

# Chapter One

## Introduction

### 1.1 Background to the Study

Motivation towards learning is a phenomenon that activates and sustains behaviour towards a goal. Since motivation is derived from the word “motive” which denotes a person’s needs, desires, wants or urges, it is the process of aiding individuals to take action in order to achieve a goal. The purpose and importance of motivation towards learning should be understood clearly by the teacher. The fundamental aim of motivation is to stimulate and facilitate learning activity since learning is an active process that needs to be motivated and guided toward desirable ends<sup>1</sup>.

Motivation is an internal or external process. Whether we define it as a drive or a need, motivation is a condition inside or outside us that desires a change, either in the self or the environment. It endows a person with the drive and direction needed to engage with the environment in an adaptive, open-ended, and problem-solving sort of way. When motivated to learn, students move and take action. Motivation is visible through gestures and facial expressions, intense effort and immediacy. In a nutshell, motivation can be internal or external experiences in the form of needs, cognitions, and emotions and are the direct and proximal causes of motivated action. Social contexts and external events act as antecedents to motives that cause or trigger motivational states. Our motives express themselves through behavior, engagement, psychophysiology, brain activations, and self-report.<sup>2</sup>

Human beings don’t exist in a vacuum, therefore our inner experiences cannot take place without some degree of the external influence, be it in the form of consequences,

incentives, or other forms of pressure arising out of the social context of our environment. Emotions linked to cognitions and psychological needs, can motivate or demotivate<sup>3</sup>.

Motivation towards learning by students bring about positive academic achievement which is widely viewed as a requirement for personal and societal wellbeing and is a key-pointer when assessing learners' educational attainment. Better social skills and good character which are key virtues for the development of the society are achieved by learners who have successfully completed schooling, haven drawn satisfaction from high academic achievement and this in turn becomes a pillar for building a healthy and peaceful society<sup>4</sup>. Since knowledge comes from learning that is properly motivated, a favorable learning environment creates favorable reading atmosphere which in turn improves performance while unhealthy home and school environments result in poor or weak performance of students. Motivation towards learning can however be extrinsic or intrinsic in nature.

Extrinsic motivation is defined as a motivation to participate in an activity based on meeting external goals such as expecting praise and approval, winning a competition or receiving an award or payment. Extrinsic motivation is a motivation that is driven by external rewards. These can be tangible, such as money or grades, or intangible, such as praise or fame<sup>3</sup>. Extrinsic motivation refers to sources of motivation that come from outside oneself depending on the situation. It can come from positive reinforcement, such as a reward, or negative reinforcement, like punishment. Some examples of extrinsic motivation include rewards such as a student wishing to complete tasks to acquire money or approval from others, punishments like the loss of certain privileges, or suspension from school and competition with others in form of a student wanting to perform better than peers when it comes to school grades or behavior charts<sup>5</sup>.

The use of extrinsic motivation in parenting is fairly common. Parents and caregivers may find that it helps motivate children to do things that they consider boring, such as brushing their teeth or completing their homework. Extrinsic motivation is when someone feels motivated to do something to gain a reward or avoid a punishment. For instance, students may hope to get money, gifts, or recognition. Alternatively, they may fear having fewer privileges or being grounded<sup>6</sup>.

On the other hand, intrinsic motivation means that someone's desire to do something comes from inside them and does not need any external reward or punishment to prompt it. Pleasure, passion, and moral principles can be forms of intrinsic motivation. Intrinsic motivation has to do with a student's own intellectual curiosity or desire to experiment or explore and this has been found to sustain learning more effectively than extrinsic motivations such as grades or parental requirements. Intrinsic motivation is the stimulation that propels someone to adopt or modify behavior for their own personal fulfillment or satisfaction is known as intrinsic motivation. The difference between intrinsic and extrinsic motivation is that the former is driven by the possibility of obtaining an external reward, like money<sup>4</sup>. Intrinsic motivation is derived from a direct relationship between the person and the situation, or from intangible factors. Intrinsic refers to motivation that comes from within<sup>7</sup>. Passion, and enjoyment may motivate someone to do something regardless of whether there is an external reward. Intrinsic motivation does not revolve around the consequences of an action and people feel motivated regardless of the outcome. Some examples of intrinsic motivation among students include pleasure which could come from the fun of a creative hobby, the thrill of something dangerous, curiosity such as a student who may feel motivated to read a book because it sounds interesting, a love of learning that encourages someone to learn a language in their free time, passion which may spur someone to take on extra tasks at

school without hope of reward or morals like always telling the truth due to the belief that it is wrong to lie<sup>8</sup>. Sometimes, a student has a mixture of extrinsic and intrinsic motivation. Motivation towards learning, either extrinsic, intrinsic or both, cannot take place without proper learning.

Learning vary widely across disciplines, driven largely by different approaches used to assess its occurrence. These definitions can be better reconciled with each other if each is recognized as coherent with a common conceptualization of learning, while appreciating the practical utility of different learning definitions in different contexts<sup>9</sup>. Learning is the process of acquiring understanding, knowledge, behaviors, skills, values, attitudes, and preferences. Formal learning is learning that takes place within a teacher-student relationship, such as in a school system. The term formal learning has nothing to do with the formality of the learning, but rather the way it is directed and organized. In formal learning, the learning or training departments set out the goals and objectives of the learning<sup>5</sup>. Meaningful learning is the concept that learned knowledge e.g. a fact, is fully understood to the extent that it relates to other knowledge. To this end, meaningful learning contrasts with rote learning in which information is acquired without regard to understanding. Meaningful learning, on the other hand, implies there is a comprehensive knowledge of the context of the facts learned. Learning is a key process in human behaviour. All living is learning as learning starts from birth and continues throughout lifetime. If we compare the simple, crude ways in which a child feels and behaves, with the complex modes of adult behaviour, his skills, habits, thought, sentiments and the likes we will know what difference learning has made to the individual<sup>10</sup>.

Learning is a natural phenomenon which is natural to all organisms including both humans and animals. Learning affects a child's development. A child learns new habits

only through the process of learning and through imitated traditions and customs. Intellectual skills are also developed through learning. The decision of right and wrong, the concepts of justice and use of sense develop through learning. This process of learning continues throughout life and is the basis of maturation. Learning affects our language, customs and traditions, attitudes, beliefs, personalities and goals<sup>11</sup>.

Learning is a broad term and it includes all activities which affect children. Along with the growing process, the mental development of the child occurs and as a result, changes take place in his behavior continuously. The child goes on learning through experiences and this has impact on motivation towards learning.

Impact of motivation on learning of students in education is important since without motivation learning is not possible<sup>12</sup>. So in education the role of motivation is effective on students learning. Due to motivation students do any task and achieve the goal. Motivation increases speed of work and a person does everything to achieve goal. Motivation increases the performance of learning. It provides energy and learners achieve their tasks because they have a direction, hence performance of learner is enhanced. Motivation is a key factor in learning and achievement of students at all levels of school. Teachers and parents role is important for motivating students. Motivated education therefore is an unavoidable tool for the development of students expected reasoning, expression and good innovative ideas<sup>6</sup>. Students' motivation towards learning if not properly handled, usually results in low achievers who in most cases may suffer distress, fail to finish up schooling process or even miss rewarding lifetime opportunities<sup>2</sup>.

Many factors are responsible for motivating students towards learning in various cultures of the world, including ancient Greek, Roman, Egyptian, Indian, Chinese and indigenous cultures from other continents and countries<sup>8</sup>. These factors come under the auspices of

ethical behaviours and morality. In Nigeria, and in Oyo town in particular, Home and school factors go a long way to determine students' motivation towards learning.

For the home, this is the first institution of a child that has significant relationships with students' overall life. Studies have investigated the relationship of home environment with secondary school students' performances. There are certain influential factors which influence home environment. It includes nature of family, authority (head of family), educational status of parents, attitude of parents towards children and financial position of the family; all these factors are significant for home environment. Parents' attitudes play a dominant role and where it is supportive enhances children performances and has positive impacts on child's development. Interactions of family members are contributive for students' as it enables them to improve their linguistic, social and intellectual skills<sup>7</sup>. Certain home factors determine students' motivation towards learning and may include the following;

Parenting Style is a psychological construct representing standard strategies that parents use in their child rearing. The quality of parenting can be more essential than the quantity of time spent with the child. For instance, the parent may be engaging in a different activity and not demonstrating enough interest in the child. Parenting styles are the representation of how parents respond to and make demands on their children. Parenting practices are specific behaviors, while parenting styles represent broader patterns of parenting practices. There are three major parenting styles, namely authoritarian, authoritative and permissive parenting style<sup>9</sup>

Authoritarian Parenting style refers to that which is low in parental responsiveness and high in parental demandingness. Authoritarian parents are not very emotional or affectionate, and critical of their children if they fail to meet their expectations. Rules should always be used to conduct behavior that is desired. When a child breaks a rule, it

should be an opportunity to teach a life lesson and not be punished because they didn't follow the rules. Unfortunately, strong punishment leads to more misbehavior, rebellion and results in constant power struggles. This type of parenting does not support positive parenting. In fact, research shows that children with authoritarian parents perform more poorly<sup>8</sup>. For authoritative parenting style, This type of parenting avoids punishment and threats in favor of techniques like positive reinforcement, listening to their children and offering them love and warmth in addition to boundaries and fair discipline<sup>9</sup>.

Permissive parenting on the other hand has low demands and high responsiveness. It is characterized by a lack of monitoring, control, and discipline, yet it is warm and nurturing. Permissive parents attempt to behave in a non-punitive and accepting manner toward their children's desires and actions and allow their children to regulate their own activities as much as possible. Permissive parenting occurs when parents fail to set limits and do not expect developmentally appropriate behavior of their children. As a consequence, this type of parenting is likely to be negatively associated with children's psychosocial development. Children of permissive parents exhibit characteristics such as narcissistic tendencies, social irresponsibility, and self-centered motivation<sup>10</sup>

Parental Involvement refers to the total development and education of a child are greatly influenced by the parents. They nurture a child by offering them love, attention, support, and knowledge in addition to fulfilling their basic requirements and teaching their children. By providing the right guidance, they help their child develop character till they are independent and equipped to take on the difficulties of their society. In a similar way, they act as a child's primary and constant educators before they enter real schooling, and parents continue to be a crucial factor in how their children think both in and outside of school<sup>11</sup>. Parental involvement includes factors such as communication, volunteering,

assisting to learn at home, guiding decision making and collaborating with teachers and the community at large.

Family Type; a family is a group of two or more people related by birth, marriage, or adoption who are living together. The family can therefore be looked at as a social group characterized by common resident, economic, cooperation and production. Family type includes nuclear family which is a family unit consisting of two adults and any number of children living together. The children might be biological, step or adopted, extended family which comprises of grandparents, aunts, uncles, and cousins, either all living nearby or within the same household, for example, if a married couple lives with either the husband or wife's parents the family changes from a nuclear to extended household, reconstituted family, also known as a blended family or step family which is a family where one or both adults have children from previous relationships living with them and single parent family which consists of a parent not living with a partner, who has most of the day-to-day responsibilities for raising the children. The children will live with this single parent for the majority of the time, but they may still have contact with their other parent<sup>12</sup>. The Home Factors above may determine students' motivation towards learning. On the other hand school factors also affect students' motivation towards learning. Such factors include;

School facilities refers to the schools infrastructures that are used by students and teachers in their daily school activities. They are physical, human and financial resources used by schools in promotion of academic performance. School physical facilities may be seen as materials found within the school settings/environment including class rooms, chalk boards, tables, desks, laboratories, libraries, sports facilities, medical facilities and others for enhanced learning outcomes. Experience has shown that most of the

physical facilities that are germane to effective learning/academic performance of students appear not to be sufficient in our public secondary schools today<sup>13</sup>.

Inter personal relationship involves a social association, connection or affiliation between two or more persons. They vary in degrees of intimacy, self-disclosure, duration, and reciprocity and power distribution. For the purpose of this study, inter-personal relationship will be based on teacher-student inter-personal relationship in terms of effective communication within the school system, geared towards motivation to learn.

Peer Influence is the direct or indirect influence on peers, i.e., members of social groups with similar interests, experiences, or social status. Members of a peer group are more likely to influence a person's beliefs, values, and behavior. A group or individual may be encouraged and want to follow their peers by changing their attitudes, values or behaviours to conform to those of the influencing group or individual. For the individual affected by peer pressure, this can have both a positive or negative influence on them. Hence, this study investigated home and school factors as determinant of public secondary school students' motivation towards learning in Oyo town, Nigeria.

## **1.2 Statement of the Problem**

In Oyo state, motivation towards learning in students, especially in Oyo town seems to pose serious issues among educational stakeholders. As observed by the researcher, it appears that motivation towards learning of public secondary school students seems to be declining and this is evident in students skipping classes, loosing focus and attention while in class, having lackadaisical attitude towards curricular activities, involving in examination malpractices, lack of information retention and storage, taking longer periods to carry out educational tasks and lack of self-confidence. It also appears these days that

many children of secondary school age are no longer interested in attending school, they barely engage in school activities that can add value to them but prefer to explore numerous get-rich-quick methods of livelihood as against getting educated formally and giving back to the society in return in future, while earning a living. These observed phenomenon may be due to many reasons such as parental habits, parental involvement, family issues and instability within the home, class and curriculum structure, teacher behaviour and personality, unavailability of inadequacy of school facilities, teaching methods and methods of assessment among others<sup>14, 15,16</sup>. Many studies have been carried out to identify the causes of the afore mentioned problems in other states and towns, but little attention has been paid by researchers in Oyo town. Thus, to bridge this gap, this study seeks to investigate home and school factors as determinants of public secondary school student's motivation towards learning in Oyo town.

### **1.3 Aim and Objectives of the Study**

This study investigated home and school factors as determinants of public secondary school students' motivation towards learning in Oyo town, Nigeria. The objectives are to:

- i. identify the level of students' motivation towards learning in public secondary schools in Oyo town, Nigeria.
- ii. ascertain the status of school factors (school facilities, interpersonal relationship, and peer influence) in public secondary school in Oyo town, Nigeria.
- iii. ascertain the level of parental involvement in public secondary schools in Oyo town, Nigeria.
- iv. identify the most adopted parenting style used by parents of public secondary school students in Oyo town, Nigeria.
- v. determine the predominant family type in public secondary schools in Oyo town, Nigeria.

- vi. investigate the combined influence of home factors (family type, parenting style, and parental involvement) and school factors (school facilities, interpersonal relationship and peer influence) on public secondary school students' motivation towards learning in Oyo town, Nigeria.
- vii. investigate the relative influence of home factors (family type, parenting style, and parental involvement) and school factors (school facilities, interpersonal relationship and peer influence) on public secondary school students' motivation towards learning in Oyo town, Nigeria.

#### **1.4 Research Questions**

For the purpose of this study, an attempt will be made to answer the following questions

1. What is the level of students' motivation towards learning in public secondary schools in Oyo town, Nigeria?
2. What is the status of school factors (school facilities, interpersonal relationship and peer influence) in public secondary schools in Oyo town, Nigeria?
3. What is the level of parental involvement in public secondary schools in Oyo town, Nigeria?
4. What is the most adopted parenting style used by parents of public secondary school students in Oyo town, Nigeria?
5. What is the predominant family type of public secondary school students in Oyo town, Nigeria?

## **1.5 Hypotheses**

H<sub>01</sub>: There will be no significant combined influence of home factors (family type, parenting style and parental involvement) and school factors (school facilities, interpersonal relationship and peer influence) on public secondary school students' motivation towards learning in Oyo town, Nigeria.

H<sub>02</sub>: There will be no significant relative influence of home factors (family type, parenting style and parental involvement) and school factors (school facilities, interpersonal relationship and peer influence) on public secondary school students' motivation towards learning in Oyo town, Nigeria.

## **1.6 Significance of the study**

The findings from this study will be helpful in creating awareness. It is hoped that the findings will be useful to school owners, school heads, teachers, parents, government and educational researchers in resolving problems associated with home and school factors as they affect students' motivation towards learning. The study will serve as means of informing the government to ensure that they carry out proper school survey and approve only schools that have met with specifications for establishing and running schools. On the part of school owners, the findings from this research will assist them with the importance of conforming to government standards regarding facilities and provision of enabling environment while running schools as proprietors. To the teachers and school heads, the findings of this study will encourage them to have cordial inter-personal relationship with their students to enable them learn better. To the parents, the findings of this research will enable them pay proper attention to the academic needs of their children and ensure they adopt the best parenting styles in relating with them to motivate them to learn. With regards to the students, the findings of this study will protect their interest by

encouraging them to learn with proper motivation both from the home and in the school. Also, the findings of this study will contribute to the body of knowledge. Literature review shows that no scientific study has been carried out specifically on home and school factors and their influence on publicsecondary school students in Oyo town, Nigeria. To this end, this study will contribute to the power house of knowledge and have wide reaching positive implications on both the private and the public sectors of education in this area and beyond. The results will also serve as guide to other researchers who may wish to carry out further research in this area.

### **1.7 Scope of the Study**

The scope of this study covered the influence of two independent variables (home and school factors) on the dependent variable (students' motivation towards learning) in public secondary schools in Oyotown, Nigeria. The respondents of the study comprised all senior secondary school two (SSS2) students, in Oyo town, Nigeria.

### **1.8 Limitations to the study**

This study which encompassed Home and school factors as determinants of public secondary school students' motivation towards learning specifically in Oyo town, was limited by the attitude of the respondents who are majorly teenagers in senior secondary school two. However, with the tireless effort of the researcher and her two assistants, this limitation was well taken care of and the findings of the study are adjudged to be valid.

### **1.9 Operational Definition of Terms**

**Motivation towards Learning:** In line with this study, this will be defined as an important aspect of education that assists students to focus attention on education in order to attain educational goals or outcomes in a positive manner.

**Extrinsic Motivation:** This refers to an external drive or influence that makes a student to either do something or not do it, with reference to attaining educational goals.

**Intrinsic Motivation:** This refers to an internal force that makes a student carry out an activity for inherent or self-satisfaction rather than being forced to.

**Home Factors;** this refers to all the variables in the home that affect a student's existence, behaviour and performance towards learning. In this study, parenting style, family type and parental involvement will be used.

**Parenting Style:** This is the parents' attitude and behaviour towards students in the home.

**Authoritative Parenting Style:** This is an approach to parenting which makes use of warmth and sensitivity in guiding children.

**Authoritarian Parenting Style:** This is a style in which parents have high expectations from children, with lack of proper feedback and responsiveness. This style is very strict.

**Permissive Parenting Style:** This is a type of parenting style in which children are left to make decisions on their own without proper guidance.

**Family Type:** This refers to the nature of family a student comes from. In this study, nuclear, extended reconstituted and single parent families will be considered.

**Nuclear Family:** A household consisting of Father, Mother and their children

**Extended Family:** A family that extends to include other relatives apart from parents and their children

**Reconstituted Family:** A family that comprises an adult couple, married or un-married, living with at least one child from previous union.

**Single Parent Family:** This is a Family in which a parent lives with a child with no husband or wife.

**Parental Involvement:** This describes parental behaviours and practices such as; Parental communication, assisting children to learn, volunteering, guiding decision making and collaborating with teachers and the community at large.

**School Factors:** This refers to the physical resources within the school system. For the purpose of this study, school facilities (library, laboratories, classrooms, sports facilities and medical facilities), interpersonal relationship and peer influence will be considered.

**Library:** This refers to a building or room within the school containing a collection of books, periodicals, and sometimes films and recorded music for use and borrowing.

**Laboratory:** A place within the school equipped for experimental study.

**Classrooms:** This refers to having enough number of classrooms (rooms in a school where lessons take place) to accommodate student population.

**Sports facilities:** A place within the school where sporting activities are held and which must be properly equipped with necessary sporting equipment.

**Medical facilities:** This refers to any clinic or center where sick or injured students are given care or treatment within the premises of a secondary school.

**Interpersonal Relationship:** This refers to a social connection between two or more people with specific reference to teacher-student relationship within the school.

**Peer Influence:** This is choosing to do something that one would not otherwise do, in order to feel accepted or valued by friends.

## Endnotes

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## **Chapter Two**

### **Review of Related Literature**

The approach to this literature review involved an initial thorough study of different available materials via several sources such as past journals, online materials, library books, magazines, conference proceedings, presentations, and a wide variety of other related materials available on the internet.

#### **2.1 Conceptual Review**

2.1.1 Motivation

2.1.2 Learning

2.1.3 Motivation towards Learning

2.1.4 Home Factors

2.1.4.1 Parenting Styles

2.1.4.2 Parental Involvement

2.1.4.3 Family Type

2.1.5 School Factors

2.1.5.1 School Facilities

2.1.5.2 Inter-personal Relationship

2.1.5.3 Peer Influence

#### **2.2 Theoretical Review**

2.2.1 Systems Theory

2.2.2 Motivation Theories

2.2.3 Behaviorism Theory

### **2.3. Empirical Review**

2.3.1 Parental Involvement and motivation towards learning

2.3.2 Covid-19 Stay at home order and motivation towards learning

2.3.3 Home environment and motivation towards learning

2.3.4 School environment and motivation towards learning

2.3.5 Socio-economic, psychomotor factors and motivation towards learning

### **2.4 Conceptual Model**

### **2.5 Summary of Reviewed Literature**

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## 2.1 Conceptual Review

This chapter presents literature review for the study from the conceptual, theoretical and empirical view-points. A conceptual model is also pictured and summary of reviewed literature stated.

### 2.1.1 Motivation



Motivation is a process of interaction between the learner and the environment, which is marked by selection, initiation, increase, or persistence of goal-directed behavior. It has been thought of variously as a quality of the individual, the situation, or the activity in which the individual is engaged. The term "motivation" describes why a person does something. It is the driving force behind human actions. Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. For instance, motivation is what helps you lose extra weight, or pushes you to get that promotion at work. In short, motivation causes you to act in a way that gets you closer to your goals. Motivation includes the biological, emotional, social, and cognitive forces that activate human behavior<sup>1</sup>

Motivation can be an internal or external process. Motivation behaves with presence, intensity, and quality. Motivation is visible through gestures and facial expressions, intense effort and immediacy. In a nutshell, motives are internal experiences in the form of needs, cognitions, and emotions and are the direct and proximal causes of motivated action. Social contexts and external events act as antecedents to motives that cause or trigger motivational states<sup>2</sup>. Motivation is the reason for which humans and other animals initiate, continue, or terminate a behavior at a given time. Motivational states are commonly understood as forces acting within an individual that create a disposition to engage in goal-directed behavior. It is often held that different mental states compete with

each other and that only the strongest state determines behavior. This means that we can be motivated to do something without actually doing it. The mental state providing motivation is desire, but various other states, such as beliefs about what one ought to do or intentions, may also provide motivation. Motivation is derived from the word 'motive', which denotes a person's needs, desires, wants, or urges. It is the process of motivating individuals to take action in order to achieve a goal<sup>3</sup>. When students are properly motivated by various positive home and school factors, academic performance is enhanced.

