

Chapter One

Introduction

1.1 Background to the Study

A girl was observed to always be in the library studying as the examination draws nearer and nearer while her course mate was always in the club playing card with other peers. What makes the girl, the studious one and the other girl who is always with his friends in the club house behave in a particular way is related to the why and the how of behaviour which is explained in the word motivation. Motivation is simply what encourages or drives one to do what she does¹.

Motivation which is a measure of how well an individual put into action his or her motives to determine his strength or weakness, success or failure, one of the most important power sources of students' behaviour in school that decides the direction, intensity, purpose and speed in achieving the desired goals in educational settings, the emotional and physical states of the individual such as attitude towards learning and achievement, interests, attention level and personal characteristics, attitude which expresses an individual's feelings towards an object within the framework of their knowledge and beliefs about that object play an active role in making learning activities meaningful, valuable and benefitting².

Motivation which is an internal psychological process whose presence or absence can only be detected from observed behaviour or looked at as the force that creates the energy for a goal, holds that energy or desire throughout the task and channels a particular behaviour towards that goal¹. In the context of this study, students' motivation towards learning is divided into two: Intrinsic, which is the motivation that comes from within where the actual enjoyment of the task is the actual reward, without the promise of a tangible reward and a long term thing, while the extrinsic type is that motivation that is inspired by external rewards or tangible results and it is short lived². Evaluation of students' attitudes during the teaching process, and their

attitudes at a certain time, can make it possible to determine their current conditions and future behaviours which may further lead to change of behaviour or formation of new attitude³.

Student's motivation to learning entails all the efforts within oneself that leads to learning activities and ensures the continuity of learning activities so that the desired goal is achieved. Motivation in learning is a psychological factor that is non-intellectual and plays a role in growing the spirit of learning of individual⁴. Motivation seems to be the innermost feelings that tend to spur individuals into action by arousing, energizing, directing and sustaining behaviours and performance also⁵. Teacher's motivation has to do with teacher's interest in student discipline and control, particularly in the classroom which could underlie their involvement or non-involvement in academic and non-academic activities that operate in schools. Motivation of teachers and students in the teaching and learning process may enhance cognitive skills, increase imitation and persistency in school activities and equally determine what consequences to reinforce and lead to improved performance. Students are of the view that motivated teachers always look for better ways to do their teaching job and, as a result, they are more productive⁶. In most studies, students' level of motivation is usually determined by their act within the four walls of the classroom. Motivation has received much attention from many researchers with different psychological and philosophical perspectives in different fields of study, especially psychology and education, due to its significant effect on students' learning, persistence and academic achievement. Student's motivation and inspiration depends on their desire to engage in lessons as lack of motivation could be attributed to poor student achievement^{7,8}.

Academic motivation is the driving force behind student's motivation to learn as well as the need and desire to excel in academic work. It is observed that the youths of today lack academic motivation, and the secondary school students are known to be in their adolescent stage, a period of storm and stress with different developmental changes that make their interest and attention divided among many other things like peer groups, engaging in entertaining

activities like movies and social networking which render the academic activities in the schools not engaging and interesting⁹. Students may learn better when class incentives meet their own motivation to engage in the subject as there are five different concepts reflecting motivation namely intrinsic, extrinsic, a-motivation, self-efficacy and achievement. But only the two commonest would be looked at¹⁰.

Intrinsic motivation is the motive that is put into action as a result of internal or inborn traits with the display of pleasurable behaviours from within and which comes out at will to fulfil one's goals and students who are intrinsically motivated participate for the sake of learning instead of obtaining some other goals¹¹. Challenge is an index of intrinsic motivation as students who are intrinsically motivated often seek out challenges and view them as opportunities for growth and learning. Curiosity is an index of intrinsic motivation as students who are intrinsically motivated demonstrate a genuine interest in learning and exploring new ideas while independent mastery is likened to autonomy where students take ownership of their learning until mastery is gained.

Extrinsic motivation is the motive that is put into action as a result of external incentives such as attention seeking, praise singing, award of grades, monetary rewards or to avoid punishment. Extrinsic motivation relates to a wide variety of behaviours that are engaged in, as a means to an end and not for their own sake¹². Easy work is an index of extrinsic in that some students may want to avoid the social stigma of struggling or failing so this desire to avoid social disapproval or judgement is likened to extrinsic motivator; or they believe it will lead to better grades or external rewards such as praise from teachers and in this case easy work is driven by a desire for external validation; students may choose easy work because they want to maintain a certain social status or reputation among peers(may want to be seen as smart. Pleasing teacher is an index of extrinsic motivation when students are motivated by the desire to please teachers and gain their approval while dependence on teachers makes students to rely heavily on teachers for guidance and motivation.

Classroom environment is a factor that can motivate students to learn and should be a blend of the social, emotional and instructional element. The classroom environment need to foster a sense of belonging by using pictures and hanging charts on the wall to bring home into the classroom, perception of competence and a place to offer students autonomy. A positive classroom environment makes the social and emotional bond between students and teachers to be strong making them feel comfortable, respected and valued. It should be a place to encourage collaboration i.e. group work or team work and provides an atmosphere conducive for making learning fun¹³.

Teacher's enthusiasm is a needed factor for learning in class because whenever the teacher is excited it rubs on the students they teach. Students always admire an inspirational teacher because in their lives they represent success. Teachers' achievement, personality, passion for the subject is a great asset for students to be motivated and show love for the work as well as to the teacher¹⁴. Technology in the hand of the teacher can be an index to be used in motivating students to work in the classroom as it encourages active engagement and interactivity. Game-based learning makes learning fun, keeps the students busy(engaged), makes them to show up their gifts, grabs the attention of students, makes learning involving i.e. students-centred, helps to master the work in class and as it is learning by doing, makes the students to feel the lesson and feel included in the class. The use of technology encourages personalized learning, autonomy, curiosity and competence¹⁵.

Teaching methods is a very good factor that can increase students' motivation, engagement and overall learning outcomes. When there are variations in methods of teaching such as the use of storytelling, games, choice of project topics, regular and constructive feedback, authentic assessment, discussions and problem solving methods all these can equally add to students' motivation¹⁶. Incentives are a great way to motivate students, tangible rewards such as money, stickers, trips taking, offering treats could be used, while the intangible incentives are the use of praise, words like thank you, good, excellent, keep it up. One should

not overdo it so that it would not be the focus of the class to make it look like an expectation instead of a treat and the teaching method can at the same time build up quality student-teacher relationship in which teachers develop the attitude of knowing their students by names as interpersonal relationships in the school setting influence student's development and positively impact student outcomes which includes their motivation to learn, behaviour and cognitive skills^{17,18}.

School plant management cannot be fully understood except we know where to go, how to get there and by what best way. To make wise use of the school plant, there must be the presence of a manager who is saddled with the management skills of formulating policies geared towards social, economic, political and cultural development using men, materials and money for the achievement of the objectives¹⁹. Management is a requisite for determining the quality and durability of the school plants in the society. It is the thinking nature of an organization where policies and objectives are formulated through planning, organizing, staffing, directing, coordinating, controlling, commanding, communicating, reporting and budgeting²⁰. Failure to plan is planning to fail and this implies that every success achieved in life is an outcome of a good plan.

Planning, in a simple way, is the process of deciding in advance what to do, who to do it, how to do it, when to do it and where to do it. Planning is a comprehensive and methodical process of setting out in advance (a forecast of tasks to take place in future) strategies, policies, procedures, programmes and standards directed at achieving goals and objectives and it has the following characteristics: it is the first step, pervasive, goal oriented, identification of various activities that are needed to achieve the stated objectives such as proper distribution of scarce resources also to encourage decision making; it is future- oriented and it calls for utilization of all the available resources within the given time limit to be properly and efficiently coordinated and controlled with the use of human beings, materials and money in order to reduce and avoid wastage in the educational system²¹.

The rate at which the society demands for education in Nigeria is on the increase if we actually follow the assumption of the social demand planning approach which makes reference to the fact that education is the birth right of every individual; that all children of school age will demand for education that is meant for their ages; that the demand for education will continue to be greater than its supply; that expanded education opportunities will add significantly to social and economic growth. All of these and many more call for deliberate, systematic and continuous determination of course of action as planning (blue print) aims at optimizing the use of limited organizational resources (the materials, equipment, furniture, school buildings and all its accessories) needed to achieve the stated goals and make the dreams of any student come to realization²².

School plant supervision involves assessing the performance of tasks, a way of providing leadership through a process designed to help staff gain greater competence and overcome some barriers so as to improve job performance²³. Supervision is a way of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs, and at the same time trying to emphasize the importance of good human relations in an organization; a process of professional learning and development that enables individuals to reflect on and develop their knowledge, skills and competence through agreed and regular support with other professionals²⁴. The purpose of supervision is to enhance the social workers' professional skills, knowledge and attitudes in order to achieve competency in providing quality care. It aids in professional growth and development and improves outcomes of teaching and learning for the purpose of ensuring the attainment of educational goals and objectives. It supports professional practice, reflection, development, wellbeing and improves work environment and culture and for better student outcomes. It helps to create a more supportive, caring and positive working environment, as it provides a space for regular communication, problem solving and increased team work²⁵.

The head of secondary schools (principal) is usually the supervisor within the school. Nevertheless, there are other managerial activities expected of the principal in the school. It is unfortunate that many principals do not often see themselves in the supervisory role of promoting the quality of teaching and learning in schools. Rather, they see their main role to be those of teachers, administrators, manager of personnel and finance, counselors and disciplinarians for students, liaison with parents and school board of the Ministry of Education and supervisors of academic areas of the institutions. In carrying out the role of a supervisor, the principal should be visible in all nooks and crannies of the school by regularly visiting the teachers in their classes and discussing their observations with them, helping both new and experienced teachers with planning their schemes of work and lessons, regularly collecting teachers' lesson plans to comment on them, make himself accessible to both teachers and students by listening to their worries and by interacting informally with them, checking regularly on the safety and welfare of teachers and students and taking care of problem as they arise by counseling them and finally avoiding hiding away in his office all day long ²⁶.

Supervision is a vital ingredient in school as it improves teaching and learning by evaluating, recording the consistency of strengths and weaknesses of teachers' performance and their ability to discharge the time consuming task of instructional delivery in order to enhance quality in teaching and to make supervisees do their work effectively. A supervisor plays the roles of an educator, sponsor, coach, counselor and director²⁷. An educator is someone that would teach to improve teaching and learning of new employees by making the teaching to be simple, measurable attainable, realizable and time- bound as he maintains high morale among the teachers²⁸; a sponsor assumes that the employee has the skills they need to perform their current jobs and to work tirelessly to provide opportunity to showcase their talents and strength and to ensure that discipline is maintained in the classroom²⁹. A coach would always explain, encourage, plan, connect always in the picture with the subordinate by ensuring teachers do

their assigned work effectively, grants audience to demonstrate, corrects until perfection is attained while the subordinates flow freely ²⁶.

His role as counselor arises whenever an employee's problems (take for example family issues) influence performance and he is intended to mitigate any further action. Employees look for ways to get their problems solved and the role of the supervisor here is to be positive, supportive and encouraging. He provides ample opportunities to discover teachers with special abilities or qualities²⁷. A director appears when performance problems continue and assumes you have been educated, coached and counseled, then the employee can be led to the human resource managers who then can suggest ways of improving teachers' performance²⁸. So long as school supervision is aimed at improving the effectiveness and efficiency of teachers so that they can contribute maximally to the attainment of the educational goals, effective supervision of school plants then becomes very important to equally assess the tone of the school and identify some of its most urgent needs. Full inspection is needed to cover every aspect of the school as they include teaching staff, non-teaching staff, subjects taught in the school, school records, equipment, school plant and overall organization of the school among others ^{24,25,26,27,28}.

School plant utilization implies putting into proper use available school plant to achieve educational goals as well as avoiding wastage²⁹. Every facility within the school has its specific usage and the utilization of school facility for purpose other than that which it was meant for will result in wastage and misuse. School plant can either be maximally used, under-utilized or over-utilized. It was well noted that a facility can be maximally used when they are effectively utilized to achieve the stated educational goals. On the other hand, under- utilization comes up when a facility could not be used accordingly as a result of lack of knowledge and unskilled personnel in charge while over-utilization occurs when there is too much pressure on the facility due to high enrolment of learners, overloading of the facility beyond capacity which may invariably result in damaging such facility³⁰.

Classroom can be under-utilized in the quest to deliver quality education when the numbers of students are less than the carrying capacity of a facility as assigning students to a facility above the designated number could be addressed as over-utilization³¹. It was well noted by a researcher that available teaching aids (computers and visuals) in a school should be optimally used to facilitate learning and that it is a common sight to find some useful audio-visual scientific equipment and other materials in some school stores that have not been put into use for a number of years. Often, facilities and equipment given to schools are left to get spoilt away in the container without the usage³².

School plant safety measure can be explained in a simpler form by using an adage that says safety first, meaning safety from danger is of prime importance before considering other things. Safety means different things to different people and at different times but all that the researcher, can say is that safety is the condition of being protected from harm, danger, risk or injury; being safe, free from the occurrence or risk of injury, danger or loss. Safety measures are activities and precautions taken to improve safety or reduce risks related to human health or to school plants³³. The following safety measures can be considered when talking about the school plant planning³⁴: school site should not be located along a flight path of air craft or on the highway because of potential danger from accident and by no means near industries due to harmful gases that are released into the environment causing air pollution which is dangerous to human health; large, aligned windows with functional fans and air conditioners to allow for adequate circulation of fresh air, reducing pollution while poor ventilation of school buildings can cause respiratory illnesses, sensory irritation, skin rashes and mental fatigue³⁵. Provision of adequate lighting is a safety factor that should be taken into cognizance when designing and constructing school buildings.

A study found that poor lighting in classrooms can make students to experience fatigue, eye strain, blurry vision and headaches³⁶. Doors and window frames as well as their hinges should be of greater strength such that they are not easily damaged by invaders. Windows

should have strong security locks from the inside only, while doors should have security locks from both the inside and outside. Burglar proofs could be fixed on each window to prevent access in case window frame is broken. Doors could equally be reinforced with iron bars from the outside and have peeping devices where the person inside the building can look through to see who is at the door before answering³⁷. The layout of school buildings should be designed in such a way that corridors of school buildings help in crime prevention encourage positive student behaviour like recreation, relaxation and enhance overall safety and security of a school³⁸. Various security devices could be installed in the construction of school buildings which are closed circuit television, cameras, intruder signaling alarm systems such that if triggered could produce sounding bells or sirens, intercom system, fire extinguishers and safes and telephones³⁷.

Planting of trees should be to protect school buildings from the hazards of strong winds and rainstorms, construction of drainages to channel rain water, planting of carpet grass on school grounds as a protection against soil erosion in school premises. The school should have staff car park with designation signs and equally have that for visitors. Parks and gardens should be constructed to serve as recreation and relaxation spots. Adequate toilets and urinals, as well as sewage and refuse disposal facilities should be provided as poor sewage and refuse disposal facilities could constitute health hazards for staff and students. Facilities for safe drinking water and food administration should be put in place when constructing the school plant, as contaminated food and water can lead to health hazards. A powerhouse should be constructed to house the schools' generators to ensure stable electric power supply or make use of solar energy installation as electricity is needed for security lighting and operation of electronic devices on security³⁶.

The school building needs, such as, number of students and types of students to be accommodated within the next few years should equally be considered to prevent class overcrowding and to cater for abled and disabled. Obtain the services of the architects for their

approval, economy and for the architectural designers for aesthetics or beautification³⁶. Engagement of contractors should be on merit i.e. given to competent hands and not on the basis of favouritism. Constant supervision and inspection of school building when the construction is ongoing and before the acceptance of the fully constructed building should be considered to make sure that all materials used all workmanship and all other parts and phases of the construction follow the plans and specifications to ascertain that substandard materials are not used and that collapse cannot occur since the mixing of the building content in the right proportion needs to be taken into consideration so that there would not be any report of cracks that may lead to collapse in the nearest future⁴⁰.

Teacher's attitude is a psychological state of mental readiness organized through their previous experiences which exert a dynamic influence upon the individual's response to all situation with which it is related. Attitude could be measured by teacher's affection, cognition and behaviour. As a case in point, if the teacher is strong, they respect him, and if he is weak, they disrespect him as his attitude may affect students positively or negatively ⁴¹. The teacher is considered as a model for his students as any action done by him can have a great impact on students' behaviour therefore, the teacher should be careful in his behaviour with his students in the selection of appropriate words while speaking, use polite requests, do not only provide them with information but also show them the right paths which lead to success⁴². Students' achievement seems to depend on the teacher's behaviour towards them as students are much more likely to learn when they have opportunities therefore, the teacher should allow them to express themselves and be calm, patient and persevering. Good attitude need to be possessed by teachers in order to assist the learners to develop their skills and improve their knowledge in all the different fields⁴³.

