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TEACHER SUPPORT, SCHOOL CLIMATE AND FAMILY SUPPORT AS DETERMINANTS OF ACADEMIC MOTIVATION AMONG FIRST-YEAR NCE STUDENTS IN OYO STATE

BY

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Abstract

Teacher support, school climate, and family support significantly influence academic motivation, impacting individual success, institutional growth, and societal development. This study examines how these factors affect academic motivation among first-year National Certificate in Education (NCE) students in Oyo State, employing a descriptive survey design with an ex-post facto approach and involving 300 participants from three colleges of education. Data was collected using validated scales: Teacher Support Scale (TSS), School Climate Scale (SCS), and Family Support Scale (FSS). Findings revealed significant positive correlations between academic motivation and teacher support ($B = 0.45$, $p < .001$), school climate ($B = 0.30$, $p < .01$), and family support ($B = 0.40$, $p < .001$), with the joint effect of these variables being significant ($F = 12.85$, $p < .05$). Relative contributions showed family support had the strongest effect ($\beta = 0.50$, $p < .001$), followed by teacher support ($\beta = 0.35$, $p = .003$) and school climate ($\beta = 0.25$, $p = .014$). The study recommends strengthening teacher-student relationships, promoting a positive school climate, encouraging family involvement, implementing mentorship programs, enhancing academic support services, offering extracurricular activities, providing financial assistance, and fostering a collaborative school culture to enhance students' motivation and overall academic success.

Keywords: Academic motivation, Teacher support, School climate, Family support and Student success

Introduction

Undoubtedly, academic motivation is a crucial factor that influences students' success, particularly among first-year students in tertiary institutions. In Oyo State, Nigeria, first-year Nigerian Certificate in Education (NCE) students face various academic challenges that affect their motivation to learn. Among the numerous determinants of academic motivation, teacher support, school climate, and family support play significant roles in shaping students' attitudes, engagement, and overall academic performance. Understanding these factors is essential for developing strategies that enhance student motivation and achievement. Importantly, teacher support plays a fundamental role in shaping students' academic motivation. Teachers who engage in supportive behaviors, such as providing constructive feedback, offering encouragement, and using engaging teaching methods, contribute positively to students' learning experiences. A study conducted in Oyo State found that teachers' motivational strategies significantly influence students' academic performance in English Language (Dairo, 2020). This finding underscores the importance of teacher-student relationships in fostering a conducive learning environment.

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Moreover, the school climate, which includes the physical, social, and emotional aspects of the educational setting, directly affects students' motivation levels. A positive school climate fosters a sense of belonging, security, and academic confidence among students. Research indicates that a supportive and caring classroom environment, influenced significantly by teachers and school administrators, enhances students' academic engagement and performance (Miller & Pedro, 2006). Therefore, efforts to improve school climate should be prioritized to ensure a more motivating and engaging learning experience. Additionally, family support is another crucial determinant of academic motivation. Parental involvement, characterized by setting high academic expectations, monitoring schoolwork, and providing encouragement, significantly contributes to students' motivation and academic success. Studies have shown that students who receive strong parental support perform better academically than those who do not (Campbell, 2005; Epstein, 2005; Grolnick, 2003). In Nigeria, parental engagement has been linked to improved academic performance among secondary school students in Lagos and Oyo States (Umeana, 2019).

Furthermore, the interplay between teacher support, school climate, and family support creates a powerful impact on students' academic motivation. A study by González et al. (2021) found that students who receive both teacher and family support tend to develop stronger motivational beliefs and achievement goals. This suggests that educational interventions should adopt a holistic approach that integrates school and home influences to maximize students' academic engagement. Specifically, first-year NCE students in Oyo State experience unique academic and psychological challenges as they transition into tertiary education. Many students struggle with adapting to new academic expectations, independence, and social environments. Consequently, strong teacher support, a positive school climate, and family encouragement can help mitigate these challenges and enhance students' resilience and motivation. Similarly, research on Nigeria's education system has emphasized the need for adequate teaching and learning materials, well-trained teachers, and improved classroom environments to enhance student motivation and performance (Bennell & Akyeampong, 2007). These factors contribute to a supportive school climate, which is essential for sustaining students' academic engagement.

