

**School Location as Correlates of Learners’
Motivation towards Learning and Achievement of
Universal Basic Education Goals in Public Basic
Schools, Ogun State, Nigeria.**

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Abstract

This study investigated school location as a correlate of learners’ motivation towards learning and achievement of Universal Basic Education Goals in Public Basic Schools, Ogun State. The study adopted the descriptive research design of the survey type. A sample of 1,333 respondents was randomly selected from 103 public junior secondary schools. Learners’ Motivation Questionnaire (LMQ) and Learners Academic Achievement Test (LAAT) were used for data collection, $r=0.912$ and $KR_{20}=0.942$ respectively. Data collected were analysed using Spearman’s Rho correlation. Findings revealed that school location has no significant correlation with learners’ motivation towards learning in public basic schools in Ogun State ($r=.115$, $df=101$, $P>0.05$). School location has no significant correlation with achievement of the

Universal Basic Education goals in public basic schools in Ogun State ($r=.019$, $df=101$, $P>0.05$). The study concluded that school location is not an essential determinant of the achievement of Universal Basic Education goals and learners' motivation towards learning in public basic schools. It was therefore recommended that government should provide necessary materials (instructional and infrastructural), and ensure even distributions of teachers to enhance effective teaching and learning to promote learner-friendly environments.

Keywords: Learners' Motivation, School Location, Goal Achievement

Word Count: 186

Introduction

Universal Basic Education (UBE) is an educational programme aimed at eradicating illiteracy, ignorance and poverty. Therefore, it can be said that at both national and international levels, Nigeria is committed to the provision of Basic Education to all its citizens. Universal Basic Education (UBE) in Nigeria could be traced down to 1955 when the Universal Primary Education Scheme was introduced in Western Nigeria. In subsequent years, the Eastern and Northern Governments also had in place their respective universal education (Saliu & Jamil, 2015). The Federal Government came into the scene only in 1976 with the commencement of the Universal Primary Education in all the regions within the country. The consequence was the provision of a unified and singular framework for educating Nigerians.

The UBE programme is designed to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education. It is also Nigeria's response to the achievement of Education for All (EFA), Millennium Development Goals (MDGs) and the present Sustainable Development Goals (SDGs) and one of the seven cardinal points of the present government in South West, Nigeria. Basic Education has been described as fundamental education,

foundation education or bottom-line education upon which every other form of education (formal, informal and non-formal) is built. Without Basic Education, any educational structure erected, will not have chances of success (Salihu & Jamil, 2015).

The idea behind the Basic Education programme is to give every child formal education for ten years (one year of pre-primary education, six years of primary education and three years of junior secondary education) which would, in turn, make an average child of fifteen years be self-reliant and able to survive life challenges. The goals of basic education in line with the federal government of Nigeria are to: “provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement, develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, ethnic and economic background and provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limit of the child’s capacity” (World Bank, 2019).

The primary target of the UBE aspect of this new educational policy is to ensure that every Nigerian child acquires a minimum of 10-year basic education. Given the unstable and consequently unreliable socio-economic realities in Nigeria, one cannot but wonder how far the UBE programme can go in meeting its target and achieving its set objectives. In every society, including the very advanced ones in Europe and America, education has remained the major social structure for capacity building. As such, if Nigeria must compete favourably with other societies in today’s globalised world in the area of skilled manpower, the issue of education must be accorded utmost priority. Given that basic education provides the foundation for any educational pursuit, it becomes necessary for the basic education programme to be given fundamental attention.

The vision of the Universal Basic Education (UBE) is that at the end of ten years of continuous education, every child should have acquired appropriate and relevant skills and values and be employable to contribute his/her quota to national development. The UBE Act of 2004 covers one year of kindergarten, six years of primary education and three years of junior secondary education.

Furthermore, the guideline for the implementation of UBE outlines the targets/goals of the policy as follows: Ensuring that school-age children are in school; 100% transition to JSS at the end of six years of primary education, completers of basic education to possess literacy, numeracy and basic life skills, as well as ethical moral and civic values, all teachers in basic education institutions to possess the Nigerian Certificate of Education, review of basic education curriculum to conform with the reform agenda, achievement of 100% awareness on HIV/AIDS in schools, the establishment of an effective institutional framework for monitoring learning and teaching, and active involvement in and participation and eventual ownership of schools by local communities. As good as this laudable programme is, there is an acute shortage of manpower for monitoring and evaluation: many basic schools had to pay school fees termed 'parents assist', no free transition from primary to junior secondary schools as many have to sit for Common Entrance Examination into Junior Secondary schools. All these and many more coupled with constant changes in curriculum are considered impediments to the effective attainment of Universal Basic Education goals.

