the data” (p. 106). Thus, criterion sampling was used to identify teachers who were familiar with the phenomenon of academic motivation being studied, had demonstrated the ability and skill to motivate students to improve academically through their teaching practices, and also had the capacity to verbalize their experiences (Schulz & Rubel, 2011). The selection of those who met the criteria was based on the names of those proposed by the school administration. For phenomenological research purposes, they were also selected because they had experiential perception of the phenomenon studied.

I utilized different methods for collecting data in order to enhance validity through triangulation (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014). I used the perceptions of the identified academic leaders and teachers by interviewing them. I also gathered information from the school magazine, yearbook, and website. Still more, I studied Honour Rolls, addresses of the Administrator on award days, publications on the school notice-boards, etc. These helped me gather more information on the school, teachers, and the research topic. These multiple sources of data, which supported triangulation, helped me gather more trustworthy and credible information (Carter et al., 2014). To further enhance credibility and trustworthiness, I also requested feedback from the research participant during data collection and analysis (member check), kept an audit trail, and used feedback from auditors and peer reviewers (Carlson, 2010). Finally, I also observed the identified teachers in order to see their teaching practices and asked each one to give me concrete stories and instances of lived experiences of teaching practices that motivated students to improve (Moustakas, 1994;

Hardré et al., 2006). Following my classroom observations, I did not need to schedule a follow-up interview.

Data Collection Instruments

Data collection was carried out with the help of semi-structured interview questions. First, an interview protocol was used to guide the interview (Appendix B). The overarching research question was: What teaching practices do Nigerian teachers perceive to motivate secondary school students to improve academically? The protocol was influenced by already existing questions on the academic motivation of students (especially the Motivating Strategies Questionnaire/Motivating Students Questionnaire or MSQ, Questionnaire on Teacher Interaction or QTI; D'Elisa, 2015; Hardré & Sullivan, 2008; Fisher, Fraser, & Creswell, 1995). Some of these questions (which were close-ended) were transformed into open-ended interview questions. The structure of the interview questionnaire was influenced by Creswell and Poth (2018), and class notes (Hawkins & Ehrlich, n.d.). The interview protocol was important because it ensured that I was guided and remained on the topic, it also ensured that important aspects of the interview were not left out. The protocol made prompts available to lead the discussion back to the topic, when the discussion veered off topic (Leech, 2002). Also, the protocol included information about ethical concerns that were reasonable to remind the interviewee (on confidentiality, their welfare, and their contact for possible follow-up questions).

Secondly, private, comfortable, and easily assessable spaces were identified for the purpose of the interview. These spaces ensured that the interviews took place without

interruption and that the privacy and confidentiality of the conversations were guaranteed.

Thirdly, two digital devices were used for the audio recording of the interviews. One was a password-protected Apple Ipod Touch, and the other was a digital Sony recorder with easy to use erase functionality. The recorder was secured after the interview, and the interviews and observations were both downloaded into a password-protected MacBook laptop. The content on the Sony recorder was deleted to ensure confidentiality.

The interview questions focused on six main areas around the issue of motivational teaching practices that help students improve academically. First, they inquired about the teachers' educational background and teaching experiences. This question was introductory and helped ease the interviewee into the interview: "Tell me a bit about your educational background and teaching experiences?" Second, they inquired about their beliefs about the academic motivation of students in general. "What does the word academic motivation mean for you? What do you believe about the academic motivation of secondary school students? What do you believe are important factors/influences in the academic motivation of secondary school students? Why do you have these beliefs? What practices in your school do you believe influences the academic motivation of students in your classroom?"

Thirdly they inquired about the perceptions of teachers about their efficacy in diagnosing motivational needs of students. "How do you identify or know students who need to be motivated academically? Fourthly, they inquired about their motivational practices and motivational self-efficacy in the classroom. "What do you do in general

when you notice that a student lacks academic motivation? What do you do in the classroom when you notice that a student lacks academic motivation? Describe your personal experience of this and the effect of your intervention/strategy.” Fifth, they inquired about their beliefs about how a teacher should interact with students in the classroom. “How should a teacher interact with students? How do you interact with students in the classroom?” And finally, the interview will conclude with asking for any further information on the topic. “What other information do you think I need to know about your perception of motivational teaching strategies/practices that help secondary school students improve academically?”

I also gathered data through classroom visitation and field notes. I was a participant observer (Jorgensen, 1989). Jorgensen (1989) explained that “the methodology of participant observation aims to generate practical and theoretical truths about human life grounded in the realities of daily existence” (p. 13). In my class observations, I visited the classes to observe the activities, interactions and practices of the teachers, but I did not directly participate in the activities of the visited and observed classes. My participation was “overt” (McCurdy & Ulam, 2013, p. 46), the setting was “open” (Jorgensen, 1989, p. 42), and I was an “outsider” (McCurdy & Ulam, 2013, p. 48). My observation was overt because the teachers and students were aware that I was observing their classes. The observed teachers fully understood the reason for my observation, but the students did not. The setting was open because access to observe the school was not that restrictive or difficult. I was an outsider because I am not a staff or employee of the school I researched even though I am informally linked with the school since I provide informal pastoral services to the staff and students of the school as a

priest. This was helpful because it helped me build some trust and familiarity with the site.

My observation protocol (Appendix C) was influenced by already existing protocols (Creswell & Poth, 2018; Hawkins & Ehrlich, n.d.). I interviewed the teachers, and then visited their classes, both of which allowed them to get more familiar and comfortable with me before my observation. It also provided teachers with the opportunity to ask questions that they wanted to ask before the class observation. The observation enhanced the validity and trustworthiness of the collected data by highlighting congruencies and dissimilarities between teachers' perceptions as stated in the interviews and their actual practices in the classroom during observations. The "triangulation of data sources" (Patton, 1999, p. 1195) encouraged this validity. Triangulation was important here because Fisher et al. (1995) demonstrated that teachers perceive themselves to be better in their teaching practices than their students perceive them.

Study Participants

I used my network and relationships to gain access to the school and the group I needed to interview. All I needed to gain access to the school was a permission from the administrator, Rev. Mofe Michael (pseudonym); I have a personal and professional relationship with this administrator. He was aware of my program and research interest and had previously orally assured me of access to the school, staff, and students when necessary. He had also officially introduced me to the school community (students, staff, and parents) at the Mass of the Holy Spirit (the liturgical celebration that officially marks the opening of a school year). When I was ready to begin my research, I sought formal

approval from him (Appendix D), and he granted me his approval. Similarly, I knew a number of the staff on the school's Management Team. I organized an internship program for a number of these staff in the past, so I was not alien to them. Two members of the administrative team expressed interest in the outcome of my research. They explained that they would be glad to receive this report to help them improve on teaching and learning in their school.

When my proposal was approved, I processed my Institutional Review Board's (IRB) approval in May of 2018. My interviews, observation, and data collection took a month. I then carried out my field observations in June 2018, a month I chose because it was more convenient for the research participants. Between the middle of May until the school closed on the second week of July of that year, the senior secondary school teachers were more available, more accessible, and less stressed. This was because these teachers were teaching fewer periods, because the Senior Secondary 3 students had completed their secondary education by then. I carried out my data analysis from July to October of 2018.

Data Collection Procedures

I met with the administrator and his assistant and explained my research to them and listened to their recommendations. After listening to me, they recommended 16 teachers they believed had sufficient experience about academic motivation of secondary school students. These teachers, in their opinion, were effective in motivating students and their students performed well in internal and external academic assessments. I contacted some of the identified teachers. Appendix E shows the letter of invitation I sent to each of the teachers prior to meeting them. I followed the letter with phone calls

and SMS/text messages. I also relied on the administrator's and assistant administrator's in-school networks to contact the staff and schedule meetings with each of them.

The meeting with each teacher provided me the opportunity to explain the research further, to respond to their questions, and to schedule a class observation. They were neither invited to fill a form with appropriate dates and times for their interviews (Appendix F) nor handed a formal consent form (Appendix G) as was initially planned. The research participants were contacted privately to enhance confidentiality; thus, Appendix F was unnecessary. Similarly, Appendix G was not necessary because IRB did not require it.

Timeline for the Study

The timeline for my research from IRB approval to completion of my dissertation was from May 2018 to March 2019. I finalized my IRB approval in May 2018. I embarked on my interviews in June 2018, and did my data analysis from July to October 2018. My data analysis provided me information and questions that guided me to embark on more specific literature reviews. It helped me do more literature reviews on the theories of academic motivation, the role of context in the academic motivation of students, and the effect of discipline on academic motivation on students. Thus, I carried out further literature review from September to October 2018. I put the finishing touches to my final dissertation between November 2018 and February 2019. With the approval of my chair, my dissertation was ready in March 2019.

Data Collection: Finance

The major expense on my data collection was the purchase of software, and the payment for transcription services. I used MAXQDA Analytical Pro for my

qualitative data analysis at the cost of \$115 (MAXQDA, 2018). Similarly, to help transcribe the recorded interviews, I used paid indigenous transcription services in Nigeria. This was because they had a better understanding of the Nigerian linguistic expressions and patterns. The cost of transcription was about \$100. The purchase of a digital recording device cost \$46. Thus, I spent \$261 directly for this research.

Data Analysis

The data analysis was guided by procedures recommended by Moustakas' (1994) approach to analyzing phenomenological data and by insights on analyzing participant observations by Jorgensen (1989). I made use of a series of steps to analyze the data. First, I created a separate MS Word document for each interview, with the help of indigenous Nigerian transcribers who converted the audio interviews to written documents. Second, I then transferred each document into MAXQDA for analysis. Third, I subsequently listened to each interview and compared the recordings to the transcripts in order to ensure they were accurate. This also helped me to get familiar with their main content and ideas and to generate codes around the research question. Similarly, I reviewed the corresponding field notes to get familiar with their main ideas also and generated codes around the research question. Fourth, with the help of MAXQDA I identified codes relevant to the research question across the 11 interviews, and grouped them. Fifth, I crosschecked the groups of codes several times to avoid repetition. Sixth, I also relied on peer feedback and feedback from the research participants or co-researchers in my data analysis (Creswell & Poth, 2018). During the participant validation and member checking, I shared select quotes with the associated meaning and asked for input. The participants strongly affirmed the accuracy of the

codes but were concerned about their grammar and how they would appear in print. I accommodated their concerns without changing the meaning of their statements.

Seventh, I generated themes, cognizant of feedback received from research participants and peer reviewers.

Leadership Roles in Data Collection and Analysis

At this stage of data collection and analysis, collaboration and sincerity were necessary leadership attributes for data collection and analysis. Collaboration, here, involved genuinely cooperating and consulting with others (especially the research participants and administrators) and giving the perspectives of others the serious attention they deserved in the decision process needed to arrive at a common goal (Tschannen-Moran, 2001). Tschannen-Moran (2001) asserted that when school leaderships foster collaboration, they enhance excellence in their schools. Kotter (1995) similarly pointed out the need to build an influential team that works together to effect any meaningful and sustainable transformation in an organization. Collaboration and effective teamwork presuppose trust, and trust is one of the main attributes of transformational leadership (Bass, 1990; Tschannen-Moran, 2001). The administrator, the assistant administrator, and the administrative team collaborated with me in seeing that the research was carried out successfully. This involved meaningful conversations, clear communication, teamwork, and trust. The assistant administrator was particularly helpful in facilitating smooth collaboration and networking with the other members of the academic leadership of the school and the participants in the research, to ensure that there was seamlessness in the implementation of the research.

Sincerity was an essential leadership attribute at the data collection and analysis stage. As the researcher, I needed sincere and honest responses to gain useful information from research, and I, as the researcher, was also sincere. I used the information gathered for the research, as I had promised. I also respected the requests of the administrator and the research participants in carrying out the research.

Ethical Considerations

There were a number of ethical concerns that affected the research participants including confidentiality, welfare, respect, and justice (Creswell & Poth, 2018). I assured the research participants of confidentiality which is important because phenomenological research precipitates self-reflections that lead to self-disclosure (Wagstaff & Williams, 2014). It becomes essential to ensure that the research participants are protected through ensuring confidentiality for them. I consequently ensured that the collected, analyzed, and reported research findings could not be traced back to any single one of the research participants. I ensured that the data were secured and that any information that could identify individual research participants was totally removed.

Another ethical consideration that concerned the research participants was their welfare. The research participants were treated as collaborators and partners in the research process (Moustakas, 1994). I ensured that they were not harmed in any way neither in the process of the research nor through the publication of the research findings. The consent of the participants was sought, and the interviews and observations took place at the participants' convenience. Member checking was used to ensure that the quotations associated with the participants were accurate and that grammatical errors were corrected while remaining faithful to the participants' perceptions (Carlson, 2010;

Creswell & Poth, 2018). The observations were as inconspicuous and un-obstructive as possible, and the participants were presented with the research findings associated with them before they were made public. I must admit that disclosing my intentions to the research participants may have influenced their attitudes, and this may have affected the research findings (McCurdy & Ulam, 2013).

The research respected the participants by seeking their consent to engage in the research. The interview informed them of their capacity to quit the research at any time if they felt uncomfortable. The research participants, furthermore, were treated fairly and equitably, not exploited in any way. Similarly, no one was excluded from the research due to age, sex, tribe, race, or religious affiliation.

The ethical consideration that concerned the researcher directly in qualitative phenomenological study was the researcher's bias, which, in this case, was the possibility of the researcher reading a certain interpretation into the research findings. Through bracketing and epoche, I was helped to put aside my prejudgments and previous personal experiences with the phenomenon under study and to focus on reporting and analyzing the experiences of the research participants (Dowling, 2007; Moustakas, 1994). I, also, used "reflexivity" (Chan et al., 2013, p. 3) to encourage transparency by describing my experiences with this phenomenon. Similarly, an ethical concern in the research process was ensuring that the perspectives and views of the research participants were accurately reported. This was ensured by making use of their actual words and phrases in reporting their perceptions and in the subsequent analysis.