Teacher's qualification as we can see can be looked at from two angles- the teacher and qualification. Teacher of course is the instructor (one who instructs) that which makes him to be fully saddled with the responsibility is his qualification. Qualification is made up of two words

quality and qualifies, the former is the standard of something to be measured against other things of a similar kind to show its degree of excellence, a distinctive attribute or characteristic possessed by someone or something which could mean that the products meet and exceed all requirements, standards and specifications⁴⁴. One is able to qualify a person with all the qualities the person possesses, cross checking with the evaluation and classifications made about the person. How good, authentic, valuable, reliable, conforming, performing, aesthetic, durable and serviceable someone is⁴⁵. A school may be known to have teachers of high quality as quality of life is usually determined by education, income and health; as well as an operating system, security, stability and efficiency as good qualities^{44,45}. Quality is the degree to which a man-made object or system is free from flaws as opposed to scope of functions or quantity of items⁴⁴.

Quality can be observed whenever any product meets the customers' requirements whether it is of high or low price⁴⁵. Quality is internally borne as it is always in the mind of a customer whenever he or she wants to fulfil the target set down. Assuming you want your child to go to a high school, you could have the following qualities: location, security, transportation, classroom facilities, hostel facilities, school fees, teachers, school standard, sporting arena, inconveniences, the principal and the type of curriculum being run. Quality of education and teaching in schools could be influenced by the educational background of the principal, the higher the level of education of a school principal, the higher and better the quality of education and teaching that would be received by the learner and the higher the degree of the society. The principal is an educational leader who must have strong leadership qualities such as managerial, entrepreneurship, supervision and social disposition. He must be qualified and tested for his qualification in his work activities. Qualify means to be entitled, eligible to a particular benefit or privilege by fulfilling all necessary conditions, become officially recognized as a practitioner of a particular profession or activity, typically by undertaking a course and passing examinations⁴⁶.

To become suitable for an activity or to give someone the skill to become suitable for an activity, to compete successfully in some stage of a competition and become eligible for the next stage. Qualified teachers are those that meet the standards of educators, master the content of the lesson in accordance with the standards of learning process ⁴⁷. Personally, the researcher can boldly say that good qualities qualify. The certification awarded to an individual in recognition of having achieved particular knowledge, skills or competencies as a result of meeting the requirements that are related to the abilities needed to carry out a job defines quality. It can show someone's credibility in carrying out their work, the competencies that a person must have in carrying out his duties including for example the performance of principals in planning and implementing learning as major factors in achieving success in schools ^{44,45,46,47}.

Analyzing teacher's commitment, to the school, students, teaching profession and professional knowledge can be described to be the emotional bonds that exist between teachers and students with the inner drive to invest more time and energy. Commitment is a vital ingredient demonstrated through cares which look out for new things that can encourage learners to become more willing to learn and reach their targets. For instance, a committed teacher with the love of her profession works round the clock by employing different approaches to bring about efficiency in teaching and learning, seeking for continuous professional development through collaborate working with other teachers through discussion on educational materials and different teaching approaches that can be embarked upon to nurture the learning of the students⁴⁸.

Teachers' commitment is an essential component for quality education which promotes teaching profession, work performance, school and student achievement. Student achievement requires attention of teachers and teacher's commitment affects student accomplishment: committed teachers have deep subject matter knowledge, teaching techniques and have the ability to build empathy with students; care, reflect on their goals and beliefs and motivate learners; having an excellent understanding of people around; use knowledge and emotion

simultaneously and finally are hopeful⁴⁹. A teacher who exudes enthusiasm and competence for a content area may transfer those feelings to the students. Also, the teachers' relation with the students has an impact on their experience in the class. The teacher's commitment is one of the first sets of characteristics to look for in practical teaching^{48,49}.

Teacher's experience matters a great deal as experience seem to be the best teacher in the sense that some things in life cannot be taught, they must be experienced. However, you never learn most valuable lessons in life until you personally go through your own journey. Life is a journey full of problems to be solved, lessons to be learnt but most of all experiences to enjoy. An activity that one has performed, with the theoretical knowledge or practical used in the past can make up someone's life and equally leaves an unforgettable impression on someone⁵⁰. The experiences of a person have a profound importance for their career interests in the future. It is in the form of a period of work that has been carried out by the teacher, a collection of learning plans made and awards achieved. The ability possessed by employee in carrying out the tasks assigned to him with quite a long experience is expected to have a greater ability than those without experience⁵¹. People who are experienced in work have better work ability than people who have just entered the workforce, because the person has learnt from the activities and problems that arise in his work. Employees can be said to have work experience if they have done that work repeatedly.

The most important factor influencing student learning is the teacher and the teacher has a great influence on students' academic achievement. Teachers stand in the interface of the transmission of knowledge, values and skills in the learning process. If the teacher is ineffective, students under the teacher's tutelage will achieve inadequate progress academically and this is regardless of how similar or different the students are in terms of individual potential in academic achievement. Often, when students perform well academically, the teacher is never mentioned, but when the students perform poorly or behave irrationally, teachers are to blame⁵².

Some schools may perform poorly because of teachers-related factors such as inadequate preparation towards the teaching of students and lack of dedication to duty. Secondary school teachers are expected to prepare what they ought to teach in schools and these preparations could be in form of academic, material or curriculum type where the scheme of work, records of work, and lesson plans are used to guide the teaching process⁵³. The teacher is the one who can strongly motivate students to learn a subject with his/her own actions. However, the learning results will have no significance or will have very little significance if the teacher's methods are not adjusted to the learning styles of the students and if the course content does not meet their potentials or needs⁵⁴. What teachers do in the classroom shapes the opportunities students have to learn. For example, the emphasis teachers place on different goals, the time they allocate to different topics, the tasks they pose to students, the kinds of questions they ask, and the types of discussion they lead, influence what students learn and how they learn, which consequently affect students' academic achievement. In academic learning, some of the concepts are difficult to learn and understand. When students are unable to achieve the desired grades, instead of getting angry at them, the teachers and parents need to make provision for help and assistance. They should motivate the students and encourage them to do well in future. They need to understand their weaknesses and help them. When students find certain areas difficult to learn, teachers should repeat the concepts; provide them with class and homework assignments, so that they are able to acquire complete understanding of the concepts⁵⁵.

A teacher, an educationalist is an individual who supports students to attain knowledge, competences or values and ensures that students achieve their desired aim. A teacher is therefore needed to facilitate effective learning in the educational sector and to achieve the educational goals of any school, teachers are required to make learning revolutionary so as to improve student motivation to learning. A high motivation to learn will encourage student learning success with marked high learning results⁵⁶. Effective learning in a classroom has vital

importance in student retention as the teachers are required to be adaptive to the changing classroom and student needs through constantly and actively engaging them with the use of activity based learning so that they can enjoy their course work and to be able to fulfil the established goals. Students are motivated to learn when a teacher understands his or her pupils to an extent⁵⁷. If low motivation of junior secondary school students continues, it could affect the school enrolment rate, senior secondary school transition rate and the academic performance of students, especially their counterparts that learn vocational skills, who tend to look up to them as role models in Southwest, Nigeria⁵⁸. It has been observed in recent times that learning at the secondary school level seems to be more tedious and cumbersome thus making student to work on extra time and probably become stressed since they have to combine both school and home activities such as hawking together⁵⁹.

Teacher's support changes student achievement in significant ways as it serves as a secure base from which students could explore the school environment and engage in learning activities. Whenever teachers are prepared to establish caring relationships with students, learn about students' individual needs and strengths, and provide support and encouragement, students are likely to have strong motivation that would make them engage in learning activities to achieve academic success⁶⁰. Looking at it closely, students spend close to six hours with teachers each day on an average of one thousand six hundred and fifty days in a year. It seems not at all amazing that academics have a boundless quantity of impact on their students as this will implicitly stimulate the educational surroundings, which in turn, impact on learner's motivation and achievements⁶¹. Academic learning is directly related to motivation as learning and motivation seem to be associated with student's perceptions and the relevance of their level of involvement in the learning process. Students may be motivated to complete a task but the motivating factors behind these students differ depending on the situation and skill⁶².

Physical facilities in the school setting are of great value to teaching and learning and equally play a major role in public relations. Physical facilities in any school system range from

the school plant, that is the school buildings, classroom, library, laboratories, toilet facilities, offices, learning materials to other infrastructure that would likely motivate students towards learning. Physical facilities are germane to effective learning and academic performance of students which include the school buildings, classroom, libraries, laboratories and recreational equipment among others⁶³. The material resources of education also known as school plant or educational facilities are those aspects of schooling which enable a skillful teacher to achieve a greater level of instructional effectiveness that extremely exceeds what is possible when they are not provided. Whatever materials or services that helps to facilitate teaching and learning rightly fall under the term school plant or educational facilities and the quality of education that children receive bears direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning takes place⁶⁴. If the physical facilities are in short supply, teachers would not be equipped to carry out their duties effectively; hence quality learning would not be expected.

The importance of school infrastructural facilities in the realization of educational goals cannot be underestimated⁶⁵. School facilities aid the delivery of the teaching and learning processes in schools. The school officers provide a workable environment for teachers such as; the classrooms help the learners to learn while the school fence protects students, the teachers, and school administrators from criminals. The school plant protects the entire human resources from the sun, rain, heat and cold and adequate infrastructural facilities aid the effective delivery of education at all levels of education. Students learn and understand more when taught in an atmosphere with adequate infrastructural facilities. High level of students' academic performance may not be guaranteed where instructional space such as classrooms, libraries, technical workshops, and laboratories are structurally defective or not available or adequate⁶⁶. The school site or location is an essential part of school plant planning as well as educational planning because of its significant influence on effective and efficient teaching and learning process, the adequacy of school site or location is established by determining the accessibility

of the site or location to students and teachers. The location of the school affects the students and teachers' performance⁶⁷.

School plant planning is a process in which a congenial site is selected and appropriate structures (buildings) designed and constructed to satisfy the identified educational needs of the students⁶⁸. School plant planning involves various ways to put up the structured features to suit the instructional and learning processes. Therefore, it can be said that the school plant is an essential aspect of educational planning. However, schools can be well suited, buildings adequately constructed, equipment adequately provided and maintained yet much teaching and learning may not take place⁶⁹. Some school plant management practices such as provision, utilization, maintenance and inspection of the school plant are very necessary for the academic growth of any school. A well-planned school plant will gear up expected outcomes of education that will facilitate good social, political and economic emancipation; effective teaching, and learning as well as academic performance of students⁷⁰.

One of the strongest problems with the Nigerian educational system is the inappropriate school plant planning as reflected in the state of classrooms and administrative buildings of some schools which ultimately calls for urgent consideration of the government. Hostile learning environment, insecurity of lives and properties, limited access to necessary resources, poor teachers' performance and poor supervisory role of principals amongst others are the concern of the researcher. Some students, especially in government-owned secondary schools, sit on floors, in dilapidated classrooms which are similar to death traps due to their poor construction to receive instructions⁶³. Most of these schools are sited near market places, highways, rail line, industries, airports, and close to main roads including non-availability of apparatus in the laboratories and absence of libraries, toilet, school playground all these can prevent students in junior secondary schools in Southwest, Nigeria from paying rapt attention to what is being taught in classes⁶⁴.

Hence the need for a study on principals' school plant management and teachers-related factors as determinants of students' motivation towards learning so as to close this gap or scarcity in literature on the subject matter. The will to learn is necessary and moves in line with motivation as the level of one's will and motivation decides the duration of his learning. Motivation is a concept which gives meaning to a student's direction, persistence, and purpose, a crucial factor for their performance and the achievement of academic grades of high quality.

1.2 Statement of the Problem

Students' motivation towards learning in and out of school is an aspect in psychology of education which encourages students to do what is needful by filling their state of mind with energy and enthusiasm which drives them to work with a high level of commitment and focus so that teaching and learning can be meaningful. However, it has been observed by the researcher that student's motivation towards learning in Southwest schools in Nigeria has been put in doubts in recent times as there seems to be on the part of some teachers inconsistent teaching quality; limited individual attention for students; ineffective teaching methods; insufficient teaching expertise; lack of classroom management, imprecise lesson planning and delivery; failure to adapt to diverse learning styles; hostile learning environment that discourages students participation and engagement; undermining students confidence and self-esteem.

On the part of the principal, it looks like they are not touched with poor teachers performance and accountability; inconsistent implementation of school policies; increased risk of accidents and injuries; bullying and harassment; limited access to necessary resources for students; wastage of materials and budget; reduced motivation and engagement as well as difficulty in meeting students' needs and this is reflected in the progressive decline in students commitment to their classwork, their pursuit of learning goals, their valuing of efforts, perceived competence, their ratings of usefulness, their mastery behaviours in the face of challenging tasks and enjoyment of academics but non-academic activities because of the way

the school plants that serve as part of the motivating factors to students learning in schools are left uncared for. Classrooms built without doors or windows call for the attention of passersby who come into the school to smoke dangerous substances and without caution may cause damage to the school property.

However, if there is neglect on the issue touching the school plant safety measure, utilization of resources and teacher's commitment to work in public junior secondary schools, the full potential of students may not be discovered and in the end the ripple effects are carried over to other levels of schooling and it is on this premise that the study explored to close the identified gap by investigating principals' school plant management and teachers-related factors as determinants of students' motivation towards learning in public junior secondary schools in Southwest, Nigeria.

1.3 Aim and Objectives of the Study

The aim of this study was to investigate principals' school plant management and teachers-related factors as determinants of students' motivation towards learning in public junior secondary schools in Southwest, Nigeria.

The objectives were to:

- i. identify the level of school plant management (school plant supervision, school plant utilization and school plant safety measure) skills displayed by principals in public junior secondary schools in motivating students towards learning in Southwest, Nigeria;
- ii. examine the level of teachers-related factors (attitude, qualification, commitment and experience) responsible for students' motivation towards learning in public junior secondary schools in Southwest, Nigeria;

- iii. identify the level of motivation shown by students towards learning in public junior secondary schools in Southwest, Nigeria;
- iv. investigate the combined contribution of school plant management (school plant supervision, school plant utilization and school plant safety measure) skills displayed by the principals and teachers- related factors (attitude, qualification, commitment and experience) responsible for students' motivation towards learning (intrinsic and extrinsic) in public junior secondary schools in Southwest, Nigeria; and
- v. investigate the relative influence of school plant management (school plant supervision, school plant utilization and school plant safety measure) skills displayed by the principals and teachers-related factors (attitude, qualification, commitment and experience) responsible for students' motivation towards learning (intrinsic and extrinsic) in public junior secondary schools' in Southwest, Nigeria.

1.4 Research Questions

The following questions were answered:

1. What is the level of school plant management (supervision, utilization and safety measure) skills displayed by the principal in public junior secondary schools in Southwest, Nigeria?
2. What is the level of teachers-related factors responsible for students' motivation towards learning in public junior secondary schools in Southwest, Nigeria?
3. What is the level of motivation shown by the students towards learning in public junior secondary schools in Southwest, Nigeria?

1.5 Hypotheses

The formulated null hypotheses were tested at .05 level of significance:

H₀₁: There is no significant combined contribution of school plant management (school plant supervision, school plant utilization and school plant safety measure) skills and teachers-related factors (attitude, qualification, commitment and experience) responsible for students' motivation towards learning in public junior secondary schools in Southwest, Nigeria.

H₀₂: There is no significant relative influence of school plant management (school plant supervision, school plant utilization and school plant safety measure) skills and teachers-related factors (attitude, qualification, commitment and experience) responsible for students' motivation towards learning (intrinsic and extrinsic motivation) in public junior secondary schools in Southwest, Nigeria.

1.6 Significance of the Study

The study is significant in that it will predict the influence of principals' school plant management (supervision, utilization and safety measure) skills and teachers-related factors (attitude, qualification, commitment and experience) on students' motivation (intrinsic and extrinsic) towards learning in Southwest, Nigeria. The study should also be of pronounced benefit to principals, teachers, students, school administrators and government. To the principals, the findings from this study could help them to see how thorough supervision of the entire school (teachers, students, non-academia and infrastructure may be negatively or positively affecting students' motivation towards learning. Any principal who want the best for their teachers and students would swipe into necessary action based on the findings of the study in ensuring that instructional materials are adequate, maximally utilized and safety is ensured.

To the teachers, the findings of this study would make them more creative, innovative in creating a non-hostile classroom environment and fully secured environment to carry out their teaching activities as a well-equipped school will add value to their teaching in schools and motivates them to be fully committed.

To the students, it will protect their well-being, engage them in tasks that will lead to their growth and development as well as bring forth their talents to limelight.

To the school administrators, the findings of this study would expose the need for the provision of technical assistants and enabling school environment that will enable teachers and students to perform well and achieve the goals of secondary education. It will also help them to identify factors and strategies to be used in the maintenance of school plant.

