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Effects of School Environment, Culture, Parental Involvement and Student-Teacher Relationships on Achievement Motivation among Senior Secondary School Students in Ibadan Metropolis

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Abstract

The study examined the effects of school environment, culture, parental involvement and student-teacher relationships on achievement motivation among Senior Secondary school students in Ibadan metropolis. Descriptive survey research design was adopted for this study. A multi-stage random sampling technique was employed in selecting 500 participants for the study from 15 secondary schools in Ibadan. Their ages ranged between 12 years and 20 years with the mean age of 12.4 years and the standard deviation 1.42. Pearson's Product Moment Correlation and Multiple regression analyses were used to analyze the data. The results revealed that School Culture, Parental involvement School environment and Student-teacher relationships had joint effects on the achievement motivation among Senior Secondary School students but Parental involvement is the most potent factor that has great effect on the achievement motivation among students. This research indicates that counselling psychologists, teachers and the administrators should focus on building enabling environment and develop cordial interpersonal relationship with the students. Parents need to be informed that they can contribute to the education of their children through encouragement, provision of learning materials, good relationship with teachers and active assistance among other strategies.

Keywords: Achievement motivation, School environment, Parental involvement, School culture and Student-teacher relationship.

Introduction

It is undoubtedly an indisputable fact that in recent times students show disinterest and worse still disdain for scholarly endeavors (Tella, 2007). One of the most important factors that lead one to their goals is the drive. This drive is known as motivation. It is a zest and determination with a kind of excitement that leads one to persevere to reach greater heights, in no matter what avenue of their life; be it – personal or professional. The drive may come from an internal or external source. The individual determines this. The factors that motivate an individual keep changing as one climbs the ladder of age and maturity. And also, achievement of one goal sets the ball rolling for another one to be achieved. Thus, to be motivated is a constant need. There are times when one faces a period of de-motivation and everything seems bleak. It is then that they need to find what would motivate them back into action.

For every individual there is a variable driving force. In fact, it is not just a single factor, but a combination of factors that lead people to achieve their goals. The fact is that when routine monotony steps in then everything seems like stagnant waters. It feels like there is nothing new. Breaking this cycle of

monotony has helped many bounce back with enthusiasm. Wentzel (1998) stated that interest in activities tends to increase the likelihood that individuals formulate goals relating to that activity and invest time and effort to achieve them. Over the years, it has been noticed that some people have an intense desire to achieve something, while others may not seem that concerned about their achievements (Romando, 2007). This phenomenon has attracted a lot of discussions and debates. It is vivid that this perturbing behavioural approach of students to scholastic enterprise has consequentially downplayed their performance in their various academic disciplines. However, achievement motivation has been found to be the lubrication for any goals attainment in life and this seems unrealistic without putting some things in place.

Motivation is generally regarded as the drive to achieve targets and the process to maintain the drive. Motivation provides an important foundation to complete cognitive behaviour, such as planning, organization, decision-making, learning, and assessments (Pintrich and Schunk, 1996). Spence and Helmreich (1983) defined achievement as task-oriented behaviour. Performances of individuals are often compared against standards or with others for assessments. The differing perspectives of scholars result in various definitions of achievement motivation. The original definition of achievement motivation was from Atkinson (1964), who defined it as the comparison of performances with others and against certain standard activities. Atkinson and Feather (1966) suggested that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure. Bigge and Hunt (1980) defined achievement motivation as the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create sense of achievement as a result. This definition consists of three elements: the stimulation of personal capabilities, constant efforts with drive and obtaining of sense of satisfaction.

Researchers have shown there is an interest in Achievement motivation as it relates to students. Achievement motivation has been found to be an aspect of motivation which has attracted the attention of researchers because of its contribution to the performance of students in the educational sector and even in all other sectors. Many studies have been conducted to discover what motivates students (Atkinson, 1999; Zenzen, 2002). Other studies have been conducted to increase students' motivation (Williams and Williams, 2000). These studies also have spawned new ideas on motivation (Accordino, Accordino, and Slaney, 2000; Atkinson, 1999; Rathvon, 1999; Zenzen, 2002).

