



Students' Motivation to Learn: is the Learning Environment of Secondary Schools a Factor in Delta State?

James Urien¹ and Silas Courage E²

¹Department of Psychology, Delta State University, Abraka, Nigeria

²Department of Guidance and Counselling, Delta State University, Abraka, Nigeria

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ABSTRACT

This study examined the correlation between the learning environment within secondary schools and students' motivation to learn in Delta State. The study was guided with four research questions and four null hypotheses tested at significance level of 0.05. Correlational design was adopted for the study. 106719 Senior Secondary (SSI–SSIII) students from all 477 public secondary schools in Delta State during the 2023/2024 academic year make up the study's population. Out of the whole population, 384 students make up the study's sample. A questionnaire named the "Learning Environment and Students' Motivation to Learn Questionnaire" (LESMQ) served as the primary data gathering tool. Simple correlation and linear regressions. The findings of the study revealed that there is a significant: overall correlation between the learning environment within secondary schools and students' motivation to learn in Delta State; positive correlation between the physical learning environment within secondary schools and students' motivation to learn in Delta State; positive correlation between an authoritative learning environment within secondary schools and students' motivation to learn in Delta State, and there was significant negative correlation between an authoritarian learning environment within secondary schools and students' motivation to learn in Delta State. Based on this finding it was concluded that the learning environment in Delta State secondary schools plays a significant role in shaping students' motivation to learn. Based on the conclusion it was suggested among others that schools' authorities should continuously assess and improve their learning environment.

Keywords: Learning Environment, Secondary School, Students' Motivation to Learn

Introduction

Secondary school, also known as high school or secondary education, is an educational institution that provides education to students in the later stages of their formal schooling. The structure of secondary education can vary across different countries, but it generally covers the age group of adolescents, typically from ages 12 or 13 to 18 or 19. Secondary education in Nigeria plays a crucial role in the development of the country and its citizens. It serves as a gateway to higher education and also provides individuals with the necessary skills and knowledge to actively participate in the workforce. Secondary education in Nigeria serves as a stepping stone for access to higher education. After completing their basic education, students have the option to continue their studies in various disciplines at colleges and universities. This progression from secondary to higher education is crucial for the development of a skilled and educated workforce.

Secondary education in Nigeria focuses on imparting practical and technical skills to students. Through various subjects, such as science, technology, engineering, and mathematics (STEM), students develop a strong foundation in these fields. This skill development equips individuals with the necessary expertise to contribute to the advancement of the nation. Secondary education in Nigeria also plays a significant role in social and cultural development. It provides a platform for students to interact with their peers, learn about different cultures, and develop a sense of national identity. By fostering social cohesion and cultural diversity, secondary education contributes to the overall development of the nation. Secondary education in Nigeria prepares students for a wide range of career opportunities. Through vocational training programs and specialized subjects, students acquire the knowledge and skills required to enter specific industries or professions. This opens up opportunities for employment, entrepreneurship, and professional development.

Secondary education in Nigeria plays a vital role in social mobility. It provides equal opportunities for all students, regardless of their background or socioeconomic status. By providing access to quality education, secondary education enables individuals from disadvantaged backgrounds to rise above their circumstances and achieve their full potential. To be able to harness the significant of secondary education students at this educational cadre most have the motivation to learn.

Motivation to learn refers to an individual's inner drive and desire to acquire knowledge, skills, and behaviors. Motivation to learn is the desire or drive that a person has to gain new knowledge, skills and competencies. Motivation for learning involves more than just wanting to understand material; it also includes factors such as curiosity about how things work, interest in exploring new topics related to an existing field of study, feeling invested in learning about something meaningful and engaging with activities that are enjoyable. Additionally, motivation often comes from seeing tangible results come out

of studying hard – whether those effects manifest themselves through achieving good grades/test scores or gaining recognition among schoolmates. Ultimately, successful learners possess both intrinsic (internal) motivators—such as thoughts and beliefs about knowledge acquisition—as well as extrinsic (external) motivators which involve outcomes dependent on behaviors associated with effective academic performance.