### **2.1.2 Learning**

Learning is the process of developing new knowledge, abilities, behaviors, attitudes, values, and preferences<sup>4</sup>. Learning is also a process through which the behavior of the child changes or modifies, learning is predicted on the basis of changes in behavior, which can be negative or positive. The changes due to learning may also be permanent. Changes in behavior are the results of experiences, hence, learning can be termed as a mental process.

Through learning, the individual is constantly interacting with and influenced by the environment and this experience makes him to change or modify his behaviour in order to deal effectively with it. Learning is a change in behaviour, influenced by previous behaviour. Skills, knowledge, habits, attitudes, interests and other personality characteristics are all acquired as a result of learning. It can also be seen as any relatively permanent change in behaviour that occurs as a result of practice and experience. Learning is self-initiated but it must be aided by motives so that the learner will persist in the learning activity. A definite motive is valuable in all work as motivation makes for readiness. The greater the readiness, the greater will be the attention given to the work on

hand and the sooner will the desired result be achieved. The value that appeals strongly to one individual may have little or no appeal to another individual, moreover, the values that appeals strongly to one individual at one time may not appeal so strongly at another time since every person learns differently<sup>5</sup>.

The way a person processes knowledge is also influenced through learning<sup>6</sup>. Some students adopt a deep processing method that focuses on understanding the underlying meaning, while others use a surface processing strategy that concentrates on memorizing. Students can only learn if they want to learn. There is always a suitable period for each individual to efficiently learn a certain ability. This proper period happens only when a person's physical and intellectual development has evolved sufficiently to allow them to notice and deal with an issue.

Giving people opportunities to share their work creates social motivation that encourages more work. For instance, students will put more effort into writing stories when they know that they will share the stories with their peers. Learning by students is enhanced through setting collaborative learning goals, making the learning experience attractive, giving students a "sense of control and autonomy, providing feedback on the learner's progress and ensuring a safe learning environment<sup>5</sup>. If a person believes he has control over his learning, he is considered to have a high level of ambition because he chooses to pursue more challenging activities and exerts more effort. Factors owing to lack of mastery of what has been taught, faulty methods of work or study, and narrowness of experimental background may affect the learning process of any student. If the school proceeds too rapidly and does not constantly check up on the extent to which the student is mastering what is being taught, the student accumulates a number of deficiencies that interfere with successful progress.

Learning is a process that is both cognitive and social. It is cognitive because it requires paying attention, seeing, thinking, analyzing, interpreting, and finally providing meaning to the seen occurrences. Learning is also a social process since we live in a society and are therefore susceptible to the feelings and experiences of the world with which we interact, and these experiences shape our ideas, conceptions, and knowledge of the world. Learning is heavily impacted and mediated by two types of factors: personal and environmental. Motivation, ability, and interests are examples of personal elements. Environmental issues have societal, economic, and cultural implications. These two elements work together in the same system<sup>4</sup>.

Both personal and environmental elements occur in the context of the environment. A person with a learning goal will have the intention to understand a concept or issue regardless of performance, which means that mistakes are irrelevant because the intention is to learn or improve. The primary goal of the performance is to appear competent in the eyes of others.

Learners who create performance objectives are continuously striving to win, to be the best, and to outwit their peers. There are also some students who do not want to study or outperform their peers, instead, they wish to avoid effort while some finish their courses swiftly and with little effort. Any discussion of learning seeks to uncover the elements that influence it, whether these aspects are psychological, socio-cultural, school-related, or linked to the teaching-learning process. Intelligence, motivation, self-concept, attitude, interests, learning styles, emotions, and so on are all important psychological elements influencing learning. Similarly, socio-cultural aspects influencing learning include family, home environment, neighborhood, community, peer-group, and so on.

Similarly, school climate, school regulations, physical infrastructure, co-curricular activities, teaching approach used, methods of learning, learning media used, and so on are some of the school-related elements that have a major influence on student learning. To moderate the learning process, these numerous elements interact in various ways and combinations. It is quite difficult to separate any of these characteristics from the others. A student must have comprehended how each of these components is conceptualized and understood, as well as its susceptibility to individual variation and link to learning.

### **2.1.3 Motivation towards Learning**

Learning is often linked to motivation. Success or failure in learning is often attributed to motivation. Motivation towards learning by students bring about positive academic achievement which is widely viewed as a requirement for personal and societal wellbeing and is a key-pointer when assessing learners' educational attainment. Better social skills and good character which are key virtues for the development of the society are achieved by learners who have successfully completed schooling, haven drawn satisfaction from high academic achievement and this in turn becomes a pillar for building a healthy and peaceful society<sup>6</sup>. Since knowledge comes from learning that is properly motivated, a favorable learning environment creates favorable reading atmosphere which in turn improves performance while unhealthy home and school environments may result in poor or weak performance of students<sup>14</sup>.

In this age of technology, there is need to adapt to various social systems such as the family and school groups and of these, the adolescents readily come to mind<sup>7</sup>. Motivation describes the mechanism in which individuals and groups choose in all cultures including ancient Greek, Roman, Egyptian, Indian, Chinese and indigenous cultures from all continents. These all describe motivation to learning as positive behaviour under the

auspices of ethical behaviour and morality. Also, the concept of motivation and how to enhance positive motivation and character has cut across all areas of human endeavour<sup>8</sup>.

In education, motivation towards learning helps students to focus their attention on a key goal or outcome. They are not distracted and are therefore able to maintain attention during longer periods of time. Such students display goal-oriented traits, take initiative display resilience, harness their curiosity and care for and respect their work. They are empowered on how to go about their own learning journey. It is then very important to increase classroom motivation which changes behaviour, develops competences, sparks curiosity, develops interests, plans for the future, blossoms talents and increases engagement<sup>9</sup>. While the concept of motivation towards learning may seem simple, a rich research literature has developed as researchers have defined it in a number of ways. Social scientists and psychologists have approached the problem of motivation from different angles and educationists have also adapted many of these ideas into the school context<sup>10</sup>. If students are not positively motivated to learn, educational goals may not be attained

### **Intrinsic Motivation**

Instead of relying on outside pressures or extrinsic incentives, intrinsic motivation comes from within the person and is motivated by gratifying internal benefits. It involves having a passion for or delighting in the activity itself. For example, an athlete may enjoy playing football for the experience, rather than for an award. When someone is intrinsically motivated, they engage in an activity because it is inherently interesting, enjoyable, or satisfying.

Intrinsic motivation is also the term used to describe engaging in conduct that is inherently pleasurable or satisfying. Since intrinsically motivated activity is not

dependent on any outcome that can be distinguished from the behavior itself, intrinsic motivation is not instrumental in nature. Instead, the goal and the method are the same thing. For instance, a youngster may engage in outdoor play activities like running, skipping, and leaping just because they find them enjoyable and fulfilling. The concept of intrinsic motivation is defined in terms of esteem-based internal pressures to behave, such as avoiding feelings of guilt and shame or worrying about receiving approval from others or oneself. After that, people start internalizing the reasoning behind their actions. Put another way, each person is their own source of control. Requirements or rewards are now set by the person, not by other people. This internalization process is not fully self-determined, though. For instance, a student may believe that he studies diligently in order to feel bad about skipping class<sup>11</sup>.

### **Extrinsic motivation**

Extrinsic motivation occurs when an individual is driven by external influences. These can be either rewarding in form of money, good grades, fame, or punishing in form of threat of punishment or pain. Extrinsic motivation can be used relatively easily to motivate other people to work towards goal completion, even though the quality of work may need to be monitored since the student might otherwise not be motivated to do a good job. Extrinsic motivation in an activity may soon cease once external rewards are removed, and extrinsic motivators may diminish in value over time, making it more difficult to motivate the same person in the future<sup>11</sup>

Extrinsic motivation also describes any situation where someone's desire to act occurs due to external factors such as a potential reward, a potential punishment and certain short and long-term consequences. What people find extrinsically motivating may depend on

their wants, needs and values. However, students might dislike the prospect of repeating a school year if they fail which may motivate them to learn.

In another way, both intrinsic and extrinsic motivation can encourage people to perform tasks or achieve short-term goals. The effects of these different types of motivation on long-term goals are less clear. Too much extrinsic motivation may undermine learning and goal achievement over time and reduce intrinsic motivation, since motivation is the desire to do something. Both can also be both useful and harmful. Extrinsic motivation may help in the early stages of forming a new habit or when an action is unlikely to be inherently motivating or rewarding in itself. However, frequent rewards, and certain types of rewards, may have negative consequences. Due to this, people need to be mindful of the types of extrinsic motivation they are using, particularly with children<sup>6</sup>. We must consider if motivation competes with other motives, and perhaps take stock of our values to make sure that this is not the case. Often we may have to intervene in how our motivation is influenced by external incentives present in our environment or social context to make sure that we match those to high internal motives<sup>11</sup>. Sometimes, extrinsic motivation is the only motivation for doing something. Other times, people have a mixture of motivations.

### **Other Factors Affecting Students' Motivation towards Learning**

Some factors affecting students' motivations towards learning are stated as follows; Classroom Environment: Academic concepts are made known to students by teachers' within the classroom. Teachers have the specific duty of teaching fully, the subject syllabus. Therefore, it is important that the classroom environment be disciplined and well ordered<sup>12</sup>. It is imperative that moral and ethical principles are used in the classroom by both educators and learners. Fostering understanding, friendliness, and cooperation

between peers as well as between teachers and students is also essential. Effective classroom management includes introducing and organizing teaching methodologies, lesson plans, and teaching-learning procedures, among other things, in an effective manner. These will enhance learning and raise pupils' academic achievement. Teachers' Skills and Abilities: Teachers have a significant impact on how well pupils succeed academically. They have the power to oversee instruction and manage all classroom activities. Therefore, it is imperative that teachers exhibit all the qualities of professionalism, friendliness, listening skills, and problem-solving abilities. They must possess adequate knowledge, information, or a strong mastery of the subjects they teach, as well as the ability to use technology, contemporary and cutting-edge teaching and learning techniques, maintain discipline, and oversee all classroom activities and school-related operations in an orderly fashion. Some professors are strict, but this should only be applied in certain situations. The main objective of the teachers should only be to enhance the academic performance of the students and lead to their effective development<sup>13 & 14</sup>.

Student Attitude: The majority of secondary school students are between the ages of twelve and eighteen, and they are capable of telling what is proper and wrong. Students that are goal-oriented typically feel good about their school experiences, exhibit qualities of discipline, diligence, and resourcefulness, study a lot, and spend less time on leisure and recreation. It is imperative that children have an optimistic outlook on their academic subjects, professors, and schools. These will allow them to fully commit to their studies and produce the intended academic results<sup>15</sup>.

School Plants: Resources that can be used to improve students' academic success should be provided within the school. The necessary resources should be included in textbooks,

notes, instructional materials, technology, library, and laboratory spaces, particularly for science-related courses. Students will learn more about academic topics and how to conduct experiments when they are equipped with the appropriate tools and equipment. Students from underprivileged, marginalized, and socioeconomically disadvantaged backgrounds may lack the funds to purchase the books and educational resources they need. As a result, they rely on other students and the library's resources to get books and other materials<sup>16</sup>.

Factors pertaining to psychology and health: Since learning may not come naturally to certain students, it is necessary for them to be industrious, resourceful, and conscientious in order to improve their learning. Students must maintain their physical and mental well-being in order to produce great academic results. A student can participate actively in the learning process when he is in good health. However, things like stress, worry, fear, trauma, melancholy, or physical health issues prove to be obstacles in their path of academic success. It is essential that children like and have a positive attitude toward their classroom and school. A balanced diet, participation in extracurricular activities, maintaining composure, and enjoying studying are some of the things that might support good mental and physical health<sup>17</sup>.

Parents play a crucial role in their children's operational growth and development. The home is considered the foundation of learning and education, and in order to produce good academic outcomes, it is important for parents, children, and other family members to encourage a learning atmosphere within homes. For example, when students encounter difficulties in a particular subject, parents should help by either teaching the children themselves or providing private tuition. They should also provide technology and other learning materials at home to enhance academic performance of their children.<sup>16</sup>

Encouraging and Motivating Students: Academic concepts can be challenging to grasp and comprehend. Students who are experiencing issues and challenges must seek support from others. Rather than becoming upset with pupils when they don't earn the grades they want, parents and instructors can provide support. They ought to inspire them by wishing them well in the future. They ought to be aware of their shortcomings and how to support them. In order to ensure that students fully grasp concepts that they find challenging, teachers must to allocate sufficient time to reinforce difficult concepts and offer homework and assignments.<sup>18</sup>

Hearing and Vision Impairments: These are factors associated with the condition. While some students may encounter these issues, achievement-oriented students do not allow these issues to stand in the way of their academic success. It is likely that the students' academic performance will suffer if these issues are severe and they lack the resources needed to support learning. Visual limitations typically make it difficult to write by hand and see the blackboards. Hearing impairments are associated with poor language development and make it harder to understand teachers' instructions and explanations in the classroom. Students' communication skills are hindered, which has a detrimental effect on their academic performance.<sup>18</sup> It is therefore advisable that students with such impairments be referred to special schools where necessary facilities that will motivate them to learn are available.

Home Environment: To produce the right academic results, the home environment should be kind and enjoyable. It's crucial to make sure kids have access to the supplies they need at home. This can motivate and enhance proper learning

Family Type: The type of family a child comes from goes a long way to motivate such child to learn. Whether a child comes from a nuclear, extended, reconstituted or a single parent type of family, the activities of the members of the family will either encourage or motivate a child to learn or discourage such a child. Love and care must be shown to children irrespective of their family backgrounds to enhance optimum academic attainment.

Time Management: Since students in secondary schools have very busy schedules, it is important for them to be aware of effective time management. Their schedules includes school hours, time spent in completion of homework or assignments and time needed for extra-curricular activities and sports. It is important for secondary school students to get engaged in extra-curricular activities alongside their academic work. Therefore, students should create a balance between all tasks and activities in such a way that more time is given to activities that are more important while lesser time can be spent on activities that are less important<sup>19</sup>.

Guidance and Counseling Services: Students face a variety of challenges and issues. Some may engage in violent and criminal behavior, drug abuse, STDs, teenage pregnancies, and induced abortions, among other things. These may have a long-term negative impact on their academic performance. Therefore, guidance and counseling services should be established in secondary schools to assist students in finding solutions to their issues, concentrating on their studies, and developing into responsible members of the community.

Methods of Teaching and Learning: teachers in a school play an important role in promoting learning among students. Since methods of teaching and learning are strategies

for inculcating knowledge into students, it is essential for teachers to ensure that methods used prove to be beneficial to all students. There are many methods such as lecture method, play-way method, field-trip method, and so on. The best methods should be used as appropriate to motivate students to learn in order to attain optimum academic goals.

#### **2.1.4 Home Factors**

Home Environment is the surroundings, where one lives. Home factors entails the objects, materials, parents, siblings, peers and social life that exists in the home in which the students find himself/herself. All the variables in the home that affect a person's existence, behavior and performance constitute the home environmental factors. Home is the first institution of a child that have significant relationships with students' overall life. Current studies have shown that there is a close relationship between Home factors and the performances of students<sup>20</sup>. There are certain home factors which influence students' academic performance. It includes nature of the family, authority (head of family), educational status of parents, attitude of parents towards children and financial position of the family; all these factors are significant factors in the home that can determine the performance of students. A home is a place wherein one lives permanently, especially as a member of a family or household. It is an area of residence or refuge. A home is not a mere temporary refuge. Its essence lies within the personalities of those who stay in it. Home surroundings is the surroundings, wherein one stay. Home environment is the combination of all inner and outside conditions affecting the existence, boom and welfare of organisms. It is far a power an individual came in contact with after the hereditary has been through the gene plasma. Surroundings may be divided into physical, social and abstract environment<sup>20</sup>.

#### 2.1.4.1 Parenting Styles

For decades, parenting has been characterized in terms of broad global styles, with authoritative parenting seen as most beneficial for children's development. A Parenting Style is a psychological construct representing standard strategies that parents use in their child rearing. The quality of parenting can be more essential than the quantity of time spent with the child. For instance, the parent may be engaging in a different activity and not demonstrating enough interest in the child. Parenting styles are the representation of how parents respond to and make demands on their children. Parenting practices are specific behaviors, while parenting styles represent broader patterns of parenting practices. Children go through different stages in life, therefore parents create their own parenting styles from a combination of factors that evolve over time as children begin to develop their own personalities. During the stage of infancy, parents try to adjust to a new lifestyle in terms of adapting and bonding with their new infant. Developmental psychologists distinguish between the relationship between the child and parent, which ideally is one of attachment, and the relationship between the parent and child, referred to as bonding. In the stage of adolescence, parents encounter new challenges, such as adolescents seeking and desiring freedom<sup>1</sup>.

Many scientific fields have focused a lot of study emphasis on parenting. The importance of parenting in a child's development is emphasized by many theoretical frameworks, which has motivated researchers to study this relationship for more than 75 years. Scholars can employ diverse approaches while examining parenting, such as examining parenting behaviors, parenting aspects, or parenting approaches. A parent's directly observable, targeted acts used to socialize their child are referred to as parenting techniques<sup>3</sup>.

A child's temperament and parents' cultural patterns have an influence on the kind of parenting style a child may receive. Research has found that parents who give their children proper nurture, independence and limits can expect higher levels of competence, social skill and proficiency from their children. Children's success is enhanced by parental participation. There is potential for these social, cultural, and cognitive ideas to enhance academic achievement. The importance of parental participation in the education of urban youth has been emphasized. Moreover, the family has a direct and crucial impact on a child's growth and development. Researchers have discovered that when parents are actively involved in their children's education, it leads to greater school preparation, behavioral performance, and academic accomplishment. Children's success is enhanced by parental participation.

### **Types of Parenting Styles**

We define three types of parenting. Authoritarian parents who constrain what children can do and value the children's obedience, authoritative parents who attempt to mould their children's preferences, with the aim of inducing choices that parents view as conducive to success in life because they value strategies that motivate their children to work hard and finally, permissive parents who are more lenient, and allow students extensive autonomy to develop independence and imagination<sup>2</sup>.

#### **Authoritarian Parenting Style**

This parenting style involves having strict rules that must be followed. Children are punished if rules are not followed. Punishment is usually harsh and punitive. It can become abusive, physically and emotionally, orders that are to be followed are often without explanation. These parents feel that obedience equals love and open communication is generally not an option in this style of parenting<sup>21</sup>. There is typically no

give and take, and parents exert complete and total control over the family. Authoritarian Parents demand a sort of blind obedience from their children. This style is low in parental responsiveness and high in parental demandingness. Authoritarian parents are not very emotional or affectionate, and critical of their children if they fail to meet their expectations. Rules should always be used to conduct behavior that is desired. When a child breaks a rule, it should be an opportunity to teach a life lesson and not be punished because they didn't follow the rules. Unfortunately, strong punishment leads to more misbehavior, rebellion and results in constant power struggles. This type of parenting does not support positive parenting. In fact, research shows that children with authoritarian parents perform more poorly<sup>4</sup>.

### **Authoritative Parenting style**

The authoritative parenting style is an approach to child-rearing that combines warmth, sensitivity, and the setting of limits. Parents use positive reinforcement and reasoning to guide children. They avoid resorting to threats or punishments. This approach is common in educated, middle class families, and linked with superior child outcomes throughout the world. Kids raised by authoritative parents are more likely to become independent, self-reliant, socially accepted, academically successful, and well-behaved. They are also less likely to report depression and anxiety, and less likely to engage in antisocial behavior like delinquency and drug use<sup>5</sup>. Authoritative Parents take a different, more moderate approach that emphasizes setting high standards, being nurturing and responsive, and showing respect for children as independent, rational beings. The authoritative parent expects maturity and cooperation, and offers children lots of emotional support. This type of parent listens to their children, gives them warmth and affection, and sets reasonable boundaries and fair rules. This method of parenting uses techniques like positive reinforcement in place of threats and punishment<sup>6</sup>.

Authoritative parents administer fair and consistent discipline when rules are broken, allowing their children to express opinions, encouraging their children to discuss options, expressing warmth and nurturing, fostering independence and reasoning, listening to their children and Placing limits, consequences, and expectations on their children's behavior. While the expectations of authoritative parents are high, these kinds of parents also tend to be flexible. If there are extenuating circumstances, authoritative parents will adjust their response accordingly.

Parents with this style are able to adjust and adapt their approach depending on the situation, their child's needs, and other factors that may be present. Discipline, then, takes into account all variables, including the child's behavior, the situation, and so on<sup>6</sup>.

### **Permissive Parenting Style**

Permissive parenting has low demands and high responsiveness. It is characterized by a lack of monitoring, control, and discipline, yet it is warm and nurturing. Permissive parents attempt to behave in a non-punitive and accepting manner toward their children's desires and actions and allow their children to regulate their own activities as much as possible. Permissive parenting occurs when parents fail to set limits and do not expect developmentally appropriate behavior of their children. As a consequence, this type of parenting is likely to be negatively associated with children's psychosocial development. Children of permissive parents exhibit characteristics such as narcissistic tendencies, social irresponsibility, and self-centered motivation<sup>7</sup>. A permissive parent views his or her child as an equal rather than as one of his or her offspring. Instead of using expectations and boundaries, they primarily use bribery and gift-giving as parenting strategies. There aren't many demands made of a child in this setting, and parents find it difficult to say "no" since they don't want to assert their authority or engage in conflict. They also

constantly evade punishment. Permissive parenting is characterized by nurturing and warm attitudes, rejecting the notion of controlling their children and being emotionally supportive and responsive. Studies have linked this style with increased alcohol use among teenagers, school misconduct, and lower academic achievement, obesity risk from snacking and screen time not being monitored, with typically four hours of television a day<sup>4</sup>.

