
EFFECTIVE MOTIVATIONAL TEACHING PRACTICES IN THE CLASSROOMS: PERCEPTIONS OF SOUTHWESTERN NIGERIAN SECONDARY SCHOOL TEACHERS

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Abstract

Academic motivation enhances learning, discipline, persistence in learning and the graduation of secondary school students. Few researches have studied the perceptions of teachers on academic motivational teaching practices in private secondary schools in urban, Western Nigeria. This research is a qualitative phenomenological study of teaching practices, within the classroom, that is perceived by teachers to motivate students academically. This research is an extension of a similar research (Nweke, 2019). Twelve senior secondary school teachers from three urban private secondary schools in Southwestern Nigeria were interviewed. The research used phenomenology for analysis. It discovered that teaching practices that build and maintain relationships between the teachers and their students were the most frequently used and were perceived to be the most effective motivational teaching practices within the classroom. The research finding affirmed self-determination theory's belief in the role of teachers in the intrinsic motivation of their students. It also demonstrated that aspects of self-determination theory are applicable in a non-Western educational context (Núñez & León, 2015). The research recommended the training of teachers in the acquisition of relational skills, and the provision of mental health services to support teachers. It also recommended further research on the perceptions of teachers on the motivational teaching practices that enhance academic improvement in a remote classroom environment due to the prevalence of online classrooms in the Covid-19 world.

Keywords: Academic motivation, senior secondary school, teaching practices, self-determination theory, phenomenology, Southwestern Nigeria

Introduction

Several researches have demonstrated the benefits of academic motivation on students' learning. Research has shown a relationship between academic motivation and student positive academic achievement (Vallerand & Guay, 2015; Fortier et al., 1995; Walkey et al., 2013). Motivated students put in more effort in their academics, persist and have higher academic achievements (Linnenbrink & Pintrich, 2002). Furthermore, academically motivated students are less undisciplined and more likely to succeed academically (Claver et al., 2020). Thus, academically motivated students are more likely to behave properly, take their academics seriously, succeed in school, and graduate. This research is significant because it adds data to academic motivation from diverse cultures (Núñez & León, 2015), especially in the quest to ascertain if autonomy support has the same global positive effects across different countries both in individualist and collectivist cultures (Núñez & León, 2015; Pintrich, 2003). The research focuses on the classroom because this is one of the places – within the school -where the teacher has the most significant academic motivational effect on students (Banerjee et al., 2017). Also, it focuses on teaching practices in the classroom, because the way teachers teach and behave have effects on the academic motivation of students (Astuti, 2013). Still more, it focuses on secondary education because of the role of secondary education on Nigerian National Policy on Education for employment, good citizenship and higher education (Federal Republic of Nigeria [FRN], 2013). The research focuses on Southwestern Nigerian secondary schools, because there are limited studies of this nature. Finally, this research extends a similar research on teachers' perceptions on teaching practices in the classroom that academically motivate students in Southwestern Nigerian secondary schools (Nweke, 2019). While the initial research was a coeducational boarding and day private secondary school, the current research includes two single sexed (a girls' school, and a boys' school) boarding and day private secondary schools in Southwestern Nigeria. The essence is to see if there are any significant or new information these additional data add to this research.

Literature review

Academic Motivation: A Definition

Researchers agree that academic motivation is a kind of force that energizes and moves students towards achieving positive academic effects and goals. Opara and Agbakwuru (2014) and Astuti (2013) see academic motivation as an energy that propels students to achieve academic ends. Hardré et al. (2006) adds that academic motivation affects the emotions, engagements and efforts of secondary school students positively. Leal et al.(2013) explained that academic motivation of students can be seen in the amount of time devoted to academic endeavors, the satisfaction derived from academic activities, and the sense of wellbeing that accrues from academic engagements by students. Thus, 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” (Nweke, 2019).

Teachers and their Academic Motivation of Students

Teachers and their teaching practices have a lot of influence on students' academic motivation in the classroom (Astuti, 2013). Teaching practices include how teachers teach, their behavior and their relationship with students in the classroom (Astuti, 2013; Nweke,

2019; Wubbels et al., 2014). Maulana et al. (2016) concluded that the instructional competence of teachers is a likely preventive factor in the decline of the academic motivation of students over time.