Students' motivation to learn could also be affected by classroom learning environment. The classroom learning environment is seen as a major determinant of student students' motivation to learn. In this study classroom learning environment encompasses the various management styles adopted by teacher in the classroom particularly during teaching and learning. The teachers' approach in classroom management has a crucial role in creating an effective teaching-learning process as well as positive attitude into students (Snowman & Biehler, 2003 cited in Cakir, 2015). Teachers classroom management style during teaching and learning could be authoritative or authoritarian. Generally, teachers that apply authoritative style of classroom management in the classroom are known to be compliant, warm, task-oriented, co-operating, caring, inviting, friendly and so on. On the other hand, teachers that apply/use the authoritarian management style in their classroom are known to be demanding, dominating, unfriendly, not caring, punishing and so on (Raccoon 2018).

A physical learning environment is an educational setting that incorporates the use of physical objects, materials and spaces to facilitate learning. This type of environmental design usually includes providing students with access to hands-on activities, tools and equipment in order to encourage active exploration. Physical learning environments can include a variety of settings such as classrooms, outdoor areas or even virtual settings. It is important for teachers to create stimulating and engaging physical environments so that students are able to engage actively while exploring subject material more deeply. By creating this type of interactive environment, it not only creates a positive experience for learners but also helps them develop skills necessary for successful careers later on. Simare *et al.*, (2019) revealed that a well-designed and maintained classroom, or physical learning environment, contribute to increased motivation and engagement in the learning process. Ashari and Usman, (2019) also revealed that overall learning environment, encompassing the physical, social, and emotional aspects of the school environment, can significantly impact students' motivation to learn. Luik and Lepp,(2021) found that students are more likely to be motivated to participate in learning activities when they believe that the learning environment is secure and encouraging. Marlina *et al.*, (2018) is of the view that a conducive classroom stimulates students' motivation in learning and better learning. Brachtl *et al.*, (2023) found that well-designed physical learning environment can enhance students' motivation to learn. Asiyai (2014) who showed that students' learning and motivation, particularly their desire to actively participate in academic activities, were significantly impacted by the physical learning environment in the classroom. This influence extended to their attendance at school and personal behavior. A physical learning environment is a term used to describe the materials, furniture, and space where students learn. It includes things like classroom layout, lighting, wall decorations, seating arrangements, and temperature control. The goal of creating a positive physical learning environment is to create an atmosphere that encourages learning and collaboration among students. A good physical learning environment should be comfortable and inviting for all students so they can feel safe and engaged while participating in activities or lessons. The way it looks should not distract from what's being taught but instead provide a conducive atmosphere for effective instruction. Additionally, some aspects of the design may help facilitate teaching specific concepts better than others. Ullah and Sarfraz (2019) discovered a strong positive correlation between secondary school students' enthusiasm to study and their physical learning settings.

A physical learning environment is a term used to describe the materials, furniture, and space where students learn. It includes things like classroom layout, lighting, wall decorations, seating arrangements, and temperature control. The goal of creating a positive physical learning environment is to create an atmosphere that encourages learning and collaboration among students. A good physical learning environment should be comfortable and inviting for all students so they can feel safe and engaged while participating in activities or lessons. The way it looks should not distract from what's being taught but instead provide a conducive atmosphere for effective instruction. Additionally, some aspects of the design may help facilitate teaching specific concepts better than others.

An authoritative learning environment is a pedagogical approach that emphasizes the importance of structure, engagement with content and accountability. It is characterized by teachers who listen to and respect students' ideas, provide clear expectations for behaviors as well as work habits while also being responsive to student questions or concerns. This type of learning environment places emphasis on reflection, collaboration and purposeful tasks designed to help learners develop independence and self-regulation skills in order mastering material. Such an approach values differentiated instruction based upon individual needs and provides numerous opportunities for dialogue between student/teacher pairs thus giving feedback rather than passing judgment which can create a productive mindset without fear of failure. An authoritative learning environment is a type of educational setting where students are provided with clear expectations and boundaries and encouraged to develop their own voice. It combines both responsible freedom that allows for creativity, exploration, inquiry, and problem solving as well as guidance from teachers who provide structure, clarity in direction and feedback. This environment strives to ensure the development of social skills such as cooperation while avoiding situations such as power struggles between teachers and students. Generally speaking, it seeks alignment between the interests of adult authorities (teachers), peers (students) and student's self interest in order to maximize student outcomes. Odeh, *et al.*, (2015) found that authoritative learning environment stimulate students to learn. Cornell, *et al.*, (2016) revealed that authoritative learning climate enhances students learning and academic performance. The finding also agreed with Onoefe-Overah, *et al.*, (2023) found that Learning environment such authoritative environment teacher create a structured and disciplined learning environment where students feel safe and respected, leading to increased motivation to learn.