The negative side effects to this parenting style include: Children are not required to have good manners or be responsible around the home, the child typically has a lot of freedom in regards to bedtimes, homework, mealtimes and television watching, and children make their own decisions without input from parents or caregivers. Children are impulsive, aggressive and lack independence as well as personal responsibility, mainly due to the huge lack of boundaries. They can have symptoms of anxiety and depression. While children from these homes tend to have high self-esteem and good social skills, they are also demanding and selfish<sup>6&7</sup>. Parenting is comprised of a parent's attitudes and behaviours toward their children, plus the emotional climate in which these behaviours are expressed. The wrong parenting style may lead to an increase in certain mental disorders, such as anxiety/depression, eating disorders or defiant behaviour. As such, selection and proper implementation of the appropriate parenting style within a child's development is important. This study shall investigate the extent to which Parenting styles such as authoritarian, authoritative, and permissive influence students' motivation towards learning in public secondary schools in Oyo town, Nigeria.

#### **2.1.4.2 Parental Involvement**

The phrase "parental involvement" lacks a unified definition within literature. It is often associated with a range of behaviours, from parenting practices that influence academic

achievement, to communication between parent and child about school matters, to participating in school activities to reinforcing education-related rules at home. The multiplicity of definitions suggests that parental engagement is diverse in nature since it encompasses a wide range of parenting techniques and parental behavioral patterns.

Strong positive bond between homes and schools, play an important role in the development and education of children. Good cooperation between schools, homes and the communities can lead to academic achievement for students, as well as to reforms in education. Successful students' have strong academic support from their involved parents<sup>45</sup>. Schools with positive school climate, have made a real effort in reaching out to their students' families in order to bring about good cooperation, maintain that schools become successful when a strong and positive relationship among students, parents, teachers and the community has been established. All students' are more likely to experience academic success if their home environment is supportive. There are many reasons for developing and establishing a partnership between school, family and community. The main reason for such a partnership is to aid students in succeeding at school. Other reasons include improving the school climate and school programs, developing parental skills and leadership, assisting families in connecting with others in the school and the community, and assisting teachers with their work. All these reasons emphasize the importance of parents playing an active role in their children's' education and keeping a strong and positive relationship with schools<sup>12</sup>.

Common aspects of parental involvement include the following;

- i. Parenting: this assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

- ii.** Communicating: This is the imparting or exchanging of information by speaking, writing, or using some other medium. It is also a method by which people converse with one another by using a shared set of signs, symbols, or actions. It is important for parents to communicate with their children about their school program and their progress through effective school-to-home and home-to-school communications. Families and schools communicate with each other in multiple ways. Schools send home notes and flyers about important events and activities. Parents give teachers information about their child's health and educational history. A school website is an additional mode of communication with parents and families. It includes conferences with every parent at least once a year, language translators to assist families as needed, regular schedule of useful notices, memos, phone calls, newsletters, and other communications<sup>12</sup>.
- iii.** Volunteering: This aspect of parental involvement improves recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs. This pertains to enlisting and planning parental assistance and support for school initiatives and student activities. There are three main avenues through which people might volunteer in education. Initially, they may provide their services as tutors or aides to teachers and administrators in the school or classroom. Secondly, they could offer their assistance to the school by volunteering for events or by marketing the institution in the neighborhood. Lastly, they might offer their time to attend school events or plays as an audience member. consists of: volunteer programs in schools and classrooms to support educators, administrators, kids, and other parents; a parent room or family center for volunteer work; family resources; meetings; and

an annual postcard survey to list all the available skills, times, and volunteer places.<sup>12</sup>.

- iv. Assisting to learn at home: This involve Parents and their children in learning activities at home, including homework and other curriculum-linked activities and decisions. Very early in their school career by primary 5, children are expected to be able to read to learn other subjects. But recent research shows that about two-thirds of the nation's primary 5 pupils aren't proficient readers<sup>12</sup>. To make children successful in reading and in school more generally, the single most important thing you can do is to read aloud with them as parents and this will help them through to secondary school where they can now read and do assignments independently. This pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular-related decisions and activities. Parents helping their children with homework or taking them to a museum, are examples of this type of involvement. These activities produce a school-oriented family and encourage parents to interact with the school curriculum. Activities to encourage learning at home provide parents with information on what children are doing in the classroom and how to help them with homework. Includes: information for families on skills required for students in all subjects at each grade, information on homework policies and how to monitor and discuss schoolwork at home, as well as family participation in setting student goals each year and in planning for college or work<sup>12</sup>.
- v. Guiding decision making: This include parents being participants in school decisions, governance, and advocacy through Parent-teachers associations and forums, school councils, communities, and other parent organizations.

- vi. Collaborating with teachers and the community: Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups and provide services to the community. This refers to including parents in school decisions and to developing parent leaders and representatives. Parents participate in school decision making when they become part of school governance committees or join organizations, such as the parent/teachers association. Taking on leadership roles that entail informing other parents, actively participating in PTAs or other parent organizations, advisory councils or committees for parent leadership and participation, independent advocacy groups to push for school reform and improvements, and networks to connect all families with parent representatives are some additional ways that parents make decisions<sup>12</sup>. Taking on leadership roles that entail informing other parents, actively participating in PTAs or other parent organizations, advisory councils or committees for parent leadership and participation, independent advocacy groups to push for school reform and improvements, and networks to connect all families with parent representatives are some additional ways that parents make decisions<sup>12</sup>. This will ensure proper monitoring and motivation of students towards active learning which will in turn yield the best academic performance. The process of discovering and incorporating community resources and services to assist and develop schools, students, and their families is known as collaboration with the community. Includes details on community health, cultural, recreational, social support, and other programs and services for students and their families. It also includes details on community activities that are connected to developing one's abilities and talents, such as student summer programs<sup>12</sup>.

With respect to public secondary schools in Oyo town, Nigeria, this study will investigate the relationship between parental involvement and students' motivation towards learning.

#### **2.1.4.3 Family Type**

Family type can be defined by the members that make up a family and the type of relationship they share with one another. A family consists of one or more parents and their offspring, living together as a unit or all the descendants of a common ancestor. A family is a group of two or more people related by birth, marriage, or adoption who are living together. For example, an elderly couple and their son-in-law and daughter with their two kids as well as the older couple's nephew all living in the same dwelling would constitute one family. The family can therefore be looked at as a social group characterized by common residence, economic cooperation and production. When a child is born, the family is the first primary group with which they come into contact. The family transmits social values of right and wrong, what is morally and religiously accepted or condemned by the family; it follows therefore that by the time a child attained five to seven years of age, he must have learnt what are his rights obligations and roles within the society. However, the background of a student goes a long way to determine his or her individuality. As the child enters school, he or she will start manifesting different attitudes and expectations<sup>8</sup>. Types of family include;

**Nuclear family:** this is a family unit consisting of two adults and any number of children living together. The children might be biological, step or adopted<sup>9</sup>. Nuclear family, also called elementary family is a group of people who are united by ties of partnership and parenthood and consisting of a pair of adults and their socially recognized children. Typically, but not always, the adults in a nuclear family are married. Children in a nuclear

family may however be the couple's biological or adopted offspring<sup>9</sup>. In the past, a nuclear family was often seen as the standard and universal form of social structure.

**Extended family:** this comprises grandparents, aunts, uncles, and cousins, either all living nearby or within the same household. For example, if a married couple lives with either the husband or wife's parents the family changes from a nuclear to extended household<sup>9</sup>. An extended family is more than the nuclear family, including additional relatives like aunts, uncles and grandparents. Understanding the structure and value of an extended family can help you better grasp your own family composition. Extended families are more than just a list of relatives. It usually consists of the nuclear family, but may also include close friends and relatives, such as aunts, uncles and cousins. They live together or maintain close ties and responsibilities for one another. They might contribute financially or in other ways to provide for the whole family. Multiple adults not part of the nuclear family are part of an extended family, often taking on parent-like roles within the unit. Also, with the aid of technology, family members living far away from each other can now contribute to the care of extended family members from afar with ease. A modified extended family, or dispersed extended family, includes family members who don't live in the same household, or even the same area, but keep close ties with each other. These types of extended families may include one or more members who regularly send money to each other. An extended family is a family that extends beyond the nuclear family of parents and their children to include aunts, uncles, grandparents, cousins or other relatives, all living nearby or in the same household. Particular forms include the stem and joint families.

**Reconstituted family:** this is also known as a blended family or step family. It is a family where one or both adults have children from previous relationships living with them<sup>9</sup>.It

consists of an adult couple, married or unmarried, with at least one child from a previous relationship of one of the partners. A reconstituted family refers to two families joined together after one or both partners have divorced their previous partners. This family option can sometimes be referred to as the blended family or step family. There are often breaks in families. This can be because of a divorce, separation or the death of a partner. Reconstituted families are formed when two or more families join together after one or both parties had a previous break. With an increase in divorce rates, it is a family type that is on the increase. A reconstituted family (also known as a blended family) is the sociological term for the joining of two adults via marriage, cohabitation or civil partnership, who have children from previous relationships<sup>44</sup>. The simple definition of a blended family, also called a step family, reconstituted family, or a complex family, is a family unit where one or both parents have children from a previous relationship, but they have combined to form a new family. The parents may be in a same sex or heterosexual relationship and may not have children with each other. Reconstituted families produce children with a greater number of responsible and loving adults in their lives. Relating with more people also teaches children to be more flexible and tolerant. Extended families can offer childcare for working parents. A network of support can also be created to teach and nurture children

**Single parent family:** this consists of a parent not living with a partner, who has most of the day-to-day responsibilities for raising the children. The children will live with this single parent for the majority of the time, but they may still have contact with their other parent<sup>9</sup>. Single parent families are comprised of a parent or a caregiver and one or more dependent children without the presence and support of a spouse or adult partner who is sharing the responsibility of parenting. A single parent is a person who has a child or children but does not have a spouse or live-in partner to assist in the upbringing or

support of the child. Reasons for becoming a single parent include divorce, break-up and abandonment, becoming widowed, domestic violence, rape, childbirth by a single person or single-person adoption. A single parent family is a family with children that is headed by a single parent<sup>44</sup>.

Single parenthood has been common historically due to parental mortality rate due to disease, wars, homicide, work accidents and maternal mortality. Single-parent families can be defined as families where a parent lives with dependent children, either alone or in a larger household, without a spouse or partner. Historical estimates indicate that in French, English, or Spanish villages in the 17th and 18th centuries at least one-third of children lost one of their parents during childhood; in 19th-century Milan, about half of all children lost at least one parent by age 20; in 19th-century China, almost one-third of boys had lost one parent or both by the age of 15<sup>11</sup>. This study seeks to identify how various family types influence public secondary school students' motivation towards learning in Oyo town, Nigeria since the type of family in which a child is raised can go a long way to affect his or her motivation towards learning.

### **2.1.5 School factors**

School factors simply refer to everything within the school premises or environment that contribute to the learning attitude of learners or students. Resources are very important in the development of qualitative education. The success or failure of any system of education depends on the quality and quantity of resources made available to it and the use to which such resources are put. Teacher/Students ratio could be used to measure the level of human resources input in term of number of teachers in relation to the size of the students' population. It is an indicator to determine the workload of a lecturer at a given level of education. It is an important indicator of internal efficiency in the educational system with respect to cost effectiveness and quality of education Teacher/Student ratio

should normally be used to compare with established national educational policy in Nigeria recommended teacher/student ratio of 40:1 in the primary schools and 35: 1 for secondary schools<sup>22</sup>. A low teacher/student ratio suggests that each teacher has to be responsible for a small number of students and it gives a higher relative access of students. A lower teacher/student ratio signified smaller classes which have the tendency to enable the teacher to pay more attention to individual students which may result to a better promotion rate and reduce repetition rate and drop-out rate<sup>23</sup>. Human resource in school includes teachers, support staff and students. Human resource as a factor of production is affected by adequacy and quality as reflected by level of training and level of motivation. According to behavioral scientists, effective worker performance requires motivation ability and reward system that encourages quality work. Performance of teachers as reflected by level of training and teaching experience will determine the quality of grades attained in an examination. A trained teacher will have necessary pedagogical skills which will promote students' understanding, motivating a student to learn, thereby promoting academic performance.

#### **2.1.5.1 School Facilities**

Physical resources refers to the schools infrastructures that are used by students and teachers in their daily school activities School based factors refers to physical, human and financial resources used by schools in promotion of academic performance. School physical facilities may be seen as materials found within the school settings/environment including class rooms, chalk boards, tables, desks, laboratories, libraries and others for enhanced learning outcomes. School Facilities refer to facilities necessary for instructional and related supporting purposes including classrooms, libraries, media centers, laboratories, cafeterias, physical education spaces, interior and exterior facilities, and the conduit, wiring, and powering of hardware installations for classroom

computers or for area network systems<sup>22</sup>. It also comprises land, buildings and furniture. It includes Physical facilities for teaching spaces and ancillary rooms. It is obvious that the state of facilities in a school will go a long way to motivate students to learn

Secondary schools need school plant and facilities which consist of all types of buildings for academic and non-academic activities; equipment for academic and non-academic activities; areas for sports and games, landscape, farms and gardens, including trees, roads and paths. Other facilities needed by secondary schools include furniture and toilet facilities, lightings, acoustics, storage facilities and parking lots, security, transportations, cleaning materials, food services, and special facilities for special needs. Their appearance and maintenance influences most parents and convince them to make judgment about the qualities and effectiveness as to what goes on in the school. It is believed that, without such facilities, the empty buildings, no matter how attractive they are cannot be effectively used for educational purposes. The physical facilities in the school setting go a long way to motivate students to learn; physical facilities in any school system range from the school plant that is the school buildings, classroom, library, laboratories, toilet facilities, learning materials to other infrastructures that would likely motivate students towards learning.

Experience has shown that most of the physical facilities that are germane to effective learning/academic performance of students appear not to be sufficient in our public secondary schools today<sup>14</sup>.

Facilities are seen as main factors contributing to academic achievement in the school system. They include the school buildings, classroom, libraries, laboratories and recreational equipment among others. Facilities, equipment and technology are also basic requirements for efficient teaching learning process. Schools having appropriate

infrastructure and instructional support services are reputable and have positive impact on the efficiency of students. It includes site, buildings and equipment, which includes permanent and semi-permanent structures such as machines, laboratory equipment, chalkboard, and assistants' tools such as brooms and clearing materials. School building is said to have positive impact on the comfort, safety and internal efficiency of student<sup>23</sup>.

This research will therefore take into consideration the following school facilities as they relate to public secondary school students' motivation towards learning in Oyo town, Nigeria.

**Laboratories:** Laboratories are rooms or buildings equipped for scientific experiments, research, or teaching. A laboratory is a building set aside for the purpose of conducting experiments, practical works and teaching in order to aid the learning of students. It can also be seen as a room, building or institution equipped for scientific research, experimentation or analysis in order to aid learning and assimilation. It is a place where chemicals, drugs or microbes are prepared or manufactured<sup>14</sup>.

**Libraries:** school library is that part of school where a collection of book periodicals, magazines and newspapers, films and filmstrips, videotapes, recording of all types, slides, computers, study kits and other information resources are housed for students and lecturers used for research<sup>23</sup>. Library (from French "librairie"; Latin "liber" = book) is an organized collection of resources made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both. A library's collection can include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, e-books, audiobooks, databases, and other formats. Libraries range in size from a few shelves of books to several million items<sup>21</sup>. School libraries serve the teaching and learning interests of primary and secondary school students. They

provide books and information materials to stimulate their curiosity and knowledge. School libraries also help students work independently and make good use of their leisure time<sup>23</sup>. Students who frequently use the library have higher test scores than students who do not frequently use the library.

**Classrooms:** This refers to having enough number of classrooms (rooms in a school where lessons take place) to accommodate student population. For proper teaching-learning process to take place in such a way that students are motivated to learn, classrooms must not be overcrowded.

**Sports facilities:** A place within the school where sporting activities are held and which must be properly equipped with necessary sporting equipment. Taking to consideration the psychomotor aspect of education, it is important that schools have necessary sporting equipment that will enhance this domain of education since it also serves as motivation for students to learn.

**Medical facilities:** This refers to any clinic or center where sick or injured students are given care or treatment within the premises of a secondary school. Due to the nature of humans who may sometimes fall sick or get injured under certain circumstances, it is crucial for schools to have adequate medical facilities on ground.

#### **2.1.5.2 Inter-personal Relationship**

Interpersonal relationship (or interpersonal relation) define a social association, connection, or affiliation between two or more persons. Interpersonal relationship is the bond between people. Attraction brings individuals closer and leads to a strong relationship. Three key relationships have an impact on students' life both within and outside of the classroom: peers, teachers, and parents/caregivers. Each has a strong connection to the growth and good functioning of kids. Better academic functioning in

children has been linked to parents' and caregivers' high expectations for their offspring, their own academic aspirations, their regular feedback on the offspring's conduct and performance, and their own educational standards and values. The growth of students' non-academic and academic lives is also influenced by the function of the teacher<sup>23</sup>. Early on, young children who have adaptive relationships with their teachers are linked to improved language, social, and cognitive development. Positive emotional, cognitive, and behavioral engagement have been connected to students' perceptions of their teacher's acceptance. The importance of healthy interpersonal connections is recognized for many reasons.

Strong interpersonal links have been shown to provide a protective barrier against stress and danger, practical assistance with tasks, emotional support in day-to-day living, company during shared activities, and a foundation for social and emotional growth. Due to its beneficial effects on other self-processes that are connected to academic achievements, relatedness also has a positive impact on students' motivation, engagement, and accomplishment. Social interactions in the classroom or at school have been proposed as a means of teaching students about themselves and about what it takes to fit in with a specific group. Students who have healthy relationships not only learn that certain beliefs are helpful for completing tasks in the classroom and at school, but they also absorb the values of important people, like parents and teachers<sup>24</sup>. Interpersonal relationships vary in degrees of intimacy, self-disclosure, duration, and reciprocity and power distribution. It is noteworthy that student-teacher and student-parent relationships go a long way to affect students' motivation towards learning. This study will focus on teacher-student relationships as a school factor that can determine students' motivation towards learning in public secondary schools in Oyo town, Nigeria.

### **2.1.5.3 Peer Influence**

Peer influence is when you choose to do something you wouldn't otherwise do, because you want to feel accepted and valued by your friends. It isn't just or always about doing something against your will. You might hear the term 'peer pressure' used a lot, but peer influence is a better way to describe how teenagers' behaviour is shaped by wanting to feel they belong to a group of friends or peers. Peer pressure and influence can be positive. For example, a child might be influenced to become more assertive, try new activities or get more involved with school. But it can be negative too. Some teenagers might choose to try things they normally wouldn't be interested in, like smoking or behaving in antisocial ways. Peer pressure and influence might result in teenagers: choosing the same clothes, hairstyle or jewelry as their friends, listening to the same music or watching the same TV shows as their friends, changing the way they talk or the words they use, doing risky things or breaking rules, working harder at school or not working as hard, dating or taking part in sexual activities, smoking or using alcohol and other drugs<sup>25</sup>.

Peer groups are social groups made up of people who are close in age, have similar interests, and belong to the same social position. For instance, sixteen year olds are not in the peer group with thirteen year olds even though they may be in school together. In the time of adolescence, peer groups tend to face dramatic changes and prompt students to form clicks. Peer group influence is usually more pronounced and noted in secondary schools compared to primary schools, partly because some of the children attend boarding schools where parental supervision is limited. Also, secondary school students are more mature, hence; influence of peer group on them becomes great both in and out of school<sup>25</sup>.

Since motivation is said to be the reason for peoples' actions; desires and needs, friends can either encourage or discourage each other to strive for higher grades in school or for better performance in sports and creative activities. A student's success or educational

outcome can be greatly affected by the type of peer group that such student is associated with since the group can either open or close the doors that lead to academic success. Peer groups tend to provide a considerable degree of emotional security for a student, or provide them with a wide variety of experiences that can enhance their academic performance<sup>25</sup>. The above is achieved when peer influence is positive. On the other hand, peer influence could be negative either in or out of school and this leads to poor academic performance. Peer group influence is very important throughout life but is more crucial during the developmental years of childhood and adolescence<sup>25</sup>.

Influence is the result of someone doing or thinking in ways that they might not have otherwise, and it can be linked to interactions with friends and associates; thus, peer influence is defined as instances where one person affects, or is affected by, one other or multiple others who are similar in age. Change is a common theme in definitions of influence: Individuals change in response to friends and affiliates. The alterations wrought by peer influence can be for good or for ill. In contrast to socialization, which is a phrase that is good and describes the transfer of skills and competences, peer pressure has negative connotations that indicate coercion or negotiation. Peer influence almost always increases resemblances between friends and affiliates. Although the prospect of complementarity has been raised. There is little evidence that peer influence during adolescence promotes differentiated roles and or enhances distinctions<sup>26</sup>.

Peer group forms the main basis through which students learn lots of empirical facts about his or her physical and social environment, acquisition of skills and values as well as attitude for a better future. Therefore, the influence of peer group on the academic motivation of senior secondary school students towards learning cannot be over-emphasized<sup>25</sup>.

## 2.2 Theoretical Review

### 2.2.1 Systems Theory

This study is based on systems theory which was proposed in the 1940's by the biologist Ludwig von Bertalanffy and furthered by Ross Ashby (1964). Von Bertalanffy was reacting against both reductionism and attempting to revive the unity of science. He is considered to be the founder and principal author of general systems theory. According to him, a work place environment (an organization) receives resources such as equipment (facilities), natural resources and the work of employees known as inputs. These inputs are therefore processed or transforms in the course of interaction, and then yield products of services called outputs, which are released into the society<sup>28</sup>. This theory means that school facilities are indispensable to educational success and quality performance. It also facilitates the relationship between various school factors in providing conducive learning environment which serves as a motivating through which quality academic performance of students will be achieved.

This theory is therefore relevant to this research work because no society can exist without interdependency and environmental influence. The interaction between school factors such as, interpersonal relationship between students and teachers, peer influence and school facilities such as libraries, laboratories, etc. With home factors such as parenting styles, parental involvement and family type, will play a vital role in determining students' motivation towards learning as well as their academic performance.

Social work involves taking into account many factors of an individual's life. While there are many theories in social work, systems theory is a unique way of addressing human behavior in terms of these multi-layered relationships and environments. The theory is premised on the idea that an effective system is based on individual needs, rewards, expectations, and attributes of the people living in the system. Systems theory in social

work is based on the idea that behavior is influenced by a variety of factors that work together as a system. These factors include family, friends, social settings, economic class, and the environment at home.