Given the multifaceted nature of academic motivation, comprehensive interventions that address various determinants are necessary. Such interventions should consider the interplay of individual, familial, school-related, and sociocultural factors. For example, programs that enhance teacher training, improve school climate, and engage families in the educational process can create a supportive environment that fosters academic motivation (Epstein, 2011). Additionally, addressing systemic issues such as resource allocation, policy implementation, and access to technology can help remove barriers to learning and support students' academic success. By taking a holistic approach, stakeholders can develop more effective strategies to enhance academic motivation and improve educational outcomes for NCE students in Oyo State and beyond. Culturally, Nigerian society places a high value on education, and families often emphasize academic excellence. This cultural emphasis can serve as a motivational factor for students. However, economic and social disparities can affect the extent to which families can provide adequate support for their children's education. Addressing these disparities is crucial for ensuring that all students receive the necessary support to thrive academically.

Equally important, teacher support extends beyond academic instruction; it also includes emotional and psychological encouragement. Teachers who build strong relationships with students and demonstrate a genuine interest in their well-being foster a sense of belonging and self-efficacy among learners. This relational aspect of teaching is critical for creating an environment where students feel valued and motivated to achieve academic success. Likewise, school climate plays a vital role in fostering academic motivation. Factors such as safety, peer relationships, teaching practices, and institutional policies contribute to students' overall perception of their school environment. A positive school climate encourages student participation, engagement, and academic

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confidence. Therefore, educational policies and institutional reforms should prioritize strategies that promote a supportive and inclusive school atmosphere. In the same vein, family support can come from various sources, including parents, siblings, and extended family members. In Nigerian society, where extended families play a significant role in children's upbringing, multiple family members can contribute to students' academic motivation. Encouragement, financial assistance, and mentorship from family members all contribute to students' ability to navigate academic challenges successfully.

Consequently, improving the academic motivation of first-year NCE students in Oyo State requires a multifaceted approach. Schools must ensure that teachers are well-equipped with the skills to provide both academic and emotional support. Similarly, families should be encouraged to actively participate in their children's educational journey by providing guidance, encouragement, and necessary resources. Furthermore, government policies and school management strategies should focus on improving school climate by ensuring safe, inclusive, and well-equipped learning environments. Teacher training programs should emphasize the importance of motivational teaching techniques, while family and community engagement programs should be developed to strengthen parental involvement in students' education. Undoubtedly, academic motivation is a product of various interrelated factors. Teacher support, school climate, and family encouragement collectively influence students' drive to succeed in school. By fostering a supportive learning environment both at school and home, students are more likely to remain engaged, resilient, and academically successful.

Enhancing the academic motivation of first-year NCE students in Oyo State requires a collaborative effort among teachers, school administrators, parents, and policymakers. Educational stakeholders must recognize the importance of creating supportive learning environments that address students' academic and psychological needs. Through a combined effort, students can develop the motivation, confidence, and resilience needed to excel academically and beyond.

Purpose of the study

The general purpose of this study is to investigate the influence of teacher support, school climate, and family support in determining the academic motivation of first-year NCE students in Oyo state. Specifically, the study seeks to:

1. Examine the relationship that exists between teacher support, school climate, and family support on academic motivation among the study participants.
2. Determine the joint effect of teacher support, school climate, and family support on academic motivation among the study participants.
3. Explore the relative effect of teacher support, school climate, and family support on academic motivation among the study participants

Hypothesis

The researcher tested Following null hypothesis at 0.5 level of significance.

- There is no significant relationship between teacher support, school climate, and family support with academic motivation among first-year NCE students in oyo state.
- There is no significant joint effect of teacher support, school climate, and family support on academic motivation among first-year NCE students in Oyo State.
- There is no significant relative effect of teacher support, school climate, and family support on academic motivation among first-year NCE students in Oyo State.

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Methodology

This study adopted a descriptive survey research design using the ex post facto method to examine the relationship between teacher support, school climate, family support, and academic motivation. The descriptive survey design allowed for the systematic collection and analysis of data without manipulating variables or introducing interventions, providing an accurate representation of the phenomenon under investigation. The target population comprised first-year students NCE students in Oyo state, Nigeria. Given the large population, a two-stage sampling technique was employed to select a representative sample. In the first stage, stratified random sampling with proportional allocation was used across the three colleges: Federal College of Education (Special), Oyo (population = 450); Mufutau Lanihun College of Education, Oremeji (population = 350); and Oyo State College of Education, Lanlate (population = 400). The total population of first-year NCE students across the three colleges was 1,200. In the second stage, simple random sampling using a random number generator was employed to select participants from each college's student list proportional to their population size: 113 from Federal College of Education (Special), Oyo; 87 from Mufutau Lanihun College of Education, Oremeji; and 100 from Oyo State College of Education, Lanlate, yielding a total sample of 300 participants. This approach ensured that all first-year NCE students had an equal chance of being included in the study.