The implementation of the UBE programme would necessarily entail the commitment of a large chunk of resources (human and materials) to ensure its effectiveness and efficiency. Effective management of these resources to guarantee the success of the programme becomes imperative and compelling. No education plan can succeed without proper planning and implementation. The financing of basic education is the responsibility of states and local governments. However, the Federal Government has decided to intervene in the provision of basic education with 2% of its

Consolidated Revenue Fund. The Act also provides for the establishment of the Universal Basic Education Commission (UBEC) to co-ordinate the implementation of the programme at the states and local government through the State Universal Basic Education Board (SUBEB) of each state and the Local Government Education Authorities (LGEAs). But it is quite disheartening that many states in the country fail to access the funds meant to actualize this goal. Funds meant for the provisions of educational materials are there lying un- accessed by states at the UBEC accounts (UBEC, 2018).

Learners' motivation is a very important factor in the teaching and learning process, but, sadly, much attention is given to teachers' motivation without any recourse to learners (Wahab, 2021). When teachers are motivated but learners are not, the consequence is that teaching and learning situations will still suffer. Towards the achievement of UBE goals, learners' motivation needs to be given urgent and prompt attention. Motivation is a fundamental element of students' learning; teachers can assist in increasing and developing motivation for optimal achievement in the classroom.

Through the facilitation of a supportive classroom environment, engaging learning experiences, goal setting and teacher enthusiasm, teachers can empower students to find joy and excitement in their learning. Motivation is enhanced as students gain a sense of self-satisfaction as they can complete the text and task. Student motivation refers to a student's level of engagement in the learning process. When discussing student motivation, scholars typically recognise two major types of motivation: Intrinsic and Extrinsic (CEP, 2019). Intrinsic motivation refers to self-motivation. In other words, a student desires to learn information, achieve a goal or perform a task simply because the student takes pleasure in doing so and sees the value in it. Intrinsic motivation is believed to be the most powerful type of motivation (Knapper, 2017). When a student is intrinsically motivated, they are less likely to be deterred by factors such as peer pressure, complacency or indecisiveness (Fabien, 2019). Also, when a person is intrinsically motivated or possesses self-efficacy skills, he or she believes in his or her ability

to organize and execute a plan of action that may be required to solve a problem (CEP, 2019).

Extrinsic motivation refers to working to achieve a goal because it will produce a certain result. Students who are extrinsically motivated do not necessarily take pleasure in the learning process, but they may show engagement in school because they want to graduate or because they do not want to disappoint their parents. In other words, these students are motivated by outside forces, whereas intrinsic motivation comes from within. Either type of motivation may produce positive results. If students are not motivated, it is extremely difficult to improve their academic performance in school because motivation affects how students relate to their teachers, how much time they devote to studying, and how they go about seeking help when they are having difficulties with assignments (Fabien, 2018).

The importance of school as a citadel of learning in a social environment cannot be over-emphasized (Obua, 2018). The extent to which school location determines students' achievement lies with the particular type of school, its size and whether it is near or far away from another school. School location refers to a school's site, type of buildings, usage, capacity, teachers, students, environment and other parameters for rationalisation of both rural and urban school maps (Obua, 2018).

The location of secondary schools in Nigeria is done haphazardly, without recourse to laid-down statutes. The unplanned location of secondary schools has, therefore, limited their spatial distribution resulting in their concentration to a few locations (Umar & Samuel, 2018). The implication is that while some students spend little time reaching their schools from their homes, others have to travel long distances (Owoeye, 2011). Another impact of rural and urban schools' location is the preference teachers have for urban schools where social amenities avail, to the detriment of rural schools where the population is low and only subsistence livelihood, prevails (Ronfield, Knol & Reininger, 2016). The resultant effect of these factors on secondary schools is that

qualified teachers refuse to post to rural locations, rural dwellers refuse to send their children to schools because they rely on them for subsistence living and help, where parents hesitate to entrust their daughters to male teachers, fearing promiscuity (Mhiliwa, 2015 & Tumwebaze, 2016).