### **2.2.2 Motivation Theories**

This study is also based on motivation theories. David McClelland's human motivation theory (also known as the Three Needs Theory) identified three motivators that he believed we all have: a need for achievement, a need for affiliation, and a need for power<sup>27</sup>. People will have different characteristics depending on their dominant motivator. This places emphasis on peoples' desire to be successful, to have power and to relate to other people.

Fredrick Herzberg's two factor theory which suggests that factors such as managerial quality, wages, business policies, physical working conditions and job security affects individuals' dissatisfaction towards work. Other factors such as promotion possibilities, personal development, recognition, responsibility and success are seen as internal motivating factors that are effective in motivating individuals.

The theory suggests that motivators, such as achievement, recognition, satisfaction with the work, responsibility, and growth opportunities, contribute to job satisfaction. On the other hand, hygiene elements like company policy, management, relationship with the manager, and working conditions contribute to job dissatisfaction<sup>28</sup>.

According to Herzberg, the absence of hygiene factors causes dissatisfaction among employees in the workplace. However, their presence does not ensure satisfaction entirely. There are several ways that this can be done but some of the most important ways to decrease dissatisfaction would be to pay reasonable wages, ensure employees job security, and to create a positive culture in the workplace. Herzberg considered the following

hygiene factors from highest to lowest importance: company policy, supervision, employee's relationship with their boss, work conditions, salary, and relationships with peers. Eliminating dissatisfaction is only one half of the task of the two factor theory. The other half would be to increase satisfaction in the workplace. This can be done by improving on motivating factors<sup>29</sup>. Motivation factors are needed to motivate an employee to higher performance. Herzberg also further classified our actions and how and why we do them, for example, if you perform a work related action because you have to then that is classed as "movement", but if you perform a work related action because you want to then that is classed as "motivation". Herzberg thought it was important to eliminate job dissatisfaction before going onto creating conditions for job satisfaction because it would work against each other. Satisfaction of the employees can have multiple positive effects for the organization. For example, when the employees share their knowledge, they satisfy their social needs and gain cohesion within the group. Also, sharing knowledge helps others to create new knowledge, which also can reinforce the motivating factors. By sharing knowledge, the employees feel satisfied and with the new knowledge it can increase the organizations innovation activities<sup>30</sup>. To this effect, it is obvious that students can be motivated to learn when factors related to the home and school are positive.

Maslow's hierarchy of needs is also relevant to this study. Maslow's hierarchy of needs is an idea in psychology proposed by American psychologist Abraham Maslow in his 1943 paper "A Theory of Human Motivation" Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, some of which focus on describing the stages of growth in humans. The theory is a classification system intended to reflect the universal needs of society as its base, then proceeding to more acquired emotions. The

hierarchy of needs is split between deficiency needs and growth needs, with two key themes involved within the theory being individualism and the prioritization of needs. While the theory is usually shown as a pyramid in illustrations, Maslow himself never created a pyramid to represent the hierarchy of needs. The hierarchy of needs is a psychological idea and also an assessment tool, particularly in education, healthcare and social work. The hierarchy remains a popular framework in sociology research, including management training and higher education<sup>31</sup>.

Moreover, the hierarchy of needs is used to study how humans intrinsically partake in behavioral motivation. Maslow used the terms "physiological", "safety", "belonging and love", "social needs" or "esteem", "self-actualization" and "transcendence" to describe the pattern through which human needs and motivations generally move. This means that, according to the theory, for motivation to arise at the next stage, each prior stage must be satisfied by an individual. The hierarchy has been used to explain how effort and motivation are correlated in the context of human behavior. Each of these individual levels contains a certain amount of internal sensation that must be met in order for an individual to complete their hierarchy. The goal in Maslow's hierarchy is to attain the level or stage of self-actualization<sup>32</sup>.

Maslow's hierarchy of requirements lacks solid supporting data, while being extensively utilized and examined, and the theory's applicability in academic circles is still debatable<sup>33</sup>. The original hierarchy of the theory claimed that a lower level must be fully satisfied and fulfilled before going on to a higher pursuit, but evidence suggests that levels continuously overlap. This critique of the original theory has been addressed in recent versions of the theory. Other criticisms include the placement location of sex in the hierarchy, the assumption of individualism in the theory, and lack of accounting for regional variances in culture and availability of resources<sup>34</sup>. In relation to this study,

students' needs are expected to be met according to Maslow's hierarchy, if they will end up attaining academic excellence.

### **2.2.3 Behaviorism Theory**

This theory is also relevant to this study. In the 19th century, behaviorism emerged as a response to introspective psychology, which strongly emphasized first-person perspectives. Introspective techniques were disregarded by J.B. Watson and B.F. Skinner because they were arbitrary and unmeasurable. These psychologists sought to concentrate on measurable, visible actions and behaviors. They claimed that only observable signs should be included in science. By demonstrating that psychology could be precisely measured and understood and wasn't merely based on views, they helped psychology gain greater relevance.

Watson and Skinner felt that, if they were given a group of infants, their upbringing and environment would ultimately determine how they behaved, rather than their parents or heredity. A theory of learning based on behaviorism<sup>36</sup>.

The behavioral learning theory, sometimes known as behaviorism, is a well-liked idea that concentrates on how kids learn. The central tenet of behaviorism is that all actions are acquired through interactions with the environment. According to this learning theory, environmental circumstances have a much greater impact on behavior than innate or inherited traits.

The use of positive reinforcement is a typical behaviorism example. If a kid receives an A on their spelling exam, they are given a small gift. Students will study hard and work hard in the future to get their reward.

Positive reinforcement is key in the Behavioural learning theory without positive reinforcement, students will quickly abandon their responses because they don't appear to

be working. Repetition and positive reinforcement go hand-in-hand with the behavioral learning theory. Teachers often work to strike the right balance of repeating the situation and having the positive reinforcement come to show students why they should continue that behavior.

Motivation plays an important role in behavioral learning. Positive and negative reinforcement can be motivators for students.<sup>35</sup>

Because it affects how students act and behave in the classroom and implies that teachers may directly affect how their pupils behave, behaviorism is important for educators. It also helps teachers understand that a student's home environment and lifestyle can be impacting their behavior, helping them see it objectively and work to assist with improvement. In the classroom, the behavioral learning theory is key in understanding how to motivate and help students. Information is transferred from teachers to learners from a response to the right stimulus. Students are a passive participant in behavioral learning, while teachers give them necessary information that will give birth to their response<sup>36</sup>. To this effect, when there is healthy interpersonal relationship between students and teachers and the environment is conducive for learning, this will enhance and motivate students' academic performance.

### **2.3. Empirical Review**

Several scholarly works related to students' motivation towards learning are examined under the following sub-headings;

#### **2.3.1 Parental involvement and motivation towards learning**

A study examined parental involvement in online learning and academic achievement of their children under covid-19 conditions. The study reviewed that due to spreading of deadly COVID-19, all the schools, colleges and universities have been closed for ensuring the social distance and to minimize the effects of this endemic disease. The closing of educational institutions has shifted the educational system from face to face learning to distance or online learning. The students are bounded to home to take the online classes due to lockdown. So, the importance of parental involvement has been much increased. The present review research climaxes value of parental involvement in online learning and academic achievements of their children during the COVID-19. The challenges faced by the parents during COVID-19 online learning of their children are also discussed in this study. The review of literature indicated that parental involvement played an important role during the COVID-19 conditions in online learning of their children. Parental involvement showed a positive impact on the student online learning and their academic achievements. A few of the studies also indicated that parental involvement showed the negative impact on the students' academic achievements. The most important challenge the parents faced during the online learning was an economical problem<sup>38</sup>.

Also, a study investigated Meta-analysis of parental involvement and achievement in east-Asian countries. It stated that countless meta-analytic studies document the relation between parental involvement and achievement, but they mostly include studies conducted in the United States where parental involvement is framed as a policy issue. This is the first meta-analytic study focusing on East Asian countries characterized by high achievement levels, a comparatively standardized education system, and no policy encouraging family-school relations. A meta-analysis of 15 studies retrieved from an exhaustive search of the literature reveals a positive association between parental

involvement and achievement. The strength of the relation was highest for academic socialization, followed by home involvement and school involvement, similar to previous meta-analyses<sup>39</sup>.

During the COVID-19 shutdown, a parallel study examined the commitment of teenage learners to online learning and parental involvement in their education. In an attempt to stem the spread of the COVID-19 epidemic, several educational institutions worldwide implemented a complete lockdown, which resulted in the suspension of in-person instruction and learning. This shutdown exposed new weaknesses in the educational institutions of low- and middle-income nations worldwide, including Nigeria. In light of these worries, this research study evaluated teenage learners' commitment to online learning, parental involvement, and learning participation during the COVID-19 lockout in Nigeria. The degree of adolescent learners' commitment to online learning, as well as the relative contributions of each component, were investigated using an online survey questionnaire. The online poll was available for two months and received responses from 1407 teenagers (mean = 15; SD = 4.24), aged between 12 and 20 years (male = 38.8%; female = 61.2%). Descriptive statistics of frequency distribution and inferential statistics of multiple regression were used to analyze the data. The results showed that teenage students had a high degree of dedication to online learning. The study comes to the conclusion that teenage learners' commitment to online learning during Nigeria's COVID-19 lockout was significantly and favorably impacted by parental involvement and learning participation. The authors advise parents to embrace the digital revolution, but they also highlight the need for more thorough research on the topic in their recommendations for future studies<sup>40</sup>.

Another study investigates the associations between parental involvement and academic achievement across three criteria: school level (elementary and middle school), gender

(male and female) and subject (mathematics and science). It also looks at the potential mediating role that students' attitudes toward a subject and their academic goals may have in this relationship. The analysis was conducted using a nationally representative sample of elementary and middle school students in Japan from the Trends in International Mathematics and Science Study 2011 (1884 female fourth-grade students from 140 schools, 1849 male fourth-grade students from 139 schools, 1812 female eighth-grade students from 133 schools, and 1789 male eighth-grade students from 131 schools). The findings demonstrate a relationship between parental participation and students' academic performance. The relationships between parental participation and academic success are mediated by the attitudes and goals of the students. Specifically, for elementary and middle school, distinct relationships are discovered between parental monitoring participation and academic success<sup>41</sup>.

Another study used a person-centered approach, this study aimed to analyze whether there are groups of students with similar profiles of perceived parental involvement in homework, and to study the relationship of those profiles with motivational engagement and cognitive engagement with homework. The participants were 433 students in the 5th and 6th grade in four schools in Asturias (Spain). The data were analyzed based on cluster analysis (k-means) and MANOVAS. Four profiles of perceived parental involvement were identified: high involvement of both types, low involvement of both types, mainly control, and mainly support. The higher the level of parental involvement (in both forms), the greater the students' motivational and cognitive engagement. Girls differed from boys in that they placed much more importance on parental control, as high levels of parental control were sufficient for girls to be engaged in their homework. However, for boys to demonstrate some motivational and cognitive engagement, they needed to perceive that their parents were involved, although how did not matter control or support<sup>42</sup>.

In another vein, a study revealed that lack of parental involvement is an issue in the educational system because parents and teachers do not understand each other's views. Research has shown that when parents and teachers provide students with support, student achievement increases. The problem of teachers' and parents' lack of common understanding of parental involvement was addressed in this study. Epstein's model of parental involvement and the theory of planned behavior served as the theoretical framework of this qualitative, exploratory, phenomenological study to explore the perceptions of 5 teachers and 10 parents who were purposefully sampled. The research questions were focused on parents' and teachers' perceptions on parental involvement in supporting students' achievement. Data were analyzed using of Moustakas's steps for phenomenological model. Trustworthiness was ensured through peer review, member checking, and descriptive research notes. Findings from the data collected from face-to-face interviews identified 3 themes: parenting and learning at home, volunteering and decision making, and communicating and collaborating with the community. The 3 themes overlapped with components of Epstein's model of parental involvement and were evident in the participants' answers to the interview questions. The resulting project was a white paper designed to educate the community about problems with parental involvement, provide solutions to the issue, and help parents and teachers to work collaboratively to improve student achievement. The project contributes to social change through formative feedback for the major stakeholders regarding ways to promote efficient and effective practices for both parents and teachers to promote student learning<sup>51</sup>.

Another related study aimed to examine how the level of communality (communal affiliation) affects parents' perception of children attending public elementary schools, the concept of teacher authority, and the concept of parental involvement. The study

population consisted of 300 parents living in various parts of Israel who agreed to complete a self-reporting anonymous questionnaire. Structural equation models were utilized to examine the results (SEM). The following outcomes were obtained by using these metrics in the current investigation. The study's conclusions showed that high levels of parental participation and perceived authority from teachers were predicted by parents' communality, or sense of communal affiliation. On the other hand, it was discovered that low levels of parental participation and perceived teacher authority were predicted by residing in a residential area with similar features to the instructors. In terms of theoretical components, it offers educational research on factors influencing teacher authority perceptions a fresh perspective on a topic that hasn't gotten much attention in the literature. Practically speaking, the model can assist schools and education systems as a whole in developing policies and implementing measures that will strengthen the crucial bond between the school and the home. Additionally, the model makes sense of how we should perceive and reinforce the authority of the teacher<sup>52</sup>.

From another perspective, a study also looked into the role that parents' involvement play in young learners' English learning process has been investigated in various contexts from different perspectives. This study aims to explore English language teachers' perceptions about the role of parental involvement in young learners' English language learning process. For this purpose, data were collected through a questionnaire which has 5 open-ended questions. The questionnaire was sent to 25 English language teachers working at three different private primary schools in Ankara. The collected data are then analyzed by adopting inductive content analysis. Five themes emerged based on the answers provided by the teachers which include: factors influencing students' achievement, significance of parental involvement, parents' way of involvement in English language teaching/learning process, strategies that parents use to encourage

parental involvement, and teachers' need for further training on parental involvement. The results indicate that the teachers are aware of the importance of parental involvement, yet they do not use any specific strategy to foster parental involvement. Also, teachers view themselves as the lead and main figures in young learners' English language development whereas they regard the parents only as one of the factors that assist young learners in learning English<sup>53</sup>.

A study also analyzed parental involvement as a significant factor influencing students' educational development. In light of their demographic traits, the current study investigates Turkish parents' perspectives of involvement in their kids' English language learning. The parents of children enrolled in a private primary school in Ankara in grades one through four are participants in this study. The research was planned as a series of explanatory investigations using a semi-structured interview and a 29-item survey. Results indicate that parents are generally aware of the academic and psychological components of schooling and have a good attitude toward parental engagement. Therefore, they have a good relation with the teachers and they get involved in their children's English language education directly and indirectly. Findings also indicated that such demographic characteristics as gender, age, occupation or level of education, generally, make no significant difference on parents' perceptions about parental involvement<sup>54</sup>.

A study also revealed that the home is the first institution of a child that have significant relationships with students' overall life. Current study have investigated the relationship of home environment with secondary school students' performances. The focus of the study was to find out the relationship of home interactions, physical facilities and students' academic performances. Secondary school students were the population of the study. Data were collected through a questionnaire and was analyzed with the help of SPSS. Percentage, mean scores, standard deviation and Pearson correlation were applied

to the collected data. Results obtained from analysis illustrated that a substantial majority of respondents are lacking separate study rooms at their homes, have a very low interactional opportunities at home in home related matters, but still majority of them were satisfied with their home environment. Based on the results it was recommended students need to be involved in domestic issues, they might be provided separate rooms for study and all the other facilities needed for educational progress of students<sup>55</sup>.

A study examined that despite the contribution of the family to students' academic performance, limited studies have examined the influence of home environment on students' motivation to study. Thus, this qualitative research aimed to describe the perceived contribution of physical and social home environment to university students' motivation to study. The respondents comprised 30 purposively selected college students, aged 18 to 24 years old, from a state university in the Philippines. One-on-one interviews were utilized to gather qualitative data from the respondents. Thematic analysis was applied to analyze the data. Results showed that the most influential aspect of physical home environment that motivated students to study was good interior ambiance which included comfortable room temperature, privacy, quiet study area, adequate study space, and good spatial organization. On the contrary, the characteristics of physical home environment that demotivated students from studying included uncomfortable and disorganized study space, noise, distracting facilities such as television and Internet, and the lack of personal study space. In terms of social home environment, care and assistance; effective communication; freedom; and respect from parents and siblings were among the factors that motivated students to study. In contrast, academic pressure from parents; social comparison; parents' lack of sensitivity; and family conflicts were aspects that lead to the lack of motivation to study. Finally, household tasks and rules were found to have both positive and negative perceived effects on study motivation<sup>56</sup>.

Another study investigated parental encouragement, which refers to the general process undertaken by the parents to initiate and directs the behaviour of the children towards high academic achievement. The purpose of the study was to investigate the connection between higher secondary school students' academic success and their parents' support. The investigators used stratified random sample approach in conjunction with the survey method. 350 higher secondary school pupils from ten schools in the Thanjavur district make up the sample. The instruments were the Academic Achievement Scale created by the investigator and the Parental Encouragement Scale created by Kusum Agarwal. Karl Pearson employed the product moment coefficient of correlation as the statistical method for data analysis. The findings indicate a strong correlation between higher secondary school students' academic success and their parents' support<sup>57</sup>.

A study aimed to investigate the association of parenting style and academic performance in school students. Students from district schools in Lahore made up the sample. Parents were chosen from the district of Lahore's various rural and urban locations. Pupils were requested to provide details about their father and mother. Parent burnout evaluation, emotional regulation questionnaire, parenthood constellation, parental collaboration, parent violence and neglect, and parent attitude toward student success were the study variables that were measured using these scales. The hypothesis that there is a significant association between a student's academic achievement and their parenting style has been tested using an Anova and a t-test. Results show that academic achievement is significantly predicted by parental style. Further study found that there is significant relationship between parenting styles of mother with student performance but there is different between parenting style of mothers and fathers<sup>58</sup>.

A related study investigated how parents play a vital role as social actors in developing children's academic achievement by motivating them. In order to influence their children

for higher learning outcomes, their active involvement in the educational process is quite notable. In literature, parental participation is defined in a number of ways. To enhance children's intellectual and social well-being, parents should typically be involved in their education. These encompass a range of activities, including helping with and keeping an eye on schoolwork at home, participating in school events, attending parent-teacher conferences, interacting with teachers, volunteering at the school, and engaging with the community. Every youngster considers school to be a second home, which aids in shaping them into responsible global citizens. Children are taught moral values and standards through interactions at school, also aiming at developing the awareness and talents required for the future labor market of a country. Findings of research done on the influence of parental involvement on the academic performance of the children show a relationship between the parental involvement and the performance of the children is significant. Parents involving actively on their children appear to have a better impact on performance, revealing that the variables parental involvement and learning motivation has a direct relationship. Parental involvement with their child starts in nursery school and continues through primary, secondary, and high school education. Additionally, a number of research found that student motivation significantly mediated the association between parental participation and academic success. Numerous research studies have demonstrated a strong positive and indirect relationship between parenting styles and academic achievement. Research has indicated that there is a noteworthy moderating influence of student motivation on the correlation between parenting practices and academic achievement. The results of the investigation demonstrated that parental styles had a positive and indirect relationship with outcomes via motivating students. Teachers with developed cognitive abilities likely to produce greater student performance, according to a positive significant link found between the teacher's teaching experience

and performance. Research has indicated that favorable teacher-student connections can result in a welcoming classroom atmosphere that helps students adjust to school and, as a result, considerably moderates their drive to learn. Therefore, research on the impact of the quality of teacher-student interaction on students' motivation to learn is necessary. The research indicates that parental participation and parenting philosophies have a big impact on students' academic achievement. Academic causative factors greatly modify the connections, while student motivation significantly mediators them. A Conceptual Model will be presented on this context. Researchers may utilize this conceptual model in the future to investigate, from various angles, the moderating influence of academic causal factors on student motivation toward performance and the engagement and parenting styles of parents<sup>59</sup>.

A study reviewed that education is a lifetime achievement that contributes towards the socioeconomic development of the society particularly youth. Parenting style plays an important role in education of their children and thus, shaping their career. The study examined how various parenting philosophies affected the academic achievement of pupils in Botswana's junior secondary schools. A valid and trustworthy questionnaire was used to gather quantitative data from 130 junior secondary school pupils who were randomly selected for the study. None of the parenting philosophies—authoritarian, permissive, authoritative, or neglectful—had a discernible impact on adolescents' academic achievement, according to a one-way analysis of variance. It was suggested that other variables besides parents could have an impact on kids' academic achievement. A study akin to this one might be carried out by include additional parental aspects that could potentially impact students' academic achievement, given that parenting styles have demonstrated no impact on their performance. In order to gain deeper understanding on

the influence of parenting styles on student's academic achievement, a qualitative study can be conducted using perceptions of students and parents<sup>60</sup>.

A related study examined the mediational role of achievement goal orientations in the associations between parenting styles and academic achievement. 640 Sultanate of Oman pupils in the tenth grade were included in the sample. The students answered questions about how they viewed parental approaches and the orientations of achievement goals. The AMOS25 program was used by the researcher to accomplish the study's objective. The results demonstrated that across seven statistically significant pathways, achievement goal orientations influenced the relationships between academic achievement and parenting style perception. Of the variance in pupils' academic achievement, 37% was explained by direct and indirect impacts. The findings highlight the importance that parenting styles, in interrelation with achievement goal orientations, play in the high school students' academic achievement<sup>61</sup>.

### **2.3.2 Covid-19 stay at home order and motivation towards learning**

A study investigated, college students' motivation and study results after COVID-19 stay-at-home orders. It was discovered that numerous universities were forced to close their campuses and switch to online learning as a result of the COVID-19 pandemic. Here, we look into the effects on students of stay-at-home directives. We looked into the outcomes of 15,125 bachelor's degree candidates at a sizable research institution in the Netherlands during a semester when all classes were offered online and the campus was closed. Additionally, we polled 166 individuals enrolled in the same university's bachelor of psychology program. According to the findings, students thought that campus-based education was more satisfying than online learning, and they also thought that their own motivation had decreased. Less time was invested as a result; students estimated that they

had studied fewer hours, and fewer attended lectures and small-group sessions. This decline in effort was predicted by lower motivation. Furthermore, during stay-at-home orders, less credits were earned, which was linked to a decline in motivation. Nonetheless, an examination of credits that were awarded revealed that, on average, students reported earning somewhat more credits than they had previously. Students reported being significantly more productive when learning online, but they also missed social contacts, according to a qualitative examination of their comments. It is determined that although there was a decline in student motivation and satisfaction during the transition to online learning, enhanced efficiency meant that results were not worse than they would have been<sup>43</sup>.

