

## **Perception and Consequences of Unrealistic Motivational Speeches among Nigerian University Students in Toru-Orua, Bayelsa State**

**By**

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### **Abstract**

This study investigated the consequences of unrealistic motivational speeches on Nigerian university students in Toru-Orua, Bayelsa State, with the aim of promoting realistic motivational practices that enhance students' self-perception, motivation, and behaviour. Anchored on Self-Determination Theory, the study employed a descriptive quantitative survey design with a sample size of 336 students from two universities having a total population of 2671 students. Questionnaire was used for data collection, the instrument's reliability was established with a coefficient of 0.92 using Tenberge's Index. The analyzed data revealed that unrealistic motivational speeches emphasizing wealth, success, and socio-economic freedom negatively impact students, leading to decreased self-esteem, increased stress, and feelings of inadequacy. The study recommends that emphasis should be on achievable goals, discussions of challenges and failures, and provision of practical advice to promote realistic motivational speeches. The study concluded that motivational speeches remain viable as long as they are well crafted and prudently delivered.

**Keywords:** Community, Consequences, Motivational, Speeches, Unrealistic

### **Introduction**

In the face of persistent economic hardship, rising emotional distress, and the unrelenting spectre of poverty and unemployment, Nigerians have turned to motivational speaking as a source of hope and inspiration. A motivational speech is a purposeful communication designed to inspire, encourage, and stimulate individuals or groups to achieve their goals, overcome obstacles, and reach their full potential. The scope of motivational speeches is vast,

covering topics like success, productivity, wellness, resilience, leadership, and self-improvement, with the ultimate goal of empowering individuals to make positive changes in their lives. Motivational speeches are relevant to transforming mindsets, building confidence, and fostering overall growth mindset; thus leading to improved performance, increased motivation, and enhanced complete well-being. By providing a fresh perspective, new insights, and practical strategies, motivational speeches can help individuals navigate challenges, overcome self-doubt, and stay focused on their objectives, making them an essential tool for personal and professional development in today's fast-paced and ever-changing world.

With the advent of social and new media, motivational speeches have become ubiquitous feature in Nigerian society, extending beyond academic settings to social arenas, social media, and even stand-up comedy shows (Ezeh, 2022). Students, being avid consumers of social media and entertainment, are frequently exposed to these speeches, which often promise overnight success and effortless achievement (Ibrahim, 2020). The proliferation of social media has created a fertile ground for motivational speakers to reach a wider audience, including students (Ogbonnaya, 2020). Platforms like Instagram, Whatsapp, Twitter, and Facebook are replete with motivational quotes, videos, and live streams, which often blur the lines between inspiration and unrealistic expectations (Adeyemi, 2019). However, some of these speeches lack depth and nuance, failing to acknowledge the complexities and challenges that students face in their academic and personal lives (Okeke, 2020).

In a bid to make these speeches more appealing and to charge the psyche of the listeners, there has been attempt for presenters to project ideas that appears not factual and seem incredible, thus, demotivating rather than motivating the intended listeners. Research has shown that exposure to unrealistic motivational speeches can have demotivational consequences on individuals, particularly students (Bandura, 2018). When students are led to believe that success is solely dependent on their individual efforts, they may become disillusioned and demotivated when faced with obstacles or setbacks (Schunk, 2019). The Nigerian context adds another layer of complexity to this issue. Nigerian students face numerous challenges, including inadequate funding, poor infrastructure, and outdated curricula (Nwosu, 2018). In this context, unrealistic motivational speeches can be particularly damaging, as they fail to acknowledge the systemic barriers that students face.

The proliferation of motivational speeches, particularly those that are unrealistic and unverifiable, can have unintended consequences on gullible students. These speeches often

feature speakers who claim to have achieved extraordinary feats with minimal effort or resources, such as completing six years of secondary school with a single notebook, starting a successful business with just lunch money, or traveling to multiple countries without any external help. While the intention behind these speeches may be to inspire and motivate, they can actually have a devastating impact on students who are already struggling with self-doubt and low self-esteem.

When students listen to these speeches, they may begin to see themselves as failures in comparison. They may feel inadequate and demotivated, wondering why they cannot achieve similar success despite their best efforts. This can lead to a downward spiral of negative self-talk, decreased motivation, and a lack of confidence. For instance, a student who is struggling to balance academic responsibilities with part-time work may feel discouraged by a speaker who claims to have built a successful business empire while still in school. Similarly, a student who is navigating the challenges of a long-distance relationship may feel disheartened by a speaker who claims to have had a frictionless marriage for decades.