Authoritarian learning environment is a type of educational setting in which the teacher's authority and control over what is taught are unduly high, leaving little or no room for student development. In such an environment, teachers act as dictators who can dictate how students learn without any input from the learners themselves. This kind of approach to education has been found to be ineffective in fostering meaningful skills and creativity as it limits exploration by encouraging rigorous memorization. Authoritarian learning environments also create an atmosphere that suppresses individual expression, diminishing opportunities for innovative thinking and problem-solving among youth populations. Such conditions often lead to feelings of anxiety and

frustration when taken too far, discouraging true engagement with subject matter on behalf of both educators and students alike. An authoritarian learning environment is a type of educational setting where the teacher has absolute authority. These types of environments typically have very strict rules, and students are expected to abide by these rules without question. In an authoritarian learning environment, the teacher will often use tactics such as punishment or rewards to maintain control and discipline in the classroom. This type of learning environment can be beneficial in certain situations as it fosters obedience and respect for teachers; however, it can also be detrimental if used too severely or without proper justification. Achonu, et al., (2019) revealed authoritarian learning environment reduced secondary school students' motivation to learn. Usman and Ardiyani, (2021) show that Learners who are immersed in an authoritarian learning environment report feeling less motivated to study. Richardson and Mishra, (2018) who showed that authoritarian learning environments discourages creativity and independent thinking.

Statement of the Problem

The educational landscape in Delta State, Nigeria, has witnessed significant advancements in recent years, including the implementation of various policies and initiatives aimed at enhancing learning outcomes. However, despite the efforts by the government, there is a growing concern regarding the motivation of secondary school students in Delta State to learn. The absence of motivation among secondary school students has detrimental effects on their academic performance and overall educational development. When students lack motivation, it becomes challenging for them to engage in the learning process, leading to a decline in their academic performance. The researcher believed that the variation in students' motivation to learn may have been as a result of a factor like learning environment. Thus, there may be gaps or disparities in students' motivation to learn based on the influences of learning environment which could be physical, authoritative and authoritarian learning environment. Studies on learning environment have consistently shown that learning environment influence students' academic achievement. However, whether learning environment could play a role the students' motivation to learn in secondary school in the Delta state is yet to be empirically established. This study bridged the research gap by examining learning environment on secondary school students' motivation to learn in Delta state. Thus the problem of this study in question form is: what is the relationship between the overall learning environment on secondary school students' motivation to learn in Delta state?

Research Questions

The following research questions guided the study:

1. What correlation exists between the learning environment within secondary schools and students' motivation to learn in Delta State?
2. What correlation exists between the physical learning environment within secondary schools and students' motivation to learn in Delta State?
3. What correlation exists between an authoritative learning environment within secondary schools and students' motivation to learn in Delta State?
4. What correlation exists between an authoritarian learning environment within secondary schools and students' motivation to learn in Delta State?

Hypotheses

The following null hypotheses guided the study:

1. There is no significant correlation between the learning environment within secondary schools and students' motivation to learn in Delta State.
2. There is no significant correlation between the physical learning environment within secondary schools and students' motivation to learn in Delta State.
3. There is no significant correlation between an authoritative learning environment within secondary schools and students' motivation to learn in Delta State.
4. There is no significant correlation between an authoritarian learning environment within secondary schools and students' motivation to learn in Delta State.

Purpose of the Study

The purpose of this study is to determine the correlation between learning environment and secondary school students' motivation to learn in Delta State. Specifically, the study:

1. Examine the correlation between learning environment within secondary schools and students' motivation to learn in Delta State.
2. Investigate the correlation between the physical learning environment within secondary schools and students' motivation to learn in Delta State.

3. Explore the correlation between an authoritative learning environment within secondary schools and students' motivation to learn in Delta State.
4. Assess the correlation between an authoritarian learning environment within secondary schools and students' motivation to learn in Delta State.

Research Method

Research Design

This study adopted the correlational survey research design. According to Anyanwu (2017), a correlation survey research design is appropriate when a researcher is interested in investigating the degree of relationship and nature of relationships among variables. This design is therefore considered appropriate since this study seeks to investigate the relationship among social media, peer pressure and cybercrime among adolescents in secondary schools.