Another study revealed that due to COVID-19, many countries implemented emergency plans, such as lockdown and school closures. This new situation has significantly affected families, namely, the involvement required to support children's learning at home. The current study aimed to analyze Portuguese parents' perceptions of their home-based parental involvement in their children's learning during the lockdown and school closures in 2020 due to COVID-19. An online survey, using a closed-ended questionnaire, was employed. Variables included parents' socio-demographic and COVID-19 related characteristics; students' socio-demographic characteristics; distance learning context; parental involvement; and students' autonomy. Data were collected from a sample of 21,333 parents with children from elementary school to secondary education, and statistical data analysis was performed using IBM SPSS Statistics 26. Findings revealed that Portuguese parents supported their children during the pandemic mainly through the monitoring of attention in classes and task realization. However, several variables appear to significantly determine parental involvement time, which is higher when students attend public schools, when they are less autonomous and younger, when parents' level of

education is lower, when the child is a boy (except in secondary education where gender is not relevant), and when the online school time is higher. Findings highlight the need for a significant investment of time from parents, particularly of primary school children, making it difficult to cohere work or telework with school activities. Implications for policies, schools, families are discussed in order to promote children's learning and success<sup>49</sup>.

According to another study, the outbreak of COVID-19 affected the lives of all sections of society as people were asked to self-quarantine in their homes to prevent the spread of the virus. The lockdown had serious implications on mental health, resulting in psychological problems including frustration, stress, and depression. In order to explore the impacts of this pandemic on the lives of students, we conducted a survey of a total of 1182 individuals of different age groups from various educational institutes in Delhi - National Capital Region (NCR), India. The article identified the following as the impact of COVID-19 on the students of different age groups: time spent on online classes and self-study, medium used for learning, sleeping habits, daily fitness routine, and the subsequent effects on weight, social life, and mental health. Moreover, our research found that in order to deal with stress and anxiety, participants adopted different coping mechanisms and also sought help from their near ones. Further, the research examined the student's engagement on social media platforms among different age categories. This study suggests that public authorities should take all the necessary measures to enhance the learning experience by mitigating the negative impacts caused due to the COVID-19 outbreak<sup>50</sup>.

### **2.3.3 Home environment and motivation towards learning**

A study examined the effect home environment on secondary school students' academic performance in Abuja Municipal Area Council. The descriptive survey design was adopted for the study. The population of the study comprised of all the secondary schools in the study area. A total number of two hundred respondents was sampled. The research instrument used was questionnaire and to establish the reliability of the instrument, two sets of responses were analyzed using the Pearson Product Moment Correlation Analysis. The result of the findings reviewed that: broken home and parental socio-economic backgrounds have effects on students' academic achievement. Based on findings and conclusion, the following recommendations among others were made: parents should do everything possible to avoid cases of divorce that could lead to broken home, as it affects effective academic achievement of students from such homes. Employment opportunities should be created for the unemployed parents, parents should be encouraged to improve their educational standard by engaging in continuous program<sup>37</sup>

Another study investigated, broken home as predictor of adolescents' academic performance in some selected secondary schools in Afijio local government area. The research design used was descriptive survey. The sample for the study was 100 teachers in Afijio local government area. The instrument used in this study was a self-structured 4-point liker- type questionnaire. T-test statistical analysis was employed in the study. The findings showed that lack of respect for elders, lack of cooperation between partners, casual marriages, view of religious organizations on divorce and single parenting lead to marriage breakdown and thereby causing adolescents' dropout of schools, engaging in anti-social behaviours like experimenting with drugs, thuggery, smoking of hemp, cocaine, raping, robbery, prostitution and abortion. There is a significant influence of broken home on adolescents' academic performance. It was suggested among other things that the government should create guidance and counseling units in schools with adequate

funding, adolescents from broken homes should be given proper guidance and counseling based on their psychological needs and social personal problems toward their academic performance for appropriate results. Also, proper monitoring, security and discipline should be installed into the adolescents by stakeholders. Finally, religious scholar should expose parents to dangers of broken home and their effects on academic performance of adolescents<sup>44</sup>.

Another study investigated effects of parenting styles on career choice of senior secondary school students in Oyo-East local government area of Oyo State. It made use of random sampling technique which involved 100 respondents, consisting of male and female students in selected secondary schools in Oyo-East local government area, Oyo State. The ex-post facto research design was adopted for the study. The research instrument used is effects of parenting styles on career choice among senior secondary school students questionnaire. The method of data analysis used for the study is simple percentage and Pearson product moment correlation to establish the relationship between the independent and dependent variables of the study. All the results show that there was significant relationship in all the variables involved in the study. Based on these findings, the study recommends career development programmes should be organized to provide meaningful learning experiences that will facilitate the development of self-efficiency in students' aspired careers. The researcher urge school counselors to implement intervention strategies at various levels in schools, in order to practice and coordinate projects for students that will help them learn specific aspects of a particular occupation<sup>45</sup>.

A similar study investigated influence of home background, family relationship and individual motivation on the career choice of secondary school students of south-west, Nigeria. The study adopted a descriptive survey research design. Using a random sampling technique, 692 female and 508 male senior secondary school students in the

south-west of Nigeria were randomly selected to fill a self-developed questionnaire. Findings revealed home variables, family relationship and individual motivation have positive influence on career choices. Recommendations include, home and school authorities at all levels to work together in harmony to facilitate the career decision process of students from planning to implementation stage. Students should be allowed to interact with the world of work and learn from such experientially, the most suitable career to pursue<sup>46</sup>.

A study also revealed that the home is the first institution of a child that have significant relationships with students' overall life. Current study have investigated the relationship of home environment with secondary school students' performances. The focus of the study was to find out the relationship of home interactions, physical facilities and students' academic performances. Secondary school students were the population of the study. Data were collected through a questionnaire and was analyzed with the help of SPSS. Percentage, mean scores, standard deviation and Pearson correlation were applied to the collected data. Results obtained from analysis illustrated that a substantial majority of respondents are lacking separate study rooms at their homes, have a very low interactional opportunities at home in home related matters, but still majority of them were satisfied with their home environment. Based on the results it was recommended students need to be involved in domestic issues, they might be provided separate rooms for study and all the other facilities needed for educational progress of students<sup>55</sup>.

A study examined that despite the contribution of the family to students' academic performance, limited studies have examined the influence of home environment on students' motivation to study. Thus, this qualitative research aimed to describe the perceived contribution of physical and social home environment to university students' motivation to study. The respondents comprised 30 purposively selected college students,

aged 18 to 24 years old, from a state university in the Philippines. One-on-one interviews were utilized to gather qualitative data from the respondents. Thematic analysis was applied to analyze the data. Results showed that the most influential aspect of physical home environment that motivated students to study was good interior ambiance which included comfortable room temperature, privacy, quiet study area, adequate study space, and good spatial organization. On the contrary, the characteristics of physical home environment that demotivated students from studying included uncomfortable and disorganized study space, noise, distracting facilities such as television and Internet, and the lack of personal study space. In terms of social home environment, care and assistance; effective communication; freedom; and respect from parents and siblings were among the factors that motivated students to study. In contrast, academic pressure from parents; social comparison; parents' lack of sensitivity; and family conflicts were aspects that lead to the lack of motivation to study. Finally, household tasks and rules were found to have both positive and negative perceived effects on study motivation<sup>56</sup>.

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students need to be involved in domestic issues, they might be provided separate rooms for study and all the other facilities needed for educational progress of students<sup>77</sup>.

#### **2.3.4 School environment and motivation towards learning**

A study investigated peer group influence as a correlate of secondary school students' motivation towards learning in Oluyole local government area of Ibadan. The main purpose of the study is to determine the influence of peer group as a correlate of secondary school students' motivation towards learning, the factors that can determine students' motivation towards learning, whether peer group influence determines variation in academic performance of male and female students, just to mention a few. The researcher employed descriptive survey method for the study. The findings showed that there is significant relationship between peer influence and secondary school students' motivation towards learning, there is no significant gender difference in peer group influence of secondary school students' motivation towards learning and that there is no significant type difference in secondary school students' academic motivation towards learning. The study recommended that students should move with peer groups that will motivate them towards learning<sup>25</sup>.

Another study analyzed the influence of classroom environment on students' performance for peace and security in Obudu. The design adopted for the study is the correlation survey research. The sample of the study comprised of 360 respondents selected from a population of 1554 junior secondary three students in the 25 government owned junior secondary schools in Obudu local government area using simple random sampling technique. A student achievement questionnaire and a mathematics achievement test were used to collect data for the study. The data collected was then analyzed using Pearson product moment correlation co-efficient. The result of the study revealed that teachers'

motivation of pupils does significantly relate with pupils' performance in primary mathematics, class room facilities does significantly relate with pupils 'performance in primary mathematics. It was therefore recommended among others that teachers should understand the classroom environment properly in order to deliver lessons effectively<sup>62</sup>.

Another study reviewed motivation and interest affect students' learning especially in Physics, a subject learners perceive as abstract. Three goals served as the foundation for this study: (a) modify and validate the Science Motivation Questionnaire for use in Uganda; (b) investigate whether gender differences in motivation exist for learning Physics; and (c) determine the degree to which students' interests predict their motivation to learn Physics. 374 randomly chosen students from five central Ugandan schools made up the sample. They answered anonymous questionnaires containing the Individual Interest Questionnaire and SMQ-II scores. Confirmatory factor analyses, t-tests, and structural equation modeling were used in SPSS-25 and Mplus-8 to analyze the data. With the removal of one item, the SMQ-II's five-factor model solution provided a satisfactory match for the available data. When given to both boys and girls, the modified SMQ-II demonstrated invariant factor loadings and intercepts, or strong measurement invariance. Moreover, gender had little bearing on the motivation to learn physics. Students' motivation to learn physics was correlated with their level of interest. Last but not least, we found that whereas interest strongly predicted all motivational dimensions, it also significantly predicted students' self-efficacy and self-determination in studying physics. The paper discusses the implications of these findings for Physics instruction at the lower secondary level<sup>63</sup>.

According to a study, there are several distinct structures that make up accomplishment motivation, including ability self-concepts, task values, objectives, and achievement motives. The majority of motivational constructs predicted academic achievement beyond

intelligence, and students' ability self-concepts and task values are more powerful in predicting their achievement than goals and achievement motives, according to the few studies that have been conducted on a variety of motivational constructs as predictors of school students' academic achievement above and beyond students' cognitive abilities and prior achievement. The current study set out to determine whether ability self-concepts, task values, goals, and achievement motives could all be measured with the same degree of specificity as the achievement criteria (e.g., hope for success in math and math grades) and if so, could the previously reported findings be repeated. The sample consisted of 345 students from Germany's highest academic track (Gymnasium) who were enrolled in the 11th and 12th grades ( $M = 17.48$  years old,  $SD = 1.06$ ). In arithmetic, German, and general schooling, students self-reported their ability self-concepts, task values, goal orientations, and accomplishment reasons. We also evaluated their IQ, as well as their math and German grades, as well as their grade point average both now and in the past. A considerable amount of variance in grades was explained by domain-specific ability self-concept, motives, task values, and learning goals, but not by performance objectives, according to relative weight analyses. Ability self-concept was the best predictor of grades. The findings and their relevance for examining motivational constructs with various theoretical underpinnings are reviewed<sup>64</sup>.

A study looked at the positive components of the work environment, like organizational support, supervisory encouragement, and workgroup support, as well as the negative aspects, like workload pressure and obstacles to teaching. The study aims to identify the characteristics and their constituent aspects that educators believe create a positive or harmful learning environment. The study also describes how the number of years of expertise and the quality of instruction affect the mentioned variables. A cross-sectional survey with a quantitative basis was employed in the study to examine teachers' opinions

on their workplace. A set of background information was included in a questionnaire, to which 34 closed-ended questions were employed to extract data. Approximately 368 teachers—230 men and 138 women—participated in the survey. The five elements were incorporated into two second-order formative constructs in structural equation models. The gender and teaching level (primary and secondary) variation was outlined using an independent sample t-test, and any correlations between the experience and perceived work environment components were examined using Pearson correlation coefficients. It is discovered that the most crucial element in the school's favorable atmosphere is workgroup support, especially having positive relationships with the principal. The least significant feature of organizational encouragement was the physical amenities; instead, the most crucial component was encouraging positive behavior through preventing conflict and guaranteeing justice. Teachers' frequent need to deal with unruly and aggressive students largely molded teaching obstacles. Instructors report feeling overworked and under pressure from office staff inspections, arbitrary deadlines, and an excessive number of after-school meetings. Teachers rated the school's favorable environment more favorably the more experience they had. Educational officials and school administrators can use the findings as a guide to determine which aspects of the school environment require immediate attention and change<sup>65</sup>.

In a related study, the researcher investigated the relationship between quality assurance predictors and students' academic achievement in public secondary schools in Imo State, Nigeria. The research design adopted for the study is the descriptive survey research design. Four research questions and five hypotheses guided the study. The population of the study consisted of 208,465 students from 320 public secondary schools in the study area. The simple proportionate random sampling was adopted to choose 4,126 students as the sample size from 6 public secondary schools in the state with 2

secondary schools chosen from each of the 3 educational zones of Imo state. The instrument used to collect data was Quantity Assurance Indices as Correlates of Academic Achievement of Students in Public Secondary Schools Questionnaire. The instrument was validated by 3 experts; two from the Department of Educational Management and Policy and one from the Department of Educational Foundations. The instrument comprises two sections. Section A is concerned with the influence of quality assurance indices on students' academic achievement while section B dealt with the impediments that hinder quality assurance indices from enhancing students' academic achievement. The validity of the instrument was established through a pilot-testing analysis using Cronbach alpha which yielded 0.86 and 0.87 respectively and an average of 86.5 which was considered high enough to be reliable for the purpose of the analysis, each of the items in the instrument was scored. The four points rating scale was used in scoring the responses of the respondents. Each item was weighted and calculated as: Strongly Agree (SA) = 4points, Agreed (A) = 3points, Disagree (D) = 2points and Strongly Disagree (SD) = 1 point. Data were collected by the researcher with the help of five research assistants. Pearson Product Moment Correlation and regression analysis were used to carry out the analysis. Pearson Product Moment Correlation was used to answer the research questions and to test the null hypotheses 1, 2, 3 and 4 while regressionanalysis was used to test hypothesis 5. In testing the hypotheses, when p-value was lesser than 0.05 ( $P < 0.05$ ), it was rejected while a hypothesis with p-value greater than 0.05 was accepted. Data were analyzed using Statistical Packaging for Social Sciences (SPSS). It is therefore recommended that personnel and other quality assurance indicator should be provided in schools for effective teaching and learning<sup>66</sup>.

Another study aimed to observe the consistent and different between students expected and actual grades. Examine the relationship between academic motivation, grade

expectation, and academic performance in 61 students enrolled in undergraduate classes. Findings of this study revealed a great gap between the real grades achieved by the student in real exam comparing to expected grades. The study found that most of the student grades was D (26%) which it is from 60-69, F (25%), E (23%), C (15%), B (6%) and A is (5%). If we compare the expected A ratio was 43% and the really student score A was only 5 %. In addition, the study approve the existence of relationship between students' grades and academic motivation. An assessment of whether the level of disconnect between expected and actual grade differs significantly among different types of core-required courses. This study has been conducted in a privet school and perhaps there is prevailing understanding of the student that they have played a lot of fees and they deserve a great deal and grades. This clam needs wide studies to test that assumption<sup>67</sup>.

Another study was designed to investigate school environmental indices as predictor of academic achievement in mathematics among junior secondary schools in Oyo state. The study employed descriptive survey research design. The sample size consisted of 549 teachers and 601 students were selected using simple random sampling technique. Two instruments were used for data collection namely School Environmental Indices Questionnaire and Mathematics Achievement Test. The two instruments were validated before they were used for this study. Data collected were analyzed using simple percentages, mean, standard deviation and Multiple Regression. It was revealed that the availability level of school library facilities, mathematics laboratory facilities and school convenience facilities showed moderate level with the mean value ranged between 2.5 and 3.49. Finding revealed that there was a significant joint influence of school environment indices on academic achievement in mathematics. Also, there was a significant relative influence of school environmental indices and on academic

achievement in mathematics, school library, school convenience facilities, and mathematics laboratory. The study concluded that the three indices were at moderate level and are predictors of academic achievement in mathematics. It was recommended that schools should ensure that all the indices mentioned in this study are available and sufficient for the students use so as improved the academic level<sup>68</sup>.

A related study examined summary indices of high school performance (coursework, grades, and test scores) based on the graded response model. The indices varied by inclusion of ACT test scores and whether high school courses were constrained to have the same difficulty and discrimination across groups of schools. The indices were examined with respect to skewness, incremental prediction of college degree attainment, and differences across racial/ethnic and socioeconomic subgroups. The most difficult high school courses to earn an “A” grade included calculus, chemistry, trigonometry, other advanced math, physics, algebra 2, and geometry. The GRM-based indices were less skewed than simple high school grade point average and had higher correlations with ACT Composite score. The index that included ACT test scores and allowed item parameters to vary by school group was most predictive of college degree attainment, but had larger subgroup differences. Implications for implementing multiple measure models for college readiness are discussed<sup>69</sup>.

A study also investigated school coexistence as a fundamental aspect for good academic performance. The objective of the study was to identify school coexistence indices, and to analyze differences in academic performance according to these indices in students from public schools in the province of Biobío, Chile. This cross-sectional study involved 730 children. School coexistence indices as a quality of interpersonal relationships between school bodies, the perception of violence and aggressiveness from a gender perspective, and the perception of levels of safety and unsafety in different school areas as well as

academic performance through accumulated final grades and grade point averages were measured. A total of 40.9% and 41.3% of schoolchildren agreed or strongly agreed that stronger students are violent toward weaker students and boys are violent toward one another, respectively. The school areas most classified as unsafe or very unsafe were the restrooms, followed by the playgrounds, and the gym and fields. Schoolchildren who classified the relationships within the school bodies as bad, or very bad, presented significantly lower AFG in subjects such as math, language (Spanish), and physical education and health as well as GPA. In the same line, those who perceived greater violence and aggressiveness among peers and higher insecurity in different school areas presented significantly poorer academic performance. In conclusion, students perceived violence and aggressiveness among themselves, and the school areas perceived as unsafe were identified. Furthermore, students who perceived poorer school coexistence indices presented a weaker academic performance<sup>70</sup>

Another study aimed to examine the impacts of career guidance interventions on school students' career-related skills, knowledge and beliefs by combining relevant empirical studies conducted in the last 10 years. A random-effects meta-analytic technique was employed for this purpose. After screening, electronic databases using pre-defined eligibility criteria, nine studies involving a total of 1,433 participants were included in the final meta-analysis. The analysis yielded a weighted mean effect size of 0.42 which may be construed as a moderate-to-high effect size with a significant difference between the treatment and control conditions at post-treatment. As a result, post-test career-related outcomes in students who received career guidance were significantly higher than in non-guidance groups. The results suggest that career interventions may provide some modest developmental progression in school-age children and adolescents particularly through improving learners' career decidedness and attitudes such as future time perspective.

These findings might have strategic implications for policy and practice. This paper extends past research on career guidance effectiveness by identifying the combined effect size of relevant career interventions<sup>71</sup>.

A study examined the significance of information and communication technologies in the educational sector in the last few decades which has tremendously increased. The study aimed to examine the significance of various individual factors such as teachers' self-concept, self-efficacy and ICT-related subjective self in predicting their perceptions of ICT usability leading to enhance preschool children's learning outcomes. To achieve the study objectives, the authors applied a quantitative research methodology. After surveying 386 preschool teachers in 55 preschools, the data were analyzed using SmartPLS software. Most educational institutions have transformed their traditional modes of education into virtual classrooms. Technological intrusion in the educational sector has increased during COVID-19 and is persistent in the post-COVID era. Similarly, in universities and colleges, the inclusion of digital technologies in preschools has remarkably increased. The current study adds value to the existing body of literature by extending the existing TAM3 to TAM3+ by adding a new domain of subjective self and predicting preschool teachers' ICT usage in the classrooms and the interaction of this usage with technical support to enhance the preschool children's learning outcomes<sup>72</sup>.

Another study aimed at finding the effect of biology teacher's variables on the academic performance of senior secondary school students in Sokoto metropolis, Nigeria. Five schools were randomly selected as the sample of the study, including 5 Biology teachers and 200 Biology students, to make the sample of 190 respondents. Using a random sampling technique, two structural questionnaires were used as the instruments for data collection. Frequency count and percentage were the methods used in data analysis. Among the findings drawn in this study are: it was observed that the effects of teachers'

qualities with respect to their qualification are high, which modify students' academic performance; most teachers in Sokoto state presently are experienced in their teaching, and this modifies students' academic performance; it was observed that the effect of teachers' qualities with respect to subject-matter knowledge is high. This shows that they have good knowledge of the subject matter. It is recommended that there should be a provision of adequate biology teachers, laboratory equipment, and regular teacher training, seminar, and workshops on the use of instructional materials<sup>73</sup>.

A similar study examined learning as an innate nature of man which exists in his environment or for what the circumstances are favorable. Creation of environment for learning is called teaching. The aim of teaching is to make the learner learn. There is no meaning of until the learner is able to learn. Though man also learns without teaching, but teaching is necessary for purposeful learning. This is the reason that teaching-learning is taken as a joint concept. When we take teaching-learning as a joint concept, it has five components – learner (student), trainer (teacher), materials to be taught (curriculum), teaching methods and environment for teaching-learning. It is necessary to maintain these five components properly in order to make the process of teaching-learning effective. The factors related to them are the factors that affect teaching-learning<sup>74</sup>.