School location describes the school's psychological environment or what others refer to as school ethos, school cultures or the school climate. The school psychological environment could be seen from two perspectives: the goal and relationship dimensions. There is increasing evidence that the student's perception of achievement goal structures both within the classroom and the school generally are related to their self-perception and the use of effective learning strategies (Onuoha, 2010).

A low level of development arising from lack or insufficient basic infrastructural facilities is seriously affecting the rural school students, which invariably has resulted in their low or poor academic achievements. This problem has prevented many quality and experienced teachers from teaching in rural schools and this could result in the poor academic achievement of students in rural schools. Over the past two decades, research has indicated that the educational aspirations of students who study in rural areas lag behind those of their urban counterparts (Umar & Samuel, 2018).

The location of a school has a big role to play in the educational performance of students in the school. The immediate environment of a child plays a major role in the socialization of such a child. Therefore, the area in which a school is located does affect the educational achievement of a student. A school in the heart of the Government Reserved Area (GRA) or housing estate cannot be compared with a school located in an unsuitable place like a motor garage, main street, noisy environment, and nearness to a big market among others. Another impact of rural and urban schools' location is the preference teachers have for urban schools where social amenities are availed, to the detriment of rural schools where

the population is low and only subsistence livelihood prevailed (Ronfield, Kwol & Reininger 2016).

Many rural schools are in a terrible state of despair and lack basic learning facilities. The poor environment and poor infrastructural facilities contribute immensely to poor teaching and poor academic performance. Provision of education in rural areas is faced with difficulties and problems such as qualified teachers refusing appointments in isolated villages; villagers refusing to send their children to school because they are dependent on the latter for help; parents heisted to entrust their daughters to male teachers; lack of roads, books and teaching materials (Akiri & Ugborugbo, 2019). Unequal conditions present in different environments may lead to achievement gaps among students from different school locations. Learners from different school locations should be exposed sufficiently to equal literacy-enriched environments to bridge the gap in achievement among learners from urban and rural school environments (Amadi, Nnamani & Ukoha, 2018).

A review of previous educational programmes in the country shows that material inadequacy has long been a central factor in chronic education shortcomings. The educational materials provided by the state for the execution of education programmes are inadequate and irregular. This inadequacy is compounded by the meagre budgetary allocations for education in recent years, which have been steadily declining over the past two decades. While in 2007, the education sector was allocated 11% of the national budget, this fell to 10% in 2008, 8% in 2009 6% in 2010 and 8.7 in 2013 against the international benchmark which is 26%. Both the global economic recession and growing demand for education in all developing countries have compounded the already-compromised state of Nigerian education.

In 2009, there was a near-collapse of the education sector in Nigeria as virtually all labour groups involved in education embarked on nationwide industrial actions. Learners at all levels were forced to sit at home for several months and wait for the resolution of the dispute. The industrial actions were intended to achieve greater

financial and material support for the school system in Nigeria (Wahab, 2021). The questions that emerged, however, included: should children sit at home because the school system is inadequate? Should education be abruptly terminated because schools are not properly equipped? Should the education sector be expunged from the sectors of organized human endeavour because the government is not providing adequate funds? Many suggestions have since been put forward by researchers and observers to ensure improved funding and more resources for the effective implementation of Nigerian education. This outpouring is, in part, a result of the expectation that the education sector will facilitate technological advancement and economic development in Nigeria, given adequate resources.

The prospect of the education sector receiving adequate funding as a social service becomes less likely with each passing day. As such, the best alternative in the effective management of education is prudence in the use of available materials. When a given level of material is utilized efficiently, more services are provided and more goods produced. Such an economy in the use of resources begins with the adequate exploration of all sources of relevant resources.

A positive learning environment is relevant for students to achieve their educational goals and for teachers to actualize their instructional objectives (Asiabaka, 2019). The school's physical facilities and other elements are the determinant factors in the attainment of educational goals. Also, the quality of education that children receive bears direct relevance to the availability or lack of physical facilities and the overall atmosphere in which learning takes place. The school facilities consist of all types of buildings for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and parks. Others include furniture, toilet facilities, parking lot, security, transportation, ICT, cleaning materials, food storage facilities and social facilities for physically challenged persons.