One of the dangers of purposive sampling is that it can be prone to the bias of the researcher since the selection of the research participants depends on the judgment of the

researcher and is not random. To reduce this danger, I collaborated with the school's academic leadership to identify the teachers who had experiences with the phenomenon in question and who had the capacity to verbalize these experiences and to give rich and relevant data. According to Patton (1999) "rigor in case selection involves explicitly and thoughtfully picking cases that are congruent with the study's purpose and that will yield data on major study questions" (p. 1197). The purpose is not to generalize the findings to a wider population; the report of the findings is limited to the cases studied. I included the school leadership's explanation of what guided their selection of teachers. This was presented in the report to encourage transparency, trustworthiness, and validity of the research report for external reviewers (Anderson & Spencer, 2002).

Furthermore, the use of triangulation encourages robust data collection, rigor, and validation during the research (Anderson & Spencer, 2002). The purposive sampling's use of criterion sampling could have promoted a sense of elitism (amongst the selected teachers) and division (especially between those selected and those not selected) if misunderstood and poorly managed. This challenge was avoided because the research participants were made aware that the purpose of the research was to enhance teaching and learning through an exploration of their experiences. Those interviewed and observed were encouraged, during the interview, to see the process as a way to encourage the aggregation of skills/practices for subsequent collaborative sharing of these with their colleagues. The research, moreover, was discrete and did not raise any visible concern about elitism, but again some of the interviewed and observed staff were teachers who were already admired by their colleagues and students for their teaching practices and abilities.

Reflective Practices

I kept field notes that contained my personal reflections as I engaged in the field research. After the interviews, I wrote my reflections (in an MS Word document). I also included my reflections and insights during my data analysis in these notes. This made it easy for me to retrieve this information for the data analysis of my Dissertation in Practice.

Summary

This chapter presented a qualitative research methodology that helped me explore the perceptions of teachers on the motivational teaching practices that enhance academic improvement for students at a Southwestern, Catholic, urban Nigerian secondary school. It explained how I gained access to the research site, described phenomenology and explained why I adopted it as the research methodology, and showed how a CAQDAS was helpful in the data analysis. It went on to highlight the ethical issues that affected the implementation of this research methodology. This research methodology, which can be replicated, was helpful in uncovering interesting insights which my unique research setting in Southwestern Nigeria added to existing debates about the nature of academic motivation of senior secondary school students from their teachers' perspectives.

CHAPTER FOUR: FINDINGS

Introduction

As was described in the first chapter, the purpose of this qualitative study was to explore the perceptions of teachers on the motivational teaching practices that enhance academic improvement for students at a Southwestern, Catholic, urban Nigerian secondary school. The overarching research question was: “What teaching practices do Nigerian teachers perceive to motivate secondary school students to improve academically?” This chapter reports feedback from the research participants on the teaching practices that were perceived to motivate and enhance the academic improvement of senior secondary school students at the Secondary School. This presentation begins by describing, in detail, the procedure for data organization and analysis. Additionally, it describes the actual research participants. Next, it presents the research findings, primarily based on the research question. Finally, it presents an analysis of the data.

Presentation of the Findings

Research Participants’ Descriptive Information

The research participants were identified with the help of the school administration, as was explained in the first chapter. Twelve out of the sixteen senior secondary school teachers, identified by the administrative team (for their experience and experiential knowledge of the phenomenon of motivational teaching practices that enhanced the academic improvement of secondary school students), were individually contacted for participation through a formal letter (see Appendix E). I followed up the letter with a private call and/or SMS to each of the 12 teachers. The consent form (see

Table 1

Research Participants' Gender, Teaching Experience, and Satisfaction with Teaching

^a Name	Gender	^b Teaching experience	^c Satisfaction
Julius	Male	20	
Kate	Female	18	
Anthony	Male	18	Yes
Elizabeth	Female	17	Yes
Frances	Female	17	Yes
Gabriel	Male	17	Yes
Christopher	Male	12	Yes
Danielle	Female	11	
Henrietta	Female	10	Yes
Innocent	Male	8	Yes
Benedict	Male	6	Yes

^aFor names, I used pseudonyms to enhance confidentiality. ^bTeaching experience is expressed in years. ^cSatisfaction identifies interview participants and their satisfaction or fulfilment in their job as teachers. Yes identifies those teachers who expressed satisfaction. The others neither expressed satisfaction nor dissatisfaction in their job.

Appendix G) was not used because it was not required by IRB for this research.

Out of the twelve teachers who were contacted and who accepted to participate, only eleven were interviewed (see Table 1) because I noticed, after the ninth interview, that I had reached saturation (Fusch & Ness, 2015; Saunders et al., 2017). The last two interviews confirmed my perception. There were five women and six men in all. Their average age was 40 years, and their average teaching experience was 14 years (Table 2).

Table 2

Research Participants' Minimum, Maximum, Average Age and Teaching Experience

	Minimum	Maximum	Average
Age	29	47	40
Teaching Experience	6	20	14

Note. Age and teaching experiences are expressed in years.

The subjects they taught were arts (French Language, Literature in English, Christian Religious Studies), social science (Government, Civics Education, Geography), and science (Mathematics, Advanced mathematics, Biology). Only two (a man and a woman) out of the eleven were trained teachers (that is, had pursued a degree in education, after secondary school or high school diploma). The others acquired a diploma in education subsequently. Eight of those interviewed (five men and three women) expressed satisfaction, enjoyment, interest, pleasure, and love in teaching, in spite of the challenges associated with the job (Table 1). However, two of the participants pointed out that they believe teachers were poorly paid. They found their satisfaction more in the meaningfulness and pleasure/joy they derived from the job, rather than from financial remunerations. The other three did not mention anything about their job satisfaction.

Field Research, Interviews, and Class Observations

My field research occurred during one academic year. During this period, I had access to Saint Patrick Catholic Secondary School in a Southwestern Nigerian city where I volunteered as a part-time member of the school's chaplaincy. Because of this connection, I participated in school activities such as graduation, retreats, school masses,

Mass of the Holy Spirit, Inter-house Sports (the school's sports festival), funeral services, school assembly, wedding preparations for staff members, road trips with staff, etc.

These afforded me several opportunities to accompany and know members of the school community much more. Similarly, during this period, I was an assistant pastor at the adjoining parish; there I came to know some parents, staff and students of the same institution. These provided ample opportunities for triangulation through observations, document review and interviews.

The interview duration ranged from about 36 minutes to about 98 minutes for an average of 58 minutes. I formally visited and observed eight classrooms. Class observation lasted an entire period, 45 minutes. With the help of my observation protocol (see Appendix C), I observed and made notes. I was a participant observer in the classroom. My participation was overt, and I was an outsider. The interviews were held in the school's board room, a teacher's private office, and in a private lounge at the administrator's residence. The interviews were recorded. The class visits were held in the classrooms of eight of the eleven research participants, at a suitable date and time of their choosing as a follow-up to their interviews.

Transcription

The data was transcribed, after the interview, with the help of indigenous transcribers. Two Nigerian transcribers were chosen to ensure more accuracy in the transcriptions, given the Nigerian accents of the interview participants. Each interview was transcribed verbatim into a separate MS Word document. These were subsequently imported into MAXQDA for editing and analysis. Following the transcription, I crosschecked each document for accuracy and reliability by listening to the interviews

while reviewing each transcript's accuracy (Creswell & Creswell, 2018). Listening and reviewing the transcriptions gave me the opportunity to identify and list emergent codes around the question of motivational teaching practices in the classroom that enhance the academic improvement of senior secondary school students. It also gave me the opportunity to summarize significant points in the interviews. Participants got engaged and validated transcripts. I accommodated their concerns without changing the meaning of their statements.

Procedure used for Data Analysis

My data analysis was influenced by Moustakas (1994). I imported the interview documents into MAXQDA for verification, correction, coding, and data analysis. I was guided, in my analysis, by the research question on teaching practices within the classroom that motivate secondary school students to improve academically. With the help of MAXQDA, I coded each of the interviews. I created memos describing each code to enhance reliability by ensuring consistency in the application of the codes and theme (Creswell & Creswell, 2018). Furthermore, I crosschecked each of the codes for consistency and reliability twice. I generated 887 codes across the 11 interviews, and 15 categories of codes (Saldaña, 2016; see Table 3). These 15 categories reflected remarks of the research participants that I found significant in relation to the research question; these codes described observations, statements or ideas that were expected, surprising, unusual or conceptually interesting (Creswell & Creswell, 2018). These categories were all related to the motivation of senior secondary school students that emerged from the 11 interviews. However, codes that particularly dealt with the perceptions of the research participants about the teaching practices within the classroom that motivate students to

Table 3

Fifteen Significant Categories of Codes about Motivational Teaching Practices

Codes	Meaning	^a Participants	^b Occurrence
Teaching practices	What teachers do in the classroom to motivate students. Activities like teaching, lesson presentation, lesson quality and teacher competence/quality, use of teaching materials, classroom management, in-class interactions with students, attitude/disposition of teacher, classroom activities, assessment, feedback, in-class encouragement/challenge/competition, participation, etc.	11	356
Diagnosis	Efficacy in diagnosing the motivational needs of students. Practices teachers engage in to assess their students' motivational needs.	11	86
Role of teacher	The importance of teachers in motivating students. It also includes their attitudes, competence, and experiences that influenced their methods.	11	72
Care, love and relationship with students	This is the teacher's personal care and concern for the student. It also includes a warm and caring relationship with the student that is friendly and trusting. This is similar to the concept of <i>cura personalis</i> (Kolvenbach, 2007; Traub, 2008)	11	59
Policies	Policies and practices of the school that influence academic motivation in the classroom.	11	50

(Continued)

Codes	Meaning	^a Participants	^b Occurrence
Effectiveness	Effectiveness of the strategy. References teachers make as to how effective their strategies are.	11	46
Definition of academic motivation	Definition of Academic Motivation.	11	15
Motivation: Outside the class	Motivational practices outside the confines of the classroom.	10	50
Rewards/Awards	Rewards or awards that students are given for academic excellence or improvement. Incentives for academic excellence or improvement. It also includes the publication of their names in special honor lists.	9	42
Punishment or discipline	Punishment and discipline used to manage indiscipline.	8	38
Contextual influences	Influences on academic motivation arising from a student's context. They may be related to a student's culture, family, environment, and experiences.	7	19
Infrastructure	Physical infrastructure that helps motivate students to improve academically. This includes buildings and school environmental layout. It also includes facilities needed for teaching and learning like instructional materials, chairs, fans, etc.	7	19
Note copying	Issues around note copying.	6	19
Dressing	The motivating influence of the way teachers dress.	3	6

(continued)

Codes	Meaning	^a Participants	^b Occurrence
Students' attitudes	Explains students' attitude toward the subject matter. This influences their motivation and how they approach the class.	2	11

^aParticipants identify the number of participants that mentioned the codes. ^bOccurrence identifies number of times the codes appear in the 11 interviews.

improve academically appeared 318 times, across the 11 interviews, in the 105 pages of the interview report (MS Word, Times New Roman, font 12). These codes are made up of “significant statements” (Creswell and Poth, 2018, pp.79, 198), which Moustakas (1994) calls “Horizontalization” (pp. 120-127).

I reviewed the 318 codes twice and I identified 44 non-repetitive and distinct teaching practices in the classroom that were perceived to enhance the academic

Table 4

Prevalent Motivational Teaching Practices in the Classroom

^a Codes	^b Description	^c Participants	^d Observ.	^e Docs.
Participation	Student participation in class.	9	Yes	Yes
Focus attention	Focusing attention on students, especially the weak students, to carry them along.	8	Yes	Yes
Listen	Listening to students and discussing with them to get their inputs.	8	Yes	No
Cura personalis	Demonstrating personal care, love, and good, trusting relationship with students.	8	No	Yes

(continued)

^a Codes	^b Description	^c Participants	^d Observ.	^e Docs.
Context	Linking lesson with experience. Using context to teach, giving examples that are within context; being practical when you teach.	7	Yes	Yes
Encourage	Encouraging students by showing appreciation for their efforts and giving them encouraging feedback about their capacity to succeed if they try.	7	Yes	Yes
Make them your friends	Being friendly with students.	7	Yes	No
Attitude of joy	Demonstrating one's joy, happiness, motivation, and interest in teaching and in the subject taught. Being personally motivated.	6	Yes	No
Reward	Rewarding positive outcomes with awards or gifts.	6	No	Yes
Competence	Being knowledgeable and competent as a teacher.	6	Yes	Yes
Academic humility	Accepting that the teacher does not know everything and continues to research and learn.	5	No	Yes

^aCodes names the prevalent motivational teaching practices in the classroom.

^bDescription explains the meaning of the teaching practice. ^cParticipants mention the number of participants that referred to the teaching practice during interview. ^dObserv. stands for observation and describes the prevalent motivational teaching practices observed in the classroom. ^eDocs. refer to published school documents I reviewed. Yes and No indicate if a motivational teaching practice was observed in the classroom, or referred to in the documents reviewed.

motivation and improvement of secondary school students by the research participants

(Moustakas, 1994). I populated each of these 44 non-repetitive and distinct teaching

practices with relevant and meaningful statements from the research participants (Creswell and Poth, 2018, p. 79; Moustakas, 1994). With this data, I was able to construct the individual experiences of the participants about the teaching practices that motivate secondary school students. I then analyzed only the teaching practices that were mentioned by at least five of the research participants. This generated the 11 most prevalent teaching practices across the research participants (Table 4 lists these teaching practices, their descriptions, their prevalence across the 11 interview participants, in a descending order, their observation in the classroom and in documents reviewed). These 11 prevalent teaching practices provided me with data needed to develop the general experience of the phenomenon of academic motivation of secondary school students by the research participants (Moustakas, 1994). I then synthesized these 11 prevalent teaching practices into three themes (Table 5).

