

**School and Home Factors as Determinants of Public Junior Secondary School Students’
Motivation towards Learning in Ogun State, Nigeria**

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Certification

This is to certify that Mariam Adebisola OWOYEMI with matriculation number LCU/PG/001447 completed this Thesis “School and Home Factors as Determinants of Public Junior Secondary School Students’ Motivation towards Learning in Ogun State, Nigeria” in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan Nigeria, for the award of Doctor of Philosophy Degree (PhD) in Educational Management.

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Dedication

This research work is dedicated to Almighty Allah (SWT) and to all married women who feared their capacity and ability to successfully pursue a postgraduate course after marriage and child bearing.

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Abstract

The apparent worrisome rate of fall in motivation to learn among Nigerian students has regularly aroused public worry; a thorough search of the literature suggests that there is a scarcity of empirical studies on the matter. This study investigated the influence of school and home factors on junior secondary school students' motivation towards learning in Ogun State, Nigeria. Three questions and hypotheses were raised and tested. A descriptive research design guided the study. The population consisted of 470,449 students in public junior secondary schools in Ogun State, Nigeria, and 6519 junior secondary school students were carefully sampled to participate in the study. A questionnaire was designed to gather data. Simple percentages and means were used to answer the research questions, while multiple regression and the t-test were used to test the hypotheses. Results revealed a high level of motivation towards learning (3.36), a very high level of parental involvement in a child's education (3.77), but a low level of availability of instructional resources. There was a significant combined influence of home and school factors on junior secondary school students' motivation towards learning in Ogun State ($F = 79546.842$; $\text{adj. } R^2 = 0.987$; $P < 0.05$). Parental involvement has the greatest relative influence ($\beta = 1.371$; $t = 93.109$, $p < 0.05$), followed by resource availability ($\beta = 0.570$; $t = 54.565$, $p < 0.05$), teacher support ($\beta = 0.223$; $t = 48.711$, $p < 0.05$), and class rules ($\beta = 0.041$; $t = 5.963$, $p < 0.05$). A slight but significant gender difference in the level of junior secondary school students' motivation towards learning was found. It was recommended that autonomy and ownership of learning should be encouraged among students by giving them choice and control over what they learn, how they learn, and how they demonstrate their learning.

Keywords: School Factors, Home Factors, Students' Motivation towards Learning

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Chapter One

Introduction

1.1 Background to the Study

Motivation refers to the psychological forces that drive an individual's behavior, influence the direction, intensity, and persistence of effort towards a goal or objective. It is the driving force that prompts an individual to take action and strive for success. Motivation is a crucial aspect of human behavior that plays a vital role in determining one's success in life. It is the driving force that propels individuals to take action towards their goals and aspirations. Without it can be challenging to overcome obstacles, persevere through difficult times, and achieve success. For students, motivation is especially important as it seems to be a key determinant of academic success, in other words, students who are motivated to learn and achieve are more likely to put in the effort required to succeed in their studies. They are also more likely to be engaged in the learning process, which can lead to better understanding and retention of the material. Furthermore, students who are motivated to learn and achieve are more likely to develop a positive attitude towards education, which can have a lasting impact on their future academic and career success.

Motivation is derived from the Latin word *movere*, which means "to move." It is a mix of motive and action, or an individual's willingness, drive, desire, resolve, and force to achieve a certain goal, aims, and objectives. Motivation may also be defined as the process of inspiring individuals to take action to achieve desired results. Generally, everyone has two sorts of motivation which are outward (extrinsic) motivation and internal (intrinsic) motivation¹.

Intrinsic motivation is internally focused and fueled by the inherent satisfaction one feels from completing a task or mastering a skill¹. It is a type of motivation that is animated by personal

enjoyment, interest, or pleasure. It energizes and sustains activities through the spontaneous satisfaction inherent in effective volitional action¹. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for non-external rewards”. This type of motivation is high during early childhood but can decline as one grows older due to attention or interest shift from play and exploration to extrinsic rewards and punishments².

Extrinsic motivation on the other hand is often driven by external rewards and consequences. It occurs when the individual is motivated to perform a behaviour or engage in an activity to earn a reward or to avoid punishment. A study expresses that human being engages in such behavior not because they enjoy it or because they find it satisfying, but to get something in return or avoid something unpleasant consequences³. For any achievement to be made, human beings need to be motivated, either internally or externally.

Motivation plays a crucial role in academic success for students. It is the driving force that helps students to set goals, overcome obstacles and persist through challenges. When students are motivated, they are more likely to be engaged in their learning, to put in effort, and to achieve their academic goals. A motivated student will have a positive attitude towards learning and be more likely to take responsibility for their own education. They will be more likely to seek out help when needed and to make use of available resources. Additionally, motivation can help students to stay on task and manage their time more effectively, leading to better performance on assignments, tests, and exams. In summary, motivation is a vital ingredient for academic success as it helps students to take charge of their own learning, set goals, and overcome obstacles.

Students' motivation towards learning therefore is a form of drive, force, or urges that stimulate, guide, and sustain students to deliberately determine to learn in school, it is an important building block of self-regulated learning the set of attitudes and mental processes that allow a person to steer their learning⁴. Self-regulated learning involves the action of learning itself, as well as the meta-cognitive processes (the knowledge, monitoring, and regulation of one's learning) that help learners plan what and how to learn and evaluate the outcomes of their learning. Motivation is also closely connected to self-efficacy, a person's belief in their ability to accomplish a task, as well as context, or the environment in which learning occurs⁴. Successful learning of students seems closely associated with their motivation it was emphasized that the information about learners' motivation is the main factor to design an effective instructional play⁵. This may help educators to improve the learning of students. Similarly, it is a well-known fact that learners' capability to raise their enthusiasm to participate in overall activities related to academics has been considered a significant factor to understand their performance and learning⁶. Research related to the motivation of students towards learning also reported that the beliefs of learners about motivation and their learning strategies are associated with their learning⁷.

Unfortunately, an overview of the current state of affairs in Nigerian secondary schools revealed that the majority of students are unwilling or inspired to learn. This is evident in low enrolment and drop-out rate among these students. For instance, in Nigeria, like many other developing countries, is facing a significant challenge in terms of low enrollment and high dropout rates in its education system. According to a report, the enrollment rate in primary schools in Nigeria was just 69% in 2020, with the enrollment rate for secondary schools even lower at 35%⁸. This highlights a significant gap in access to education for many Nigerian

children. Another evidence of poor motivation to learn among student in Nigeria is the observed poor academic performance. There is no doubt that students who are not motivated intrinsically or extrinsically to learn may struggle academically and may have low grades or test scores. Evidence abounds to confirm low academic performance of students in Nigeria. For instance, a study conducted using data from the National Examination Council (NECO) in Nigeria, found that the average scores of junior secondary school students in Nigeria were well below the passing standard in key subjects such as English and mathematics. The study revealed that only 37% of students passed English and 28% passed mathematics. This indicates a significant gap in student achievement and highlights the need for interventions to improve academic performance⁹. Another evidence of low motivation towards learning among students in Nigeria is poor participation and engagement in class. To buttress this fact, a study reported that less than half of the students surveyed reported actively participating in class, and classroom observations revealed that many students were disengaged during class, with behaviors such as texting, sleeping, or daydreaming¹⁰. Other evidence of poor students' motivation towards learning in Nigeria include: Poor attendance, Lack of interest and relevance, Lack of self-efficacy and self-esteem, Behavioral issues such as absenteeism, lack of punctuality, lack of focus, lack of interest in school work, lack of responsibility^{11, 12, 13}. These might be the reason for secondary school graduates' perceived low learning outcomes and, as a result, their inability to contribute meaningfully to the nation's progress. Many variables, including but not limited to students', teachers', government, parents', and societal-related issues, have been cited in the literature as explanations for students' low motivation to learn⁸. The study of student motivation has a long history, dating back to the early 20th century. Early research in this field focused on understanding the factors that influence student

motivation and how these factors can be used to improve academic performance. In the 1950s and 1960s, researchers began to focus on the role of intrinsic motivation, or the motivation that comes from within an individual, and how it relates to academic success. This led to the development of self-determination theory, which posits that students are more likely to be motivated when they feel a sense of autonomy and control over their learning. In the 1970s and 1980s, researchers began to investigate the role of extrinsic motivation, or the motivation that comes from external factors such as rewards or punishments. This led to the development of self-efficacy theory, which posits that students are more likely to be motivated when they believe they have the ability to succeed¹⁴.

In recent years, there has been a growing interest in understanding how social and cultural factors influence student motivation. For example, researchers have examined how students' perceptions of belonging and identity in school can impact their motivation and engagement. Additionally, many studies have been conducted to explore the impact of different teaching strategies on student motivation. Overall, the study of student motivation has evolved over time to encompass a wide range of factors that impact student engagement and success. It is a multidisciplinary field, drawing on perspectives from psychology, sociology, education, and other disciplines. In the same vein, this study investigated the influence of home and school on public secondary school students' motivation towards learning.

One of the indices of school factors considered in this study is "Teacher Support". Teacher support refers to students' beliefs that their teachers care about them, value them and establish personal relationships with them¹⁴. It is measured by the amount of help, concern, and friendship the teacher directs toward his or her students. Because the teacher plays a vital role to create an environment that supports effective teaching and learning in the classrooms, their

support is integral to the achievement of the success of the students. The teachers are expected to be involved in the organization of the learning space, ensuring learner active involvement and discipline in the classroom and so on, to facilitate learning.

Teacher support also known as teacher assistance seems to be one of the most significant elements in the context of teaching/learning. It's also a factor in the formation of student-teacher relationships, school engagement, and academic drive. In the social support model, teacher support can be viewed in two ways: broad or narrow. The broad perspective, based on a report's social support framework, teacher implies a teacher giving informational, instrumental, emotional, or appraisal support to a student, in any environment¹⁵. Informational support is giving advice or information in a particular content area. Instrumental support is giving resources such as money or time. Emotional support is love, trust, or empathy. Appraisal support is giving evaluative feedback to each student¹⁶. The narrow perspective views teacher support in the form of help, trust, friendship, and interest only in a classroom environment¹⁷. Teachers and students who have supportive and pleasant connections are likely to build a sense of school belonging and encourage students to engage collaboratively in classroom activities which is critical to all children's growth in school. Similarly, students who enjoy support from their teachers are likely going to work independently because they know their teachers will be there for them if issues arise. They also seem to know that such teachers will quickly notice and address them when they are going wrong, therefore, teachers' support seems to provide the framework for an effective transition to the social and intellectual environment as children join formal schooling. Again, there seems to be a positive association between teacher support and students' adaptive motivation towards learning. In other words, when students view their teacher as supportive, they showcase higher levels of interest, effort, and drive to achieve

higher academic performance, a more positive academic self-concept, and greater expectancies for success¹⁸. Teacher support enhances a teacher's relationship with a student. Specifically, teachers who support students show their care and concern for their students, so these students often reciprocate this concern and respect for the teacher by adhering to classroom norms¹⁹. When teachers shout at students, blame them, or aggressively discipline them, these students often show less concern for their teachers and fewer cooperative classroom behaviors¹⁹.

Given the significance of teacher support in attaining teaching and learning goals, it is reasonable to assume that student motivation to learn is connected to teacher support. A teacher's warmth and attention to students may drive students to participate in classroom activities, which may lead to behavioral engagement, on the other hand, when there is no teacher support, there is likely to be open disagreement, which can lead to greater anguish and insecurity, as well as a reduction in students' ability to focus on learning. Apart from the benefits that teacher support may provide for students, it can also assist teachers in terms of work satisfaction and performance. This assumption is related to that of a study where lack of support was found as a common cause of teacher stress and burnout²⁰.

Classroom rules are commonly identified as an integral part of an effective classroom management system. They are very easily implemented and focus on the prevention of challenging behaviors before they occur. Classroom rules are one of the tactics for instilling appropriate student behavior during teaching and learning exercises. It entails self-discipline, orderliness, excellent behavior, and adherence to a set of rules. Students are handed prospectuses upon entry to schools, particularly at the secondary level, which outline some of the expectations, including adherence to rules and regulations. However, because most class rules and regulations are established without the input of students, they tend to reject them and,

on some occasions, breach them, resulting in acts of indiscipline that may result in disruption of learning activities, suspension, or expulsion of students²¹. The common expectations of a group of people might be characterized as rules or standards of behavior in a particular setting. This may be what the group considers to be a socially acceptable pattern of behavior that every member of the group is required to follow²². Ideally, teachers establish rules and laws to control the diverse lives of students, including dos and don'ts in the classroom. In this sense, this involves outlining the anticipated behavior of the students during a lesson. However, obeying classroom rules is critical to meeting expectations and achieving goals. Similarly, the learners' academic performance and development in school seem to have been harmed as a result of their low adherence to classroom rules²³.

In an orderly classroom, disseminating instructions for both learners and teachers is likely to be easy and less time-consuming since the teacher may not necessarily go to spend time on maintaining or instilling discipline among students thereby devoting more time to teaching activities. When there are rules, resulting in favorable academic outcomes, it then means that schools without effective classroom rules are likely to be unmanageable and frequently result in uninspired and demoralized instructors and students, who in turn perform poorly academically²⁴. On the other hand, if excellent classroom rules are present at school and the parents at home are aware of good discipline at school and it is also implemented at home, this is likely going to be a good formula for strong motivation towards learning and academic accomplishment among students.

Incidences of disobeying classroom rules in the schools have been reported to have negative effects on the teaching and learning process. These days, rarely will you hear of a school

known for indiscipline mentioned among the top-performing schools when results are released. On the other hand, schools which are known to perform excellently well seem to be equally known for being some of the most disciplined schools. To maintain orderliness in the classroom, the school and the class teacher have to set a blueprint of rules and regulations guiding activities in the classroom during teaching and learning²⁵.

The maintenance of rules in a classroom seems to depend on how effective the set rules governing the class are. Students should be aware of the consequences of breach of these rules and teachers should ensure that these are enforced to the letter. Determining rules and consequences, teaching them to students, and outlining the benefits of working within them, is a critical up-front investment²⁶. If there is a doubt about expectations for behavior in the classroom, students may develop their patterns of behavior. As a teacher once said, if you don't have a plan for your students, they will have a plan for you²⁶.

In secondary schools today, teachers come up with rules and regulations which they feel are likely to help achieve the objectives of teaching and learning exercises. These rules include but are not limited to respect and listening to the teacher, raising your hand to speak, being prepared for class, being quiet when the teacher is talking, being quiet when classmates are talking, sharing new ideas, keep your hands to yourself, respect others' property, keep your workspace tidy, listen to all the teachers, obey all school rules, listen with your ears and your eyes, contribute to discussions, Follow the teacher's directions the first time they are given, cooperate with your classmates and use technology appropriately. Although studies have been carried out to investigate the influence of classroom rules and regulations on students' academic performance and the success of teaching-learning exercises at large, there seems to be a dearth of literature on the influence of classroom rules on student's motivation toward

learning in secondary schools in Ogun State Nigeria. Therefore, the researcher intends to bridge the gap by investigating the influence of classroom rules among others on secondary school students' motivation toward learning in Ogun State, Nigeria.

The ability to maintain a balance between supply and demand in education is dependent on the availability of instructional resources, such as teachers, classrooms, laboratories, utility (electricity, water), and teaching aids²⁷. Resource unavailability is a central focus of educational managers, this is because educational resources (time, information, money, material, and human capacity) are scarce in supply relative to the various uses to which they can be applied²⁸. Education uses a combination of human and non-human resources of many different kinds. The human resources that a modern educational system requires include not only teachers with various skills and knowledge but also administrative and auxiliary staff and supporting personnel. The non-human resources that it requires include physical plant (grounds and buildings), utilization (water and electricity supply), and in many cases, food and catering, and medical supplies. Resources such as men (teachers, policymakers, and non-teaching staff); money (cash, cheque, and notes); materials (raw materials, teaching and research materials, teaching aids, and other equipment); management (policies, plans, programs, time table); time and information are limited in supply and serve as input into the educational system.

The availability of adequate instructional resources such as materials, equipment, and supplies are important ingredients in schools. It has been seen as an intense factor in qualitative education. The significance of teaching and learning and the provision of adequate infrastructural and instructional resources for educating cannot be over-emphasized²⁹. The proclamation that "educating is indistinguishable from taking in however taking in is

distinguishable. It has also been identified as a potent technique for achieving successful teaching and learning. The significance of quality and enough instructional materials in teaching and learning may be shown in their effective use during classroom instruction. Here, instructional materials include all of the tools that teachers may utilize to make learning more exciting and memorable. It includes books, audio-visual materials, software, and educational technology devices.

Availability and relevance of instructional materials in classrooms may impact effective teaching, which can improve students' motivation toward learning and academic achievement in the long run²². This is a result of the fact that instructional resources are a strategic aspect of the organization and delivery of education by instructors. They are resources used to expand an idea that the teachers would not be able to do without effective teaching. Therefore, this helps students to learn more easily and boosts their motivation toward learning.

An overview of the education system in Nigeria suggested that many students complete secondary school without obtaining the necessary life skills. This demonstrates that increasing the number of students has taken precedence over increasing the number and quality of instructional resources. Some studies have even shown that secondary school teaching is particularly bad since these institutions lack critical instructional resources such as furniture for staff and students, books, equipment, games, and sports equipment. Therefore, observed poor motivation towards learning could be attributed to the poorly supplied instructional resource. It should be noted at this point that a professionally qualified teacher no matter how well trained, would be unable to put his ideas into practice if the school setting lacks the equipment and materials necessary for him or her to translate his competence into reality³⁰. The situation in secondary schools in Ogun State, Nigeria appears so pathetic to the extent that

researchers reported that there were inadequate resources both human and materials for teaching in secondary schools and that even the available few ones are not usually in good conditions, this situation has forced teachers to constantly improvise or teach abstractly^{31,32,33}. Improvisation which is an option demands adventure, creativity, curiosity, and perseverance on the part of the teacher, such skills are only realizable through a well-planned training program on improvisation which is not often available. Therefore, the teachers result mostly in teaching students without instructional materials. Despite the desire for technological development, coupled with the fact students' motivation toward learning has become a source of concern to all stakeholders.

Apart from inadequate availability of material resources observed in secondary schools in Nigeria and Ogun State particularly, human resource shortage such as teacher shortage is also a problem in resource availability. The issue can be expressed in terms of the inadequacy of qualified and experienced teachers; it can as well be seen as the inadequacy of willing and committed teachers in the state public schools. It was perceived that many teachers were not willing to teach in rural. Similarly, when rural areas in Ogun State were being plagued with the problem of acute teacher shortages during the expansion brought about by the free education program, some urban areas of the state were exempted. Generally, there are four major types of teacher shortages, in these areas³⁴. Over Shortage (Under Staffing of Teachers): This refers to the over vacancies of teachers to be filled. Such shortages take into consideration the specialization needed as well as the number of quantities desired which is however in short supply. Hidden Shortage: These include teachers that teach subjects in which they do not know or specialize. These categories of teachers fall in the category of teachers that are being mal-employed. Such teachers work in the areas which they do not fit according to their

qualification. Suppressed Shortage: This is a situation where a subject is under-represented in the timetable because of a lack of suitable teachers. Modernized Shortage: This relates to teachers who are formally qualified but already out of touch with current development in their fields. Such teachers need a short orientation through seminars, workshops, conferences, and the like. Suppressed Shortage: This is a situation where a subject is under-represented in the timetable because of a lack of suitable teachers.

Teacher shortage can also take the form of in-balance or disproportion in the teachers-students ratio in schools³⁵. Researchers have shown that teachers are almost always in short supply in schools. For instance, it is arguable that a supply-demand balance or even an overproduction in the number of teachers does not guarantee sufficiency in every subject area. Teacher shortage can also be subject-oriented in nature³⁶. According to a study, well-qualified language and science teachers especially women, are concentrated in urban areas, thus resulting in a shortage of language and science teachers in rural areas³⁷. The present study sought to investigate the contributions of the availability of instructional resources (human and materials) to secondary school students' motivation toward learning in Ogun State, Nigeria.

The home is the first place of learning for the child; therefore, the quality of the home environment goes a long way in determining the eventual personality of the child³⁸. Psychologists had classified the factors that affect learning into two broad categories namely, nature and nurture³⁹. It has been discovered that the two categories play complementary roles. As nature determines the level of intelligence and inherited abilities of the child, nurture helps to maximize these innate abilities. Nurture involves the home, the school, the environment, and the peer groups to which the learner belongs⁴⁰. Indeed, home factors are the foundation for children's development, as such family background in terms of family type, size,

socioeconomic status, and educational background play important role in children's educational attainment and social integration, and motivation towards learning. To this end, this study considers home factors such as Parental:

involvement in a child's education and its implication on student's motivation towards learning.

Education is regarded as a valuable investment for national development all over the world. As a result, children's education is not anticipated to be placed only in the hands of school administrators and teachers, but rather in the hands of everyone, most notably the child's parents and close family members. Parental involvement in a child's education may be described as parental motivations and behaviors aimed at influencing their children's educational well-being. It is a multifaceted and bidirectional concept that has been proven to have obvious ties with children's social and academic outcomes. Parental involvement in children's education may be defined as the act of including parents in educational concerns, mostly at home but also at school⁴¹. Parental involvement is the practice of any action that allows parents and families to participate in the educational process at home, school, and/or in any other program setting. In general, parental involvement in their children's education involves a variety of ways of involvement in education and with schools.

Before the turn of the twentieth century, institutionalized education was a collaborative effort between families and schools. The father's job as the family's financial backer was clearly defined in the late 1800s, while the mother was to administer and oversee the home. Children were collectively nurtured by a cooperative of moms who provided a caring environment for children in the community within the context of the societal norm of the period. As a result, a group of American women from around the country established the Parent-Teacher

Association (PTA) to promote a healthy developing connection between parents and teachers. This movement was highly active in politics, working to pass laws in support of children's rights (e.g., child labor laws, food, and drug act, and housing legislation)⁴².

Another big shift in family structure occurred in the twenty-first century. It is not uncommon these days to see the breadwinner in a single-parent family working several jobs to support a modest lifestyle for their children. In two-parent households, both the father and mother often work full-time to support the family financially. With the change in financial obligations, many families are unable to support their children in the traditional sense of parental involvement in schools. According to research, there are disconnects between parents' involvement and support in school activities, and as a result of this transition, schools have been obliged to take on much of the responsibility for educating pupils, both academically and socially⁴³. As a result, instead of being a simple supporter, the school system has exchanged roles with the parents and is now given the crucial task of being the primary career of a child. At any given time, the role of a parent toward the child cannot be overstated. The home is incredibly important and critical to a child's future well-being and growth. The family is the fundamental cell of society in which the child's upbringing must begin as soon as he is born, even if he is still in the cradle. The values that a person has developed from childhood are like letters inscribed in the bark of a young tree that grows and enlarges with it, becoming an important part of it. As a result, the most crucial aspect of raising and education is a good start. Nobody ever claimed that raising children was easy. They do not come with any recommendations or directions, and there is no pause option. They do, however, bring with them a critical set of physical and emotional demands that must be satisfied.

Failure of parents to address these specialized demands can have far-reaching and long-term negative consequences⁴⁴. This is because parents are the children's first teachers at home. As a child grows from a newborn to a toddler and then to a preschooler, he learns to talk, listen, write, and read, which prepares him for academic success. Numerous studies have found that parents have a significant impact on their children's academic success. According to a study, increased parental involvement in children's learning at an early age has a favorable impact on the child's school performance, including increased motivation towards learning and improved academic accomplishment⁴⁵. When schools and families work together to encourage learning, children tend to achieve not only in school but throughout their lives. The most accurate predictor of a student's academic achievement is not income or social status, but the extent to which that student's family can foster a learning environment at home, express high expectations for their children's future careers, and become involved in their children's education at school and home. Levels of engagement are connected to socioeconomic status and maternal education levels. As children grow older, parental involvement seems to reduce. Single parenthood and issues with mothers' psychosocial health (particularly depression) have a detrimental influence on involvement³². Material poverty has a significant detrimental influence as well. It is demonstrated that there are significant disparities among parents in the extent to which they envision a role for themselves in their child's education and the degree to which they are confident in their ability to assist. It is revealed that many parents are discouraged from participating because of how certain instructors treat them, and the children themselves are shown to have a substantial effect on the degree to which their parents participate. Parents were more active in primary schools than in senior schools. Mothers saw themselves as being more involved than dads⁴⁶.

Parental involvement in education is a significant force, and "parents are a child's first and most enduring educator, and their importance cannot be overstated. Parents have a particular advantage over others in that they can have a more consistent and consistent good effect on their children, which may improve and complement what the school nurtures. Parental involvement is certainly important in this aspect. In terms of the content of what children learn, many fall short since, it appears they lack the requisite knowledge and, as a result, find it difficult to assess and comprehend what was done at school. This holistic approach to parental involvement is based on the concept that children's academic progress is impacted in a dynamic and bidirectional manner by numerous environments (such as home, school, and community)⁴⁷. Parents may help their children's education by attending school activities and fulfilling school responsibilities such as Parent-Teacher Associations and Conferences. They may get more involved in their children's schooling by offering encouragement, setting up suitable study time and space, modeling desired behavior (such as reading for pleasure), supervising assignments, and actively instructing their children at home.

Children spend more time at home than at school, so parents have the chance for a variety of one-on-one interactions with their children. When parents educate their children, they instill new abilities in them and foster a sense of competence in them. This, in turn, is likely to inspire the children to do better, thus initiating a cycle of success reinforcement or motivation. When parents participate in their children's education, they are likely to gain a better understanding of their children's behavioral and intellectual requirements, and such children feel more comfortable discussing their difficulties with their parents.

One of the challenges in secondary school education is including parents in academic concerns to improve success, many parents are unaware of modern educational techniques and how they

might become more involved in their child's education. A variety of projects have been launched globally to enhance home-school connections, although documentation of these initiatives is inadequate, particularly for certain parents. Parents do not engage in school governance, but other activities such as fundraising and aiding teachers with academic or co-curricular activities are entirely voluntary, and parents must be urged and trained to participate actively. There seems to be a lack of training for parents on the requirements and needs of the child, parents, and schools should be held responsible for one another to enhance parental involvement in schools. Parental education should include effective decision-making skills as well as knowledge of how to support their child's school-related activities and enhance their child's learning process at home.

The most important indicator of parents' school involvement is their belief in their intellectual skills. The fact that there are disconnections between school and home is primarily due to the sort of interaction that has been developed between school officials and parents. Schools have not established a stimulating environment in which parents may actively engage in academic pursuits. There is also no parent resource center where parents may feel welcome or attend programs tailored to their requirements. This study, therefore, considers parental involvement in a child's education and its implication on a child's motivation toward learning.

The concept of social class (or simply "class"), as in a class society; is a set of concepts in the social sciences and political theory centered on models of social stratification in which people are grouped into a set of hierarchical social categories, the most common being the upper, middle and lower classes⁴⁸. The term "class" is etymologically derived from the Latin classics, which were used by census takers to categorize citizens by wealth and to determine military

service obligations. When sociologists talk of social class, they refer to a group of individuals who occupy a similar position in the economic system of production. Within that system, occupation is very important because it provides financial rewards, stability, and benefits like healthcare. Social Class is an essential object of analysis for a sociologist, political scientists, anthropologists, and social historians. However, there is no consensus on the best definition of the term “class”, and the term has different contextual meanings. In common parlance, the term “social class” is usually synonymous with “socio-economic class,” defined as; “people having the same social, economic, or educational status,” for instance, “the working class”; an emerging professional class.”⁴⁹.

Social class is the combination of economic and sociological measures of economic status an individual work experience and the economic and social position of an individual or family concerning others based on income, educational level, and occupational status. For the analysis of a family's socioeconomic status, the household income, education of the earner, and occupation are checked as well as combined income compared with an individual, when their attributes are assessed. Socioeconomic status is generally divided into three categories which are: high socioeconomic status, middle socioeconomic status, and low socioeconomic status to explain the three fields a family or an individual may fall into. When putting a family or individual into one of these categories, any or all of the three variables i.e., income, education, and occupation can be reviewed and assessed⁵⁰. Different scholars have defined socioeconomic status in different ways. Some scholars consider that socioeconomic status is the total household income while other scholars include other variables that is., parental educational level. In addition to the widely used income variable, some other variables are also considered that is., family and parental educational attainment; total family income; living in poverty;

living in a single-parent household; motivation for learning, alcohol or drug use, crime, community/environment, etc. many scholars consider that socioeconomic status is the most fundamental factors which are responsible for the academic success⁵¹.

In the 18th century, the term “class” began to replace such as estates, rank, and orders as the primary means of organizing society into hierarchical divisions. This corresponded to a general decrease in significance ascribed to hereditary characteristics and an increase in the significance of wealth and income as indicators of position in the social hierarchy. Definitions of social classes reflect several sociological perspectives, informed by anthropology, economics, psychology, and sociology. The major perspectives historically have been Marxism and structural functionalism. The common stratum model of class divides society into a simple hierarchy of working class, middle class, and upper class. Within academics, two broad schools of definitions emerge those aligned with 20th-century sociological stratum models of class society, and those aligned with the 19th-century historical materialist economic models of thinkers⁵². Another distinction can be drawn between analytical concepts of social class, and more empirical traditions such as the socio-economic status approach, which notes the correlation of income, education, and wealth with social outcomes without necessarily implying a particular theory of social structure⁵².

Not everybody has the same amount of prestige, money, or social influence as everybody else. Each of these scarce variables is unequally distributed throughout any population. It is possible to rank persons in terms of their income, the prestige of their occupations, the extent of their education, or the amount of power involved in the various roles they play within the community. A person’s rank based on these criteria is referred to as his or her socio-economic status. However, we classify persons much more loosely based on only one or two of the

criteria-only a few categories such as “upper class” “middle class” and “lower class”. We may define social class as a stratum (or “layer”) of persons who share a similar socio-economic status. Different sociologists use the term social class for classifying people as similar or different in a “socioeconomic status”.