It will serve as means of informing the government to make an effective input for systematic analysis and assembly of facts on the school survey, school plan and approval when it has met the specifications. In the distribution of resources, government should treat everyone fairly and shun favouritism.

The result of this study will serve as a point of reference and guide to researchers who may wish to carry out further research on the subject area; it may also serve as a source of information for research institutes and add to knowledge upon publication.

1.7 Scope of the Study

The study specifically focuses on principals' school plant management and teachers-related factors as determinants of students' motivation towards learning in public junior secondary schools in Southwest, Nigeria. The geographical spread of this study covers the six (6) states with nine senatorial districts (9) one hundred and thirty-seven (137) local government areas in Southwest, Nigeria. The respondents of the study comprise all the public secondary school principals, teachers and JSS 2 students in the six (6) states with one hundred and thirty-seven (137) local government areas in Southwest, Nigeria. The variable scope covers two independent variables (principals' school plant management and teachers-related factors) one dependent variable (students' motivation towards learning). The first independent variable (principals' school plant management) is studied using three indices such as school plant supervision, school plant utilization and school plant safety measure. The second independent variable (teachers-related factors) is studied using four indices such as attitude, educational

qualification, commitment and teaching experience. The dependent variable (students' motivation towards learning) is equally studied using intrinsic and extrinsic measures with each of the indices having three sub-factors: challenge, curiosity, independent mastery, easy work, pleasing teacher and dependence on teacher. Two self-constructed questionnaire and one adapted questionnaire were used. Data gathered were subjected to descriptive and inferential statistics at .05 level of significance.

1.8 Limitation of the Study

The study focused on schools in Southwest Nigeria, which may limit the generalizability of the findings to other regions or countries with different educational systems and cultural contexts. Also, the study primarily considered demographic variables like age, gender, educational qualification and teaching experience. Other potentially influential factors, such as socio-economic status, cultural background, or personal beliefs, were not explored. Further, the sample size and selection process for schools, principals, and teachers might influence the findings and may not represent the broader population of schools in the region. Poor attitude of respondents in filling the questionnaires, unattractive or pitiable working conditions, the road leading to some of the schools were not pliable and with strict regulation on the number of public transport that moves on daily basis. Based on the termly state calendar of schools on holiday matters the field work could not be done at a stretch until the resumption of principals, teachers and students.

1.9 Operational Definition of Terms

Students' Motivation Towards Learning: Ongoing activities that encourage students' to actively participate and enjoy their learning in the classroom and in all other areas in the school while acquiring new understanding that will lead to positive changes in their behaviour towards issues of life. The following terms to be further explained are classroom environment, teacher's

enthusiasm, technology, teaching methods, incentives and student-teacher relationship all these come under the intrinsic measure and extrinsic measure.

Intrinsic Motivation: Students' voluntary participation in academic activities showing enthusiasm and interest in answering questions without external pressure.

Challenge: Students embracing difficult tasks requiring critical thinking and exhibition of successful completion of tasks within the set time frame.

Curiosity: Students demonstrating interest in learning through questioning, exploring and investigating new concepts.

Independent Mastery: Students seeking resources from diverse places in addition to what has been taught or learnt.

Extrinsic Motivation: Students answering questions in class for personal recognition and to please the teacher.

Easy Work: Students completing tasks requiring minimal effort or critical thinking.

Pleasing Teacher: Students engaging in behaviour solely to gain teachers approval.

Dependence on Teacher: Students relying heavily on instructor's guidance for completion of tasks by requiring frequent clarification.

Classroom Environment: Organized, respectful and inclusive physical and social atmosphere conducive to learning.

Teacher's Enthusiasm: Teachers demonstrating passion and energy in class by using varied tone and gestures while teaching.

Technology: Digital tools utilized by teachers to enhance instruction to teach students.

Teaching Methods: Instructional strategies employed by teachers to teach students in class.

Incentives: Motivation or rewards offered to students for academic achievement such as stickers.

Student-Teacher Relationship: Respectful, supportive and open communication between students and teachers.

Principals' School Plant Management: Effective administration of school facilities and resources which is considered under school plant supervision, school plant utilization and school plant safety measure.

School Plant Supervision: Regular monitoring of student's progress through collaborative efforts for improvement purpose and usage of educational facilities to achieve educational goals.

School Plant Utilization: Optimal usage of school facilities for educational purposes.

School Plant Safety Measure: Cleanliness, ventilation, lighting, waste management, first aid kits, playground, proper wiring, regular drills and use of CCTV cameras to protect staff and students from sustaining unnecessary injuries as they interact with school facilities.

Teachers-Related Factors: All the things that are in favor of creating those traits that will make teachers stand out and under it are: attitude, educational qualification, commitment and teaching experience.

Attitude: Positive demeanor, empathy and enthusiasm shown by teachers to either make or mar students in schools.

Educational Qualification: Requirement for teaching in schools for quality productive engagement in the teaching profession.

Commitment: Regular attendance, punctuality and dedication of teachers to students learning.

Experience of Teacher: Number of years of successful engagement in transmission of knowledge to students.

Junior Secondary Schools: This is an intermediate class between primary school and tertiary school.

Southwest: It is majorly a Yoruba speaking area, although there are different dialects even within the same state but boundaries are shared based on culture, tradition, mores, values etc. This is one of the six geo-political zones in Nigeria. It comprises six (6) states, which are; Oyo, Ogun, Osun, Ondo, Ekiti and Lagos.

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Chapter Two

Literature Review

This chapter discussed previous research works that are related to the present study. It is reviewed with respect to the research topic, objectives, research questions and hypotheses under study. The review is therefore organized using the following headings and sub-headings:

2.1 Conceptual Review

2.1.1 Principal

2.1.2 School

2.1.3 School Plant

2.1.4 School Plant Planning

2.1.5 School Plant Management

2.1.6 School Plant Supervision

2.1.7 School Plant Utilization

2.1.8 School Plant Safety Measure

2.1.9 School Plant Maintenance

2.1.10 Attitude

2.1.10.1 Teachers Qualification

2.1.10.2 Commitment

2.1.10.3 Teaching Experience

2.1.11 Intrinsic and Extrinsic Motivation towards Students Learning

2.1.11.1 Challenge

2.1.11.2 Curiosity

2.1.11.3 Independence Mastery

2.1.11.4 Easy Work

2.1.11.5 Pleasing Teacher

2.1.11.6 Dependence on Teacher

2.1.12 Universal Basic Education (UBE)

2.2 Theoretical Framework

2.2.1 Bureaucratic Theory

2.2.2 Systems Theory

2.2.3 Motivation Theories

2.3 Review of Empirical Studies

2.4 Conceptual Model

2.5 Summary of Gap in Literature Reviewed

Endnotes

2.1 Conceptual Review

2.1.1 Principal

The term principal describes first of all a teacher, the chief executive, the supervisor and the overall boss assigned to manage available human and non-human resources in the attainment of set objectives. It could also be viewed as a school leader appointed at the top position in the school, to manage, operate and lead the whole activities of the school. He stands the chance to lead a crop of both academic and non-academic staff in a secondary school in the area of management and maintenance of school plant. The school head may be less knowledgeable in some aspects of school plant management, such as school facility design and building construction, but his or her inputs, and the inputs of other school staff during decision-making in these areas may be necessary as it is the principal and the school staff that will make use of the buildings after their completion. It is his or her responsibility to ensure that the school plant is regularly maintained and is open for effective and efficient use, kept neat and tidy on a daily basis and at all times with little or no interruption. School plants are necessary ingredients towards the achievement of effective teaching and learning activities and as a result of this, there is a need to ensure the availability of school plants and they should be maximally utilized and maintained by educational administrators, students, and staff. The administrative functions

of planning, organizing, staffing, directing, coordinating/commanding/controlling, reporting and budgeting (POSDCoRB) need to be part of the daily activities of principals.

2.1.2 School

Education has long been accepted as a veritable instrument per excellence for effecting family, society and national development. It is therefore a reliable means of transmission of people's culture from one generation to another and serves as a qualitative process of bringing about a relatively permanent change in human behaviour and the place to make these happen seems to be in the school¹. The word school comes from the Greek word 'schole' which means leisure, place to develop learners for outstanding moral living, undebatable creative thoughts on how to solve problems and sound productivity in a democratic society. It is a place to learn and develop self-knowledge, to develop life skills and social skills, to optimize life chances and equality of life and to enable future employment and economic wellbeing, an organization that provides instructions or an educational institution designed to provide learning spaces and learning environment for teaching to students under the direction of teachers as each person finds an identity, meaning and purpose in life through connections to the community natural works and humanitarian values such as compassion and peace².

The school is a society located within the four walls of an educational institution, it does not exist in isolation but does exist within an environment and does reflect the image of that particular society it finds itself. It is both a society of its own and a part of the wide society within which it is located and therefore may be seen as an educational institution set apart to produce men and women who can make a living, upgrade the standard of living of others and can also adjust to the society by learning to contribute to the well-being of the society economically, politically and socially³. The school is a human organization housing the students, the teaching, non-teaching staff and all the necessary things that would be needed by the personnel as these group of people need to be properly encouraged, advised and supervised for quality education of the system; a social system which consist of defined boundaries within

which individuals interact and interrelate in performing any assigned duty for the purpose of achieving educational and also an organized environment where educational curricula are interpreted and set up for the purpose of bringing students from different tribes, ethnic groups, cultures and families with diverse needs, aspirations, desires, attitudes coming together under one roof tagged the classroom for teaching and learning to build, preserve, maintain and upgrade their social equilibrium⁴.

School is a place where teaching and learning takes place. It involves the instructors and the instructed as the instructors impart knowledge, attitudes, behaviour, habits and skills (cognitive, affective and psychomotor) to chase out the negative, old fashioned thoughts that seem to wear us out and which do not fit into the society by unleashing the desired changes to ooze out the aroma of positive values and changes that are needed individually and collectively in making us worthy contributors to the society at large. It may be likened to a system, an integrated set of elements, sub-systems and assemblies that accomplish a defined objective through the use of people, information, technique, processes, facilities, and products like software⁵. The implication is that a society's bright future depends largely on the quality of its citizens' education but effective learning cannot take place without the coming together of the teacher and the students and our society needs quality education to ensure that its new generation are equipped with the existing knowledge of its physical environment, relevant skills for performing daily job and skills for enjoying leisure and to develop skills for being morally sound⁶.

2.1.3 School Plant

Plant, to everyone, is one of the main parts of life here on earth. It is that which prepares food with the use of sunlight from the environment and the process is tagged photosynthesis; it does not move about yet it can be attracted by the sun and some other ingredients like water, carbon dioxide the air we breathe out in the environment to make it mutually relevant by the release of oxygen to the environment. Plants have well organized structures like the root, stem,

branches and leaves to make it survive in any environment it finds itself. The different parts of plants perform different roles to keep the soul and body together and amongst such are primarily for foodstuff for human consumption, used as condiments, spices, nutritional and medicinal (natural and synthetic) which have strong flavour, taste and smell and can be used to make concoction (local agbo), preservatives, feed making in the natural or processed form for livestock: can be used to make local shelter for housing animals, including humans or used in making tents to house students during schools inter-house sports. In the area of agriculture, the decomposed leaves add to the fertility of the soil by releasing the important elements locked up in them to be part of carbon and nitrogen cycles as well as water which is leaked or oozed out which equally evaporates to form the cloud and when it is full it can then drop as rain and this allows water to be re-cycled. Plants can provide a home to animals tagged its habitat, can be used for recreation, drought control, erosion control, fuel production, insecticide manufacturing, protection of climate also in support of self-sustaining system.

Analogically, plant is a living thing that has the characteristics to respire, sense the environment by responding to stimuli (water, light, touch and gravity), grow (by showing increase in height, width and breadth) when it is well nurtured pruning takes place. If we relate it to how the school plant is in the hand of any user, it then means that the available school plants that are either in use or deteriorated, dilapidated, worn-out need to be assessed on daily basis, taking note of the changes. Plants excrete wastes in form of (solid, liquid and gas) meaning the removal and replacement of the challenged school plants, reproduce (by producing fruits, seeds, tubers, vegetables for food) giving room for addition of new materials that are useful, feed (autotrophically) by thoroughly making use of the available materials at hand and equally move (towards or away from light) getting updated and changed giving a new face lift when required despite the fact that it does not have mouth and organs of movement respectively and meaningfully fulfilling the goals of education.

School plants on the other hand means different thing to different scholars. To the researcher, it is all the human, physical and material resources that are in existence as raw goods that are fed into a machine which pass through the processor of utilization, supervision, management and maintenance culture to deliver the useful products towards the fulfilment of the set objectives. Different scholars have looked at the concept of school plant, and some say it consists of houses within the school, the equipment and all the essential structures, durable and temporal, as well as mechanical or electrical devices and laboratory equipment such as the Bunsen burners or microscopes needed for teaching and learning⁷. A study views school plant as the physical expression of the space interpretation (building, equipment and playground) of the curriculum as the curriculum seems to be the determinant of the type of school plant to be designed in order to facilitate effective teaching and learning and also enhance the physical and emotional needs of staff, students, and the general public⁸. The school plant is categorized into three major types, namely; buildings, sports and teaching facilities all of which are important to motivate students towards learning.

A study opines that school plants embrace both permanent and semi-permanent structures (the site, building, equipment) on the school premises as well as means of transport, teaching equipment and even the school plant are the non-consumable materials in the schools for the promotion of teaching and learning activities⁹. School plants involve every single thing within the school premises which should be taken care of in order for efficient services to be realized in the school system and this entails good leadership, effective monitoring of both users and the plant itself, implementing a sound maintenance culture of those facilities, and other things required to provide the best possible services.

2.1.4 School Plant Planning

School plant planning is an integral part of the over-all educational strategy and has been subjected to several definitions by various scholars, though they all share similar views. School plant planning is a comprehensive process in which a suitable site is identified, chosen

and acquired so that adequate buildings can be designed with the aim of satisfying the educational needs of the students and teachers¹⁰. School plant planning entails the designing of school buildings with all its facilities which include classroom space and furniture, security and fire prevention systems in order to meet the educational programmes' requirements and to satisfy the students' and teachers' physical and emotional needs¹¹.

The quality of instruction given to the students by the teachers depends on the type of school building and the learning environment, meaning that the school building should be adequately considered, planned effectively, and executed thoroughly to allow for effective teaching and learning. In another related study, the availability of these facilities (quantity and quality) determines the quality of instructions and students' performance in the schools' internally and externally conducted examinations because all works and no play makes Lovelynn the dull girl¹².

A school plant plan is made up of five different spaces and these are: the instructional spaces which include classrooms, library, workshops, multipurpose rooms/halls and various laboratories with other space where students receive instruction; administrative spaces which comprise the principal's office, vice-principal's office, secretary's office, staff rooms, accountant's office and drivers office; circulation spaces which include corridors, lobby, staircases and other spaces for students recreational purposes; spaces for conveniences such that house the toilets, cafeteria, kitchen, dormitories, stores and additional places of interest like parks, garden, fields, courts and lawns¹³.

School plant planning is a detailed and systematic process which need not be hurriedly but systematically done because it is a future course of action to be carried out through identification of strategies and procedures with the judicious use of limited resources to ensure that the set educational goals and objectives are attained. The following practices are observed in school plant planning and they are the three levels in Nigerian education viz: primary, secondary, and tertiary education and each of these levels of education has its own distinct

features which planners need to take into consideration such as the nature and types of the school plants to be provided for in order to meet the requirements of education and the universal view of the school plant planning practice to be considered are in these categories. The first logical place is in the area of educational programs to be offered in school and it needs to be active, creative, relevant, functional and self-reliant which entails paying close attention to the projected time, type of school, class of the target population, content of the curriculum, specific needs of the pupils and community where the school is to be situated, the required space a student needs to perform each type of educational experience, the building, furniture, equipment and instructional materials¹⁴.

The second practice is the careful selection of an easily accessible school site which by geographical location is not in any way close to markets for fear of the noise, petrol stations for fear of fire, airports to prevent the landing and take-off noise, industries or rail line to prevent carbon-monoxide emission from heavy duty machines, not located near abattoirs as offensive odour which emanate from such areas may hamper the health of students and staff.

The topographic nature of the located area should be taken note of as the school is to be sited on a plain ground, not rocky and hilly area in order to avoid students' injuring themselves while playing; soil geographers are invited to examine the soil condition of the selected site to know if it is prone to any environmental decadence so as to avoid collapse of building in the nearest future; more expansion can occur in future so adequate space should be considered to accommodate for it; for security and safety reasons a school should not be sited in an area where rape, cultism, stealing, drug abuse, prostitution among others, are daily occurrences as the lives of teachers and students in such areas will no doubt be defenseless and eventually affect teaching and learning¹⁵.