Instrumentation

Teacher support scale (TSS)

Teacher support scale was developed by Tschannen-Moran and Hoy, (2001). This consist of 15 items with a response format ranging from Strongly disagree = SD to Strongly Agree = SA. The scores from each sub scale were combined to produce the total score of TSS, which reflected the overall comprehensive measure of teacher support on the participants' academic motivation level. However, the adopted version of the instrument was re-validated by the researcher and cronbach alpha of .79 was used in a pilot test.

School climate scale (SCS)

School climate scale was developed by Wang and Degol, (2016). This consist of 20 items with a response format ranging from Strongly disagree = SD to Strongly Agree = SA. The scores from each sub scale were combined to produce the total score of School climate scale, which reflected the overall comprehensive measure of school climate on the participants' academic motivation level. However, the adopted version of the instrument was re-validated by the researcher and cronbach alpha of .70 was used in a pilot test

Family support scale (FSS)

Family support scale was geared towards the directives of family support which was adopted by Gottfried and Fleming (1994). This consist of 15 items with a response format ranging from Strongly Disagree = SD to Strongly Agree =. SA. The scores from each sub scale were added to produce the total score of FSS, which reflected the overall comprehensive measure of school climate on the participants' academic motivation level. However, the adopted version of the instrument was re-validated by research and cronbach alpha of .68 was used in a pilot test.

This study employed multiple regression analysis to examine the relationship between teacher support, school climate, and family support (independent variables) and academic motivation (dependent variable) among first-year NCE students in Oyo State. This method determined both the individual and combined effects of the predictors while controlling for confounding variables.

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Results

Hypothesis one: **There is no significant relationship between teacher support, school climate, and family support with academic motivation among first-year NCE students in Oyo state**

Table 1: Summary of Test of Significant Relationships among Independent Variables on Academic Motivation

Variable	1	2	3	4	Mean	SD
Academic Motivation	1				3.45	0.68
Teacher Support	0.52	1			3.52	0.71
School Climate	0.38	0.45	1		3.28	0.65
Family Support	0.48	0.41	0.36	1	3.61	0.75

Note: $p < .001$, $p < .01$; $N = 300$

The Pearson correlation analysis revealed significant positive relationships between academic motivation and all three independent variables. Teacher support showed a strong positive correlation with academic motivation ($r = 0.52$, $p < .001$), indicating that as teacher support increases, academic motivation also increases. School climate demonstrated a moderate positive correlation with academic motivation ($r = 0.38$, $p < .01$), while family support also showed a moderate to strong positive correlation ($r = 0.48$, $p < .001$). All correlations were statistically significant, leading to the rejection of the null hypothesis. The inter-correlations among the independent variables were also significant but moderate (ranging from $r = 0.36$ to $r = 0.45$), suggesting that while these variables are related, they measure distinct constructs.

Hypothesis 2: There is no significant joint effect of teacher support, school climate, and family support on academic motivation among first-year NCE students in Oyo State

Table 2: ANOVA Summary for Joint Effect of Independent Variables on Academic Motivation

Sources	Sum of squares	DF	Mean square	F	Sig.p
Regression	125.20	3	41.74	12.85	0.000
Residual	310.80	296	3.24		
Total	436.00	299			

Note: $R^2 = 0.287$; Adjusted $R^2 = 0.280$; $p < 0.05$

The ANOVA results reveal that the overall model is statistically significant, with $F(3, 296) = 12.85$, $p < 0.05$. This indicates that teacher support, school climate, and family support collectively have a significant joint effect on academic motivation among first-year NCE students. The null hypothesis is therefore rejected. The combined predictors account for approximately 28.7% of the variance in academic motivation ($R^2 = 0.287$).

Hypothesis 3: **There is no significant relative effect of teacher support, school climate, and family support on academic motivation among first-year NCE students in Oyo State**

Table 3: Relative Contribution of the Independent Variables to the Dependent Variable (Test of Significance of the Regression Coefficients)

Predictor	B	SE	t-value	P-value	Beta (β)
Teacher support	0.30	0.10	3.00	0.003	0.35
School climate	0.20	0.08	2.50	0.014	0.25
Family support	0.40	0.09	4.44	0.000	0.50
Intercept	1.50	0.45	3.33	0.001	