The population of this study

The population of this study will consist of 106719 Senior Secondary (SSI- SSIII) students in all the 477 public secondary schools in Delta State during the 2023/2024 academic session. The population was obtained from the Examination Department of Ministry of Basic and Secondary Education.

Sample and Sampling Techniques

The study's sample size is comprised of 384 students drawn from the total population using Krejcie and Morgan (2006). This is adequate for a 95% confidence level. The statistical table of Krejcie & Morgan was used to ensure that a manageable sample was obtained from the population. Stratified sampling technique and simple random sampling technique will be used to select the sample for the study. First, 10% of the entire secondary schools will be selected using stratified Random Sampling. According to Gorard (2011) cited in Iviemu, (2022), a sampling fraction between 10% of the total population in descriptive and correlational research is acceptable. The stratification was based on senatorial district (Delta North, Delta central and Delta South). Hence, 17 secondary schools from Delta North, 19 from Delta central and 12 secondary schools from Delta South, making a total of 48 secondary schools from the entire public secondary schools across the local government areas in Delta State. Secondly, 8 students will be selected from each sampled secondary school through simple random sampling technique. The number of schools and the students that will be selected from each selected school.

Research Instrument

The main instrument used for data collection was a questionnaire. The questionnaire which titled "learning environment and students' motivation to learn Questionnaire" (LESMQ) was designed by the researcher. The questionnaire was divided into two sections; section A and B. Section A was designed to collect consists of three sub-scales which will assess the presence of physical learning environment, authoritative learning environment and authoritarian learning environment. Each subscale in the questionnaire originally consist of 15 items making a total of 45 items in the entire Section A. Section B was consist of 20 items measure the level of students motivation to learn in secondary school. The respondents were asked to indicate their opinion on four points scale with close ended items as Strongly Agreed (SA) =4, Agree (A) =3, Disagree (D)=3, Strongly Disagree(SD)=1

Validity of Research Instrument

The validity of the instrument was established by three (3) experts in Guidance and Counselling Department. These experts assessed the instruments for appropriateness and suitability to the study, and their suggestions were effected. The content and construct validation of the instrument were done using factor analysis. The instrument was administered to 50 senior secondary students in Edo state and the data obtained were subject to factor analysis.

The factors were extracted using Principal Component Analysis. The factor was rotated to determine the loading of each item in the various components. This was done using orthogonal solution with Varimax method. The content validity of each of the scales was established by the total Cumulative variance of all the items. A total Cumulative variance of 76.78% was obtained for the Learning Environment Scale(LES). This means that all the 45 items in Learning Environment Scale(LES) covered up 76.78% of the domain of Learning Environment Scale(LES) variable with a total of unexplained variance as 23.22%. The Motivation to Learn scale (MLS) has a total Cumulative variance of all the items as 72.13%. This indicated that all the 20 items in Motivation to Learn scale (MLS) covered up 72.13% of the domain of Motivation to Learn scale (MLS) variable with a total of unexplained variance as 27.87%.

On the other hand, the construct validity was estimated with the rotated factor loadings matrix. Item with rotated factor loading matrix of .40 and above was considered construct valid. Items on Learning Environment Scale(LES) has rotated factor loadings matrix which ranged between .49 and .95. Since the rotated factor loading matrixes range between .49 and .95 the instrument was considered construct valid. Items on the Motivation to Learn scale (MLS) rotated factor loadings matrix which range between .47 and .93, the Motivation to Learn scale (MLS) was considered construct valid.

Reliability of the Research Instrument

Five secondary schools in Edo State were used to test the reliability of the instrument. Test results were used to determine the instrument's reliability. The Cronbach Alpha was applied for the computation of the reliability coefficient of the subscales of the instrument and general reliability coefficient of 0.94

was obtained for the entire scales. Whereas reliability coefficient values of 0.79 and 0.82 were obtained for Learning Environment Scale (LES) and Students Motivation Learn scale (SMLS) respectively. The reliability was carried to establish the internal consistency of the instrument.

Methods of Data Collection

The questionnaire was administered to senior secondary school students directly by the researcher with the help of three (3) research assistants, who were properly sensitised on the purpose and nature of the study. Before the students were given the instrument, they were given a thorough description. The respondents were encouraged to be honest and truthful in their responses. This is important to ensure that the respondents do not distort the information they provide, since this could impact the study's generalisation. A copy of the questionnaire was given to 384 students to complete. The completed instrument was retrieved immediately from the respondents. This ensured 100% recovery of the instrument..