Nine of the eleven research participants believed that encouraging student participation in the class was an effective strategy. Eight mentioned the motivational effects of focusing attention on students, listening to them, and engaging in their personal care, *cura personalis*. Seven participants described the importance of linking the lessons to the contexts of students, encouraging students to put in more effort, and becoming friendlier with them. Six participants referred to the motivational effects of a teacher's joyful attitude, reward system (that recognizes effort), and competence. Five research participants identified academic humility as having a remarkable motivational effect on students.

In my eight class visitations, I took notes of the teaching practices I judged to be significant. I also took note of the motivational teaching practices used by the teacher,

the responses of the students, the classroom atmosphere and the physical facilities in the classroom. In my data analysis, I identified the prevalent motivational teaching practices I found in the eight classes I visited. I listed the observed motivational teaching practices (Table 5). Similarly, throughout the ten months of my field work, I also took note of significant events in the school, especially in relation to their practices that enhanced the academic motivation of the students. These observations helped me to know what further questions to ask, whom to ask, and what documents I needed to study further. Appendix I (Teacher Evaluation by the Students) is one of the several documents that I reviewed as a result.

I sought feedback from the 11 research participants to ensure that my analyses were accurate. I reported to them any of the 44 teaching practices and quotations associated with them in each interview transcription. Furthermore, I placed the quotation that explained or referred to the teaching practice under each teaching practice. I then sent these back to each research participant (via private email messages) for confirmation or correction. This member checking was to ensure that the teaching practices I deduced from their statements in the interviews were accurate (Carlson, 2010; Creswell & Poth, 2018). I received their feedback via emails and WhatsApp messages. In some cases, I followed up with phone calls. This confirmation helped me to affirm the accuracy of my codes and data analysis (Creswell & Poth, 2018). This affirmation provided me the foundation for my deductions and the description of the essence of the experience of the research participants (Creswell & Poth, 2018; Moustakas, 1994).

Qualitative Validity and Reliability

I used diverse methods recommended in qualitative research to ensure the validity and reliability of the research (Creswell & Creswell, 2018; Creswell & Poth, 2018). As mentioned earlier, I spent an academic year in my field research. Apart from my face-to-face interviews of all the research participants, I observed eight of them teach (Table 4), and gathered more information from school magazines, notice boards, newsletters, websites, year books, addresses of the administrator, school documents (e.g. Appendix I), etc. These diverse methods of collecting data (see Table 4), affirmed my analysis and accomplished the triangulation of data (Carter et al., 2014; Creswell & Poth, 2018; Patton, 1999). As stated earlier, I relied on feedback from the research participants to ensure the accuracy of the statements, meanings, and codes used in the description of their experiences. This member checking (or validation by the research participants) encouraged the validity of the data (Creswell & Creswell, 2018). I also identified two other qualified persons, peer debriefers, to go through the research findings and give their feedback (Creswell & Creswell, 2018). These enhanced the validity or accuracy of the research findings. In order to encourage the reliability of my research findings, I crosschecked my transcriptions for accuracy several times (Creswell & Creswell, 2018). Also, with the help of MAXQDA, I used memos to ensure that there was consistency in the meanings, descriptions and definitions of the codes generated (Creswell & Creswell, 2018). Furthermore, I always went back to the codes to ensure that they were consistently and accurately applied.

Qualitative Findings Information

According to the research findings, the teachers interviewed believed that there

were motivational teaching practices in the classroom that help students to improve academically. Based on their experiences of the motivational teaching practices (Table 4), we can conclude that teachers have to relate with students in specific ways,

Table 5

Themes: Relationship, Mastery, and Personality

^a Themes	^b Description	^c Codes
Relationship	Teaching practices that encourage affiliation with students in the classroom.	Participation Focus Attention Listen Cura personalis Make them your friends
Mastery	Teaching practices that demonstrate or acknowledge knowledge and mastery.	Competence Context Encourage Reward
Personality	Personal behavior, attitude, and temperament in relation to their subject and teaching.	Attitude of Joy Academic Humility

^aThemes names the categories the codes (prevalent motivational teaching practices) can be grouped. ^bDescription explains the meaning of the themes. ^cCodes lists the prevalent motivational teaching practices in the classroom.

demonstrate mastery of their subjects, and exhibit attractive personality, for the teachers to be effective in motivating students to improve academically, or to help the already motivated sustain their motivation (Table 5). The relationship theme describes teaching practices that motivate students because they encourage affiliation (Ryan & Powelson, 1991). The mastery theme describes teaching practices that motivate students because they demonstrate or acknowledge knowledge and competence (Bandura, 1993; Cook & Artino, 2016; Reeve & Jang, 2006). The personality theme describes teaching practices that motivate because of their association with a teacher's personal behavior, attitude, and temperament in relation to their subject and teaching (Guilloteaux, 2013). Interview participants explained the importance of participation. Julius described the importance of encouraging participation by stating that "the teacher should allow the student to participate fully in his class." Anthony admonished teachers against dominating the class: "Involve them in the activities, don't be the god of the class." Christopher saw participation also as a way of getting feedback: "Get responses from them, get feedback from them." Julius also explained that motivated students need to be engaged and further challenged so that they may keep being motivated: "So if you underutilize them, underutilize their ability, if they have the ability to do more and you are giving little, you are killing the student."

Focusing attention on senior secondary school students, especially the weak and unmotivated ones, can help teachers to motivate them. This involves "mentioning their names when...teaching," according to Christopher, and "calling them by their names," according to Henrietta. Also, it involves drawing them out to participate: "Sometimes you have...to keep calling on them to bring out the best in them," Henrietta

explained. This, according to Innocent, also means getting “closer to them” and “looking at what the child really needs.”

The teachers explained that students are motivated when teachers listen to them or discuss with them one-on-one. Most times, this one-on-one listening and discussion happened outside the class. For instance, Gabriel takes note of unmotivated or disturbed students, and sets an appointment to see them after class:

[I] Just note the student’s name and [I] ask the student to see me after the class since it’s not time... it won’t be ideal and it’s not good dwelling on a student while the class is going on. Let the class still flow then deal with that later so that I can actually get to the root of the cause. Because if you start attending to it in class that disrupts the class.

But sometimes, teachers were able to listen to students within the classroom to help them understand the students and their needs better, and to help the teachers receive feedback from the students within the classroom. Unlike Gabriel, Innocent favored listening to and responding to students’ needs within the classroom. He explained:

It has really not worked for me from behind, and that is why I don’t do “come and see me in the office” and all of that; we do that in the class when everybody is there. We talk about it. Encourage everybody generally so that it doesn’t look like you are talking to this particular one. Encourage everybody, so cite examples and all of that...that is how I do mine.

Apart from encouraging and motivating students, listening helps the teacher understand the problem a student might be facing. Innocent explained: “Most times what I do is I try to listen to them, I try to get closer to them, I try to know what the problems are.”

Elizabeth argued that listening to students more than speaking to them is very encouraging and motivational for the students: “Listen to them more than you even talk to them.” I saw this practiced in her class during my class visit. Although she had planned a lesson for that day, she began her class by asking the students what they wanted to learn that day and why. The students opted to discuss the challenges they had experienced in their just concluded continuous assessment test. After that, they opted to treat the lesson the teacher had planned for the day. That is, to discuss and present a poem they had been asked to read. That class was quite animated.

Teachers also have to demonstrate personal care and love for their students. Christopher and Gabriel described this with an Ignatian term: *cura personalis*. Julius explained that “love is part of what you must actually give to students.” For Anthony, this involves meeting their personal needs: “Meet personal needs, meeting individual needs, not ... assuming that because there’s a roar of yes, you believe you have taught; it’s not true”. It also involves being available for students, according to Elizabeth: If “there is anything I can do to help, or anybody can do to help, just let me know”. And also, for Benedict, it involves a “need to understand each student, their needs, their academic needs, and to look for a workable way of trying to make sure that you drive that particular child or that student into achieving what he or she is in this environment for”. Julius compared this love and personal care of students by teachers to those of students’ parents: “They need to see the love, just as if they are seeing their parents in you.” Christopher agrees: “I see myself more than a teacher, like a parent, a pseudo-father to the children.”

Students are motivated when teachers build a friendly relationship with them. Danielle explained: “I maintain this very friendly relationship with my students where they can reach out to me at any point.” This does not prevent her (Danielle) from balancing this friendship with professional boundaries and managing discipline: “But I still draw that line.” Frances pointed out the benefits of this friendly relationship as she discussed how she managed motivated students; “I befriend them. I try to make them my friends. We become friends and when we become friends they can now confide in me more.” Elizabeth summarized this motivational approach by stating that teachers should ensure that their classroom “environment is cordial.”

The competence and mastery of the teacher motivates senior secondary school students to improve academically, according to six of the eleven research participants. Danielle explained that this competence is presented in the form of “good control or command of the subject matter.” Julius explained that the “teachers need to master the subject very well.” However, their mastery should not become intimidating for students. For Frances, to be motivational to students, the teacher is expected to “be an authority when he speaks but should not talk authoritatively.”

Students are also motivated when teachers link teaching to life experiences in their contexts. Henrietta explained: “When I’m teaching rocks I come to the classroom with stones.” Similarly, Kate argued that “we should use examples familiar to them from their practical experiences. And when we teach theory we should also go into something practical...some people learn when they see or touch or feel something.” Kate further stated: “Let them relate it to their day-to-day life.” Danielle concurred and asserted that the classroom learning should “draw reference from our society.” I witnessed this during

my class visitation where she began her class by drawing the attention of the students to media reports on a contemporary issue in the political landscape, and she linked this to her lesson for the day.

Teachers motivate students when they encourage their students. Encouragement includes giving them encouraging feedback: Christopher described this when he explained that sometimes he has to urge students to put more effort into their work: “Please, you can do better than this.” Benedict explained that he encourages students, even when they perform poorly in a test, to believe that with effort, they can do better in the future: “If you don’t do well now, you can still do well subsequently.” It could mean boosting their self-confidence, as Frances explained: “We need to...make them realize that they can do it.” It also involves challenging the academically weak and unmotivated, according to Frances: “Don’t tell yourself that you are at the lower level; move yourself higher.” It also involves challenging the motivated and academically strong not to rest on their oars, according to Christopher: “Keep telling them that what they have achieved is not the highest level of what they can.” Christopher continued, stating that encouraging students also involves allaying their fears: “Allay all their fears.” Recognizing and appreciating their efforts, no matter how little, is a way of encouraging them (especially the weak and unmotivated) to sustain their efforts and remain motivated. Elizabeth shared a story in which a student chose her as a mentor. When she asked the student why she was chosen as her mentor, the student said that Elizabeth had once rewarded her effort by asking her to stand, and the class applauded her: “I had asked her to stand and everybody clapped for her...that encouraged her.” Long after the teacher had forgotten this incident, this act of recognition of a student’s effort still encouraged her a lot.

Rewarding excellence is an effective motivational teaching practice that enhanced academic improvement in secondary school students. A number of these research participants explained that promising a student reward for improved academic performance motivates them to perform better academically. Frances noted that “It’s a very good motivation too if you reward them.” And when they see another receive a reward or gift, they are propelled to want to do better so as to get a similar reward. Henrietta explained that she “just decided to give a book to the best student” in her class, and this challenged another student to work harder for that gift next time. She (Henrietta) explained that “the gift that I gave to someone else ... moved him to aspire to get a gift from me too.”

Attitudes of joy, personal motivation and interest in one’s subject and teaching profession are motivational for students and can enhance their academic improvement. Elizabeth recommended that teachers should “enter the class happy.” She makes a very difficult request of secondary school teachers: “Try to be happy all the time.” Christopher added that the “teacher should be motivated to teach.” Similarly, according to Elizabeth, it is motivational for students when they “know that you [the teacher] enjoy what you are doing.” The result of having fun and loving what one does as a teacher, for Innocent, is the capacity to “emanate passion” in their students.

The teacher’s academic humility also motivates students to learn. Academic humility reveals itself in teachers’ acknowledgment that they do not know it all. Christopher asserted that “academic humility is key” to motivating students. He explained:

It doesn't cost you anything to be humble enough to say I don't have the right answer for you now; can you meet after the class? Or, can I see you tomorrow?

Let me research more on what you are asking. They respect you more.

Academic humility disposes teachers to keep learning, to listen to and learn from their students as well. Elizabeth explained:

So they are not blank. Don't make the mistake of thinking they are blank. If you don't know it tell them. This one you have asked me; I want to go and research further and come and teach you. And you should do the same too. I don't know it all. Don't come with the attitude that I am a teacher and I know it; otherwise, the teacher would get embarrassed. Let us have at the back of our minds that they are not plain [or blank].

Henrietta asserted that students appreciate teachers who show that they are also learning. She noted: "The teacher does not know everything, just feel that ... you are also learning. They tend to appreciate you." She further explained that the students appreciate the fact that their teacher keeps researching and learning, and they benefit from, and are motivated by such an awareness.

