

**School-related Factors and Junior Secondary
School Student's Motivation towards
Learning in Ogun State, Nigeria**

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Abstract

The intricate relationship between school-related factors and student motivation had become a pivotal focus in contemporary educational discourse, particularly in the context of junior secondary education. This study delves into the multifaceted dynamics of this relationship to shed light on the nuanced implications of school-related factors on the motivation of junior secondary school students. By investigating the combined and relative influence of teacher support, classroom rules, and instructional resource availability, the research offered valuable insights into optimising learning environments and fostering a sustainable culture of academic enthusiasm. The study employed a descriptive survey research design gathering data from a representative subset of 470,449 students from 510 public junior secondary schools in Ogun State, Nigeria. Using multiple regression analysis, the findings underscored the significant combined influence of school-related factors on student motivation ($F = 79546.842, p < 0.05$), with instructional resource availability demonstrating the highest relative influence ($\beta = 0.570, p < 0.05$), followed by teacher support ($\beta = 0.223, p < 0.05$), and classroom rules ($\beta = 0.041, p < 0.05$). The study highlights the need for continuous investment

in instructional resources, comprehensive professional development for educators, and the adoption of a balanced approach to classroom management to foster a conducive learning environment and enhance student motivation. Recommendations included prioritizing resource provision, comprehensive teacher development programs, balanced classroom management approaches, and increased parental engagement to bolster student motivation and learning outcomes.

Keywords: School-Related Factors, Student's Motivation towards Learning

Introduction

In contemporary educational discourse, understanding the intricate interplay between school-related factors and student motivation has emerged as a pivotal area of investigation. Particularly in the context of junior secondary education, where the foundation for lifelong learning is laid, the exploration of how various aspects of the school-related factors influence student motivation has become imperative. By delving into the multifaceted dynamics of this relationship, this research seeks to shed light on the nuanced implications of school-related factors on the motivation of junior secondary school students, thereby offering valuable insights into the optimisation of learning environments and the cultivation of a sustainable culture of academic enthusiasm.

Student motivation, in education, refers to the driving force that initiates, guides, and sustains students' behaviour toward achieving specific learning goals (Berestova, et al., 2022). It is a complex construct influenced by various intrinsic and extrinsic factors, which can include personal interests, aspirations, self-efficacy beliefs, social interactions, teaching methodologies, and the overall school environment (Angelopoulou et al. 2022) Understanding the concept of motivation is crucial for comprehending how school-related factors can either enhance or impede students' enthusiasm for learning during their junior secondary school years. When examining student's motivation

towards learning, it is imperative to consider its multidimensional nature. Firstly, intrinsic motivation, stemming from a genuine interest in the learning process and a sense of personal fulfillment, is central to fostering a sustainable love for learning among junior secondary school students. This form of motivation can be fostered through activities that encourage autonomy, mastery and purpose, allowing students to connect their educational pursuits with their personal goals and values. Conversely, extrinsic motivators such as grades, rewards, and social recognition can significantly influence students' engagement with learning (Qureshi, et al., 2023). While these external factors might initially prompt students to perform certain tasks, an overreliance on them can sometimes undermine intrinsic motivation and hinder the development of a genuine passion for learning (Basri, 2023). Thus, a careful balance between intrinsic and extrinsic motivational factors needs to be maintained to foster a sustainable and holistic approach to learning among junior secondary school students.

In a case, motivation plays a pivotal role in shaping students' learning experiences and directly influences their academic achievements. Motivated students are more engaged and willing to invest effort in their learning endeavours. They are more likely to participate actively in classroom activities, ask questions, and seek clarification, which fosters a deeper understanding of the subject matter (Ramzan et al., 2023). These increased engagement leads to higher levels of concentration and perseverance, facilitating a more effective learning process. Motivated students contribute to the creation of a positive and conducive learning environment. Their enthusiasm and active participation can inspire and influence their peers, fostering a collaborative and supportive atmosphere within the classroom. This positive environment encourages open communication, mutual respect, and a culture of shared learning, which further reinforces the learning process for all students (Robinson, 2022).