Moreover, these speeches can also encourage students to attempt impossible feats, which can lead to trouble and harm. For example, a student who is inspired by a speaker who claims to have achieved financial success through get-rich-quick schemes may try to replicate this approach, only to end up in financial ruin. Similarly, a student who is motivated by a speaker who claims to have achieved physical fitness through extreme dieting or exercise may attempt to follow the same regimen, only to end up with health problems. Other examples include speakers who claim to have learned multiple languages in a matter of weeks, built successful careers without any formal education, or achieved spiritual enlightenment through shortcuts. These speeches can create unrealistic expectations and promote a culture of competition and one-upmanship, rather than encouraging students to focus on their own unique strengths and abilities.

### **Statement of Problem**

The proliferation of unrealistic motivational speeches in Nigeria, particularly among students, remains a cause for concern. While motivational speeches aim to inspire and encourage, the exaggerated claims and unverifiable success stories presented by some speakers may lead to unrealistic expectations and decreased motivation among students. This phenomenon has far-reaching implications for individuals' self-perception, motivation, and behaviour. The constant bombardment of unrealistic success stories can lead to negative self-comparison, decreased self-esteem, and unhealthy competition. Moreover, it can result in the

misallocation of resources and time towards unattainable goals, ignoring individual strengths and talents in pursuit of unachievable aspirations. Furthermore, the consequences of unrealistic motivational speeches can have long-term psychological damage and decreased resilience. It is essential to investigate this phenomenon to promote a more balanced and realistic approach to motivation and inspiration. This study seeks to explore the impact of unrealistic motivational speeches on Nigerian students, with the goal of identifying strategies to mitigate its negative effects.

### **Aim and objectives**

The aim of the study is to investigate the consequences of unrealistic motivational speeches on Nigerian university students in Toru Orua, Bayelsa State. The objectives include, to:

1. examine the perceived prevalent themes of unrealistic motivational speeches among Nigerian students.
2. Determine the perceived negative impact of unrealistic motivational speeches on students
3. Identify strategies for promoting realistic motivational practices among Nigerian university students in Toru Orua, Bayelsa State

### **Research Questions**

1. What are the perceived common themes of unrealistic motivational speeches among Nigerian students?
2. How do the perceived unrealistic motivational speeches negatively impact Nigerian students in Toru Orua, Bayelsa State?
3. What strategies can be employed to promote realistic motivational speeches among Nigeria students in Toru Orua, Bayelsa State?

### **Literature Review**

#### **Motivation**

Motivation is a fundamental concept in psychology that refers to the driving forces that initiate and sustain behaviour. It is the internal or external stimulus that prompts individuals to take action, pursue goals, and achieve success. Motivation is a complex and multifaceted construct that can be influenced by various factors, including personal interests, values, beliefs, and environment (Hagger & Chatzisarantis, 2016). Research has shown that motivation plays a crucial role in determining individual performance, achievement, and overall well-being (Ryan & Deci, 2017).

Without motivation, individuals lack the drive and energy to pursue their goals and aspirations. Motivation is what sustains individuals through challenges, setbacks, and failures, enabling them to persist and overcome obstacles (Duckworth et al., 2011). Moreover, motivation is essential for personal growth and development, as it enables individuals to develop new skills, acquire knowledge, and explore new opportunities (Yeager et al., 2016). In the absence of motivation, individuals may feel unfulfilled, disconnected, and lacking in purpose (Kashdan & Ciarrochi, 2013). Motivation, which could be intrinsic or extrinsic, has a profound impact on individual performance and achievement. Motivation enhances creativity, innovation, and problem-solving skills, enabling individuals to approach challenges with a fresh perspective and innovative solutions (Hennessey & Amabile, 2010)

### **Unrealistic Motivational Speeches**

Unrealistic motivational speeches are those speeches that present overly optimistic or idealized views of success, happiness, or personal achievement, often disregarding the challenges, setbacks, or limitations that individuals may face in real life (Ames, 1992). These speeches can create unrealistic expectations and potentially lead to disappointment or disillusionment if goals are not achieved (Deci & Ryan, 2000).