The third practice is the acquisition of land through purchase ensuring that legal documents such as land agreement, survey plan, certificate of occupancy and many other related documents are obtained since land matters are sensitive issues that require adequate

documentation to combat future challenges and trespassers on the land. Meanwhile, in a public situation, the master plan resides with the government, which provides facilities like schools, security, hospitals and a host of others for community development¹⁶. The fourth practice is to engage the services of an architect who with their knowledge, skills and talents involve educators that would use it and translates their building desires into practical terms through designs and specifications. Unfortunately, not many school owners employ the service of architects and this turns out having construction of school plants that are not in agreement to the specific needs of student's usage or the community in which the school is located as this of course impedes the progress and development of education in Nigeria¹⁷.

The architect takes the history of the equipment that is needed and how much space the teachers feel a student needs to perform each type of educational experience, as this stand to assist him in designing a functional school plant that will suit the intended curriculum and use. The fifth practice is the involvement of the Ministry of Education who sees to the approval of the building plan as well as correcting errors in the building plan in order to meet the standard specification before the endorsement of the plan¹⁸. The sixth practice is to get the estimation of the cost of the building from an expert to know how much will be required at each phase of the work before the building of the school plant commences¹⁹.

The seventh practice is in the area of building of the school which should be modifiable to future changes in both the structure and school curriculum; use materials that last for a very long time, build with materials that can easily be maintained with possible minimum cost and whatever is built must be in conformity to the standard specifications required by the government²⁰. The eighth practice is in the area of having the instructive resources which happen to be the wheels on which the educational system rides and these resources include human, material, financial, and managerial, the availability and adequacy of resources are indeed very useful to the school's success²¹. The ninth practice is in the area of utilization or usage of the school curriculum in order to achieve the objectives set but when it not used it remains an

ordinary document and no matter how well the curriculum of any subject is, the practicability of the planned, strategized, and documented is the most important.

However, in the Nigerian educational system, poor planning may affect the proper usage of the available resources and ignoring educational goals, types of schools, and the number of classrooms can reduce the quality²². The tenth practice area has to do with the frequent and adequate maintenance of all the functional school plant in order to ensure a long-life span to ease effective teaching and learning, calls for the replacement of the equipment and amenities or facilities that have either been broken, worn out or stolen repairs of leaking roofs without delay for effective teaching and learning²³.

2.1.5 School Plant Management

To manage is the act of making wise use of the available resources while management is the organizational process that involves strategic planning, objective setting and making wise use of the resources on ground through deploying the human and financial assets needed to achieve set objectives and the one who manages is called a manager or a leader, director, adviser or a problem solver. Effective management of school plants is vital as the success of any educational programme depends largely on the handling of the school's facilities in terms of planning, provision, maintenance and monitoring of usage of available plants²⁴. School plant management is an aspect of management which deals with making of decisions by individuals in ensuring that the school facilities provided are adequately utilized and are kept in good condition through the process of planning, organizing, coordinating, supervision and controlling material and physical resources for effective teaching and learning processes in schools²⁵.

It comprises planning, organizing, staffing, directing, communicating/controlling/commanding/coordinating, reporting and budgeting. Planning is a comprehensive and methodical process of setting out in advance (a forecast of tasks to take place in future) strategies, policies, procedures, programmes and standards directed at achieving goals and objectives while organization is concerned with the identification of a structure (organogram)

that is made up of an organized group of people, having a common goal with one standing uniquely to lead by describing what is to be done in the order of priority also directing is an act of having one to lead, guide, assign roles to and setting out plans to be followed by providing them with tools (instructional materials) that could be used to get the work done and this may be the likes of audio, visual, audio-visuals, charts, pictures, improvised and many others.

Communication is the life-wire of any organization or likened to the tentacles on the head of hydra which diverges to have impact on others either positively or negatively to damage or build up. Communication is necessary for spreading information, to promote understanding, cooperation, good interpersonal relations, through communication of ideas, thoughts, feelings, emotions, values, wishes and attitudes to others. Communication is a two-way process and involves two or more persons who can converse through the use of words, pictures and architectural designs of school plants²⁶. Whatever is communicated must be meaningful and correctly interpreted by the receiver in order for the stated objectives to be realized. The school plants speak the mind of the people through face to face or phone conversation, see the wonders of sharing ideas through the use of signs, symbols and feels the environment through a smile, frown, nod sideways(no) or from top to bottom(yes), sigh and many others.

Lateral or horizontal communication exists between and among staff on the same level, friends and people of similar status within and across units. Controlling is the measurement and correction of the performance of activities of subordinates in order to make sure that educational objectives and the plans mapped out to attain them are accomplished²⁷. School plant management involves a number of on-going and related activities determining the need for school plants, educational program planning, school facility or building construction, furnishing and equipping the school, school plant operation, utilization and maintenance, and school plant modernization or renovation if and when the need arises. Whenever the students' enrolment in Nigeria's secondary schools exceeds the provision of school plants, there will always be a

problem as the government has not considered the need to expand or put in place new school plants commensurate with the student population growth and this has led to over-utilization of the existing school plants because of the pressure on them²⁸.

Therefore, management of school plant is the answer to meet the needs of the school in terms of adding more to the physical facilities and maintaining such facilities in good condition at all times so that they can be used and re-used for teaching and learning activities²⁹.

2.1.6 School Plant Supervision

School plant supervision is made up of two words super and vision; super signifies above or superior, one that is more knowledgeable in the school affairs while vision indicates sight to behold. It connotes the act of overseeing the activities of teachers and other workers in a school system to ensure that it conforms with the general accepted principles of education in order to achieve educational goals. The one who supervises is called a supervisor while the one being supervised is known as the supervisee. A supervisor is described as one who helps to teach in such a way that the student understands and also ensures that he acquires the abilities, skills and attitudes stated in the objectives of instruction. Supervision is categorized into six types and they are: Internal, External, Autocratic, Democratic, Bureaucratic and Laissez-faire³⁰.

Internal supervision is the type of supervision carried out by the internal supervisor in the school such as the Principal, Vice- Principal, Heads of Departments and persons assigned by the principal to carry out the supervisory role. External supervision is carried out by people designated by the Ministry of Education to carryout supervision in schools such as the Chief Inspectors of Education, Zonal Inspectors of Education. Their primary aim is to inspect schools and work directly with teachers to improve the quality of instructions in schools. It can be run as full time, follow-up, partial or recognition inspection. Autocratic supervision result when the supervisor (an authoritarian) takes full control and uses force, cohesion to want all done strictly according to his instructions and never likes any intervention from his subordinates. Democratic supervision is known as participative or consultative supervision in the sense that there is a

mutual discussion or meaningful dialogue between the supervisee and supervisor and the supervisee is encouraged to give suggestions, take initiative and exercise free judgement to enhance job satisfaction and to boost the morale of employees. Bureaucratic supervision exists when rules and regulations are laid down by the supervisors for the supervisee to be strictly adhered to having the attachment of penalty to non-adherence. There are delays and inefficiency of work due to the formalities displayed here despite the fact that it brings about stability and uniformity in the organization and finally the laissez-faire supervision known as independent supervision where maximum freedom is extended to the subordinates, no interference from the supervisor as they are left to exhibit the I don't care behaviour³¹.

School plant supervision by the principals is a period when he uses knowledge of an expert that he is and experiences that he has gathered over time to oversee, evaluate and coordinate the process of improving teaching and learning activities in schools by making sure that expected standards are met by the users of the school plants in the school as this reflects on the principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education. As revealed in a study, the targets of school plant supervision are to make sure that minimum standards are adhered to for the purpose of providing comparative equal educational opportunity for all children, to provide an opportunity through which purposeful and constructive advice can be rendered in order to improve the quality of teaching in schools through improvement of educational facilities, to make sure that public funds are prudently spent in running the schools and not converted to personal use, to present to the appropriate authorities' the accurate position of human and material resources as they concern the schools through reports, to stimulate and provide guidance in the demonstration of appropriate education practices while noting the various negative education practices and to provide a provable foundation upon which various courses of action can be introduced by the teachers and principals within the school, and outside by the inspectors and government on a larger scale³². Among many issues to be assessed are availability of space, size

of classes, state of facilities, staff strength and appropriateness of teaching qualification of teachers as well as the observations of the other numerous difficulties that the school has to compete with.

Instructional supervision refers to the degree at which principals show competence in their ability, attitudes, and skills to appropriately monitor, inspect, and evaluate the performance of his or her subordinates especially those within his or her jurisdiction, and to ensure that such subordinates perform their duties according to prescribe standards expected of them³³. It was highlighted that instructional supervision of school programmes includes; curricula and extra curricula activities (allocation of schedule of duty or subjects, school time table, school organization, etc.), making sure that teachers use varieties of teaching methods, monitoring of students' learning through consistent and more practical assessment procedures³⁰. A school administrator is certified supervisory competent when he possesses the following: good communication skill, ability to resolve conflicts, good leadership traits, critical thinking trait, interpersonal skills, time and priority management, diversity and generational differences in the workplace and problem solving needs to be present³². The principal as a supervisor assesses and records the performance of teachers, their ability and consistency in carrying out the classroom activities. The acts of inspecting, monitoring, rating, assisting, recommending carried out professionally by the principals and the assigned aim at improving teachers' productivity in instructional delivery. Teachers' efficiency reflects on the interactive skills and knowledge adopted in the process of teaching and learning when he knows what to teach and how to teach it in a timely manner³⁴. Teachers' efficiency generates good attitude and behaviour that ease learning difficulties among the students. In other words, teachers that have the creative ability always enable the students to work effectively and proactively through adequate supervision.

Principals' supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners as this is so because it helps in the identification of areas of strengths and weaknesses of teachers. Follow-up activities are

embarked upon to improve on the identified areas of teachers' weaknesses and to create a cordial working environment based on good human relations³². Common experiences revealed that principals' supervision constitutes the leverage point for instructional improvement, teacher's competence and efficiency of the educational system while an unsupervised instruction may mar the standard of education. Thus, principals as a catalyst facilitates the implementation of the various sets of instructional activities geared towards an effective, viable, vibrant and qualitative educational system that will improve the teaching-learning situation³⁰.

2.1.7 School Plant Utilization

School plant utilization is concerned with the careful use of school physical facilities. According to a study, school plant utilization implies putting into proper use available school plants to achieve educational goals as well as to avoid wastage¹⁹. At the secondary school level, the principal is the overseer of the school plant and one of the responsibilities of principals as the chief administrators is to ensure maximal utilization of the available resources where they are needed, and that they are used correctly. A study noted that when facilities such as classrooms, libraries, laboratories, teaching aids, among others, are available, they need to be skillfully and adequately utilized in order to influence learning and make it more meaningful³⁵. Another similar study pointed out that whenever the school plant is utilized in teaching and conducting practical, it tends to satisfy learners' learning needs and fosters attainment of educational goals³⁶. Utilization of teaching facilities is the process of using acquired and accessible tools, aids, equipment, and appliances to make the teaching and learning process easier, interesting, and rewarding³⁷. Utilization of teaching facilities makes the contents of the lesson more practical and less vague and as school plants are used on a daily basis, they are bound to deteriorate and depreciate; school plant maintenance therefore may become crucial.

2.1.8 School Plant Safety Measure

Safety attention of the school buildings and infrastructure seems to be given very little consideration and this inconsistency may give rise to a situation where the quality of school

plant would be so poor that within a few years some school buildings may begin to crack and collapse sometime with heavy casualties in terms of human lives and property³⁸. The safety of staff and students in various schools is not negotiable because no effective teaching and learning can take place in an unsafe place. The need for school construction personnel to pay more attention towards infusing the highest possible standards of safety becomes imperative³⁹. This is more so because school buildings and infrastructure have become targets of bombings, destruction and other forms of criminal acts. School plant safety measures refers to measures that are put in place in the school facilities so as to protect staff and students from sustaining unnecessary injuries as they interact with school facilities⁴⁰. Secure simply means protection of lives and property while security means the assurance of future wellbeing and freedom from threat, for example in Nigeria where we put iron bars across windows which prevents one from escaping in case of fire outbreak⁴¹.

School security on the other hand describes the measures that are inserted in the school facilities aimed at preventing and protecting the school from aggressive and dangerous external influences. Security could be looked at militarily, politically, economically, societally and environmentally⁴². Environmental security entails the maintenance of the local and surrounding biosphere from harm or contamination so as to support the Nigerian populace. Although safety and security are closely interrelated, a study views safety as an internal issue in schools, which in most cases involve protection from accidental injuries resulting from unfavourable environmental condition⁴³. Safety issues include fire outbreak, flooding, spread of diseases, hurricanes which result in bodily injuries. Safety hazards occur either through negligence, careless or by accident.

Security involves protection from deliberate, unfriendly and dangerous actions that are usually perpetrated by external sources and same times even internally within the school capable of causing harm or even loss of lives and property. Security issues that could affect schools include shootings, bomb threats, kidnappings, theft, vandalism and raping among

others⁴⁰. For example, in school plant construction, safety and security from whatever perspective should be uppermost in every facility that is to be constructed in a school environment and in doing so, the following critical aspects should be considered⁴⁴: a school should be located in a place that is safe from traffic accidents; far from busy high ways or railway crossings to minimize the risk of students having frequent accidents in the process of crossing busy roads or railway lines on daily basis⁴⁵. In order for the health of the students not to experience hazards, a school should not be located in an industrial area that is likely to discharge poisonous substances, dust, heavy smoke, and unbearable gases because inhaling them could affect student's health and on rocky hills could be dangerous as the students might be exposed to injuries when they fall on sharp stones and may equally not be located in a water-logged area that is most likely to be a breeding ground for mosquitoes, flies and other insects that can cause malaria and cholera⁴⁶.

A school should not be located in an area that harbours criminals, drug addicts, kidnappers and sex workers as they could break into the school compound to commit atrocities⁴⁷. In it all the school should rather be located in a place where police presence is felt or any other law enforcement agencies that can quickly respond to urgent security needs of the students at any time of the day also, to prevent unforeseen people from attack on students or to avoid land boundary rattles between the school and the community the school should erect a fortifiable fence not so high like the ones in the correctional centres for prisoners, could be with barbed wiring or broken bottles to discourage those who might wish to jump the fence, may have one point serving dual purpose for entry and exit to checkmate intruders who might create different routes to gain entrance into the school⁴⁴.

2.1.9 School Plant Maintenance

School plant maintenance is the act of returning to or keeping a school plant in its original form after usage and this involves repairs, repainting and replacement of faulty equipment of the school buildings in order for them to function and last longer⁴⁸. Maintenance

involves keeping items, buildings, furniture, and equipment as far as possible in their original conditions as regular maintenances is necessary as some school plants that were procured and used for several years may wear and tear, requiring repair or replacement in schools¹⁴. It is a worrisome situation that school plant maintenance only takes place when there is a breakdown of the facilities in some schools. A study observed that some buildings have dilapidated walls, worn-off and dusty floors and some classrooms are without ceilings which interfere with learning in schools in Enugu State³⁵. A study cited and reported that frequent stormy winds affect the roofs of some school plants and get them blown off; heavy rainfall causes overflooding of play grounds, excessive heat from increased temperatures from blocked drainage systems in some secondary schools in the Southeast of Nigeria⁴⁹. The state of school plant maintenance may differ in various public secondary schools due to varying efforts of the owners of the schools to regulate the activities of principals as the public secondary school plants are collectively owned by everybody and thereby often regarded as nobody's properties, which may prompt principals to use and maintain them as they wish to.

Maintenance of school plants prevents school facilities from sudden collapse, unannounced fire outbreaks and encroachment of thieves. Maintenance of school plants is necessary in order to retain their value and original status, to keep them in good condition for use and to prevent wastage of those facilities⁴⁸. A particular study noted that the importance of proper, timely and adequate maintenance of school plants cannot be misjudged, in view of the huge cost of procurement of new materials⁵⁰. Five types of maintenance in the school system are identified and these are⁵¹: corrective maintenance which is carried out to correct malfunctions of any equipment as they occur. Example is the electrical or mechanical faults repair in the school building and generating sets or vehicles. The second is the conditional preventive maintenance is in the area of monitoring the key parameters and indicators of the property's operation and implementing the necessary corrective actions by opting for the

digitization of industrial maintenance process to anticipate any failure or malfunction. Example is the computer tools to automate this type of industrial maintenance.

The third type is the preventive maintenance which is performed by the technicians in charge of industrial maintenance before any failure or malfunction occurs. It concerns spare parts, components and machinery and equipment in order to reduce the risk of failure. The fourth is the predictive maintenance which supports the emergence of data processing and analysis solutions, as well as artificial intelligence, has enabled the prediction of failures and malfunctions. It allows companies to expect problems by planning the necessary interventions and maintenance operations so as to limit the expenses caused by unexpected breakdowns and production disruption. The fifth is the systematic preventive maintenance which is distinguished from the preventive type by its frequency, it is periodically and systematically carried out by the technicians as, well-defined time intervals cause spare parts to be replaced regularly, improving machines productivity on regular inspection of the various equipment enabling the maintenance technicians to collect necessary information on the various components of the production line and to effectively prevent breakdowns and repair costs^{48,49,50,51}.