Achievement motivation forms the basis for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. They set moderately difficult but easily achievable targets, which help them achieve their objectives. They do not set up extremely difficult or extremely easy targets. By doing this they ensure that they only undertake tasks that can be achieved by them. Achievement motivated people prefer to work on a problem rather than

leaving the outcome to chance (Singh, 2011). It is also seen that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success.

One of the most controversial issues which have always been a centre of focus in the school system is the place of motivation as a determinant factor in students' academic performance. Past studies had reported that positive relationship existed between motivation and academic performance and success of students (Muola, 2010; Skaalvik and Skaalvik, 2006; Skaalvik and Skaalvik, 2004; Broussard and Garrison, 2004; Sandra, 2002; Kushman, Sieber and Harold, 2000). Just as in any other setting or situation, motivation is essential for performance. For example, an employee needs motivation for efficiency and increased productivity. A sports man needs motivation to achieve success. Taylor (1994) supported this by seeing motivation as the base of a pyramid towards success in sports. In the same vein, students also need motivation for improved performance in their academic enterprise.

Review of Related Literature

Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represents a desire to show competence (Harackiewicz, et al., 1997). These basic physiological motivational drives affect our natural behaviour in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our everyday life. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed (Rabindeau, 2005).

Over the years, wide research has been conducted on variables determining and bringing into reality students' achievement motivation. Among these are school environment (Chaturvedi, 2009; Blum, 2005) culture (Peterson, Terrence, and Deal, 2002; Maslowski, 1993), parental involvement (Tella and Tella, 2003) and student-teacher relationships (Pianta, Hamre, and Stuhlman, 2003).

Centre for Disease Control and Prevention (2009), sees school environment as the physical environment and social climate which is capable of setting the stage for positive student perceptions of school. Schools have the responsibility of providing their students with a safe environment in which to develop. Several aspects of classroom and school have important implications for students' achievement motivation. Centre for Disease Control and Prevention (2001) and Mayer (2004) posited that when there is healthy and safe school environment, a supportive social climate, a clean and pleasant physical environment, there will be safe and positive, respective relationship. Bandura (2005) submitted that

environmental factors affect not only what individuals think but also what they do. A stimulating educational environment responsive to the needs of the individual can result in positive motivational consequences. On the other hand, negative motivational consequences will result if the environment is not facilitative.

Every organization has its culture and the school is not an exception, a reference to a school culture goes back to the 1930's and beyond (Peterson, Terrence, and Deal, 2002). However, as important as the environment of the school and the classroom is to students' achievement motivation, the culture of the school cannot be overlooked, it has its contributions. The notion of a school culture is not new; yet, most schools have failed to shape their school culture suitably and appropriately. School culture is the cornerstone of all good schools, it is the foundation of school improvement and it is central to student success and holistic school transformation e.g. value beliefs, school motto, uniform, logo, songs, artifacts etc. In the words of Peterson and Deal (1998), a positive school culture is linked to students' sense of belonging and acceptance, which is further linked to improved academic and behavioural outcomes.

The findings from studies (Chaturvedi, 2009; Heck and Marcoulides, 1996; Cheng, 1993) investigating school culture's impact on student achievement are consistent regardless of time, research design, instrumentation, and achievement variables. They all concur that a school's performance will never improve until the school culture is one where people feel valued, safe, and share the goal of self-improvement. Schools that improved put emphasis on culture. Therefore school culture has a significant role to play in determining students' achievement motivation. Healthy and sound school cultures correlate strongly with increased student achievement and motivation, and with teacher productivity and satisfaction (Stolp, 1994).