The most influential classification scheme was the first proposed by a theorist. His system was based only on one criterion: ownership of the means of production⁵³. He recognized that many different social classes had existed in different historical periods. For example, the aristocracy, who had owned the land, and the peasants, who had tilled it. However, he regarded two classes alone as the forces shaping history during the industrial period: (i) the bourgeoisie, or capitalists who had to sell their labor to earn a living. How many social classes are there? There is no single correct answer to the question. Sociologists usually employ between three and six categories. For years many surveys referred only to “upper”, “middle”, and “lower classes” and the majority of the North American population would regularly claim to be “middle class”. Even though the majority did manual labor and therefore should be called “lower class”⁵⁴. However, it finally became apparent that people knew perfectly well what stratum they occupied. It was just that they did not like to call themselves “lower class”. When the term working class was added to the list of choices, most respondents chose that term to describe their status. When six categories are used to describe a stratification system, the upper, middle, and lower classes are subdivided into upper and lower sub-groupings. Thus, the upper class consists of “old money”- people whose families have been rich for generations. The lower upper class may be just as rich, but their money is more recently acquired. The upper-middle-class consists mostly of business and professional people who live comfortably in attractive environments. The lower middle class is not quite so affluent; they work as shopkeepers in

clerical jobs, and the like. An upper lower-class man may earn as much as any middle-class worker but he does so through manual work. Finally, the lower- lower class consists of welfare recipients, the unemployable or occasionally employed workers who do unskilled work⁵⁵. The researcher argued that social class originates from the division of labor. In simple or rural societies, a person may occupy or perform many roles. For example, the man who is the barber in the town may also be the tailor as well as the king's bell ringer. As society becomes more complex and the population increases, people come to take fewer and fewer roles. In other words, roles become more specialized, and skills needed to occupy roles become more important⁵⁶.

Social class colors our motivations in several ways. Studies on political behavior have noted in the western world that motivations of conservatism, liberalism, or authoritarianism evolve from the kind of class in which we find ourselves. Hence, social class affects our voting behavior. However, we cannot confidently give the extent to which social class influences voting behavior in Africa. We say with some measure of confidence, however, that ethnicity is far more important than social class in influencing voting behavior in the African context. Social class has effects on our health. For example, it influences the pattern of diseases, due to the less healthy conditions in which poor people live, they suffer certain types of diseases which rich people who live in cleaner and healthier environments do not suffer from. Epidemiology in Africa shows that the lower intestinal diseases are far more common among the rural and lower-class people than among the upper classes. This is because treated and clean water is available to the upper classes while the lower classes have to go to rivers and dirty streams to collect water for use. However, on the other hand, it is discovered that many children of the upper classes today use heroin and other kinds of drugs which tends to create

a disease pattern that is common to them. Similarly, because of the poor nourishment, children of the lower class and rural people tend to suffer from kwashiorkor, a nutritional disease, which does not affect upper-class children. At the same time, the social class in which we find ourselves tends to influence what kind of treatment we go for when we are ill. Our social class tends to influence the motivation of doctors and hospital personnel to us when we go for treatment. Many doctors in Africa today do not want to go and serve in rural areas because of the lack of modern residential facilities and so on. Our social class also tends to affect our mental health and mental stability.

The class in which we find ourselves seem to affect the kind of social life that we lead. For example, it affects the kind of clubs that we join and so on. The upper-class people in the cities have their own sports clubs and recreation which are not open to poor people. The kind of friends that we have is also determined by our social class. Our manners, our behavior, our language, and the dress that we wear may also be affected by our class. Upper-class parents also seek to increase the opportunities for their offspring by looking for the best schools in the community for their children to attend. It is not by accident that it is only children of the upper class that attend the highest and best schools in the community⁵⁷.

Our class position reinforces the advantages or disadvantages that we have at birth. If we are well fed then we are likely to be healthy from childhood and consequently to develop more rapidly than children of poorer families. Our diet can affect our learning ability and our lifespan. The better the source of nutrition and the surroundings in which we live the more likely it is to live longer and since we are healthy and well-nourished, we are likely to be more attentive in a learning situation than children from poor environments. The class also affects the kind of job opportunities that we have. The place that we come from, and whom we know

may determine the kind of jobs we get and the child's motivation to learn⁵⁸. It is against this background that this study intends to examine the influence of social class on students' motivation toward learning in secondary schools in Ogun State, Nigeria.

1.2 Statement of the Problem

The apparent worrisome rate of fall in motivation to learn among Nigerian secondary school students has regularly aroused public worry, particularly among education's primary stakeholders. Motivation to learn, which seems to be a major determinant of academic success appears to have declined among students, particularly those in secondary schools in Nigeria, with a multiplier effect on poor academic achievements in compulsory subjects and performance in general, as well as the engagement of these students in social vices such as cultism, fighting, internet fraud, and so on. Similarly, low motivation towards learning among secondary school students in Nigeria could not be separated from the causes of the low attainment of the objectives of Nigeria's national education policy. Several factors, including teacher and student factors, anxiety, large class size, bad government policies, poor instructional tactics, infrastructural challenges, and so on, have been identified as being responsible for the observed low motivation towards learning among secondary school students in Nigeria. According to one study, a poor degree of academic motivation among secondary school students is closely associated with low student motivation to learn. Similarly, it was demonstrated that a student's low academic success and low enthusiasm to learn are closely related. In Ogun State, which is one of the states in Nigeria badly affected by the drastic drop in students' motivation towards learning, factors such as peer group influence, poor teaching strategies, and large class size, among others, have been identified as perceived causes of low student motivation to learn among students in the state⁵⁹. Similarly,

it was found that most studies on motivation in education focus on teachers, and very few are considered to focus on students^{59,60,61}. Also, a thorough search of the literature suggested that there is a scarcity of empirical studies on the influence of school factors such as teacher support, classroom rules, and availability of instructional resources and home factors such as parental involvement in children's education and parental social class on junior secondary school students' motivation to learn. This study, therefore, intends to contribute to the existing literature by investigating the influence of home and school factors on junior secondary school students' motivation toward learning in Ogun State, Nigeria.

1.3 Aim and Objectives of the Study

This study investigated the influence of school and home factors on junior secondary school students' motivation toward learning in Ogun State, Nigeria. The objectives were to:

- i. identify the level of motivation towards learning among junior secondary school students in Ogun State, Nigeria.
- ii. identify the extent of parental involvement in a child's education among junior secondary school students in Ogun State, Nigeria.
- iii. assess the level of availability of instructional resources in junior secondary schools in Ogun State, Nigeria.
- iv. determine the combined influence of Home Factors (Parental: involvement in child's education and Social Class) and School Factors (Teacher support, Classroom rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State, Nigeria.
- v. establish the relative influence of Home Factors ((Parental: Involvement and Social Class) and School Factors (Teacher Support, Class Rules, and Instructional Resource

Availability) on Junior Secondary School Student's motivation towards learning in Ogun State, Nigeria.

- vi. ascertain gender difference in the level of motivation towards learning among junior secondary school students in Ogun State, Nigeria

1.4 Research Questions

1. What is the level of motivation towards learning among junior secondary school students in Ogun State, Nigeria?
2. What is the extent of parental involvement in a child's education among junior secondary school students in Ogun State, Nigeria?
3. What is the level of availability of instructional resources in junior secondary schools in Ogun State, Nigeria?

1.5 Hypotheses

H₀₁: There will be no significant combined influence of Home Factors (Parental: involvement in child's education and Social Class) and School Factors (Teacher support, Classroom rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State, Nigeria.

H₀₂: There will be no significant relative influence of Home Factors ((Parental: Involvement and Social Class) and School Factors (Teacher Support, Class Rules, and Instructional Resource Availability) on Junior Secondary School Student's motivation towards learning in Ogun State, Nigeria.

H₀₃: There will be no significant gender difference in the level of motivation towards learning among junior secondary school students in Ogun State, Nigeria.

1.6 Significance of the Study

It is hoped that the results of this study could be of immense benefit to the teachers, students, researchers, curriculum planners and policymakers. The finding of the study will provide teachers with the insights into the various factors that can affect a student's motivation to learn. This research can help teachers understand the impact of a student's home life and school environment on their motivation and engagement in learning. Understanding this can help teachers develop strategies to support students, improve student engagement and motivation, and create a positive learning environment. By using research on these factors, teachers can better understand the unique needs of their students and create effective strategies to help them succeed.

Successful integration of this study will also help the teachers to identify school and home factors which can increase students' academic achievement, generate and sustain their motivation and improve their retentive ability. The result of this study could help in discussing issues related to students' motivation which is likely going to help improve their performance.

The researcher stands to gain a deeper understanding of the complex factors that contribute to student motivation. This can help researchers identify specific areas that need further study and develop new interventions and strategies to improve student motivation. The findings of the study will also serve as a data bank and will be useful while searching for literature for their empirical studies. It could also reduce the duplication of research in education since the result of this study will be subjected to statistical techniques to determine the combined and relative influence of the variables. The policymakers could utilize the information in this study

to state goals and why some teaching methods should be adopted as regards the teaching and learning of a topic.

Curriculum planners can utilize the results of this study while planning the curriculum to suggest some effective teaching methods along with the content/topic to enhance the teaching which will boost the motivation of students in learning. The finding of the study could serve as a reference point for another researcher who may want to investigate the given variables in another geographical area.

Through the findings of this study, students will be able to understand the various factors that can affect their motivation to learn. This can inform their decision to develop strategies to improve their motivation and engagement in learning.

Parents through the findings of this study will understand the impact of their own actions and home environment on their child's motivation to learn. By understanding this, parents can take steps to increase their involvement in their child's education, such as helping with homework or volunteering at school. Parents will also be able to identify any challenges their child may face in their learning journey. It will inform parents about the best ways to support their child's learning. It can contribute to the development of new interventions and strategies to improve student motivation. This can ultimately benefit parents and their children in the long-term.

1.7 Scope of the Study

Geographically, the scope of the study is limited to Ogun State which is bordered by Lagos State to the south, Oyo and Osun states to the north, Ekiti State to the northwest and the Republic of Benin to the west. The state has 20 Local Government Areas (LGAs) that would be considered as the geographical scope for the study. These LGAs are Abeokuta North, Abeokuta South, Ado-Odo/Ota, Agbado North, Agbado South, Ewekoro, Ifo, Ijebu East,

Ijebu North, Ijebu North East, Ijebu Ode, Ikenne, ImekoAfon, Ipokia, Obafemi Owode, Ogun Waterside, Odeda, Odogbolu, Remo North and Sagamu. Each of these LGAs have different geographical features, social, economic and cultural characteristics that were not considered in this study. In terms of population scope, the study was limited to junior secondary schools in these 20 Local Government Areas, which were the primary focus of the research.

The conceptual scope of this study is focused on the influence of home factors (parental involvement in education and parental social class) and school factors (availability of educational resources, teacher support, and classroom rules) on students' motivation towards learning. The study aims to investigate how these specific factors influence students' motivation to learn and to understand the complex relationship between these factors. The home factors that are being considered in this study include parental involvement in education and parental social class. The study aims to understand how parental involvement in a child's education can influence their motivation to learn and how the social class of the parents can influence the child's motivation to learn. The school factors that are being considered in this study include the availability of educational resources, teacher support, and classroom rules. The study aims to understand how the availability of resources such as audio and audio-visual can influence students' motivation to learn, how teacher support can influence student motivation, and how classroom rules can influence student motivation.

Theoretically, the study is guided by Goals and Goal Orientations theory which suggests that students' motivation is closely linked to their goals and goal orientations, and how they perceive the relevance of their goals to their future, Expectancy-value theory which suggests that student motivation is determined by the perceived value of the task and the student's belief that they can successfully complete the task. Attribution theory which suggests that student

motivation is influenced by how they perceive the cause of their successes and failures, and how they attribute them to internal or external factors. Self-Determination theory: which suggests that student motivation is closely linked to their autonomy, relatedness, and competence and how satisfied they are with these three needs. The above theories provide a theoretical framework for the research, and they guide the research questions, hypotheses, the data collection and analysis methods. The research used these theories to understand how home and school factors influence students' motivation towards learning, and how students' motivation is related to their goals, values, beliefs, and self-perceptions. Additionally, this research also provided an opportunity to test and expand these theories by examining the unique aspects of home and school factors and how they interact in the Nigerian context.

The methodological scope of this study is focused on using a descriptive research design to answer research questions and test hypotheses. The research design is considered descriptive because it provided a detailed and accurate account of the phenomenon under study. The study was conducted by collecting primary data, which is data that is collected firsthand by the researcher. The data collection method that used in the study is a survey. Surveys are a common method of data collection in descriptive research and are used to collect information from a sample of participants. The survey was administered to a sample of participants who are selected strategically from the population of interest. Descriptive statistics of mean and percentage was used to summarize and describe the data collected. Inferential statistics of multiple regression and t-test was used to test hypotheses and it was used to test the influence of the independent variables (home and school factors) on the dependent variable (students' motivation towards learning) and T-test was used to compare the means of the two groups male and female students.

1.8 Limitation of the Study

Caution should be taken when considering the findings of this study for generalization, as some limitations were encountered by the researcher while conducting the study. For instance, some of the students were not interested in completing the questionnaire as they felt it was not relevant to their lives and did not see the value in participating in the study. This set of students was persuaded to participate, and this may likely affect their attention span in filling out the instrument of the study. Some of the student respondents also felt reluctant to share their thoughts and feelings on certain topics, such as their home life or school experiences, out of fear of being judged or stigmatized. Some of them have equally complained that the questionnaire is too long or takes too much time to complete. This may likely influence their responses to the items of the questionnaire. Similarly, caution should be used when generalizing the findings of the study, as the presence of extraneous variables may dictate the outcome of the study but are not controlled for or measured in the study. These include other factors such as peer pressure or socio-economic status, which could introduce confounding variables.

1.9 Operational Definition of Terms

Motivation towards Learning: Motivation toward learning refers to the drive or desire to acquire knowledge and skills. It can be intrinsic, coming from within the student, or extrinsic, coming from external factors such as rewards or pressure. A meaningful motivation towards learning is driven by a sense of purpose or personal relevance, which makes the learning experience more engaging and effective. In this study, motivation towards learning is determined by the level of student's internal or external drive to learn new concepts in his or her subjects, connects everything they learn in school to their sense of purpose, to complete

whatever needs doing in their studies in a way that serves their broader view, eager to learn new concepts or topics from their teachers because of the reward they stand to gain, figure out different ways to solve their school assignments or exercise to obtain high grades, think it is useful to apply what they learn in the school to solve real world problems, try to understand the different solutions given to assignments to outshine their classmates, like to look for other methods to solve or answer questions to impress their teacher during examinations, genuinely enjoy what they are learning and instinctively get into the flow of the moment, like to play games that will educate them for personal satisfaction, find most of my subjects easy because of the internal force driving them and have innate sense of satisfaction for learning in their schools.

School Factors: School factors refer to the various elements within a school setting that can influence a student's overall experience in the school system. In this study, the indices of school factors investigated are: teacher support, classroom rules and availability of educational resources.

Teacher Support: Teacher support refers to the various forms of assistance and guidance that teachers provide to their students in order to motivate them to learn and help them succeed academically and personally. In this study, this includes caring for the students, believing in the success of the students, listening to the students when they have something to say, serving as a role model to the students, taking the time to clarify concepts that the students find challenging, using a variety of teaching aids to make sure that the lessons are understood by the students, allowing the students to open up about their own feelings and opinions, and always making an effort to give the students the educational resources they need so that they may take part in learning.

Classroom Rules: Classroom rules refer to the set of guidelines and expectations that a teacher establishes for the students in order to create a safe, orderly, and productive learning environment. These rules are typically based on common sense and are designed to promote respect, responsibility, and safety. In this study, this include: respect others and their property, raise your hand to speak or ask a question, follow instructions promptly and carefully, keep your hands and feet to yourself, come to class on time and prepared, stay in your seat unless given permission to move, no talking when the teacher is talking, use appropriate language and behavior, keep your phones and other electronic devices turned off or on silent, no eating or drinking in class, follow school dress code, participate in class discussion and activities.

Availability of Educational Resources: The availability of educational resources refers to the presence of materials and tools that are necessary for students to learn effectively. In this study, they are: real objects for instructional materials in the classrooms; pictures like graphs, posters, and charts in the classes; a library well equipped with current text books and journals; a projector for teaching in large classrooms; a well-equipped computer room and laboratories. Materials such as radio, audio-visual materials such as television and video, atlases, and laboratories equipped with necessary items

Home Factors: Home factors refer to the various elements within a student's home environment that can influence their motivation towards learning and overall well-being. The ones considered in this study are parental involvement in a child's education and parental social class.

Parental Involvement in education: Parental involvement in education refers to the participation of parents in their children's education, both at home and at school. In this study,

parental involvement in education is determined by assessing the level at which parents get involved in providing essential materials and resources for their children's educational success, attend parent-teacher meetings, attend parent meetings at school, visit children in their class room and/or school, attend co-curricular activities like inter-house sport in school, know their children's friends in schools, have regular contact with their children's teachers, find tutors for their children when they need extra help, put their children through their homework, discuss their children's emotional needs that seem to affect their learning, and their academic needs that seem to affect their concentration on their studies.

Social Class: Social class refers to a group of people in society who share a similar economic and social status. It is often used to describe the division of a society into different groups based on wealth, income, education, and occupation. In this study, social class was grouped into upper, middle, and lower classes.

Upper class is often associated with high income levels, typically above ₦ 250,000 per month. The middle class is typically associated with moderate income levels, usually between ₦ 50,000 and ₦ 250,000 per month. They may hold white-collar jobs such as professionals, managers, and administrators.

The lower class is associated with low-income levels, typically below ₦ 50,000 per month. These individuals may hold blue-collar jobs such as manual labor and service industry positions.

Endnotes

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Chapter Two

Literature Review

This chapter contains a review of related literature; it was discussed under the following subheadings: Conceptual Review, Theoretical Framework, Review of Empirical Studies, Conceptual Framework, and Summary of Reviewed Literature.

2.1 Conceptual Review

2.1.1 Motivation

2.1.2 Student's Motivation towards Learning

2.1.3 Educational Resources

2.1.4 Teacher Support

2.1.5 Classroom Rules

2.1.6 Parental Involvement in Children's Education

2.1.7 Parents' Social Class

2.2 Theoretical Framework

1. Goals and Goal Orientations

2. Expectancy-value Theory

3. Attribution Theory

4. Self-Determination Theory

2.3 Review of Empirical Studies

2.3.1 School-Related Factors and Student's Motivation towards Learning

2.3.2 Student's Motivations and Motivation towards Learning

2.3.3 Career choice and Student's Motivation towards Learning

2.3.4 Peer pressure and Student Motivation towards Learning

2.3.5 Anxiety and Student's Motivation towards Learning

2.3.6 Language of Instruction and Student's Motivation towards Learning

2.3.7 Learner motivation and Motivation towards Learning

2.3.8 Learners' academic involvement and Motivation towards Learning

2.3.9 Teacher-Related Factors and Student's Motivation towards Learning

2.3.10 Home Factors and Student's Motivation towards Learning

2.3.11 Classroom Discipline, Management, and Learners' Motivation towards Learning

2.3.12 Instructional Supervision and Learners' Motivation towards Learning

2.3.13 Classroom Instruction Methodologies and Student's Motivation towards Learning

2.4 Conceptual Model

2.5 Summary of Reviewed Literature

2.1 Conceptual Review

2.1.1 Motivation

The word motivation has been derived from the Latin word, „movere“ which means “to move.” Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. It involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term motivation is frequently used to describe why a person does something¹. Motives are the "whys" of behavior - the needs or wants that drive behavior and explain what we do. Motive is the inner state that energizes, activates, or moves, and directs behaviour towards goals. We don't observe a motive; rather, we infer that one exists based on the behaviour we observe."

Different types of motivation are frequently described as being either extrinsic or intrinsic. Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition, or praise. Intrinsic motivations are those that arise from within the individual, such as doing a complicated cross-word puzzle purely for the personal gratification of solving a problem².

Motivation is of particular interest in education because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general forms of motivation studied by psychologists in other fields. Motivation in education can have several effects on how students learn and how they behave towards the subject matter. It can: 1. Direct behavior toward particular goals 2. Lead to increased effort and energy 3. Increase initiation of, and persistence in, activities 4. Enhance cognitive processing 5. Determine what consequences are reinforcing 6. Lead to improved performance. Because students are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the teacher creates². If teachers decided to extrinsically reward productive student behaviors, they may find it difficult to extricate themselves from that path. Consequently, student dependency on extrinsic rewards represents one of the greatest detractors of their use in the classroom³.

Intrinsic Motivation

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory,

playful, and curiosity-driven behaviors even in the absence of reinforcement or reward⁴. These spontaneous behaviors, although bestowing adaptive benefits on the organism, appear not to be done for any such instrumental reason, but rather for the positive experiences associated with exercising and extending one's capacities. In humans, intrinsic motivation is not the only form of motivation, or even of volitional activity, but it is a pervasive and important one. From birth onward, humans, in their healthiest states, are active, inquisitive, curious, and playful creatures, displaying a ubiquitous readiness to learn and explore, and they do not require extraneous incentives to do so. This natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one's inherent interests that one grows in knowledge and skills. The inclination to take interest in novelty, to actively assimilate, and creatively apply our skills is not limited to childhood but is a significant feature of human nature that affects performance, persistence, and well-being across life's epochs⁵. Although, in one sense, intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task. Because intrinsic motivation exists in the nexus between a person and a task, some authors have defined intrinsic motivation in terms of the task being interesting while others have defined it in terms of the satisfaction a person gains from intrinsically motivated task engagement. In part, these different definitions derive from the fact that the concept of intrinsic motivation was proposed as a critical reaction to the two behavioral theories that were dominant in empirical psychology from the 1940s to the 1960s. Specifically, because operant theory maintained that all behaviors are motivated by rewards (i.e., by separable consequences such as food or money), intrinsically motivated activities were said to

be ones for which the reward was in the activity itself³. Thus, researchers investigated what task characteristics make an activity interesting. In contrast, because learning theory asserted that all behaviors are motivated by physiological drives (and their derivatives), intrinsically motivated activities were said to be ones that provided the satisfaction of innate psychological needs⁴. Thus, researchers explored what basic needs are satisfied by intrinsically motivated.

Extrinsic Motivation

Although intrinsic motivation is an important type of motivation, most of the activities people do are not, strictly speaking, intrinsically motivated. This is especially the case after early childhood, as the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles that require individuals to assume responsibility for no intrinsically interesting tasks. In schools, for example, it appears that intrinsic motivation becomes weaker with each advancing grade. Extrinsic motivation is a construct that pertains whenever an activity is done to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. However, unlike some perspectives that view extrinsically motivated behavior as invariantly non-autonomous, SDT proposes that extrinsic motivation can vary greatly in the degree to which it is autonomous. For example, a student who does his homework only because he fears parental sanctions for not doing it is extrinsically motivated because he is doing the work to attain the separable outcome of avoiding sanctions.

Similarly, a student who does the work because she believes it is valuable for her chosen career is also extrinsically motivated because she too is doing it for its instrumental value rather than because she finds it interesting. Both examples involve instrumentalities, yet the

latter case entails personal endorsement and a feeling of choice, whereas the former involves mere compliance with external control. Both represent intentional behavior, but the two types of extrinsic motivation vary in their relative autonomy. Given that many of the educational activities prescribed in schools are not designed to be intrinsically interesting, a central question concerns how to motivate students to value and self-regulate such activities, and without external pressure, to carry them out on their own. This problem is described within SDT in terms of fostering the internalization and integration of values and behavioral regulations⁶. Internalization is the process of taking in a value or regulation, and integration is the process by which individuals more fully transform the regulation into their own so that it will emanate from their sense of self. Thought of as a continuum, the concept of internalization describes how one's motivation for behavior can range from motivation or unwillingness to passive compliance, to active personal commitment. With increasing internalization (and its associated sense of personal commitment) come greater persistence, more positive self-perceptions, and better quality of engagement.

2.1.2 Student's Motivation towards Learning

Motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist in the task⁷. The study further added that motivation reflects in students' choices of learning tasks, the time and effort they devote to them, their persistence in learning tasks, and in coping with the obstacles they encounter in the learning process⁶. According to a study, motivation is a process that starts with a physiological or psychological deficiency or need that activates a behavior or drive which is aimed at a goal or incentives⁷. This is why motivation is referred to as "the reasons

underlying behavior”⁸. Learners assign various meanings and attitudes to academic activities personal meanings and attitudes that arouse and direct their energies in different ways. These associated energizing and directing effects are referred to as motivation or sometimes motivation to learn. Motivation is the key to success in the teaching-learning process. Motivation, as the name suggests, is what ‘moves’ us. It is the reason we do anything at all. According to an author, motivation is defined as “the attribute that moves us to do or not to do something”⁹. It is an internal impetus or drive to do a specific action or behaviour¹⁰.

Motivation is a critical component of teaching and learning. For teachers, a lack of motivation has long been one of the most frustrating obstacles to students’ learning. Teachers are the key factor in motivating students to engage with learning activities within their specific educational contexts¹¹. A teacher whose behaviours reveal a positive attitude and enthusiasm for learning within a specific curricula subject is more likely to have students who develop positive affect and enthusiasm for learning and achievement within the subject¹². Motivation is important in getting students to engage in academic activities. It is also important in determining how much learners will learn from the activities they perform or the information to which they will be exposed. Learners who are motivated to learn something use higher cognitive processes in learning about it.

Motivation to do something can come about in many ways. It can be a personality characteristic or a stable long-lasting interest in doing something. It is pertinent to note that achieving a high level of motivation in the classroom leads to higher levels of understanding, creativity, productivity, and achievement^{13,14,15,16}. Together these positive outcomes make motivation one of the most important elements of learning¹⁷. Motivating students to learn in school is a topic of great concern for educationists today, and motivating students so that they can succeed in

school is one of the greatest challenges of education. Student motivation is an essential element that is necessary for quality education. An author argued that motivation is among the most powerful determinants of students' success or failure in school¹⁸. In the learning sphere, spurring students' motivation to engage in academic activities is part of teachers' teaching-learning strategy if the teacher wants to see consistent and quality results.

For a learner to make an effort there must be a motive. Motive simply means a desire, need, urge, or drive to achieve a certain goal¹⁹. It is that drive that makes one does what one does. The motive will also include interests, attitudes, and purposes. An author classified these motives and their sources as (i) motives as behavior change, (ii) motives as goals, (iii) motives as interests, (iv) motives as attributions about success, (v) motives as beliefs about self-efficacy, and (vi) motives as self-determination²⁰. They also asserted in a study that motives are affected by the kind of goals set by students whether they are oriented to mastery, performance, failure-avoidance, or social contact. They are also affected by students' interests, both personal and situational. They are affected by students' attributions about the causes of success and failure whether they perceive the causes are due to ability, effort, task difficulty, or luck²⁰. An author explains that the motivation to learn has an internal and external impulse that causes a person (people) to act or reach his/her destination so that changes in his/her behavior occurs²¹. An author argued that the nature of motivation to learn is internal and external encouragement to students who are learning to hold a change of behavior²².

Students' motivation in the learning process can be seen in their behavior in learning. Students who have high motivation to learn are diligently working on the task, resilient in the face of adversity, show interest in a variety of problems, prefer to work independently, and do not get bored in doing the task²³. More so, he added that students with a high level of motivation have

some characteristics, such as initiative, diligence, and being active in learning, not being easy to satisfy, punctual and disciplined, always trying to learn with the best result²⁴. Additionally, motivated students achieve academically by engaging in behavior such as studying, question asking, advice seeking, and participating in classes, labs, and study groups²⁵. According to an author, motivated students enjoy learning science, believe in their ability to learn, and take responsibility for their learning²⁶. The high academic success of high-ability students is their high level of motivation to continue their education²⁷. Highlighting some of the qualities of motivated students, it was stated that students, who are motivated pay attention, begin working on tasks immediately, ask questions and volunteer answers, and appear to be happy, eager, and enthusiastic to learn²⁸.

This proves the efficacy of motivational strategies in enhancing students' learning in and outside the classroom. Getting students to learn and sustaining their interest in what they are learning should be the sole objective of teachers in the classroom. The instructor; an expert in the subject, is uniquely qualified to show students why the material is important, intellectually interesting, and valuable for them to learn. Conveying this message is an important goal of any effective instructor. Teachers' ability to engage students' interest and participation in their schooling, in general, is regarded as essential for sustained academic achievement²⁹. Instructors strive to motivate their students so that they will be interested and engaged during class and will continue valuing the material well into the future³⁰. As an instructor/teacher, you should understand your learners' needs, interests, purposes, and attitudes so that you can encourage them to learn. You should provide an environment that motivates the learners because if they are not motivated, they may not come back to classes after the first few lessons. You must create and sustain interest in learning. Intelligence and abilities are not necessarily

preconditions of learning. Remember that having abilities does not mean that the learners will learn. They have to wish to learn. They have to have some kind of interest in what they are learning. They need to also aspire to master certain skills.