In the administration of the school plant management and maintenance programmes, emphasis should be placed on the periodic review of the different facets of the maintenance programmes to identify ways in which overall economic efficiency may be improved; careful planning of all the various aspects of maintenance organized to ensure maximum utilization of available manpower and also recognize that the physical condition of the school facilities is the symbol of the total school programmes⁵². There is no single or best way that can be referred to as authentic pathways to plant maintenance that can be suitable for every school system because educational systems differ in geographical expanse, size, density and wealth. The successful operation of a maintenance programme depends largely on the availability of funds and it is with reverence to this aspect that Nigerian school systems fall short of expectations²¹.

Employment of maintenance personnel can be examined alongside the objectives of the school system as well as consider the budget made, to know whether maintenance personnel will be engaged in a school system or not. What are the common maintenance problems that are faced by schools? What types of trained labours are required to handle the detected problems? Which of the experienced labourers can be completely engaged throughout the year within the limits of the available funds and which of them is needed occasionally to perform some maintenance jobs? The revelation of trained and semi-trained workers to be engaged fully or rented depends on the number and types of maintenance problems encountered by schools as well as on their salaries⁵³. On-the-job training may be important to take up maintenance jobs in schools may be a little difficult while to retain experts may be tighter because of low salaries and low job satisfaction but pay off to rent experts and untrained workers in a particular trade or craft, for example carpentry, plumbing and many others so that the untrained ones will be apprenticed to the experienced ones. The apprentices, after an adequate period of learning under the trained craftsmen, should be encouraged to take the appropriate trade examinations and the up-and-coming ones should be upgraded and given additional pay.

Another way is for the supervisors to detect the shortcomings or the skill needs of their workers and to organize appropriate on-the-job training for the untrained employees³¹. Inviting suitable resource personnel to one-or two-day workshops organized for untrained workers in schools. The quality of supervision of the work of the employees and the competence of the resource people invited to give the short training or workshop determines the success of the work. The number of maintenance personnel to be employed depend on the size of the school (big or small), type of employment (on full or part-time basis), number of workers to be employed as all these will be determined by the size of the budget and the types of common maintenance problems in the schools⁵⁰. Where the school population is too small to justify the employment of a full-time maintenance worker then, provision should be made on a regular

basis, for money to employ the services of contractors. Detection of plant maintenance problems calls for a systematic plan for inspecting the school plants in the school.

One can develop a systematic survey plan of the existing school plants, such a survey could be technical in nature and will require the services of architects and engineers and the results of this survey may provide the basis for developing an effective maintenance schedule and a checklist for regular inspections. Each building in each school will require an individualized checklist because of the differences in their ages, structure, design, and service systems. Three major problems which may deserve attention in any program of inspection are⁵⁴: the safety of the occupants depends on fire extinguishers, fire alarms, emergency doors and lights which could be inspected on a daily, weekly, and monthly basis; exposure of some surfaces to damp conditions should be regularly inspected and as much as possible, be protected from rust and decay and having a well-organized inspection report provides a good basis for planning and scheduling maintenance work and thorough analysis of the inspection report, an order of priority is then set for all repair works to be made, with the highest priority given to the items that affect the safety, health and security of the occupants⁴³. The next in the order of priority are those items which, if left unattended, will shorten the life span of the building or lead to more extensive repairs. After a thorough study of the maintenance needs of the school system one can obtain the information of items to be procured in bulk and which ones are to cater for security only when the need for them arises.

The objective of establishing a procurement system is to obtain the proper amount and quality of materials at the lowest possible cost and to make them available at the right place at the right time. If it becomes necessary to purchase large quantities of some particular items, particular thought should be given to the warehousing and security of the items. The cost of warehousing and employing a storekeeper and retaining his/her services should be viewed against the size of the budget available for maintenance services every year. The concept of beauty cannot be appreciated until one is able to realize that learners have an insight into the

concept, which could be achieved if schools put into practice what they advocate for. In that case, learners would respond positively and complement it with certain aesthetic values, use their critical ideas by harmonizing them with their ambition and achievements in life^{55&56}. The child's environment can limit or help in his/her overall development because the influence of the environment lasts a lifetime, where outdoor play of children takes place is significant⁵⁷.

2.1.10 Attitude

Attitude is a collection of feelings, thoughts and behaviours toward a specific thing, person or event. Teacher's attitude alongside is frequently influenced by experience or upbringing and may significantly affect how learners behave and react in various situations. A person's learned disposition to react favourably or adversely to an item, circumstance, idea, or other person

is referred to as their attitude⁵⁸. Schools may employ people with the expectation that such people have certain knowledge, skills, abilities, personalities and values of great importance. Attitudes can change over time and once a positive outlook is established it can then be of benefit to students learning, as negative view can hinder effective learning which may then have an effect on performance⁵⁹. All through a child's education, the students interact with different topics, teachers and teaching methodology that may have impact on them and the experience they build up and the behaviour they put up could be attributed to their attitude. Attitude though a little thing, makes a remarkable difference in the lives of students concerning their learning, impacting them either positively or negatively⁶⁰. Aside from attitude, academic success of students depends on a variety of factors such as the socioeconomic, psychological and environmental as attitude have a great impact on how much students have learnt and how much they had wanted to learn⁶¹.

People can easily tell our attitudes by observing our behaviour since attitudes are manifested via actions. A school of thought once said that once an attitude is acquired it is difficult for it to be changed this looks untrue because psychologists claim that we frequently follow our own instructions and that the expectations of ourselves are influenced by our attitudes it follows that having unfavourable attitude will also have an impact on our behaviour⁶². Attitude may be taken to be the thinking process while behaviour is the acting process. The way in which a person views and evaluates something or someone can be developed through direct experiences, social influence or media and this is assembled on three supports which are emotions, behaviour and cognition⁶⁰. A number of differences are brought to work by individuals and are affected by variety of factors like personalities, values and attitudes whenever employees enter any organization their stable or temporary characteristics affect how they behave and perform.

Attitude is the standpoint or position one has towards something or someone and can be influenced by many things such as what we read, watch, our interactions with home, social and work environment, what we think about, experience, prejudices, schools, religious institutions, direct instructions and moral values⁶³. Attitude is used interchangeably with behaviour, the latter is the way one conducts self especially towards others and can be influenced by biological factors, can be innate or learned and finally can result in the reflection of a person's character and attitudes. Attitude refers to our opinions, beliefs and feelings about aspects of our environment towards the type of food that we eat, people that we meet or work with on daily basis, courses that we take and things we love to do⁶⁴. Job satisfaction and organizational commitment can influence how we behave as behaviour implies the actions, moves, conduct or functions of an individual or group towards other persons, based on situation, inborn traits, the outward expression of attitude, reflects on what you do and defined by social norms⁶⁵.

Attitude of teachers can make or mar students' motivation to learning in a lot of ways amongst the attitudes that can make are, having a good mastery of the subject matter and being

able to disseminate it without fear or prejudice; good communication skill to pass information to learners who must be bold enough to face the learners and communicate with parents; who have clear objectives for lessons and works to meet those specific objectives during each lesson; who have adequate knowledge of students by knowing about their health ability, intelligent quotient, mental ability, home factor, temperament and assist students to solve their problems; good character that makes him/her a role model worth emulating who must lead by example as students should find him dependable, loving, caring, punctual; maintain good class control with a high tone of discipline among students which may be measured by the extent to which the learners are self-controlled and the willingness in applying themselves to the task assigned to them; neatness and cleanliness with maintenance culture; shows no preferential treatment in handling issues in discipline and judgement in short he must be firm; commitment must be displayed as the learners are not as matured as the teachers so there must be patience from the teacher to encourage the learning strategy of the learners so that teaching can be fruitful and meaningful; willingness to learn from the students too as no one is an island of knowledge and interest must be put into the teaching activities and there must be new discoveries from the teacher to meet the demands of modern age; good methodology must be possessed by the teacher as he must use divers methods of teaching depending on the content, age of the students, abilities and environment where learning takes place.

Teachers in schools are required to be approachable and professional in their conduct for they are the ones, whom students' approach, in case they have any difficulties. When the teachers are friendly and generous, then the students feel comfortable in clarifying their doubts. Teaching should be implemented in a calm and pleasant manner as any kind of harsh attitude may demotivate the students. The school provides both academic and social learning which are to be implemented through the teacher as they are not only in the classroom to prepare students academically, they are also to teach lessons that go beyond all the possible formal classroom setting. A positive attitude inspires the learners to adapt to changes, open to learning, to show

greater productivity and being able to work with all types of people which have an influence on behaviour. From all said and done success in life is woven round attitude while the other part of success is due to ability^{62,63,64,65}.

2.1.10.1 Teachers Qualification

Teacher qualification in terms of student learning is an effective trait from the start to the end of a lesson; as effective teaching can be attributed to personal effectiveness of teachers, pre-service and in-service professional development activities to promote social, physical, emotional and mental growth⁶⁶. The credentials of teachers affect how well the standard of education rises and how well students succeed academically⁶⁷. Teacher certification is seen as a way to help a professional teacher advance their knowledge and abilities, Teachers who possess highly developed knowledge and skills have the opportunity to play a significant role in important decisions regarding the provision of high quality services which can be accomplished by raising students' academic performance and also developing their own careers in the teaching system. Teachers are the foundation of any educational system and the level of the teachers in each system affects and reflects the systems overall level and the potential of its pupils⁶⁸.

2.1.10.2 Commitment

Commitment is the teacher's attachment to teaching which is characterized by an intention to remain in it⁶⁹. Teachers' commitment to their work is taken as their strong belief and the acceptance of the school's goals and values, their willingness to exert considerable effort on behalf of the school and invest personal resources into the teaching task and thus remain in the teaching profession⁷⁰. Teachers with powerful commitment to work find it easy to be interested in whatever is being carried out in schools and such teachers can get involved in school activities wholeheartedly without compromising standard⁷¹.

In the school system, the teacher is the central element holding various important responsibilities and the achievement of educational goals and objectives of the school is

however impossible without committed teachers who are the main facilitators of teaching and learning process⁷². Teaching as a life building profession requires individuals who will go beyond official expectations in order to help the school and students to achieve the set goals⁷³. In fact, the multidimensional functions of teachers as facilitators, role model, mentors, fathers and mothers cannot be effectively carried out without high level of passion, love, sacrifice and attachment to students, schools and to teaching as a profession⁷⁴. Students' performance and wellbeing in schools, schools' growth and success as well as educational development of a nation cannot be achieved without committed teachers⁷⁵. This is because committed teachers see school's or students' problems as theirs and are always ready and passionate to do everything possible to solve such problems⁷⁶.

Three types of teachers' commitment are considered here and they are: commitment to the school, commitment to the student and commitment to the teaching profession. Teachers' commitment to the school is defined as teachers' belief, and acceptance of the goals and values of the institution with strong desire to maintain membership in the school through the teacher's readiness to accept the goals, policies and programmes of the school⁷⁷. A teacher that is committed to school will always be willing to contribute where and when necessary to curricula and extra-curricular activities all in the attempt to move the school forward and always live ready to protect and promote school's image. devote more time to relevant activities in order to accomplish the goals of the school, influence students' achievement, and exert efforts beyond personal interest to bring about desirable outcomes⁷⁸.

Teachers' commitment to the students is the willingness of teachers to do all that is necessary and needful to creating a positive learning environment for students' success. When a teacher is committed to his students, it will be easier for him to spend extra time in preparing for the class as well as helping the weak students in the class in order to be able to match up with their high flier counterparts in the class academically⁷⁹. It takes a teacher that is interested in all students to factor in students' levels of readiness, ability levels, interests, cognitive needs

and learning preferences when preparing for the lesson as well as during lesson delivery⁷⁶. Teachers who are committed to the students make classroom activities more meaningful, introducing new ways of learning, and altering the teaching materials so that they are more relevant and of greater interest to students⁸⁰.

Teachers' commitment to the teaching profession involves an affective attachment to the profession which is associated with personal identification with the career and satisfaction as a teacher⁷⁴. Committed teachers not only seek all round development of children but work for their own professional growth and equally show love by willingly engaging with the school community⁷⁶. Commitment to the teaching profession is so important as it enables the teacher to develop the necessary skills, knowledge and relationships needed to have a successful career regardless of the situations within the school⁸¹. A teacher that is committed to the teaching profession will recognize and discharge his professional responsibilities to students, colleagues, administrators, parents and the community. He craves and work towards becoming an active member of local, state, and national professional association and is always ready to defend the occupation when necessary⁸².

2.1.10.3 Teaching Experience

Many occupations in the 21st century recognize worker's years of experience as a relevant factor in human resource policies, including compensation systems, benefits packages and promotion decisions and the idea is that experience gained over time enhances the knowledge, skills and productivity of workers⁸³. In education, teacher experience is probably the key factor in personnel policies that affect current employees, a major source of imbalance across schools and therefore, a target for redistribution⁸⁴. The height of skills, exposure or training acquired over time that enables the teacher to perform an existing work better or prepare students for a teaching position. Experience is the diverse participation of teachers in professional activities geared towards equipping the teacher for better service delivery⁸⁵. Acquisition of more knowledge by teachers on how to perform their teaching work effectively

and hold their attention, is of interest as greater teaching experience will produce students with greater academic performance. The underlying assumption is that experience promotes effectiveness and also that experience is the best teacher. Experience matters but more is not always better as the impact of experience is strongest during the first few years of teaching; after that, marginal returns diminish.

2.1.11 Intrinsic and Extrinsic Motivations

Intrinsic motivation is that which comes from within a person and it is driven by interest or enjoyment in the activities that one partakes in and exists within the individual rather than having to rely on any external pressure. Students are likely to be intrinsically motivated if they attribute their educational results to factors under their own control talking about personal efforts expended, changing their fixed mindset to growth mindset that would make them reach their desired goals, make them to be highly interested in mastering their work rather than engage in rote learning so as to achieve good grades which is not determined by luck but hard work.

Extrinsic motivation is that which comes from the external (coming from outside) of the individual and what makes it attractive and inviting is the attachment of rewards like grades, money, treats, trophies, fear of punishment. Whatever involves one to gather during a competition such as football competition has attracted the external sources and this can be likened to extrinsic because it involves the cheering of the spectators which encourages the competitors to put in extra effort in order to win and obtain the trophy.

Motivation in education have noticeable effects on how students learn and behave in the classroom as it may lead to increased effort and energy in solving a problem, increase initiation of and persistence in activities and because students are not always internally motivated, they sometimes need situated motivation which may be found in the environmental conditions that the teacher creates^{86,87}.

2.1.11.1 Challenge

This comes in many ways including fear of failure. When the motivation to fail exceeds that of succeeding, a challenge occurs. This can prevent an individual or establishment from pursuing set goals and objectives or lack direction or clarity in goal attainment, procrastination and feeling of being overwhelmed equally set in. The expectation is that motivation ought to instill a sense of fulfilment and self-respect thereby leveraging the delivery of set objectives. This feeling certainly comes with a lot of apprehension and loss of focus.

Thus as we set to drive the motivation tonic in the interest of our students, we must also be sensitive to these pitfalls to avoid a total reversal of the original intentions in the instructional process. During this period, students may be encouraged to view mistakes as approaches for growth and learning opportunities. At the end of the session called challenge, students should be recognized and celebrated for hardwork and effort not just their grades⁸⁸.

2.1.11.2 Curiosity

Naturally, man is born to be curious and search about the whys and wherefore of things around him. This is a core endowment gifted to him by his creator. Being able to realize and actualize this distinguishes a true and valuable personality. Our duty imposed by nature is to investigate and master our environment through querying and interrogating the order of things. This is an inner dimension of motivation that is fundamental in fostering active learning and spontaneous exploits. Curiosity actually serves as the tonic that motivates the acquisition of knowledge, set skills, learning and other values that are germane to realizing set goals. In curiosity, the desire to succeed and excel is fanned and the brain is activated to suck in more information required for the assignment. Exposing students to new experiences in the field can spark motivation and interest example is field trips, writing thesis, having a new teacher that one has heard off but yet to be seen in class and a host of other things that are related⁸⁹.

2.1.11.3 Independent Mastery

This implies the ability of a learner to take responsibility for his own learning and self-improvement. In the school setting, it refers to students who can take initiatives and make good and rational decisions without needing help from his teachers. Developing independent learner is essential in helping students advance in their academic performance and stay motivated. This is more or less like allowing student to take ownership of their learning and lead discussions or presentations as it can increase motivation; incorporating technology like games or multimedia presentations and friendly competition can make learning fun, engaging and motivating^{90,91,92}.

Psychologists have identified six stages of mastery⁹³ in the learning ladder to include: novice, advanced, beginner, competence, proficiency and expertise. It has also been observed that it takes between 10 and 15 years to move from novice to expert level. It takes that much time and experience to accumulate the necessary skills and knowledge.