Unrealistic motivational speeches often perpetuate harmful and overly simplistic ideas about success and personal growth. For instance, the "pull yourself up by your bootstraps" narrative ignores systemic barriers and privilege (Quart, 2020), which can lead to self-blame and shame for those who don't achieve success (Salerno, 2015). Moreover, the "follow your passion" mantra overlooks the realities of financial stability and responsibility (Newport, 2012). Some speeches also promote toxic positivity, dismissing legitimate emotions and experiences (Goodman, 2020). Additionally, they often rely on exceptional rather than relatable examples (Kubicek, 2018), which can lead to decreased motivation and self-esteem in the long run (Cheek, 2019). A more nuanced approach, acknowledging complexity and context, is necessary for genuine empowerment (Gil, 1996).

### **Consequences of Unrealistic Motivational Speeches**

The consequences of unrealistic motivational speeches can be detrimental to individuals and organizations. Research has shown that such speeches can lead to decreased motivation and self-esteem in the long run (Cheek, 2019). Unrealistic expectations and unattainable goals can result in feelings of inadequacy and low self-efficacy (Bandura, 1997). Moreover, the emphasis on individual success can foster a competitive environment, leading to burnout and decreased collaboration (Kohn, 1992). The pressure to constantly achieve more can also lead

to anxiety and depression (Luthans et al., 2015). Furthermore, unrealistic motivational speeches often overlook systemic barriers and privilege, leading to decreased motivation and engagement among marginalized groups (Quart, 2020). A more nuanced approach, acknowledging complexity and context, is necessary to promote genuine motivation and empowerment (Gil, 1996).

### **Empirical Review**

Research by Bamidele (2015) explored the themes of motivational speeches among Nigerian university students, aiming to identify common patterns and themes. The theoretical framework was Social Cognitive Theory, and the population was Nigerian university students. Using a qualitative approach and content analysis, the study examined 50 motivational speeches delivered to students. The findings revealed that common themes included "believe in yourself", "work hard and succeed", and "overcome obstacles". However, the study noted that these themes often neglected systemic barriers and structural challenges faced by students. The study concluded that motivational speeches should acknowledge these challenges to be more effective.

A study by Oyedepo (2018) examined the content of motivational speeches among Nigerian secondary school students, with the aim of identifying dominant themes and messages. Using a mixed-methods approach, the study surveyed 100 students and conducted focus groups with 20 teachers. The findings showed that speeches often emphasized individual effort and talent, with little attention paid to environmental factors that influence student success. The study concluded that motivational speeches should emphasize effort and progress rather than talent or achievement. The theoretical framework was Self-Determination Theory, and the population was Nigerian secondary school students.

Research by Akomolafe (2017) investigated the impact of motivational speeches on Nigerian students' self-esteem, aiming to examine the effects of such speeches on students' motivation and self-perception. The theoretical framework was Self-Esteem Theory, and the population was Nigerian university students. Using a quantitative approach and regression analysis, the study examined 200 students who received unrealistic motivational speeches. The findings revealed that exposure to unrealistic motivational speeches led to decreased self-esteem and motivation among students. The study concluded that unrealistic speeches create unattainable expectations, leading to disappointment and decreased motivation.

A study by Fasasi (2019) explored the effect of motivational speeches on Nigerian students' academic performance, with the aim of identifying the impact of such speeches on students' stress and anxiety levels. The theoretical framework was Achievement Goal Theory, and the population was Nigerian secondary school students. Using a mixed-methods approach, the study surveyed 150 students and conducted interviews with 20 teachers. The findings showed that students who received unrealistic motivational speeches experienced increased stress and anxiety, leading to decreased academic performance. The study concluded that motivational speeches should be realistic and emphasize effort rather than achievement..

Research by Oloruntoba (2016) identified strategies for promoting realistic motivational speeches among Nigerian students, aiming to develop effective approaches for motivational speakers. The theoretical framework was Social Constructivist Theory, and the population was Nigerian university students. Using a qualitative approach and thematic analysis, the study examined 30 motivational speeches delivered to students. The findings revealed that emphasizing effort, providing concrete examples, and acknowledging systemic barriers were effective strategies for promoting realistic motivational speeches. The study concluded that motivational speeches should be tailored to students' needs and contexts.

A study by Ajayi (2020) examined the impact of motivational speeches on Nigerian students' resilience, with the aim of identifying the effects of such speeches on students' perseverance and motivation. Using a mixed-methods approach, the study surveyed 100 students and conducted focus groups with 20 teachers. The findings showed that students who received realistic motivational speeches demonstrated increased resilience and perseverance in the face of challenges. The study concluded that realistic motivational speeches can foster a growth mindset and promote resilience among students. The theoretical framework was Resilience Theory, and the population was Nigerian secondary school students.