Apart from the themes discussed, there were other issues around the research question, that were significant. An important issue that emerged from the research is the motivational effects of methods used by teachers in managing students' discipline in the classroom (Table 3). The research participants had divergent views on the motivational value of corporal punishment. Eight research participants made reference to the use of corporal punishment for managing discipline, and four mentioned that it can encourage students in their academics, if appropriately applied. Some of the research participants

saw it as an effective means to get students to be more engaged in class, turn in their assignments, behave and act in acceptable ways in class (for instance, punctuality, coming to class with learning materials, attentiveness in class, not distracting other learners, etc. See Alhassan, 2013). Julius asserted: “But there are some of them that will change after they see that corporal punishment, when you raise the cane.” Danielle explained: “I send them to wash the toilet. Now the idea is that if they are not comfortable with what you asked them to do, you know, they will try and stay away from that problem. And it has really worked for me.”

Other research participants saw corporal punishment as a non-motivational means of managing the class. Henrietta explained that the “cane only helps to correct them...it is not motivational.” Some caution against the use of corporal punishment. Elizabeth argued: “To be motivated, yes, for instance they don’t like it when you keep punishing them; ‘kneel down, you will wash the toilet’, you threaten them all the time.” Most of the teachers – even some of those who subscribe to corporal punishment - agree that it is not wise to use corporal punishment on weak or unmotivated students. Christopher noted: “I don’t subscribe to flogging a child who fails a subject; you are demoralizing him the more. People do that but it’s not acceptable to me.” Some research participants believed that corporal punishment bred fear and difficulty in academic motivation and improvement in secondary school students. Frances explained: “And if you create too much fear in a child and the child withdraws from you, it becomes very hard for the child to study that subject.” Julius summarizes these diverse opinions by stating that: “Flogging or physical punishment, I will say it does [motivate], and I will say it doesn’t [motivate].”

Those who subscribe to corporal punishment argued that disciplining or punishing students needs to be done with love with appropriate explanation for it to be an effective means of motivating students academically. Danielle noted: “I could punish you today and at the end of the punishment bring you back and tell you I do this because I love you.” Julius explained that the student will love you back if you punished them with love: “Flog them with love and they will also love you.” He also explained that you need to give a reason for the punishment and also avoid punishing students out of malice or anger: “When you flog a child, you need to flog them with love; that’s very important. And when you punish them, let them see the reason why you have done that. They shouldn’t see it as you being wicked.”

Some of the teachers interviewed found other means to manage student behavior in the classroom without using corporal punishment. Christopher found that involving students in making the rules that guide the class conduct was effective in encouraging and motivating them to be more engaged and responsible: “[W]hen they make the rules, they will obey because they made the rules.” Similarly, Benedict discusses and agrees with a student on an appropriate response to failure to meet academic responsibilities: “I tell him we need to have an agreement between two of us. If you don’t bring this note on this day, this is what I will do to you. Or what do you feel?” Both believe these methods have been effective in managing students.

During my classroom visits, I noticed that the classrooms were spacious enough for the students. There was an average of about 27 (between 18 and 48) students in each class. The class with 48 students was atypical; it was a combined class. I noticed that the classrooms were well lit and well aired; and most of the students had what they

needed to participate in the class. Teachers were audible enough and most of the students were engaged. However, I noticed that the seat I sat on was uncomfortable; it was small in size. I believe that some students who were my size or bigger would find the seats uncomfortable as well. Furthermore, I noticed that there were fewer female students in the S.S. 2 (Grade 11) advanced mathematics (or further mathematics) class I visited (Table 6). On my further investigation, I found that this was the trend in physics,

Table 6

Gender Analysis of Some Subjects at SPCSS

Class	Grade 12, 2017		Grade 11, 2018		Grade 12, 2018	
Class Population	126 (M = 56; F = 70)		166 (M = 92; F = 74)		160 (M = 99; F = 61)	
Subject	M	F	M	F	M	F
Further Maths	14 (25%)	7 (7%)	12 (13%)	8 (11%)	21 (21%)	9 (15%)
Chemistry	37 (66%)	26 (37%)			70 (71%)	38 (62%)
Physics	37 (66%)	26 (37%)			70 (71%)	38 (62%)
Literature in English	4 (7%)	19 (27%)			19 (19%)	17 (28%)

Note. The letter M stands for male students, and the letter F stands for female students. The percentages (%) are of the male or female gender population.

chemistry and advanced mathematics in the graduation classes (Grade 12) in 2017 and 2018. My investigation also revealed fewer male students in the literature classes. I also noticed that the teachers used the three themes of relationship, mastery, and personality (Table 5).

Eight of the eleven main teaching practices (Table 4) were observed during the classroom visitations. Eight of the observed teachers encouraged classroom participation, especially by calling on students to respond to questions, and asking students their opinions on issues. However, some teachers encouraged more participation than others. All the eight teachers observed, in my perspective, exhibited confidence, and mastery of their subject. Majority of the observed teachers linked their lessons to the experiences and contexts of their students, and also demonstrated attentiveness to their students, especially the weak or lost ones. The class visits also revealed that the teachers used diverse teaching methods; methods seemed to be influenced by a number of factors; the topic/subject they were teaching, and the students they had in class. The methods used also seemed practical, affordable and easy to implement.

During my 10 months field research, I attended and participated in important school programs, e.g. graduation, Inter-House Sports (the school's sports festival), religious activities, trips with staff, and the school assembly. Furthermore, I reviewed school magazines, yearbooks, and important addresses given by the school administrator. For instance, the address of the school administrator at the Mass of the Holy Spirit (October 6, 2017) was very motivational and encouraging. It emphasized a strong belief in the competence of the students, while at the same time challenging them to put in more effort. The Mass of the Holy Spirit, graduation and Inter-House Sports encouraged the students by celebrating their diverse skills, and by rewarding their efforts. The Mass of the Holy Spirit and graduation ceremony provided the administrator with the opportunities to acknowledge and appreciate the new students and the staff. These events also highlighted the joy and pride the parents had in their students, and in their children's

school. Furthermore, I joined a delegation of about seven staff members on a three-day trip. The trip was for the funeral of one of the parents of a staff member. I realized that this was a normal practice in this school. This demonstrated to me the solidarity, care and support the staff had for each other.

The research participants raised concerns about issues beyond the classroom that they perceived affected the academic motivation of senior secondary school students in the classroom. Some of these are; the practices of note copying, inadequate infrastructure like comfortable chairs, imbalance in the school program which underscores the need for recreation and activities like sports (or co-curricular activities in general) during the school day. The last issue raised was about the motivation of teachers.

Contexts, Teaching Practices, And Academic Motivation

Contexts affect the academic motivation of students in the classroom. An important context is the family (Ryan & Deci, 2000). Gabriel described an incident where a student looked sad and non-participative in class. On inquiring, he discovered that the student had lost his dad the previous night. Similarly, Christopher told a story about a student who was unusually passive. He later discovered that the student had not had breakfast due to some challenges at home. Also, Elizabeth once noticed that one of her students was regularly late to class. When she confronted the student, she realized that the student was assisting her mother with house chores because her mother had just given birth to a baby. National contexts can influence the strategies a teacher adopts. Julius argued that an understanding of the Nigerian context required the use of corporal punishment; he stated:

Some of them actually fear you or they could be corrected when they see you using the corporal punishment which I don't really believe in. But there are some of them like that. We shouldn't dispute that this is Nigeria. We should understand the environmental factors surrounding our education.

The Nigerian Criminal Code allows for corporal punishment in homes, schools and businesses (Criminal Code Act, n.d.; Lawal, 2017). However, in 2003, Nigeria adopted the Child's Right Act (Child's Right Act, 2003). Some interpret this Act as a prohibition against corporal punishment since corporal punishment could undermine the dignity of the child (UNICEF, 2007). This Act is only effective in the states that adopt it. As of 2017, 24 out of the 36 states in Nigeria have adopted the Child Rights Act (UNICEF, 2017). Likewise, The Professional Standard for Nigerian Teachers rejects the use of corporal punishment on school children (Teachers Registration Council, n.d.). Nevertheless, those who use corporal punishment argue that it is legal in the country, as long as one does not abuse its use, as explained in the Nigerian Criminal Code.

Analysis and Synthesis of Findings

Most of the teaching practices identified as motivational by the research participants help teachers build cordial relationship with their students. The teaching practices also help students take ownership of their learning. The practices lead students to love, appreciate, value, and want the learning and the learning process. The research participants in this research confirmed that teaching practices within the classroom motivate students to improve academically. The research also showed that teachers were aware that by implementing these teaching practices, they could motivate students to improve academically. The teachers who were interviewed did not feel powerless in

motivating students to improve academically (Bandura, 1993; Hardré et al., 2006; Purkey & Smith, 1983). The research participants used a variety of methods which they perceived were effective. They initially applied these methods to all their students. When they notice that it is ineffective with a student, they seek specific methods that may work for that student. This normally involves speaking with the student to understand their specific needs.

The methods described were also practical, cost effective, and easy to implement within the classroom. This is because these practices could be easily implemented in the classroom at little or no cost. These methods were not limited to any of the theories of academic motivation presented in the second chapter. They used motivational strategies that enhanced intrinsic and extrinsic academic motivation (Ryan & Deci, 2000). Self-determination theory and the goal theory are more effective in explaining the majority of the strategies (Appendix H) the teachers perceived as effective in motivating students. The self-determination theory explained more of these teaching practices than the goal theory. Many of the motivational strategies encouraged relatedness (self-determination theory), autonomy (self-determination theory), competence (self-determination theory), value of the subject or what is being taught (expectancy-value theory), mastery goals (goal theory), and performance goals (goal theory). Also, in the words of self-determination theory, many of these strategies enhanced the intrinsic and self-determined academic motivation of students (Cook & Artino, 2016; Ryan & Deci, 2000). That is, they encouraged the “internalization and integration” (Cook & Artino, 2016, p. 1010) of the learning process by encouraging more personal interest, appreciation, love, and value for the subject and/or the teacher. Or in the words of Ryan and Deci (2000), most of the

teaching practices created “classroom conditions that allow satisfaction of these three basic needs to feel connected, effective, and agentic as one is exposed to new ideas and exercise new skills” (p. 65). Even when an obviously extrinsic teaching strategy was applied like corporal punishment, the tendency was to present it in a way that was supportive of their internalization; implementing it with love, and explaining the reason for its use to the student. However, I will caution that the intrinsic or extrinsic nature of these teaching practices depends on how it is perceived by the student (for instance, how self-determined the students perceive them to be).

There was a divergence of opinion about the use, types and motivational effects of different methods of managing students’ discipline. Some of the research participants objected to the corporal punishments used by their colleagues. It is remarkable that though the school administration prohibited the use of corporal punishment in September 2017 and the professional union of teachers in Nigeria (Teachers Registration Council, n.d.) no longer permits the use of corporal punishment, some of the teachers approved of its use for student infractions. Most of those interviewed agree that corporal punishment should not be used on students who perform poorly academically.

The trend of having disproportionately fewer female students in physics, chemistry, and advanced mathematics at the Secondary School highlights the concern that fewer female students pursue careers in the physical sciences (Eccles et al., 1983). Eccles et al. (1983) argued that a complex interaction of cognitive and contextual factors are responsible for this difference. Their analysis, which is influenced by expectancy-value theory, requires a comprehensive response that necessitates a collaborative effort of the teachers, the school administration, and the students’ parents.

Most of the practices that were perceived to be effective for motivating the Secondary School students were similar to practices found equally effective in other schools of similar age and grade bracket in the West (Hardré, & Sullivan, 2009; Legault, Green-Demers, & Pelletier, 2006; Burkam et al., 1997) and Asia (Astuti, 2013; Guilloteaux, 2013). What is contextual is the teaching practices that enjoy more prominence in the perception and practice of the research participants.

Summary

This research revealed that teachers in the studied school used different methods to motivate students academically within the classroom. Most of the methods encouraged the building of relationship with students. The methods also highlighted the importance of the teacher's personality and mastery of the subject. Most of the methods used were perceived to encourage the intrinsic motivation of students. Although the research participants agree on a number of teaching strategies, they nevertheless had some divergent views on the application and effectiveness of certain strategies like corporal punishment. The chapter also mentioned some concerns of the research participants.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

Introduction

In this chapter, I will present some recommendations on the teaching practices that enhance the academic motivation of secondary school students. Some of these recommendations are cost effective practices that the leadership of SPCSS will need to implement to enhance the academic motivation of the students in their school. Furthermore, I will discuss how I will apply the research findings in enhancing the academic motivation of students through the implementation of a formation workshop for the academic staff. I will also discuss the implication of this research for the Secondary School, its academic leadership, and future research. Finally, in closing there will be a summary.

Purpose of the Study

The purpose of this qualitative study was to explore the perceptions of teachers on the motivational teaching practices that enhance academic improvement for students at a Southwestern, Catholic, urban Nigerian secondary school. Thus, the research question was: “What teaching practices do Nigerian teachers perceive to motivate secondary school students to improve academically?”

Aim of the Study

The aim of this study was to encourage student learning and academic improvement by recommending formation programs in motivational teaching practices for teachers. It also aimed to improve educational policy by recommending to the school leadership cost-effective practices that enhance the academic motivation of students.

Proposed Solution

The school leadership can enhance the academic motivation of students by seeing that the teachers' perceived effective motivational teaching practices in the classroom (see Table 4) are supported and encouraged in the school. The school leadership can support these motivational teaching practices in the school through the training of teachers, support of teachers, and the implementation of relevant practices and policies that enhance and sustain the academic motivation of students.

The research revealed several affordable and effective teaching practices that can be implemented to motivate students academically within the classroom. The school leadership should build on these by organizing a workshop on the academic motivation of students for their academic staff. The workshop will strive to be participative, informative, and formative. It will be participative because it will be designed to make use of the experiences and practices of the participants. The workshop will encourage discussions, feedback, and sharing of experiences. It will be informative because it will provide feedback specific to this research. Also, the workshop will provide information about theories of academic motivation and scholarly perspectives on academic motivation that are relevant to the research findings and the Secondary School. Moreover, the workshop also plans to be educative by making participants aware of the effects of teaching practices on academic motivation of students. The workshop will be formative because it will provide opportunities for teachers to assess their teaching practices, adopt problem-solving skills, and hone their skills in implementing some motivational teaching practices in their classrooms. An interactive model of program planning and implementation will be recommended for the implementation of this workshop because

this model is flexible, respects the cultural and contextual experiences of the program participants, and is collaborative (Caffarella & Daffron, 2013).