Of all the constructs to be discussed in this study, parental involvement has been found to be of uttermost importance in the determination of achievement motivation of students. Parental involvement is the level of parents' participation in their children's academic activities. In recent years, the focus of much research has been directed toward discovering ways to increase student performance. Stahl (2004) submitted that, advances have been made in several areas including special education, test preparation, and assessment strategies, just to mention a few. However, one of the most effective areas of increased student motivation lies not in the schools, but in the homes of the students. Parental involvement continues to be the most influential factor in student achievement and motivation (Stahl, 2004). When parents are therefore involved in the education of their children, children tend to model their parents attitude and action thus parents having greater influence on them motivating them towards greater achievement.

Previous findings support that positive relationship exists between parental involvement and students' achievement motivation (Croix, 2007; Stahl, 2004; Hoover-Dempsey and Sandler, 1997). They concluded that parental involvement generally benefits children's and adolescents' learning and academic success

(Gonzalez-Dehass, Willems, and Doan-Holbein, 2005; Paulson, 1994; Hoover-Dempsey and Sandler, 1997; Steinberg, 1992). On the contrary, Stahl (2004) established that there is inverse relationship between parental involvement and student achievement motivation. This can be explained by the students' ages and maturity levels. Several students are entering puberty at this age and becoming more and more independent. With this, children tend to depend less on their parents and often want them to be less involved. One might assume that students begin to resist the support their parents provide and start to distance themselves but that does not mean that children would still not benefit from it.

A sizable literature provides evidence and supportive relationship between teachers and students are fundamental to the healthy development of all students in schools (Myers and Pianta, 2008; Hamre and Pianta, 2001; Pianta, 1999; Birch and Ladd, 1997). Positive student-teacher relationships serve as a resource for students at risk of school failure, whereas conflict or disconnection between students and teachers may compound that risk. Although the nature of these relationships changes as students mature, the need for connection between students and adults in the school setting remains strong from nursery to secondary. High quality teacher-student relationships help facilitate academic motivation, school engagement, academic success, self-esteem, and more general socio-emotional factor (Eccles, 2004; Averill, 2009).

More so, as children enter school settings, relationships with teachers provide the foundation for successful adaptation to the social and academic environment. From the first day of school, young children must rely on teachers to provide them with the understanding and support that will allow them to get the most out of their daily interactions in the classroom. Children who form close relationships with teachers enjoy school more and get along better with peers. Positive relationships with teachers can also serve as a secure base for young children; they are better able to play and work on their own because they know that if things get difficult or if they are upset, they can count on their teacher to recognize and respond to these problems (Hamre and Pianta, 2001).

Purpose of the Study

However the present study sought to investigate the effects of school environment, culture, parental involvement and student-teacher relationships on the achievement motivation of students in secondary schools. Taking into consideration, these set of objectives, the study seeks to:

- examine the relationship that exists between the independent variables (school environment, culture, parental involvement and student-teacher relationships) on the achievement motivation of students in secondary schools.
- find out the joint effects of the independent variables on the achievement motivation of students in secondary schools.
- find out the relative effects of each of the independent variables on the achievement motivation of students in secondary schools.

Methodology

Research Design

This study adopted a descriptive survey research design that utilized an ex-post facto type. Inferences about relations among variables are made without direct interaction from concomitant variation of independent and dependent variables.

Participants

A multi-stage sampling technique was employed in selecting 525 Senior Secondary School students for the study from 15 secondary schools in Ibadan. A stratified random sampling technique was used to select 5 Local Governments out of 11 Local Governments in Ibadan metropolis. Three secondary schools were randomly selected from each of the local governments and 35 participants were randomly selected via simple balloting from each school for fairness and accuracy. This gave a total of 525 participants. Their ages ranged between 12 and 20 years with a mean age of 12.4 years and standard deviation of 1.42. Of the 525 original copies of the questionnaire distributed, 25 copies were not properly filled and were discarded and were not used for the analysis; 500 were used for analysis.