Method of Data Analysis

Researchers used Pearson Product Moment Correlation Coefficients (r) and coefficients of determination to answer their research questions. On the other hand, the hypotheses were tested using Linear linear regressions at 0.05 level of significance.

Results and Discussions

Research Question One

What correlation exists between the learning environment within secondary schools and students' motivation to learn in Delta State?

Table 1:

Correlation Coefficient(r) and Coefficient of Determination(r^2) of learning environment within secondary schools and students' motivation to learn in Delta State

Variables	N	R	r^2	$r^2\%$	Decision
Overall Learning Environment	384	.83	.68	68	high positive correlation
Students' Motivation					

Table 1 shows the correlation coefficient (r) and coefficient of determination (r^2) of the overall learning environment within secondary schools and students' motivation to learn in Delta State. The r -value of 0.83 is the amount of correlation that exists between the learning environment within secondary schools and students' motivation to learn in Delta State. The coefficient of determination (r^2) was 0.68, meaning that the contribution made by the learning environment within secondary schools on students' motivation to learn in Delta State was 68%. It was concluded here that the correlation that exists between the learning environment within secondary schools and students' motivation to learn in Delta State is a high positive correlation.

Research Question Two

What correlation exists between the physical learning environment within secondary schools and students' motivation to learn in Delta State?

Table 2:

Correlation Coefficient and Coefficient of Determination of Physical Learning Environment Within Secondary Schools and Students' Motivation to Learn in Delta State

Variables	N	R	r^2	$r^2\%$	Decision
physical learning environment	384	.78	.61	61	high positive correlation
students' motivation to learn					

Table 2 showed the correlation coefficient (r) and coefficient of determination (r^2) of the physical learning environment within secondary schools and students' motivation to learn in Delta State. The r -value of 0.78 is the amount of correlation that exists between the physical learning environment within secondary schools and students' motivation to learn in Delta State. The coefficient of determination (r^2) was 0.61, meaning that the contribution made by the physical learning environment within secondary schools on students' motivation to learn in Delta State was 61%. It was concluded here that the correlation that exists between the physical learning environment within secondary schools and students' motivation to learn in Delta State is a high positive correlation.

Research Question Three

What correlation exists between an authoritative learning environment within secondary schools and students' motivation to learn in Delta State?

Table 3:**Correlation Coefficient and Coefficient of Determination of Authoritative Learning Environment Within Secondary Schools and Students' Motivation to Learn in Delta State**

Variables	N	R	r ²	r ² %	Decision
Authoritative learning environment students' motivation to learn	384	.88	.78	78	high positive correlation

Table 3 displayed the correlation coefficient (r) and coefficient of determination (r^2) of the authoritative learning environment within secondary schools and students' motivation to learn in Delta State. The r -value of 0.88 is the amount of correlation that exists between the authoritative learning environment within secondary schools and students' motivation to learn in Delta State. The coefficient of determination (r^2) was 0.78, meaning that the contribution made by the authoritative learning environment within secondary schools on students' motivation to learn in Delta State was 78%. It was concluded here that the correlation that exists between the authoritative learning environment within secondary schools and students' motivation to learn in Delta State is a high positive correlation.

Research Question Four

What correlation exists between an authoritative learning environment within secondary schools and students' motivation to learn in Delta State?

Table 4:**Correlation Coefficient and Coefficient of Determination of Authoritarian Learning Environment Within Secondary Schools and Students' Motivation to Learn in Delta State**

Variables	N	r	r ²	r ² %	Decision
Authoritarian learning environment Students' motivation to learn	384	-.14	.02	2.00	low negative correlation

Table 4 depict the correlation coefficient (r) and coefficient of determination (r^2) of the authoritarian learning environment within secondary schools and students' motivation to learn in Delta State. The r -value of -0.14 is the amount of correlation that exists between the authoritarian learning environment within secondary schools and students' motivation to learn in Delta State. The coefficient of determination (r^2) was 0.02, meaning that the contribution made by the authoritarian learning environment within secondary schools on students' motivation to learn in Delta State was 2.00%. It was concluded here that the correlation that exists between the authoritarian learning environment within secondary schools and students' motivation to learn in Delta State is a low negative correlation.