Teachers motivate students through their attitudes and behaviors as well. Their attitudes include their self-efficacy beliefs (Bandura, 1993). Self-efficacy theory holds that people will engage in activities that they believe will be successful in realizing specific effects (Bandura, 1993, 1977). The perception and beliefs of teachers affect their teaching strategy and practice (Hardré et al., 2006). If teachers believe that they cannot motivate a student, it will affect their teaching practice in relation to that student (Hardré et al., 2006). Burkam et al. (1997) found that teachers motivate their students through teaching practices that are practical and germane to the students' life experiences. Also, students are motivated when the teacher's teaching method allows students to engage in group work and discover things on their own (Burkam et al., 1997). Legault, Green-Demers, and Pelletier (2006) established that teachers motivate students through efforts beliefs, ability beliefs and task interests. Effort and ability beliefs are when the teacher communicates the belief that by their efforts and abilities, students can produce positive academic effects. Task interest is associated with teaching in such a way as to produce academic results.

Teacher-Student Relationship

Frelin (2015) argued that "positive teacher-student relationships, are important for students' academic success" (p. 589). Roorda et al. (2011) agree. Their study also discovered that teacher-student relationship produced more positive effects (in relation to engagement and academic achievement) in high-school students than in pre-school or primary school students (Roorda et al., 2011). This positive relationship is enhanced by the effort of the teacher to emphasize and demonstrate care, concern, interest, encouragement, and trust for the student in the ordinary teacher-student relationship (Frelin, 2015; Nweke, 2019). Luce et al. (2016) building on the interpersonal theory, explained that the behaviors that enhance student-teacher relationships include empathy for students, desire to be close to students and the teacher's care for students. The interpersonal theory explains that human behaviors and human perceptions can be understood from the two perspectives of agency and communion (Luce et al, 2017). Where agency includes the extent one controls the interaction, appropriates power, and behaves differently from another, communion explains their degree of relationship and friendliness. Wubbels et al. (2014) explain that there is a strong relationship between a teacher's self-efficacy, emotional status and personality characteristic and the teacher-student relationship. When teachers are experiencing negative emotions, they will be less in communion and more on agency, thus, undermining a positive teacher-student relationship (Wubbels et al., 2014). For instance, when teachers are upset, they are likely to be less friendly, less patient, less caring, etc. Thus, Jennings and Greenberg (2009) highlighted the importance of the teacher's social and emotional intelligence in building a positive student-teacher relationship, improving student learning environment, and managing teacher's stress.

The self-determination theory (SDT) also emphasized the importance of relationships in the academic motivation of students (Deci & Ryan 2000). In general, SDT proposes that academic motivation of students is linked to the satisfaction of three inherent, universal psychological needs of relatedness, competence and autonomy (Ryan & Deci, 2000; Reeves, 2012; Wang et al. 2019). Relatedness is the psychological need for human relationship and connection. Competence describes the psychological need to gain mastery and be effective in what one does. Autonomy is the psychological need to be in control of one's goals, behavior

and life, without external influence. According to this theory, humans become more self-motivated in their actions when these needs are satisfied.

Reeves (2012) explained that the “most constant aspect of the learning environment is the quality of the teacher’s motivating style. And the most important aspect of the teacher’s motivating style towards students is whether that style is autonomy supportive or controlling” (p. 159). When a teacher’s relationship with students demonstrates care, encouragement and support, the classroom learning environment is more autonomy supportive (Reeve, 2009).

Reeve and Jang (2006) noted that autonomy supportive behaviours within the classroom include caring for students, listening to students for their efforts, praising student, given them opportunities for independent work, making use of students’ contributions in class, giving helpful hints to students when they are experiencing academic difficulty, etc. SDT also emphasizes the role of competence and autonomy in the intrinsic academic motivation of students (Niemic & Ryan, 2009). Intrinsic academic motivation is the academic motivation that is based on personal interest, will, and volition, devoid of external influence, persuasion or coercion (Ryan & Deci, 2000). Niemic and Ryan (2009) stated that intrinsic motivation is enhanced by the satisfaction of the psychological needs of competence and autonomy. Competence enhances the intrinsic academic motivation of students when students feel able to pursue their academic endeavors. When teachers provide the necessary information, clarity of guidance, and provide the necessary resources for students to pursue their academics, such circumstance provides the enablement for the intrinsic academic motivation via competence. Competence is also enhanced when teachers help students believe that the course is within their capacity to learn and understand. Furthermore, Cognitive Evaluation Theory, a sub-theory of Self-Determination Theory argues that:

[I]nterpersonal events and structures (e.g., rewards, communications, feedback) that conduce toward feelings of competence during action can enhance intrinsic motivation for that action because they allow satisfaction of the basic psychological need for competence. Accordingly, for example, optimal challenges, effectance promoting feedback, and freedom from demeaning evaluations are all predicted to facilitate intrinsic motivation. (Ryan & Deci, 2000, p. 58)

Intrinsic academic motivation is enhanced via autonomy when students pursue their academics based on their own volition. Teachers enhance intrinsic academic motivation by making the classes interesting, link the learning experience to the context and needs of the students, and provide the students with choices. Reeves and Jang (2006) argue that the satisfaction of the psychological needs of competence and autonomy are essential for the enhancement of intrinsic academic motivation of students. This is different from the conclusion reached by Wang et al., 2019. Wang et al. (2019) argue that “relatedness is the strongest contributor to autonomous motivation, compared to autonomy and competence” (p. 5).

Research Methodology

The methodology adopted for this research was qualitative, using phenomenology (Moustakas, 1994). Moustakas explained that phenomenology “attempts to eliminate everything that represents prejudgment, setting aside presuppositions, and reaching a transcendental state of freshness and openness, a readiness to see in an unfettered way” (p. 40). This is possible because phenomenology allows a researcher to explore the experiences

of a research participant over a phenomenon (Moustakas, 1994; Manen, 2017). Phenomenology’s rigorous methodology (of bracketing, Epoche, horizontalization) allows the researcher to remain faithful to the experiences and perceptions of each research participant (Dowling, 2007; Moustakas, 1994). The research participants were 12 senior-secondary school teachers from three private secondary schools in an urban, Southwestern Nigerian city. They had an average teaching experience of 15 years. They were identified by their school administrators as being very effective in the academic motivation of their students. The teachers were four men and eight women. They were interviewed individually for an average of 47 minutes each. The research question was “What teaching practices do Nigerian teachers perceive to motivate secondary school students to improve academically?” (Nweke, 2019, p. 3). The schools were located in a Southwestern Nigerian city. The three schools are boarding and day schools. Two are single-sexed secondary schools (one male, one female), and the third is a coeducational secondary school. The consent of the research participants were sought before the interview. They were also assured of confidentiality in the research (Creswell & Creswell, 2018). Some of them requested for feedback from the research, and this was provided to them.

Table 1
Research Participants’ Gender, Teaching Experience, and Interview Duration

^a Name	Gender	^b Teaching Experience	^c Interview Duration
Chike	M	12	97:53
Debora	F	11	38:59
Emeka	M	17	53:47
Faridah	F	10	60:00
George	M	20	60:04
Helen	F	18	60:02
Irene	F	20	29:26
Janet	F	17	35:37
Kate	F	8	35:51
Lola	F	13	24:45
Maureen	F	20	35:51
Ochuko	M	17	36:42

^aName stands for the name of participants. Pseudonyms are used to enhance confidentiality.

^bTeaching Experience (expressed in years) is the number of years each participant has been teaching.

^cInterview Duration (expressed in minutes and seconds) is the duration of interviews.

Transcription and Data Analysis Procedure

Moustakas’ (1994) phenomenological research methodology influenced the data analysis. The data were collected through oral interviews. The interviews were digitally recorded and subsequently transcribed into MS Word Documents with the aid of transcribers. The transcribed documents were crosschecked twice for accuracy and reliability against the recording by the researcher (Creswell & Creswell, 2018). This process allowed the researcher to correct the transcribed text with the help of the recording. This process also revealed some emergent codes around the theme of motivational teaching practices within the classroom that encourages student academic improvement (Creswell & Creswell, 2018). While coding, the

researcher attached memos to the codes to encourage reliability and ensure consistency in the meaning of the codes. Twice, the researcher verified the codes for reliability and consistency.

Research findings

There were 319 codes created on teaching practices that enhance the academic motivation of students inside the classroom. Out of these 319 codes, the research focused on teaching practices that not only motivated students within the classroom, but also that occurred in the three schools, among at least five of the twelve interview participants. There were 305 codes (see Table 2). These 305 codes were grouped into 12 different non-repetitive teaching practices: Participation of students in learning in the classroom, encouraging students with positive feedback, *cura personalis* or individual and personal care for each student, rewarding effort and positive outcomes with gifts and awards, focusing attention on students, making them your friends, teaching with competence, respect of students, linking the learning to the students' context, using teaching aids, listening to students in the classroom, and dressing well.