Measures

The research instrument used for this study was a well-structured questionnaire. Demographic information was collected from participants regarding their age, sex, school type and class. The participants completed the five questionnaires: Achievement Motivation Scale (AMS) by Hammed and Aremu (2002), School Environment Scale (SES) by Faulkner, Bradley and Lumpp (2005), School Culture Scale (SCS) by Higgins-D'Alessandro and Sadh (1997), Parental Involvement Scale (PIS) by Ngai (2005) and Student-Teacher Relationship Scale (STRS) by Partin (1996).

AMS (Hammed and Aremu, 2002) was used to measure students' achievement motivation. It consists of 20 items placed on a four-point Likert scale ranging from 1=strongly disagree to 4=strongly agree. The test-retest reliability coefficient was found to be 0.80.

SES (Faulkner, Bradley and Lumpp, 2005) was used to measure the physical and social environment of schools. It is a 10 items instrument placed on a 4-point Likert scale ranging from 4=strongly agree to 1 = strongly disagree. The test-retest reliability coefficient of the scale was found to be 0.77.

SCS is a 24 item instrument adapted from Higgins-D'Alessandro and Sadh (1997). The scale was used to determine the situation found in the school, the culture of the school, what operates there, putting into consideration the students, and the teachers. SCS is 4-point Likert scale ranging from 1= strongly disagree to 4 = strongly agree. The test-retest reliability was found to be 0.83.

PIS is a 10 item instrument adapted from Ngai (2005). The scale was used to measure the degree of parental involvement in child's education. It was also used to determine parents' commitment to the school of their children. The scale was placed on 4-point Likert scale, ranging from 1= strongly disagree to 4= strongly agree. The test-retest reliability coefficient was found to be 0.63.

STS is a 14 item instrument adapted from Partin (1996). This scale was used to measure the degree of the respondent's relationship with his/her teacher. It determined the relationships that exist between the students and teachers. The scale was placed on 4-point Likert scale ranging from strongly disagree=1 to strongly agree = 4. The test-retest reliability coefficient was found to be 0.98.

Procedure

The researchers administered the questionnaires in person and went round the five selected schools with the assistance of the counsellors and teachers, participated in the distribution and collection of the questionnaires from the participants. The administration of the questionnaires was within the space of three weeks.

Data Analysis

The data were analyzed using Pearson's Product Moment Correlation and Multiple Regression analysis tested at the 0.05 level of significance.

Results

The results based on the research questions are presented below.

Table 1: Mean, Standard Deviation and Correlation matrix showing the relationship between Achievement motivation, School environment, School culture, Parental involvement and Student-teacher Relationship (N=500)

	Achievement motivation	School environment	School culture	Parental involvement	Student-teacher relationship
Achievement motivation	1				
School environment	.012	1			
School culture	.163**	.376**	1		
Parental involvement	.170**	.260**	.393**	1	
Student-teacher relationship	.097*	.370**	.445**	.351**	1
Mean	48.0720	29.2760	66.9020	30.2840	41.2400
S.D	6.6984	4.7705	11.1022	5.6844	6.9880

The table above shows that there was significant relationship among School culture ($r = 0.376$; $p < 0.05$); Parental involvement ($r = 0.393$; $p < 0.05$) and Student-teacher relationship ($r = 0.351$; $p < 0.05$) while there was none between Achievement motivation and School environment ($r = 0.12$; $p > 0.05$) in the study.

Table 2: Summary of Multiple Regression showing the Joint Effect of Independent Variables on Achievement Motivation of Senior Secondary School Students

$R = .212$ $R^2 = .045$ $Adj R^2 = .037$					
Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	1006.207	4	251.552	5.823	.000
Residual	21383.201	495	43.198		
Total	22389.408	499			

Table 2 shows the effects of the four independent variables (School environment, School culture, Parental involvement and Student-teacher relationship) to the Achievement motivation yielded a coefficient of multiple relationship $R = .212$; Adjusted $R^2 = .037$. Accounting for 3.7% of the variation in the achievement motivation among students. Thus, the result from the table 2 shows that each of the independent variables School environment, School culture, Parental involvement and Student-teacher relationship jointly predicts the achievement motivation among students. ($F_{(4,495)} = 5.823$; $p < .05$).