As a teacher, you need to work hard to sustain and build on learners' motivation. As rightly pointed out by a researcher, many high school science teachers believe that one of their most important instructional responsibilities is to foster students' motivation to learn³¹. Also, you must seek to understand each individual's motive for wanting to learn so that you make the learning experience more relevant to the learner's needs. This means that motivation is not only important in encouraging students to learn, but also in helping students in achievement³². The approach you use for teaching should be more in line with the learners' wishes, by so doing you can best help the learners. The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational³³. The content must be accurate, timely, stimulating, and pertinent to the students' current and future needs. The method or process must be inventive, encouraging, interesting, beneficial, and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible and empowering. Motivation is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis³³. That is, students ideally should have many sources of motivation in their learning experience in each class³⁴. Teachers need to be aware of attention cycles and strive to improve students' attention by using student-centered enhanced techniques³⁵. Interactivity is important in the lesson and can take many forms: pop quizzes, questioning and discussion, problems, visual aids, films, questions on the board, questions through e-mail, hand-outs, and simulations³⁶. Learners may have more than one

motive for attending classes. However, the basic motive of a learner is the need for academic achievement and academic reward³⁷. A learner also needs to feel good about something. No responsible learner wants to go and waste time in the class. Usually, motives vary from one individual to another, one area to another, or one institution to another.

There are several models of motivation that exist. Some state that motivation is tied to the idea that behaviours that have been rewarded in the past will be more likely to be repeated in the future (operant conditioning theory). Therefore, past experiences will motivate a student to perform in future ones. Other theories prefer to think of motivation as a way to satisfy certain needs (the needs theory of motivation). Some basic needs people must satisfy are food, shelter, love, and positive self-esteem. Therefore, motivation to do something may be based on the achievement of these needs. Yet another theory (the attribution theory) seeks to understand people's explanations and excuses when it comes to their successes and failures. The expectancy theory of motivation is based on the belief that learners' efforts to achieve depend on their expectations of rewards. Learners will be motivated to do something based on whether they think that they will be successful and be rewarded. When learners feel that they have control over their success in something, then they are more motivated to achieve in it³⁸. An advantage of this approach is that when students are given the freedom to determine their academic tasks, they are more likely to benefit from them³⁹. If learners feel that they will not have any control in their success they might not be as motivated to achieve. This is why it was stated that a motivated group will be more successful than those who do not have the motivation⁴⁰.

A pedagogical shift has led to a change in the role of the teacher from a transmitter of knowledge to that of a facilitator, guide and motivation optimizer in the learning

environment⁴¹. A number of studies have been directed towards the affective components of cognition. Within the affective components, motivation is becoming important because of the crucial role that it plays in the process of cognitive engagement and conceptual change⁴². Evidence documents motivation as an important determinant predicting students' achievement. An author asserts that motivational orientations act as a driving force that encourages a person to engage in a task^{43,44}.

Motivation has been reported in primary, secondary and college education to influence academic performance through study effort as a mediator⁴⁵. According to a study, intellectual ability and achievement motivation were positively associated with academic success⁴⁶. An author stated that high motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success⁴⁷. For example, a study explored why students dropped out of school, 70% of high school dropouts said they were unmotivated⁴⁸. These results demonstrate the fact that motivation could affect students' learning. It is important to note that motivation, which is a psychological construct, is also a teaching technique that could be used to enhance learning in the classroom. As the quality of students' academic achievement continues to fluctuate year in year out, the need to develop strategies for motivating learners to enhance their learning outcomes is imperative. Without proper motivation of learners, learning may not take place, and if learning does not take place, the objective of developing the curriculum may not be achieved. Therefore, this literary contribution was primarily designed to acquaint the teachers and educators with strategies for motivating the learners to ensure that the goal of curriculum is achieved.

2.1.3 Educational Resources

Instructional resources refer to all human, material, non-material audio-visual school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching learning process. They also include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners. Education resources covers all those materials human and non-human, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process⁴⁹.

Education resources includes the teachers in the school, human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books etc. which the learners are expected to have at any point in time to facilitate learning⁵⁰. Education resources are no doubt important in the development of a conducive teaching-learning environment. The use of these resources could give more valuable and powerful direction to the teacher than any personal efforts without the materials. In school administration, education resources are not only limited but can be effectively and efficiently managed when management activities are properly harmonized, organized, coordinated and controlled by the school management team. This is in agreement with an author who opined that: it is not the availability of these resources alone that guarantees effective performance of school, but their adequacy and effective utilization⁵¹. However, no matter how well packaged a school administration or a school system is at any level of education, without adequate and efficient utilization of the available resources, the system may fail to achieve its desired results. Adequate and apposite resources are vital in the administration of a school. The proper

management and use of these resources will not only boost the morale of human resources who coordinates other activities in the school system but also ensure the attainment of goals. Meanwhile, shortage or inadequacy of these resources is inimical to goal achievement of school administration. Accessibility of education resources makes school management effective and efficient thereby enhancing the output of the education system. Effective school administration leads to efficient instructional process which will yield a quality output. An author observed that, the resources provided by Government for execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector⁵². More so, due to the general level of poverty in the country, the contributions of communities and households to educational provision have been negligible. Consequently, the best alternative is prudence in the use of available resources. This is because when a given level of resources is efficiently utilized, more services are provided through balance usage and adequate maintenance of the available facilities than when inefficiency, on-utilization, under-utilization and over utilization abounds.

Classification of Educational Resources

(a) Material/Physical Resources: These are the tangible resources that can easily be seen and observed in any institution. The physical resources include the structure, the machines, raw materials, vehicles, and other tools, which can facilitate organizations activities and processes. The physical resources may not be the same in all organization. In educational system, the physical resources would include the classrooms/lecture rooms, staff offices, vehicles, health centers, library, laboratory, and so on, which directly or indirectly contribute to the achievement of goals. School physical resource management has a direct impact on the learning environment and is a key determinant of educational outcomes. It is therefore critical

that school physical resource management practices align with the school improvement plan by linking school assets to basic education service delivery standards and strategies. Facility maintenance entails providing clean and safe environment for teaching and learning. It also involves provision of adequate facilities for teaching and learning.

Instructional materials are needed to convey ideas to the children to enhance their understanding⁵³. Instructional materials are the basic components in teaching at all levels of education, especially higher education. They help the students to understand what is being taught when they see and handle the object itself⁵⁴. The materials resources provide opportunities for students to broaden and deepen their knowledge by providing a variety of firsthand, developmentally appropriate experiences and by helping students acquire symbolic knowledge through representing their experiences⁵⁵. According to a researcher, a visual presentation of an idea or a concept using pictures, charts and models helps the students to develop mental images of the object that the lecturer is talking about⁵⁶. Material resource management has a great role for the achievement of educational goals by providing quality service and optimizing profitability through effective and efficient utilization of it. It was asserted, that effective and efficient materials functions contribute to the improvement of performance, leads to a significant reduction in the total materials cost, and helps to enhance the profitability of schools⁵⁷.

(b) Human Resources: Human resources in education are, teaching staff, nonteaching staff, librarian, laboratory attendants, clerks, gatekeepers and as well as educational planners and administrators⁵⁷. Teachers are important inputs into the educational system. A study described them as “the key factors in formal education.” They also constitute an important aspect in students’ learning. Supporting this point, an author argued that “the level of performance in

any school is intimately related to the quality of its teachers” while “the quality of any school system is a function of the aggregate quality of teachers who operate it.” Notwithstanding the importance given to teachers in the schools’ system, it was noticed that teachers’ shortages have been a common feature in many countries⁵⁷. A study for instance, reported a chronic shortage of teachers in core subjects like mathematics, English language and Physical Sciences in developing countries like Nigeria. He argued that “a situation whereby a school is unable to fill a Physics vacancy constitutes a critical level in balancing staffing and curriculum and it is a real institutional difficulty. Another study reported that one of the most serious challenges facing Nigerian educational system is the death of qualified teachers at the secondary level. He argued that majority of teachers in the country lacks sufficient training in the subject they taught⁵⁸. Considering these shortages, an author commented on this problem and remarked that the ‘hidden shortage’ of teachers in Nigeria has resulted in the “teaching without qualifications in the subject assigned to teach⁵⁸. According to him, secondary teachers may be required to teach outside their specialist areas” perhaps due to the shortages of suitably qualified teachers. He also reported that certain subjects in the school’s curriculum attracted more teachers than others⁵⁸. These shortages have been attributed to the low salaries and social prestige given to teachers. All these are likely to affect motivation of students to learn.

2.1.4 Teacher Support

Teacher support is a crucial factor in students' motivation towards learning. When students receive support from their teachers, they are more likely to be engaged in their studies, participate in class, and perform better academically. This support can take many forms, such as providing emotional support, academic guidance, or creating a positive learning environment.

Emotional support is essential for students' motivation towards learning. Students who feel valued and respected by their teachers are more likely to engage in their studies and feel motivated to achieve their academic goals. Teachers can provide emotional support by acknowledging students' feelings, praising their efforts, and offering encouragement and positive feedback. Teachers can also provide a safe and welcoming learning environment that allows students to express themselves freely and learn without fear of ridicule or criticism. Academic guidance is another important form of teacher support that can help students stay motivated towards their studies. Teachers can provide students with academic guidance by setting clear learning objectives and providing resources to help them achieve those objectives. Teachers can also offer individualized support to students who are struggling, such as providing extra tutoring or resources to help them catch up. When students receive this type of support, they feel more confident in their ability to learn and achieve success. Creating a positive learning environment is also an essential aspect of teacher support for students' motivation towards learning. Teachers can create a positive learning environment by fostering a sense of community in the classroom, encouraging collaboration, and providing engaging learning experiences. When students feel connected to their peers and are excited about what they are learning, they are more likely to be motivated to continue their studies.

There are different types of teacher support that can help students stay motivated towards learning. These include:

1. **Emotional Support:** Emotional support is about building relationships with students, making them feel safe and comfortable in the classroom. Teachers can provide emotional support by showing kindness, understanding, and empathy towards their students. This can help students feel valued and respected, and increase their motivation to learn.

2. **Academic Support:** Academic support includes providing students with the resources they need to succeed academically. This may include offering extra tutoring, providing feedback on assignments, or giving students access to academic resources such as textbooks or online tools. By providing academic support, teachers can help students stay on track and feel confident in their ability to learn.
3. **Instructional Support:** Instructional support includes providing clear instructions, guidance, and feedback to students during lessons. This can help students understand what is expected of them, stay engaged in the lesson, and build confidence in their learning.
4. **Classroom Management Support:** Classroom management support includes establishing clear rules and expectations, and managing student behavior in a positive and effective way. When teachers provide a safe and structured learning environment, students are more likely to feel motivated and engaged in their studies.
5. **Feedback Support:** Feedback support includes providing regular feedback to students on their progress and performance. By giving constructive feedback, teachers can help students understand their strengths and weaknesses, and provide guidance on how to improve. Overall teacher support is essential for students' motivation towards learning. By providing emotional, academic, instructional, classroom management, and feedback support, teachers can help students feel valued, confident, and engaged in their studies.

2.1.5 Classroom Rules

The place where the students learn the different skills which are important to make them qualified personalities is a classroom. A researcher stated that a classroom is where the students get that understanding of the contribution which they can use to build their identity in society⁵⁷. To make sure a positive classroom condition, it ought to be well-equipped with facilities.

Classroom physical course of action gives students powerful learning and advances an effective instructional process. The provision of physical facilities may be ensured because these are useful in enhancing the general school's performance⁵⁸. The teachers need to become active when they search for efficient strategies in making students think resourcefully and critically⁵⁹. It was also stated that the teacher has important roles in managing the classroom, in enhancing the students to find the tasks more meaningful and in implementing effective learning strategies⁵⁹.

Class rules and teachers' strategies are vital parts of teaching. Classroom rules could effectively predict student learning motivation, and that learning atmosphere exerted the most influence⁶⁰. Classroom is a place where students gain the knowledge necessary to obtain their future goals and objectives. A well-managed classroom gives the students a soothing effect, without doubt, offers a conducive atmosphere for effective teaching and effective learning. So, it can be said that classroom rules are not limited to rules and discipline, but also involves stress-less and educational situation and effective learning of the students. Many research findings support that Classroom rules play in enhancing students' learning⁶¹. Classroom rules represents establishing rules to organize class and activities and explanation of instructions and finally the result of acting up. An author defined classroom rules as follows: "all the things that a teacher does to organize students' space, time and materials so that instruction in content and student learning can take place⁶². Why are classroom rules important? To make students' learning and achievement effective; to successfully engage the students; to maintain classroom time effectively; to maintain a positive classroom environment; and to manage classroom resources effectively. Managing expectations, interactions, motivation, and behavior Effective classroom rules pave the path for educators to engage students in learning. Educators play

different roles, but one of the most important roles is that of a classroom manager. There cannot be effective learning in a weakly managed class. In fact, in a well-managed classroom, teaching and learning flourish. The classroom rules have four important features: (a) purpose, (b) efforts, (c) determination of achieving the goals, and lastly, a good perspective towards teaching tasks. Many novice teachers view teaching as directly transmitting information to passive learners⁶³. Usually, these novice educators do not get the importance of classroom rules strategies and their impact on the students' social and academic behavior.

Some authors in their research indicated that universities have reached an acceptable level of awareness about classroom rules skills^{64,65,66}. Students were more responsive to the classrooms with rule systems because they felt more responsibility for their learning and developed a sense of university connectedness⁶⁵. Some authors consider that learning and using classroom strategies are of great significance for teachers⁶⁶. An author considered classroom rules an umbrella term for teachers' actions to manage and control class, students' behavior, and students' learning⁶⁷. The study of classroom rules is high in nature and has been a historic discussion on the theory of principal. An author posited that with the classroom being such an important place in the growth and progress of a person, it is important to figure out the ways in which to form its environment in order to have maximum effective instruction⁶⁸. Some researchers have shown in their research that class organization means managing activities which reflect the improvement and bring changes in terms of behavior and habit formation, assessment, and course planning⁶⁹.

Classroom rules are the backbone of education and learning. According to the way in which a teacher manages a class, they will have a positive or negative influence on the students⁷⁰. If not dealt with adequately, a classroom can be set up in a way that hinders creativity or, at least,

in a way that does not promote acceptable learning levels⁷¹. If proper classroom When proper classroom rules are not exercised, disruptive behavior by a few students can have a negative effect on the teacher's instruction, which can lead to other students joining-in and can cause students to question the abilities of their teacher⁷². An author stated that student promotion is dependent on teachers' exercise⁷³. It is directly related to their student's level of improvement. Some authors define classroom rules as "a set of procedures that, if followed, should help the teacher maintain order in the classroom and involve both antecedent and consequent procedures that can be combined to provide a comprehensive approach to classroom rules"⁷⁴. The key to high student achievement is classroom rules, because students do not learn well in a poorly managed classroom⁷⁵. According to the author, classroom rules are the actions a teacher takes to create an environment that supports and facilitates instruction, academic, social, and emotional learning⁷⁶. In a study conducted, teachers who used ineffective classroom rules strategies experienced consistent student disturbances and an increased number of verbal interruptions⁷⁷.

An author thinks that determining the way the students think about their teachers' classroom rules is of great importance since there will be a negative impact on learning if there is a mismatch between what teachers and students expect to happen in the classroom⁷⁸. Some authors examined the most effective reinforcement, explanation, and change of strategies that were among the most effective once⁷⁹. An author negotiated that the best improvement a teacher can bring is having classroom rules⁸⁰. Some authors have the view that classroom rules help student learning and development⁸¹. An author believed that student and teacher relationships are important in classroom rules⁸². He thinks that positive social interaction and active engagement in learning are encouraged by classroom rules.

2.1.6 Parental Involvement in Children's Education

Although not a commonly used term in those days, the significance of parental involvement stems most certainly from the (language) compensation programs implemented in the 1960's and 1970's in the US and Europe⁸³. These programs aim, among other things, to encourage the active engagement of mainly low SES and so-called ethnic minority parents to prepare their children for a more successful school career and to prevent educational delays on the part of their so-called children at risk⁸⁴. In this way, federal and governmental policies artificially tried to create parental attitudes and behaviors that seemed to spontaneously occur in white middle-class families and which guaranteed, to a certain extent, the school success of their sons and daughters. In particular, lower-class families and their children seemed to suffer from the gap between family and school cultures, which could only be overcome by activating the involvement of parents in their children's schooling. The need for connectedness, even complementarily, for families and schools has gained popularity, considering the increase in the number of programs in the US and Europe to improve parent involvement. Correspondence concerning this article should be addressed to⁸⁵. It is true that policy makers and educators tend to present parental involvement as a panacea that will be helpful to overcome nearly all educational inequalities traditionally attributed to social class differences. The President of The Parent Institute in Fairfax Station, Virginia, presented in a newsletter of his institute promoted the benefits of parental involvement as if it were a soap commercial: students from above-median parental involvement had 30% higher success rates than those from below-median parental involvement; reading scores grew at a 50% faster rate than in schools where teachers reported low levels of parental commitment; students with involved parents earned higher grades, passed their classes, earned credits, demonstrated good behavior, and so on⁸⁶. Although

those slogans seem right in essence, representing research-based findings, one is likely to forget what exactly is meant by the term, or concept, or construct "parental involvement". Like many other concepts in the social sciences, parental involvement is a value-laden term. It is quite remarkable that among the vast amount of literature about parental involvement, only a few texts reflect on its origin, nature, and connotations^{87,88,89,90,91,92}. A study for instance, illustrates in a striking way how schools privilege certain types of (middle class) family culture and discourse, leading to the construction of an "ideal type" of parental involvement, which almost by definition excludes other, primarily lower class parents, who lack - to use Coleman and Bourdieu terminology - the required social and cultural capital to comply with⁸⁸. In addition, he defines parent involvement as a set of group-specific actions, beliefs, and attitudes that serve as an operational factor in defining categorical differences among children (and their parents) from different racial-ethnic and economic backgrounds⁸⁷. To summarize the majority of critics' viewpoint, much of the literature on parental involvement is not about parental involvement as such, but about parents who are not involved yet, or are not involved in the right way, but can get really well involved if they accommodate to the invitations to involvement from school and its members⁹³. to state that this must happen on exclusively school-defined terms. Most striking is the ideological perspective in the parental involvement programs, in particular in the family literacy programs, on what is lacking and missing in children's families. According to the author, such programs "are generally structured around the assumption that there is one best, or one so-called normal path for child development and that some group of so-called experts, such as educational psychologists or program instructors, know better than participating parents how to make children follow this path"⁸⁹. Notwithstanding pleas to respect parents' home cultures and habits, many authors

nevertheless ignore the ways in which parents may express their spontaneous involvement with their children's schooling⁹⁴. Types of involvement described by a researcher, for example, with which parents try to instill in their children the value of education by exposing them to tough and hardly prospective labor in the fields, usually fall outside the scope of school and teachers, though the effects of such forms of engagement are not necessarily of less value⁹⁵. A close look at empirical studies on parental involvement yields a similar picture. Ten years ago, an author pointed out some problems in the empirical literature that should be tackled⁹⁶. One has to do with the concept's complexity and the confusion that has been created among the professionals in the area because of the absence of a clear definition⁹⁷. He suggests that 'obviously, one needs to know exactly what something is, before one can say what it can do'⁹⁸. Now, ten years later, this situation still seems to persist. In spite of its conceptual and descriptive vagueness, according to a researcher, the term "parental involvement" refers to a variety of parental behaviours that directly or indirectly influence children's cognitive development and school achievement⁹⁹. Illustrative examples of these parents' behaviors, presented in the empirical literature, are: attending parent-teacher conferences; being a member of a PTA; volunteering in school; helping in the classroom; helping with homework; discussing school activities with the child; monitoring the child's school progress; encouraging and rewarding good grades; reading to/with the child; modeling reading behaviour; taking the child to the library; contacting the school in case of problems; monitoring the child's out-of-school activities; and talking regularly with the child. Apparently, parental involvement refers to parent behaviors related to the child's school or schooling that can be observed as manifestations of their commitment to their child's educational affairs. This means that a

parent who shows these behaviors to a greater extent can be regarded as more involved than a parent who shows these behaviors to a lesser degree.

Apart from these school or schooling-related behaviors, some authors suggest that other behaviors that are not directly related to school or schooling should also be incorporated into the conceptualization of the construct of parental involvement. Limiting TV viewing time, following a specific set of rules to discipline the child, being home when the child returns from school, limiting the amount of time spent with friends, watching the child in sports, and taking the child to cultural events are some of them^{100, 101, 102, 103, 104}. Although not synonymous with parental involvement, an author associates more general parenting behavior (for example, authoritative parenting) with the involved parent¹⁰⁵. Making it more complex, apart from observable behaviours, parent involvement has also been conceived as a set of parental beliefs, attitudes and values, varying from simply knowing where the child is and knowing the child's friends to parents' enthusiasm, parents' beliefs that they should take an active role in their children's education, educate their children to good citizenship, have high aspirations for their children, and have a positive sense of efficacy for helping the child learn, besides their (adequate) perception of invitations to involvement from the school, teacher, and the children themselves¹⁰⁶. When we consider several definitions of parental involvement, it becomes clear that parental involvement, as it finds its roots in the history of the debate on educational inequalities, mainly pertains to the model-behaviours of typical white middle-class parents, that have proved to effectively contribute to children's school outcomes and well-being by showing these types of behavior. A recent review of the impact of parental involvement on pupil achievement shows research on parent involvement to yield quite diverse, even contradictory, results¹⁰⁷. One main reason for the diversity of results of studies on the effects

of parent involvement is the complexity of the concept of parent involvement. Apart from the complexity of the concept, a variety of research methods have been used to assess levels of parent involvement. Below, we will address the variety of operationalizations of parent involvement as well as methods that have been applied to assess parents' levels of involvement. Parental involvement, mainly in the western world, has increasingly been gaining ground¹⁰⁸. But, in Nigeria, many parents do not realize the importance of their roles in schools and both practitioners and policy makers do not know how to facilitate parental involvement in schools¹⁰⁹. Research has shown that children whose parents are involved in their schooling process tend to have fewer behavioral problems and better academic performance¹¹⁰. In Nigeria, many parents are not involved in schooling process for their children. It is a common sight in many African countries to see children of school age involved in street hawking and trading after and during school hours. This brings about poor academic performance, absenteeism, failure to do homework and assignments, and misbehavior in schools. This statement means that parents were not very often involved in the schoolwork of their children nor even considered an integral part of the schooling process¹¹¹. A study stated that the concept of parental involvement means parents and teachers are working in a close partnership for the benefit of the child¹¹². A similar study writes that parental involvement in the school forms a critical factor in a learner's educational success in all the schooling process¹¹³. A study also supported the preceding statements by saying that when parents are involved with their children's learning, they do better in school¹¹⁴.

Home is the most important agency where the role of the parents is vital in transmitting cultural heritage, values, and basic living habits^{115,116,117,118}. Parental involvement has not only had a strong impact on relationships within the family but also affected the motivations and behavior

of the children¹¹⁹. Studies on successful and unsuccessful children in academic achievement have shown that most of those who became successful in academic achievement came from homes where parent involvement towards them was favorable and where a wholesome relationship existed between them and their parents.^{120, 121, 122}. While those who are unsuccessful in academic achievement possess weak intellectual control, they usually come from homes where the parent-child relationships are unfavorable¹²³.

Parents and teachers are advised to know the modern trends in the teaching and learning process so that students at home and school can benefit from learning without difficulty¹²⁴. They can guide the students in a better way if they know the nature of the learning process¹²⁵. They must be caring parents, patient in dealing with their children while learning, proficient in communicating mathematical ideas. They must provide quality instruction, know mathematical content, skills, facts, and motivations that children need to attain; take children to the public library to have fascinating and interesting books; help the children in solving mathematical problems and assist in reading various mathematical books; encourage the children to calculate and compare different types of purchase bills from various shops; involve the children in planning selection of home items, cost, and purchases so that they will become self-reliant, independent, and confident¹²⁶.

Family background includes parents' educational status, marital status, occupational status, financial status, parental discipline, and family size. Parental educational status is the educational level attained by parents of the students¹²⁷. This will be one of the major factors to be investigated by the researcher because of the influence it can exert on students' academic performance. The level of educational attainment of parents influences the academic performance of their children¹²⁸. In a family where both the mother and father are educated,

their children are always taken good care of in their academic activities¹²⁹. They may go through their children's exercise books after school or may employ a private teacher to teach them after school¹³⁰. While others in this category arrange for their children to attend extra-mural classes after school hours in order to enhance their academic performance at school,¹³¹. By so doing, their academic performance will be improved¹³². In the case of an illiterate family, the need to supervise their children's exercise books is not there, hence their children's low academic performance in school¹³³.

There is evidence that parents' education can positively rub off on a student's academic performance because the parents are in a good position to be second teachers to their children¹³⁴. Their assistance in this regard spurs their children's motivation towards learning and thereby enhances their academic performance in school¹³⁵. Educators, students, parents, guidance counselors, curriculum planners, government agencies, and society have lamented that the maternal and parental deprivation of the essential needs of young students has prompted their poor performance in public examinations, such as the Junior Secondary School Certificate Examination, West African Examination Council, and National Examination Council¹³⁶.

2.1.7 Parents' Social Class

Social classes can be defined as aggregates of individuals who occupy broadly similar positions on the scale of prestige. In dealing with the research literature, we shall treat occupational position (or occupational position as weighted somewhat by education) as a serviceable index of social class for urban American society. And we shall adopt the model of social stratification implicit in most research, that of four relatively discrete classes: a "lower class" of unskilled manual workers; a "working class" of manual workers in semiskilled and skilled occupations;

a "middle class" of white-collar workers and professionals; and an "elite," differentiated from the middle class not so much in terms of occupation as of wealth and lineage. Almost all the empirical evidence, including that from our own research, stems from broad comparisons of the middle and working classes. Thus, we shall have little to say about the extremes of the class distribution. Furthermore, we must act as if the middle and working classes are the same. They are not, even in terms of status considerations alone. There is evidence, for example, that within each broad social class, variations in parents' values quite regularly parallel gradations of social status. Moreover, the classes are heterogeneous with respect to other factors that affect parents' values, such as religion and ethnicity. But even when all such considerations are taken into account, the empirical evidence clearly shows that being on one side or the other of the line that divides manual from non-manual workers has profound consequences for how one rears one's children.

The concept of social class (or simply "class"), as in a class society, is a set of concepts in the social sciences and political theory centered on models of social stratification in which people are grouped into a set of hierarchical social categories, the most common being the upper, middle, and lower classes¹³⁷. The term "class" is etymologically derived from the Latin *classis*, which was used by census takers to categorize citizens by wealth in order to determine military service obligations¹³⁸. When sociologists talk of social class, they refer to a group of individuals who occupy a similar position in the economic system of production¹³⁹. Within that system, occupation is very important because it provides financial rewards, stability, and benefits like health care¹⁴⁰. Are people in similar positions aware of each other? In broad terms, yes. Get information (cues) by type of job, neighborhood, clothing, cars, and so on. Also get information on conversation topics, style, grammar, and so on. Can people be misled?¹⁴¹. Is

there a point of view specific? Middle class values Working class values Class is an essential object of analysis for sociologists, political scientists, anthropologists, and social historians¹⁴². However, there is no consensus on the best definition of the term "class," and the term has different contextual meanings¹⁴³.

Social class or socio-economic is the combination of economic and sociological measures of economic status, an individual's work experience and the economic and social position of an individual or family in relation to others on the basis of income, educational level, and occupational status¹⁴⁵. For the analysis of a family's socio-economic status, the household income, education of earner, and occupation are checked, as well as combined income compared with an individual, when their own attributes are assessed¹⁴⁶. Socioeconomic status is generally divided into three categories, i.e., high socioeconomic status, middle socioeconomic status, and low socioeconomic status, to explain the three fields a family or an individual may fall into¹⁴⁷. When putting a family or individual into one of these categories, any or all of the three variables, i.e., income, education, and occupation, can be reviewed and assessed¹⁴⁸.

Different scholars have defined socioeconomic status in different ways. Some scholars consider that socioeconomic status is the total household income, while other scholars include other variables, i.e., parental educational level¹⁴⁹. In addition to the widely used income variable, some other variables are also considered, i.e., family and parental educational attainment; total family income; living in poverty; living in a single-parent household; motivation for learning, alcohol or drug use, crime, community/environment, etc. Many scholars consider that socioeconomic status is the most important and fundamental factor that is responsible for academic success¹⁵⁰.

In the 18th century, the term "class" began to replace terms such as estates, rank, and orders as the primary means of organizing society into hierarchical divisions¹⁵¹. This corresponded to a general decrease in significance ascribed to hereditary characteristics and an increase in the significance of wealth and income as indicators of position in the social hierarchy,¹⁵². Definitions of social classes reflect a number of sociological perspectives informed by anthropology, economics, psychology, and sociology. The major perspectives historically have been Marxism and structural functionalism. The common stratum model of class divides society into a simple hierarchy of working class, middle class, and upper class¹⁵³. Within academics, two broad schools of definitions emerge: those aligned with 20th century sociological stratum models of class society and those aligned with the 19th century historical materialist economic models of the Marxists and anarchists¹⁵⁴. Another distinction can be drawn between analytical concepts of social class such as the Marxist and Weberian traditions, and more empirical traditions such as the socio-economic status approach, which notes the correlation of income, education, and wealth with social outcomes without necessarily implying a particular theory of social structure¹⁵⁵.

Social class, according to a researcher, is a person's overall social position to which attainments in both the social and economic domains contribute¹⁵⁶. They add that socio-economic status is determined by an individual's achievement in education, employment, occupational status, and income. Social economic stand parental occupation. A school of thought argues that children from high social economic status families perform much better at school compared to children from low SES families¹⁵⁷.