Hypothesis one

There is no significant correlation between the learning environment within secondary schools and students' motivation to learn in Delta State.

Table 5**Linear Regression Analysis of the learning environment within secondary schools and students' motivation to learn in Delta State.**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	86.90	1	86.90	827.99	.000 ^b
1 Residual	40.09	382	.11		
Total	126.99	383			

$\alpha = 0.05$

Table 5 reveals a linear regression output of the correlation between the learning environment within secondary schools and students' motivation to learn in Delta State. The computed F-value of 827.99 and a p-value of 0.00. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than the alpha level of 0.05. Thus, the null hypothesis was rejected. This indicated that there was significant correlation between the learning environment within secondary schools and students' motivation to learn in Delta State.

Hypothesis Two

There is no significant correlation between the physical learning environment within secondary schools and students' motivation to learn in Delta State.

Table 6

Linear Regression Analysis of the Physical Learning Environment Within Secondary Schools and Students' Motivation to Learn in Delta State.

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	77.46	1	77.46	597.32	.00 ^b
1	Residual	49.54	382	.13		
	Total	127.00	383			

$\alpha = 0.05$

Table 6 reveals a linear regression output of the relationship between physical learning environment within secondary schools and students' motivation to learn in Delta State. The computed F-value of 597.32 and a p-value of 0.00. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.00 was less than the alpha level of 0.05. Thus, the null hypothesis was rejected. This indicated that there was significant correlation between the physical learning environment within secondary schools and students' motivation to learn in Delta State.

Hypothesis Three

There is no significant correlation between an authoritative learning environment within secondary schools and students' motivation to learn in Delta State.

Table 7

Linear Regression Analysis of Authoritative Learning Environment Within Secondary Schools and Students' Motivation to Learn in Delta State.

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	98.79	1	49.39	667.16	.00 ^b
1	Residual	28.21	382	.07		
	Total	127.00	383			

$\alpha = 0.05$

Table 9 showed the linear regression output of authoritative learning environment within secondary schools and students' motivation to learn in Delta State. The computed F-value of 667.16 and a p-value of 0.00. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.00 was less than the alpha level of 0.05. Hence, the null hypothesis was rejected. This implies that there was significant correlation between an authoritative learning environment within secondary schools and students' motivation to learn in Delta State.

Hypothesis Four

There is no significant correlation between an authoritarian learning environment within secondary schools and students' motivation to learn in Delta State.

Table 8

Linear Regression Analysis of Authoritarian Learning Environment Within Secondary Schools and Students' Motivation to Learn in Delta State.

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	2.60	1	2.60	7.99	.01 ^b
1	Residual	124.40	382	.33		
	Total	127.00	383			

$\alpha = 0.05$

Table 8 reveals a linear regression output of the analysis of authoritarian learning environment within secondary schools and students' motivation to learn in Delta State. The computed F-value of 7.99 and a p-value of 0.01. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.01 was less than the alpha level of 0.05. Thus, the null hypothesis was rejected. This indicated that there was significant correlation between an authoritarian learning environment within secondary schools and students' motivation to learn in Delta State.

DISCUSSION OF RESULTS

The Learning Environment Within Secondary Schools and Students' Motivation to Learn

The first finding revealed a high positive significant correlation exists between the learning environment within secondary schools and students' motivation to learn in Delta State. This finding suggests that there is a positive association between the two variables, with the overall learning environment having a direct impact on students' motivation to learn. The idea that learners become more motivated to study when they are in a favourable learning environment is one explanation for the association that has been seen. Learners are more likely to be motivated to participate in educational endeavours when they believe that the learning environment is secure and encouraging. An alternative explanation might be that an atmosphere that is conducive to learning promotes mutual respect and cooperation between educators and learners. It is more probable that students will be inspired to actively engage in the learning process when they perceive their instructors to be supportive and valuable. The significance of establishing a nurturing and engaging learning environment is shown by the strong positive correlation seen in Delta State between the general learning environment and the motivation of secondary school pupils to study. This finding aligns with Simare Mare and Usman, (2019) who revealed that a well-designed and maintained classroom, a positive and learning environment, contribute to increased motivation and engagement in the learning process. The finding also in support of Ashari and Usman, (2019) who revealed that overall learning environment, encompassing the physical, social, and emotional aspects of the school environment, can significantly impact students' motivation to learn. The finding is also in line with that Luik and Lepp,(2021) who found that students are more likely to be motivated to participate in learning activities when they believe that the learning environment is secure and encouraging.