## **Theoretical Framework**

### **Self-Determination Theory (SDT)**

Self-Determination Theory (SDT) was propounded by Edward L. Deci and Richard M. Ryan in the 1980s. The theory proposes that human behaviour is motivated by three innate psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 2000). Unrealistic motivational speeches may undermine these needs, leading to demotivation. Specifically:

- **Autonomy:** Unrealistic motivational speeches may be perceived as controlling or manipulative, undermining students' sense of autonomy and agency.

- Competence: Unrealistic motivational speeches may create unrealistic expectations, leading to feelings of incompetence or inadequacy when students fail to meet these expectations.
- Relatedness: Unrealistic motivational speeches may neglect the importance of social support and relationships, leading to feelings of isolation or disconnection.

The introduction of this theory to this work helps in exploring how unrealistic motivational speeches may undermine students' autonomy, create unrealistic expectations that damage their sense of competence, and neglect the importance of social support and relationships, leading to feelings of defeat, isolation and disconnection.

### **Research Methodology**

This study employed a quantitative, cross-sectional, descriptive survey design to explore the impact of unrealistic motivational speeches on university students in Toru-Orua, Bayelsa State. A structured Likert-scale questionnaire with four response categories (Strongly Agree, Agree, Disagree, and Strongly Disagree) served as the primary data collection tool. Using Krejcie and Morgan Formula, the study sampled 336 students proportionally from the two universities in the community, with 15 participants drawn from Hensard University (population: 122) and 321 from the University of Africa (population: 2549). Proportionate sampling ensured representation, while systematic random sampling was utilized to administer the instrument due to the accessibility of students. The research instrument underwent comprehensive face and content validation procedures to ensure it measured the intended constructs accurately. Reliability testing was conducted using Ten Berge's Index, which resulted in a high reliability coefficient of 0.92, indicating strong internal consistency. Out of the 336 questionnaires distributed, 329 were successfully retrieved, yielding a response rate of 95.1%. Descriptive statistical methods, including frequency distributions, percentages, and mean scores, were employed for data analysis.



## Results and Discussions

**Table 1: Common themes of unrealistic motivational speeches**

Variables	SA	A	D	SD	Sum	Mean	Decision
Many motivational speeches to Nigerian students emphasize wealth and success without realistic steps.	84	211	33	0	329	3.13	Agree
Motivational speakers often tell students that hard work alone guarantees success.	74	164	74	17	329	2.90	Agree
Motivational talks frequently focus on exceptional success stories rather than average outcomes.	97	198	17	17	329	3.14	Agree
Unrealistic motivational speeches often neglect the role of luck or socio-economic factors.	44	252	10	23	329	2.96	Agree
These speeches usually promise quick success without acknowledging potential obstacles.	107	171	13	37	329	3.06	Agree

Table I reveals a strong consensus among 329 respondents regarding the unrealistic nature of motivational speeches aimed at Nigerian students. A substantial 89.6% (84 strongly agreeing and 211 agreeing) believe these speeches excessively emphasize wealth and success without offering practical guidance, resulting in a mean score of 3.13. This detachment from practical realities often leaves students unprepared for the complexities of achieving success, leading to disillusionment due to an unrealistic portrayal of success as easily attainable. The absence of actionable advice on skill development and perseverance further exacerbates this issue, potentially setting students up for failure.

The data also highlights critical concerns about the oversimplified view that hard work alone guarantees success. Out of 329 respondents, 238 support this notion, with a mean score of 2.90, though 91 disagree or strongly disagree, reflecting notable dissent. This oversimplification neglects the role of external factors such as socio-economic background and luck, leading to frustration when hard work does not overcome these barriers. Additionally, the tendency to highlight exceptional success stories (295 respondents, mean 3.14) and the frequent omission of external factors (296 respondents, mean 2.96) set unrealistic benchmarks and contribute to students' feelings of inadequacy. The promise of

quick success—endorsed by 84.5% with a mean score of 3.06—further compounds this issue, setting students up for disappointment. These findings underscore the need for motivational content that balances inspiration with realistic advice and acknowledges the complexities of personal and professional development.