The workshop will build on the existing strengths of the teachers in the school community with respect to their talents and most effective motivational strategies (Linley, Woolston, & Biswas-Diener, 2009; Rath & Conchie, 2008; Welch, Reid, & Walker, 2014). It will explain the theoretical reasons behind the effectiveness of these motivational strategies for students. Furthermore, it will demonstrate how the teachers can improve on the strategies they find effective. This will involve describing what needs to be avoided to ensure that these motivational strategies do not undermine the academic motivation of students. Because most of those interviewed lacked knowledge about motivational theories, the workshop will provide a theoretical foundation for practice while giving contextual examples based on their lived experiences and practice (Brocket, 2016; Dickel & Ishii-Jordan, 2008; Smith, 2010). Still more, the workshop will create room for teachers to assess and understand their motivational strategies, solve case-study questions on motivational problems in the classroom, learn from one another, and practice some effective motivational teaching skills. Similarly, the workshop will familiarize teachers with the Motivational Strategies Questionnaire (MSQ), an instrument for the assessment of teachers' motivational strategies (D'Elisa, 2015; Hardré & Sullivan, 2009). Familiarity with this survey will help teachers understand the strategies they use to motivate disengaged students, and to assess the advantages and disadvantages of these strategies. The survey can also help a teacher (or administrator) know the types of training/support he/she may need to be more effective in their teaching practices. Finally, the workshop will encourage the teachers to create opportunities and time-slots to keep

discussing, sharing, and learning from each other about the best practices on motivational teaching practices. For these teachers to keep discussing, sharing, and learning, they will need to commit themselves to keep evaluating their practices especially with feedback from students and peers.

Teachers can be supported to implement these practices if they are more self-aware, socially sensitive and proactive. Self-awareness and social sensitivity are important because many of the effective teaching practices are connected to the personality of the teacher, and their capacity to build relationship with their students. Teachers can be helped to develop greater self-awareness and social sensitivity through reflective practices that encourage action (Dickel & Ishii-Jordan, 2008; Lowney, 2003; Lowney, 2013). Familiarity with awareness practices like meditation, the *examen*, and guided Ignatian retreats can be helpful in this regard (Hamm, n.d.). The workshop will introduce participants to some of these practices through practical use (e.g. teaching about the examen and how its use enhances teaching practice), and also provide information on similar programs available nearby and online. Furthermore, the leadership of the Secondary School will be encouraged to support staff who may be interested in embracing these practices by making these opportunities available for their staff. Specifically, the administration can make information about these programs more available to staff, provide administrative support to staff who want to engage in these activities, and invite experienced directors to run awareness programs for staff intermittently.

The administration needs to support the teachers in implementing motivational strategies. Teachers give gifts to students from their own resources. The teachers can be

supported by the school by making special badges, certificates, and special gifts available for the use of teachers to encourage and motivate the students. The provision of helpful feedback will support and assist teachers to improve their practice. This could be achieved by improving on one of the current feedback tools, the Teacher Evaluation by the Students (Appendix I) so that it can provide more appropriate and targeted feedback. The administration, with the help of the academic leadership team, could incorporate attitudes and practices that are more motivational and that will help give teachers more pointed feedback on their motivational strategies and practices. Out of the eleven motivational teaching practices identified (Table 4), there is feedback on only five in the current Teacher Evaluation by the Students instrument (Appendix I). The current Teacher Evaluation by the Students feedback tool (Appendix I), based on students' perceptions and evaluation of their teachers, assesses competence (questions 2, 3, 4, 5, 6, 7, 10), skillfulness in making what is taught meaningful/relevant to student (context; 5), ability to enhance student participation (question 8), *cura personalis* (question 9), and capacity to encourage students (question 7). Students' feedback could be expanded to include the other seven motivational teaching strategies (Table 4). Also, they could make this evaluation more targeted by splitting questions 5 and 7 into two. The first sentence of the fifth question addresses the competence of the teacher. The second sentence of this question addresses the context and meaningfulness. These are two separate motivational skills that need to be assessed separately to obtain useful and precise feedback. Similarly, the first sentence of the seventh question assesses the competence of the teacher, and the second sentence assesses the teacher's ability to encourage students. These are two different motivational competencies that cannot be assessed by one question.

A policy improvement that will go a long way toward enhancing the academic motivation of students in the classroom is one that encourages a healthy balance between curricular and co-curricular activities. This will require the invitation of a curriculum expert to assess the school's academic curriculum and to ensure that there is a healthy balance between the curricular and co-curricular aspects of the school program. With this feedback, the school leadership will then design and implement a program that is balanced, healthy and motivational for all students.

A practice that the school leadership should implement to enhance the academic motivation of students is one that allows teachers sufficient time to discuss and share effective motivational teaching practices with their peers. This could be done by encouraging this discussion as part of the agenda in departmental (or faculty) meetings. This will require designing of the school schedule to permit teachers from similar departments (or faculties) to have pockets of time for such an activity. This meeting could be facilitated by departmental (faculty) heads, designated teachers, or invited guests. Such a slot in the school's academic schedule provides the academic staff the opportunity to keep learning new things and sharing new ideas, even beyond motivational teaching strategies.

Furthermore, the school leadership should strive to employ and retain happy, knowledgeable, and motivated staff. The employment process should strive to see that the employed teachers are those that are competent, and happy as teachers. When they are competent, satisfied and happy as teachers, they will be more committed and more likely to motivate their students (Fornes, Rocco, & Wollard, 2008; Srivastava's, 2013). The school leadership should strive to find ways of ensuring that the employed teachers

are motivated. Practices that encourage organizational commitment and job satisfaction, such as encouraging trustworthiness, empowering teachers, fairness, recognition, etc., can enhance the motivation of teachers (Fornes et al., 2008; Srivastava, 2013). Aydin et al. (2013) further reaffirmed these beliefs when they posited that transformational leadership of school administrators can enhance organizational commitment and job satisfaction of teachers. Furthermore, the school should find ways of ensuring that the school community recognizes, appreciates, values, and respects the teachers and what they do. The school leadership could constantly pass this message across by first modelling this attitude to the school community. They can also do this by communicating this to the school community at school assemblies, meetings (parents association meetings), school events (graduation ceremony, inter-house sports, Mass of the Holy Spirit), school newsletters, etc.

The administrator and the academic leadership team need to find creative ways to increase the number of female students in the physics, chemistry, and advanced mathematics classes. An effective response should be preceded by research on the root causes of this difference. This research can be carried out in-house with the help of the academic team and the counselling department. The findings will help the administrator and the academic leadership team find appropriate responses to this difference. Until this research is done, parents, teachers, and the school administration should continue to encourage female students to consider career paths in the physical sciences. This encouragement needs to begin as early as Grade 7 until the students begin to choose their career paths in Grade 10.

Although the school already has a policy on corporal punishment, there is nevertheless a need for the harmonization of the school's approach on managing discipline and students' behavior with those of all the staff. There are divergencies in beliefs, perspectives, approaches, and implementation of practices in managing discipline among the staff. Some of the approaches could undermine the academic motivation of students (Alhassan, 2013; Ahmad, Said, & Khan, 2013). Moreover, corporal punishment could encourage dropout from school, and inflict physical and long-lasting psychological wounds on students (Alhassan, 2013; Nwosu, Amanze, Oladosu, & Adewumi, 2017). Also, it is prone to abuse. And because some of these practices spring from beliefs and perceptions of effective practices, there is need to involve teachers in crafting a harmonized approach towards managing indiscipline that will be more effective without undermining academic motivation or negatively impacting students' wellbeing in the short or long term. This will need to be preceded by a training program that will help teachers better understand the negative effects of corporal punishments on students. This training program will need to educate and train the staff on healthier, more appropriate, and more effective ways of managing student behavior. With this awareness, teachers can then work together with the school administration in crafting an effective approach in managing student discipline.

Teaching and learning in the classroom will be enhanced if more comfortable classroom seats, especially in the senior secondary school, are procured. This is because I observed that they will be uncomfortable for some students. Similarly, the school leadership will need to respond to the challenges students and teachers face over excessive note-copying of students. This, it seems, distracts both staff and students.

Support for the Solution

My primary recommendation is the formation of teachers in academic motivation through a workshop. I have also recommended policy improvement and infrastructural development. My research revealed several strategies perceived by teachers to be effective in motivating secondary school students to improve and learn better. The research also revealed practices and issues that could undermine the academic motivation of these students. The solutions presented made use of these findings to recommend ways students' academic motivation can be enhanced. The solutions also sought to reduce factors that might undermine the academic motivation of students. A workshop was recommended to train teachers on academic motivation because teachers play the most important role, within a school, in the academic motivation of students (Banerjee et al., 2017). And, the workshop could encourage the individual and organizational changes that the research recommended. Specifically, a workshop was chosen because training of teachers can encourage a change of perspective, values and practice in teachers (Trumbull, & Rothstein-Fisch, 2011). This workshop is designed to build on the experiences and knowledge of teachers. Moreover, building on the experiences, perceptions and wealth of knowledge already existing in this school is practical, cost effective, and motivational. It is practical because expertise exists within the school and is accessible. It is cost effective, because this expertise can be tapped with little or no cost since outside experts are not being sought. Finally, it is motivational because it builds on the strengths and knowledge that the staff already have (Rath & Conchie, 2008; Welch et al., 2014).

The policy improvement recommendations based on feedback received from the research were meant to reduce the factors that may undermine the academic motivation of students. Balancing the curricular and co-curricular activities in the school reduces stress and promotes the wellbeing and holistic formation of students. Student wellbeing is an important factor in their academic motivation (Leal et al., 2013). Students' comfort, welfare and wellbeing are also the reasons I recommended the provision of more comfortable seats. Comfortable seats aid learning, and enhance students' health and wellbeing (Gilavand, 2016; Kennedy, 2012; Zunjic et al., 2015). Similarly, the need for efficient and cost-effective on-going formation of staff within the school is the reason for the suggested time slots for meetings and discussions. This will encourage the sustainability of whatever is learnt during the workshop. It will also encourage the emergence of learning communities within the school. Professional learning communities have been shown to be very effective in instructional improvement in schools (Schmoker, 2006).

The research revealed the benefits of employing happy and competent teachers. Hence, I recommended that the school should be deliberate in the type of teachers they recruit. Furthermore, based on research in organizational behavior (Robbins & Judge, 2016), I also recommended that the school should implement policies that enhance job satisfaction and organizational commitment (Fornes et al., 2008; Robbins & Judge, 2016; Srivastava's, 2013). This is because job satisfaction motivates staff and can encourage them to motivate their students in their classrooms (Schulte, Ostroff, Shmulyian, & Kinicki, 2009).

Factors and Stakeholders Related to the Solution

The factors that will influence the implementation of the recommendations identified include the administrator, administrative team, teachers, and parent's association. These have direct and indirect influences on the implementation of the solutions and recommendations outlined in the previous section.

The implementation of a training workshop for the staff will not require any major change of the school's goals and objectives. It will plug into the existing academic schedule of the Secondary School. This is because each new school year begins with an academic workshop for the staff. Other workshops are planned, as needed, during other terms. With the permission of the administrative team, a workshop will be designed for the staff in September 2019, during the first term.

There is need to improve on the school's schedule as a whole because of the concern that the school program is unbalanced. SPCSS will benefit from the counsel of a curriculum expert who will review the school's program. The review will need to be done with the school's goals and objectives in mind as well. This may necessitate a policy improvement that necessitates the implementation of a new school schedule. Similarly, another policy improvement recommendation is the one that encourages the changing of the school academic schedule to create time for teachers to interact, share their experiences on a more regular basis, and share their effective motivational teaching strategies or their challenges. This will gradually encourage the emergence of a culture of learning from each other's best practices of academic motivation. This culture has the capacity of helping teachers continue to improve their strategies and learn. These

departmental or faculty meetings could also provide the administrative team with feedback needed to help organize subsequent academic staff workshops.

A potential barrier to the recommendation is that it will require changes in the academic schedule of the school. This may meet some resistance from staff since it may require them to create an additional time – within their busy schedule - to meet. Also, it may be costly to make some of these changes since, as I recommended, a curriculum expert may be needed to make some of these changes. Furthermore, some people find change difficult and resist it (Audia & Brion, 2007; Burke, 2014, Robbins & Judge, 2016). Others are slow in adopting change and innovations (Rogers, 2003). Change of the school schedule will affect all staff and require them to change what they are familiar with.

These challenges, however, can be overcome. The staff resistance may be minimal since evolutionary change, not revolutionary change, is recommended (Burke, 2014). Furthermore, staff resistance can be reduced if they are consulted in designing a new schedule that creates time-slots that allow them to meet monthly to share. Also, these time-slots can be designed to ensure that they are free from other responsibilities and encumbrances at these periods. Still, the administration can provide some inexpensive refreshments to accompany these gatherings. Moreover, the wellbeing and potential academic motivation of students outweighs the investment in the services of a curriculum expert. Similarly, the school community – students, staff, administrators, and parents - will benefit from a balanced academic program that is healthier and more motivational for students. Likewise, adults can embrace change when they are consulted and given a reason for change (Kotter, 2007; Schriener et al., 2010). Burke (2014)

explained that “people resist the imposition of change” (p. 109). Thus, the staff will be consulted, and given an explanation on why it is beneficial and important for them to meet, reflect on their practices, discuss, and learn.