Twelve research participants were convinced that engaging student participation enhanced students' academic motivation. Motivating the students through engaging their participating was the only teaching practice that was mentioned by all the research participants (see Table 2). Encouraging participation motivated students to be prepared for class. For instance, Ochuko explained that since students do not know "If I go to class my teacher is going to ask me," so they would try as [much as] possible to read ahead." Participation makes the class interactive and encourages the students to speak and "to express themselves" (Irene). The participation that motivates includes giving students roles, and even involving them in setting guiding rules for the learning environment. Irene stated this saying "give them the opportunity to suggest rules to you; make it a democratic situation".

Encouragement is an effective teaching practice that enhances academic motivation in the classroom, according to 11 of the research participants. The easiest way to do this is to "use words of encouragement" (Faridah). Another way of doing this, according to Maureen, is by boosting their confidence in their abilities: as teachers you "should be optimistic...let them know they can do even better...So let them see themselves as being able, they can do that subject. So tell them it's simple".

The personal care and concern a teacher exhibit towards a student is a motivational teaching practice in the classroom that enhances academic improvement, according to ten of the research participants. According to Irene, by giving students that little extra "personal touch, they believe that you love them, so they tend to listen to you in the classroom." Lola explained that "I correct with love" as a way to demonstrate that personal care and concern for students who are not pulling their weight. This teaching practice encourages them to pull their weight. For Janet, having "a genuine love for your students" is very important. One of the tangible ways of doing this is by ensuring that "you know your students by name" (Janet).

Table 2
Prevalent Motivational Teaching Practices within the Classroom

^a Codes	^b Meaning	^c Participants	^d Occurrences
Participation	Student participation in class.	12	70
Encourage	Encouraging students by showing appreciation for their efforts and giving them encouraging feedback about their capacity to succeed if they try.	11	70
<i>Cura Personalis</i>	Demonstrating personal care, love, and good, trusting relationship with students.	10	53
Reward	Rewarding positive outcomes with awards or gifts.	7	24
Focus Attention	Focusing attention on students, especially the weak students, to carry them along.	6	15
Make them your friends	Being friendly with students.	6	13
Competence	Being knowledgeable and competent as a teacher.	6	12
Respect	Treating students with dignity and respect.	6	11
Context	Linking lesson with experience. Using context to teach, giving examples that are within context; being practical when you teach.	6	9
Teaching Aid	The use of teaching aids like maps, videos, etc	5	13
Listen	Listening to students and discussing with them to get their inputs.	5	8
Dressing	The appearance and the motivational effect of the way teachers dress.	5	7

^aCodes refer to the prevalent codes on teaching practices that enhance the academic improvement of senior secondary school students.

^bMeaning describes the codes. This is the memo attached to the code.

^cParticipants refer to the number of the twelve interview participants who made reference referred to that code.

^dOccurrence refers to the number of times that code was referred to by the interview participants during their interview.

Seven of the research participants highlighted the motivational effects of extrinsic motivators like rewards, gifts, awards and recognition. Maureen usually gives “text books” to recognize and encourage students who do well. Faridah employs a similar strategy of giving relevant books. Kate gives “chocolates.” The reward that motivates students could be none tangible like claps, comments in students’ books or verbal statements. Maureen noted that simple “claps” in the class as a mark of appreciation and recognition is also an effective motivational also noted that verbal “praise” is an effective motivational teaching practice

within the classroom. George explained that students are motivated by comments teachers put in notebooks like “excellent”.

Focusing attention on students, is a motivational teaching practice within the classroom, that six of the research participants found effective in helping secondary school students improve academically. Chike stated that “I focus [my] attention, attention is key.” This involved keeping an eye on them, in the classroom. Ochuko agreed and does so by giving students “special attention. Faridah focused attention on students by “calling them by their name”, or by teaching them “one-on-one.” Ochuko gives “special attention” to students who are struggling. Janet ensures that the lesson is “learner centered.” This involves ensuring that students, not the teacher, are the center of learning. Students are helped to engage and contribute to the lesson. Focusing on students could either be “calling them by their names” (Faridah) or ensuring that “you devote time yourself to the student” (George).