Generally, independent learners are able to identify what they want, the best way to learn and how to show that they have learnt.

2.1.11.4 Easy Work

Motivated students are able to learn and adapt learned content to new situations as they tend to reflect on underlying causes or frameworks. When students are allowed to make some choices such as topic selection or presentation method they tend to pick the easy one that they can finish in a twinkling of an eye not the difficult type or when students are given clear goals and expectations they are more likely to be motivated to achieve it. Work becomes much easier when students learn in a conducive, inspiring and challenging environment. Using the instrumentality of motivation, teachers remain the conduit through which students and learners gain access into a world of huge potential, opportunities, knowledge, skills sets, noble values and life transforming information⁹⁴.

2.1.11.5 Pleasing Teacher

Teachers helping students to set goals and equally evaluating their progress can increase motivation and self-awareness. When teachers show genuine excitement and love for the

subject they teach in the classroom, it can be contagious and motivate students. Also, when teachers give rewards or incentives like stickers or privileges to student it can also motivate but the rider is that it should be used judiciously, Teachers are undoubtedly the channel of transferring quality knowledge to their learners. They remain inevitable in the teaching-learning process. Their role is central in actualizing the set goals and objectives of educational system⁹⁵.

2.1.11.6 Dependence on Teacher

They are invaluable contributors to the societal growth and development. They transfer knowledge, foster critical thinking skills, inspire students and parents, serve as role models, and play a role in the holistic development of children⁹⁵. Teachers allow students to work at their own pace and with the provision of tailored support, the case must therefore be made for the teacher to be equally well motivated to enable him assume and execute his statutory role as the pivot of the overall learning process.

A good society places more emphasis on education because it has been identified as an instrument that can transform any nation and foster rapid socio-economic development. Teachers play an important role in educating the future members of a society through their work in schools. They are the custodians of instruction, implementers of school policies and co-organizers of school activities. Teachers are arguably the most important group of professionals for our nation's future. Without teachers, the education system will be crippled. There is a popular saying that no nation can rise above the quality of its teachers. This indicates that teachers play a pivotal role in any educational system without which, educational goals cannot be attained and for any curriculum to be effectively implemented, teachers are highly necessary.

a). Classroom Environment

This is a physical and physiological space where teaching and learning take place, shaped by the interactions between teachers, students, and the physical surroundings made up of comfortable and functional furniture such as desks, chairs, tables and other physical items in the classroom; decorations such as posters, pictures and other visual elements that create a

welcoming atmosphere, inspiring and engaging; bulletin boards which displays the dynamic work of students, announcements and to pass important information; educational posters engaging visual aids to teach various subjects and promote curiosity; classroom libraries where rich resources for reading, exploration and discovery (collections of books for students to read and borrow) and of course there are storage bins that contains organizational tools, for keeping materials and supplies tidy and accessible^{96,97,98}.

b). Teachers' Enthusiasm

This is a vital quality for teachers to have as it can inspire and motivate students to learn and achieve their full potential. It is a contagious and positive attitude characterized by excitement, passion and energy inspiring students to learn and engage with the material and creating a supportive and motivating learning environment. It looks abstract but it is life to the student to bring about their success in life as this can be figured out under curiosity. Naturally, man is born to be curious and search about the whys and wherefore of things around him. This is a core endowment gifted to him by his creator. Being able to realize and actualize this distinguishes a true and valuable personality. Our duty imposed by nature is to investigate and master our environment through querying and interrogating the order of things. This is an inner dimension of motivation that is fundamental in fostering active learning and spontaneous exploits. Curiosity actually serves as the tonic that motivates the acquisition of knowledge, set skills, learning and other values that are germane to realizing set goals. In curiosity, the desire to succeed and excel is fanned and the brain is activated to suck in more information required for the assignment. Exposing students to new experiences in the field can spark motivation and interest example is field trips, writing thesis, having a new teacher that one has heard off but yet to be seen or teach and a host of other things that are related^{99,100}.

c). Technology

This is the use of digital tools, resources and platforms to enhance teaching and learning, increase accessibility, engagement and effectiveness and preparing students for

success in a rapidly changing world. It is a powerful tool that can enhance the learning experience, provide new opportunities for exploration and discovery and connect students with a global community of learners. Technology encourages learners to take responsibility for his own learning and self-improvement. In the school setting, it helps students to take initiatives and make good and rational decisions without needing help from his teachers. This is more or less like students taking ownership of their learning, leading discussions or presentations as incorporating technology like games or multimedia presentations and friendly competition can make learning fun, engaging and motivating^{101,102,103}.

d). Teaching Methods

This is an approach or technique used by teachers to convey knowledge, skills and values to students, influencing the learning process and outcomes. It has to do with the lesson plans which is a written document outlining what will be taught, how and what students will learn, curriculum guides which is a detailed outline of what students should know and be able to do at each level, textbooks used as primary sources for instruction, workbooks as supplementary materials for students to practice skills, activity sheet is like handout for students to complete during lessons, project materials are the resources to create projects such as paper or pair of scissors, assessment tools such as tests, quizzes and a host of others.

Using the instrumentality of motivation, teachers remain the conduit through which students and learners gain access into a world of huge potential, opportunities, knowledge, skills sets, noble values and life transforming information^{104,105,106}.

e). Incentives (Rewards)

These are rewards or motivators used to encourage students to achieve academic goals, develop good habits and demonstrate positive behaviour. It ranges from awards which can be physical recognition for achievement such as trophies or medals; use of certificates which is a printed document acknowledging accomplishments; use of badges which are visual symbols of achievement, often digital or physical pins; use of reward charts which is a visual displays of

progress towards earning rewards; use of wrapped prizes and treats with the use of snacks and a host of others that bring joy and happiness to students. Teachers are undoubtedly the channel of transferring quality knowledge to their learners. They remain inevitable in the teaching-learning process. Their role is central in actualizing the set goals and objectives of educational system^{107,108}.

f). Student-Teacher Relationship

A dynamic and reciprocal bond between teachers and students built on trust, respect and communication affecting student motivation, engagement and learning. It can be assessed when there is a regular update on students' progress showcasing their growth progress and achievements, constructive comments from teacher's guide students towards improvement and excellence, students are made to work at their own pace and with the provision of tailored support, essential records of communication ensure consistency in student's work. Teachers and students are invaluable contributors to the societal growth and development. Teachers transfer knowledge, foster critical thinking skills, inspire students and equally play a role in their holistic development, the case must therefore be made for the teacher to be equally well motivated to enable him assume and execute his statutory role as the pivot of the overall learning process^{109,110,111,112}.

2.1.12 Universal Basic Education (UBE)

Universal Basic Education generally refers to the transmission of fundamental knowledge to all facets of Nigerian society from generation to generation¹¹³. Universal Basic Education may be looked at from these three angles: universal, basic, and education. Universal describes a programme that is meant for all facets of society, whether rich or poor, physically fit or disabled, brilliant or dull, regular or dropouts, and every other individual that may be ready to acquire knowledge. Basic relates to the base; take off point, fundamental, essential, spring board, bottom line, and generally the starting point in the acquisition of knowledge. All of these indicate that Universal Basic Education is the foundation upon which higher education is built

and it is useful for all citizens to function effectively in society. Education entails the transmission of knowledge and in the UBE programmes, it is expected that knowledge will be transmitted to learners in its simplistic form as education is the medium by which learners are guided towards the development of abilities, attitudes, skills, and values that are useful to the individual and society at large¹¹⁴.

The Universal Basic Education was launched by the then President of Nigeria¹¹⁵. The UBE programme as spelt out in the implementation guidelines had the following objectives: developing in the entire citizenry, a strong consciousness for education and strong commitment to its vigorous promotion; reducing drastically the incidence of dropout from the formal school system; providing free, universal basic education for every Nigerian child of school going age; catering for drop outs and out of school children and adolescents through various forms of complementary approaches to the provision and promotion of basic education; ensuring the acquisition of the appropriate levels of literacy, manipulative and life skills as well as the ethical moral and civic values needed for laying the foundation for lifelong learning.

A study posits that basic education, which teaches literacy and numeracy and encourages cognitive, affective, and social development, is a pedagogic experience shared in one form or another by the majority of human beings. No matter what level of education an individual acquires, basic education remains the formative and lasting aspect of education¹¹⁶. This is because it is at the basic education level that learners have the greatest power to effect positive life altering changes.

2.2 Theoretical Framework

A theoretical review is the specific theory or theories about aspects of human endeavour that can be useful to the study of events. The following areas will be looked into, assumptions of each related theory, the lapses in the theory and those things that have not been added to

make it a complete or perfect theory. The theories that make up the theoretical review for this study include:

2.2.1 Bureaucratic Theory

Bureaucratic theory, also known as Weberian bureaucracy¹¹⁷, it is a management theory. The theory is like a machine.it says organizations (like schools) work best with:

Assumptions

- clear rules and expectations: to ensure that resources are allocated efficiently and effectively for maintaining and upgrading school facilities(formalization). Makes coordination, stability and consistency possible in a school and later leads to efficiency.
- Hierarchy of authority: clear roles and responsibilities for teachers and administrators, the bureaucratic approach could help to ensure that teachers are held accountable for their performance which could improve their motivation and effectiveness in the classroom, school administrators could ensure that the physical environment is conducive to learning and that students have access to the resources they need to succeed, teachers are selected based on their qualifications and experience and that they are trained to use effective teaching methods (centralization).It gives birth to disciplined, compliant, coordinated person and thus lead to efficiency.
- structured lessons and assignments and teacher led instructions (career orientation). Makes one loyal to his or her work and thus become efficient at doing it.
- Impersonality: help to ensure that resources are distributed equitably across schools which could address issues of resource inequality and improve overall educational outcomes. It makes one rational, disciplined, compliant and efficient.

Everyone knows their role and what is expected. This theory could be useful in understanding and addressing some of the challenges faced by junior secondary schools in Southwest, Nigeria in terms of principals' school plant management and teachers-related factors.

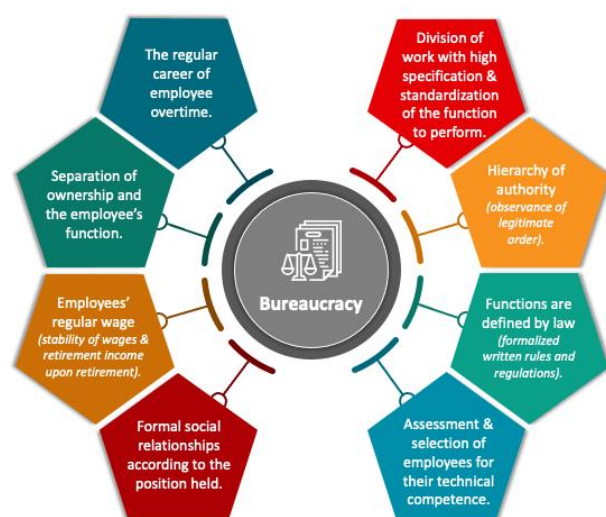


Figure 2.1: Max Weber Bureaucracy Theory

Source:¹¹⁸

The theory according to the figure 2.1 is made up of eight parts such as: division of work with high specification and standardization of the function to perform, formal social relationships according to the position held, hierarchy of authority, employees regular wage, functions defined by law, separation of ownership and the employee's function, assessment and selection of employees for their technical competence and regular career of employee overtime.

Limitations:

- ✓ corruption
- ✓ incompetence
- ✓ tight adherence to policies and procedures
- ✓ hierarchical structures may hinder cooperation and creativity among instructors and administrators.
- ✓ overemphasizes structures and rules,

- ✓ neglects creativity and autonomy,
- ✓ assumes a top down approach and
- ✓ fails to account for individual differences and motivation.

Gaps to be Filled

- balance structure with flexibility and autonomy
- incorporate students input and participation
- recognize and support individual differences and motivation

2.2.2 Systems Theory

This study is based on the systems theory¹¹⁹, which provides an analytical framework for viewing an organization in the general description of an organism and holds that living organisms such as animals are affected by their environment. It facilitates the synergy between the various schools' components in providing a positive learning environment that serves as a motivating tool through which quality academic performance of students will be achieved. The theory is relevant to this study because no society is void of interdependency and environmental influence. In Fig 2.2 there are four parts to the systems theory and these are input, process, output and feedback.

Assumptions:

Inputs

1. Students with their unique backgrounds, skills and experiences
2. Curriculum and instructional materials
3. Teacher training and support
4. Resources (technology and funding)
5. Societal and cultural differences

Process

1. Teaching and learning activities

2. Curriculum implementation and delivery
3. Assessment and feedback (formative and summative assessments)
4. Student –teacher interactions and relationships
5. School policies and procedures

Output

1. Student learning outcomes (academic achievement, skills and knowledge)
2. Student growth and development (social, emotional and cognitive)
3. Teacher professional development and growth
4. School performance and accountability measures
5. Societal and economic impacts (workforce preparation, citizenship)

Feedback loops

1. Formative feedbacks (ongoing continuous assessment and feedback during learning)
2. Summative feedback (evaluative feedback at the end of a lesson, unit or term)
3. Peer feedback (students providing feedback to one another)
4. Self-assessment and self-feedback (students reflecting on their own learning)

Limitations

- Can be too broad and vague, making it difficult to apply and measure (lack of clear boundaries)
- Assumes a linear mechanistic approach to understanding complex systems (not fully consider the impact of external contextual factors such as societal and cultural)

influences) neglects the role of power dynamics and social justice issues (overlook power imbalances)

- Fails to account for the dynamic and adaptive nature of systems (struggle to change with educational systems that is constantly changing)
- Can overlook the individual and personal aspects of students and teachers (focusing solely on the systems mechanics)

Gaps to be Filled

- Develop a more nuanced understanding of complex systems and their nonlinear dynamics.
- Incorporate power dynamics and social justice perspectives to address issues of equity and inclusion.
- Account for the dynamic and adaptive nature of systems and their ability to self – organize.
- Integrate individual and personal aspects of students and teachers into the systems approach (requires collaboration among educators, researchers, and other stakeholders from diverse disciplines i.e. interdisciplinary approach).
- Develop more specific and actionable strategies for applying systems theory in educational settings.

By addressing these limitations and gaps, educators and researchers can develop a more comprehensive and nuanced understanding of systems theory and its applications in educational settings, leading to more effective and equitable learning environments.

In the context of school, systems theory can help us understand how different components (teachers, students, curriculum, policies) interact and affect each other, and how changes in one area can impact the entire system and can be adopted to improve principals' school plant management and teachers-related factors as determinants of students' motivation towards learning in junior secondary schools in Southwest, Nigeria.

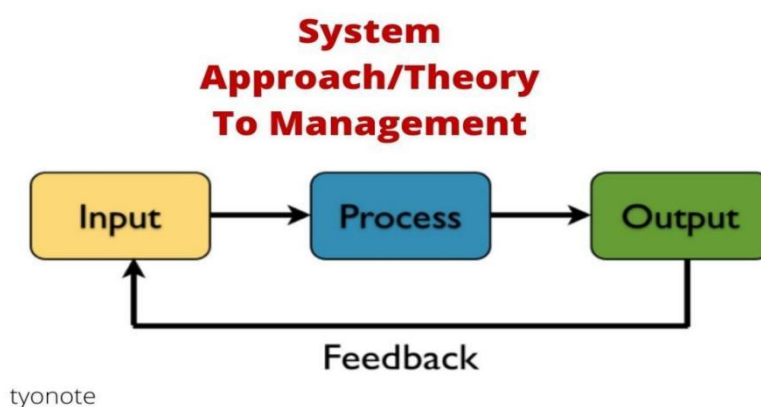


Figure 2.2: System Approach/Theory to Management

Source:¹²⁰

2.2.3 Theories of Motivation

Motivation theories can provide a useful framework for understanding the factors that influence student motivation towards learning in junior secondary schools in Southwest Nigeria. One of such theories that can be applied to this study is the expectancy-value theory (EVT).

Assumptions

EVT posits that student motivation is influenced by their beliefs about their ability to succeed (expectancy) and their perceived value of the task or subject (value). The theory suggests that behaviour is a function of one's expectations and the value of the goal toward which one is working. The theory is often expressed as $B=f(E \times V)$ where B is the behaviour, E is the expectancy and V is the value of the goal toward which one is working. Expectancies are specific beliefs individuals have regarding their success on certain tasks they will carry out in the short -term future or long-term future. The theory tends to maximize pleasures and

minimizes pain. Individuals are motivated to perform if they know that their extra performance is recognized and rewarded. The theory has three components which are:

Expectancy: effort-performance($E \rightarrow P$). One's believe to complete a task that require attention, mobilized effort, persistence and development of different strategies to make it happen.