Obviously, not everybody has the same amount of prestige, money or social influence as everybody else. Each of these scarce variables is unequally distributed throughout any

population¹⁵⁸. It is possible to rank persons in terms of their income, the prestige of their occupations, the extent of their education or the amount of power involved in the various roles they play within the community. A person's rank based on these criteria is referred to as his or her socio-economic status¹⁵⁹. However, we classify persons much more loosely on the basis of only one or two of the criteria-only a few categories such as "upper class" "middle class" and "lower class"¹⁶⁰. We may define social class as a stratum (or "layer") of persons who share a similar socio-economic status¹⁶¹. Actually, different sociologists use the term social class for classifying people as similar or different in a "socio-economic status"¹⁶². The most influential classification scheme was that the first proposed by Marx. His system was based only on one criterion: ownership of the means of production. Marx recognized that many different social classes had existed at different historical periods¹⁶³. For example, the aristocracy, who had owned the land and the peasants, who had tilled it. However, he regarded two classes alone as the forces shaping history during the industrial period: (i) the bourgeoisie, or capitalists who had to sell their labour to earn a living. How many social classes are there? There is no single correct answer to the question. Sociologists usually employ between three and six categories. For years many surveys referred only to "upper", "middle", and "lower classes" and the majority of the North America population would regularly claim to be "middle class". Even though actually the majority did manual labour and therefore should be called "lower class". However, it finally became apparent that people knew perfectly well what stratum they occupied. It was just that they did not like to call themselves "lower class". When the term working class was added to the list of choices, most respondent chose that term to describe their status. When six categories are used to describe a stratification system, the upper, middle and lower classes are subdivided

into upper and lower sub groupings. Thus, the upper class consists of “old money”- people whose families have been rich for generations. The lower upper class may be just as rich, but their money is more recently acquired. The upper middle class consists mostly of business and professional people who live comfortably in attractive environments. The lower middle class is not quite so affluent; they work as shopkeepers in clerical jobs, and the like. An upper lower-class man may earn as much as any middle-class worker but he does so through manual work. Finally, the lower- lower class consists of welfare recipients, the unemployable or occasionally employed workers who do unskilled work¹⁶⁴. Another school of thought argues that social class originates from the division of labour¹⁶⁵. In simple or rural societies, a person may occupy or perform many roles. For example, the man who is the barber in the town may also be the tailor as well as the king’s bell ringer. As society becomes more complex and the population increases, people come to take fewer and fewer roles. In other words, roles become more specialized and skills needed to occupy roles become more important.

Social class colours our motivations in several ways. Studies on political behaviour have noted in the western world that motivations of conservatism, liberalism or authoritarianism evolve from the kind of class in which we find ourselves. Hence, social class affects our voting behaviour. However, we cannot confidently give the extent to which social class influences voting behaviour in Africa. We say with some measure of confidence, however, that ethnicity is far more important than social class in influencing voting behaviour in the African context¹⁶⁶.

Social class has effects on our health. For example, it influences the pattern of diseases, due to the less healthy conditions in which poor people live, they suffer certain types of diseases

which rich people who live in cleaner and healthier environments do not suffer from. Epidemiology in Africa shows that the lower intestinal diseases are far more common among the rural and lower-class people than among the upper classes. This is because treated and clean water is available to the upper classes while the lower classes have to go to rivers and dirty streams to collect water for use. However, on the other hand, it is discovered that many children of the upper classes today use heroin and other kinds of drugs which tends to create a disease pattern which is common to them. Similarly, because of the poor nourishment, children of the lower class and rural people tend to suffer from kwashiorkor, a nutritional disease, which does not affect upper class children. At the same time, the social class in which we find ourselves tends to influence what kind of treatment we go for when we are ill. Our social class tends to influence the motivation of doctors and hospital personnel to us when we go for treatment. Many doctors in Africa today do not want to go and serve in rural areas because of the lack of modern residential facilities and so on. Our social class also tends to affect our mental health and mental stability¹⁶⁷.

The class in which we find ourselves affects the kind of social life that we lead. For example, it affects the kind of clubs that we join and so on. The upper-class people in the cities have their own sport clubs and recreation which are not open to poor people. The kind of friends that we have are also determined by our social class. Our manners, our behaviour, our language and the dress that we wear may also be affected by our class. Upper class parents also seek to increase the opportunities for their offspring by looking for the best schools in the community for their children to attend. It is not by accident that it is only children of the upper class that attend the highest and best schools in the community¹⁶⁸

Our class position reinforces the advantages or disadvantages that we have at birth. If we are well fed then we are likely to be healthy from childhood and consequently to develop more rapidly than children of poorer families. Our diet can affect our learning ability and our lifespan. The better the source of nutrition and our surroundings in which we live the more likely it is to live longer and since we are healthy and well-nourished, we are likely to be more attentive in a learning situation than children from poor environments. Class also affects the kind of job opportunities that we have. The place that we come from, whom we know and so on affects what kind of jobs we get¹⁶⁹. Base on the study conducted by on the effect of socio status of parents on academic achievement, it was revealed that the Nigerian society is divided into two major strata 1. High socio-economic status (HSES) –consists of upper and middle classes-the rich. 2. Low socio-economic status (LSES)-consists of lower class the poor. In terms of rearing children, middle class parents are probably more permissive, that is democratic, while the lower-class parents are more rigid in other words autocratic¹⁷⁰.According to a study, social class is classified into three. First, Upper Class First, we'll start at the top of the hierarchy. Individuals who are considered to be members of the upper class are the owners of the means of production and most of the country's private wealth. Many are important government officials, large business owners, or top executives that have a great deal of income and/or wealth. It is important to know the difference between income and wealth, as they are two distinct concepts. They are also a big part of determining social status. Income is salary and/or other money that is regularly received, where wealth is the total value of all assets, minus outstanding debts. In other words, income is what you make, and wealth is what you have. Someone can bring in a high income without being wealthy, and can also be wealthy without bringing in any income. For example, some people

earn a large salary but spend it all on a large house, fancy cars, travel, etc. These individuals basically live from pay check to pay check, and if they were to stop working, they would quickly become destitute.

On the other hand, some people earn a modest salary but are very frugal in how they spend it - they live below their means and carefully invest anything that's left over. For some of these individuals, they could stop working and still have enough money to live on for years. Another example of how someone can be wealthy without an income can be seen in the most elite of the upper class. The upper class actually has two layers: the upper-upper class and the lower-upper class. The upper-upper class makes up less than one percent of the U.S. population, and membership is almost always the result of birth. These individuals are the 'blue bloods' or 'old money' who inherits massive wealth from their family. The Queen of England is an example, as are the Kennedys and the Rockefellers. These individuals have inherited enough that they don't need to work. On the other hand, the majority of upper-class members actually fall into the lower-upper class. These are mostly the 'working rich' or 'new money' - individuals who earn their lifestyle instead of inheriting it. Professional athletes, actors, and successful entrepreneurs are all examples. These individuals are still wealthy - some even more so than the individuals in the upper-upper class - but also have a high income. The next step down in the social hierarchy of the U.S. class system is the middle class, which includes about half of the U.S. population. Most advertisements are directed towards this audience, and fictional characters in popular culture - TV shows, movies, and books - are typically middle-class members. The greatest amount of social mobility occurs at this level, whether it's upward, downward, or horizontal. Like the upper class, the middle class has several layers: upper-middle, average-middle, and lower-middle. Upper-middles are those

who earn above-average salaries, and typically live in fairly expensive houses in nice neighborhoods. Almost all of them are college graduates, and many go on to highly prestigious white-collar jobs - doctors, lawyers, businessmen, local politicians, and so on. The center layer of the middle class is the average-middle, and the family income at this level is roughly the national average. Members typically work at less prestigious white-collar jobs - managers, teachers, office workers, and so on. Most are college graduates. The lower middle class is also called the working class, and it's the bottom layer at this level. They typically have blue-collar jobs, such as police officers, electricians, truck drivers, plumbers, factory workers, and more. They earn slightly less than the national average. The remaining part of the population makes up the lower class, which includes those who lack money and/or the means to meet basic needs. They have low-prestige jobs and extremely low income, if they have any at all. For the most part, society tends to look down on and segregate the lower class, especially those who are also part of minority groups. The lower class is divided into two layers: the upper-lower and the lower-lower class. The upper-lower class is also known as the working poor. Members of this class typically have a low educational level, are not highly skilled, and work minimum-wage jobs. They have very little to no job security, and are either right at or below the poverty line¹⁷⁰.

2.2 Theoretical Framework

1. Goals and Goal Orientations

Goal theory and goal orientation theory are related concepts that describe how goals can influence a person's motivation, behavior, and performance. Goal theory proposes that setting specific, challenging, and measurable goals can increase a person's motivation and performance. This is because goals provide a clear target for a person to work towards, and

the process of striving to achieve the goal can increase a person's effort and engagement. Additionally, the attainment of a goal can provide a sense of accomplishment and satisfaction. Goal orientation theory, on the other hand, proposes that people have different orientations or styles of goal-setting and goal-pursuit.

There are two main types of goal orientations: a performance-oriented goal and a learning-oriented goal. Performance-oriented individuals focus on achieving a high level of performance relative to others, while learning-oriented individuals focus on developing their own abilities and learning new skills. Research has shown that a learning-oriented goal orientation is associated with more adaptive motivation, learning, and performance outcomes, such as more persistence in the face of failure, more adaptive coping strategies, and a greater sense of self-efficacy. In contrast, a performance-oriented goal orientation is associated with more maladaptive motivation, learning, and performance outcomes, such as increased anxiety, decreased self-esteem and a greater tendency to engage in cheating. Overall, both goal theory and goal orientation theory suggest that setting and pursuing goals can have a powerful influence on motivation, behavior, and performance. However, the type of goal and goal orientation one adopts also plays a crucial role in the outcome of the achievement.

Goal setting is a key motivational process¹⁷¹. Goals are the outcome that a person is trying to accomplish. People engage in activities that are believed to lead to goal attainment. As learners pursue multiple goals such as academic goals and social goals, goal choice and the level at which learners commit to attaining the goals influence their motivation to learn¹⁷².

Besides goal content (i.e., what a person wants to achieve), the reason that a person tries to achieve a certain goal also has a significant influence on learning and performance. Goal orientations refer to the reasons or purposes for engaging in learning activities and explain

individuals' different ways of approaching and responding to achievement situations¹⁷³. The two most basic goal orientations are mastery and performance goals¹⁷⁴. Different researchers refer to these goals with the following terms: learning and performance goals, task-involved and ego-involved goals, and task-focused and ability-focused goals^{175,176}. A mastery goal orientation is defined as a focus on mastering new skills, trying to gain increased understanding, and improving competence¹⁷⁷. Students adopting mastery goals define success in terms of improvement and learning. In contrast, a performance goal orientation focuses on doing better than others and demonstrating competence, for example, by striving to best others, using social comparative standards to make judgments about their abilities while seeking favorable judgment from others¹⁷⁸.

In addition to the basic distinction between mastery and performance goals, performance goal orientations have been further differentiated into performance-approach and performance-avoidance goals¹⁷⁹. Performance-approach goals represent individuals motivated to outperform others and demonstrate their superiority, whereas a performance-avoidance goal orientation refers to those who are motivated to avoid negative judgments and appearing inferior to others. Incorporating the same approach and avoidance distinction, some researchers have further distinguished mastery-approach and mastery-avoidance goals¹⁸⁰. Mastery-approach goals are related to attempts to improve knowledge, skills, and learning. In contrast, mastery-avoidance goals represent a focus on avoiding misunderstanding or the failure to master a task. For instance, athletes who are concerned about falling short of their past performances reflect a mastery-avoidance goal. Despite the confirmatory factor analyses of the 22 goal framework¹⁸¹, the mastery-avoidance construct remains controversial and is in fact the least accepted construct in the field.

2. Expectancy-value Theory

Expectancy-value theory is a psychological theory that explains how an individual's motivation is determined by their expectations of success and the value they place on the outcome. Expectancy refers to an individual's belief that their effort will lead to success, and value refers to the importance or utility of the outcome. According to the theory, an individual's motivation to engage in a particular behavior is the product of their expectancy of success and the value they place on the outcome. If an individual has a high expectancy of success and places a high value on the outcome, they will be highly motivated to engage in the behavior. On the other hand, if an individual has a low expectancy of success or places a low value on the outcome, they will be less motivated to engage in the behavior. In educational contexts, expectancy-value theory can be used to understand how students' perceptions of their ability, the difficulty of the task, and the value of the outcome (such as grades or future opportunities) influence their motivation to learn. By understanding the factors that influence students' motivation, educators can design instruction and assessments that increase students' expectancy of success and the value they place on learning.

Expectancy-value theory suggests that the two most immediate predictors of achievement behaviors are expectancies for success and task value beliefs¹⁸². Expectancies for success refer to students' beliefs of whether they will do well on an upcoming task¹⁸³. The more students expect to succeed at a task, the more motivated they are to engage with it. Such beliefs are closely related to but conceptually distinguished from ability beliefs. Ability beliefs are defined as students' evaluations of their current competence at a given task. Ability beliefs are concerned with present ability whereas expectancies for success are concerned with future potential.

Task value answers the question, “Why should I do this task?” There are four possible answers to the question: intrinsic value, attainment value, utility value, and cost¹⁸⁴. Intrinsic value is pure enjoyment a student feels from performing a task. When they are intrinsically interested in it, students are willing to become involved in a given task. Attainment value refers to the importance of doing well on a task. Tasks are perceived important when they reflect the important aspects of one’s self. Utility value is the perception that a task will be useful for meeting future goals, for instance, taking a Chinese class to get a job in China. The last component of task value, cost, refers to what an individual has to give up to engage in a task or the effort needed to accomplish the task. If the cost is too high, students will be less likely to engage in a given task. For instance, students may not decide to take an extra course when they need to reduce the hours of their part-time job.

Numerous studies have shown that students’ expectancies for success and subjective task values positively influenced achievement behaviors, motivation to learn and outcomes¹⁸⁵. For example, a study reported that college students’ perceived competence was a significant predictor of their performance. Also, students’ perceived utility predicted future enrollment intentions. These relations have been also found in online learning environments¹⁸⁶. An author reported that perceived competence and task value of students enrolled in an online university significantly predicted learner satisfaction, persistence, and achievement¹⁸⁷.

3. Attribution Theory

Attribution theory is a psychological theory that explains how people interpret and make judgments about the causes of events and behavior. The theory suggests that people tend to attribute the causes of events to either internal or external factors. Internal factors, such as ability or personality, are seen as being within the control of the individual, whereas external

factors, such as luck or circumstance, are seen as being outside of the individual's control. There are several different models of attribution theory, including the correspondent inference theory, the dispositional theory, and the situational theory. These models attempt to explain how people make judgments about the causes of behavior and events, and how these judgments influence their perceptions and attitudes.

Attribution theory considers the source of people's motivation to be their perception of why they succeeded or failed. The theory assumes that people try to understand causal determinants of their own success and failures¹⁸⁸. For example, people may attribute their success (or failure) to ability, effort, luck, task difficulty, mood, fatigue, and so on. These perceived causes of outcomes are called attributions¹⁸⁹. Attributions may or may not be actual causes, and regardless of actual causes of the event, the perceived causes are what drive individuals' motivation and behaviors.

According to attribution theory, attributed causes for success and failure can be classified along three dimensions: locus, stability, and controllability¹⁹⁰. The locus dimension concerns the location of the cause, or whether a cause is within or outside the individual. Effort is internal to the learner, for example, whereas luck is external. The stability dimension refers to whether or not the cause is constant. Effort and luck are unstable because they can vary across situations, whereas ability is regarded as relatively stable. Lastly, the controllability dimension concerns how much control an individual has over a cause. Learners can control effort but not luck or task difficulty.

The conceptual classification of causes for success and failure based on the three dimensions is central to the attribution theory of motivation because each dimension is related to a set of motivational, affective, and behavioral consequences. Locus of causality, for example,

influences learners' self-esteem and esteem-related emotions¹⁹¹. When a successful outcome is attributed to internal causes (for instance, ability, effort) and not external causes (e.g., luck), the students are more likely to take pride in the success and their self-esteem tends to be heightened. On the other hand, failure attributed to internal causes usually results in feelings of shame or guilt and a lowering of self-esteem.

The stability dimension influences individuals' expectancy for future success¹⁹². If success is attributed to a stable cause, one will expect to have the same outcome in the future. Failure attributed to a stable cause (for instance, low ability) will lower one's expectancy for future success unless he or she believes the ability can and will increase. Attribution for failure to an unstable cause (for instance, "I did not try hard enough") allows students to expect the outcome could change as long as they put forth enough effort, they could succeed next time. The controllability dimension is also related to self-directed emotions¹⁹³. When failure is attributed to a controllable cause (for instance, effort), one is likely to experience guilt and the desire to alter the situation. One will experience a feeling of shame or humiliation when failure is attributed to causes that are internal and uncontrollable (for instance, low ability). When attribution for failure is made to the causes that are external and uncontrollable, one is likely to feel helpless and depressed because he or she believes that nothing can change the situation. Thus, failure attribution to uncontrollable causes tends to decrease motivation and engagement.

4. Self-Determination Theory

One theory that describes the influence of home and school factors on student motivation towards learning is Self-Determination Theory (SDT). SDT proposes that motivation towards

learning is driven by three innate psychological needs: autonomy, competence, and relatedness. Autonomy refers to the need to feel in control of one's own life, competence refers to the need to feel capable and effective, and relatedness refers to the need to feel connected to others. According to SDT, when these needs are met in the context of learning, students are more likely to be motivated and engaged in their education. Home and school environments play a critical role in meeting these needs. For example, a supportive and nurturing home environment, where parents provide autonomy support and encouragement, may foster a sense of autonomy in the child. On the other hand, schools that provide opportunities for students to take ownership of their learning, through choice of learning activities and opportunities for self-expression, may foster a sense of autonomy. Similarly, providing opportunities for students to experience success and mastery in their learning can foster a sense of competence. An opportunity for social interaction and collaboration can foster a sense of relatedness. SDT also proposes that when these needs are not met, students may become de-motivated and disengaged in their learning. Therefore, SDT suggests that it is important for both home and school environments to provide opportunities for students to experience autonomy, competence, and relatedness in order to promote motivation and engagement in learning.

2.3 Review of Empirical Studies

2.3.1 School Related Factors and Student's Motivation towards Learning

1. Learning Environment

Several studies have shown a positive correlation between a disadvantaged school environment and learners' Motivation towards learning at schools¹⁹⁴. A related study also found that grade eight learners in schools situated in economically depressed areas of the

Cape Flats have a lower achievement than those who come from families with high socio-economic status¹⁹⁵. Furthermore, a comprehensive study on the status of teachers in South Africa found that black learners were underprovided for and performed worse than their white peer group in these subjects¹⁹⁶. Although the above findings show in general that disadvantaged learners tend to achieve less well than other learners, some studies indicate that some disadvantaged learners perform better than advantaged learners¹⁹⁷.

Parental involvement, though desirable, was not a necessity. Deprivation in learners' lives outside the school was not eliminated. No special pedagogies were employed^{198,199}. According to a related study learning environment comprises teacher, existing curriculum, instructional equipment as well as the institutional and larger learner community²⁰⁰. In this regard the study stated that the school environment is the broader factors or context of the school that either facilitates or constrains classroom instruction and learning²⁰¹. He described the learning environment that is considered disadvantageous by using detailed census-based social profiles of school catchment areas²⁰².

A learning environment, particularly the school, was considered as disadvantaged if a high proportion (of the enrolment) of learners came from neighborhoods having certain characteristics known to be associated with a low capacity to take advantage of educational facilities. These characteristics include, among others, a high percentage of persons in low status jobs with low income or with lack of formal educational qualifications. Furthermore, many families with single parents and more non-fluent English speakers (English as a second language) were found in the low socio-economic areas. The homes of the disadvantaged tend to be more crowded, lacking in magazines, newspapers, and other objects that are likely to help in the development of the learner. Parents of the disadvantaged learner give little

language encouragement to their children, have less direct interaction with them and take less Motivation towards their learning²⁰³. For a number of interrelated reasons many of these disadvantaged learners' families and schools in South Africa are concentrated in the rural areas and in the outskirts of our great metropolitan areas known as townships and squatter camps. One can therefore state that learners who attend under resourced schools have been educationally disadvantaged through a lack of opportunities to access quality educational services. The most under-resourced schools are the ones that belonged to the previously black-only educational system²⁰⁴.

2. Curriculum

According to a report the concept of curriculum is highly symbolic; it is what the older generation chooses to tell the younger generation²⁰⁵. A study states that curriculum traditionally means a list of content topics in a national or school syllabus and examination prescription, generally referred to as course outline²⁰⁶. According to the report a curriculum includes: · Mathematical content (what mathematicians know) · Mathematical processes (what mathematicians do) · Mathematical thinking and logical reasoning, problem-solving making connections and using computational tools · Contexts in which the topics are set · Assessment's strategies that are used, and appropriate teaching methods²⁰⁷. The intended curriculum is that which is reflected in curriculum guides, course outline, syllabi and textbooks, adopted by the educational systems. In most countries a nationally defined curriculum emanates from a ministry of education or similar national body²⁰⁸.

The implemented curriculum is that which is actually taught in the classroom by the teacher. The difference between the intended and implemented curriculum could be due to many factors: the curriculum is too long; the learners do not master some of the competencies and

the teacher does not have time to cover all of them. The teachers have different priorities regarding what should be taught; the teachers did not master some of the competencies to be taught and thus do not include them in the classes; or teachers do not have some of the educational materials needed to teach some competencies²⁰⁹. From their review of literature, the study acknowledged that content coverage is related to learners' motivation towards learning²¹⁰.

The attained curriculum is a measure of what students have learned, and is reflected in the students' achievements and motivations. According to a study achievement is referred to as the attained curriculum. The attained curriculum, and not the intended curriculum, explains achievement of the learners. The author of this study is of the opinion that learners have to have the opportunity to learn all the mathematical topics on which they have to be evaluated²¹¹.

3. School and Class Size

School size and class size have been shown to have an impact on students' motivation towards learning. A study observed that larger schools had a negative influence on students' motivation towards learning in high school and science²¹². In contrast, a study found no relationship between the size of the school and scholastic achievement; effective schools can be very small, very large, or somewhat in-between²¹³. The study further observed that the relationship between the class size and a learner's motivation towards learning is not well defined for classes with 20 to 40 learners²¹⁴. Class sizes of below 20 learners have been found to be advantageous for disadvantaged learners²¹⁵. In this respect, the researcher argued that small school size facilitates social interaction and inhabits teacher specialization²¹⁶.

4. Effectiveness of Schools

Effective school characteristics are what help to create a fertile school culture that facilitates learners' motivation towards learning²¹⁷. Several researchers have identified such characteristics. Their findings indicate that learners develop Motivation towards learning when the following factors are present: Strong leadership is provided by a principal who works with the staff to communicate the mission of the school; provide reliable support for staff; and meet with teachers and other members of the staff frequently to discuss classroom practices. · High learner Motivation towards learning is the foremost priority of the school, and the school is organized around this goal as shown by teachers who demonstrate high expectations for learners' achievement and make learners aware of and understand these expectations. · Parents are aware of, understand, and support the basic objective of the school and believe they have an important role to play in their children' education. · Teachers work together to provide an orderly and safe school environment. · Schools use evaluation to measure learners' progress and promote learning²¹⁸.

2.3.2 Student's Interest and Motivation towards Learning

According to a study factor such as interest and beliefs play an important role in student's Motivation towards learning. The general relationship between motivation and achievement is based on the concept that the better the motivation a learner has towards a subject or task, the higher the achievement or performance level²¹⁹. The study argued that teacher, peer and family motivations toward may either positively or negatively influence learners' confidence in. The findings are that learners who have positive motivations towards their teachers have high achievement levels²²⁰. A similar study found that at all grades a sense of personal relatedness with the teacher is important in determining a learner's frequency in seeking help

from the teacher. They further state that this aspect of the classroom factors has been shown to be related to good academic outcome²²¹. In the same vein a study state that the extent to which learners likes their teacher, influence their liking of the subject²²².

2.3.3 Career choice and Student's Motivation towards Learning

Research on motivations towards career choice and towards learning is extensive. A study found that self-perceptions of ability influence towards learning²²³. He concluded from a wide review of literature that there is a positive correlation between career choice and achievement²²⁴. Subsequently another study reported that a learner motivation has impact on his or her later career choice in the future²²⁵. A related study found that motivations during high school had a positive effect on choosing science careers²²⁶. Accordingly, he found that the career aspirations of high school learners influence their involvement in, which in turn influenced their achievement²²⁷. Another study found that learner's self-perceptions of ability and found that positive self-perception ability has relatively strong effects on motivation to learn²²⁸.

2.3.4 Peer Group Influence and Student Motivation towards Learning

Peer Group affects all learners, successful ones as well as those who are less successful. The effect of negative peer pressure has been recorded in numerous articles²²⁹. In this regard a study argued that peer and family motivations towards may either positively or negatively influence learners' confidence in the subject²²⁸. In a review of literature, a study found that learners' motivations towards have been associated with peer group motivations²³⁰. Accordingly, the study identified peer motivations as one of the most influential factors in learners' mathematical achievements²³¹. According to a related study, learners are ridiculed

by their peers for taking challenging tasks while others are encouraged by their peers to pursue academic excellence²³².

A study defines peer support or tutoring as that part of the teaching process that involves learners teaching other learners²³³. The study state that: Peer tutoring is a structured way of involving students in each other's academic and social development. As a learning experience it allows students to interact and to develop personal skills of exposition while increasing their knowledge of a specific topic. Tutors may be high-ability learners or learners in higher grades. Tutors may also be low ability learners who assist other low-ability learners. It was reported that learners may benefit motivationally from being in groups which provide peer encouragement and support^{234, 235}. As a result, their achievements can be improved. The view of this researcher is that since peers can encourage one another to view positively or negatively, a major task for teachers is to understand the nature of peer relationships so that this influence can be directed towards positive engagement.

2.3.5 Anxiety and the Student's Motivation Towards Learning

Research on motivations has focused on two major dimensions, namely self-concept or self-esteem and mathematical anxiety²³⁶. According to a study, reinforcing effort begins with helping learners to develop a positive self-concept²³⁷. He states that self-concept refers to a person's perception of their ability to learn new topics and perform well in classes and tests²³⁸. He found that self-concept is correlated with achievement in They further find that self-concept is higher in males than in females at high school²³⁹. In contrast, a study found that there is a significant positive relationship between self-concept and motivation for female groups, but no significant correlation between these variables for male groups was found²⁴⁰. He goes on to report that self-concept measures for both males and females do not reveal any significant

association with their achievement²⁴¹. A similar study defines anxiety as an irrational and impedimental dread of future events or situations, often accompanied by physical symptoms such as sweating, trembling, and increased heart rate²⁴². The term is used to describe the panic, helplessness, mental paralysis, and disorganization that arise among some individuals when they are required to solve a problem of mathematical nature²⁴³. This definition has been supported by some other authors that state that anxiety refers to a person's feelings of tension and anxiety that interfere with the manipulation of numbers and the solving of mathematical problems in a wide variety of ordinary and academic situations^{244, 245}. According to a related study, this phenomenon could occur at any time during a learner's career and it usually does not disappear spontaneously²⁴⁶. Anxiety has been found to be consistently related to lower motivation at all ages²⁴⁷. A related study established a significant relationship between low achievement and high levels of anxiety²⁴⁸. In support of this finding, a consistent, negative relationship between anxiety and performance was found and reported in a related study²⁴⁹.

A number of researchers have suggested the following methods to facilitate the processes that are likely to lead to improvement in learners' motivations towards and other subjects²⁵⁰. Some of these address the feeling of anxiety or negative self-concept, and they are as follows: Teaching learners to praise others²⁵¹. Assigning tasks that challenge learners and yet are within their ability range and give them the autonomy required to complete the task²⁵². The content must be taught so that learners understand. The more they understand, the less anxiety learners will exhibit²⁵³.

Learners increase their understanding and reduce their anxiety when they work collaboratively in small groups using examples to demonstrate concepts²⁵⁴. Teachers should encourage learners to ask questions while creating a comfortable class environment that emphasizes

learning through class involvement²⁵⁵. Teachers should encourage learners to understand their own personal learning style by discussing the relationship between their learning style and math concepts²⁵⁶. Incorporating co-operative learning in the classroom was shown to have a positive effect on learners' achievements and motivations toward²⁵⁷. Writing an essay about prior math experiences, both positive and negative, also helps learners understand that their success or failure may be more related to environmental factors than their own intelligence²⁵⁸. Teaching students how to self-evaluate and make realistic assessments of themselves²⁵⁹.

2.3.6 Language of Instruction and Students' Motivation towards Learning

Mother tongue is very important to the clear formulation of mathematical concepts as all ideas are communicated between the teacher and the learner, either through oral or written material²⁶⁰. In this regard, the question of whether language proficiency is related to learning Motivation towards and general academic achievement has been debated for many years²⁶¹. Much of the debate has centered on the performance of disadvantaged learners with limited proficiency in English. Factors in language proficiency and academic achievement include bilingualism, ethnicity, socio - economic status, use of non-standard dialects and other social and cultural variables.

The problem posed by a foreign language when learning mathematical concepts, is confirmed by a study which states that communicating mathematical ideas so that the message is adequately understood is difficult enough when teacher and learner have a common first language, but the problem is more acute when their preferred languages differ^{262, 263}. Emphasizing the importance and relevance of language in teaching, the study further indicates that: Language is important not only for communicating but also because it

facilitates thinking. The language used for thinking is most likely to be the first language, thus communicated in one language might need to be translated into another to allow thinking, and would need to be translated back in order to converse with the teacher²⁶⁴. In this regard a study has contrasted the learning progress of a group of students²⁶⁵. The former group claimed they had to do all their thinking in English, because their own language did not facilitate mathematical proof, and they found this difficult. The study concludes that the more severe problems would be likely to lie with learners trying to learn through the medium of an unfamiliar language, which is very different from their own²⁶⁶. In this regard a study summarized the language problems as follows: In general, it is likely to be easier for a student to function effectively in a second language which is semantically and culturally close to his mother tongue than in one which is remote for the structure of a person's language has a determining influence on that person's cognitive processes such as classification and recognition of equivalences - processes which are central to the understanding of mathematical concepts²⁶⁷.