In a separate study, the Guelma University Department of English looked at a few characteristics that negatively impacted students' acquisition of English as a foreign language. The following factors were used to further develop the work: the students' motivation and attitudes toward the target language; the availability and regularity of using sufficient teaching materials; the caliber of the faculty and their proficiency with contemporary teaching techniques; the learning environment and the degree of exposure to the target language. However, the primary goal was to pinpoint the different elements that

adversely affect the teaching and learning environment and offer potential remedies in order to advance EFL instruction in our department. The results showed that pupils did not have access to the right resources or settings, both within and outside of the classroom, to practice the target language. In addition, psychological barriers faced by pupils, cultural background, difficulties with teaching methods by teachers, and a lack of enthusiasm and skill all turned out to be contributing causes to subpar performance<sup>75</sup>.

Another study examined impact of school facilities on the academic performance of secondary students in Kaduna state, Nigeria. The study was guided by two objectives which included: the impact of school facilities on academic performance of students, identification that school building in poor shape lead to reduced learning. Descriptive survey design was used and the sample was 100 students which were selected from the population of 10 secondary schools from Kaduna state Nigeria. A questionnaire was used in the collection of the data for this study and descriptive statistical tool such as frequency, simple percentage and mean was used to process the data. The study found out that the inadequate or poor school facilities affects the academic performance of secondary school students and teachers negatively. The study also revealed that maintenance culture of available facilities is a major problem. Conclusion and Recommendation were also made<sup>76</sup>.

### **2.3.5 Socio-economic, psychomotor factors and motivation towards learning**

A similar study revealed that Socio-economic characteristics play an important role in students' academic performance. The standard of living of an individual or a group is determined by their socio-economic factors, which are often measured by their level of education, employment position, and parental income. The socioeconomic element that affected students' academic performance at the upper secondary school level of schooling was examined in the earlier studies on this topic. The current study looks at how

socioeconomic factors affect higher secondary school students' academic performance. In the Salem District of Tamil Nadu, India, 764 higher secondary school students provided the sample for this study. The current study has discovered that mothers' occupations and educational backgrounds have a significant influence on the academic achievement of their offspring. Father's work and educational background have a moderately large influence. The family's income has a considerable detrimental impact on the students' academic achievement at the 1% level. However, the kinds of schools and teaching methods also have a significant impact on how well secondary school pupils achieve academically. The findings of this study indicate a clear correlation between socioeconomic characteristics and higher secondary school students' academic achievement<sup>78</sup>.

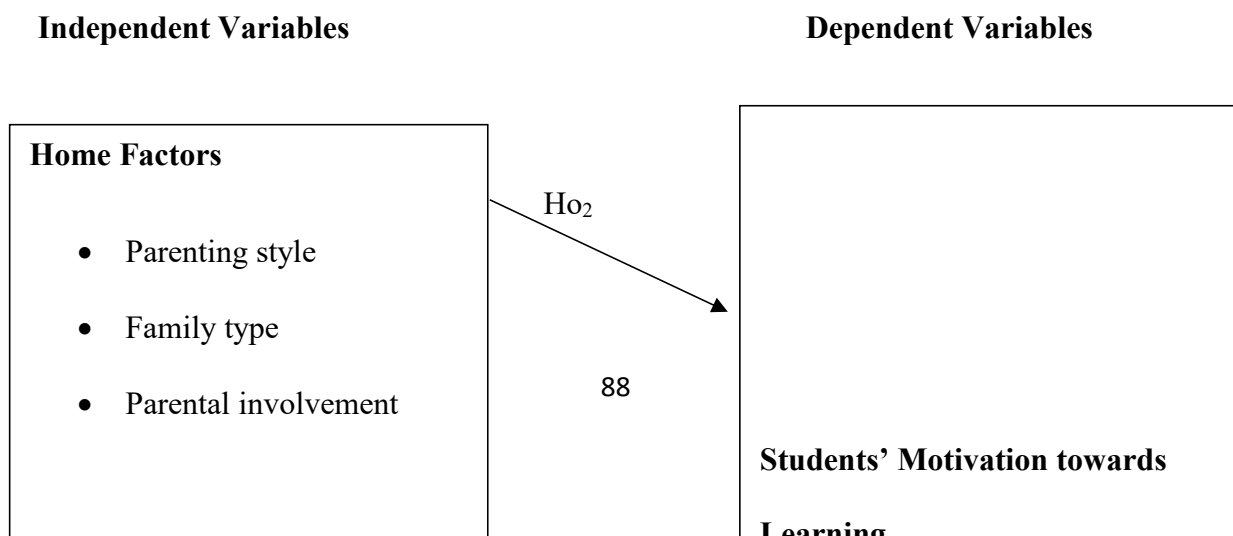
A study hypothesized a causal model of psycho-social factors (study habits, Self-efficacy, social involvement, test anxiety and social media) affecting undergraduates' academic performance in ObafemiAwolowo University, Ile-Ife, Nigeria. It determined the relative and composite contribution of the psycho-social factors to undergraduates' academic performance. The study adopted the ex-post-facto survey design. The population for the study comprised all the 26,382 undergraduate students of ObafemiAwolowo University, Ile-Ife. Sample consisted of 600 undergraduates of ObafemiAwolowo University, Ile-Ife, selected through simple random sampling technique. A total of 600 students were selected from six faculties using multistage sampling procedure. Four adapted instruments were used for data collection; Results showed that the hypothesized causal model that related academic performance to six causal variables had 17 paths with six being direct paths and 11 as indirect paths. Results also revealed that a unit increase in each of students' Self-efficacy, study habits and social media respectively brought about a 41.8%, 21.8% and 11% increase in students'

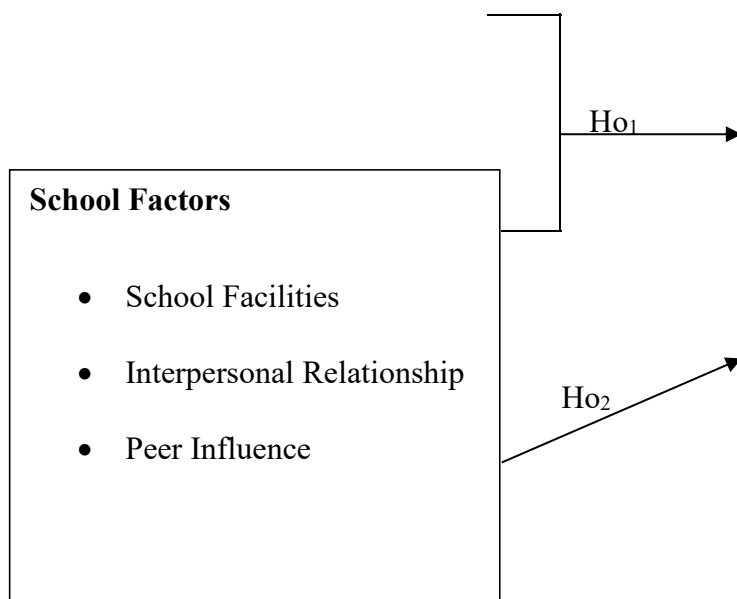
academic performance. Furthermore, a unit increase in test anxiety and social involvement relatively led to 42.3% and 6.8% decrease in academic performance of the students. The combined influence of the psycho-social variables on students' academic performance was significant as they jointly and significantly predicted undergraduates' academic performance ( $R^2=0.59$ , Adjusted  $R^2=0.59$ ,  $F=131.41$ ,  $p<0.05$ ). Finally, a unit increase in each of students' Self-efficacy, study habits and social media respectively brought about a corresponding 41.9%, 21.7% and 11.9% increase in students' academic performance while a unit increase in test anxiety and social involvement respectively led to 42.7% and 6.8% decrease in academic performance of the students. The study concluded that Self-efficacy and test anxiety had significant influence on academic performance while study habits, social involvement and social media did not have direct effect on the academic performance of undergraduates<sup>79</sup>.

#### 2.4: Conceptual Model

Conceptual model consists of concepts that are placed within a logical design. It explores the use of diagrams to explain the inter-relationships between variables. Figure 2.1 shows the conceptual model for the study.

**Figure 2.1**





Source: The Researcher, 2023

**Figure 2.1:** Conceptual model showing Home and school factors as determinants of students' motivation towards learning in Oyo town, Nigeria.

The figure above shows a diagrammatic illustration of various possible factors that determine students' motivation towards learning in senior secondary schools. In the model, the dependent variable (Motivation towards learning which could be intrinsic or extrinsic) and its interrelatedness with the independent variables which are home factors (parenting style, parental involvement and family type) and school factors (school facilities, interpersonal relationship and peer influence) are shown.

## 2.5 Summary of Reviewed Literature

After review of recent literature on the main and sub variables of this study, multiple sources suggested similar points: a student's motivation towards learning is often directly impacted by both home and school factors among others. These sources highlight that parents and educators realize the importance of motivating students to learn .On the home

font, the parents can help the students to get motivated to learn while the school and teachers should endeavor to support students so as to enhance their motivation towards learning for educational goal attainment. However, it is essential to note that yet many factors may also affect parents and teachers' ability to encourage students' motivation towards learning across Nigeria today.

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## **Chapter Three**

### **Methodology**

This chapter presents a description of the various sub-sections that constitute the methodology of the study that was adopted by the researcher in executing the study along with the justification behind them. It also contains the research design, area of study, population, determination of the sample size, sampling techniques and procedures, data collection methods, data collection instruments, validity and reliability of instrument, procedure of data collection and methods of data analysis.

#### **3.1 Research Design.**

The research employed a descriptive survey research design which involved gathering data from a representative sample of the population to obtain result that could be applied to the entire population. The purpose of this research design is to collect and interpret data without manipulating any variable.

This was done in order to bring to lime light the influence of home and school factors as determinants of public secondary students' motivation towards learning in Oyo town, Nigeria. This approach is popular in the post positivist tradition in which researcher designs tools to collect data, measure variables and interpret statistical results.

### 3.2 Population of the Study

The population of this study covered all the 54 schools and 6568 secondary school students that were available as at the time of this study in Oyo town which comprises of four (4) local government areas: Afijio, Atiba, Oyo East and Oyo West. The population of SSS 2 students is considered because they have fully got acquainted with senior secondary school and are not writing major external exams at this level.

**Table 3.1;** Population of public secondary schools and SSS 2 students in Oyo town.

Local Government Area	Total No of schools	Total Number of SSS 2 students
Afijio	18	1284
Atiba	15	1814
Oyo East	9	1816
Oyo West	12	1654
<b>Grand Total</b>	<b>54</b>	<b>6568</b>

Source: TESCOM Zonal Office, Oyo, Oyo Zone, 2023<sup>1</sup>

### 3.3 Sample and Sampling Technique.

Multi-stage sampling procedure was used to select the sample size for the study. At stage one, purposive random sampling technique was used to select nine (9) schools from each of the local government areas in Oyo town. This is because, Oyo East has the lowest number of schools which is nine (9) in number, and this was done to ensure uniformity and equal representation of schools.

A school was considered eligible if:

- (a) The school is a public secondary school, irrespective of whether it is a co-education or single stream school.
- (b) The SSS 2 students in the school completed SSS 1 class.
- (c) The school has been graduating senior secondary students in the past ten (10) years.

According to the criteria above, the following thirty six (36) schools were selected from all the four local government areas in Oyo town, Nigeria.

**Table 3.2:** Summary of selected schools and number of SSS2 students in Afijio Local Government Area.

S/N	Local Government Area	Number of SSS 2 Students
<b>A. Afijio</b>		
1	Community Secondary School, Oke Apo	13
2	Community High School, Fiditi	24
3	Methodist Secondary School, Fiditi	67
4	Community Commercial Secondary School, Ilora	153
5	Community Secondary School, Onifa	9
6	Ilora Baptist Grammar School I, Ilora	206
7	Akinmoorin Grammar School, Akinmoorin	24
8	Awe High School, Awe	125
9	Fiditi Grammar School, Fiditi	92
<b>Total:</b>		<b>713</b>

**Table 3.3:** Summary of selected schools and number of SSS2 students in Atiba Local Government Area.

S N	Local Government Area	Number of SSS 2 Students
<b>B. Atiba</b>		
1	Isale Oyo Commercial Secondary School, Oyo	190
2	Community Senior High School, Oke-Olola, Oyo	188
3	Alaafin High School I, Oyo	302
4	Alaafin High School II, Oyo	188
5	Community Secondary School, Oke-Olola, Oyo	204
6	Isale Oyo Community Grammar School I, Oke-Oroki	190
7	Isale Oyo Community Grammar School II, Oke-Oroki, Oyo	112
8	Oranyan Grammar School I, Sabo Oyo	612
9	Oranyan Grammar School II, Sabo	358

Oyo

**Total:** 2344

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**Table 3.4:** Summary of selected schools and number of SSS2 students in Oyo East Local Government Area.

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S/N	Local Government Area	Number of SSS 2 Students
<b>C. Oyo East</b>		
1	Olivet Baptist High School, Oyo	573
2	St. Benardines Girls Grammar School, Oyo	186
3	Oba Adeyemi High School, Oyo	128
4	AbiodunAtiba Memorial Institute Oyo	203
5	Anglican Methodist Secondary School I, Oyo	191
6	Anglican Methodist Secondary School II, Oyo	202
7	Durbar Grammar School, Oyo	113
8	Durbar Community High School, Durbar, Oyo	82

9 Community High School, Ajagba Oyo	138
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**Total:** **1816**

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**Table 3.5:** Summary of selected schools and number of SSS2 students in Oyo West Local Government Area.

S/N	Local Government Area	Number of SSS 2 Students
<b>D. Oyo West</b>		
28	Army Children School, Oyo	207
29	Baptist Commercial High School Isokun, Oyo	108
30	Community secondary School, Idi-Ope, Oyo	176
31	Ladigbolu Grammar School I, Oyo	204
32	Ladigbolu Grammar School II, Oyo	157
33	Ojongbodu Grammar School, Oyo	106
34	Ansar-u-deen Grammar School, Opapa	115
35	Ansar-u-deen High School, Opapa	88
36	Fasola Grammar School, Oyo	70
<b>Sub Total:</b>		<b>1231</b>
<b>Grand Total:</b>		<b>6104</b>

**Source: Field Work**

**3.3.1** At stage two, the formula in the equation below, Taro Yamane (Slovin's Formula), was further used to select sample size for students.

$$n = \frac{n}{1 + N(e)^2} \quad \text{----- equation (i)}$$

Where

n = the desired sample size

N = population size from which sample is designed

e = 0.05 which is the level of significance

**Table 3.6:** Summary of selected schools and students in public secondary schools in Oyo town (n=1226)

S/N	Local Government Area	Number of sampled schools	Total number of SSS2 students	Total number sampled SSS2 students
1	Afijio	9	713	256
2	Atiba	9	2344	341
3	Oyo East	9	1816	328
4	Oyo West	9	1231	301

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**Source:** Field work

**3.3.2** At stage three, simple random sampling technique was further used to select respondents from each of the 36 schools to make up the sample size.

### **3.4 Description of the Research Instrument**

The instrument used for data collection for the study is a self-developed questionnaire titled Home and School Factors Questionnaire [HASFQ] for students within the school environment. This Questionnaire was divided into five sections and consists of well-structured items.

Section A: This section was designed to obtain demographic information of the respondents in form of gender, age and family type. Section B: This section measures motivation. Items 1-5 were used to measure intrinsic motivation while 6-10 measures extrinsic motivation. This section consists of structured items with rating scale as follows; VT= Very true (4) T= True (3) NVT= Not Very True (2) and NT= Not true (1). Section C: This section was designed to measure school factors. Items 1-5 measures school factors, 6-10 measures interpersonal relationship while 11-15 measures peer influence. This section consists of structured items with rating scale as follows; VT= Very true (4) T= True (3) NVT= Not Very True (2) and NT= Not true (1). Section D: Under this sub-section, items were used to measure home factors. Items 1-9 measures authoritative, authoritarian and permissive parenting styles, while items 10-14 measures parental involvement. This section consists of structured items with rating scale as follows; A=Always (4) S= Seldom (3) R= Rarely (2) N= Never (1). Section E: This section measures motivation

towards learning on both home and school factors. This consists of six structured items. This section consists of structured items with rating scale as follows; SA= Strongly Agree (4) A=Agree (3) D= Disagree (2) and SD=Strongly Disagree (1).

### **3.5 Validity of Research Instrument**

Validity refers to the extent to which an instrument measures what it is supposed to measure and whether it measures it accurately. The scales were validated and their psychometric properties established. The face, content and structure validity were ascertained through the judgments of experts in psychometrics, test and measurement, with inputs from the researcher's supervisor. It was ensured that items on the instrument are suitable, appropriate and adequate to elicit needed information from respondents. The research instrument was subjected to proper validation with the assistance of the supervisor in order to ensure that the instrument sub-scales actually measure what they are expected to measure.

### **3.6 Reliability of the Research Instrument**

Reliability is considered as the extent to which a research tool gives consistent result after repeated trials<sup>5</sup>. To ensure reliability of the instrument, the researcher developed questionnaire with appropriate wordings that are simple, direct and familiar to the respondents. A trial testing was carried out before administration on a sample of 60 students who were not part of the population of the study with the reliability co-efficient of ( $\alpha = 0.81$ ) determined through Cronbach's Alpha reliability co-efficient with the use of SPSS.

### **3.7: Method of Data Collection**

The researcher obtained an introductory letter from the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan that was used to introduce her and her and two Research Assistants to the relevant authorities in Oyo State Teaching Service Commission (TESCOM), Oyo Zone and of the Public secondary schools in Oyo town.

### **3.8: Method of Data Analysis**

The data collected from the questionnaires were analyzed using descriptive and inferential statistical methods. The demographic characteristics were analyzed using descriptive statistics such as frequency counts and percentages. Research questions 1, 2, 3, 4, and 5, were answered using descriptive statistics such as frequency counts, percentage, mean and standard deviation, while hypotheses 1, and 2 were tested using inferential statistics like multiple regression analysis at 0.05 level of significance.

### **Endnotes**

1. Ministry of Education, Teaching Service Commission (TESCOM) Oyo Zone Post.

*Do Not Copy, Lead City University, Nigeria*

## Chapter Four

### Result and Discussion of Findings

This chapter deals with the presentation, analysis and interpretation of the data gathered in the course of this study. Results obtained from the field as well as detailed discussions for easy comprehension are also stated. The data are presented in tables and the analysis is done using descriptive statistics (frequency count) and inferential statistics (regression analysis) based on 1091 instruments that were retrieved out of 1226, which account for 89% of the total population.

#### 4.1 Analysis of Respondents' Demographic Characteristics

**Table 4.1: Age of Respondents**

S/N	Age of respondents	Frequency	Percentage
1.	14 years old or less	105	9.6
2.	15 years old	267	24.5
3.	16 years old	507	46.5
4.	17 years old	108	9.9
5.	18 years old	82	7.5
6.	19 years old and above	22	2.0
Total		1091	100

Source: Field survey, 2023.

Table 4.1 presented above contains information on age distribution of respondents that participated in the study. It was revealed that 46.5% were 16 years of age, 24.5% were 15 years of age, 9.9% were 17 years of age, 9.6% were 14 years or less, 7.5% were 18 years of age while 2.0% were 19 years and above. This shows that a significant number of respondents who participated in the study were old enough to give accurate answers to the items used to generate data for the study.

**Figure 4.1**

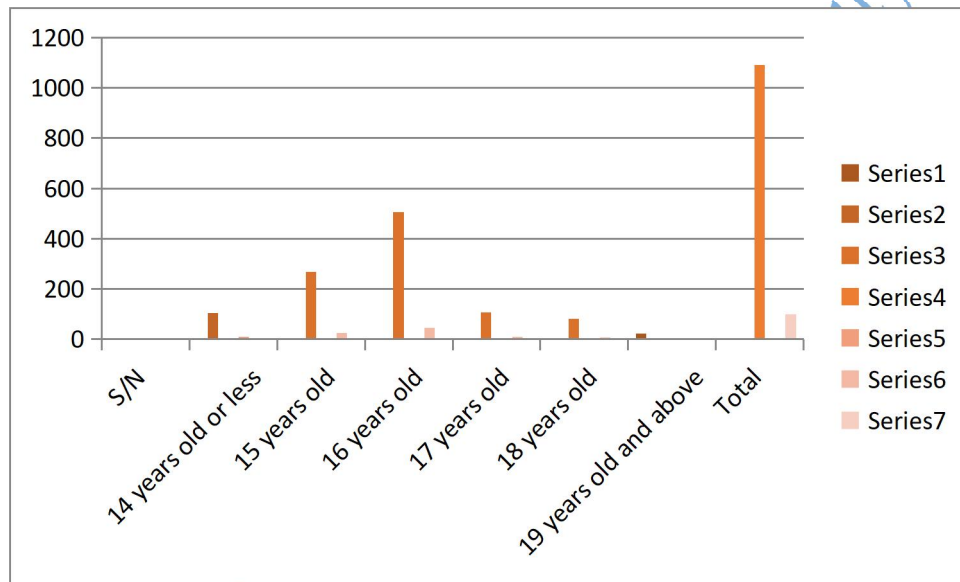


Figure 4.1 above shows demographic analysis of respondents' age.

**Table 4.2 Gender of Respondents**

S/N	Gender	Frequency	Percentage
1	Male	537	49.2
2.	Female	554	50.8
	Total	1091	100

Source: Field survey, 2023.

Table 4.2 presented above contains information on gender of respondents that were involved in the study. The table revealed that 50.8 percent of respondents are female while 49.2 are male. The difference in gender distribution did not in any way affect the result of the study. Hence, the difference in gender is negligible.

**Figure 4.2**

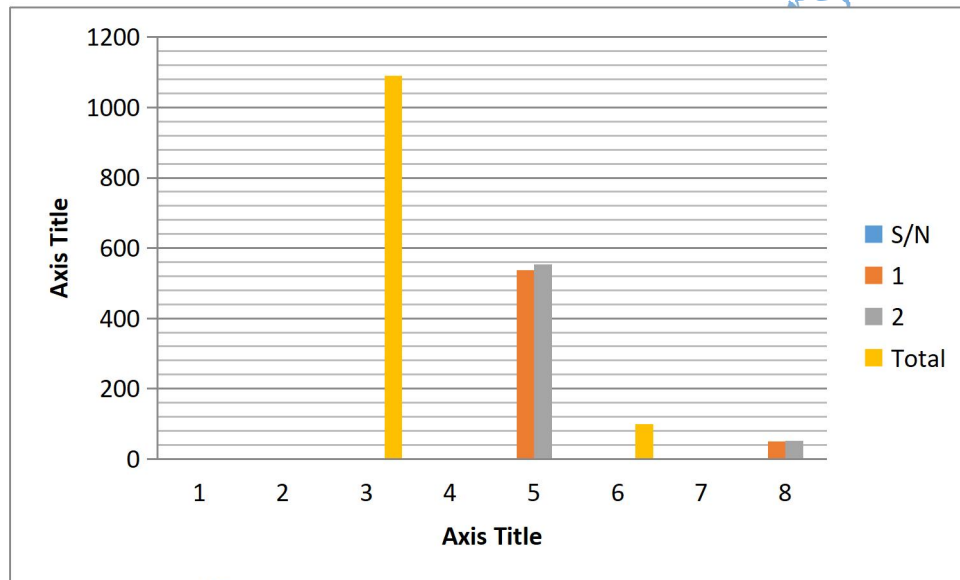


Figure 4.2 above shows demographic analysis of respondents' gender

## 4.2 Analysis of Respondents' Opinions on Research Questions

### Research Question One

What is the level of students' motivation towards learning in Public secondary schools in Oyo town, Nigeria?