A positive learning environment needs to be actively created and sustained by members of the student, parents and personnel groups in school, and supported by the community at large. When the school community works together to understand and improve the learning environment, collective action powerfully supports positive youth development and learning to promote the underlying 21st-century skills and knowledge.

The theoretical framework for learner motivation in this study is based on the theory of stimulus-response (Pavlov, 2019). Ivan Pavlov, while studying the functioning of the digestive system, encountered an unforeseen problem. The dogs in his experiment salivated not only upon actually eating, but also when they saw the food, noticed the man who usually brought it or even heard his footsteps. Pavlov began to study this phenomenon, which he called conditioning. "Since the type of conditioning emphasized was a classical one as quite different from the conditioning emphasized by other psychologists at the later stage, it has been renamed classical conditioning.

The Pavlov experiment thus brought to light four essential elements of the conditioning process. The first element is a natural stimulus, technically known as the Unconditioned Stimulus (US) which is food. It results in a natural response called the Unconditioned Response (UR). This response constitutes the second element. The third element is the artificial stimulus which is the ringing of the bell which is technically known as a Conditioned Stimulus (CS). It is substituted for the natural stimulus (food). To begin with, the conditioned stimulus does not evoke the desired response, (CR). The fourth element is the chain of the conditioning process. However, as a result of conditioning, one learns to produce behaviours in the form of a conditioned response to the conditioned stimulus.

The theory of conditioning as advocated by Pavlov considers learning as habit formation and it is based on the principle of association and substitution. A perfect association occurs between the types of stimuli presented together. As a result, after some time,

the natural stimulus can be substituted or replaced by an artificial stimulus and this artificial stimulus can evoke the natural response.

In our day-to-day life, we are usually exposed to simple classical conditioning. Fear, love and hatred towards an object, phenomenon or event are created through conditioning. A father who, when he comes home from the workplace, always rebukes and punishes his child without caring to know the basic reasons may condition his child to fear him or develop anxiety reactions at the time of return to home. The child may further develop a feeling of hatred towards his father or even discontent and a hostile attitude towards his home.

Similarly, a teacher with his defective methods of teaching or improper behaviours may condition a child to develop distaste and hatred toward him, the subject he teaches and even the school environment. On the contrary, affection, a loving attitude and sympathetic treatment given to the child by the parent at home or by the teachers at school may produce a desirable impact on him through the process of conditioning.

Thus, much of our behaviour in the shape of interest, attitudes, habits, sense of application or criticism, moods and temperaments, is fashioned through conditioning. The process of conditioning not only helps us in learning of undesirable habits, unhealthy attitudes, superstitions, fear and phobias through reconditioning. An individual who hates a particular person or object may be made to seek pleasure in their company. Another individual who thinks it is a bad sign if a cat crosses his path can be made to give up his superstitious belief.

Based on the theory of stimulus-response, education researchers have proved the impact of school structural characteristics on academic performance and students' achievement through investigating individual-level and school structural characteristics that influence academic achievement. It was found that students spend a great deal of time in school and therefore schools and school-related activities play key roles in the

socialization of students and serve as the primary social setting for students (Brown & Evans, 2002).

The achievement of UBE goals is presumed to be faced by myriads of problems which are multifarious given these, this study investigated the extent to which learners' motivation towards learning and school location affects the achievement of Universal Basic Education goals in public basic schools in Southwest Nigeria.

Statement of the Problem

Over the years, the gap between educational policies and goal attainment due to inadequate implementation of these policies has become of great concern to many observers. Despite the huge amount invested by the Universal Basic Education Commission in the development of the basic education system in its quest for quality education, it appears they are not sure of what factors affect student academic achievement in the basic education system. The educational system in the country is perceived to be faced by a myriad of problems among which are school location, inadequacy of teachers, material management and others. Several authors have written on all these problems with divergent opinions. Given this, this study has gone a step further to investigate learners' motivation towards learning, school location and UBE goals achievement in public basic schools in Ogun State.

Aim and Objectives of the Study

The aim of this study was to investigate the relationship between learners' motivation towards learning and goal achievement of the Universal Basic Education in public basic schools in Ogun State. The objectives are to:

- i. ascertain the relationship between school location and learners' motivation towards learning in public Basic Schools in Ogun State; and
- ii. determine the correlation between school location and achievement of the Universal Basic Education goals in public basic schools in Ogun State.