According to a study there are certain considerations that need to be noted in relation to language and. These are as follows: · English language is a poor predictor of future performance or learners' Motivation towards Swaziland in the field of study. · High achievers in may not be high achievers in the English language²⁶⁸.

The question of how to motivate learners in the classroom has become a leading concern for teachers in all disciplines. A learner is motivated by a desire for knowledge. Stimulation of this desire is one of the basic tasks of a teacher. In this regard A study defines motivation as: the word used to describe those processes that can (a) arouse and instigate behavior; (b) give direction or purpose to behavior; (c) continue to allow behavior to persist; and (d) lead to

choosing or preferring a particular behavior²⁶⁹. Motivation deals with the reasons why learners become interested and react to those events that catch their attention. There are two distinct types of academic motivation that are interrelated in most academic settings, namely intrinsic and extrinsic motivation²⁷⁰. According to a report: Extrinsic motivation stems from outside the subject matter area, but is in some way analogous to it. One thinks here of favorable circumstances, an exemplary teacher, the subject matter and the method of instruction, competition, prizes, allocation of marks, promotion and various other rewards²⁷¹. In this type of motivation, learners tend to center on such performance goals as obtaining favorable judgment of their competence from teachers, parents, and peers or avoiding negative judgment of their competence²⁷². Academic intrinsic motivation is the drive or desire of the learners to engage in learning for its own sake. The study described the meaning of intrinsic motivation as follows: When the activity itself is rewarding (enjoying reading or swimming) we have a situation where motivation is intrinsic, that is the activity will achieve its goal. The implication of this type of motivation is that learners who are intrinsically motivated engage in academic tasks because they enjoy them. Learner's motivations tend to focus on learning goals such as the understanding and mastery of concepts. When learners engage in tasks in which they are motivated intrinsically, they tend to exhibit a number of pedagogically desirable behaviors including time spent on tasks and persistence in the face of failure²⁷³. In order to increase learner's Motivation towards for traditionally disadvantaged learners' proper use of both intrinsic and extrinsic motivation is important. The author of this study is of the opinion that one of the tasks of the teacher working with disadvantaged learners is to ensure that the confidence and Motivation of these learners in is cultivated²⁷⁴. According to another study there are many aspects of learner

motivation but four seem to be particularly important, namely:

- The learning culture this is mainly about peer pressure and the ethos that exist at schools.
- Intrinsic purpose of learning this shifts the emphasis from extrinsic motives for learning to intrinsic motives.
- Self-efficacy this concerns learners' belief in themselves and their ability to learn²⁷⁵.

Task value: this is about the learners' Motivation towards the task and the importance and value a study points out that: Teachers who are successful in reaching disadvantaged learners combine a high sense of their own efficacy with high realistic expectations for learner achievement. Teachers with a high sense of efficacy or confidence in their ability to influence learner motivation are more likely to view disadvantaged learners as teachable²⁷⁶.

2.3.7 Learners' Academic Involvement and Motivation towards Learning

The concept of learners' involvement in learning is closely related to that of academic achievement. According to a study, academic engagement is defined as active involvement and commitment as opposed to apathy and lack of interest. For instance, doing homework, coming prepared for classes, regular attendance, and not skipping classes reflect learners' engagement and motivation²⁷⁷. A study pointed out that: the theory of learner involvement encourages educators to focus less on what they do and more on what learners do²⁷⁸.

2.3.8 Teacher-Related Factors and Students' Motivation Towards Learning

A study states that one of the most important factors in developing learners' ability is the motivation of their teacher. ²⁷⁹ According to a related study, knowledge of the learners' thinking is important while teachers' knowledge of content and pedagogy is also critical to the culture of the learning environment²⁸⁰. In a similar study, knowledge of the content and pedagogy, in conjunction with learners' thinking, allows a teacher to design blueprints for worthwhile tasks²⁸¹.

In this respect, it is reasonable to expect that teachers will feel successful when their learners perform well, irrespective of whether or not they come from a historically disadvantaged school situation. Teachers should also expect to feel frustrated and unsuccessful when their students perform poorly²⁸². What is not clear, is who should be blamed, the teachers or the learners? A study observed that if teachers attribute the success or failures of students to themselves, then they will do something to alleviate the problem. If, on the other hand, the reason that learners succeed or fail lies within the learners, then the teachers do not feel as much responsible for the failure²⁸³.

6. Teacher Quality

A study maintains that if one wants to change the education of learners, one needs to first change the education of the teachers²⁸⁴. It was posited that it is necessary to prepare educators for what life is like in classrooms, schools, school systems, and society. The pre-service and continuing education of teachers should provide them with the opportunity to examine and revise their assumptions about how they should be taught and how learners learn²⁸⁵.

7. Pedagogical Content

Learners' motivation towards is also likely to be affected by the teacher's pedagogical content knowledge²⁸⁶. According to the study, pedagogical content knowledge is the capacity of a teacher to translate the subject knowledge that he or she possesses into forms that are pedagogically powerful and yet adaptable to the variations in ability and background presented by the learners²⁸⁷. The study further argued that a teacher must: understand the structure of subject matter, the principles of conceptual organization, and the principles of inquiry that help answer two kinds of questions in each field: what are the important ideas and skills in this domain? How are new ideas added and deficient ones dropped by those who produce

knowledge in this area? That is, what are the rules and procedures of good scholarship or inquiry? According to the study, much of the literature suggests that it is critical for secondary teachers to have strong knowledge, a positive motivation towards teaching, as well as an alignment with proper pedagogical beliefs²⁸⁸. For instance, a study describes what she calls a profound understanding of fundamentals in terms of the depth, breadth, and thoroughness of the knowledge that the teachers need²⁸⁹. Depth, according to a study, refers to the ability to connect ideas to the larger and powerful ideas of the domain, whereas breadth has to do with connections among ideas of similar conceptual power²⁹⁰. According to a study, thoroughness is essential in order to weave this into a coherent whole. He further argues that teachers' knowledge of teaching must be like an experienced taxi driver's knowledge of a city, whereby one can get to significant places in a wide variety of ways, flexibly and adaptively. Teacher experience and in-service training According to a study, education majors have not been exposed to enough alternative teaching methods to be capable of teaching with an emphasis on meaning²⁹¹. He goes further and mentions that pre-service secondary teachers often lack sufficient understanding to teach the subject effectively²⁹². The National Council of Teachers, together with the Association for Supervision and Curriculum Development, published A Guide for Reviewing School Programs. In this document they state that in order to have high-quality programs, teachers must be well-prepared, process and demonstrate positive motivation, continue to grow professionally, and be actively involved in educational issues that affect the quality of their learners' learning²⁹³. An assessment of the state of achievement in the USA found some modest evidence of a positive relationship between the extent of in-service education and learners' achievement in Grade 8. However, in Grade 4, in-service education did not seem to be significantly related to achievement²⁹⁴.

The lack of adequate in-service training opportunities for some teachers is a barrier to learners' motivation towards In "Learning without Limits: An Agenda for the Office of Postsecondary Education," it is reported that experienced teachers do not have adequate opportunities to improve their knowledge and skills, and that in-service training opportunities for teachers are "second rate"²⁹⁵ The report cites the following problems regarding the in-service training of teachers: In-service training remains largely short-term and non-collaborative. In-service training is often unrelated to the teachers' needs and the challenges faced by their learners. Teachers are offered in-service training opportunities that last for a few hours (less than eight). A study shows a significant positive relationship between teacher experience and learner achievement in some developing countries, for instance in Nigeria and Swaziland²⁹⁶. In contrast, a study finds no significant relationship between teacher experience and learners' achievement motivation²⁹⁷.

8. Competence

A study in his review of literature shows that professional education is necessary, particularly for secondary school teachers in a special field like ²⁹⁸. He goes further and states that what teachers actually do depends not only on their competence but also on the conditions under which they must provide instruction. They noted that a fully competent teacher might perform less than adequately in the classroom if he or she is working in a disorganized and unsupportive environment for teaching and learning. On the other hand, teachers with only minimal competence can perform quite adequately, given supportive and favorable working conditions²⁹⁹.

In their assessment of the state of students' motivation towards learning in the United States of America, they find that teachers of learners from disadvantaged schools, namely Hispanic,

Black, and American Indian learners, were not necessarily underprepared in terms of certification, education level, or number of years of teaching, although their learners continue to attain lower average achievements in science and technology³⁰⁰. In South Africa, a study noted that in spite of the availability of well-qualified teachers in some Bophuthatswana (North-West Province) schools, Grade 12 results from such schools remain far below acceptable standards³⁰¹. Several studies have documented the characteristics of effective teachers. Although the majority of these studies do not focus specifically on teaching, the opinion of the writer is that the characteristics they identify are applicable to teachers in all subject areas³⁰². According to a study, the following are the characteristics of effective teachers working with learners in a regular classroom. They: set high goals and communicate these goals to learners; appreciate creativity and enjoy the unpredictability of working with divergent thinkers; are flexible in their thinking and willing to admit mistakes or change their positions or opinions when evidence warrants this; are willing to be flexible in terms of time of the task during the school day, and they devote extra time after school to working with their learners; are well organized and flourished in classrooms where there were multiple activities running concurrently³⁰³.

In studies focusing on classrooms, expert teachers were identified as having a strong background in demonstrating expertise in and enjoyment of problem-solving and being able to engage in deep thinking.^{304, 305} These teachers also had general knowledge, motivation towards ideas and concern about problems facing their communities.

4. Lesson Structure

A number of researchers have investigated the building blocks of lesson structure because they contribute to effective teaching and learning. In their comparison of a typical lesson

structure in the United States of America and Japan, a study found that most lesson structures focus on five global behaviors, namely: Reviewing the content covered in a previous lesson (5 min). Reviewing a previous lesson's homework assignment (10 minutes). Providing instruction on new subject matter (20 min). Having students work on in-class exercises that were either used in the lesson development or otherwise discussed in the lesson (15 min). Having students work on homework that would not be discussed until a later lesson. (15 min). However, what was different was the extent to which certain teachers used these activities. In the United States, they found that instruction for both nine- and thirteen-year-olds seems to be dominated by class work and reviewing homework. Teachers spent some time teaching new material, but it was not the dominant feature of lessons³⁰⁶. During a class period, less than forty percent of teachers in the United States provided twenty minutes or more of instruction on new material. Japanese teachers, by contrast, spent most of their time on the combination of instruction on new material and class work, which was, for the most part, actively tied to the instruction of the new material during the course of the lesson. In this regard, a study attributed some of Japan's leading achievements to lesson structure³⁰⁷. In examining the way, it has been taught, a related study observed that teaching in schools is characterized by heavy reliance on the textbook by teachers both as a source of activities and for explanations of procedures to use in completing the task. In this context, the role of the teacher is that of an instructor whose instructions are followed in order to arrive at a given product³⁰⁸. The learners are then expected to follow the teacher 's example carefully and answer the questions that the teacher asks without necessarily engaging in dialogue when information is exchanged. A researcher has investigated motivation levels for learners learning in different situations. This includes: Whole-class lecture demonstration situations;

here the teacher instructs the whole class as one group for the greater part of the lesson. Co-operative learning when the teacher divides the class into small heterogeneous groups.³⁰⁹

Individualized situations where the students are given the individual seatwork and ask for the teacher's help when they need it. Within-class ability groups where the teacher divides the class into small groups based on ability³¹⁰. The findings from this study suggest that there are significant increases in achievement levels, measured by differences in scores on a pre-test and a post-test, when learners learn in small groups (co-operative learning) as opposed to individual seatwork³¹¹. In a study of teaching in Grades 4 to 6, a researcher investigated the achievement effects of the three most commonly used methods are whole-class instruction, within-class ability grouping, and co-operative learning. They found that there were significant differences in the overall effects on learners' achievements³¹². The overall finding from the study is that two of the three modes they investigated, within-class ability grouping and co-operative learning in small heterogeneous groups, led to higher achievement levels as compared to the whole-class mode³¹³. In a study of classrooms, a report reported that group orientation in Japanese and Chinese classrooms promotes the feeling of group membership. Accordingly, involvement in groups enables children to learn from and judge each other and appreciate the variety of ways individuals can contribute to a group's success.³¹⁴

In contrast, a study reported that students are observed working at their own pace and continuing to struggle with the assigned problems that others have already completed.³¹⁵ This denies the students social interaction with those who finished early. According to the study, teaching in groups, as is done in Asian classrooms, is more advantageous than the individual approach of United States of America classrooms. Some research evidence suggests that

students who prefer to co-operate learn best in co-operative programs, while other students who prefer to compete do best in competitive programs³¹⁶.

9. Teaching Methods and Strategies

A study pointed out some factors that influence the effectiveness of teachers, namely their teaching strategies, beliefs about teaching, and the general classroom processes that provide an immediate learning environment for ³¹⁷. In this regard, a study defines a teaching strategy as an extensive teaching plan which includes all elements of the instruction-learning events, such as form, content, classification, principles, and aids. Teaching strategies can be classified in several ways, for example, as teacher-centered or learner-centered. Teacher-centered strategies are those in which the teacher has direct control. Learner-centered strategies are those strategies that allow learners to play a more active role. In this regard, a study suggested some factors in providing effective instruction for disadvantaged learners, namely: they argue that the most important factor is the teacher. Time on task. They suggest that learners must be engaged in appropriate instruction for sufficient time to master the academic skills. The presentation of the lesson. Successful lessons include appropriate expectations, frequent monitoring, and helpful feedback. Furthermore, they argue that the entire school experience of the learner should be designed to produce the maximum learning success for each individual. The negative effects of a disorganized home environment can be overcome by providing a safe and consistent school environment. The learners' feelings of alienation can be overcome by showing genuine care for them and by involving them in making the school their own.³¹⁸

Accordingly, a study identified some of the instructional features that are related to improving learners' achievement in Some of these features include: direct and frequent monitoring of

progress. Corrective and motivational feedback Learner academic involvement Total length of time allocated for instruction³¹⁹.

2.3.9 Roles of Teachers in Students' Motivation towards Learning

Teachers play a vital role in creating an environment that supports students' learning. They often do this through their support for students' autonomy³²⁰. Teachers enable students to identify with themselves, their personal interests, and values by supporting their freedom of choice³²¹. By supporting students' choices and interests, teachers help students develop personal interest, involvement, and ownership of their work, which aids in motivation³²². Teachers also help students to learn by increasing their responsibility and participation in their own learning through letting them create their own goals and objectives³²³. Research conducted on the nature of the relationship between students' perception of social support and autonomy support from their teachers and self-regulated learning and achievement showed a significant correlation between the students' perception of their teachers' autonomy support and self-regulated learning.³²⁴ Teachers who help their students to become authors of their lives, take ownership, and develop a personal interest in their own work stimulate students' motivation and increase their drive to learn.

Connecting to the personal world of students is another way that teachers support their students' learning.³²⁵ Teachers connect learning to the personal worlds of their students by making learning tasks more relevant through relating instructions to students' experiences.³²⁶ Students who understand the relevance of learning a particular concept and what that learning implies for their everyday lives will generate interest³²⁷. A study explored the use of four classroom practices – process-oriented instruction, differentiation, connecting to students' world (relevance), and cooperative learning – in order to determine their relationship to

students' motivation.³²⁸ The findings revealed that connecting to the personal world (relevance) of students had a positive outcome on students' motivation³²⁹. Students need to see the links between what they do in class and how meaningful it is to their lives³³⁰. For example, students could write reflections about the effect of course materials on their lives.³³¹ Students are more likely to be motivated to learn when what is learned has meaning and importance to their lives.

Teachers who build positive relationships with their students are more likely to influence their drive to learn³³². Building trust in a relationship takes time. Teachers should take time to get to know their students and their interests³³³. To achieve this trust, teachers should be open-minded and occasionally share their own stories of success, struggles, failures, and achievements³³⁴. Satisfaction of individuals' basic needs for relationships promotes intrinsic behaviour that can lead to students' motivation to learn. Building relationships with students can be difficult. However, being positive and encouraging can contribute to students' intrinsic motivation³³⁵. Research conducted on the relationship between students' perception of social support and autonomy support from their teachers and self-regulated learning and achievement, concluded that the students' learning, performance in school, and social and emotional well-being were all affected by the relationship with their teachers.³³⁶ The early establishment of a willingness to work with student's one-on-one can build the nature of the teacher-student relationship.³³⁷ Teachers' positive, caring, and trusting relationships with their students can incite students to learn.

Teachers motivate their students to learn by providing them with positive feedback in order to develop competence. Giving students feedback allows them to gain control over their own learning and confidence in their abilities³³⁸. Teachers who provide feedback to students about

their efforts give them the idea that through hard work they can achieve tasks and do well³³⁹. Developing students' competence may be achieved in several ways. The most common strategies include providing written or verbal praise; identifying fewer errors; recognizing students' strengths; and focusing on what is positive about their work³⁴⁰. Research findings on the role of teachers' support in predicting students' motivation and achievement outcomes in physical education showed that perceived teacher competence support, such as positive feedback, positively predicted students' expectancy-related beliefs about their abilities to perform tasks proficiently³⁴¹. Students will be motivated to learn when teachers recognize their efforts in accomplishing the tasks.

The level of teachers' interest in their teaching affects students' motivation to learn. Teachers who are energetic and enthusiastic about their subject or task generally attach positive feelings and importance to how they teach³⁴². Students observe what their teachers do in class and how they act. A teacher who displays interest and positive feelings about a subject can reflect those positive feelings toward students, thus increasing their motivation to learn the subject³⁴³. Students' motivation to learn may be affected by the teachers' outlook, interests, and enthusiasm for their subject. ³⁴⁴ study examined the effects of teacher enthusiasm on student engagement and motivation to learn by asking 165 college students to participate in a survey. The survey required students to rate their perception of the enthusiasm of the teacher; provide a self-assessment of their behavioural, cognitive, and emotional engagement; and rate their intrinsic and extrinsic motivation to learn. The results showed that teacher enthusiasm had a significant effect on students' engagement; in addition, teacher enthusiasm was an effective predictor of students' intrinsic motivation. Students' motivation to learn may be enhanced by

the teachers' interest in their subject, the level of enthusiasm, and energy they display while teaching.

Teachers' beliefs in their abilities to reach unmotivated students can increase students' motivation to learn. Teachers' beliefs in their abilities to use effective teaching strategies, classroom management, and engage students in participation can enable students' learning³⁴⁵. According to a study conducted on teachers' perceived self-efficacy, in addition to four classroom practices, showed that teachers' sense of self-efficacy had a positive effect on students' motivation and on their own teaching³⁴⁶. Though the teachers' ability to hone their teaching skills and techniques is important to self-efficacy, attention should focus on the students' learning by stimulating dialogue, giving clear instructions, and giving thorough explanations³⁴⁷. Some teachers engage students in bantering, which enables them to ask questions, reflect and maintain active participation in the topic. In another study, they examined the efficacy of a teacher's motivational strategies to determine whether they had any effects on students' learning English as a foreign language.³⁴⁸ The students' degree of motivation and proficiency in English were evaluated at the beginning of data collection. The results showed that 7 of the 17 motivational strategies had a positive influence on students' motivation. Teachers' belief in their craft, pedagogical skills, and effective classroom management enhance students' motivation to learn.

2.3.10 Home Factors and Students' Motivation Towards Learning

Various home factors have been shown to be important; mother's responsiveness, discipline style and involvement with the child, organization of the environment, availability of appropriate learning materials, opportunities for daily stimulation. Parents who provide a warm, responsive, and supportive environment, encourage exploration, stimulate curiosity, and

provide play and learning materials for their children accelerate their intellectual development in the long run, increases academic performance³⁴⁹.

The home environment provides the foundation for learning and is an element of student life that can affect grades. Every child is born with a certain level of intellectual ability and capability, but a good conducive environment with adequate learning facilities will help boost the child's intellectual and academic capability. From a good learning environment will always have good motivation toward education and provide learning materials such as television, instructive videos, books, and toys (creative toys), etc. that facilitate the learning process if they are provided.

Educated parents will always believe that it is important to help a child with his or her homework and revise the school work that the child has done, but this is the opposite if a child is from a poor home environment. To a large extent, he or she is deprived of the opportunities and he or she struggles with the teaching and learning process.

1. Parental Involvement

A traditional way of thinking regarding parental involvement often focuses on how parents support their children's education and meet the needs of schools. For example, parents attended the parent-teacher meetings, helped their children finish their homework, and volunteered in their child's classroom a few days a month. A good deal of research began to focus on how parents were involved in school events or classroom activities and suggested that it is necessary to find strategies to support parental involvement because of its influence on children's achievement and performance³⁵⁰. According to the study conducted, parental involvement is the level of active involvement a parent has in their children's education. Parental involvement in school has been demonstrated to be a key factor in children's

academic outcomes. Parental involvement in children's academic and socio-emotional development has long been recognized as an important and positive variable³⁵¹.

2. Parental Educational Status

Parental educational status is the educational level attained by the parents of the students. The level of educational attainment of parents influences the academic performance of their children. In a family where both the mother and father are educated, their children are always taken good care of in their academic activities.³⁵² They may go through their children's exercise books after school or may employ a private teacher to teach them after school. While others in this category arrange for their children to attend extra-mural classes after school hours in order to enhance their academic performance at school. By so doing, their academic performance will be improved. In the case of an illiterate family, the need to supervise their children's exercise books is not there, hence their children's low academic performance in school. There is evidence that parents' education can positively rub off on a student's academic performance because the parents are in a good position to be second teachers to their children. Their assistance in this regard spurs their children's motivation towards learning and thereby enhances their academic performance in school. Educators, students, parents, guidance counselors, curriculum planners, government agencies, and society have lamented that the maternal and parental deprivation of the essential needs of young students has prompted their poor performance in public examinations, such as the Junior Secondary School Certificate Examination, West African Examination Council, and National Examination Council³⁵³.

2.3.11 Classroom Discipline, Rules and Learners Motivation towards Learning

The term discipline" comes from the word disciples" in Latin which means teaching and learning. The term has the essence of control in it and means "to teach someone to obey rules and control their behavior or to punish someone in order to keep order and control and thus it is mostly connoted with punishment in case of disobedience. Punitive methodologies such as detention are used in schools based on "the premise that isolation gives the perpetrator time to reflect on what happened, realize the error of his or her ways, and return to the same situation but with a change of behavior and motivation" ³⁵⁴. There has been strong indication from research that classroom environment plays a facilitative role among students by providing conducive learning contexts³⁵⁵. Numerous studies have shown that the quality, stability and efficacy of personal and social interactions among learners influence their academic and social development³⁵⁶. Scholars have written more on indiscipline among learners and its effects on learning outcome and their progress in schools³⁵⁷. A study argued that effective schools demonstrate sound inclusive practices which include emphasizing school discipline and collaborative leadership³⁵⁸. The school discipline therefore prescribes the standard of behavior expected of the teachers and the students. A study argued that, a law-abiding student is the one expected to arrive on time for lectures and wait for the teacher, while law abiding teacher is expected to respect all the time allocated to him or her on the timetable³⁵⁹. A study argues that efficient use of time on the part of the students and teachers is directly associated with increased academic performance³⁶⁰. A study also concurs and further explain that extra time study has a strong influence on academic attainment³⁶¹. He stressed that time rules can be view as a way

of monitoring and regulating oneself with regards to the performance of multiple tasks within a certain time period. Therefore, to improve academic performance, both the student and staff self - motivation and involvement is required as a principle of time rules practice³⁶².

A study found that there is a relationship between positive classroom factors and the social behavior of learners, viz., reduced bullying and conflict, together with greater cooperation and achievement³⁶³. At the same time, a study noted that teachers become more effective with a diverse range of students who differ in their ability, learning style and culture when classroom environment is positive³⁶⁴. Another study carried out revealed that perceptions of an enjoyable classroom led to better achievement by students. The study also found that students engage in self - reflective thinking and learning when their classroom environment was positive with no disruptions³⁶⁵. Correlates of positive classroom factors revealed by other researchers include: Lower dropout rates, higher attendance records, increased engagement, deep rather than surface learning, improved grades and motivation to learn³⁶⁶. Effective teaching research also shows that a sufficient degree of classroom discipline is needed to create an atmosphere conducive to student learning as students' misbehavior distracts the process of learning and teaching and ruins the effectiveness of even the most carefully planned lessons.

Recent research on the issue of discipline methodologies, however, has revealed that punitive methodologies appear to be of limited usefulness in promoting responsible student behavior and academic outcomes and should be replaced by proactive and interactive discipline practices³⁶⁷. In this framework, discipline is viewed to be associated with the act of teaching students' self-control based on a contract that binds a teacher and a group of students together so that learning can be more effective. Thus, emphasis is put on student self-regulation by negotiating, discussing, and contracting between teachers and students to let the group take

responsibility for ensuring the appropriateness of the behavior of all its members³⁶⁸. Effective classroom rules are obviously linked to teachers' ability to set an appropriate tone and gain learner respect and cooperation in class. As observable instructional behavior of teachers in the classroom is indicative of their teaching effectiveness the way teachers discipline their classes has a profound impact on the way they project themselves as effective teachers. It is evident that more caring teachers choose relationship-based discipline methodologies (e.g., discussing with students about their misbehavior) over coercive ones (e.g., aggression and punishment) in an attempt to prevent discipline problems³⁶⁹. More caring teachers and those who use relationship-based discipline methodologies are perceived to be more effective teachers by their students which improve classroom discipline and learners' academic outcomes. When teachers involve students in decision makings or recognize their good behavior, they act more responsibly in class show more positive affect to their teachers, and express a greater belief that the intervention was necessary³⁷⁰.

Teachers' appropriate discipline methodologies also help students to learn better as class discipline protects students from disruption and thus emotional and cognitive threat³⁷¹. Research shows that teacher rules styles maximize students' academic performance and keep them on task, engage students in learning, and influence their motivation and achievement³⁷². In this cycle, "the more those students perceive their teacher cares about them, the more the students will care about the class, and the more likely they will pay attention in class and consequently learn more course material". In a pioneering empirical study on investigating classroom discipline. A study examined the role of classroom discipline in promoting student responsibility for learning in the classroom in Australia. The results showed that teachers' coercive discipline is perceived by students to be one key factor that inhibits the development

of responsibility in students and distracts them from their schoolwork³⁷³. In another study, an author did a cross-cultural comparison of discipline methodologies teachers of different nationalities use³⁷⁴. The author reported that Chinese teachers use less punitive methodologies in their classes in comparison to their Australian colleagues as Chinese students normally listen to their teachers and misbehavior does not happen very often in their classes³⁷⁴. In a follow up study, an author investigated the extent to which students of different nationalities perceive their teachers' discipline methodologies to be key players in forming their motivations towards the teacher and the schoolwork. Regardless of their nationality, all students perceived punitive discipline methodologies to be related to distraction from schoolwork and shaping their feeling towards their teachers. The use of recognition of responsible behavior method and discussing it with the students were also found to be related to less distraction of schoolwork. Some researcher³⁷⁵ examined how two classroom rules practices, care and behavioral control, were related to students' engagement, misbehavior, and satisfaction with school in Singapore. Results of the study showed that both care and behavioral control were positively related to student engagement³⁷⁶. Behavioral control was found to be a hindrance to classroom misbehavior while care was a facilitator of students' satisfaction with school³⁷⁷.

In Africa, an author investigated the issue of corporal and verbal punishment as means of disciplining students' behavior in schools of Sudan³⁷⁸. The findings revealed that teachers use punitive methodologies as a result of the stress and frustration they themselves experience at school due to the fact that the school environment is poor and lacking facilities. The author however, does not relate discipline measures and learners achievement³⁷⁹. A related study asserts that class control, rules difficulties, and indiscipline has been associated with large classes in secondary schools and that in crowded classrooms, teachers provide fewer exercises

and practice so as to reduce the amount of marking to do. There is also limited spare time to conduct group work that would enhance effective coverage of content³⁸⁰.

A similar study conducted found that the teacher factors that significantly contributed to low academic achievement were incidences of lateness to school, incidences of absenteeism, and inability to complete the syllabus. Though the reviewed studies acknowledge that classroom discipline is a significant factor influencing the academic achievement of learners, they fail to show which classroom discipline methodologies yield positive results and which ones yield negative performance among learners. The current study therefore seeks to assess specific classroom disciplinary measures and how they influence learners' academic achievement in public secondary schools³⁸¹

2.3.12 Instructional Supervision and Learners' Motivation towards Learning

Principals are tasked with the responsibility of ensuring that instructions are being effectively delivered in classrooms. Therefore, for effective classroom rules to exist within secondary schools, principals must ensure that they carry out their supervisory roles effectively. Record keeping is an important component in learning. Teachers are required to make and retain records, that is., schemes of work, lesson plans, records of work, mark books, progress record books, and attendant registers³⁸². The principals are also responsible for instructional supervision in classrooms. Supervision at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks members to assist in achieving the group's goals in a particular context.³⁸³ Instructional supervision in that context pursues effective performance in schools because it does not only examine roles to be accomplished or who executes them but also seeks to include greater reinforcement characteristics like appreciation and recognition, conditions of service and

morale building, coercion and remuneration³⁸⁴. Through inefficiency in instructional supervision, much learning time is lost in many African education systems. In poorly managed schools, 25% or more of school time may be lost each year³⁸⁵. Another study carried out a study on evaluations of instructional supervision in Botswana secondary schools to determine how instructional supervision was carried out in schools. The findings of the study suggest that the environment in which instruction supervision takes place in schools is hostile and intimidating to teachers³⁸⁶. Instructional supervisors' effectiveness is constrained by the much-expanded secondary education system that has seen a massive increase in learners in a relatively short time. It was discovered that the majority of secondary school administrators have little or no experience as instructional supervisors. Learners exercise books and lesson notes reflect the work load covered in class by teachers.³⁸⁷ It is the principal's role to regularly inspect the students' exercise books/lesson notes to ensure that the school syllabus is covered appropriately and assignments are marked.