Instrumentality: performance –outcome ($P \rightarrow O$) related to time, effort and energy

Valence: $V(R)$ outcome-reward. It means the value placed on the reward

Motivation=expectancy+instrumentality+valence

Limitations

1. Oversimplifies the complexity of human motivation
2. Assumes a rational and cognitive approach to decision making
3. Neglects the role of emotions and social influences
4. Fails to account for individual differences and contextual factors
5. Assumes a static and stable expectancy and value system

Gaps to be Filled

1. Incorporate the role of emotions and social influences
2. Consider individual differences and contextual factors
3. Develop a more dynamic and adaptive understanding of expectancy and value systems
4. Account for the impact of external factors (culture, environment, power dynamics)
5. Integrate other motivational theories to provide a more comprehensive understanding.

Some potential areas for expansion and development include:

1. Exploring the role of self-efficacy and confidence in expectancy-value theory

2. Investigating the impact of cultural and societal norms on expectancy and value systems
3. Developing interventions and strategies to modify expectancy and value systems to promote motivation and achievement
4. Examining the applicability of expectancy-value theory across different domains and contexts (education, workplace, sports)¹²¹.

By addressing these limitations and gaps, educators can refine and expand expectancy-value theory to better understand the complex and multifaceted nature of human motivation.

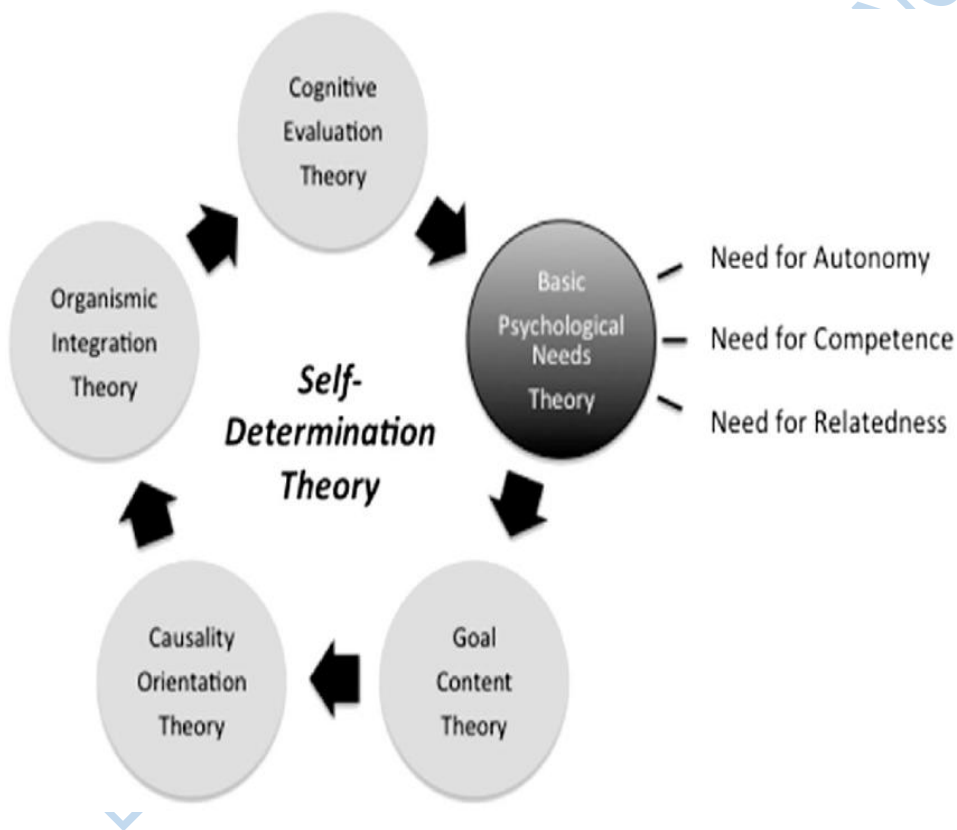


Figure 2.3: Self-determination Theory

Source:¹²²

Another motivation theory that can be applied to this study is in Fig 2.3 the self-determination theory (SDT)¹²³, which emphasizes the importance of three basic psychological needs: autonomy, competence, and relatedness. Based on SDT, students are more likely to be motivated when they feel that they have control over their learning (autonomy), they are able to

master the material (competence), and feel connected to their peers and teachers (relatedness). Educators in Southwest, Nigeria can use this theory to design learning environments that support these basic psychological needs, such as providing opportunities for student choice and autonomy, creating a supportive classroom culture, and providing feedback that helps students build their skills and confidence.

Assumption

SDT emphasizes the importance of three basic psychological needs: autonomy, competence, and relatedness. Based on SDT, students are more likely to be motivated when they feel that they have control over their learning (autonomy), they are able to master the material (competence), and feel connected to their peers and teachers (relatedness).

Limitations

1. Overlooks the role of external factors (culture, environment)
2. Assumes a universal applicability
3. Neglects power dynamics and social injustice issues

Gaps to be Filled

1. Consider the impact of external factors (culture, environment, power dynamics)
2. Address issues of social justice and equity
3. Develop a more nuanced understanding of autonomy, competence and relatedness

By applying these theories, educators can design learning environments that cater to diverse needs and promote inclusive and equitable education.

Summary of EVT & SDT

Individuals have basic psychological need as can be seen.

Motivation is influenced by both internal factors (e.g., beliefs, values, interests) and external factors (e.g., social support, feedback).

Motivation is dynamic when considering both SDT and EVT meaning, motivation is not a fixed trait, but rather a dynamic process that can change over time in response to new

experiences, feedback, and environmental factors. SDT and EVT assume that motivation is influenced by the context in which learning takes place, such as the learning environment, the teacher-student relationship, and the cultural and social norms of the community.

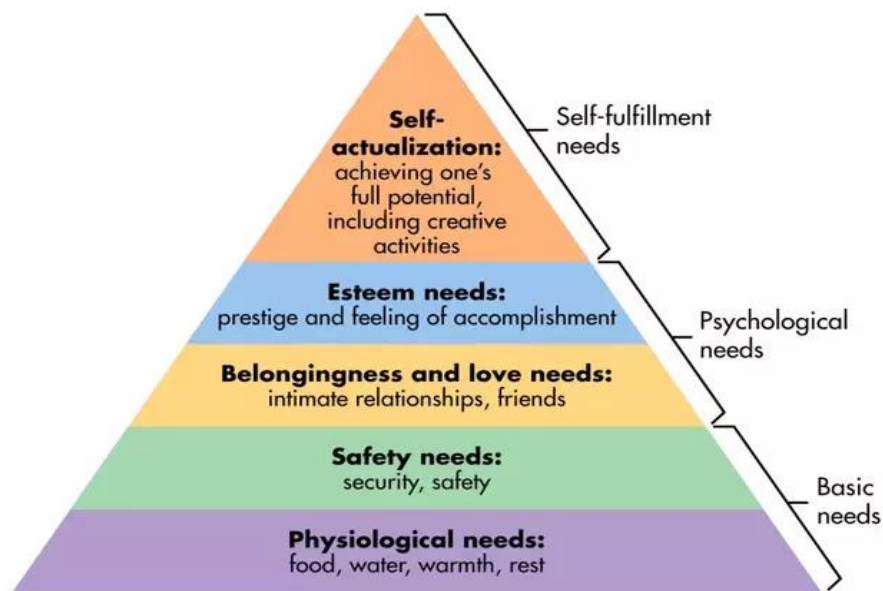


Figure 2.4: Abraham Maslow's Hierarchy of Needs

Source:¹²⁴

Assumption

In Fig 2.4 there are five stages meaning that people have different needs and we must fulfil the basic needs before moving to the next stage. The stages are: basic needs (food, water, safety), security needs (stability, protection), social needs (friendship, belongings), esteem needs (recognition, achievement), self-actualization needs (personal growth, creativity)

Limitations

1. Oversimplifies human needs
2. Assumes a linear progression
3. Cultural and individual differences not considered
4. Focuses on the needs of individuals neglecting social and environments factors

Gaps to be Filled

1. Incorporate cultural and individual differences
2. Consider the impact of social and environmental factors
3. Develop a more nuanced understanding of human needs ¹²⁵. Similar predictions regarding the individual's basic needs were made by this fellow¹²⁶.

McClelland's human motivation theory (also known as the Three Needs Theory) puts emphasis on people's desire to be successful, to have power, and to relate to other people¹²⁷. Frederick Herzberg's two-factor theory, suggests that factors such as managerial quality, wages, business policies, physical working conditions, and job security affect individuals' dissatisfaction towards work. Factors such as promotion possibilities, personal development, recognition, responsibility, and success are seen as internal motivating factors that are effective in motivating individuals¹²⁸.

The theory of self-stability explains that external sources of motivation can be damaging to humans over time and the benefits of internal motivation. The goal-setting theory suggests that having specific and difficult goals motivates people to improve their performance¹²⁹. The reinforcement theory of motivation assumes whether the outcome of behavior is functional or not is important for individuals¹³⁰. Similarly, expectation theory claims that individuals expect to find the outcome of behavior effective and attractive¹³¹. The theory of equality says that individuals react to inequality in the workplace as the cross-cultural changes of these theories may need to be taken into account¹³².

Two elements play a role in the management of the school and they are internal and external. Internal elements in the school can be considered as principals, teachers, students, and other staff. External elements that affect the school from the outside can be considered as parents, pressure groups, centralized management and the labour of market¹³³. In all of these internal and external sources of students' motivation towards learning can be evaluated

according to (intrinsic and extrinsic) such as the school learning environment, teacher's enthusiasm, technology, teaching method, incentives and student-teacher relationship. Teachers play an important role in arousing feelings in students, which affects their motivation. Factors such as teachers' enthusiasm and passion, fieldtrips, real world problem solving, students-led learning, flexible pacing and differentiation, gamification, learning from mistakes, student reflection and self-assessment all culminating into intrinsic and extrinsic motivation.

2.3 Review of Empirical Studies

Previous research studies on principal, school, plant, school plant, management, teachers and related factors, students, motivation towards learning are examined:

The purpose of a study was to observe the factors which contribute to low holding of teachers and students in secondary schools of the SDA Church in EKUC. It made use of a concurrent mixed methods research design and adopted an exploratory approach using a descriptive survey. Twenty secondary schools were available and only eleven that attempted national exams since 2008 was used. The subjects of the study included teachers, students, principals, the conferences/field education directors and the BoM chairpersons. The study was based on expectancy theory of motivation. The findings showed that two independent variables (school administration and motivation strategies) commonly contributed to the retention of teachers and students and the former was the most common factor ¹³⁴.

Another research studied what makes a good teacher and the relative importance of mathematics teachers' cognitive ability, personality, knowledge, beliefs, and motivation for instructional quality. The study investigated 209 German mathematics teachers and their 4,672 students attending grades 7–10 (13-to 16-year-old students) with the use of standardized tests and self-reported measures, while instructional quality (learning support, classroom disruptions, and cognitive activation) was rated by the students. The results indicated the relative significance of generic and profession-specific teacher variables for instructional quality¹³⁵.

A study examined school plant planning as a basis of teachers' productivity in secondary schools in Ondo State. A descriptive research design of the survey type was adopted. The population for the study comprised all secondary school teachers in Ondo state, Nigeria. The sample for the study consisted of 120 teachers from 20 secondary schools from Ondo West Local Government Area. Six teachers were selected from each of the schools using a simple random sampling technique. Questionnaire designed by the researcher was used to sort for school plant planning and teachers' productivity. A reliability co-efficient of 0.85 with the data obtained being descriptive statistics and the findings showed that schools lack adequate facilities to facilitate teaching and learning¹³⁶.

A closely related study emphasized on teaching facilities during the course of investigating principals' school plant utilization and maintenance in public and private secondary schools in Enugu State. 146 and 154 principals from public and private secondary schools respectively were used giving a total of 300 principals using multistage procedure. Use of structured questionnaire for data collection. Research questions were answered using descriptive statistics. The study found that the principals of public and private secondary schools differ in the areas of authorizing teachers to use the endorsed text books obtainable in the school library for their instructional delivery and inspecting³⁵.

Another study examined the effect of using out-of-school learning environments in science teaching on motivation for learning science. Use of a quasi-experimental study with a pre- and post-test experimental design. The study was carried out with seventh grade students enrolled in a secondary school in the city centre of a metropolis in Turkey in 2018 within a period of 20 weeks. Two groups named control and experiment with each having 28 students respectively. Motivation Scale for Science Learning used for evaluating students. The students in the experiment group visited out-of-school learning environments like nature trips and botanic parks amongst others. The findings revealed that using out-of-school learning

environments in science teaching had a significant effect on developing students' motivation for learning science⁹⁷.

A study examined the tasks faced by school principals in the running and upkeep of school facilities and measures to be adopted to enhance maintenance in public secondary schools in Anambra State. A survey research design, sample of 180 respondents, a stratified random sampling technique, population of 261 principals. A researcher-developed questionnaire, data analysis with the use of Mean scores. Inadequate time for supervision; poor power supply and negative attitudes of the staff were few of the findings⁴⁹.

Another study observed the correlation between class attendance and academic performance of undergraduate students in two nursing courses at a university in Jamaica. A correlational research design with three research questions that guided the study. Use of 40 undergraduate students who took the two nursing courses, no sampling for the class size was small. Data collection done tallying the students' class attendance and use of the students' final grades in both courses. Analysis of data with descriptive statistics and Pearson's correlation. A positive (weak) relationship between class attendance and students' academic performance for the two courses, and a positive (moderate) relationship between students' performance in both courses, also time management, study skills, and financial constraints impacted both students' class attendance and academic performance¹³⁷.

The study was to crosscheck the impact between counselling services and study habits among adolescents' student in secondary schools in Ikot Ekpene area of Akwa Ibom State of Nigeria. Four research questions and hypotheses with descriptive survey method. A population of 3,000 adolescents, a sample size of 239 were selected using simple random sampling technique. Use of instrument named "Counselling Services and Study Habit Questionnaire" (CSSHQ), the reliability coefficient of 0.76, Independent t-test for data analysis. Group counselling, orientation services, one-on-one counselling and information services influenced study habits of adolescents in secondary schools in Ikot Ekpene area of Akwa Ibom State¹¹¹.

A study examined students' attitude to learning chemistry at the secondary level by gender, academic stream, locale and school type. Nature of the study was descriptive and quantitative with a positivistic paradigm. 700 individuals selected from 35 boy secondary schools and 35 girl secondary schools. Individuals got selected based on multi-stage random sampling procedure. Adapted attitude scale made of seven factors was used. Questionnaire was distributed to 50 male secondary schools and 50 females of 10th grade. Test of reliability and validity of the instrument were done with the exclusion of two items leaving just 30 items. Standard Deviation (SD), Mean, and independent sample t-test were applied for analyzing the data. Female students have better attitude than male students; biology students have better attitude than the computer students; urban students possess more positive attitude than the rural students; and public school students possess more positive attitude than the private school students respectively towards learning chemistry at secondary level¹³⁸.

A study investigates the contribution of a number of school physical environment on the performance of students in schools. A multi-stage sampling technique with simple random sampling. A regression model used to draw out the relationship between the dependent and independent variables. Students in senior high schools with a pleasant physical environment perform better than those in not conducive learning environment¹³⁹.

Another study examined the management practices used in maintaining facilities in a government-owned tertiary institution and the conditions of critical facilities and their related services in the institution. A questionnaire survey approach used to collect information about users' and property managers' perceptions of maintenance management practices. Revelation of the presence of a maintenance policy covering critical systems and services. Respondents' opinions of the state of facilities and utilities is that they are in good condition, literature shows school infrastructure issues remain an ongoing concern, the majority of respondents confirm security and electricity the most important critical infrastructure and services in the institution,

amongst others. Limitation of the current study is that the findings may not be generalizable to other tertiary institutions in Nigeria¹⁴⁰.

A study examined the association between school plant and student academic performance in public secondary schools in Nnewi Education zone of Anambra State. Correlation research design, population was 1779 made up of 49 principals and 1730 students in the 49 schools in Nnewi Education zone of Anambra state. The sample of 88 respondents through simple random sampling technique. Four research questions, four hypotheses, validation of questionnaires by experts and reliability index of 0.82 was deemed high enough and got distributed to students and principals. Mean score used for four research questions, chi-square test used in testing hypotheses one while hypothesis two, three and four were tested using the t-test statistic¹⁷.

Another study analyzed the extent to which selected public buildings in Lagos state are maintained. Data was collected from a review of literature, and a well-structured questionnaire administered to the users and managerial staff of the buildings. Analyzed data revealed the findings that management issues and financial constraints are the major problems associated with maintenance of these buildings, the most frequently carried out strategies are the emergency maintenance strategy and the corrective maintenance strategy; whereas the most effective of the maintenance strategies is, the preventive maintenance strategy¹⁴¹.

A study investigated the extent to which public senior secondary schools utilized preventive maintenance, used replacement maintenance, applied periodic maintenance and consideration attached to emergency maintenance. Use of cross-sectional survey design and proportionate stratified random sampling techniques. Population of the study is 5121, the study sample was 357. All public senior secondary schools in North Eastern Nigeria was used. The use of test re-test method and the reliability index was 0.808¹⁴².