Hypotheses

For this study, the following hypotheses were postulated for testing:

- H₀¹:** There is no significant relationship between school location and learners' motivation towards learning in public basic schools in Ogun State.
- H₀²:** There is no significant relationship between school location and achievement of the Universal Basic Education goals in public basic schools in Ogun State.

Methodology

This study adopted a descriptive survey research design. The purpose of a descriptive survey is to collect detailed and factual information that describes an existing phenomenon. The researchers investigated learners' motivation towards learning, school location and goals achievement of the Universal Basic Education in public basic schools. The target population of the study consisted of 339 public junior secondary schools, 339 school administrators and 246,395 learners in Ogun State. (Ogun State Ministry of Education, Science & Technology, 2020). A simple random sampling technique was used to select a total number of 103 public junior secondary schools with a total population of one thousand one hundred and thirty-three (1,133) respondents which comprised of one hundred and three (103) school administrators (Principals), and One thousand and thirty (1,030) junior secondary school 3 students (10 students per school) for the motivation questionnaire and the achievement test were used.

A self-designed instrument tagged Learners' Motivation Questionnaire (LMQ) was used and structured questions on Learners' Academic Achievement Test (LAAT) were used for the collection of data from the participants.

The data collected from the pilot study was used to calculate the reliability coefficient using Cronbach Alpha. The reliability coefficient of the instrument was the Learners' Motivation Questionnaire (LMQ) $r=0.912$ and Kuder-Richardson (KR_{20}) (LAAT) $KR_{20}=0.942$ respectively. Data generated from the

questionnaire were analysed using Pearson’s Product Correlation and Regression analysis at 0.05 level of significance.

Results

Results from the analysis of data are outlined below.

School Demography

Table I: Distribution of School Location

School location	Frequency	Percentage (%)
Rural	41	39.8
Urban	62	60.2
Total	103	100.0

Source: Field Survey, 2021

Table I revealed that 39.8% of the schools surveyed were rural schools, and about 60.2% of the schools surveyed were urban schools. This means that the majority of schools in Ogun State were urban schools. This information is further illustrated in figure 1.

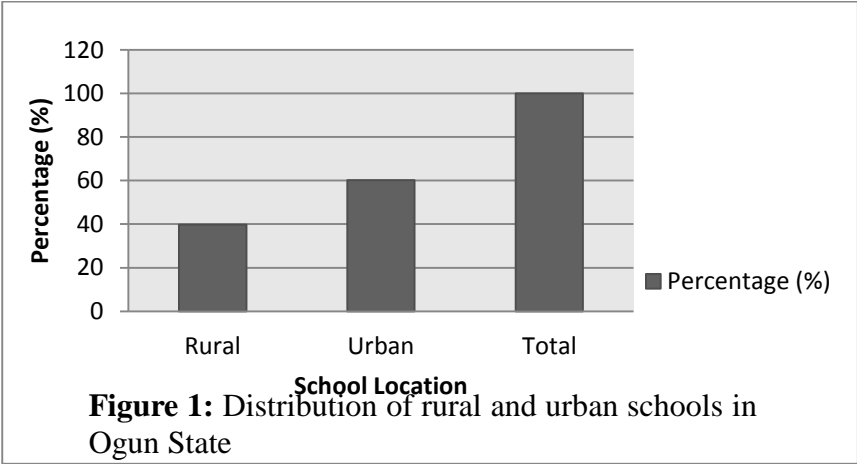


Figure 1: Distribution of rural and urban schools in Ogun State

Source: Field Survey, 2021

Hypotheses Testing

Hypothesis 1: There is no significant relationship between school location and learners' motivation towards learning in public basic schools in Ogun State.

Table 2: Correlation between School Location and Learners' Motivation Towards Learning

Variables	N	Mean	Std. Deviation	df	r	p-value	Remark
School location	103	1.602	0.492	101	0.115	0.247	Not Significant
Learners' motivation towards learning	103	3.888	0.504				

Table 2 indicated the Spearman's rho correlation coefficient showing the relationship between school location and learners' motivation towards learning in public basic schools in Ogun State. Results indicated that school location has no significant correlation with learners' motivation towards learning in public basic schools in Ogun State ($r=.115$, $df=101$, $p > 0.05$). Therefore, the null hypothesis one was rejected. This means that no significant relationship exists between school location and learners' motivation towards learning in public basic schools.