Despite the acknowledged importance of motivation in fostering self-regulation, autonomy, and improved academic performance among students, there remains a critical gap in understanding the specific mechanisms and contextual factors that contribute to sustained motivation in educational settings. While existing literature, such as the work by Daher (2022), highlights the broad impact of motivation on learning outcomes, a more nuanced exploration is needed to unravel the intricacies of how motivation operates within diverse educational environments.

Statement of the Problem

In Ogun State, Nigeria, a significant concern is the widespread lack of motivation among junior secondary school students, despite its crucial role in fostering effective learning outcomes. Empirical evidence underscores a marked decline in academic performance and an increase in dropout rates, highlighting the urgent need to address this persistent issue. Low attendance rates, passive engagement in classroom activities, and diminishing standardized test scores further emphasize the gravity of the challenge. Insights from teachers and parents align with these concerns, citing minimal effort and a general disinterest in educational pursuits. This deficiency not only impedes students' educational development, but also perpetuates a cycle of underachievement, compromising the region's potential for producing skilled professionals. Urgent attention is required to rectify the profound repercussions on the educational landscape of Ogun State and to instill a vibrant culture of academic motivation and achievement among junior secondary school students. This study aims to explore the influence of school-related factors, such as teacher support, classroom rules, and instructional resource availability, on junior secondary school students' motivation towards learning in Ogun State, Nigeria.

Objectives of the Study

The objectives of this study are to investigate the following:

Determine the combined and relative influence of school-related factors (Teacher support, Classroom rules, and Instructional Resource availability) on junior secondary school students' motivation towards learning in Ogun State, Nigeria.

Methodology

The research adopted the descriptive survey research design focusing on gathering data from a representative subset to draw broader conclusions for the entire student population. This approach was chosen to facilitate non-variable data collection, primarily for interpretative and descriptive objectives. Given the practical limitations associated with the large number of secondary school students in Ogun State, Nigeria, the study deliberately selected a subset of students from specific educational institutions, intending to extend the findings to the wider student community. The total population of interest comprised 470,449 students from 510 public junior secondary schools in Ogun State, Nigeria. To ensure a significant and representative sample, the research employed a multi-stage sampling procedure. Ogun State was stratified into twenty local government areas, and nine schools were randomly selected from each area, with Remo North Local Government Area serving as the benchmark due to its lower number of schools. Yamane's formula was used to determine the appropriate sample size in each selected school, with 'n' representing the sample size, 'N' the population under study, and 'e' the margin of error (0.05). To collect data, a specially tailored questionnaire, titled "Home Factors and Students' Motivation towards Learning" (HFSMQ), was developed. The collected data were then analysed using inferential statistics, specifically Multiple Regression, at a significance level of 0.05.

Test of Hypotheses

H₀ I: There will be no significant combined influence of school factors (Teacher support, Class rules and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State, Nigeria.

Table 1: Summary of Regression Analysis on Combined Influence of School Factors (Teacher support, Class rules and instructional resource availability) on Junior Secondary School Students' Motivation Towards Learning in Ogun State, Nigeria Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.994	.987	.987	.769

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	235077.580	5	47015.516	79546.842	.000
	Residual	3083.466	5217		.591	
	Total	238161.046	5222			

a. Dependent Variable: Students' Motivation

b. Predictors: (Constant), Social Status of Parent, Class Rules, Teacher Support, Resource Availability, Parental Involvement

Source: Field survey, 2022.

Table 1 presents the combined influence of school factors (teacher support, classroom rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State, Nigeria. The result signified that there was a significant combined influence of school factors (teacher support, classroom rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State ($F = 79546.842$; $P < 0.05$). This implies that when the selected school factors were considered

together, they exerted a significant influence on junior secondary school students' motivation towards learning. Therefore, the null hypothesis that states that there will be no significant combined influence of school factors (teacher support, classroom rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State, Nigeria was rejected at the 0.05 level of significance. The result further gave ($Adj. R^2 = 0.987$), which means that 98% of the total variation was accounted for by the independent variables.