The budget for the workshop is minimal. This is possible because I have designed the workshop to take advantage of three important factors; venue, accessibility, and time. The venue chosen for the workshop is the school premises. An advantage of this is that the school has the facilities needed to implement this workshop; constant electric power, internet access, projectors, spacious rooms and facilities for group discussion, public address systems, etc. Also, the implementation of this program will be easier for me at this venue because I am familiar with this site. I have also developed some networks and relationships here and will be able to receive other support I may need without having to spend extra money. Moreover, the school’s catering department ordinarily provides breakfast and lunch for staff whenever the school is in session. This will help the school save on having to pay for meals elsewhere. This venue was chosen because of its accessibility. It is convenient and easily accessible to the staff. They are also very familiar with the school. Similarly, I live within five minutes’ walk from the school. Hence, I will not need to spend money on accommodation or transportation.

With the approval of the school administrator I will schedule the workshop at the beginning of the academic term in September 2019, when the school ordinarily holds academic workshops for its staff. The workshop will be a day’s workshop, and it shall run from 8:00 a.m. to 5:00 p.m. This schedule ensures that the workshop is not disruptive but aligns with the school’s academic program. This minimizes the cost for the participants and the school. I will not need to rent a facility to implement the

workshop. The timing ensures that the school will be available for use as a venue. My projected out-of-pocket budget (for stationery, print-outs of hand-outs, certificates of participation, name tags, communication, personal assistant, etc.) is \$200. The budget for the school will depend on the school's regular budget for workshops. I will use a budget that is "Cost-Centered" (Caffarella and Daffron, 2013, p. 287) to guide me. This is because the program's implementation depends on the funds I have raised and budgeted for this purpose.

There are no relevant legal issues that affect the recommendations I have suggested. The school is permitted by law to organize workshops for staff development, and to re-design their academic program to enhance student learning.

It is important to build support in the school for this program to be implemented seamlessly. The administrator, deputy administrator, Head Teacher Senior School, and IT director are the key persons I need to work with directly to be able to implement this program smoothly. Luckily, I know these people in person, and have had a good working relationship with them during my field research. During my field research I came to understand them better. For instance, the school administrator likes to be informed and aware of whatever activities happen in the school. Thus, I will keep him informed. The success of the workshop will also depend on the participants' disposition to learn. Thus far, the administrator, administrative team, and the research participants (staff) have expressed a desire for a feedback from the workshop. These are positive indications.

Relevant Change Theories

These recommendations require the implementations of some changes at the individual and organizational levels by the school's leadership. However, as stated

previously, people and organizations are reluctant to change (Audia & Brion, 2007; Robbins & Judge, 2016). Burke (2014) explained that this reluctance to change may be due to the inconveniences the change may cause, the threat to personal freedom (when change is imposed) or power it may cause, or the sense of loss of something valuable the person may feel as a result of the change. If improperly managed by the school's leadership, change implementation can cause more stress to staff, encourage resistance, and undermine the attempted change (Kotter, 2007; Robbins & Judge, 2016). Students will be negatively affected when change effort fails. Thus, it is important for the school's leadership to implement these changes so that they will reduce resistance or stress, gain the support of staff, and enhance a smooth implementation of change (Kotter, 2007). The smooth implementation of change in an organization is enhanced when it is led by a trustworthy leader, who is consultative and effectively communicates the needs for change and has a clear goal (Burnes, 2004; Dutton, Ashford, O'Neill, & Lawrence, 2001; Shirey, 2013). In the first and second chapters, I argued that a transformational leader would be more effective in implementing changes in teaching practices that enhance the improvement of students in a school environment. Some of the reasons I gave for this was that such a leader is trustworthy, an effective communicator, has high ethical standards, motivates, mentors and empowers the staff to be leaders as well (Bass, 1990; Johnson, 2015; Schein, 1977).

There are many theories for managing change in an organization (Burke, 2014; Robbins & Judge, 2016; Ven de Ven & Poole, 1995). Lewin's theory of organizational change (Burke, 2014) with Lee's (2006) adaptation, provides a transformational leader a model for implementing these recommended changes at SPCSS while being conscious of

the need to prepare the school community for the needed change. Lewin's theory provides a model that allows the administrator to communicate the need for change, point towards the goal, mentor and collaborate with the staff in implementing the necessary changes, and design policies to ensure that the changes become a part of the organization's culture. Lee's (2006) adaptation added an "Anticipatory stage" (p. 492) to "Lewin's Three Steps" (Burke, 2014, p. 175) theory of change involving unfreezing, moving (also changing), and refreezing (also freezing). The unfreezing stage involves making a case for change (Burke, 2014). The moving stage involves adopting a new cognitive framework and implementing the changes (Shirey, 2013). The refreezing stage requires implementation of practices or policies that will embed the changes in an institution (Burke, 2014; Robbins & Judge, 2016). The anticipatory stage allows for ongoing evaluation and recommendations for further change (Lee, 2006). This allows the organization to anticipate further changes, when necessary.

Lewin's theory has been criticized. Shirey (2013) pointed out that it is simplistic and does not show the complex - often non-linear - nature of change. However, Bernard Burnes (2004) evaluated the criticisms of Lewin's theory and defended its validity and relevance. Schriener et al. (2010) have demonstrated that Lewin's model can be effective in managing organizational change. Similarly, Shirey (2013) tested it and found it useful in implementing and understanding organizational change. Edgar Schein, John Kotter, and Ting-Ting Lee have expanded this theory (Burke, 2014; Lee, 2006; Robbins & Judge, 2016).

At SPCSS, the unfreezing stage involves communicating the need to enhance the academic motivation of secondary school students to improve student wellbeing,

learning, and academic performance. Every school wants to improve student wellbeing and learning, and this stage will present the role of the academic motivation of students in achieving this for the school community. This also involves helping staff know what they stand to gain when students are better motivated. A further reason for change is that the recommended strategies are cost effective for the school community. One of the goals of the September 2019 workshop will be to communicate the need for change. However, the unfreezing stage will begin with preliminary meetings with the school administration in June 2019.

The moving stage involves training and mentoring staff. This will last for about six months (or two academic terms, beginning from September 2019). The workshop on academic motivation falls in here, as well. This is because apart from pointing out the need to change (unfreezing), it provides a picture of how change could be implemented by training the staff to adopt or accentuate certain skills. This cannot be achieved at a single workshop. It will involve the school's leadership ensuring that teachers keep practicing and learning these motivational teaching strategies. Mentorship, as an important characteristic of the transformational leadership, will be expected of the administrative team (Bass, 1990; Johnson, 2015). They will support teachers by creating the enabling environment for teachers to keep learning and practicing learnt skills. The workshop will identify and recommend skilled participants who will act as resource persons for staff during this changing stage. Observations and feedback from the workshop will be incorporated into a resource and training manual for participants and new teachers. A simpler digital version of this manual will be created for easier access through smart devices. An important aspect of the support for teachers is providing

appropriate, targeted feedback to help them improve their motivational teaching practices in the classroom. As noted earlier, this will involve the use of an improved version of the Teacher Evaluation by the Students survey instrument (Appendix I).

The refreezing stage involves designing and implementing practices or policies that entrenches the required changes in SPCSS. This process may begin in April 2020 (3rd Term). This will allow the administrative team opportunity to consult with the school community and receive sufficient feedback before designing policies and practices that will entrench these changes in SPCSS. Some of the new practices can be established with relevant policies, at this time (for instance, the use of an updated Teacher Evaluation by the Students instrument - Appendix J – across the school). Other major changes (like the change in the school schedule resulting from feedback from a curriculum expert or the design and implementation of a comprehensive policy on discipline for the school community) may be implemented at this time or in the 2020/2021 academic year (this begins in September 2020).

The anticipatory stage involves on-going reflection, evaluation, and recommendations for improvement of the implemented change (Lee, 2006). The anticipatory stage also involves openness to overhauling practices and the introduction of a totally new program, if it becomes essential. This will be an on-going process that will involve on-going listening to feedback from teachers and students about their experiences. It will also involve the administrative team's attention to academic data, attention to trends within and beyond the school, and attention to the counsel of expert opinion. The anticipatory stage ensures that the implemented practices within the school are not calcified when, in the future, change becomes necessary. It allows the leadership

team to anticipate and be ready for change. The anticipatory stage becomes more prominent after the refreezing stage later in the 2020/2021 academic year.

Implementation of the Proposed Solution

I have proposed three main responses to the research findings. The first is a workshop for the academic staff on motivational teaching practices for secondary school students. The second is a recommendation on policy improvement that affects the school's academic program. These recommendations are guided by the need for cost effectiveness. The third is the support of teachers in their quest to be more effective at motivating students. If adequately implemented, the first two proposals will provide most of the support teachers need.

The administrator, and research participants, have expressed interest in receiving feedback from my research. This workshop will present feedback on the research and provide training in the effective practices for the academic motivation of secondary school students. It will also provide theoretical foundations and rationale for the effectiveness of these strategies. The workshop will be held as part of the beginning of the new term's activities in September 2019. The first goal will be to give feedback on the research. This will be informative and educative. The second goal of the workshop will be to help teachers improve on their teaching practices through equipping them with motivational teaching practices that help secondary school students learn and improve academically. The workshop will make use of the experiences of the participants. It will then challenge them to assess their teaching practices based on the theories of academic motivation and effective motivational practices shared and presented. Also, it will provide them with the opportunity to practice some of the identified skills. The

workshop will be a full day's workshop that will run from 8:00 a.m. to 5:00 p.m.

Observations and feedback from the workshop will be incorporated into a resource and training manual for participants and new teachers. A simpler digital version will be created for easier access through smart devices for the participants. The training manual for new staff will be a PowerPoint presentation with voice recording that is prepared for new staff so that staff will have the benefit of materials from the workshop and key ideas from the workshop to build on, with the help and support of peers.

The manual provides the leadership team opportunities to lead in the mentorship of new staff. It empowers the staff participants with ways to deepen their learning by providing them with materials that they can refer to. It provides new staff with a training resource that they can use at their own pace and convenience.

The policy improvement will be a recommendation to the administrative team. I will explain to them the research findings and the importance of creating space for teachers to discuss and share best practices, guided by the concept of professional learning communities (Schmoker, 2006). I will also highlight the need to update their feedback mechanism especially through the Teacher Evaluation by the Students survey (Appendix I) so that it can align with the research findings in the school. Here I will provide my consultancy service, but allow the school community to decide on the nature of the evaluation form. I will also present to the administrator, privately, the importance of responding to concerns about managing discipline, providing adequate infrastructure like classroom chairs, concerns raised about note copying, and recommendations on diverse ways to motivate the academic staff, as recommended by the literature on organizational behavior.

Factors and Stakeholders Related to the Implementation of the Solution

The implementation of change is usually done within a context and it normally affects people. To effectively implement change, the leader of the change effort, the administrator, will need to be attentive to certain factors before, during, and after the implementation of change.

Before implementing the recommendations/proposals, it is important for the leader of the change effort, the administrator, to understand and be convinced about the need for change. This stage aligns with Lewin's unfreezing stage. This will involve working with the consultant and studying the research findings and the recommendations. It will require the administrator's seeking clarifications if necessary. Also, the administrator will need to evaluate the possible effects of the context on the recommendations, and also the effects of the proposals/recommendations on the Secondary School and be proactive about these. Furthermore, before implementing the change, the administrator will need to work collaboratively with others. He will need to work with a core group of staff who believe in the need for change (the academic leadership team is best poised for this role). This core group will be the change agents or the change implementation committee, CIC (Rogers, 2003). Apart from having interest in change, they will also be those with the necessary authority within the school to implement the change. They will also need to study and assess the proposals. With their help, the administrator will carry all the stakeholders (students, staff and parents) along in implementing the recommendations they find useful. This involves communicating effectively about the change, as well as listening to, and understanding the concerns and needs of the stakeholders. Effective communication also includes interpersonal

communication, clarifying and responding to the concerns and questions raised. In some cases, this will require adjusting the implementation plan to respond to objective needs and concerns. Similarly, the administrator will need to be attentive to the organizational dynamics, social, cultural, economic and environmental factors that may affect the implementation of change and its sustainability. The administrator will need to be effective in communicating the importance and reasons for the implementation of new practices and policies in the school community, and what everyone stands to gain when the changes are implemented. He will also need to discuss the perceived obstacles and how he hopes to address them.

The first main task that the administrator and the CIC will engage in will be to work with the consultant to ensure that the workshop on academic motivation is successfully implemented. The advantage of implementing this workshop is that it will help make the case for the need for change. It will do this by educating, equipping, and getting the buy-in of the staff on the importance and value of academic motivation. It will also help make them more aware of the advantages of using teaching practices that motivate students academically. Furthermore, the workshop will provide an opportunity for the teachers to begin to improve their motivational skills. Thus, the workshop communicates the need for change, and provides the preliminary formation and mentorship needed to implement this change. During this implementation stage, the administrator and the CIC team will need to ensure that the learnt skills are practiced in the school, even after the workshop. They will also strive to see that the staff keep learning and improving their skills. For instance, they will see that the staff create time to share, discuss, improve, and sustain what they learnt during the workshop. Furthermore,

they will strive to ensure that the staff receive feedback on their practices, and that they are provided with the support they need to implement motivational practices within their classrooms. At this stage, the administrator and CIC will pay attention to feedback they receive from staff, students, and parents about these practices.