Table 3: Relative Effect of the Independent Variables on Achievement Motivation of Senior Secondary School Students

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta		
(Constant)	40.473	2.405		16.831	.000
School environment	-.112	.069	-.080	-1.621	.106
School culture	7.958E-02	.032	.132	2.515	.012
Parental involvement	.154	.058	.131	2.667	.008
Student-teacher relationship	2.113E-02	.049	.022	.428	.669

Results in table 3 show the relative contribution of each of the independent variables to the prediction of achievement motivation among students: School environment ($\beta = -.080$; $t = -1.621$; $p > .05$), School culture ($\beta = .132$; $t = 2.515$; $p < .05$), Parental involvement ($\beta = .131$; $t = 2.667$; $p < .05$), and Student-teacher relationship ($\beta = .022$; $t = .428$; $p > .05$) respectively.

Discussion

Results of the present study revealed that school culture was found to be a significant contributor to Achievement motivation. The research proves that school culture goes a long way in determining the achievement motivation of students. The findings concur with the work of previous researchers Cheng (1993); Wagner (2006) and Stolp (1994) who found that school culture is an effective tool that defines students' academic productivity. This is so because school culture is found to be related to perceived organizational effectiveness. It

should be noted that in schools where there is strong culture; a school member which includes students has the tendency to achieve high productivity, adaptability and flexibility. However, where the culture or organizational effectiveness is low or weak, the reverse is always the case. Furthermore, where positive social and professional relations among students are markers of school culture are effective, there is always a high tendency for students' achievement.

It was also revealed that a significant relationship has been found between achievement motivation and parental involvement. This is in consonance with the work of Cotton and Wikelund (2001); Brooks, Bruno and Burns (1997) who found that parents' involvement in their children's education is a factor of positive academic outcomes, a valuable tool for increasing the likelihood of improving childhood academic success and a contributor to students' motivation. The possible explanation for this may not be unconnected with the belief that when parents monitor homework, encourage participation in extra-curricula activities, active in parent-teacher association and help their children develop plans for their future, children are more likely to be motivated to learning and do well in school.

The research also established a significant correlation between achievement motivation and student-teacher relationships. This agrees with the findings of Eccles (2004); Birch and Ladd (1997); Hamre and Pianta (2001) who found that positive association exists between the quality of student-teacher relationships and students' achievement. This result is easily explainable bearing in mind that a viable student-teacher relationship is one of the most important tools schools need to facilitate student achievement motivation and this is achievable where there is a strong and consistent communication network between teachers and students. Teachers are meant to perform an *in-loco parentis* function in the affairs of their students.

By contrast, the result revealed that no significant correlation was found between achievement motivation and school environment. This is in support of the work of Rao (2012) who found no significant relationship between achievement motivation and school environment. But this discovery is however contradictory to the findings that a safe and orderly school environment, according to these leading educators (Reynolds, et al., 1996), is a great determinant of student's achievement motivation. Also, Goodenow (1994) established that a sense of belonging and support have strong association with motivation and academic achievement. Variation in these findings could likely be as a result of differences in location.

Conclusion

In conclusion, the findings of this study reveal that school environment, school culture and parental involvement had joint effects on the achievement motivation among students but parental involvement emerged as the most potent factor that has great effect on the achievement motivation than school culture, school environment and student-teacher relationship. The findings also suggest that counselling psychologists, teachers and the administrator should focus on

building enabling environment and develop cordial interpersonal relationship with the students. Parents need to be informed that they can contribute to the education of their children through encouragement, provision of learning materials, good relationship with teachers and active assistance among other strategies. They also need to know their role in the education of their children so that they do not put the blame entirely on teachers when their children do not perform well in school.

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