**Table 2: Negative impacts of unrealistic motivational speeches**

Variables	SA	A	D	SD	Sum	Mean	Decision
Unrealistic motivational speeches can create false expectations among students.	185	94	40	10	329	3.38	Agree
They may lead to frustration when students' experiences do not match the promised outcomes.	158	154	0	17	329	3.38	Agree
Such speeches can contribute to feelings of inadequacy if students do not achieve similar success.	91	238	0	0	329	3.28	Agree
They can distract students from pursuing realistic goals.	124	171	17	17	329	3.22	Agree
Unrealistic motivational speeches may lead to overestimating one's abilities or opportunities.	107	171	51	0	329	3.17	Agree

The analysis of the table on the negative impacts of unrealistic motivational speeches reveals significant insights into student perceptions. A total of 329 responses were collected, with the statement "Unrealistic motivational speeches can create false expectations among students" receiving the highest agreement, as evidenced by 185 respondents selecting "Strongly Agree" and 94 choosing "Agree," yielding a mean score of 3.38. This suggests a strong consensus on the detrimental effects of such speeches, as nearly 84% of respondents either strongly agreed or agreed. Similarly, the statement regarding the potential for frustration when students' experiences do not align with promised outcomes also garnered a mean score of 3.38, indicating that 95% of respondents felt this way, further highlighting the pervasive concern about unrealistic expectations.

In terms of feelings of inadequacy, the statement "Such speeches can contribute to feelings of inadequacy if students do not achieve similar success" had a slightly lower mean score of 3.28, yet still indicated agreement among 91 respondents who strongly agreed and 238 who

agreed. This underscores a significant emotional impact on students, where the disconnect between motivational rhetoric and actual achievement can lead to self-doubt. The distractions from pursuing realistic goals, indicated by a mean score of 3.22, and the potential for overestimating one's abilities (mean score of 3.17) suggest that while these speeches may initially inspire, they ultimately foster a culture of unrealistic self-assessment. Collectively, these findings illustrate a critical need for more grounded and realistic motivational approaches in educational settings.

**Table 3: Strategies for promoting realistic motivational speeches**

Variables	SA	A	D	SD	Sum	Mean	Decision
Speakers should emphasize the importance of setting realistic goals.	178	151	0	0	329	1.54	Agree
It is crucial to include discussions about the challenges and failures faced along the way.	128	168	10	24	329	3.21	Agree
Encouraging students to understand and accept their limitations can be beneficial.	218	167	0	0	329	3.66	Agree
Including practical advice and actionable steps is more helpful than vague encouragement.	148	181	0	0	329	3.45	Agree
Motivational speeches should provide a balanced view of success and the effort required to achieve it.	248	81	0	0	329	3.76	Agree

The above table reveals significant issues with unrealistic motivational speeches, which often set students up with false expectations. Out of 329 respondents, 185 strongly agreed and 94 agreed that these speeches create misleading narratives of effortlessly attainable success, resulting in a mean score of 3.38 and over 84% agreement. This indicates that such speeches can distort students' understanding of the effort required to achieve genuine success, leaving them with unrealistic aspirations that fail to account for the complexities and challenges involved. The strong consensus highlights a common concern that these speeches, by presenting an idealized vision of success, set unattainable benchmarks for students.

Additionally, the data shows that these motivational speeches can lead to frustration and feelings of inadequacy. With 158 strongly agreeing and 154 agreeing that they disconnect

between promised outcomes and real-life experiences causes emotional distress, the mean score remains 3.38. This reflects how high expectations set without acknowledging potential difficulties can impact students' self-esteem and motivation. Moreover, the emphasis on exceptional success stories, with 329 respondents agreeing that such portrayals set unrealistic standards, results in a mean score of 3.28. This focus on extraordinary achievements can make students feel inadequate if they do not meet these unattainable benchmarks. Overall, the data underscores the need for motivational content that balances inspiration with practical guidance, acknowledging both external factors and potential challenges to better support students in setting and achieving realistic goals

### **Discussion of Findings**

The data analysis reveals a striking consensus among Nigerian students that unrealistic motivational speeches prioritize wealth and success without offering practical steps, and oversimplify the path to success by ignoring critical factors beyond hard work. This resonates with earlier studies by Bamidele (2015) and Oyedepo (2018), which found that motivational speeches often neglect systemic barriers and environmental factors influencing student success. The data's emphasis on the lack of realism and oversimplification of success aligns with SDT's emphasis on autonomy, competence, and relatedness. The findings suggest that motivational speeches often fail to support students' autonomy by neglecting their individual circumstances and socio-economic factors. Furthermore, the data's critique of speeches that emphasize exceptional success stories and quick success without addressing obstacles negates SDT's principle of competence, which highlights the importance of realistic goal-setting and self-efficacy.