The second main task the administrator and the CIC will engage in will be to design and implement the improved practices or policies in the school. The administrator and the CIC, making use of feedback received, will strive to improve school practices that will help entrench the motivational practices within the school. For instance, they will see to it that an updated feedback tool (for instance, Appendix J) is used for the assessment and feedback throughout the school. They will also see to it that an updated school schedule is implemented. This schedule, influenced by expert opinion, will help create balance between curricular and co-curricular activities. It will also give staff time to meet and continue learning and improving their practices. Furthermore, they will ensure that the manual on academic motivation is used to train new faculty, and that this resource will be made available for such new staff members. At this stage, as well, a comprehensive policy on discipline can be implemented. Similarly, based on feedback received, an appropriate intervention that responds to the gender differences in the physical sciences may be implemented.

The third main task of the administrator and the CIC will be to seek and use feedback to continually improve practice. This will ensure that they keep improving, and that they keep anticipating and are preparing for future changes.

The administrator cannot implement this project alone. It requires the participation of the school community to be effective. It requires the support of the staff,

parents and students. Within the school, the administrator will rely on the support of the academic leadership team (Head Teacher Senior School, assistant head teacher of the Senior School, deans of faculties, and heads of department) to publicize and implement the recommendations. Their buy-in is required for effective publicity among staff and for proper implementation of the recommendations. This is because the academic leadership team is made up of respected and influential staff. This is why the administrator will need to ensure, from the beginning, that the key members of this team are part of the CIC. He may also nominate enthusiastic staff who were research participants. This will ensure that enthusiastic staff are part of the CIC. He will also get this buy-in by collaborating with and supporting them. This is important for them to feel a sense of ownership. The administrator should see that the CIC and the academic leadership team read this report and provide convenient opportunities for them to seek clarifications from the consultant on whatever questions they may have. Because this is before resumption, they could meet at a convenient time before school actually resumes fully. Also, the administrator will ensure that the CIC provides the consultant a liaison and the assistance he needs to implement the workshop.

The interest of the academic leadership team and the research participants in the research findings is an opportunity to present this workshop and the research finding in a supportive atmosphere. The CIC's support will be needed most in the unfreezing stage to communicate the need and importance of the workshop. Their support will also be needed in the changing, refreezing and anticipatory stages to implement the workshop and relevant policy improvements in the school.

The administrator will need to keep the parents informed, and to get their buy-in. This is because academic scheduling changes may affect them, if the school decides on adjusting the school's schedule to balance curricular and co-curricular programs. The administrator will need to explain to the parents, through the parents' association meetings and school newsletter the need for change, and how the school community stands to benefit when the recommendations are implemented; student welfare, academic motivation and better student learning. He will also need to explain to the parents the kind of adjustments that will be required of them. He will give room for feedback and clarifications. These will encourage the buy-in and support of parents. He will not stop there; he will also work closely with the leadership of the parents' association to communicate this information. Thus, he will try to educate them so that they will be effective in educating other parents.

The workshop will be implemented at the beginning of the school's academic year when workshops are ordinarily run in this school in September 2019. This will ensure that the school's facilities will be available for use. Also, this will ensure that no extra money will be budgeted since the annual budget for workshops will be applied to this workshop. Running the workshop at this time will also be better received by the staff since it is done before they get much busier in the academic term.

Three persons I will need to work closely with in implementing this workshop are the administrator, head teachers, and IT director. I will request that the IT director (and his assistant) be available a day before the workshop and the day of the workshop to set up and ensure that the technologies needed are functional (extension plugs, projecting, public address system, and Wi-Fi). I will also have him show me how to use these

technologies. On the day of the workshop, we will arrive an hour ahead to set up and settle in. Furthermore, I will request that his assistant is on standby to take his place in case of an emergency that may prevent him from attending the workshop. I will need to work with the head teachers in designing the groups for the workshop. Because they know the staff better, this will help group the participants in such a way that they will get the most out of the group activities. I will also need access to the administrator. This is because he has the direct oversight for the facility and also has the capacity of seeing that any shortfalls in the facility or program (scheduling) can be rectified swiftly at the administrative level. Private and open informal surveys will be carried out during the workshop to ensure that the workshop is effective, and participants are comfortable and engaged. A formal survey of staff will be carried out at the end of the workshop, for feedback. The focus will be on what they found helpful, what they found unhelpful, what they still want to understand or learn, and what they recommend towards improving the workshop. Based on the experiences at the workshop, and feedback received from participants, I will write a report for the administrator and his academic leadership team on my observations and how to sustain what the participants learnt. The feedback I received will also be used to design the training or formation manual. I will ensure that the administrator receives my report and the training manual by the end of September 2019.

On his part, the administrator will need to collaborate with the consultant, and the CIC, to implement the workshop smoothly. After the workshop, he will need to discuss the report with the CIC and his full academic leadership team. He will also need to engage them in discussing and implementing the other recommendations. It will be wise

for him to bring these to the staff meetings, and gradually implement these. It will also be important for him to work with his academic leadership team to see that the teachers are implementing what they learned from the workshop. As a transformational leader, he will continue to mentor his teachers to sustain what they have learnt, and to keep them learning. He will work to provide opportunities for teachers to do so within the academic year. He will also make use of feedback from students and the CIC to see that the implementations are on track. He will also need to keep communicating these changes to the school community, and also modelling the outcomes he desires. These are expected of him as a trustworthy leader; a transformational leader.

The primary target of the changes recommended by these research findings is the student. The hope is that the staff will improve their teaching strategies such that students will be more motivated, and student wellbeing and learning will be improved. When students are motivated teaching will be less stressful. Motivation in students, and the better performance of students, may improve teachers' job satisfaction and reduce their stress. This may also reduce staff turnover. This is beneficial for the students and the school; staff turnover is expensive and ineffective (Darling-Hammond, 2003; Voon, Lo, Ngui, & Ayob, 2011). Moreover, the strategies recommended are not cost intensive. These positive outcomes will invariably increase the satisfaction of parents, staff and students. Improved satisfaction will actually attract more students and encourage positive publicity of the school from the school community; this will be more beneficial for the school. In a private school, when more students are attracted, the school has the capacity to choose the students they want, and they are more able to meet their financial responsibilities.

Evaluation and Timeline for Implementation and Assessment

I propose to have the training workshop in the first week of September 2019. This is when the school normally has its staff training workshops. It is advantageous because it is before the students resume; thus, staff are less stressed and have more time to engage in the workshop. I have already begun communications with the school about feedback from my research; they are already expectant. In the first week of April 2019, I will send the administrator an executive summary of my findings and proposal. I will seek a date to meet with him alone, and a date to meet with the key leaders of his academic team (especially the vice principals and the deputy administrator) between the 21st of June 2019 and the 21st of July 2019 (when the school closes for the summer break). The dates are influenced by the fact that I will want to hold this face-to-face meeting when I return to the country, and before the school vacates for the summer break. Feedback, through surveys, will be sought both formally and informally during and at the end of the workshop. My assessment of the workshop and the feedback will be included in a written report to the school. I will ensure that the administrator receives my report before the end of September 2019.

Implications

Practical Implications

As a qualitative research that studied academic motivation of secondary school students in a particular school, this school community (SPCSS) will practically benefit from my study. The study has revealed teaching practices that are perceived to motivate students to learn and that enhance their academic improvement. This knowledge is important because it helps teachers improve the practice of teaching and learning in their

classrooms. As a private school in a country where secondary education is becoming more expensive, the strategies provide the school with cost-effective motivational teaching strategies in the classroom that can help students learn better and improve academically. The workshop will draw the attention of the staff and leadership of SPCSS to these and explain why the best practices and theories believe they are reasonable. The research findings provide the Secondary School materials and information they can use to train new staff. This could enhance the effectiveness and job satisfaction of these new teachers. Parents will benefit from cost effective motivational strategies because implementing these strategies will not necessarily increase tuition. Moreover, parents can learn some of these strategies and complement the effort of teachers. Students will enjoy better wellbeing and better academic motivation, and will learn better. Parents will be happier too, if their students do better in their academics.

This research, in its own little way, has responded to the need for educational research from more diverse cultures and contexts. Its findings have also provided data that have enriched the existing theories of academic motivation. It revealed that teachers used diverse motivational teaching practices they perceived to be effective. The motivational strategies teachers perceive to be effective are usually those that build relationships with the students and demonstrate or acknowledge mastery. Apart from building relationships and demonstrating or acknowledging mastery, students are also motivated by the personality (attitudes) of their teacher. Most of these strategies help students take ownership of their learning. The research pointed to the relevance of the self-determination theory and goal theories in understanding many of the motivational strategies used in the studied school. The research also highlighted the need to

understand students individually to be better able to motivate them. This aligns with the Jesuit educational principle of *cura personalis*.

Implications for Future Research

Future research will benefit from studying the perceptions of students about motivational teaching practices that enhance the academic motivation of senior secondary students especially in the studied school. This is because the current research studied the perceptions of teachers. It will help further this research if the perceptions of secondary school students about teaching practices that motivate them is studied. Likewise, a comparison between the perceptions of teachers and those of senior secondary students about what motivates senior secondary students will be helpful in enhancing the academic motivation of secondary school students; a similar research can be held in the Junior Secondary School. Because what motivates students is diverse, future research can design and test appropriate questionnaires to help teachers identify their students' academic motivational framework, so that the teachers can be more proactive and effective in designing the learning experience to motivate every student in their classroom. Such a questionnaire may be designed after gathering and analyzing comprehensive qualitative data from students and teachers on the teaching practices that motivate secondary school students in the classroom. Also, SPCSS will benefit from a gender analysis of the courses students choose. This research will help the leadership of SPCSS understand the choices of their students and see if there is any need for special intervention programs.

The perceptions of teachers about corporal punishment, and the effects of their perceptions on their teaching practices, will be an interesting research. A better

understanding of the perceptions of teachers about corporal punishment will help the school understand the teachers better and design a better training program that responds to their perceptions, beliefs, and concerns. Similarly, a comparative study of the perceptions of teachers, parents and students about the effects of corporal punishment on academic motivation will be instructive. Future research will also benefit from using the studied theories of academic motivation to assess the perceptions of teachers about the motivational strategies that they use and find most effective. This study will highlight the theories that are most helpful in explaining teachers' perceptions and practice of academic motivation within their school. Also, since parents play a more dominant role in the academic motivation of students, an assessment of the academic motivational practices of parents of secondary school students (in the studied school) will add to research in this field. This information can help teachers and SPCSS understand how to help their students learn. It may also help the school understand how to help educate parents to be more effective in motivating their children.

Implications for Leadership Theory and Practice

The implementation of these recommendations will require a transformational leader (Bass, 1990; Johnson, 2015). This is because the transformational leader is collaborative, trustworthy, exemplary, communicative, and a mentor. In implementing this workshop, I will need to exhibit aspects of this leadership style. I will need to be collaborative, trustworthy, an effective communicator, empathetic, and open to mentoring others to become leaders themselves. These factors influenced the research process and the design of the workshop I plan to implement. Similarly, transformational leadership will be required to effectively implement the recommended changes at SPCSS. The

administrator will need to lead by example, communicate the need for change effectively, and collaborate with his leadership team. He will also need to galvanize and mentor the staff to implement the necessary changes in their classrooms and provide them the support they need to thrive. Also, teamwork and collaboration will be needed to come to more unanimity in implementing discipline in the school. Moreover, he needs to lead by example; he can become a good mentor of teachers by exemplifying those attitudes and practices that teachers perceive to motivate students. He can achieve this by running a participative/inclusive administration, showing love and care, being attentive to the contexts and experiences of staff, making them friends, encouraging them, and exhibiting joy and happiness in his job, encouraging staff and showing appreciation to them for their work, remaining firm, fair and empathetic when he needs to correct staff, exemplifying reflectiveness, etc.

I recommended a transformational leader in my literature review. An important reason for this is that such a leader is able to trust and delegate authority. He also knows how to motivate and encourage staff. These will be needed in the class since the administrator cannot be in every class. Teachers need to lead, empowered by him. His respect and appreciation of his staff will enhance their sense of wellbeing and fulfillment which are needed in the class to motivate students. Thus, the qualities of a transformational leader are necessary in implementing the policies and strategies I recommended. Moreover Aydin et al. (2013) have demonstrated that the transformational leadership qualities of a school administrator create the enabling environment for staff that a school needs to thrive.

Summary of the Study

This research highlighted the perceptions of senior secondary classroom teachers in a Southwestern Nigerian Catholic secondary school about the teaching practices that motivate students to improve academically. It discovered that most of the motivational teaching practices perceived to enhance students' academic improvement encourage building relationship with students, demonstrate or acknowledge mastery of the subject, and are linked to attractive personality in the teacher. The research recommended a training workshop for the staff on academic motivation. Furthermore, it recommended some changes in the academic schedule of the Secondary School. Also, it discussed topics for future research. Finally, it highlighted the relevance of this research to leadership theory and leadership in this school community as a whole.

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Appendix A

Definition of Relevant Terms

Academic achievement: A fruit of academic motivation. It is used interchangeably with academic improvement. It is the cognitive development and benefits of wellbeing that accrue from academic motivation.

Academic improvement: A benefit of academic motivation. It is another word for cognitive development, school engagement, and the participation of the student.

Students' academic performance in school assessments is one of the ways of assessing academic improvement. Students' engagement, effort, disciplined behavior, classroom participation in lessons, effort in learning activities, etc., are other indices of academic improvement.

Academic Leadership Team: It includes the head teachers of the Senior and Junior Schools, assistant head teachers of the Senior and Junior Schools, deans of faculties, and heads of department. They play leadership roles in the life of the school. Please see pages 29 – 36 for a description of their roles and responsibilities.

Academic motivation: Academic motivation will be defined as the energy that drives students to engage in their academics and to put in efforts towards achieving academic goals and success in their schools; it is also the positive emotional disposition that makes them behave properly in the school.