In a study conducted on the impact of instructional supervision on students' academic performance in senior secondary schools in Ondo State, Nigeria, their study found out that there is a significant impact on check learners notes on academic performance in the English language. In Kenya, principals should supervise teachers' work by inspecting records such as schemes of work, lesson books, records of work covered and attendance registers. In the schools where performance is good, the principal does a lot of supervision³⁸⁸. Another study was carried out to investigate the instructional role of the principal in the academic achievement in KCSE. They found out that 8% of the principals in high-performing schools checked lesson books, schemes of work, and registers of class and school attendance³⁸⁹. According to the study, the principal should visit the classroom frequently to encourage

teachers³⁹⁰. A study asserted that overall high performance would be realized in schools if principals carried out their instructional supervision role. Checking learners' books to ensure that lesson notes are taken and checked by subject teachers, assignments given are marked and corrected, and the teacher is present in class should be included. The principal should regularly and randomly interact with learners and call for their exercise books to ascertain that they are regularly given tasks by their subject teachers and that their books are checked, marked, and corrected.³⁹¹ Physical observation of lesson presentation is the only way a principal can gain an insight into the quality of teaching and learning in the school. An instructional supervisor can only be able to access the potential for excellence through watching the teacher present a lesson that he/she has prepared. An author observed that through this visit, the supervisor can have an insight into quality benchmarks and performance. Supervision of instruction through classroom visits includes walk-through and informal classroom observations. A walk-through is an observation interlude lasting a minute or two that provides a quick look at teacher performance and environmental factors in the classroom. This is a more appropriate method since it is impromptu, unlike the formal and informal, which are planned and scheduled for by the supervisor and the teacher³⁹². Based on the reviewed studies, principals also play a role in classroom rules and the academic achievement of learners in schools. However, the reviewed studies are general in nature as most of them do not ground their findings on a particular group of learners. Some studies examine the impact of principals' instructional supervision on student achievement in secondary and postsecondary schools, whereas the current study focuses solely on secondary schools³⁹³. The studies also do not provide clarity on how instructional supervision influences academic performance among learners, hence the need for the current study.

2.3.13 Classroom Instruction and Students' Motivation towards Learning

Effective teaching and mentoring help students to explore their world with a sense of trust and autonomy towards the ultimate goal of fully intrinsic self-regulation and improved academic achievement and success. Classroom rules and methodologies are a crucial part of a teacher's success in creating a safe and effective learning environment for students' quality secondary education. Therefore, teachers should know how to use and apply methodologies that will allow and also help students to learn³⁹⁴. Best practice recommends differentiating instruction so learners can be reached through a variety of methods and activities. Effective teachers differentiate instruction according to student needs.³⁹⁵ It is a constant challenge to figure out how to differentiate and individualize for a wide range of student needs and abilities in a common classroom setting³⁹⁶.

As defined in a study, differentiated instruction refers to a systematic approach to planning curriculum and instruction for academically diverse learners. It is a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity. Differentiated instruction is a way of thinking about teaching and learning that values the individual and can be translated into classroom practice in many ways. Differentiation, at its most basic, refers to teachers' efforts to respond to variation among students in the classroom³⁹⁷. Whenever a teacher varies teaching in order to create the best learning experience possible, that teacher is differentiating instruction. According to a study, teachers can typically differentiate four classroom elements based on student readiness, interest, or learning profile: (a) content: what the student needs to learn or how the student will get access to the information; (b) process activities in which the student engages in order to make sense of or master the content; (c) products: crowning projects that ask the student to

rehearse, apply, and extend what he or she has learned in a unit; and (d) learning environment the way the classroom works and feels³⁹⁸. Research has shown that students are more successful when they are taught based on their own readiness levels, interests, and learning profiles³⁹⁹. A study suggested that when students are disinterested in something, this can often result in lower achievement than students with an interest. Students with high motivation often see their achievement levels improve. For teachers to be effective, they must be aware of the differences between children and must take a personal motivational approach towards each student⁴⁰⁰. Teachers must determine what and to what extent students are prepared. Learning activities that are too hard or too easy can hinder student learning. Those that are too hard require excessive time and do not increase achievement, while those that are too easy are a waste of time⁴⁰¹. Engaged students are clearly more likely to perform better academically than students who are not actively engaged. Therefore, teachers need a large inventory of instructional methodologies to engage a variety of students.⁴⁰².

2.4 Conceptual Model

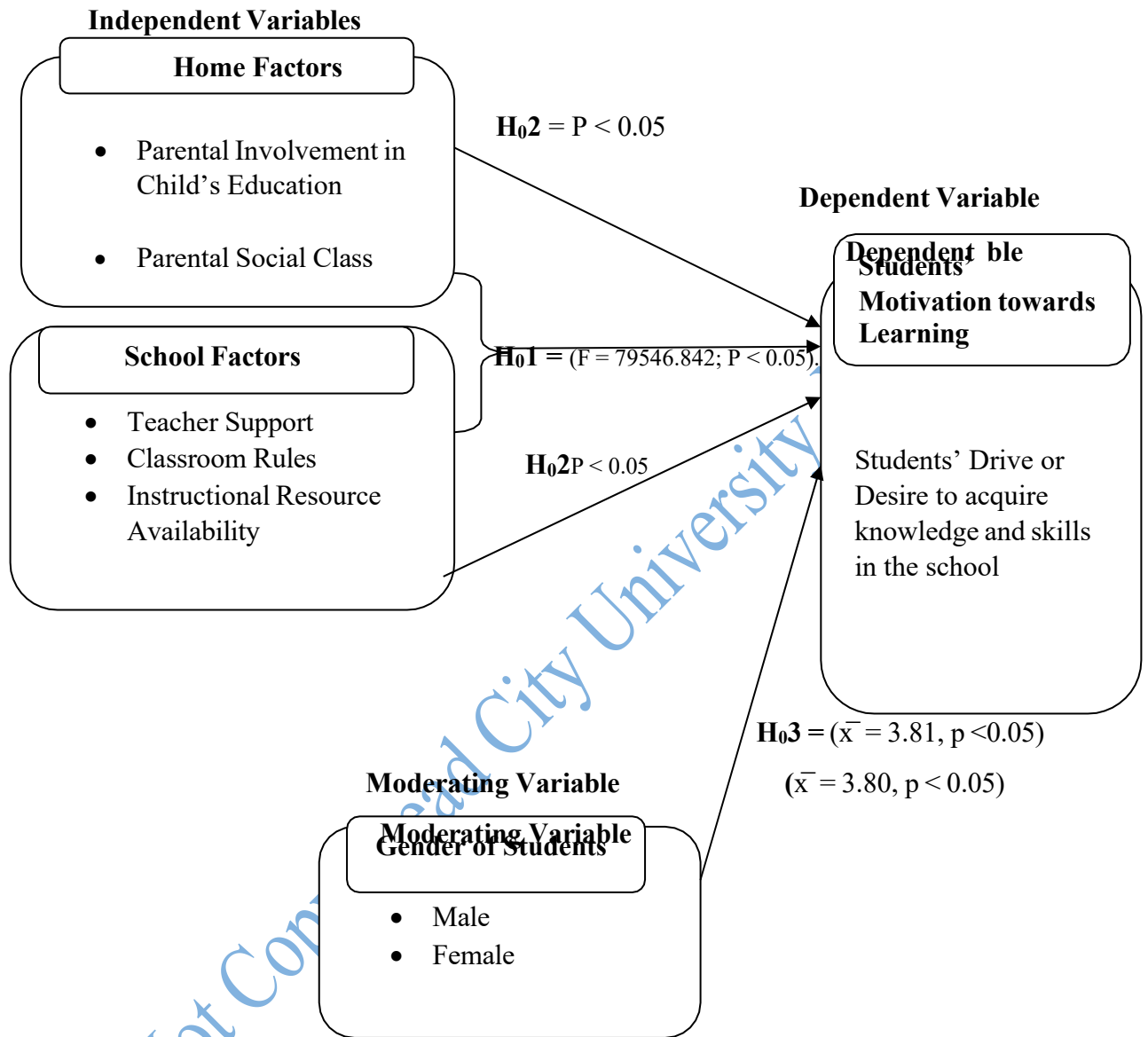


Figure 2.1 Conceptual Model of Home Factors, School Factors, on Students' Motivation Towards Learning

Source: The Resercher, 2023

The above conceptual model presents the interrelationship between home and school factors and students' motivation towards learning. The model showed a combined contribution of parental involvement in a child's education and parental social status, teacher support, classroom rules, and availability of educational resources to motivation towards learning among secondary school students in Ogun State. The model also showed the combined and relative influence of home factors such as parental involvement in a child's education and parental social status on a secondary school student's motivation towards learning in Ogun State. Furthermore, the model showed the combined and relative influence of teacher support, classroom rules, and the availability of educational resources on secondary school students' motivation towards learning in Ogun State.

2.5 Summary of Reviewed Literature

In summary, students' learning is influenced by motivation. Though students are born with the natural ability to learn, much is dependent on factors related to school and the homes of these students. Sometimes, students' energy, drive, and enthusiasm for a subject or task may wane and therefore require continued reinforcement through external support. Teachers and parents, who are responsible for creating a supportive environment that facilitates and increases students' motivation towards learning, often provide this external support. While the parent's involvements in child's learning and social status are considered as home contribution to child's motivation towards learning, the schools' role in facilitating students' motivation is perceived through the provision of instructional resources, conducive classrooms and teacher support. Though students' motivation to learn can be intrinsic or extrinsic, the role of the home and school in supporting their learning and creating the right environment will further enhance their motivation to learn.

The chapter reviewed related studies on School and Home Factors as they influence secondary school student's motivation towards learning in Ogun State, Nigeria. Based on this, review of related studies was carried out. This was presented in the following sub topics: interest, Student's Motivation towards learning, instructional resources, parental involvement, parental interest, parental educational status, motivation theory, school related factors and student's motivation towards learning, student's motivations and motivation towards learning, career choice and student's motivation towards learning, peer pressure and student motivation towards learning, anxiety and student's motivation towards learning, language of instruction and student's motivation towards learning, learner motivation and motivation towards learning, Learner motivation and motivation towards learning, learners' academic involvement and motivation towards learning, teacher related factors and student's motivation towards learning, home factors and student's motivation towards learning, classroom discipline, rules and learners motivation towards learning, instructional supervision and learners motivation towards learning, classroom instruction methodologies and student's motivation towards learning.

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Chapter Three

Methodology

This chapter contains the methods and techniques that were used in this study. Specifically, presented in this chapter are the research design adopted, the population of the study, sample and sampling techniques, instruments for data collection, validity and reliability of the instruments, methods of data collection, and methods of data analysis.

3.1 Research Design

A descriptive survey research design was adopted for the study. This research design entails the process of collecting data from a representative sample of a population to produce a result that can be generalized to the whole population. It is considered appropriate for the study because the research is concerned with the collection of data for the purpose of description and interpretation of data without any form of variable manipulation. Since all students in secondary schools in Ogun State, Nigeria cannot be reached due to the large population, the study was conducted using samples of students from selected secondary schools. This sample was selected in such a manner that the results obtained can be generalized to the entire population.

3.2 Population of the Study

In research, a population can be defined as a group of people, institutions, objects, and so on who share characteristics that are of interest to the researcher¹. In line with this, the population of this study consists of all the four hundred and seventy thousand, four hundred and forty-nine (470,449) students in the five hundred and ten (510) public junior secondary schools in Ogun State, Nigeria².

3.3 Sample and Sampling Techniques

Multi Stage Sampling procedure was used to arrive at sample which was significant enough to represent the entire population of the study. To this end, Ogun State, Nigeria was stratified into twenty using the existing local government areas. These are: Abeokuta North Local Government, Abeokuta South, Ado-Odo/Ota, Ewekoro, Ifo, Ijebu East, Ijebu North, Ijebu North East, Ijebu Ode, Ikenne, ImekoAfon, Ipokia, Obafemi Owode, Odogbolu, Odeda, Ogun Waterside, Remo North, Sagamu, Yewa North, Yewa South Local Governments². Secondly, nine (09) schools were chosen using a simple random sample approach in each local government. This is because Remo North Local Government has the least number of schools, thus, it was used as a baseline to ensure consistency in the sample size. Also, Yamane's formula: $n = N/(1+N(e)^2)$ where n signifies the sample size N signifies the population under study e signifies the margin error (0.05) was used to determine the sample size in each of the selected schools in each local government.

Table 3.1 Sample and Sampling Techniques

S/N	Local Government	No. of Public Secondary Schools	Total Number of Students	No. of Selected Schools	No. of Students in Selected Schools	No. of Sampled Students
1	Abeokuta North	27	33176	09	3685	329
2	Abeokuta South	39	50584	09	5620	373
3	Ado-Odo Ota	53	80650	09	8961	383
4	Ewekoro	14	16762	09	1862	329
5	Ifo	31	38333	09	4259	366
6	Ijebu East	19	9612	09	1068	291
7	Ijebu North	36	19713	09	2190	338
8	Ijebu North East	14	5110	09	567	234
9	Ijebu Ode	26	29103	09	3233	356
10	Ikenne	18	15901	09	1766	326
11	ImekoAfon	19	8549	09	949	281
12	Ipokia	24	22029	09	2447	344
13	Odeda	18	12926	09	1436	313
14	Obafemi Owode	23	21638	09	2404	414
15	Odogbolu	28	10742	09	1193	300
16	Ogun Waterside	20	7477	09	830	270
17	Remo North	09	4184	09	464	215
18	Sagamu	29	37030	09	4114	365
19	Yewa North	35	19847	09	2205	339
20	Yewa South	28	27083	09	3009	353
Total	20	510	470449	180	52262	6519

Source² Ogun State Ministry of Education, Science and Technology. Department of Planning, Research and Stastics 2022

Table 3.1 presents sample of the study carefully and scientifically selected from the study's population. The table revealed that six thousand five hundred and nineteen junior secondary school students were selected to participate in the survey.

3.4 Instrument for Data Collection

A questionnaire titled "School, Home Factors and Students' Motivation towards Learning" (SHFSMQ) was designed to suit the specific purpose of gathering information for the study.

The questionnaire was divided into five sections namely sections: A, B, C, D and E.

Section A contains items on Respondent's demographic information such as age, gender, school local government, class, family type, parent's occupation, parents' qualifications and state of origin. Section 'B' contains eleven items to determine students' level of motivation towards learning. Similarly, section C contains eight items to gather information on the level of teacher support towards learning. Section D however contains a checklist to determine level of availability of instructional resources for teaching and learning in the selected secondary schools in Ogun State, Nigeria.

Lastly, section E contains items to examine the joint and relative influence of Home Factors (Parental: Involvement, Social Class) and School Factors (Teacher Support, Classroom Rules and Instructional Resource Availability) on Junior Secondary School student's motivation towards learning in Ogun State, Nigeria.

3.5 Validity of the Instruments

The validity of the instrument was carried out via face and content validity method. For this purpose, the research instrument was scrutinized by the supervisor who equally vetted the structuring, adequacy and content of the items in the questionnaire. Also, other experts in

research items generation in the Faculty of Education Lead City University and University of Ibadan were consulted. All corrections were effected before administration.

3.6 Reliability of the Instruments

An instrument is reliable if it measures under the same circumstances consistently from one time to the other what it was designed to measure. Therefore, for the purpose of the reliability of the instrument to be used in this study, a pilot study was carried out by administering the questionnaires to a group of fifty (50) students in five schools in Ijebu Ode local government who were exempted deliberately from the actual study. The reliability of the instrument was analyzed using Cronbach alpha coefficient and $r = 0.78$ was arrived at, meaning the instrument was highly reliable for the study.

3.7 Method of Data Administration

The research instruments were administered by the researcher with the help of five (5) trained research assistants to the selected respondents. This was done to ensure that the instruments were attended to by the actual respondents and to reduce missing data to the minimum.

3.8 Method of Data Analysis

Data collected were analyzed with descriptive and inferential statistics. Specifically, descriptive statistics of frequency counts, simple percentages and mean were used to analyze respondent's opinion on research questions while inferential statistics of Multiple Regression were used to test hypotheses 1 and 2 and t-test was used to test hypothesis 3. All results were presented in tables.

Endnotes

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2. *Ogun State Ministry of Education, Science and Technology. Department of Planning, Research and Stastics 2022*

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Chapter Four

Results and Discussion of Findings

The analysis and interpretation, as well as the discussion of findings based on data collected from the field through the administration of research instruments, were presented in this chapter. The data were analyzed using descriptive statistics such as frequency, percentage, mean, and standard deviation for demographic information and research questions. Inferential statistics such as multiple regression and the t-test were used to test the formulated hypotheses at the 0.05 level of significance. This chapter is organized into the following sub-sections:

- 4.1 Questionnaire Return Rate
- 4.2 Presentation of Results on Demographic Information of Respondents
- 4.3 Presentation of Results on Research Questions
- 4.4 Test of Hypotheses
- 4.5 Discussion of Findings

Table 4.1 Questionnaire Return Rate

Number of Questionnaire Distributed	Number of Questionnaire Retrieved	Percentage of Questionnaire Retrieved	Number of Retrieved Questionnaire Found Useful for the Study	Percentage of Retrieved Questionnaire Found Useful for the Study
6,519	5,762	88%	5,223	91%

Source: Field survey, 2022

Table 4.1 shows the number of questionnaires distributed to respondents, the ones that were retrieved, and the ones that were found to be correctly filled and fit to be used for analysis. It was reported that out of the six thousand, five hundred, and nineteen (6,519) questionnaires that were distributed, a total of five thousand, seven hundred, and sixty-two (5,762) were retrieved. This accounted for 88% of the distributed questionnaires. It was also reported that

out of the retrieved questionnaire, five thousand two hundred and twenty-three (5,223), which accounted for 91%, were filled out correctly and therefore found useful for the study.

4.2 Presentation of Result on Demographic Data of Respondents

Table 4.2: Age Range of Respondents

S/N	Age Range	Frequency	Percentage
1	Less than 10 years	192	3.6
2	11-15 years	4479	85.8
3	16 -20 years	552	10.6
4	Above 20 years	00	00
Total		5223	100

Source: Fieldsurvey, 2022

The age range of the respondents who took part in the survey is shown in Table 4.2. According to the data in the table, respondents who were between the ages of 11 and 15 made up the majority of the sample (85.8%) while those between the ages of 16 and 20 come in second (10.6%). The table's information also showed that respondents under age 10 had the lowest representation (3.6%) and none of the respondents were older than 20. This result implies that the majority of junior secondary school students in Ogun State, Nigeria are between the ages of 11 and 15. This information can be used to better understand the needs and learning styles of this age group, and to tailor educational programmes and resources to better meet their needs. Additionally, it may also indicate that there is a need to improve access to education for students under the age of 10 in order to ensure that all students in Ogun State have an equal opportunity to education.

Table 4.3: Gender of Respondents

Gender	Frequency	Percentage
Male	2016	38.6
Female	3207	61.4
Total	5,223	100

Source: Fieldsurvey, 2022

The gender distribution of the study participants is shown in Table 4.3 above. It was discovered that the study has a higher proportion of female participants than male. This means that whereas male students made up 38.6% of the sampled population, female students made up 61.4% of it. This result indicates a potential gender gap in education in Ogun State, Nigeria. The higher proportion of female participants than male may suggest that females have better access to education or are more motivated to participate in educational activities than males. This could inform efforts to address any potential gender disparities in education and ensure that both males and females have equal opportunities to education.

Table 4.4: Parental Social Status

S/N	Social Status	Frequency	Percentage
1	Upper Class	1728	33.1
2	Middle Class	3447	66.0
3	Lower Class	48	0.9
	Total	5,223	100

Source: Fieldsurvey, 2022

Information on the parental status of the students that took part in the study is presented in Table 4.4. It was revealed that most parents of the students that took part in the study belong to the middle class (66.0%). This is followed by those in the upper class (33.1%), while those in the lower class are the least represented in the study. It could be inferred from the result that students from middle and upper-class parents have access to more resources and opportunities,

which could inform their decision to acquire education. The underrepresentation of lower-class parents in the study may implies that the result may not accurately reflect the experiences and outcomes of lower-class students, which may have implications for understanding and addressing educational disparities. It could also suggest a lack of outreach or engagement with this population by the government or other providers of junior secondary education. This may need to be addressed to ensure that the education system serves all students equitably.

4.3 Discussion of Findings

4.3.1 Research Question One

What is the level of motivation towards learning among junior secondary school students in Ogun State, Nigeria?

Table 4.5: Level of Motivation towards Learning among Junior Secondary School Students in Ogun State, Nigeria

S/N	I:	AL	S	R	N	$\bar{x}$
1	like to learn new concepts in my subjects not because I “have” to, but because my parents want me to	4791 (91.7%)	144 (2.8%)	48 (0.9%)	240 (4.6%)	3.82
2	connects everything I learn in school to my sense of purpose	4407 (84.4%)	528 (10.1%)	192 (3.7%)	96 (1.8%)	3.77
3	am eager to learn new concepts or topics from my teachers because of the reward I stand to gain	4407 (84.4%)	288 (5.5%)	384 (7.4%)	144 (2.8%)	3.52
4	often figure out different ways to solve my school assignments or exercise to obtain high grades	3783 (72.4%)	720 (13.8%)	384 (7.4%)	336 (6.4%)	3.90
5	think it is useful to apply what I learn in school to solve real world problems, therefore, I like to study hard to understand better.	4935 (94.5%)	144 (2.8%)	48 (0.9%)	96 (1.8%)	3.56
6	try to understand the different solutions given assignments to outshine my classmates	3783 (72.4%)	912 (17.5%)	192 (3.7%)	336 (6.4%)	3.07
7	find most of my subjects easy because of the internal force driving me	2851 (54.6%)	932 (17.8%)	384 (7.4%)	1056 (20.2%)	3.77
8	genuinely enjoy what I am learning and instinctively get into the flow of the moment.	4455 (85.3%)	432 (8.3%)	240 (4.6%)	96 (1.8%)	3.49
9	like to play games that will educate me for personal satisfaction	3297 (63.1%)	1398 (26.8%)	336 (6.4%)	192 (3.7%)	3.74
10	find most of my subjects easy because of the internal force driving me	4359 (83.5%)	480 (9.2%)	288 (5.5%)	96 (1.8%)	3.94
11	have innate sense of satisfaction for learning in my school	5079 (97.2%)	00	48 (0.9%)	96 (1.8%)	3.68
Weighted Mean						3.36

Source: Fieldsurvey, 2022

Threshold: Mean Score; 1.00-1.50 Very Low Level, 1.51-2.50 Low level, 2.51-3.50 High Level, 3.51-4.00 Very High Level

Key: Always (AL), S (Seldom) R(Rarely) N (Never)

Table 4.5 presents the level of motivation towards learning among junior secondary school students in Ogun State. This information was gathered through the questionnaire administered to the respondents that participated in the study. The result obtained revealed that most of the students find most of the subjects easy because of the internal forces driving them (3.94). Internal forces refer to the motivation and mindset that drive individuals to approach tasks and subjects in a certain way. These internal forces may account for how students perceive the difficulty level of a subject. It therefore suggests that student in junior secondary schools in Ogun State are genuinely interested in studying and are likely going to find it easier to learn and understand.

It was further found that students often figure out different ways to solve their school assignments or exercise to obtain a high grade (3.90). Students may figure out different ways to solve their school assignments or exercises in order to obtain a high grade because they want to achieve a good grade on their assignment or exam, which can help them maintain good academic standing and potentially improve their chances of getting into a good college or university or getting a good job. Additionally, students may want to demonstrate their understanding of the material in a unique or creative way, which can help them stand out and make a positive impression on their teacher. Furthermore, solving problems in different ways can help students gain deeper understanding of the material, and be more prepared for real-world challenges. Also, it was found that a high percentage of these students learned new concepts in their subjects not because they wanted to but because their parents wanted them to (3.82). Students may learn new concepts in their subjects not because they want to, but because their parents want them to for a variety of reasons. One reason may be that the parents want their child to have a good education and be prepared for future opportunities, such as getting

into a good college or university or getting a good job. Additionally, parents may want their child to be successful in school in order to maintain family honor or reputation. Furthermore, in some cultures, there is a lot of pressure to be successful academically and parents may want to ensure their child does well in school to meet societal expectations. Additionally, some parents may want their children to learn subjects that they themselves didn't have the opportunity to study and see it as a way for their children to have better opportunities than they had.

Similarly, the results obtained revealed that a significant number of these students connect everything they learn in school to their sense of purpose and find most subjects easy because of an internal force driving them (3.77). These students may connect everything they learn in school to their sense of purpose and find most subjects easy because of an internal force driving them because they are at a stage in their development where they are starting to form their own identities, beliefs, and values. As they are exposed to different subjects and ideas, they start to gain an understanding of how they can use their education to achieve their goals and make a positive impact on the world. This sense of purpose can motivate them to engage with their studies and find the material more interesting and meaningful. Additionally, having a sense of purpose can also lead to students feeling more confident in their abilities and can increase their self-esteem and self-efficacy which can make learning easier.

It was also obtained from the study that a high number of these students play games that will educate them for personal satisfaction (3.75), and they have an innate sense of satisfaction for learning in school (3.68). Students may play games that educate them for personal satisfaction maybe because games can be an engaging and interactive way to learn new concepts and skills. Games can also make learning feel more like play and less like work, which can make it more

enjoyable and less stressful for students. Additionally, games can provide immediate feedback and rewards, which can help students stay motivated and engaged. Furthermore, games can also provide opportunities for students to practice and apply what they have learned in a fun and low-stakes environment, which can help them internalize and retain the material better. Additionally, many students might see the educational games as a way to challenge themselves and test their abilities in a fun way, hence providing them with a sense of accomplishment and satisfaction.

In the same vein, the result showed that a high number of these students think it is useful to apply what they learn in school to solve real-world problems; therefore, they study hard to understand better (3.56), while most of them are eager to learn new concepts or topics from their teachers because of the reward they stand to gain (3.52). There are several reasons why these students may think it is useful to apply what they learn in school to solve real-world problems. They may assume it make the material more relevant and interesting to them, in other word, when they can see the practical applications of what they are learning, they may be more motivated to understand the material better. Additionally, being able to apply what they have learned to solve real-world problems can help them develop critical thinking and problem-solving skills, which are valuable in many different areas of life. Furthermore, students may also realize that the knowledge they gain in school can help them in their future careers. Therefore, they study hard to understand the material better and to be able to apply it in real-world situations.

The study equally found that a high number of these students genuinely enjoy what they learn and instinctively get into the flow of the moment (3.49). There are several reasons why students may genuinely enjoy what they learn and instinctively get into the flow of the moment. One

reason is that when students are interested and engaged in the material, they are more likely to be motivated to learn. Additionally, when students are able to make connections between the material and their own experiences or interests, they may find the material more engaging and enjoyable. Furthermore, when students are able to see the relevance of what they are learning to real-world problems or situations, they may be more motivated to learn and understand the material better. Also, when students feel a sense of autonomy and control over their learning, they may be more likely to be engaged and enjoy the learning process. Additionally, when students are given opportunities to actively participate in their learning and are provided with engaging and interactive learning experiences, they may be more likely to be in the flow of the moment and enjoy the learning process. Lastly, the result showed that the students try to understand different solutions to solve assignments so as to outshine their classmates (3.07). This may be not unconnected to the fact that each of the students involved want to outshine their classmates in order to achieve higher grades, gain recognition or validation from their peers and teachers, or to feel a sense of accomplishment and self-confidence. Additionally, understanding multiple solutions to problems can help students develop problem-solving skills and critical thinking abilities which will be beneficial for their future education and careers. The result further gave a weighted mean of 3.36, which signifies that there is a high level of motivation towards learning among junior secondary school students in Ogun State. **Research Question Two**

What is the extent of parental involvement in a child's education among junior secondary school students in Ogun State, Nigeria?