The result emphasised the importance of creating a conducive learning environment that incorporates supportive home and school factors to enhance students' motivation and ultimately improve their learning outcomes. Additionally, the study underscored the need for continuous investment in resources and training for teachers to ensure they could provide adequate support and create a positive classroom atmosphere for students.

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

Table 2: Summary of Regression Analysis on Relative Influence of School Factors (Teacher Support, Classroom Rules, and Instructional Resource Availability) on Junior Secondary School Students' Motivation towards Learning in Ogun State, Nigeria.

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
(Constant)	.769	.111		6.938	.000
Class Rules	.041	.007	.041	5.963	.000
Teacher Support	2.097	.043	.223	48.711	.000
Resource Availability	.529	.010	.570	54.565	.000

Dependent Variable: Students' Motivation

Source: Field survey, 2022.

Table 2 presents the relative influence of school factors (teacher support, class rules, and instructional resource availability) on junior secondary school students' motivation towards learning in Ogun State, Nigeria. The obtained result indicates that resource availability ($\beta = 0.570$; $t = 54.565$, $p < 0.05$), has the greatest relative influence on the motivation of junior secondary school students to learn. This was followed by teacher support ($\beta = 0.223$; $t = 48.711$, $p < 0.05$), and class rules ($\beta = 0.041$; $t = 5.963$, $p < 0.05$), respectively.

The result underscored the importance of investing in adequate instructional resources to support effective teaching and learning practices. It would also emphasize the significance of providing professional development opportunities for teachers to enhance their supportiveness and effectiveness in the classroom. Furthermore, the discussion would stress the importance of maintaining a balanced approach to classroom management, where rules are implemented to create a disciplined environment without stifling students' creativity and motivation.

Conclusion

Based on the findings presented in the study, it can be concluded that school-related factors Ogun State, Nigeria. The study's rejection of the null hypotheses indicates that the combined influence of various school factors, including teacher support, classroom rules, and instructional resource availability, plays a crucial role in shaping students' motivation.

Furthermore, the results highlight the relative influence of specific factors, with instructional resource availability emerging as the most influential, followed by teacher support and classroom rules. This emphasises the pivotal role of adequate resources in facilitating effective teaching and learning practices. It also underscores the importance of fostering a supportive and conducive learning environment, where teachers receive the necessary training and support to provide effective guidance and maintain a balanced approach to classroom management.

Overall, the study's findings underscored the importance of a comprehensive approach that involves fostering supportive school environments, providing adequate instructional resources, and offering professional development opportunities for teachers. Implementing these measures can lead to a more conducive learning environment, enhancing students' motivation and ultimately improving their learning outcomes.

Recommendations

Based on the study's findings, the following recommendations were made to improve the motivation and learning outcomes of junior secondary school students in Ogun State, Nigeria:

- I. Given the significant influence of instructional resource availability on students' motivation, there is a critical need for continuous investment in modern educational resources, such as textbooks, technology, and other learning materials. Adequate provision of these resources will facilitate interactive and engaging learning

experiences, fostering a deeper understanding of the curriculum and enhancing students' overall motivation.

2. Recognising the substantial influence of teacher support on student motivation, it is crucial to prioritize comprehensive and ongoing professional development programmes for educators. These initiatives should focus on effective teaching methodologies, student engagement techniques, and strategies to provide individualised support for students. Emphasizing the importance of mentorship and guidance within the educational setting can significantly contribute to fostering a positive and supportive learning environment.
3. Acknowledging the influence of classroom rules on students' motivation, it is essential to adopt a balanced approach to classroom management. Teachers should strive to create a disciplined environment that encourages student creativity and motivation. Implementing flexible and inclusive rules that promote a sense of responsibility and autonomy among students can foster a positive classroom atmosphere conducive to learning and personal growth.
4. Schools and educational authorities should promote regular communication with parents, providing them with the necessary resources and guidance to actively participate in their children's learning journey. Encouraging parental engagement through workshops, seminars, and interactive sessions can strengthen the support system for students, leading to improved motivation and academic success.

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