Making a student one’s friend, as a teacher, motivates them academically according to six of the research participants. Faridah affirmed this asserting that teachers should act “as a friend towards them.” Janet maintained that this involves creating “a good relationship” with them, and endeavoring to “know their names.”

Competence of the teacher is an effective motivational teaching strategy, according to six of the research participants. Maureen stated that “the mastery of that subject will...make the children believe that this person will be able to teach me to any length.” Mastery will help students believe that they can learn. Debora concurs by adding that “Once you have good control or command of the subject matter; you have their attention; they are motivated to learn.”

Six of the research participants noted that the respect of students is a motivational teaching strategy in the classroom, for senior secondary students. Maureen sums this up by noting that “students too need respect. One shouldn’t talk down on them and make them feel embarrassed.” Lola concurred, asserting; “don’t talk down on students.”

Using contextually relevant teaching practices are motivational for students according to six of the 12 research participants. Lola makes references to former students as tangible examples: “I most times use my...ex-students, the ones that I have taught”. Helen stated that “when teaching, the student should be taught in the context, giving examples with things they are familiar with.”

Students find their teacher’s use of teaching aids motivational in the classroom, according to five of the research participants. Teaching aids could be the use of “pictures and images” or the use of technology like projectors, according to Ochuko. Janet points to the use of “videos” and “films” to make the lesson interesting. The idea is to motivate the students by not focusing solely on oral lecturing.

Students are motivated in the classroom, when teachers listen to them, according to five of the research participants. Ochuko explained that “You listen to them too; don’t shut them down, you should allow them to talk, it helps them to build their confidence”.

Five of the teachers highlighted the motivational effect of the teacher’s dressing. Maureen stated that “the appearance is one of those things that motivate students.” Irene explained; “be neat as a teacher that [you] will be attractive to them.” Debora explained; “dress well, look presentable, it actually catches their attention”.

Analysis

An analysis of the 12 groups of codes reveals that they are clustered around two main themes. These two themes are motivating students through care and relationship with students in the classroom and motivating the students through the teacher's mastery of the subject and teaching. The research findings agree that a teacher's relationship with students (Astuti, 2013; Nweke, 2019; Wubbels et al., 2014) and competence (Maulana et al. 2016) are motivational teaching practices for students. These affirm Nweke (2019). However, the theme of personality (Nweke, 2019) was minimal.

There are seven different codes, which occurred 177 times that encouraged the building of relationships between the teacher and students (see Table 3). The relationship theme is when

Table 3
Themes

^a Themes	^b Codes	^c Participants	^d Occurrences
Relationship	Participation	12	70
	<i>CuraPersonalis</i>	10	53
	Focus Attention	6	15
	Make them friends	6	13
	Respect	6	11
	Listen	5	8
	Dressing	5	7
Mastery	Encourage	11	70
	Rewards/Awards	7	24
	Competence	6	12
	Context	6	9
	Teaching Aid	5	13

teachers encourage student participation, listen to their thoughts and ideas, respect them, and focus attention on their students, students feel that they matter, and that their ideas are valuable. These motivational approaches make the teacher agreeable to their students, and thus, boost their relationship. Similarly, when teachers dress well, their senior secondary school students find them attractive and admirable. Again, this enhances relationship with students. Caring for students enhance the student's relationship with their teacher by helping the student develop a positive relationship with their teacher and build trust (Roorda et al., 2011; Frelin, 2015; Luce et. al., 2016).

The theme of relationship affirmed self-determination theory (Deci & Ryan 2000) in its emphasis on the role of the teacher-student relationship in the academic motivation of students. As was noted earlier, a good relationship between a teacher and a student, according to the self-determination theory, encourages autonomy support, and engenders intrinsic motivation of students (Reeve, 2009). The motivational effects of a teacher-student relationship in the classroom has also been affirmed by several academics (Frelin, 2015; Roorda et al., 2011). This qualitative research found that relationship (relatedness) is the most effective motivational strategy within the classroom. Thus, within the classroom, this research affirmed Wang et al. (2019) that "relatedness is the strongest contributor to autonomous motivation, compared to autonomy and competence" (p. 5). This research also affirmed Nweke (2019) on the perception of Nigerian teachers that teaching practices that

enhance relationship within the classroom are most effective in motivating secondary school students to improve academically.