Table 4.6: Extent of Parental Involvement in a Child's Education among Junior Secondary School Students in Ogun State, Nigeria

S/N	My Parents:	AL	S	R	N	$\bar{x}$
1	provides essential materials and resources for my educational success	4935 (94.5%)	144 (2.8%)	96 (1.8%)	48 (0.9%)	3.91
2	attend parents/teacher meetings	4359 (83.5%)	528 (10.1%)	288 (5.5%)	48 (0.9%)	3.76
3	visits me in my school	2397 (45.9%)	834 (16.0%)	1080 (20.7%)	912 (17.5%)	2.90
4	attend co-curricular activities like inter-house sports	2727 (52.2%)	846 (16.2%)	882 (16.9%)	768 (14.7%)	3.06
5	interact with my friends in school	3573 (68.4%)	834 (16.0%)	336 (6.4%)	480 (9.2%)	3.44
6	have a regular contact with my teachers	3363 (64.4%)	756 (14.5%)	384 (7.4%)	720 (13.8%)	3.29
7	find tutor for me when I need extra help	4119 (78.9%)	576 (11.0%)	336 (6.4%)	192 (3.7%)	3.65
8	put me through in my homework	4023 (77.0%)	672 (12.9%)	192 (3.7%)	336 (6.4%)	3.60
9	discusses my emotional needs that seems affecting concentration on my study	4407 (84.4%)	480 (9.2%)	288 (5.5%)	48 (0.9%)	3.77
10	discusses my academic needs that seems affecting my concentration on my study	4215 (80.7%)	672 (12.9%)	192 (3.7%)	144 (2.8%)	3.72
11	pay attention to my education to improve my motivation towards learning	4647 (89.0%)	384 (7.4%)	144 (2.8%)	48 (0.9%)	3.84
12	provides needed materials for learning	4551 (87.1%)	288 (5.5%)	240 (4.6%)	144 (2.8%)	3.77
13	show dedication in my learning through availing themselves during parents meeting	4215 (80.7%)	672 (12.9%)	144 (2.8%)	192 (3.7%)	3.71
14	do follow-up with my teachers in order to identify areas where I am facing challenges	2909 (55.7%)	1738 (33.3%)	384 (7.4%)	192 (3.7%)	3.41
15	go to the extent of contacting my teachers, thus building and strengthening relationship with my teachers	2793 (53.5%)	710 (13.6%)	616 (11.8%)	1104 (21.1%)	2.99
Weighted Mean						3.77

Source: Fieldsurvey, 2022

Threshold: Mean Score; 1.00-1.50 Very Low Level, 1.51-2.50 Low level, 2.51-3.50 High Level, 3.51-4.00 Very High Level

Key: Always (AL), S (Seldom) R(Rarely) N (Never)

Table 4.6 presents the extent of parental involvement in a child's education among junior secondary school students in Ogun State. The results obtained revealed that a very high number of parents of these students provide essential materials and resources for the educational success of their children (3.91) and pay attention to their education to improve their motivation towards learning (3.84). This may be because of the importance placed on education in the contemporary Nigerian culture which made parents see education as a means of upward social mobility and a pathway to success in Nigeria. Parents may therefore prioritize investing in their children's education in order to give them the best chance at achieving their goals and realizing their potential. This could also be a function of limited resources and opportunities in the formal education system which subjected Ogun State educational system to many challenges such as inadequate infrastructure, poor funding and so on. Therefore, parents may feel that they need to supplement their children's education by providing materials and resources themselves. It is worth noting that this is just some potential reasons, and the specific reasons may vary depending on the individual families and communities in Ogun state.

It was also discovered that a large number of parents set aside time to discuss emotional needs that appear to affect their children's concentration in school and provide necessary materials for their children's learning (3.77), in addition to attending parent-teacher meetings (3.76). It is likely that the parents of junior secondary school students in Ogun State recognize the importance of addressing their children's emotional needs in order to improve their concentration and overall performance in school. By setting aside time to discuss these emotional needs and providing necessary materials for learning, parents are actively investing in their children's education and well-being, which can lead to better academic outcomes.

Additionally, it's an indication of the parent's commitment to their children's education and development.

Furthermore, the results revealed that a large number of parents discussed academic needs that appeared to affect their children's concentration in school (3.72). It is likely that the parents of junior secondary school students in Ogun State Nigeria recognize the importance of addressing their children's academic needs in order to improve their concentration and overall performance in school. By discussing these academic needs with their children and other parents, they can gain a better understanding of what their children need to succeed in school and take appropriate actions to provide the necessary resources. Additionally, it's an indication of the parent's commitment to their children's education and development, and also the awareness of the importance of education in the state.

It was further found through the findings of the study that a high number of parents show dedication to their children's learning by availing themselves during parent-teacher meetings (3.71) and by finding tutors for their children when they need extra help (3.65). It is likely that the high number of parents of junior secondary school students in Ogun State, Nigeria who show dedication to their children's learning by attending parent-teacher meetings is due to a variety of factors. These may include a strong cultural emphasis on education and the importance of parental involvement in their children's education, as well as a belief that attending these meetings can help them better understand their children's academic progress and identify areas in which they may need additional support. Additionally, parents may also be motivated to attend these meetings in order to stay informed about school policies and procedures, and to have an opportunity to discuss any concerns they may have with teachers and other school staff.

The results further revealed the high number of parents of these students put them through while solving their school assignment (3.60). It is likely that the high number of these parents help their children with their school assignments because of the desire to ensure that their children are receiving a good education and are able to succeed academically, as well as a belief that helping with homework and other assignments is an important way for parents to be involved in their children's education. Additionally, parents may also be motivated to help their children with their assignments in order to support their learning and to identify areas where their children may need additional help or support.

The result also found that a high number of the parents interact with their children's friends in the schools (3.44), while they also follow up with their children's teachers in order to identify areas where the children are facing challenges (3.41). This may be because the parents want to identify areas where the children are facing challenges so as to ensure that their children are receiving a good education and are successful in school. Additionally, they may also want to be involved in their children's lives and be aware of any potential problems or issues that may arise. By interacting with their children's friends and teachers, they can gain a better understanding of their children's academic performance, behavior, and social interactions, which can help them provide guidance and support to their children as needed.

In the same vein, it was found that a high number of parents of these students have regular contact with the teachers of their children (3.29) and attend co-curricular activities like inter-house sports (3.06). By having regular contact with their children's teachers, they can stay informed about their children's academic progress and address any issues that may arise. Additionally, by attending co-curricular activities like inter-house sports, they can support their children's interests and extracurricular activities, and also be able to monitor their child's

overall welfare and development. Furthermore, it could be that the culture and tradition in Nigeria values education and parental involvement in the child's education, thus many parents tend to have a strong interest in their child's school life and activities. Similarly, it was found through the results that a high number of parents go to the extent of contacting their children's teachers, thus building and strengthening relationships with their teachers (2.99). Building and strengthening relationships with their children's teachers, they can better understand their children's academic progress, strengths and weaknesses, and also stay informed about any issues or concerns that may arise. Additionally, by having open lines of communication and a positive relationship with their children's teachers, they can work together to support their children's education and help their children succeed in school. Furthermore, building and strengthening relationships with their children's teachers can also help parents to be more aware of their children's overall development and well-being, including social and emotional aspects. In the same vein, a high number of parents visit their children at school. This is likely to be able to check on their child's academic progress, to meet with teachers or school administrators to discuss any concerns or issues, to participate in school events or activities, or simply to show support for their child's education. Additionally, cultural or societal expectations or traditions may also play a role in the frequency of parent visits to schools in Ogun State. The result further gave a weighted mean of (3.77), which signifies that the level of parental involvement in a child's education among junior secondary school students in Ogun State is very high.

Research Question Three

What is the level of availability of instructional resources in junior secondary schools in Ogun State, Nigeria?

Table 4.7: Level of Availability of Instructional Resources in Junior Secondary Schools in Ogun State, Nigeria

S/ N	Items	Adequately Available	Moderately Available	Few Available	Not Available	$\bar{x}$
1	Real Objects for instructional materials in the classrooms	4167 (79.8%)	432 (8.3%)	240 (4.6%)	384 (7.4%)	3.60
2	Pictures like graphs, posters, charts in the classes	1968 (37.7%)	941 (18.0%)	524 (10.0%)	1790 (34.4%)	2.59
3	Library well equipped with current text books and journals	4311 (82.5%)	336 (6.4%)	192 (3.7%)	384 (7.4%)	3.64
4	Projector for teaching large classes	96 (1.8%)	576 (11.0%)	672 (12.9%)	3879 (74.3%)	1.29
5	Well equipped computers room	96 (1.8%)	576 (11.0%)	672 (12.9%)	3879 (74.3%)	1.29
6	Audio Materials such as radio, tapes in the	2112 (40.4%)	681 (13.0%)	570 (10.9%)	1860 (35.6%)	2.58
7	Audio-visual materials such as television and video	96 (1.8%)	576 (11.0%)	672 (12.9%)	3879 (74.3%)	1.29
8	Atlases	3573 (68.4%)	498 (9.5%)	192 (3.7%)	960 (18.4%)	3.28
9	Laboratories equipped with necessary items	4215 (80.7%)	336 (6.4%)	288 (5.5%)	384 (7.4%)	3.60
Weighted Mean						2.32

Source: Fieldsurvey, 2022

Threshold: Mean Score; 1.00-1.50 Very Low Level, 1.51-2.50 Low level, 2.51-3.50 High Level, 3.51-4.00 Very High Level

Table 4.7 presents the level of availability of instructional resources in junior secondary schools in Ogun State, Nigeria. The results of the questionnaires given to respondents revealed that libraries with current textbooks and other study materials are widely available (3.64). This may be because of government initiatives to improve education in the state. This could include funding for the purchase of updated textbooks and other materials, as well as programs to build and maintain libraries in schools. This implies that students will have access to the most up-to-date and accurate information, which can help them succeed academically. Additionally, having a well-stocked library can foster a culture of reading and learning, which can have a positive impact on students' overall development.

It was also found that there is high level of availability of real objects for instructional materials in the classrooms (3.60) and laboratories equipped with necessary items (3.60); also, the results revealed a high level of availability of atlases in the sampled schools (3.28). Similarly, the results showed a high level of availability of graphs, posters, and charts in the classes of junior secondary school students sampled to participate in this study (2.59), as well as audio materials such as radio tapes and so on (2.58). This is evident that teachers and school administrators in Ogun State places a high value on providing students with access to current and accurate educational materials, and therefore make a concerted effort to ensure that classrooms and laboratories are well-equipped and up-to-date. Concerning levels of availability of projectors for teaching large classes, well-equipped computer rooms, and audio-visual materials such as television and video, the results showed that there was a low level of availability. This could make it more difficult for teachers to engage and motivate their students, which could negatively impact their learning outcomes. Furthermore, it could also make it more difficult for students to be prepared for the future workforce where technology is a key component. A

weighted mean of 2.32 was later presented in the table. This implies a low level of availability of instructional resources in junior secondary schools in Ogun State, Nigeria.

4.4 Test of Hypotheses

H₀₁: There will be no significant combined influence of Home Factors (Parental: involvement in child's education and Social Class) and School Factors (Teacher support, Classroom rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State, Nigeria.

Table 4.8: Summary of Regression Analysis on Combined Influence of Home Factors (Parental: Involvement in Child's Education and Social Class) and School Factors (Teacher Support, Classroom Rules, and Instructional Resource Availability) on Junior Secondary School Students' Motivation Towards Learning in Ogun State, Nigeria

Model Summary						
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	
1	.994	.987	.987		.769	
ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	235077.580	5	47015.516	79546.842	.000
	Residual	3083.466	5217	.591		
	Total	238161.046	5222			
a. Dependent Variable: Students' Motivation						
b. Predictors: (Constant), Social Status of Parent, Class Rules, Teacher Support, Resource Availability, Parental Involvement						

Source: *Fieldsurvey, 2022*

Table 4.8 presents the combined influence of home factors (parental: involvement in a child's education and social class) and school factors (teacher support, classroom rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State, Nigeria. The result signified that there was a significant combined

influence of home factors (parental: involvement in a child's education and social class) and school factors (teacher support, classroom rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State (Adj. $R = 0.987$), ($F = 79546.842$; $p < 0.05$). This implies that when the selected home and school factors were considered together, they exerted a significant influence on junior secondary school students' motivation towards learning. Therefore, the null hypothesis that states that there will be no significant combined influence of home factors (parental involvement in a child's education and social class) and school factors (teacher support, classroom rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State, Nigeria was rejected at the 0.05 level of significance. The result implies that 98% of the total variation was accounted for by the independent variables (Parental: Involvement in Child's Education and Social Class) while 2% of the variation is determined by other factors not included in this study.

H₀₂: There will be no significant relative influence of Home Factors ((Parental: Involvement and Social Class) and School Factors (Teacher Support, Class Rules, and Instructional Resource Availability) on Junior Secondary School Student's motivation towards learning in Ogun State, Nigeria.

Table 4.9: Summary of Regression Analysis on Relative Influence of Home Factors (Parental: Involvement in Child's Education and Social Class) and School Factors (Teacher Support, Classroom Rules, and Instructional Resource Availability) on Junior Secondary School Students' Motivation Towards Learning in Ogun State, Nigeria

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.769	.111		6.938	.000
Class Rules	.041	.007	.041	5.963	.000
Teacher Support	2.097	.043	.223	48.711	.000
Resource Availability	.529	.010	.570	54.565	.000
Parental Involvement	.848	.009	1.371	93.109	.000
Social Status of Parent	.154	.030	.012	5.208	.000

a. Dependent Variable: Students' Motivation

Source: Fieldsurvey, 2022

Table 4.9 presents the relative influence of home factors (parental involvement and social class) and school factors (teacher support, class rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State, Nigeria. The obtained result indicates that parental involvement has the greatest relative influence on the motivation of junior secondary school students to learn ($\beta = 1.371$; $t = 93.109$, $p < 0.05$). This was followed by resource availability ($\beta = 0.570$; $t = 54.565$, $p < 0.05$), teacher support ($\beta = 0.223$; $t = 48.711$, $p < 0.05$), and class rules ($\beta = 0.041$; $t = 5.963$, $p < 0.05$), respectively. Furthermore, the social status of the students' parents has the least significant influence on the dependent variable ($\beta = 0.012$; $t = 5.208$, $p < 0.05$).

H₀₃: There will be no significant gender difference in the level of motivation towards learning among junior secondary school students in Ogun State, Nigeria

Table 4.10: Summary of t-test Showing Significant Gender Difference in the Level of Motivation towards Learning Among Junior Secondary School Students in Ogun State, Nigeria

One-Sample Statistics

		N	Mean	Std. Deviation	Std. Error Mean	Error
Male	Students					
Motivation towards	2016	3.81	.674	.015		
Learning						
Female	Student's					
Motivation towards	3207	3.80	.692	.012		
Learning						

One-Sample Test

Test Value = 0

		T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Male Students Motivation towards Learning		253.772	2015	.000	3.812	3.78	3.84
Female Student's Motivation towards Learning		310.906	3206	.000	3.800	3.78	3.82

Source: Fieldsurvey, 2022

Table 4.10 presents summary of t-test analysis showing significance of gender difference in the level of motivation towards learning among students in junior secondary school in Ogun State. Result signifies that there exists a slight but significant gender difference in the level of junior secondary school students' motivation towards learning ($p < 0.05$). As a result of that, the null hypothesis that states that there will be no significant gender difference in the level of motivation towards learning among junior secondary school students in Ogun State was

rejected at 0.05 level of significance. The result further revealed that male student ($\bar{x} = 3.81$, $std = 0.674$, $p < 0.05$) contributes more to the observed difference with female gender ($\bar{x} = 3.80$, $std = 0.692$, $p < 0.05$).

Table 4.10 presents a summary of the t-test analysis showing the significance of gender differences in the level of motivation towards learning among students in junior secondary schools in Ogun State. The results show that there is a slight but significant gender difference in junior secondary school students' motivation to learn ($p < 0.05$). As a result of that, the null hypothesis that states that there will be no significant gender difference in the level of motivation towards learning among junior secondary school students in Ogun State was rejected at the 0.05 level of significance. The result further revealed that male students ($\bar{x} = 3.81$, $Std = 0.674$, $p < 0.05$) contribute more to the observed difference than female students ($\bar{x} = 3.80$, $Std = 0.692$, $p < 0.05$).

4.5 Discussion of Findings

Research Question one was asked to determine the level of junior secondary school students' motivation towards learning in Ogun State. Twelve items were raised to determine this and it was found that there was high level of motivation towards learning among junior secondary school students in Ogun State. This result is consistent with the finding of a study that revealed that there was a high level of motivation to learn among senior secondary school students in Nigeria. The students under review exhibited high level of enthusiasm and interest in learning as explained by their high scores on the dimensions of motivation (that is intrinsic motivation, extrinsic motivation, goal orientation, self-determination, assessment anxiety and self-efficacy)¹. The result also agrees with the findings of a study which found that motivation can energize children to invest the effort and utilize the strategies necessary to be successful in

learning mathematics². Another related study concluded that student motivation plays a key role and achievement is related to motivational factors³. It also is in line with the submission of a study where students were more motivated and more involved when learning take place through game playing and several of them received instruction including how learners relate the subjects they learn to the real world situation and became more interested and motivated in learning⁴. On the contrary, the result contradicts the findings of a study which note that some of the secondary school students do not want to do academic activities or their homework⁵. It also found that this negative attitude of some of these students is becoming worrisome to education stakeholders especially the teachers and the parents⁵. Some parents come to school weeping and crying over the attitude of some of their children towards academic activities. In the same vein, it was found that student's negative attitude towards the learning especially mathematics is passed down from one generation of students to another and therefore the cycle keeps enlarging⁶.

Research question two was asked to assess the extent of parental involvement in a child's education among junior secondary school students in Ogun State, Nigeria. Fourteen items were raised to determine this. Result obtained revealed a very high level of parental involvement in their children's education. This result is consistent with the findings of a study that reported that parental involvement in child's education contributes to the significant improvement recorded in student's academic achievement in Ogun State, Nigeria⁷. A related study reported that parental involvement in their children's education is linked to higher grades, test scores, and graduation rates recorded recently among junior secondary school students in Southwest, Nigeria⁸. Additionally, parental involvement was found to be account for better school attendance, fewer behavior problems, and higher self-esteem in children⁹. On the

contrary, it was argued in a study that many Nigerian parents in Southwest Nigeria do not understand the importance of education and do not place a high value on it. As a result, they may not be as involved in their children's education as they should be¹⁰. Another complaint of a study is that many parents in Nigeria are unable to be involved in their children's education due to poverty and lack of resources. These parents may be unable to afford school fees or uniforms, or may not have the time or energy to be involved in their children's education due to the demands of their job or other responsibilities¹¹. It was also reported in a study that some parents do not have the necessary education or skills to help their children with their studies. This made it difficult for them to provide support and guidance to their children¹².

Research question three was raised to determine the level of availability of instructional resources in junior secondary schools in Ogun State, Nigeria. To determine this, nine items were raised. It was reported based on findings that there was low level of availability of instructional resources in junior secondary schools in Ogun State, Nigeria. This result is in line with the submission of a study that posited that many schools in the state lack adequate textbooks and other instructional materials¹³. This can make it difficult for students to learn and for teachers to effectively teach their subjects. Another study complaint is that many schools in Ogun State do not have access to technology and other modern teaching aids. This can limit the teaching methods and resources that teachers have available to them, and can make it difficult for students to engage in interactive and hands-on learning experiences¹⁴. It was also lamented in a study that many schools in the state lack basic facilities such as libraries, science laboratories, and adequate classrooms. This can make it difficult for students to access the resources they need to learn, and can limit the types of activities and projects that can be done in the classroom¹⁵. A related study also found that teacher-to-pupil ratio is also a concern

as the ratio is high in most of the schools making it difficult for teachers to give individual attention to pupils¹⁵.

Hypothesis one was tested to determine the combined influence of Home Factors (Parental: involvement in child's education and Social Class) and School Factors (Teacher support, Classroom rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State, Nigeria. The result obtained revealed a significant combined influence of home factors (parental: involvement in a child's education and social class) and school factors (teacher support, classroom rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State. Several empirical studies have been conducted to confirm the significance of home and school factors on student's motivation towards learning in Nigeria. One study titled "Influence of Home and School Factors on Students' Academic Performance in Nigeria" found that home and school factors have a significant influence on students' academic performance and motivation towards learning. The study found that parental involvement in their children's education, parental education level, and family socio-economic status were positively related to students' academic performance and motivation towards learning¹⁶. Another study titled "Home and School Factors Affecting Students' Academic Performance: Evidence from Nigeria" found that home and school factors such as parental involvement, parental education level, socio-economic status, and school facilities had a significant positive impact on students' academic performance and motivation towards learning¹⁷.

A study titled "Home and School Factors Affecting Students' Academic Performance in Junior Secondary Schools in Ogun State, Nigeria" found that home and school factors such as parental involvement, parental education level, and school facilities were positively related to

students' academic performance and motivation towards learning¹⁸. These studies provide evidence that both home and school factors have a significant influence on student's motivation towards learning in Nigeria. It is important for educators, parents, and policy makers to understand the impact of home and school factors on students' motivation towards learning and to devise ways to support students and families in order to enhance the students' learning experience.

However, no known study debunked the significance of home and school factors on student's motivation towards learning in Nigeria. Most of the studies that have been conducted in Nigeria especially in Ogun State have found that home and school factors have a significant influence on student's motivation towards learning. However, it is important to note that the relationship between home and school factors and student motivation is complex and multifaceted, and it may vary depending on the specific context and cultural background. Additionally, it is also important to note that student motivation is a complex construct that is determined by multiple factors, such as personal characteristics, teacher's attitude, school's resources, culture, and peer influence. Therefore, it is important to have a holistic approach when it comes to understanding the factors that influence student motivation.

Hypothesis two was tested to determine the relative influence of Home Factors ((Parental: Involvement and Social Class) and School Factors (Teacher Support, Class Rules, and Instructional Resource Availability) on Junior Secondary School Student's motivation towards learning in Ogun State, Nigeria. Result obtained revealed that parental involvement has the greatest relative influence on the motivation of junior secondary school students to learn. This was followed by resource availability, teacher support, and class rules, respectively.

Furthermore, the social status of the students' parents has the least significant influence on the dependent variable.

It is important to note that this result is supported by some other empirical findings. For instance, a study found that while parental socio-economic status was positively related to student achievement, parental involvement had a stronger relationship¹⁹. Another study on "Home factors and students' motivation towards learning in Nigeria" found that parental education level, socioeconomic status, and parental involvement have a significant positive correlation with students' motivation and determines their level academic achievement²⁰. Another study on Home Background on Secondary School Students' interest in learning in Nigeria" found that the home environment plays a significant role in students' interest towards learning. The study found that factors such as parental education level, parental occupation, and family size were positively related to students' interest towards learning²¹. The study also found that students who came from homes with higher socio-economic status and where parents were more educated have a more positive attitude towards learning. It was also affirmed in a study on "Parental Involvement and Students' Academic Performance in Nigeria" and concluded that parental involvement had a positive impact on student's academic performance and motivation towards learning. The study also found that parental education and socio-economic status are positively correlated with student's academic performance²². A related study on "Parental Involvement and Students' Academic Performance in Nigeria" found that school factors such as school culture, school facilities, and school climate had a positive impact on students' motivation towards learning²³. Supporting this position, a confirmed the influence of school factors on students' academic performance in Nigeria and found that school factors such as school culture, school facilities, and teacher-student relationship had a positive

impact on students' academic performance and motivation towards learning²⁴. It is therefore evidence that school factors such as school culture, school facilities, and teacher-student relationship have a significant influence on student's motivation towards learning in Nigeria. It is important for educators, school administrators and policy makers to understand the impact of school factors on students' motivation towards learning and to devise ways to support students and improve the school's resources, culture and teachers-student relationship in order to enhance the students' learning experience.

However, it was pointed out in a study that it is important to note that the relationship between home factors and student motivation is complex and multifaceted, and it may vary depending on the specific context and cultural background. Therefore, understanding it requires consideration of different contexts and cultures. Another contradictory report attributed student's motivation to personal characteristics, teacher's attitude, school's resources and culture and peer influence rather than parental home factors.

Therefore, it is important to have a holistic approach when it comes to understanding the factors that influence student motivation and to consider multiple factors that may affect student motivation.

On the influence of parental social status, a result contradicts the finding of this study as it posited that In Nigeria, factors such as poverty, lack of access to quality education, and inadequate resources which are reflections of parental social class can affect a student's motivation to learn²⁵. Additionally, cultural and societal attitudes towards education and the value placed on it may also play a role in shaping a student's motivation²².

Hypothesis Three was tested to determine the significant gender difference in the level of motivation towards learning among junior secondary school students in Ogun State, Nigeria.

Result obtained revealed that there exists a slight significant gender difference in the level of junior secondary school students' motivation towards learning and it was further revealed that male student contributes more to the observed difference with female gender meaning that male students' motivation towards learning is slightly more than that of female gender. There have been several studies that have found a significant difference in motivation towards learning between males and females. One published article posited that males tend to have higher levels of self-determination and intrinsic motivation for learning, while females tend to have higher levels of extrinsic motivation, such as the desire to please others or to achieve a specific goal²⁶. Another study found that males tend to have a stronger desire to achieve and a greater sense of control over their learning, while females tend to have a greater sense of relatedness and a greater desire to learn for the sake of understanding²⁷. Additionally, a study found that boys tend to have a stronger interest in the subject matter, more self-confidence in their abilities, and a greater perceived value of education than girls²⁸. These studies provide empirical evidence for the research finding that males tend to have slightly more motivation towards learning than females. However, it's important to note that these findings do not apply to all individuals and should not be used to make generalizations about all male and female. On the contrary, there are several studies that have found no significant difference in motivation towards learning between males and females. For instance, a study found that there was no significant difference in motivation between males and females when controlling for factors such as prior achievement and self-concept²⁵. Similarly, another study, found that when controlling for factors such as self-efficacy and goal orientation, there was no significant difference in motivation between males and females²⁹. Additionally, it was found in a study

that when controlling for factors such as self-esteem and family background, there was no significant difference in motivation between males and females³⁰.

These studies provide empirical evidence that contradicts the research finding that males tend to have slightly more motivation towards learning than females. They suggest that any observed differences in motivation between males and females may be the result of other factors, such as prior achievement, self-concept, self-efficacy, goal orientation, self-esteem, and family background. It's important to note that the studies that find no significant difference between male and female motivation are a more in comparison with the studies that find a difference, and that these findings do not mean that there is no difference in motivation between males and females, but rather that the difference is not significant when controlling for other factors.

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Chapter Five

Conclusion

This chapter focuses on the summary of findings, conclusions, recommendations (based on the findings of the study), contribution to knowledge and the areas of further research.

5.1 Summary of Findings

The study was carried out to determine the influence of home and school factors on junior secondary school students' motivation towards learning in Ogun State, Nigeria. Findings from data retrieved and analyzed on the demographic information of the respondents revealed that junior secondary schools in Ogun State were dominated by students between the ages of 11 and 15 with those between the ages of 16 and 20 coming in second while those under the age of 10 had the lowest representation. It was also found in the study that there are more female than male. In other words, whereas students who were male made up 38.6% of the studied population, students who were female made up 61.4% of it. The information gathered from the field also informs that the majority of students in Ogun State (66.0%) are from the middle class, followed by those in the upper class (33.1%) while the lower class is the least represented in the society.

Findings from research question one showed that there was a high level of motivation towards learning among junior secondary school students in Ogun State (3.36), research question two showed that the level of parental involvement in a child's education among junior secondary school students in Ogun State is very high (3.77), result of research question three gave a low level of availability of instructional resources in junior secondary schools in Ogun State, Nigeria (2.32).

Test of hypothesis one showed that there was a significant combined influence of home factors (parental: involvement in a child's education and social class) and school factors (teacher support, classroom rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State. ($p < 0.05$) and that home factors (parental: involvement in a child's education and social class) and school factors (teacher support, classroom rules, and instructional resource availability) account for 98% of the total variation found in the level of motivation towards learning among the junior secondary school student. ($\text{Adj. } R^2 = 0.987$).

Test of hypothesis two revealed a significant relative influence of home factors (parental involvement and social class) and school factors (teacher support, class rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State, Nigeria. It was further found that parental involvement has the greatest relative influence ($\beta = 1.371$; $t = 93.109$, $p < 0.05$), followed by resource availability ($\beta = 0.570$; $t = 54.565$, $p < 0.05$), teacher support ($\beta = 0.223$; $t = 48.711$, $p < 0.05$), and class rules ($\beta = 0.041$; $t = 5.963$, $p < 0.05$), respectively while the social status of the students' parents has the least significant influence on the dependent variable ($\beta = 0.012$; $t = 5.208$, $p < 0.05$).

Test of hypothesis three showed that there exists a slight significant gender difference in the level of junior secondary school students' motivation towards learning ($p < 0.05$). It was further revealed that male student ($\bar{x} = 3.81$, $\text{std} = 0.674$, $p < 0.05$) contributes more to the observed difference with female gender ($\bar{x} = 3.80$, $\text{std} = 0.692$, $p < 0.05$).

5.2 Conclusion

The study was carried out to determine the influence of home factors (parental involvement and social class) and school factors (teacher support, class rules, and instructional resource

availability) on junior secondary school students' motivation towards learning in Ogun State, Nigeria. Based on the findings of the study, it was concluded that the level of motivation towards learning among junior secondary school students in Ogun State, Nigeria, is high. There is a high level of parental involvement in children's education in Ogun State, Nigeria, but the level of educational resources availability is low in the state.

It was also concluded that there is a significant combined influence of home factors (parental: involvement in a child's education and social class) and school factors (teacher support, classroom rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State and that that home factors (parental: involvement in a child's education and social class) and school factors (teacher support, classroom rules, and instructional resource availability) account for 98% of the total variation found in the level of motivation towards learning among the junior secondary school student in Ogun State, Nigeria.

It was also concluded that there is a significant relative influence of home factors (parental involvement and social class) and school factors (teacher support, class rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State, Nigeria. In this relative influence, parental involvement has the greatest relative influence followed by resource availability, teacher support and class rules social status of the students' parents respectively.

It was also concluded that there exists a slight significant gender difference in the level of junior secondary school students' motivation towards learning and that male student contributes more to the observed difference in other word, male students' motivation towards learning is slightly higher than that of the female students.