The studies by Akomolafe (2017) and Fasasi (2019) offer insights into the adverse effects of unrealistic motivational speeches, and their findings align with the data analysis regarding the negative impacts of such speeches which include decrease students' self-esteem and motivation by creating unattainable expectations, which matches the data analysis that shows strong agreement on the negative consequences of unrealistic motivational speeches. The weighted mean data, particularly the high agreement on the statement that unrealistic speeches can create false expectations and lead to frustration, supports Akomolafe's conclusion that these speeches lead to disappointment and decreased motivation. Similarly, Fasasi's study, which found that unrealistic motivational speeches increased stress and anxiety while decreasing academic performance, aligns with the data showing that such

speeches can lead to feelings of inadequacy and distract students from pursuing realistic goals.

Self-Determination Theory (SDT) provides a theoretical lens through which these findings can be understood. SDT emphasizes the importance of supporting students' needs for autonomy, competence, and relatedness. Unrealistic motivational speeches, by setting unattainable goals and creating false expectations, undermine these needs by decreasing students' sense of competence and increasing stress. This is evident from the high agreement on the negative impacts such as frustration and feelings of inadequacy, which are counterproductive to SDT's goals of fostering intrinsic motivation through realistic and supportive encouragement. The findings and data suggest a clear divergence from SDT principles when unrealistic motivational strategies are used, highlighting the need for motivational approaches that align with SDT to effectively support students' psychological needs and overall well-being.

The data analysis of strategies to promote realistic motivational speeches provides a clear picture of students' perceptions about what makes motivational speeches effective. The findings reveal a strong consensus on the importance of incorporating realistic elements, aligning well with the earlier studies by Oloruntoba (2016) and Ajayi (2020). The high agreement on the need to set realistic goals (mean of 1.54) and discuss challenges and failures (mean of 1.42) resonates with Oloruntoba's conclusion that motivational speeches should be tailored to students' needs and contexts by emphasizing effort and acknowledging systemic barriers. This approach also complements Ajayi's findings that realistic motivational speeches enhance resilience and perseverance, as the emphasis on realistic goals and challenges supports the development of a growth mindset. Self-Determination Theory (SDT) provides a theoretical framework that integrates well with these findings. SDT emphasizes the fulfillment of needs for autonomy, competence, and relatedness. The data showing strong agreement on setting realistic goals, discussing challenges, and providing practical advice supports SDT's principles by promoting a sense of competence and autonomy among students. The positive skewness in the responses suggests that most students view these elements as crucial for their motivation and resilience, which aligns with SDT's focus on fostering intrinsic motivation through realistic and supportive practices. However, the higher mean for providing a balanced view of success and effort (mean of 1.76) with some variability indicates a slightly less unanimous agreement, suggesting room for further exploration into how students perceive the balance between success and effort. Overall, the

alignment with SDT principles underscores the importance of realistic motivational strategies in meeting students' psychological needs and enhancing their overall well-being..

### **Conclusion**

Motivational speeches are intended to inspire and empower individuals to strive for excellence, fostering a growth mindset that views failure as a stepping stone to new opportunities and unexplored pathways. However, when these speeches are overstated and laden with excessive hyperbole, they can have a counterproductive effect. Rather than motivating individuals to take action, they can become a hindrance, limiting people's potential and stifling their willingness to try. In such cases, the exaggerated claims and unrealistic expectations can lead to disillusionment and discouragement, causing individuals to feel inadequate or defeated. Nevertheless, there is a strong belief that well-crafted, authentic, and honest motivational speeches can have a profoundly positive impact. When inspirational speakers deliver messages that are both inspiring and grounded in reality, they can ignite a spark within their audience, fostering a sense of purpose and drive that can lead to remarkable achievements.

### **Recommendations**

1. Motivational speakers should focus on setting achievable goals and provide concrete examples relevant to the students' context, thereby aligning motivational content with students' actual experiences and expectations.
2. Motivational speeches should include discussions about the common challenges and failures students might face, along with practical advice on overcoming these obstacles. This approach helps students develop a realistic understanding of their goals and equips them with actionable steps to achieve them.
3. Inspirational speakers should learn to encourage students to acknowledge and accept their limitations as part of their motivational journey. By helping students understand their own limits and the realities of their situation, motivational speeches can foster a more resilient and growth-oriented mindset, supporting long-term academic and personal success.

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