**Table 4.3 Analysis of respondents' opinions on motivation of Public secondary school students' motivation towards learning in Oyo town, Nigeria**

Items	VT	T	NVT	NT	Mean	SD
I have Passion for My academic Work.	858 (78.6%)	143 (13.1%)	40 (3.7%)	50 (4.6%)	1.34	.758
I engage In educational Activities Because I enjoy Them.	591 (54.2%)	360 (33.0%)	80 (7.3%)	60 (5.5%)	1.64	.841
I do not study Because I see Others doing so	294 (26.9%)	210 (19.2%)	261 (23.9%)	326 (29.9%)	2.57	1.17
Most often, I Read for my Personal Development.	573 (52.5%)	317 (33.99%)	88 (8.1%)	60 (5.5%)	1.67	.845
I am usually Motivated to study In order to gain personal Knowledge.	645 (59.1%)	294 (26.9%)	84 (7.7%)	68 (6.2%)	1.61	.875
I require Monitoring to be able to Study.	441 (40.4%)	387 (35.5%)	97 (8.9%)	166 (15.2%)	1.99	1.05
My motive for Studying is based on receiving Reward.	432 (39.6%)	465 (42.6%)	96 (8.8%)	98 (9.0%)	1.87	.910
I study because I don't want to get punished.	405 (37.1%)	339 (31.1%)	171 (15.7%)	176 (16.1%)	2.11	1.078
Fear of failure makes me study hard	708 (64.9%)	281 (25.8%)	46 (4.2%)	56 (5.1%)	1.50	.802
I study because my friends perform well in their	369 (33.8%)	294 (26.9%)	242 (22.2%)	186 (17.0%)	2.22	1.092

Studies.

Weighted Mean=1.852

**Threshold=2.5 decision** =low level of motivation towards learning

Source: Field survey, 2023.

**KEY:** VT=Very True(4), T=True (3), NVT= Not Very True (2) and NT= Not True (1)

If the mean is 0.000- 2.499= Very low; 2.500-3.499= Low; 3.500-4.999= Moderate Level and 4.500-5.000= High.

Table 4.3 above showed that public secondary school students in Oyo town have a low level of motivation towards learning.

### Research Question Two

What is the status of school factors (school facilities, interpersonal relationship and peer influence) in Public secondary schools in Oyo town, Nigeria?

**Table 4.4 Analysis of respondents' opinion on the status of school facilities in Public secondary schools in Oyo town, Nigeria**

Items	VT	T	NVT	NT	Mean	SD
We Regularly Carry out experiments in our school laboratories	516 (47.3%)	333 (30.5%)	138 (12.6%)	104 (9.5%)	1.84	.978
My school has a well equipped library	537 (49.2%)	370 (33.9%)	106 (9.7%)	78 (7.1%)	1.75	.901
My Classroom Is usually overcrowded with students	528 (48.4%)	405 (37.1%)	86 (7.9%)	72 (6.6%)	1.73	.868
My school has enough sport facilities	390 (35.7%)	450 (41.2%)	143 (13.1%)	108 (9.9%)	1.97	.940
There is a	423	318	214	136	2.06	1.039

Clinic in my school (38.8%) (29.1%) (19.6%) (12.5%)

Weighted Mean=1.87

**Threshold=2.5 decision**=low status of school facilities

Source: Field survey, 2023.

**KEY:** VT=Very True(4), T=True (3), NVT= Not Very True (2) and NT= Not True (1)

If the mean is 0.000- 2.499= Very low; 2.500-3.499= Low; 3.500-4.999= Moderate Level

and 4.500-5.000= High.

Table 4.4 above showed that the status of school facilities in public secondary schools on Oyo town is low.

**Table 4.5: Analysis of respondents' opinion on the status of interpersonal relationship in Public secondary schools in Oyo town, Nigeria**

Items	VT	T	NVT	NT	Mean	SD
I interact well with my teachers in and out School.	426 (39.0%)	423 (38.8%)	138 (12.6%)	104 (9.5%)	1.93	.945
My teachers assist me in areas of difficulties	558 (51.1%)	375 (34.4%)	84 (7.7%)	74 (6.8%)	1.70	.878
My Teachers understand me and accept me as I am	459 (42.1%)	426 (39.0%)	114 (10.4%)	92 (8.4%)	1.85	.917
My teachers give full support to enable me learn well	582 (53.3%)	319 (29.2%)	100 (9.2%)	90 (8.2%)	1.72	.938
My teachers give room for me to ask questions	558 (51.1%)	273 (25.0%)	118 (10.8%)	142 (13.0%)	1.86	1.059

during  
classes

Weighted Mean=1.812

**Threshold=2.5 decision=** low level of interpersonal relationship

Source: Field survey, 2023.

**KEY:** VT=Very True(4), T=True (3), NVT= Not Very True (2) and NT= Not True (1)

Table 4.5 above showed that the status of interpersonal relationship in public secondary schools in Oyo town is low.

Table 4.6 Analysis of respondents' opinion on the status of peer influence in Public secondary schools in Oyo town, Nigeria.

Items	VT	T	NVT	NT	Mean	SD
Sometimes I go out with friends without my parents' full approval.	216 (19.8%)	258 (23.6%)	213 (19.5%)	404 (37.0%)	2.74	1.754
Sometimes I put my assignment aside to play with friends	165 (15.1%)	249 (22.8%)	309 (28.3%)	368 (33.7%)	2.18	1.065
Sometimes, I miss Classes because my friends ask me to	123 (11.3%)	159 (14.6%)	297 (27.2%)	512 (46.9%)	3.10	1.028
Sometimes, I get involved in gambling and betting based on my friends' influence.	150 (13.7%)	237 (21.7%)	282 (21.8%)	422 (38.7%)	2.89	1.070

Sometimes, I undergo Pressure from friends to use social media instead of studying.	228 (20.9%)	270 (24.7%)	312 (28.6%)	281 (25.8%)	2.59	1.084
Weighted Mean=2.7						
<b>Threshold=2.5 decision</b> =moderate level of peer influence						

Table 4.6 above showed that the status of peer influence in public secondary schools in Oyo town is moderate.

**KEY:** VT=Very True(4), T=True (3), NVT= Not Very True (2) and NT= Not True (1)

### Research Question Three

What is the level of parental involvement in public secondary schools in Oyo town, Nigeria?

Table 4.7 Analysis of respondents' opinion on the status of parental involvement in Public secondary schools in Oyo town, Nigeria.

Items	A	S	R	N	Mean	SD
There is free flow of communication between me and my parents	648 (59.4%)	204 (18.7%)	123 (11.3%)	116 (10.6%)	1.73	1.030
My parents assist me with assignments and school work	477 (43.7%)	189 (17.3%)	261 (23.9%)	164 (15.0%)	2.10	1.126
My parents attend PTA meetings regularly	693 (63.5%)	180 (16.5%)	124 (11.4%)	94 (8.6%)	1.65	.986
My Parents Discuss	813 (74.5%)	84 (7.7%)	124 (11.4%)	70 (6.4%)	1.50	.929

with me  
about my  
future  
education  
and career  
choice

My parents (56.1%) often discuss my academic performance with me	612 (19.2%)	210 (14.6%)	159 (10.1%)	110	1.79	1.032
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Weighted Mean=1.75

**Threshold=2.5 decision**=low level of parental involvement

**KEY:** A= Always (4), S= Seldom (3), R=Rarely (2), N= Never (1)

If the mean is 0.000- 2.499= Very low; 2.500-3.499= Low; 3.500-4.999= Moderate Level  
and 4.500-5.000= High.

Table 4.7 above showed that the level of parental involvement in public secondary schools in Oyo town is low.

#### Research Question Four

What is the most adopted parenting style used by parents of public secondary school students in Oyo town, Nigeria?

Analysis of respondents' opinion on the status of parenting style in Public secondary schools in Oyo town, Nigeria.

**Table 4.8: Frequency of Authoritarian Parenting Style**

Items	A	S	R	N	Mean	SD
My Parents are very strict	381 (34.9%)	189 (17.3%)	258 (23.6%)	263 (24.1%)	2.37	1.189
Sometimes, I get afraid Of my Parents	405 (37.1%)	198 (18.1%)	252 (23.1%)	236 (21.6%)	2.29	1.176

My parents Enforce choice of career on me	426 (39.0%)	177 (16.2%)	105 (9.6%)	383 (35.1%)	2.41	1.314
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Weighted Mean=2.356

**Threshold=2.5 decision**= low level of authoritarian parenting style

**KEY:** A= Always (4), S= Seldom (3), R=Rarely (2), N= Never (1)

**Table 4.9: Frequency of Authoritative Parenting Style**

Items	A	S	R	N	X	SD
My parents gives me room to do things independently	507 (46.5%)	270 (24.7%)	192 (17.6%)	122 (11.2%)	1.93	1.042
My parents listen to me at all times	630 (57.7%)	123 (11.3%)	166 (15.2%)	172 (15.8%)	1.89	1.162
My parents guide me to take decisions	825 (75.6%)	82 (7.5%)	104 (9.5%)	80 (7.3%)	1.49	.939

Weighted Mean=1.77

**Threshold=2.5 decision**=low level of authoritative parents

**KEY:** A= Always (4), S= Seldom (3), R=Rarely (2), N= Never (1)

**Table 4.10: Frequency of Permissive Parenting Style**

Items	A	S	R	N	X	SD
I am left to do the things that I want at home	420 (38.5%)	282 (25.8%)	241 (22.1%)	148 (13.6%)	2.11	1.067
My Parents rarely beat	579 (53.1%)	326 (29.9%)	136 (12.5%)	50 (4.6%)	1.69	.861

me when  
I do  
Wrong

Most of the time, my parents are not around	279 (25.6%)	288 (26.4%)	300 (27.5%)	224 (20.5%)	2.43	1.081
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Weighted Mean=4.61

**Threshold=2.5 decision**=high level of permissive parents

**KEY:** A= Always (4), S= Seldom (3), R=Rarely (2), N= Never (1)

If the mean is 0.000- 2.499= Very low; 2.500-3.499= Low; 3.500-4.999= Moderate Level  
and 4.500-5.000= High.

**Table 4. 11: Frequency of Most adopted parenting style**

Items	Always	Seldom	Rarely	Never	Mean
Authoritarian	404 (37%)	188 (17.2%)	205 (17.7%)	294 (26.9%)	2.36
Authoritative	654 (59.9%)	158 (14.5%)	154 (14.1%)	125 (11.4%)	1.77
Permissive	426 (39.1%)	299 (27.4%)	226 (20.7%)	141 (12.9%)	4.61

The weighted means from tables 4.8, 4.9, 4.10 and the frequency from table 4.11 showed that permissive parenting style is the most adopted parenting style used by parents of public secondary school students in Oyo town.

### Research Question 5

What is the predominant family type of public secondary school students in Oyo town, Nigeria?

**Table 4.12: Family Type of Respondents**

S/N	Family Type	Frequency	Percentage
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1	Nuclear	744	68.2
2.	Extended	175	16.0
3.	Single Parent	156	14.3
4.	Reconstituted	16	1.5
	Total	1091	100

Source: Field Survey, 2023.

Table 4.11 above presents Family Type of respondents that participated in the study. It was revealed that 68.2% were from nuclear families, 16.0% from extended families, and 14.3 from single parent families while 1.5% were from reconstituted families. This shows that a significant number of respondents were from both nuclear and extended family types but the predominant family type is the nuclear family type.

### 4.3 Testing of Hypothesis

#### Hypothesis One:

There will be no significant combined influence of home factors (family type, parenting style and parental involvement) and school factors (school facilities, interpersonal relationship and peer influence) on public secondary school students' motivation towards learning in Oyo town, Nigeria.

**Table 4.13:** Combined influence of home factors (family type, parenting style and parental involvement) and school factors (school facilities, interpersonal relationship and peer influence) on public secondary school students' motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F	df	df2	Sig. F Change
1	.991 <sup>a</sup>	.981	.981	1.209	.981	28318.175	2	1088	.000

a. Predictors: (Constant), Home Factors, School Factors

ANOVA<sup>a</sup>

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Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	82746.879	2	41373.439	28318.175	.000 <sup>b</sup>
	Residual	1589.590	1088	1.461		
	Total	84336.469	1090			

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a. Dependent Variable: Motivation Towards Learning

b. Predictors: (Constant), Home Factors, School Factors

The table above shows that there was significant relationship between School factors and home factors on student motivation towards academic Performance ( $b = .195$ ;  $P < 0.05$ ). This means that school factors and home factors influence the level of students' motivation toward achievement.

The significance of the composite contribution was tested at  $P < 0.05$ . The table also shows that the analysis of variance (ANOVA) for the regression yielded a F -ratio of 28318.175 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

**Hypothesis Two:**

There will be no significant relative influence of home factors (family type, parenting style and parental involvement) and school factors (school facilities, interpersonal relationship and peer influence) on public secondary school students' motivation towards learning in Oyo town, Nigeria.

**Table 4.14:**Relative influence of Home factors (Family type, parenting style and parental involvement) and school factors (school facilities, interpersonal relationship and peer influence) on public secondary school student motivation towards learning in Oyo town.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	.162	.097		1.671	.095	-.028	.352
Parenting Style	.066	.022	.070	3.074	.002	.024	.108
Family Type of Respondents	1.234	.104	.111	11.875	.000	1.030	1.438
Parental Involvement	.260	.033	.145	7.881	.000	.195	.324
School Facilities	.647	.048	.337	13.503	.000	.553	.742
Interpersonal Relationship	.499	.051	.261	9.877	.000	.400	.599
Peer Influence	.172	.017	.103	10.277	.000	.139	.205

a. Dependent Variable: Motivation Towards Learning

b. Predictors: (Constant), Peer Influence, Family Type of Respondents, Interpersonal Relationship, Parental Involvement, Parenting Style, School Facilities

Table above shows the combine effect of the in dependent variables (Parenting Style, Family Type of Respondents, Parental Involvement, School Facilities, and

Interpersonal Relationship) to the prediction of the dependent variable and Peer Influence). i.e. class room management was significant. The table shows a coefficient of multiple correlation ( $R = .995$  and a multiple  $R^2$  of .991. This means that 15.0 % of the variance was accounted for by the predictor variables when taken together.

The significance of the composite contribution was tested at  $P < 0.05$ . The table also shows that the analysis of variance (ANOVA) for the regression yielded a  $F$ -ratio of 9.877 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

#### **4.3 Discussion of the Findings**

Based on the result of the analysis, the findings of the study were discussed as follows. From the first research question, it was unraveled that the level of students' motivation towards learning of public secondary school students in Oyo state is low. The result of the research questions revealed that the independent variables (home and school factors) when pulled together have significant effects on the students' motivation towards learning. The value of  $R$  (adjusted) = .991 and  $R^2$  (adjusted) = .995. The result thus demonstrated that 96.6% of the variance in the students' motivation to learning is accounted for by the linear combination of the two independent variables. The result was further strengthened by the value of  $F$ -ratio ( $F = .995$ ,  $p < 0.05$ ). The findings revealed that home factors that affect students' motivation towards learning include parenting style, parental involvement and family type, while the school factors that affect students' motivation towards learning include school facilities, interpersonal relationship and peer influence. There is also a significant relationship between environmental factors and students' motivation towards learning<sup>1</sup>.

The result from this research work shows that the attitude of teachers in public schools really influence motivation towards learning among secondary school students in Oyo town. Teachers who cannot be easily approached or do not really understand the subject they are teaching affects the motivation towards learning of the students they teach. Some empirical studies have indeed shown that there is a significant and positive relationship between teachers-student relations and students' motivation towards learning<sup>2</sup>. Other related research works revealed that the available facilities in schools affect the motivation towards learning of secondary school students to a great extent. Students whose schools have dilapidated buildings tend to develop low motivation towards learning and such buildings serve as hideouts for them whenever they want to be absent from lessons. Some classrooms in secondary schools do not have doors, this encourages the students to move in and out of the classroom at will<sup>7</sup>. The result also reveals that parental involvement and parenting style have effect on the discipline of secondary school students in Oyo town. Parents who engage their children in hawking during school hours encourage indiscipline among students. Such students as labelled as truants, some students also engage in stealing from their classmates as their parents cannot provide basic school needs for them<sup>3, 4&5</sup>. Research has found that parents who give their children proper nurture, independence and limits can expect higher levels of competence, social skill and proficiency from their children. Children's success is enhanced by parental participation. There is potential for these social, cultural, and cognitive ideas to enhance academic achievement. The importance of parental participation in the education of urban youth has been emphasized. Moreover, the family has a direct and crucial impact on a child's growth and development<sup>6</sup>.

Another key finding from this work also reveals that the peer group students belongs influences the indiscipline behaviour exhibited by secondary school students in Oyo town.

The type of friends an adolescent keeps will have either negative or positive influence on the behaviour and character of the child. The result tallies with the findings scholars who discussed peer influence as correlate of secondary school students' motivation towards learning in Oluyole local government, Ibadan<sup>9</sup>. Resources that can be used to improve students' academic success should be provided within the school. The necessary resources should be included in textbooks, notes, instructional materials, technology, library, and laboratory spaces, particularly for science-related courses. Students will learn more about academic topics and how to conduct experiments when they are equipped with the appropriate tools and equipment. Students from underprivileged, marginalized, and socioeconomically disadvantaged backgrounds may lack the funds to purchase the books and educational resources they need<sup>7</sup>.

The result of the first research hypothesis revealed that there was significant combined influence of home factors (family type, parenting style and parental involvement) and school factors (school facilities, interpersonal relationship and peer influence) on public secondary school students' motivation towards learning ( $b = .195$ ;  $P < 0.05$ ). This means that school factors and home factors influence the level of students' motivation towards learning.

The result of the second research hypothesis revealed that there was significant relative influence of home factors (family type, parenting style and parental involvement) and school factors (school facilities, interpersonal relationship and peer influence) on public secondary school students' motivation towards learning in Oyo town, Nigeria. This means that school infrastructural facilities influence the level of students' motivation towards learning. This is in line with a study carried out by a scholar on Influence of Home Background, Family Relationship and Individual Motivation on the Career choice of Secondary School Students in South-west, Nigeria<sup>8</sup>.

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## Chapter Five

### Conclusion

#### 5.1 Summary of Findings

The findings revealed that available facilities in schools affect the motivation of public secondary schools student's toward learning in Oyo town to a greater extent. Students whose schools have low school facility levels tend to develop motivation towards learning acts as such buildings serve as hang out areas or meeting points for them whenever they want to be absent from lessons. Some classrooms in secondary schools do not have doors, this encourages the students to move in and out of the classroom at will. The result also reveals that the parenting styles and parental involvement affect the motivation towards learning of secondary school students in Oyo town. The findings from this work also indicates that family relationship affect the discipline of secondary school students in Oyo town. Another key finding from this work also reveals that the peer group students belongs to influences the indiscipline behaviour exhibited by secondary school students in Oyo town. Based on the result of the analysis, the findings of the study were discussed as follows. From the first research question, it was unraveled that the level of students' motivation towards learning of public secondary school students in Oyo state is low. The result of the research questions revealed that the independent variables (home

and school factors) when pulled together have significant effects on the students' motivation towards learning. The value of R (adjusted) =.991 and R<sup>2</sup> (adjusted) =.995. The result thus demonstrated that 96.6% of the variance in the students' motivation to learning is accounted for by the linear combination of the two independent variables. The result was further strengthened by the value of F-ratio (F= .995, p<0.05). The findings revealed that home factors that affect students' motivation towards learning include parenting style, parental involvement and family type, while the school factors that affect students' motivation towards learning include school facilities, interpersonal relationship and peer influence. There is also a significant relationship between environmental factors and students' motivation towards learning.

The result from this research work shows that the attitude of teachers in public schools really influence motivation towards learning among secondary school students in Oyo town. Teachers who cannot be easily approached or do not really understand the subject they are teaching affects the motivation towards learning of the students they teach. Some empirical studies have indeed shown that there is a significant and positive relationship between teachers-student relations and students' motivation towards learning<sup>2</sup>. Other related research works revealed that the available facilities in schools affect the motivation towards learning of secondary school students to a great extent. Students whose schools have dilapidated buildings tend to develop low motivation towards learning and such buildings serve as hideouts for them whenever they want to be absent from lessons. Some classrooms in secondary schools do not have doors, this encourages the students to move in and out of the classroom at will. The result also reveals that parental involvement and parenting style have effect on the discipline of secondary school students in Oyo town. Parents who engage their children in hawking during school hours encourage indiscipline among students. Such students as labelled as truants, some

students also engage in stealing from their classmates as their parents cannot provide basic school needs for them. Research has found that parents who give their children proper nurture, independence and limits can expect higher levels of competence, social skill and proficiency from their children. Children's success is enhanced by parental participation. There is potential for these social, cultural, and cognitive ideas to enhance academic achievement. The importance of parental participation in the education of urban youth has been emphasized. Moreover, the family has a direct and crucial impact on a child's growth and development.

Another key finding from this work also reveals that the peer group students belongs influences the indiscipline behaviour exhibited by secondary school students in Oyo town. The type of friends an adolescent keeps will have either negative or positive influence on the behaviour and character of the child. The result tallies with the findings scholars who discussed peer influence as correlate of secondary school students' motivation towards learning in Oluyole local government, Ibadan<sup>9</sup>. Resources that can be used to improve students' academic success should be provided within the school. The necessary resources should be included in textbooks, notes, instructional materials, technology, library, and laboratory spaces, particularly for science-related courses. Students will learn more about academic topics and how to conduct experiments when they are equipped with the appropriate tools and equipment. Students from underprivileged, marginalized, and socioeconomically disadvantaged backgrounds may lack the funds to purchase the books and educational resources they need.