5.3 Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government, educational administrators and other stakeholders in education should work collaboratively to create a positive and supportive learning environment to sustain student's motivation towards learning. This can be done by providing opportunities for students to engage in activities they find interesting and relevant, and fostering a culture of respect, trust, and collaboration among students and teachers.
2. Schools' administrators or owners should encourage continued communication between parents and teachers to ensure that everyone is on the same page and working towards the child's success. This can encourage parental participation in child's education.
3. Government and other educational leaders should foster a culture of continuous improvement. This can be done through regularly assessing the effectiveness of educational resources and programmes, and making adjustments as needed. This can help ensure that resources are being used effectively and that students are making progress.
4. Schools, parents and other key stakeholders in education should collaborate to establish an environment that supports and engages junior secondary school students in their learning. This can be accomplished through promoting parental involvement, improving teacher support, enhancing classroom rules and resources, and offering various learning opportunities that cater to diverse learning styles and abilities.
5. Teachers and school administrators should pay closer attention to gender differences in student motivation and engagement, and implement targeted interventions and teaching strategies that address the unique needs of male students and cater for different learning styles and interests of both genders.

5.4 Contribution to Knowledge

This study contributes to existing knowledge conceptually, empirically and theoretically. It contributes conceptually by providing richer, deeper and even better insights and clarifications on important constructs/concepts of the study such as motivation, student's Motivation towards, learning, instructional resources, parental Involvement and parental social class. The study contributed theoretically to existing knowledge by examining the contributions of Goals and Goal Orientations theories to student's motivation towards learning. The theory provides a framework for understanding the different types of goals that students may set for themselves and the different attitudes or orientations that students may have towards achieving those goals. One of the main theoretical contributions of goals to student motivation is the idea that specific and challenging goals can lead to higher levels of motivation and performance. Setting a clear, specific and challenging goal can increase the level of focus and effort put into learning, which in turn can lead to better academic performance.

Another theoretical contribution is the idea of goal orientations, which refers to the different attitudes or orientations that students may have towards achieving goals. For example, students who have a "performance-approach" goal orientation are motivated to do well in order to demonstrate their ability to others, while students who have a "performance-avoidance" goal orientation are motivated to avoid doing poorly in order to avoid looking incompetent. Additionally, it is also important to consider the concept of mastery and achievement goals. Mastery goals are focused on the process of learning and improvement, while achievement goals are focused on the end result of the performance. Research indicates that students who adopt mastery goals tend to have a more positive attitude towards learning and exhibit more self-regulated learning behaviors. In conclusion, Goals and Goal Orientations can provide a

theoretical framework to understand student motivation towards learning by highlighting the importance of setting specific and challenging goals, and the attitudes or orientations that students may have towards achieving those goals. Moreover, it also highlights the importance of fostering a mastery and learning oriented mindset among students that can lead to a more positive attitude towards learning and better academic performance.

The study also contributes theoretically by examining the contributions of Expectancy-Value Theory on student's motivation towards learning. Expectancy-Value Theory (EVT) is a psychological theory that explains how people make judgments about the value of an activity and how this influences their motivation to engage in that activity. The theory suggests that an individual's motivation to engage in an activity is a function of two key factors: expectancy and value. Expectancy refers to the belief that one's efforts will lead to success, and value refers to the importance or relevance of the activity to the individual. EVT has several theoretical contributions to our understanding of student motivation towards learning as illustrated in the study. Firstly, the theory highlights the importance of both the belief in one's ability to succeed and the perceived value of the task in motivating students to engage in learning. Secondly, EVT suggests that students' motivation is influenced by the perceived value of the task in relation to their personal goals and interests. For example, if a student perceives a task as being relevant to their future career goals, they are more likely to be motivated to engage in that task. Thirdly, EVT suggests that students' motivation is influenced by the perceived value of the task in relation to their self-concept. For example, if a student perceives a task as being in line with their self-concept and interests, they are more likely to be motivated to engage in that task. Lastly, EVT also highlights the role of feedback in shaping students' expectancy and value judgments, as feedback can provide students with information about their progress, which in

turn can inform their expectations of future success and the perceived value of the task. Overall, EVT provides a useful framework for understanding how students' motivation towards learning is influenced by their beliefs about their ability to succeed and the perceived value of the task. It also highlights the importance of feedback and alignment with personal goals and self-concept in promoting motivation.

Theoretically, the study also contributes to the existing knowledge examining the contributions of Self determination theory (STD). It highlights the importance of the social context in which learning occurs, suggesting that a supportive and empowering environment is more likely to foster self-determined motivation. Therefore, it is important for educators to create an environment that provides opportunities for student autonomy, provide meaningful feedback and opportunities for mastery, and create opportunities for social interaction, in order to foster self-determined motivation in students.

This study contributes empirically as it adds to the pool of previous studies and literatures by revealing a significant combined and relative influence of home and school factors on junior secondary school students' motivation towards learning. This result therefore addresses the gap in literature and contributes to knowledge on the subject matter.

5.5 Suggestions for Further Studies

It should be noted that the study did not take into account the influence of location on the study's findings, therefore, it was suggested that a comparative study be conducted on the influence of home and school factors on junior secondary school students' motivation towards learning in urban and rural areas of Ogun State. The study could also be replicated on a larger population in Nigeria's southwestern states or throughout the country.

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Periodicals

Ogun State Ministry of Education, Science and Technology, Department of Planning and Statistics

Textbook

Ary, D. Jacobs L.C, & Razavieh A., *Introduction to Research in Education*. Belmont, CA: **Wadsworth/Thomson Learning**. 2002.

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Unpublished Thesis

Daniel K. A., *Effect of Think-Pair-Share (TPS) and Students' Teams Achievement Divisions (STAD) Instructional Strategies on Senior Secondary School Students' Achievement and Interest in Economics*. **Unpublished M.Ed Thesis. Social Science Department, University of Nigeria**, Nsukka. 2015.

Questionnaire

School,Home Factors and Students' Motivation towards Learning Questionnaire (SHFSMQ)

Dear Esteemed Respondents,

This instrument is designed to solicit for information strictly for research purpose, please feel free to give correct response to all the statements and questions. Also, the researcher assures you of utmost confidentiality of your responses.

Thank you for your cooperation

The Researcher

Section A

This section contains statements to gather information on respondent's demographic characteristics. Please use pick the option that best fit your response to each of the statements.

Age Range: Less than 10 () 11-15 () 16-20 () 21-25 ()
25-30 () Above 30 ()

Gender: Male () Female ()

Class: JSS 1 () JSS 2 () JSS 3 ()

Number of Student in your Class: less than 20 () 21-30 () 31-40 () 41-50 ()
Above 50 ()

Number of your gender in your class: less than 20 () 21-30 () 31-40 () 41-50 ()
Above 50 ()

Number of Opposite Gender in your class: less than 20() 21-30()31-40()

41-50() Above 50()

Parental Income Range: Above ₦ 250,000 (), ₦ 50,000-250, 000 ()

Less than ₦ 50,000 ()

Section B

This section contains statements on level of student's motivation towards learning. Please use the scale below to respond to each of the items in the table.

Options: AL-Always (4), O-Often (3), S-Seldom (2), R-Rarely and N-Never (1)

S/N	I:	AL	O	S	R	N
1	like to learn new concepts in my subjects not because I “have” to, but because my parents want me to					
2	connects everything I learn in school to my sense of purpose					
3	like to complete whatever needs doing in my studies in a way that serves my broader view					
4	am eager to learn new concepts or topics from my teachers because of the reward I stand to gain					
5	often figure out different ways to solve my school assignments or exercise to obtain high grades					
6	think it is useful to apply what I learn in school to solve real					

	world problems, therefore, I like to study hard to understand better.					
7	try to understand the different solutions given assignments to outshine my classmates					
8	After I have solved or answered my class work or assignment using a method, I like to look for other methods to solve or answer it to impress my teacher during examinations					
9	genuinely enjoy what I am learning and instinctively get into the flow of the moment.					
10	like to play games that will educate me for personal satisfaction					
11	find most of my subjects easy because of the internal force driving me					
12	have innate sense of satisfaction for learning in my school					

Section C

This section contains statements on level of Teacher Support towards learning. Please use the scale below to respond to each of the items in the table.

Options:Extremely True (4), True (3), Not Rarely True (2) , Not True at all (1)

S / N	My teachers'	Extremely True	True	Not Rarely True	Not True at all
1	really cares about me				
2	believes that I will be a success				
3	listens to me when I have something to say				
4	Serves as my role model				
5	takes the time to clarify concepts that I find challenging.				
6	uses a variety of teaching aids to make sure that the lessons are understood by the students				
7	is a somebody with whom I can open up about my own feelings and opinions.				
8	always make an effort to give me the educational resources I need so that I may take part in learning				

Section D

This section contains items to collect information on student's perception on the level of parental involvement in child's education among junior secondary school students in Ogun State, Nigeria. Please, pick among the options the one that best fit your response to each of the statements.

Options: AL-Always, O-Often, S-Seldom, R-Rarely and N-Never

S/N	My Parents:	AL	O	S	R	N
1	get involved in providing essential materials and resources for my educational success					
2	attend parent/teacher meetings					
3	attend the parent meetings at school					
4	visits me in my class room and/or school.					
5	attends co-curricular activities like inter-house sport in school					
6	knows my friends in schools					
7	have regular contact with my teachers					
8	finds tutors for me when I need extra help					
9	puts me through in your homework.					
10	discusses my emotional needs that seem affecting my learning					
11	discuss my academic needs that seems affecting concentration on my study					

Section D

This section contains a checklist to identify available instructional materials for teaching and learning in secondary schools in Ogun State. Please use the scale below to indicate your response: AV- Available, NAV- Not Available

S/N	Items	Adequately Available	Moderately Available	Few Available	Not Available
1	Real Objects for instructional materials in the classrooms				
2	Pictures like graphs, posters, charts in the classes				
3	Library well equipped with current text books and journals				
4	Projector for teaching in the classroom				
5	Well equipped computers room				
7	Audio Materials such as radio, tapes				
8	Audio-visual materials such as television and video				
9	Atlases				
10	Laboratories equipped with necessary items				

Section E

This section contains statements to collect information on influence Home Factors (Parental: Involvement, Motivation and Educational level) and School Factors (Classroom Factors (Teacher Support, Rules and Regulations) and Instructional Resource Availability) on Junior Secondary School Student's Motivation towards learning. Please use the following scale to indicate your response to the statements:

Options: SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree

S/N	The urge I have to learn is influenced by:	SA	A	D	SD
1	my parents' devotion to my education.				
2	my parents provision of all the educational resources I need				
3	the educational level of my parents				
4	the support I receive from my parents				
5	rules and regulations provided by my teacher.				
6	my teachers support				
7	accessibility of learning resources in my school				
8	access to appropriate text books in my school's library.				
9	my parent's social status				

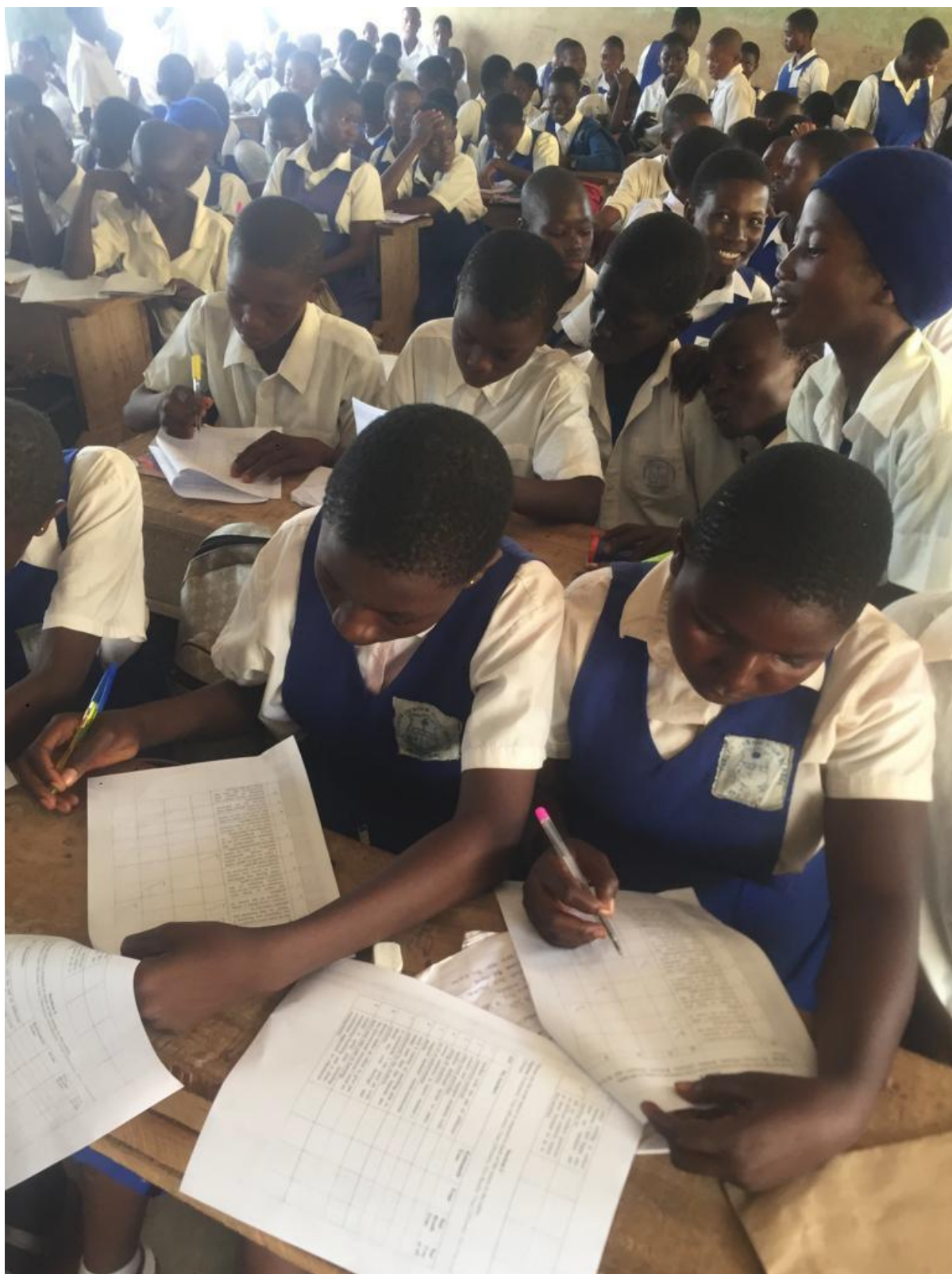


Do Not Copy, Lead On















Bio data

A. Personal data:

- i. **Full Name:** OWOYEMI, Mariam Adebisola (Nee Gbolade)
- ii. **Date/Place of Birth:** 21st July 1972/ Ijebu Ode
- iii. **Nationality:** Nigerian
- iv. **State of Origin:** Ogun State
- v. **Home Address:** Lateef Owoyemi Jadiara Palace White House, Idowa-Ijebu, Ogun State
- vi. **Office/Postal Address:** School of Education Department of Early Childhood
Care and Education Sikiru Adetona College of
Education, Science and Technology Omu Ajose.
PMB 2118 Ijebu Ode, Ogun State Nigeria
- vii. **Telephone** 08074426301/08031110855
- viii. **E-mail Address:** amowoyemi72@gmail.com
- ix. **Marital Status:** Married
- x. **Number of Children:** Three
- Next of Kin:** Name Mr Abdul-Lateef Iyilade Owoyemi.
Relationship: Son
Address: Lateef Owoyemi Jadiara
Palace, White House, Idowa - Ijebu,
Ogun State.
Telephone: 08075795147

B. Working Status in SACOETEC

Date of first Appointment and Post	1st April 2009 (Assistant Lecturer)
Date of Confirmation	1st April 2011
Present Status and salary	Lecturer 1
Date of last promotion/ present status	1st Oct 2016/ Lecturer 1

C. Educational History with Dates

i. Institutions Attended

- | | |
|--|------------|
| (a) University of Ibadan, School of Post Graduate Studies, Ibadan, Oyo State. | 2007-2009 |
| (b) Tai Solarin University of Education, Ijagun, Ogun State. | 2002-2005 |
| (c) Ogun State College of Education Ijagun now (Tai Solarin College of Education) Omu Ijebu. | 1990 -1993 |
| (d) Our Lady of Apostles Secondary School, Ijebu -Ode, Ogun State. | 1983-1988 |
| (e) Our Lady of Apostle Primary School Ijebu Ode, Ogun State | 1977-1983 |

ii. Academic Qualification

- | | |
|---------------------------------------|-----------------|
| (a) PhD Educational Management view) | 2020 - 2023 (in |
| (b) M.Ed Educational Management | 2007 -2009 |
| (c) B.Ed Educational Management | 2001 - 2005 |
| (d) NCE Home Economics/Social Studies | 1990 - 1993 |
| (e) WAEC /GCE | 1988 - 2000 |
| (f) First School Leaving Certificate | 1977 - 1983 |

D. Professional Qualifications with Dates

- | | |
|---|------|
| (a) Teachers Registration Council of Nigeria (OG/T/00652) | 2019 |
| (b) M.Ed (Educational Mgt.) | 2009 |
| (c) B.Ed (Educational Mgt. / Social Studies) | 2005 |
| (d) NCE (Home Economics/Social Studies) | 1993 |
| (e) Primary School Leaving Certificate | 1983 |
| (f) West African Senior School Certificate | 1988 |

E. Employment History with Dates

- | | |
|---|--------------|
| (a) SikiruAdetona College of Education, Science and Technology Omu-Ajose. | 2009 to date |
| (b) Odua Investments, Cocoa House, Ibadan, Oyo State (Industrial Attache) | 2008 |

F. Academic Awards and Distinction (Scholarships, Fellowships and Prizes)

Meritorious Service Award by Academic Staff Electoral Commission (ASECO) and Colleges of Education Academic Staff Union (COEASU) Tai Solarin College of Education, Omu-Ijebu

G. Membership of Learned Societies

- (i) Member, Higher Education Research and Policy Network
- (ii) Member, Women in Colleges of Education
- (iii) Member, University of Ibadan Alumni

- (iv) Member, TASCE, Alumni
- (v) Member, OLASS Old Students Association

H. Details of Teaching and Working Experience

(i) Projects

- (a) Adebola, Olasunkanmi Solomon (2017) “The use of audio-visual technology for pre-school children in private primary schools in Ijebu Ode LGA”. (14032102008)
- (b) Oluwakayode, Opeyemi (2017) “Perception of parents on over-schooling of children at the pre-primary education level in Omu-Ijebu”(14022101003)
- (c) Yusuf, AishatMorenike (2017) “Parental attitude towards physical education as a course of study in the university”(14012409025).
- (d) Abiodun, OpeyemiDamilare (2018) “The influence of school environment on academic achievement of public secondary school students” (A case of Odogbolu LGA)(15022102003)
- (e) Lazarus, Francis Chima (2018) “The impact of reflective teaching in the classroom achievement of pre-schools in Odogbolu LGA of Ogun State”(15032220004)
- (f) Mbashiru, Gbemisola (2018) “The effect of inadequate educational resources on academic performance of secondary school students in Odogbolu LGA of Ogun State”(13082220002)
- (g) Odesola, Odunayo E. (2019) “Relationship between child abuse and academic performance of primary school pupils in Ijebu Ode LGA of Ogun State”(16022102004)

(ii) Courses taught during the session

- | | |
|--|-------------|
| (a) ECE 113: Child Health and Nutrition | NCE1 |
| (b) ECE 116: Safety Measures | NCE 1 |
| (c) ECE 126: Play Ground and Play Equipment | NCE 1 |
| (d) ECE 215: Technology for the Early Years | NCE 11 |
| (e) ECE 222: Child Policy Issues | NCE 11 |
| (f) ECE 227: Production and use of Instructional Materials | NCE 11 |
| (g) ECE 321: Administration and Supervision of | ECCENCE 111 |
| (h) PED 124A: Home Economics in Primary Education Study II | NCE 1 |
| (i) PED 228A: Primary Home economics Curriculum and Methods. | NCE 11 |
| (j) PED 321: Primary School Planning
Administration and Supervision | NCE 111 |
| (k) PED 110B: Home Economics in Primary Education | NCE 1 |

(iii) Administrative Service

- (a) Financial Secretary, School of Education Journal of Educational Advancement
- (b) Secretary, Departmental Meetings
- (c) Departmental Librarian
- (d) PRO, during Accreditation
- (e) Member, LOC School of Education 4th National Conference and Award of Excellence

I. Areas of Specialization and Research Interest

- (a) Education/Human Resource Management
- (b) Home - Economics / Social-Studies

J. Publications and Research

(i) Thesis and Dissertation

- (a) **Owoyemi, M. A.** (2023) School and home factors as determinants of public junior secondary school students' motivation towards learning in Ogun State, Nigeria
- (b) **Owoyemi, M.A.** (2021) School and home factors as determinants of public junior Secondary school students' interest towards learning mathematics in Ogun State. Conversion Examination Thesis, Lead City University, Ibadan
- (c) **Owoyemi, M.A.** (2009) Public and private secondary school teachers' commitment to work as a determinant of school performance. M.Ed Thesis, University of Ibadan
- (d) **Owoyemi, M.A.** (2005) Personality Characteristics of School Principal as Correlate of Teachers' morale. B.Ed Thesis. Tai Solarin University of Education, Ijagun
- (e) **Gbolade, C.A.** (1993). Process and Method of Making Quilt Bed Cover
NCE Project, Ogun State College of Education Ijagun

(ii) Publications in Learned Journals

- Owoyemi, M. A. & Alao A. O.** (2022). Information Communication Technology (ICT) and school administration: Catalyst for efficiency and sustainable educational development. *International Journal of Educational Issues*, (IJEI) Department of Arts Education, Faculty of Education Adekunle Ajasin University, Akungba- Akoko, Ondo State, Nigeria. 8, 107-113 ISBN: 2550-7753
- Owoyemi, M. A. & Ebo, O. O.** (2020). Decision-making styles and administrative effectiveness of public secondary school principal in Ibadan, Oyo State. *Ife Journal of Theory and Research in Education (IJOTRE)* Obafemi Awolowo University, Ile-Ife, Nigeria. 21, 17-28 ISSN: 0794-6754.
- Owoyemi, M.A., & Adewale, T M.** (2019). History and role of the economic financial crime commission in the fight against corruption in Nigeria. *East African Journal of Educational Research and Policy (EAJERP)* Higher Education Research and Policy Network (HERPNET) 14, 21-46 ISSN 1997-7255.
- Owoyemi, M.A.** (2018). Availability and utilization of information and communication technology (ICT) in public secondary schools in Oyo State: Classroom Management Implications. *Journal of Education Advancement, Publication of School of Education. TASCE, Omu-Ijebu*, 7(2), 74-87. ISSN 1115-3377
- Owoyemi, M.A., & Adewale M.T.** (2018). Academic Mentoring in Higher Education and Influence on Teacher Education Development in Nigeria. *Journal of Education Advancement, Publication of School of Education. TASCE, Omu-Ijebu*, 7(2), 74-87. ISSN 1115-3377

- Owoyemi, M.A.** (2017). Conflicts management and teacher job performance in public secondary schools in Ibadan North Local Government of Oyo State. *Journal of Education Advancement, Publication of School of Education. TASCE, Omu-Ijebu*, 7(1), 137 - 146. ISSN 1115-3377.
- Owoyemi, M.A.** (2017) “Good Educational Management: A veritable tool for reducing youthrestiveness and promoting sustainable development in Nigeria. *Journal of Education Advancement, Publication of School of Education. TASCE, Omu-Ijebu*, 7(1),176-186, ISSN 1115-3377
- Owoyemi, M. A.** Adebisi, F.A., Osijo, Y.E, Akinola A. J. (2017). Improving teacher’s Effectiveness through teachers’ professional competency. An intervention for Enhancing Academic Performance of Rural Primary school students in Ogun State, Nigeria. *East Africa Journal of Interdisciplinary Studies and Researches in Education (EAJIDRE)*. Department of Recreation Management and Exercise Science, School of Education. Human Resources Development, Kenyatta University, Nairobi, Kenya. Nairobi ISSN 2520-969X
- Owoyemi, M.A.** (2014). Redesigning Higher Education Employability and Employment. *Journal of Inter-Systems Research and Applied Knowledge Interaction*. 4/MMXIVC2(1)-C2(5). ISSN 21979146.
- Owoyemi, M.A.**, Oose, M.O and Alao, R (2014) “Job Satisfaction and Commitment Among Primary School Teachers in Ijebu-Ode LGA, Ogun State, Nigeria”, Abeokuta School of Education Journal (ASEJ), 6, (1), 194-202. ISSN 1116-4293.
- Owoyemi, M. A.** (2014) “Colleges of education students and small - scale entrepreneurship in Nigeria”, Beacon International Journal publication of TASCE, Omu-Ijebu, 12(2), 152-159. ISSN 2141-629X
- Owoyemi, M.A.** (2013) “A Comparative Study of Public and Private Schools Teachers Commitment to Work in Ijebu-Ode Local Government Area of Ogun State, Nigeria”, Scholars Mind. An Interdisciplinary International Journal of Scholars Forum International. 2(3), 142-151
- Owoyemi, M.A.**, & Adebajo M.A (2013). Impact assessment of primary education project 11 on pupils’ academic achievement in primary schools in southwest. Nigeria”, *Contemporary Humanities* 577-88, ISSN: 2006-6511

(iii) Publications in Edited books

- Owoyemi M. A.** Banjo E. A. (2017) *Effective Teaching and Educational Practice*, Ogun: TASCE Press Inv. Ltd, ISBN 978-978-961-552.

(v) Technical Reports

- Owoyemi, M.A.** (2018) Improving teacher’s effectiveness through teachers Communication skills and professional competency. An intervention for Enhancing Academic Performance of Rural Primary school students in Ogun State, Nigeria. ISBN 978-178-545-9

(vi) Conferences Attended and Papers Presented

- Owoyemi, M.A.** & Adewale, T. M. (Phd) (2019) “History and the Role of Economic Financial Crime Commission in the Fight against Corruption in Nigeria” 13th regional Conference Organize

by Higher Education Research and Policy Network (HERPNET) in Collaboration with Nigerian Institute of Social and Economic Research (NISER). Ibadan.

Owoyemi M.A., & Alao, A. O. (2018) “Repositioning universal basic education programme and its teachers through quality assurance for sustainable development. 2018 College of Specialized and Professional Education Conference. Tai Solarin University of Education, Ijagun, Ijebu-Ode, Ogun State. Nigeria.

Owoyemi, M.A. Oose, M.O, and Alao, A.O (2014) “Job Satisfaction and Commitment among Primary School Teachers in Ijebu-Ode LGA, Ogun State, Nigeria. Education for Political Stability and Social Transformation. Organized by School of Education, Federal College of Education Osiele, Abeokuta, Ogun State, Nigeria. February 2014

Conflict Resolution in Tertiary Institutions: 50 Years after Nigeria Independence, Way Forward. Organized by COEASU TASCE Chapter. November-December 2010

Globalization and Higher Education: Challenges and Management of Quality Control, organized by Faculty of Education 2011 Distinguished Scholars, Olabisi Onabanjo University, Ago Iwoye Ogun State Nigeria. Delivered by Prof. Craig Mahoney. September 29th, 2011.

Ethical Principles and Practices in Tertiary Institutions” A desirable effort in enhancing staff Performance” organized by Tai Solarin College of Education Omu. April 2012

Vocational and Technical Education for Global Peace and Development. Organized by School of Vocational and Technical Education, Tai Solarin College of Education Omu-Ijebu, Ogun-State.

K. EXTRA CURRICULA ACTIVITIES

(i) Non-Teaching service to the college

Facilitator, Reggio Emilia Workshop	2021
Member LOC, School of Education 4 th National Conference	2021
Member, School of Education Examination Committee	2021 to date
Secretary, Academic Staff Electoral Commission (ASECO)	2020
Member, School Security Committee	2020
Member, Social Committee	2020
Member, Publication/Conference	2020
Member, Research, Prize and Scholarships	2020
Course Adviser (ECCEDepartment)	2017-2020
Member, AD-HOC Committee on Building Ventures	2015.
Secretary, TASCE Omu Muslim Community	2014
Annual Ramadan Lecture	
Member, Students Welfare Committee	2014ember,
TASCE Staff School Board	2013

Examination Officer School of Education	2012-2018
Member, Committee on College Annual Report.	2012-2013
Computation Officer PES Department	2010-2015
Member, Women in Colleges of Education (WICE)	2010-2013
Course Adviser (PES Department)	2010-2016
Secretary, PED Department.	2010-2011
Member, Social Welfare Committee.	2010-2012
Member, (COAESU) TASCE OMU Branch.	2009-2013, 2019 to date
Member, TASCE Omu Muslim Community	2009 to date
(ii) Service to community	
PTA Assistant Secretary, Vanguard Academy	
School Odo sengolu Isiwo Ijebu	2018-2020
Member Al-Azeem Schools Inspection Team	2015 to date
Voluntary Home Economics Teacher	
Al – Azeem Schools Idowa.	2013 2015
Member, Al-Azeem Schools Board of Governor	2013-2014
Secretary, Egbe Tobalase Obinrin Akile Ijebu.	2010-2012
Trustee and Bank Signatory, Ratibi Mosque Project, Idowa	2010-2013
Financial Supporter to Muslim Students Society	2009-2012
Member, NASFAT Ijebu Ode Branch.	2004-2011
of Nigeria Odogbolu Area Council.	
Member, Iyaniwura/Osiyoye/Ifelaja	
Landlord Association Ijebu Ode.	2000-to date
Financial Supporter to the Yearly	
Ramadan Children's Funfair	2000-2013
Organized in Idowa.	
Member, Young Muslim Women Society	
of Nigeria Idowa Branch.	1999-2013

L. HOBBIES: Reading, Baking, Cooking & Listening to News

Signature

Date

The University Compliance Certification

This is to certify that this thesis by Mariam Adebisola OWOYEMI with matriculation number LCU/PG/001447 in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved university format and style.

Signature

Date

Do Not Copy, Lead City University, Nigeria