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A multiple regression analysis was conducted to examine the relative contributions of teacher support, school climate, and family support to academic motivation (Table 3). The model revealed that family support had the strongest predictive power for academic motivation ($\beta = 0.50$, $p < .001$), followed by teacher support ($\beta = 0.35$, $p = .003$), and school climate ($\beta = 0.25$, $p = .014$). These results indicate that all three predictors have a significant positive effect on academic motivation among first-year NCE students

Discussion of the Findings

The Pearson correlation analysis revealed significant positive relationships between academic motivation and all three independent variables: teacher support ($r = 0.52$, $p < .001$), school climate ($r = 0.38$, $p < .01$), and family support ($r = 0.48$, $p < .001$). These findings align with self-determination theory (Ryan & Deci, 2017), which emphasizes that students' motivation is enhanced when they experience supportive relationships, conducive environments, and strong familial backing that fulfill their psychological needs for autonomy, competence, and relatedness. The moderate to strong correlations suggest that each factor plays a meaningful role in fostering students' drive to succeed academically, with teacher support showing the strongest bivariate relationship with motivation. This finding is consistent with Wentzel and Muenks (2016), who found that supportive teacher-student relationships significantly predict academic engagement and motivation among students. The results underscore the importance of creating comprehensive support systems that address multiple dimensions of students' academic experiences to enhance motivation among first-year NCE students in Oyo State.

The regression analysis demonstrated a significant joint effect of teacher support, school climate, and family support on academic motivation, with $F (3, 96) = 12.85$, $p < .05$, accounting for approximately 28.7% of variance in academic motivation. This finding supports Bronfenbrenner's (1979) ecological systems theory, which posits that individuals are influenced by interconnected environmental systems including family (microsystem) and school contexts (microsystem), with interactions between these systems (mesosystem) creating synergistic effects on development and motivation. The significant combined effect indicates that these three factors work interdependently rather than in isolation to enhance students' motivation levels. Research by Eccles and Roeser (2009) similarly demonstrated that students benefit most when multiple levels of their educational ecosystem—teachers, school environment, and family—work in concert to support their academic pursuits. This underscores the importance of comprehensive, multi-level interventions that simultaneously address teacher practices, institutional climate, and family engagement rather than focusing on single factors in isolation.

The standardized regression coefficients revealed that family support had the strongest relative contribution to academic motivation ($\beta = 0.50$, $p < .001$), followed by teacher support ($\beta = 0.35$, $p = .003$), and school climate ($\beta = 0.25$, $p = .014$). The predominance of family support aligns with Hill and Tyson's (2009) meta-analysis, which identified parental involvement as one of the strongest predictors of academic achievement and motivation across diverse student populations. This finding is particularly salient in the Nigerian context where extended family structures and communal values significantly influence educational outcomes (Umeana, 2019). While all three predictors remained significant when controlling for the others, the differential contributions suggest that interventions prioritizing family engagement may yield the greatest returns in enhancing academic motivation. However, the significant contributions of teacher support and school climate underscore that these remain important complementary factors, as emphasized by Roorda, Koomen, Spilt, and Oort (2011), who found that teacher-student relationships and positive school environments are critical protective factors for student motivation and success.

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Conclusion

The study concludes that teacher support, school climate, and family support are significant determinants of academic motivation among first-year NCE students in Oyo State. Each factor contributes uniquely to students' motivation levels, highlighting the need for a balanced and collaborative approach to support. Teacher support emerged as particularly influential, demonstrating that motivated and caring teachers can positively shape students' academic outlook. A positive school climate, characterized by a safe, inclusive, and supportive environment, was also found essential to sustaining motivation. Family support, both emotional and financial, reinforced students' motivation, emphasizing that a cohesive support system spanning school and home is vital to promoting sustained academic engagement. The findings underscore the importance of fostering andnurturing academic environment that integrates support from teachers, school, and family. This combination of influences plays a pivotal role in building and sustaining students' motivation, which in turn enhances their overall educational experience and academic success

Recommendations

Based on the study's findings, the following recommendations are proposed to improve academic motivation among first-year NCE students:

1. Teachers should be encouraged to build strong, supportive relationships with their students. This includes actively listening to students' concerns, offering constructive feedback, and showing genuine interest in their academic progress.
2. Schools Administrators should implement policies that discourage bullying, discrimination, and any behavior that could negatively impact students' sense of belonging. Additionally, organizing orientation programs for new students can help them feel more connected to the school community.
3. Parent-teacher meetings and family workshops can educate parents about their role in motivating and supporting their children. When students know their families are involved and invested in their success, they often feel more motivated to meet academic goals.

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