The result of the first research hypothesis revealed that there was significant combined influence of home factors (family type, parenting style and parental involvement) and school factors (school facilities, interpersonal relationship and peer influence) on public secondary school students' motivation towards learning ( $b = .195$ ;  $P < 0.05$ ). This means

that school factors and home factors influence the level of students' motivation towards learning.

The result of the second research hypothesis revealed that there was significant relative influence of home factors (family type, parenting style and parental involvement) and school factors (school facilities, interpersonal relationship and peer influence) on public secondary school students' motivation towards learning in Oyo town, Nigeria. This means that school infrastructural facilities influence the level of students' motivation towards learning. This is in line with a study carried out by a scholar on Influence of Home Background, Family Relationship and Individual Motivation on the Career choice of Secondary School Students in South-west, Nigeria.

## **5.2 Conclusion**

Based on the findings of this study, it was concluded that somewhere and school factors are determinants of Students' motivation towards learning in Oyo town. Therefore, the home where students stay and the school where students learn are very important and should be given priority. This finding is especially important as it signals that given the necessary attention, students in public secondary schools in Oyo town may easily perform better academically. Based on the findings in this study, the following conclusions were made that the combination of home and school factors have influence on students' motivation towards learning in Oyo state as well as the relative influence of home and school factors such as parenting style, parental involvement, family type, school facilities, interpersonal relationship and peer influence are highly significant. In other words, the number of available facilities in schools affect the motivation towards learning of secondary school students in Oyo town. Also, the type of relationship that exists within the family a secondary school student belongs to affects the discipline of the child. The peer group students belongs to affects the discipline of students.

### **5.3 Recommendations**

Based on the findings, it is recommended that:

- i. Schools should be provided with adequate teaching and learning facilities to enhance students' motivation towards learning and Teachers should address giving assignments and exercises appropriately and feedbacks given to the students.
- ii. Parents should try as much as possible to be actively involved in the academic activities of their children. Parents should also adopt a combination of parenting styles that will enhance their children's motivation towards learning without necessarily relying on a single parenting style.
- iii. Schools should organize seminars, symposia and conferences to help teachers foster their knowledge and mastery of their subjects and how to relate well with students in order to enhance their motivation towards learning.
- iv. The government should not relent in its effort of providing succor for urban and rural schools through the provision of adequate funds for public schools
- v. Adequate and conducive classroom buildings to be provided in the public schools to help promote effective teaching for students improved academic achievement.
- vi. Technical workshops in technical colleges in Rivers State should be well equipped with welding machine, shaping machine, and chisel in fitting work, drilling machine and other hand tools in the workshop among others.
- vii. Office accommodations to be provided for teachers to enable them have appropriate space and time for their lesson note preparations and other related academic activities.

### **5.4 Contribution to Knowledge**

This study has contributed to knowledge because it showed that home and school factors can affect students' motivation to learn either positively or negatively. It also revealed

that all stakeholders in education have roles to play in ensuring students' motivation to learn.

### **5.5 Suggestion Areas for Further Research**

The study was carried out to investigate home and school factors as determinants of students' motivation towards learning in Public secondary schools on Oyo town, Nigeria. It is suggested that some other variables apart from the ones considered such as school location, parents' educational status, and family background be investigated to reveal their combined relative influence on Students' motivation toward learning. Also, the study can be carried out to investigate the influence of the variables on specific subjects such as Mathematics, English Language and so on.

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## Appendix 1

LEAD CITY UNIVERSITY, IBADAN

FACULTY OF ARTS AND EDUCATION

DEPARTMENT OF ARTS AND SOCIAL SCIENCES

### HOME AND SCHOOL FACTORS AS DETERMINANTS OF PUBLIC SECONDARY SCHOOL STUDENTS' MOTIVATION TOWARDS LEARNING IN OYO TOWN NIGERIA.

#### HOME AND SCHOOL FACTORS QUESTIONNAIRE

##### SECTION A

Dear Respondents,

This questionnaire is designed to gather information on Home and school Factors as Determinants of Public Secondary School Students' Motivation towards Learning in Oyo town, Nigeria. This research is purely for academic purpose. Participation in this research will be highly appreciated. Please note that all your responses will be treated confidentially. Therefore, the researcher will like you to respond to each item with all sincerity. Please, do not write your name.

Thanks

##### SECTION A (Demographic Data)

**Instruction:** Please tick (✓) or supply answers appropriately into the spaces provided.

Age: \_\_\_\_\_

Gender: Male ( ) Female ( )

Family Type: Nuclear ( ) Extended ( ) Single Parent ( ) Reconstituted ( ) Others ( )

##### SECTION B: STUDENTS' MOTIVATION SCALE (SMS)

Please read each statement in Section B carefully and tick the most appropriate. The meaning of each response format is as shown below;

Keys: VT= Very True, T= True, NVT= Not Very True, and NT= Not True

S/N	ITEMS	VT	T	NVT	NT
1	I have passion for my academic work				
2	I engage in educational activities because I enjoy them				
3	I do not study because I see others doing so				
4	Most often, I read for my personal development				
5	I am usually motivated to study in order to gain personal knowledge				
6	I require monitoring to be able to study				
7	My motive for studying is based on receiving reward				
8	I study because I don't want to get punished				

9	Fear of failure makes me study hard				
10	I study because my friends perform well in their studies				

### SECTION C: SCHOOL FACTORS SCALE (SFS)

Please read each statement in Section C carefully and tick the most appropriate. The meaning of each response format is as shown below;

Keys: VT= Very True, T= True, NVT= Not Very True, and NT= Not True

S/N	ITEMS	VT	T	NVT	NT
1	We regularly carry out experiments in our school laboratories				
2	My school has a well-equipped library				
3	My classroom is usually overcrowded with students				
4	My school has enough sports facilities				
5	There is a clinic in my school				
6	I interact well with my teachers in and out of school				
7	My teachers assist me in areas of difficulties				
8	My teachers understand me and accept me as I am				
9	My teachers give full support to enable me learn well				
10	My teachers give room for me to ask questions during classes				
11	I sometimes go out with friends without my parents' full approval				
12	Sometimes, I put my assignments aside to play with friends				
13	Sometimes, I miss classes because my friends ask me to				
14	Sometimes, I get involved in gambling and betting based on my friends' influence				
15	Sometimes, I undergo pressure from friends to use social media instead of studying				

### SECTION D: HOME FACTORS SCALE (HFS)

Please read each statement in Section D carefully and tick the most appropriate. The meaning of each response format is as shown below;

Keys: A= Always S= Seldom R= Rarely N= Never

S/N	ITEMS	A	S	R	N
1	My parents are very strict				
2	Sometimes, I get afraid of my parents				
3	My parents enforce choice of career on me				
4	My parents give me room to do things independently				

5	My parents listen to me at all times				
6	My parents guide me to take decisions				
7	I am left to do the things that I want at home				
8	My parents rarely beat me when I do wrong				
9	Most of the time, my parents are not around				
10	There is free flow of communication between me and my parents				
11	My parents assist me with assignments and school work				
12	My parents attend PTA meetings regularly				
13	My parents discuss with me about my future education and career choice				
14	My parents often discuss my academic performance with my teachers				

### SECTION E: FACTOR ON STUDENTS' MOTIVATION TOWARDS LEARNING

Please read each statement in Section E carefully and tick the most appropriate. The meaning of each response format is as shown below;

**Keys:** SA= Strongly Agree A= Agree D= Disagree SD= Strongly Disagree

S/N	ITEMS	SA	A	D	SD
1	The style of parenting adopted by my parents affects the way I am motivated to learn				
2	The type of family I come from motivates me to learn				
3	The extent to which my parents get involved with me affects the way I am motivated to learn				
4	My school environment and its facilities motivate me to learn				
5	The way my teachers interact with me always makes me want to learn				
6	The kind of friends I keep motivate me to face my studies and therefore learn				

## Appendix 2

### Computation results from SPSS analysis

#### Age of Respondents

S/N	Age of respondents	Frequency	Percentage
7.	14 years old or less	105	9.6
8.	15 years old	267	24.5
9.	16 years old	507	46.5
10.	17 years old	108	9.9
11.	18 years old	82	7.5
12.	19 years old and above	22	2.0
	Total	1091	100

#### Gender of Respondents

S/N	Gender	Frequency	Percentage
1	Male	537	49.2
2.	Female	554	50.8
	Total	1091	100

#### Family Type of Respondents

S/N	Family Type	Frequency	Percentage
1	Nuclear	744	68.2
2.	Extended	175	16.0
3.	Single Parent	156	14.3
4.	Reconstituted	16	1.5
	Total	1091	100

**I have passion for my academic work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	858	78.6	78.6	78.6
	True	143	13.1	13.1	91.8
	Not Very True	40	3.7	3.7	95.4
	Not True	50	4.6	4.6	100.0
	Total	1091	100.0	100.0	

**I engage in educational activities because I enjoy them**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	591	54.2	54.2	54.2
	True	360	33.0	33.0	87.2
	Not Very True	80	7.3	7.3	94.5
	Not True	60	5.5	5.5	100.0
	Total	1091	100.0	100.0	

**I do not study because I see others doing so**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	294	26.9	26.9	26.9
	True	210	19.2	19.2	46.2
	Not Very True	261	23.9	23.9	70.1
	Not True	326	29.9	29.9	100.0
	Total	1091	100.0	100.0	

**Most often, I read for my personal development**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	573	52.5	52.5	52.5
	True	370	33.9	33.9	86.4
	Not Very True	88	8.1	8.1	94.5
	Not True	60	5.5	5.5	100.0
	Total	1091	100.0	100.0	

**I am usually motivated to study in order to gain personal knowledge**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	645	59.1	59.1	59.1
	True	294	26.9	26.9	86.1
	Not Very True	84	7.7	7.7	93.8
	Not True	68	6.2	6.2	100.0
	Total	1091	100.0	100.0	

**I require monitoring to be able to study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	441	40.4	40.4	40.4
	True	387	35.5	35.5	75.9
	Not Very True	97	8.9	8.9	84.8
	Not True	166	15.2	15.2	100.0
	Total	1091	100.0	100.0	

**My motive for studying is based on receiving reward**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	432	39.6	39.6	39.6
	True	465	42.6	42.6	82.2
	Not Very True	96	8.8	8.8	91.0
	Not True	98	9.0	9.0	100.0
	Total	1091	100.0	100.0	

**I study because I dont want to get punished**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	405	37.1	37.1	37.1
	True	339	31.1	31.1	68.2
	Not Very True	171	15.7	15.7	83.9
	Not True	176	16.1	16.1	100.0
	Total	1091	100.0	100.0	

**Fear of failure makes me study hard**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	708	64.9	64.9	64.9
	True	281	25.8	25.8	90.7
	Not Very True	46	4.2	4.2	94.9
	Not True	56	5.1	5.1	100.0
	Total	1091	100.0	100.0	

**I study because my friends perform well in their studies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	369	33.8	33.8	33.8
	True	294	26.9	26.9	60.8
	Not Very True	242	22.2	22.2	83.0
	Not True	186	17.0	17.0	100.0
	Total	1091	100.0	100.0	

**We regularly carry out experiment in our school laboratorie**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	516	47.3	47.3	47.3
	True	333	30.5	30.5	77.8
	Not Very True	138	12.6	12.6	90.5
	Not True	104	9.5	9.5	100.0
	Total	1091	100.0	100.0	

**My school has a well-equipped library**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	537	49.2	49.2	49.2
	True	370	33.9	33.9	83.1
	Not Very True	106	9.7	9.7	92.9
	Not True	78	7.1	7.1	100.0
	Total	1091	100.0	100.0	

**My classroom is usually overcrowded with students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	528	48.4	48.4	48.4
	True	405	37.1	37.1	85.5
	Not Very True	86	7.9	7.9	93.4
	Not True	72	6.6	6.6	100.0
	Total	1091	100.0	100.0	

**My school has enough sport facilities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	390	35.7	35.7	35.7
	True	450	41.2	41.2	77.0
	Not Very True	143	13.1	13.1	90.1
	Not True	108	9.9	9.9	100.0
	Total	1091	100.0	100.0	

**There is a clinic in my school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	423	38.8	38.8	38.8
	True	318	29.1	29.1	67.9
	Not Very True	214	19.6	19.6	87.5
	Not True	136	12.5	12.5	100.0
	Total	1091	100.0	100.0	

**Frequency Table**

**I interact well with my teachers in and out of school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	426	39.0	39.0	39.0
	True	423	38.8	38.8	77.8
	Not Very True	138	12.6	12.6	90.5
	Not True	104	9.5	9.5	100.0
	Total	1091	100.0	100.0	

**My teachers assist me in areas of difficulties**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	558	51.1	51.1	51.1
	True	375	34.4	34.4	85.5
	Not Very True	84	7.7	7.7	93.2
	Not True	74	6.8	6.8	100.0
	Total	1091	100.0	100.0	

**My teachers understand me and accept me as I am**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	459	42.1	42.1	42.1
	True	426	39.0	39.0	81.1
	Not Very True	114	10.4	10.4	91.6
	Not True	92	8.4	8.4	100.0
	Total	1091	100.0	100.0	

**My teachers give full support to enable me learn well**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	582	53.3	53.3	53.3
	True	319	29.2	29.2	82.6
	Not Very True	100	9.2	9.2	91.8
	Not True	90	8.2	8.2	100.0
	Total	1091	100.0	100.0	

**My teachers give room for me to ask questions during classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	558	51.1	51.1	51.1
	True	273	25.0	25.0	76.2
	Not Very True	118	10.8	10.8	87.0
	Not True	142	13.0	13.0	100.0
	Total	1091	100.0	100.0	

## Frequency Table

### I sometimes go out with friends without my parents full approval

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	216	19.8	19.8	19.8
	True	258	23.6	23.6	43.4
	Not Very True	213	19.5	19.5	63.0
	Not True	404	37.0	37.0	100.0
	Total	1091	100.0	100.0	

### Sometimes, I put my assignment aside to play with friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	165	15.1	15.1	15.1
	True	249	22.8	22.8	37.9
	Not Very True	309	28.3	28.3	66.3
	Not True	368	33.7	33.7	100.0
	Total	1091	100.0	100.0	

### Sometimes, I miss classes because my friends ask me to

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	123	11.3	11.3	11.3
	True	159	14.6	14.6	25.8
	Not Very True	297	27.2	27.2	53.1
	Not True	512	46.9	46.9	100.0
	Total	1091	100.0	100.0	

**Sometimes, I get involved in gambling and betting based on my friends' influence**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	150	13.7	13.7	13.7
	True	237	21.7	21.7	35.5
	Not Very True	282	25.8	25.8	61.3
	Not True	422	38.7	38.7	100.0
	Total	1091	100.0	100.0	

**Sometimes, I undergo pressure from friends to use social media instead of studying**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vert True	228	20.9	20.9	20.9
	True	270	24.7	24.7	45.6
	Not Very True	312	28.6	28.6	74.2
	Not True	281	25.8	25.8	100.0
	Total	1091	100.0	100.0	

**There is free flow of communication between me and my parents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	648	59.4	59.4	59.4
	Seldom	204	18.7	18.7	78.1
	Rarely	123	11.3	11.3	89.4
	Never	116	10.6	10.6	100.0
	Total	1091	100.0	100.0	

**My parents assist me with assignments and school work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	477	43.7	43.7	43.7
	Seldom	189	17.3	17.3	61.0
	Rarely	261	23.9	23.9	85.0
	Never	164	15.0	15.0	100.0
	Total	1091	100.0	100.0	

**My parents attend PTA meetings regularly**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	693	63.5	63.5	63.5
	Seldom	180	16.5	16.5	80.0
	Rarely	124	11.4	11.4	91.4
	Never	94	8.6	8.6	100.0
	Total	1091	100.0	100.0	

**My parents discuss with me about my future education and career choice**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	813	74.5	74.5	74.5
	Seldom	84	7.7	7.7	82.2
	Rarely	124	11.4	11.4	93.6
	Never	70	6.4	6.4	100.0
	Total	1091	100.0	100.0	

**My parents oftentimes discuss my academic performance with me**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	612	56.1	56.1	56.1
	Seldom	210	19.2	19.2	75.3
	Rarely	159	14.6	14.6	89.9
	Never	110	10.1	10.1	100.0
	Total	1091	100.0	100.0	

**My parents are very strict**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	381	34.9	34.9	34.9
	Seldom	189	17.3	17.3	52.2
	Rarely	258	23.6	23.6	75.9
	Never	263	24.1	24.1	100.0
	Total	1091	100.0	100.0	

**Sometimes, I get afraid of my parents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	405	37.1	37.1	37.1
	Seldom	198	18.1	18.1	55.3
	Rarely	252	23.1	23.1	78.4
	Never	236	21.6	21.6	100.0
	Total	1091	100.0	100.0	

**My parents enforce choice of career on me**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	426	39.0	39.0	39.0
	Seldom	177	16.2	16.2	55.3
	Rarely	105	9.6	9.6	64.9
	Never	383	35.1	35.1	100.0
	Total	1091	100.0	100.0	

**My parents gives me room to do things independently**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	507	46.5	46.5	46.5
	Seldom	270	24.7	24.7	71.2
	Rarely	192	17.6	17.6	88.8
	Never	122	11.2	11.2	100.0
	Total	1091	100.0	100.0	

**My parents listen to me at all times**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	630	57.7	57.7	57.7
	Seldom	123	11.3	11.3	69.0
	Rarely	166	15.2	15.2	84.2
	Never	172	15.8	15.8	100.0
	Total	1091	100.0	100.0	

**My parents guide me to take decisions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	825	75.6	75.6	75.6
	Seldom	82	7.5	7.5	83.1
	Rarely	104	9.5	9.5	92.7
	Never	80	7.3	7.3	100.0
	Total	1091	100.0	100.0	

**I am left to do the things that I want at home**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	420	38.5	38.5	38.5
	Seldom	282	25.8	25.8	64.3
	Rarely	241	22.1	22.1	86.4
	Never	148	13.6	13.6	100.0
	Total	1091	100.0	100.0	

**My parents rarely beat me when I do wrong**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	579	53.1	53.1	53.1
	Seldom	326	29.9	29.9	83.0
	Rarely	136	12.5	12.5	95.4
	Never	50	4.6	4.6	100.0
	Total	1091	100.0	100.0	

**Most of the time, my parents are not around**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	279	25.6	25.6	25.6
	Seldom	288	26.4	26.4	52.0
	Rarely	300	27.5	27.5	79.5
	Never	224	20.5	20.5	100.0
	Total	1091	100.0	100.0	

## Hypothesis Testing 1

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.991 <sup>a</sup>	.981	.981	1.209	.981	28318.175	2	1088	.000

a. Predictors: (Constant), Home Factors, School Factors

### ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	82746.879	2	41373.439	28318.175	.000 <sup>b</sup>
	Residual	1589.590	1088	1.461		
	Total	84336.469	1090			

a. Dependent Variable: Motivation Towards Learning

b. Predictors: (Constant), Home Factors, School Factors

## Hypothesis Testing 2 coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.162	.097		1.671	.095	-.028	.352
	Parenting Style	.066	.022	.070	3.074	.002	.024	.108
	Family Type of Respondents	1.234	.104	.111	11.875	.000	1.030	1.438
	Parental Involvement	.260	.033	.145	7.881	.000	.195	.324
	School Facilities	.647	.048	.337	13.503	.000	.553	.742
	Interpersonal Relationship	.499	.051	.261	9.877	.000	.400	.599

Peer Influence	.172	.017	.103	10.27 7	.000	.139	.205
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a. Dependent Variable: Motivation Towards Learning

### Bio Data

#### A. Personal Data

1. Name in full: ModupeOlajumokeADAMS
2. Address: Agodongbo Phase 2, Via Folatyre, Oyo.
3. Nationality: Nigerian
4. Marital Status: Married
5. Email Address: modupeadams04@gmail.com
6. Phone Number: 08036355557
7. Date and Place of Birth: 21<sup>st</sup> October, 1974, New Bussa
8. Name and Address of Next of Kin: Revd. Dr. Olusegun ADAMS,  
Agodongbo Phase 2, Via Folatyre, Oyo.

#### B. Educational Background

Educational Institutions Attended	Qualifications with Dates
i. NepaSenior staff School, New Bussa	School leaving certificate 1986
ii. Federal Government Girls' College, New Bussa	SSCE 1992
iii, Kwara State Polytechnic, Ilorin	ND Accountancy, 1994
iv, Kwara State Polytechnic, Ilorin	HND Accountancy, 1996
v, Ekiti State University	PGDE 2006

#### C. Work Experience with date:

- i. Akesan Community Bank, Oyo (Banker), 1999-2000
- ii. St. Johns Anglican Secondary School, Otukpo (Accounts Teacher)2001-2010
- iii. Federal government College, Otobi (PTA Accounts Teacher)2010-2011
- iv. Immanuel Baptist School, Oyo (Head Teacher)2012-2016
- v. Global Light Model Academy, Oyo (Administrator)2016 till date

#### D. Award and fellowship (if any) Nil

#### E. Membership of Academic Professional Bodies: Nil

#### F. Publication

Home Factors as determinant of public secondary school students' motivation towards learning in Oyo town Nigeria

**G. Major Conferences attended with dates**

i. 5<sup>th</sup> Faculty of Arts and Education International Conference on Sustainable development

Theme: Pragmatic Human Capital for Sustainable Development. Held at Lead City University, Ibadan between 6<sup>th</sup> of June an 8<sup>th</sup> of June, 2022

**H. Referees**

1. Dr. TolulopeFniyi

Agricultural Science Department

AjayiCrowther University, Oyo

2. Dn. Ayo Akinteye

Estate Management Department

Federal College of Education (Special) Oyo

3. FunminiyiOgundiran

Guidance and Counseling's Department

Federal College of Education (Special) Oyo

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Signature

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Date

### **University Compliance Certification**

This is to certify that the thesis by Modupe Olajumoke Adams, in the Department of Arts and Social Sciences, Lead City University, Ibadan is in full compliance with the approved University format and style.

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**Modupe Olajumoke ADAMS**

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**Date**

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