Hypothesis 2: There is no significant relationship between school location and achievement of the Universal Basic Education goals in public basic schools in Ogun State.

Table 3: Correlation between School Location and Achievement of the Universal Basic Education Goals

Variables	N	Mean	Std. Deviation	df	r	p-value	Remark
School location	103	1.602	0.492	101	0.019	0.846	Not Significant
Achievement of UBE Goals	103	6.834	1.059				

Table 3 indicated the Spearman's rho correlation coefficient showing the relationship between school location and achievement of the Universal Basic Education goals in public basic schools in Ogun State. Results indicated that school location has no significant correlation with achievement of the Universal Basic Education goals in public basic schools in Ogun State ($r=.019$, $df=101$, $p > 0.05$). Therefore, the null hypothesis two was rejected. This means that no significant relationship exist between school location and achievement of the Universal Basic Education goals in public basic schools.

Discussion of Findings

Findings revealed that school location has no significant correlation with learners' motivation towards learning in public basic schools in Ogun State. The result means that school location is not related to learners' motivation towards learning. The implication of this finding is that the independent variable (school location) and the independent variable (learners' motivation towards learning) are not significantly associated. This indicated that all things being equal, the two variables cannot be compromised for the successful implementation of Universal Basic Education goals achievement. The finding is in line with the report that although there had been marked progress towards realizing the attainment of UBE goals in the country, achievement of the MDG and EFA goals continue to experience several challenges, mainly socio-cultural and economic (UNICEF, 2012). This is further supported that self-motivation among students is a major factor in good academic performance and

that student motivation has a positive influence on academic performance (Ritho, 2015).

Findings revealed that school location has no significant correlation with achievement of the Universal Basic Education goals in public basic schools in Ogun State. The result means that school location is not related to the achievement of Universal Basic Education goals. The implication of this finding is that the independent variable (school location) and the dependent variable (achievement of the Universal Basic Education goals) are not significantly associated. This finding also implies that the moderating influence of school location on the influence of learners' motivation towards learning on goal achievement of the Universal Basic Education in public basic schools in Ogun State was not significant. These findings imply that out of the possible determinants of goal achievement of Universal Basic Education in public basic schools in Ogun State, learners' motivation towards learning could independently impact positively on the achievement of Universal Basic Education goals in rural and urban schools. This was in line with the finding of Liu & Zumbo (2006) that when the students display a good attitude and better interest in a subject, the teacher is motivated and this may cause him to forget whatever hindrances to the teaching of the subject from his part. Good impartation of knowledge of subject-matter on the part of the teacher; coupled with student's interest in the subject and the display of positive attitude as earlier pointed out, is good motivating factors which when combined is assumed will result in better goals achievement of the basic education. This shows that learners' interest in learning cannot be compromised. When learners are motivated, teachers will find it easy to achieve the stated goals of the educational programme.

Conclusion

The study confirmed that school location is not an essential determinant of the achievement of Universal Basic Education goals and learners' motivation towards learning in public basic schools.

The evidence that learners' motivations towards learning significantly influenced goals achievement of UBE goals in public basic schools in Nigeria. This influencing factor of UBE goals achievement did not differ in respect to school location (urban or rural). Given the findings, for the achievement of UBE goals, learners' motivation towards learning should be given utmost attention by the three tiers of government and all education stakeholders. It is thereby concluded that learners' motivation towards learning is an essential of the determinants of Achievement of Universal Basic Education goals in public basic schools.

Recommendations

Based on the findings, the following recommendations were proffered:

- i. Government should provide more instructional and infrastructural facilities in schools, as well as renovate old and dilapidated buildings to improve upon the level of physical facilities and instructional materials to create a learners-friendly environment.
- ii. Professional development training on school management should be provided continuously for school administrators to help in the smooth running of the schools and bring about improved quality service delivery, and enhance the academic performance of the learners towards the achievement of the UBE goals.
- iii. The learning environment should be conducive for normal academic activities to motivate and encourage learners towards achieving educational goals.

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