There are five different groups of codes, which occurred 128 times that point to the perception of Nigerian teachers that mastery of a teacher is a motivating factor in the classroom in enhancing senior secondary school students' academic motivation and improvement (Table 3). This theme describes the competence and knowledge of a teacher in the academic motivation of students (Nweke, 2019). The teacher's mastery is reflected in the knowledge and expert skill

demonstrated as a teacher. This knowledge is revealed in the teacher's competence as a teacher. The expertise as a teacher is manifested in their teaching skills; appropriate use of teaching aids, ensuring that lessons are relevant to their students (by linking such lessons to the students' experiences and contexts), and finding ways to motivate and encourage students by using both extrinsic and intrinsic motivators like rewards/awards, and words or acts of encouragement (Ryan & Deci, 2000; Reeves, 2012).

The theme of mastery affirmed the analyses of the self-efficacy (Bandura, 1993, 1977) and self-determination (Niemic & Ryan, 2009) theories. This is because, for self-efficacy theory, competence perceptions and beliefs of the teacher are critical to the motivation of students. Similarly, in the self-determination theory, competence of the teacher, and the teacher's capacity to engender competence beliefs in the student, enhances the intrinsic academic motivation of students (Niemic & Ryan, 2009; Ryan & Deci, 2000).

Two hundred and sixty-three of these codes were discovered to be similar to Nweke's (2019) "Prevalent Motivational Teaching Practices in the Classroom" (p. 55). Twenty of these codes were new to the list of "Prevalent Motivational Teaching Practices in the Classroom" (Nweke 2019, p. 55. Please see Table 2). While Teaching Aid and Dressing were not part of the codes of the earlier research (Nweke, 2019), they were in this research. Similarly, while Academic Humility and Attitude of Joy were in the previous research, they were not part of the Prevalent Motivational Teaching Practices in this research. Similarly, the theme, called "Personality", which described the motivational effects of a teacher's behavior (Nweke, 2019), was absent in this current research findings. It must be noted that this theme was the least prevalent in the earlier research. Thus, we can deduce that the personality of a teacher is not as important as her mastery and capacity to build a caring relationship with her students.

Conclusion

From the forgoing, it is safe to conclude that, based on the perceptions of the research participants in the three Southwestern Nigerian urban private secondary schools studied in this research, the teaching practices that enhance a teacher's relationship with students, and those that demonstrate a teacher's mastery are the most important motivational teaching practices in the classroom that enhance the academic motivation of senior secondary school students. Likewise, the theme of mastery highlights the role of competence in the academic motivation of students. It also highlights the role of self-efficacy.

With the above in mind, it is very important for governments, school administrators and stakeholders in secondary education to see that competent teachers who have good relational skills are employed in senior secondary schools. Moreover, competence and

relational skills can be learned and improved on through training. For instance, workshops and refresher courses can be organized for teachers to help them improve on their mastery. Some of the areas highlighted – use of teaching aids, making lessons relevant to students, broadening and deepening knowledge of one’s field through more studies and research, learning diverse (intrinsic and extrinsic) motivational strategies of encouraging and rewarding students, etc. –are important areas that staff development can be done. Likewise, workshops can be organized to help teachers improve on their interpersonal and relational skills (Wubbels et al., 2014; Jennings & Greenberg, 2009). Programs that encourage stress reduction and mindfulness exercise should be encouraged to reduce burn out, improve student-teacher relationship and improve classroom management (Wubbels et al., 2014; Jennings & Greenberg, 2009). Schools, local government educational ministries, and school districts need to have expert consultants to whom teachers may be referred for support and help, when necessary.

Future research should be carried out on the perceptions of Southwestern Nigerian senior secondary school students on who influences them the most, academically. This is because the perceptions of teachers and students differ on the greatest social influence on students’ academic motivation (Hardré et al.2008). Teachers need this information to be more effective in teaching. Similarly, further research needs to be carried out on the perceptions of teachers on the motivational teaching practices that enhance academic improvement in a remote/online classroom environment. This study is essential due to the increase of online classrooms in the Covid-19 world. Also, future quantitative research should be carried out on the perceptions of teachers on academic motivational teaching practices in private secondary schools in urban, Western Nigeria. The finding will help consolidate and extend the current research.

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