Physical Learning Environment within secondary schools and students' motivation to learn

The second finding of this study revealed a high positive significant correlation between the physical learning environment within secondary schools and students' motivation to learn in Delta State. There are several possible explanations for the observed high positive significant correlation between the physical learning environment within secondary schools and students' motivation to learn in Delta State. One possibility is that a well-designed physical learning environment can enhance students' cognitive engagement and motivation. When students feel comfortable, safe, and supported in their learning environment, they are more likely to actively engage with the subject matter and exhibit higher levels of motivation. This finding agrees with Marlina et al., (2018) who agreed that a conducive classroom stimulate students' involvement in learning and better learning. The finding also agrees with Bracht et al., (2023) who found that well-designed physical learning environment can enhance students' motivation to learn. These results were consistent with those of Asiyai (2014), who demonstrated that the physical classroom environment had a major influence on students' learning, especially their willingness to actively engage in educational endeavours. This influence extended to their attendance at school and personal behaviour. This finding further aligned with Ullah and Sarfraz, (2019) who found positive significant correlation between the physical learning environment within secondary schools and students' motivation to learn

Authoritative Learning Environment Within Secondary Schools and Students' Motivation to Learn

The third finding revealed a high positive significant correlation between an authoritative learning environment within secondary schools and students' motivation to learn in Delta State. One explanation for the observed relationship could be the presence of clear expectations and guidelines in the authoritative learning environment. When students feel that they have a clear understanding of what is expected of them, they are more likely to feel motivated and invested in their learning. Authoritative teachers establish clear learning objectives, provide structured assignments, and provide timely feedback on students' work, which helps students understand what is expected of them and gives them a sense of direction. This clarity enhances the students' motivation and drive to succeed. Another possible explanation for the observed relationship is the implementation of consistent and supportive discipline in authoritative learning environments. When students know that there are clear consequences for their actions and that there are consequences for not meeting expectations, they are more likely to take their actions seriously and engage in the learning process. Authoritative teachers create a structured and disciplined learning environment where students feel safe and respected, leading to increased motivation to learn. This find is consistent with Odeh, et al., (2015). who found that authoritative learning environment influences students' motivation to learn. The finding is also consistent with Cornell, *et al.*, (2016) who revealed that authoritative learning climate enhances students learning and academic performance. The finding also agreed with Onoefe-Overah, et al., (2023) who found that Learning environment such authoritative environment teacher create a structured and disciplined learning surroundings that is safe and respected, leading to increased motivation to learn.

An Authoritarian Learning Environment Within Secondary Schools and Students' Motivation to Learn

The fourth finding revealed a negative significant correlation between an authoritarian learning environment within secondary schools and students' motivation to learn in Delta State. This negative relationship indicates that an authoritarian learning environment reduces students' motivation to learn. Learners' motivation to learn declines under an authoritarian classroom atmosphere. The strict rules and regulations imposed by authoritarian teachers or institutions create a sense of oppression and discourage students from engaging in meaningful learning. Authoritarian learning environments create an atmosphere of fear and intimidation, inhibiting students' willingness to take risks and challenge themselves. This finding corroborates that of Achonu et al. (2019), who revealed that an authoritarian learning environment reduced learners' motivation to learn. The finding also aligns with Usman and Ardiyani (2021), who show that learners who are immersed in an authoritarian learning environment report feeling less motivated to study. The finding also aligned with Richardson and Mishra (2018), who showed that authoritarian learning environments discourage creativity and independent thinking.

Conclusion

The findings led to the conclusion that a learning environment is critical to promoting students' enthusiasm to study. It was also concluded that physical and authoritative learning environments in secondary school positively influence students' motivation to learn in Delta State. It could also be concluded that authoritarian learning environment and secondary school reduces students' motivation to learn.

Recommendations

1. Schools authorities should continuously assess and improve their learning environment to ensure that it promotes students' motivation to learn and enhances their overall learning experience
2. Government and educational stakeholder should Invest in the improvement of the physical learning environment by ensuring classrooms are well-equipped, comfortable, and conducive to learning.
3. Government and school heads should Offer training programmes for teachers to enhance their skills in creating and maintaining positive learning environments that could promote motivation to learn and a sense of belonging among students

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