Administrator: The administrative head and Chief Executive Officer of the school. He is at the top of the organogram in the school (please see p. 29 for more information).

Class teacher: Is the class parent, mentor, and teacher responsible for a class in any grade. The class teacher takes roll call, accompanies their class, and provides pastoral care for their students (please see pp. 29-30 for more information).

Context: Refers to the social, cultural, economic, environmental, and political factors that influence students' academic motivation (Bandura, 1993; Deci & Ryan, 2012).

Head Teacher senior school: The academic leader in the senior secondary school. [S]he oversees the implementation of the school's academic program in collaboration with other academic staff (please see p. 29 for more information).

Private schools: Schools approved by the Nigerian government, but owned and run by private individuals, institutions, or organizations.

Public schools: Schools owned and run by the Nigerian government.

Secondary school: The equivalent of Grades 7 to 12. It is divided into Junior Secondary School 1 – 3 (J.S.S. 1 – 3 or Grades 7 – 9) and Senior Secondary School 1 – 3 (S.S.S. 1 – 3 or Grades 10 – 12). In some cases, the Junior Secondary School is called “basic 7 – 9.”

Senior Secondary School 1 - 3: Prepares one for employment, entrepreneurship, tertiary education, and citizenship (Federal Republic of Nigeria, 2013).

Teaching practices: Include what the teacher does to encourage learning in the class in the course of his or her teaching.

Appendix B

Interview Protocol

I. GENERAL INFORMATION AND DEMOGRAPHIC QUESTIONS

1. Interview Protocol: Academically Motivational Teaching Practices: The Perceptions of Southwestern Nigerian Secondary School Teachers.
2. Time of Interview:
3. Date:
4. Place:
5. Interviewer:
6. Introductory Remarks: Thanks for accepting to be interviewed for this project.
7. Briefly describe the project: This research project is on the perception of teachers on motivational teaching practices that enhance academic improvement.
8. Confidentiality: I want to remind you that your comments will remain confidential and anonymous. May I continue with the interview?
9. Interviewee:
10. Break: You may ask for a break or ask questions at any time during the interview.

Questions:

11. Name: Please tell me your name
12. Age: In what age bracket do you belong?
13. Phone contact:
14. Job/Position of interviewee in the school:

II. INTERVIEW QUESTIONS

- 16 General background information:

16.1 Please tell me about your background?

16.2 Tell me a bit about your educational background?

16.3 Tell me about your teaching experiences?

17. Beliefs and academic motivation:

17.1 What does the word “academic motivation” mean for you?

17.2 What do you believe about the academic motivation of secondary school students?

17.3 What do you believe are important factors/influences in the academic motivation of secondary school students?

17.4 Why do you have these beliefs?

17.5 What policies/practices in your school do you believe influence the academic motivation of students in your classroom?

18. Efficacy of teachers in diagnosing the motivational needs of students

18.1 How do you identify or know students who need to be motivated academically?

19. Motivational teaching practices

19.1 What do you do in general when you notice that a student lacks academic motivation?

19.2 What do you do in the classroom when you notice that a student lacks academic motivation?

19.3 Describe your personal experience of this and the effect of your intervention strategy.

20. Interaction in the classroom

20.1 How should a teacher interact with students?

20.2 How do you interact with students in the classroom?

20. Concluding Questions

21.1 What other information do you think I need to know about your perception of motivational teaching strategies/practices that help secondary school students improve academically?

21.2 Word of appreciation

Appendix D

Letter to the Administrator for Access to the Field Research Site

Dear Fr.,

Following my earlier conversation with you on the above issue, I write to formally request for your approval to do a research at your school, Saint Patrick Catholic Secondary School, Lagos. I plan to carry out a field research in your school. The research is on motivational teaching practices that enhance students' academic improvement. My sample population will be approximately 10 teachers. The duration for the research will be a month. I plan to do this research during the Third Term, in the month of June (2018). I chose that month because I understand that the teachers (senior secondary school teachers) I am interested in interviewing will be more available for such an interview at that time.

The research will require an initial interview with the academic leaders in your school (Head Teacher Senior School; Assistant Head Teacher Senior School, and deans). This will be followed by an interview and classroom observation of the selected teachers. I hope to do audio recording of the interview sessions, and video recordings of the teachers as they teach in the class room. I also hope to gather information from published documents and artifacts within the school. I promise to ensure confidentiality and to secure the information received. At the end of my research, I will be glad to share the findings of the research with your school. I will be most grateful if you grant me the necessary approval to proceed with this research.

Yours Sincerely,
Ugo Nweke, S.J.

Appendix E

Letter of Invitation to a Meeting

DATE:

Dear Participant,

I write to request that you participate in a study I plan to conduct at Saint Patrick Catholic Secondary School, Lagos. I plan to carry out a study on the perceptions of teachers on motivational teaching practices that enhance academic improvement in students. I plan to focus on the perceptions of senior secondary school teachers (SS1-3; Grades 10-12). I plan to interview, and observe the teachers. The interviews will last about an hour. The classroom observation will not exceed two hours. I plan to carry out the research during the third term (June, 2018). I chose that month because I understand that the teachers (senior secondary school teachers) I am interested in interviewing and observing will be more available for such interview and observation at that time. The participants will be expected to share, in an audio-recorded interview, their experiences and perceptions of motivational teaching practices that enhance academic improvement in senior secondary school students. They will also be observed teaching their class. However, this study is voluntary, and the participant can withdraw from the interview at any time.

There is no risk to the participant in participating in this research. A benefit associated with this research is conscientization and the development of better awareness of effective motivational teaching practices in the participants. A benefit of the research to the school is the aggregation of effective motivational teaching practices, teacher improvement, and the improvement of the academic motivation of students.

The collected data from this interview will be securely kept. The reported data will be done in such a way that information given by research participants cannot be traced back to the participants. The digital recorders used will be securely kept or protected by password. The data will be deleted after five years.

Although the research participants will not be compensated, the researcher will provide feedback on the findings to the participants, and the school administrators, whenever they request for this feedback. Furthermore, he will share the results of his studies with interested teachers.

A list of the rights of research participants is attached to this letter. You may contact me, Ugo Nweke, for answers to questions about this research at +2348076662718. Kindly contact the Institutional Review Board at +1 402 280 2126 if you have questions about research participants' rights.

Sincerely,

Ugo Nweke

Appendix G

Consent Form

(Adapted from Moustakas, 1994, p. 177)

Date _____

I agree to participate in a research study of “Academically Motivational Teaching Practices: The Perceptions of Southwestern Nigerian Secondary Teachers.” I understand the purpose and nature of this study and I am participating voluntarily. I grant permission for the data to be used in the process of the research, including a dissertation and future publications. I grant permission for the personal information I provided to be used as stated above. I agree to be interviewed and observed on a date mutually agreed with the researcher. I understand that the interview will last about 45 minutes, and the observation will last up to two hours. I also accept to be available for follow-up interviews and discussions should the need arise. I also grant permission to make a digital-recording audio recording of the interviews, and to make video recording of the class observation.

Research Participant/Date

Primary Researcher/Date

Appendix H

Prevalent motivational teaching practices

^a Codes	^b Description	^c Participants
Participation	Student participation in class.	9
Focus attention	Focusing attention on students, especially the weak students, to carry them along.	8
Listen	Listen to students and discussing with them to get their input.	8
Cura personalis	Demonstrate personal care, love, and a good relationship with students.	8
Context	Linking lesson with experience. Using context to teach, giving examples that are within context; being practical when you teach.	7
Encourage	Encouraging students by showing appreciation for their efforts and giving them encouraging feedback about their capacity to succeed if they try.	7
Make them your friends	Be friendly with them.	7
Attitude of joy	Attitude of joy, happiness, motivation, and interest in the job, subject you teach, be motivated personally.	6
Reward	Rewarding positive outcome with awards or gifts.	6
Competence	Quality, knowledge and competence of teacher.	6

(continued)

^a Codes	^b Description	^c Participants
Academic humility	Accepting that the teacher does not know everything and continues to research and learn.	5
Popular method	Use a method that works for a more diverse group.	4
Value	Explain the value of the class to them.	4
Appreciation	Show appreciation.	3
Pairing	Put them in groups.	3
Confront	Challenge them to do better.	3
Understand the students	Trying to understand the students.	3
Keep them busy	Meaningfully engage the motivated.	3
Moderate/Facilitate	Be a facilitator/moderator for the class.	3
Read	Encourage them to read.	3
Believe in their ability	Believe that the children have abilities to learn.	2
Share experiences	Share personal experiences with them.	2
Environment	Create a safe and learner-friendly environment.	2
Confidence	Have confidence in the students.	2
Vary teaching methods	Use different teaching methods.	2
Respect	Respect students; do not insult/embarrass them.	2
Joke	Incorporate comedy to help students relax.	2
Importance of students	Demonstrate that every student is important.	2

(continued)

^a Codes	^b Description	^c Participants
Supervise students	Walk around in the classroom to ensure students are on task.	2
Dress well	Dress well.	2
Be exemplary	Lead and teach by example.	2
Set goals	Set goals for student success.	2
Let them make rules	Let them make and implement rules for discipline.	1
Repetition	Repetition to ensure that all follows.	1
Follow up	Follow up on students.	1
Classroom arrangement	Arrange class in such a way to enhance interaction and participation.	1
Change sitting position	Change sitting position to encourage student's engagement.	1
Simplify knowledge	Make your lessons easy to comprehend.	1
Correct publicly	Correct them publicly to deter unacceptable behaviors.	1
Student Feedback	Allow student feedback to teacher.	1
Alert them	Alert (and prepare) them ahead of boring or challenging topics.	1
Awareness	Be aware and notice your students.	1
Persist	Be persistent and never give up on students.	1
Prepare	Prepare your lessons ahead of class.	1

^aCodes names the prevalent motivational teaching practices in the classroom.

^bDescription explains the meaning of the teaching practice. ^cParticipants mention the number of participants that referred to the teaching practice during interview.

Appendix I

Teacher Evaluation by the Students

Teacher’s name:..... Class:.....

Subject:..... Date:.....

1 = Strongly Disagree; 2 = Disagree; 3 = Uncertain; 4 = Agree; 5 = Strongly Agree

		1	2	3	4	5
1.	Teacher is always punctual.					
2.	Teacher knows his/her subject. He/she teaches well.					
3.	Teacher is organized and neat.					
4.	Teacher explains difficult topics clearly. If I don’t understand something, my teacher explains it in another way.					
5.	Teacher plans class time and gives assignments and class tests that help students think critically. Teacher gives examples that make subject matter meaningful and interesting.					
6.	Teacher returns homework and exam scripts in a timely manner.					
7.	Teacher uses correct grammatical rules and standard pronunciation. He/she uses positive reinforcements such as “good,” “right,” “yes,” “thank you,” “excellent,” and correct.”					
8	Teacher encourages students to speak up and be active in class.					
9.	Teacher is skilled in cura personalis. He/she is genuinely concerned about my good performance in this subject and cares about my total wellbeing.					
10.	Teacher grades fairly.					
Total						

Appendix J

Teacher Evaluation by the Students: An Updated Sample

Teacher's name:..... Class:.....

Subject:..... Date:.....

1 = *Strongly Disagree*; 2 = *Disagree*; 3 = *Slightly disagree*; 4 = *Slightly Agree*; 5 = *Agree*; 6 = *Strongly Agree*

		1	2	3	4	5	6
1.	Teacher is punctual.						
2.	Teacher teaches me well.						
3.	Teacher discourages me from speaking up and actively participating in class.						
4.	Teacher explains difficult topics clearly. If I don't understand something, my teacher explains it in another way.						
5.	Teacher plans class time and gives assignments and class tests that help me think and not just memorize.						
6.	Teacher gives examples that make subject matter meaningful and interesting to me.						
7.	Teacher rarely returns my homework and exam scripts in a timely manner.						
8.	Teacher focuses on brilliant students.						

1 = Strongly Disagree; 2 = Disagree; 3 = Slightly disagree; 4 = Slightly Agree; 5 = Agree; 6 = Strongly Agree

		1	2	3	4	5	6
9.	Teacher uses positive reinforcements such as “good,” “right,” “yes,” “thank you,” “excellent,” correct,” “clap for him/her,” etc, to encourage me.						
10.	Teacher involves all students in the class during lessons.						
11.	Teacher is genuinely concerned about my life and welfare.						
12.	Teacher grades my papers fairly.						
13.	Teacher does not notice when I am confused or not following.						
14.	Teacher gladly listens to my opinions or ideas even when it is different from his/her opinions/ideas.						
15.	Teacher doesn’t use materials and examples that are relevant to my experience, and that are useful to me.						
16.	I cannot tell my teacher any problems I have because [s]he is unfriendly and unapproachable.						
17.	Teacher enjoys teaching this subject.						
18.	Teacher rewards students who make effort with gifts.						
19.	Teacher believes [s]he cannot learn from my ideas.						
20.	Teacher gets our views during lessons.						

1 = *Strongly Disagree*; 2 = *Disagree*; 3 = *Slightly disagree*; 4 = *Slightly Agree*; 5 = *Agree*; 6 = *Strongly Agree*

		1	2	3	4	5	6
21.	Teacher tries to help when I have problem.						
22.	Teacher believes that [s]he does not know it all.						
23.	Teacher likes teaching.						
24.	Teacher is a trusted friend.						
25.	I work hard in this class because of the reward I expect from the teacher when I do well.						
Total							

Note. Participation = 3r, 10; focus attention = 8r, 13r; Listens = 14; 20; cura personalis = 11, 21; context = 6, 15r; encouragement = 9, 12; friendly = 16r, 24; attitude of joy = 17, 23; competence = 1, 2, 4, 5, 7r; academic humility = 19r, 23. The letter “r” signifies reverse score.