A study examined the capacity building needs of principals for management of federal unity schools in South East, Nigeria. Use of descriptive survey, population was the use of all

the 12 principals in the federal unity schools in South-East, Nigeria. A researchers-developed questionnaire named Capacity Building Needs of Principals Questionnaire (CBNPQ), Data analyzed using arithmetic mean and standard deviation. The capacity building needs of principals included; keeping accurate record of school facilities and regular inspection of available school plant amongst others¹⁴³.

Another study investigated school plant maintenance practices in renovated public secondary schools in Edo state. Sixteen (16) schools through the three Senatorial districts of Edo State which constituted 20% of the 82 renovated schools from 2009 to 2017 were sampled for the study. Use of a Questionnaire titled 'School Plant Maintenance Practices Questionnaire' (SPMPQ), Mean and Standard deviation, Simple percentages and Frequency all for the analysis. The findings were that the extent of observance of school plant maintenance in renovated public secondary schools in Edo State is high, the prevalent school maintenance practice is emergency maintenance practice and government do not provide maintenance funds¹⁴⁴.

A study investigated the concept of education, educational management, good governance and school security in secondary schools in Nigeria. Threats to school security were also highlighted, along with challenges to school security. Related literatures were reviewed in relation to educational management as a panacea to good governance and school security. The study found that educational management is a powerful tool that can be deployed to bring about good governance in our secondary school system and our nation at large and can effectively be used to improve the security situation in our schools¹⁴⁵.

Another related study investigated the influence of management of school plant and success of entrepreneurial subjects in secondary schools in Ikwerre Education Zone in Rivers State. A descriptive survey design, population of all 87 principals and vice principals and sample of 80 of them in secondary schools in Ikwerre Education Zone in Rivers State done using purposive sampling technique. Instrument used was a 10 - item structured questionnaire titled School Plant Management and the Success of Entrepreneur Subjects Questionnaire

(SPMESQ). Null hypotheses tested at 0.05 levels of significance, Mean, standard deviation and independent t- test were used to analyze the data obtained. It was found that only few schools can boast of having school plants. The available ones are not even being used because of dearth of teachers of trade subjects⁴⁵.

A study investigated the influence of school plant- School Site/location, medical facilities and school laboratories in secondary schools on the management of secondary schools in zone 'B' senatorial district of Benue State of Nigeria. A descriptive survey, population of two thousand eight hundred (2800) teachers in sixty-five (65) grant aided secondary schools of which the sample was two hundred and ninety-eight (298) teachers from twelve (12) grant aided secondary schools. A 15-item structured questionnaire titled "Influence of School Plant and Management of Secondary School Questionnaire (ISPMSSQ)" was used, data obtained were analyzed using descriptive and inferential statistics. It was found that school site/location, school medical facilities and school laboratories have significant influence on the Management of Secondary Schools in Zone "B" Senatorial District of Benue State of Nigeria²⁵.

Another closely related study examined principals' perception on factors militating against effective secondary school management in Enugu State. Use of a descriptive survey design with 307 principals in public secondary school of Enugu State, close ended questionnaire was used to obtain responses from the principals. Face validity of the instrument was done, Internal consistency done and a co-efficient of 0.71 was obtained. 325 questionnaires were distributed with 315 returned. Analysis done using mean and standard deviation while t- test was used to test the differences in the mean ratings of the null hypothesis at 0.05 level. It was found that there was sufficient fund, adequate school plant or facilities, school-community relationship and population control among others are indices for the proper management of schools which is why their lack or insufficiency militate against the effective management of secondary schools in Enugu State¹⁴⁶.

A study investigated school plant management effectiveness of secondary school principals in Anambra State. A descriptive survey design method, use of structured questionnaire for data collection, 400 respondents were studied and mean rating was used to analyze the data. The findings of the study showed that the poor teaching and learning found in so many secondary schools today are as a result of inadequate provision, poor utilization, and lack of maintenance and inspection of the school plants¹⁴⁷.

A study examined the extent of principals' coordination of school plant and discipline as predictors of teachers' service delivery in secondary schools in Imo State. Adopted an Ex-post facto research design, population comprised teachers and principals in the 253 public secondary schools in Imo State with sample size of 572 teachers representing 8% of the teachers' population using stratified random sampling technique. The finding was that the independent sub-variables used which was school plant and coordination of school discipline do predict teachers' delivery to a significant low extent in public secondary schools in Imo State¹⁴⁸.

A study investigated students' attitudes towards learning mathematics in Tanzania. Reasons for liking or disliking mathematics and the relationship between attitude and performance were determined by using the ABC Model and the Walberg's Theory of Productivity to investigate students' attitudes towards mathematics and associated factors. Quantitative and qualitative data were used to select 419 primary school students, 318 secondary school students, and 132 College students from 17 schools and 6 colleges in mainland Tanzania using a survey. Analyzed collected data using percentages, means, standard deviations, ANOVA, correlation, regression and thematic analysis. It was found that at the initial stage, students exhibit a positive attitude towards mathematics, but their attitude becomes less positive as they move forward to higher levels of education¹⁴⁹.

Another study investigated the extent to which ease of attrition from the teaching profession influences the choice of the teaching profession as a career by student teachers. A quantitative research design, used a multi-stage sampling strategy with the sample size of 864.

Using the ordered-logistic regression model, it was found that the ease of attrition from the teaching profession does not influence the choice of the teaching profession as a career¹⁵⁰.

A study investigated the effectiveness of maintenance of physical facilities in Bauchi State Secondary Schools, Nigeria. Adopted a descriptive research design populated with Principals, vice- principals, and maintenance officers, numbering 72. samples based on twenty-four Senior Secondary Schools, derived through stratified random sampling techniques based on the senatorial districts using SPSS Software, Version 23. Results showed poor maintenance culture in public schools, which implies that the physical facilities are seldom maintained and not fully funded. The study recommended that school administrators in secondary schools need to thoroughly understand the practical principles and practices of managing school physical facilities to enhance facilities life span and ensure maximal usage to guarantee optimal efficacy in the utilization of facilities in the long run¹⁵¹.

Another study determined the influence of school plant planning in the improvement of academic performance of Business Studies students in secondary schools, Rivers State. Two research questions, two null hypotheses tested at 0.05 level of significance, descriptive survey research design, population was seven hundred and thirty-five (735) public secondary school Business Studies teachers drawn from all the communities in the 23 LGAs of Rivers State. A sample size of 259 using Taro Yamane sampling method with the use of stratified simple random sampling technique. Use of a questionnaire named: “School Plant and Academic Performance Questionnaire (Space)” and the reliability using Pearson Product Moment Correlation (PPMC) and a coefficient of 0.82. Analysis of research question was done using Mean and Standard Deviation, the null hypotheses tested using t-test statistics. It was found that instructional resources and classroom blocks influence the academic performance of students in secondary schools in Rivers State. Recommendations was that; there should be the adequate provision of instructional resources for students such as; textbooks, computers and accessories

amongst others to accentuate the academic performance of students in public secondary schools, Rivers State¹⁵².

A paper examines the educational management and administration of the Universal Basic Education (UBE) in Nigeria, by highlighting some of the challenges in the aspect of poor planning and inadequate funding. Various recommendations were made to achieve the successful management and administration of UBE such as efforts being made by relevant stakeholders in education to make management and administration of UBE more responsive to teachers and devising ways of combating the enormous challenges to pave way for the successful management and administration of UBE in Nigeria¹¹².

A study explores whether individuals in need tend to use the proposed IoT-based technology for health management leading to the new development of digital healthcare in the direction of sensors. The novelty of this research extends the research perspective of sensors from the technical level to the user level and explores how individuals understand and adopt sensors based on innovatively applying the IoT to health management systems. By organically combining TAM with MOA theory, structural equation modeling was used to analyze the online survey data. It was found that perceived usefulness and ease of use positively impacted adoption intention, perceived ease of use positively affected perceived usefulness and perceived risk had a negative impact on adoption intention. Readiness was only positively related to perceived usefulness, while external benefits were positively related to perceived ease of use and negatively related to perceived risk. Facilitative conditions were positively correlated with perceived ease of use and negatively correlated with perceived risk. Technical efficacy was positively related to perceived ease of use and perceived usefulness. Overall, the study model revealed the cognitive mechanism that affects the intention of individuals to use the system combining sensors and the IoT and guides the digital transformation of health science¹⁵³.

Another study examined whether technology-enhanced content and language-integrated learning (T-CLIL) instruction, which involves integrating technology into the CLIL approach that simultaneously focuses on non-language-related educational content and the target language, can improve the TPACK of preservice English teachers in tertiary education in Thailand. The development of their TPACK was monitored through four subjective tests that were employed at predetermined intervals across the experimental program. Quantitative data analyzed using descriptive statistics (mean scores, standard deviations, and percentages), as well as inferential statistics (using a repeated-measures analysis of variance in SPSS). The findings demonstrated that T-CLIL instruction enhances the TPACK of preservice teachers as indicated by the consistent increase in the mean scores for all seven TPACK elements across the four separate time intervals¹⁵⁴.

A study assessed the quality of aesthetic nature of school grounds of Lagos State public schools: A step toward sustainable development. Multi-stage sample, forty-six schools purposively selected from two districts, a descriptive survey design, checklist and questionnaire were used to collect data. The reliability coefficients of 0.85 and 0.84. The findings show that Lagos State Junior Secondary Schools did not regard the major relevance of the aesthetic nature of school grounds, such as good quality hedges; walkways, flower beds, ornamental trees, grassed fields, car parks and assembly grounds, therefore they do not have quality aesthetic designs for school grounds¹⁵⁵.

Another study examined the principals provision of learning management systems in secondary schools in Enugu Education Zone during COVID-19 lockdown. Two specific purposes, two corresponding research questions, population of 1763 teachers and 33 principals in the 33 secondary schools a total population of 1796 in the Enugu Education Zone. Simple random sampling technique used to sample 360 that is 20% of the entire population of Principals and Teachers of Enugu Education Zone. A structured online questionnaire and online interview using phone call for respondents not in social media. Validation of instrument by

three experts. The data collected were analyzed using mean statistics. The findings showed that there are enough computers available for learning, television sets are available for to learn at home students, mobile internet accessible phones are available for learning and there is adequate internet connection in Enugu Education Zone, Enugu State, Nigeria¹⁵⁶.

A closely related study examined the determinants of principal leadership solutions in dealing with 21st-century learning in Vocational High Schools (VHS). The study was conducted with a total sample of 64 respondents from the principals, the vice principal for field I-IV, the head of department, and staff. Exploratory Factor Analysis (EFA) was used to test the validity and to estimate the reliability of the data. Furthermore, the t-test, One Way Anova, and Games-Howell to test the difference in the average rating based on the characteristics of the respondent's dimensions. The instrument reliability estimation has a reliable level¹⁵⁷.

A study investigated the correlation between student engagement and academic performance. Descriptive correlational method and a teacher made questionnaire was used to gather data. The general weighted average for two semesters were used to determine the academic performance of the respondents. Focused group discussion was used to validate the data obtained from the questionnaires. A total of three hundred and five students from the College of Education took part in the study. Mean and ranking, Pearson moment correlation, and multiple regression were used to treat the data. The study revealed that the level of student engagement along behavioral, emotional and cognitive engagements were high with a mean of 2.84. It was found out that academic performance of the respondents was very good (GWA=1.83)¹⁵⁸.

A study investigated the impact of students' perception on lecturers' performance in class. Random sampling research design with target population of third and fourth year students. Stratified sampling technique to get study sample of 100 students. A specifically designed instrument, the Students Perceptions of Performance Scales (SPPS) was used to gather data. The exploratory factor and confirmatory factor analysis methods were conducted to validate the

performance constructs. The results of the analysis show that, the relationship between the attitude of lecturers and performance in class are all positive¹⁵⁹.

Another study examined how motivation serves as the key to success in educational institutions, and it empowers a teacher to work with an attention that contributes to the accomplishment of hierarchical objectives. Yet, what drives school teachers to be pleased or motivated to achieve exceptional performance? The main objectives of the study were to identify the factors influencing teachers' motivation and evaluating the influence of motivation on teachers' job performance in private schools in Mirpurkhas, Pakistan. The study made use of quantitative statistics and a Partial Least-Squares Structural Equation Modelling (PLS-SEM analysis) design, data collected through a survey questionnaire. Study revealed that self-determined and non-self-determined motivation and factors influencing teachers' motivation significantly impact teachers job performance. The study recommended that administrations should formulate teachers' motivational policies and practices to meet teacher's needs and equally provide adequate resources like bonuses rewards, good communication, moral support, emotional support, and an increment in salaries to ensure quality learning and yield high performance from their teaching staff to improve the relevant education system¹⁶⁰.

A study assessed the effects of a multi- modal school- based water, sanitation and hygiene (WASH) intervention on handwashing behaviour among primary students in North Western (NW) Tanzania. In- depth interviews with teachers, focus group discussions and friendship pair interviews with students collected between April and October 2018. The Capability- Opportunity-Motivation and Behaviour model was used to inform data collection and analysis. Setting the study was conducted in four purposively selected intervention schools in three districts of Kagera region, NW Tanzania (Bukoba urban, Bukoba rural and Muleba districts). Participants comprised 16 purposively selected teachers aged between 23 and 52 years and 100 students aged 7–15 years results The Mikono Safi intervention increased students' reported capability and motivation to wash their hands with soap at key times,

particularly after visiting the toilet. Improvements in students' handwashing knowledge and skills were reported by both teachers and students, and motivation for handwashing was enhanced by emotional drivers such as disgust, fear and nurture. Newly established handwashing stations improved the physical opportunity to wash hands, although the availability of water and the provision of soap was not always consistent (e.g., due to internal organizational shortcomings or during the dry season). The study revealed that the intervention was successful in improving capability and motivation for handwashing although, the supply with water and soap was sometimes interrupted¹⁶¹.

Another study investigated the influence of economic recession on the management of public secondary schools in Rivers State. The researcher adopted a survey design. Two research questions, two hypotheses, simple random sampling technique was employed to get a sample size of 3 female and 3 male principals from each of the 15 public senior secondary schools. 15 Local Government Areas of Rivers State were used for the study bringing the total sample size to 90. Structured questionnaire titled "Influence of Economic Recession on Management of Public Senior Secondary Schools Questionnaire (IERMPSSSQ). The reliability of 0.78 was obtained using test retest method and the validation done. Mean and standard deviation was used for the research questions and in testing the null hypotheses at 0.05 of significance. Results obtained showed that economic recession negatively influence social activities as well as the teaching-learning process, recommended that teachers should be paid regularly and government should diversify the sources of revenue through improvement in solid minerals and agricultural to boost the economy¹⁶².

Another study examined the utilization of instructional materials and students' academic performance in junior public secondary schools in selected Local Government Areas, Rivers State. Five research questions, three hypotheses, correlational research design was adopted in the study with a population of 9,368 students in Junior Public Schools in Ikwerre and Emohua Local Government Areas. The sample for the study is 956, self-designed

questionnaire, validated with the reliability coefficient of 0.84 obtained through Pearson Product Moment Correlation Coefficient Method. Collected data were analyzed using the mean statistics for the research questions while the hypotheses were tested using the Pearson Product Moment Correlation statistics at 0.05 level of significance. The findings of the study revealed that the utilization of graphic materials and computer (hard and soft wares) relate to students' academic performance. It was recommended that the government and other stakeholders should make adequate provision of instructional materials such as computers, graphic materials, still picture and print media to teaching and learning in public schools¹⁶³.

A study carried out an investigation on the model of 21st century physical learning environment highlighting the fact that the physical environment plays a significant role in the creative and cultural education; often an overlooked factor in the educational process; presents a universal conceptual tool for use in education, the MoPLE21 and a multi-disciplinary tool for classroom design, assessment, and everyday use. The physical learning environment is often considered to be a secondary element of education. Some research questions were asked such as: what role does the physical learning environment play in the educational process? How can we adapt the physical learning environment to 21st century education? The findings revealed among others that the physical environment is an important and often underestimated factor in education, and an appropriately designed school environment can play a significant role in the 21st century teaching and learning process and the MoPLE21 as an interdisciplinary tool for educational theorists and professionals for design, assessment, and everyday use in learning environments¹⁶⁴.

The study examined principals' application of education law in the management of secondary schools in Rivers State. Principals occupy the apex position in the organizational structure of the school and responsible for the major decisions and activities necessary for the achievement of the goals of the school, and as such adequate knowledge and application of education law is necessary to avoid educational problems. School laws cut across various

divisions of laws such as: constitutional laws, tort laws, contracts or liability. Specifically, the school principal performs the following administrative duties: resources and programme planning and policy-making, provision and maintenance of funds and facilities, obtaining and development of staff personnel, improvement of instructional programmes, student personnel services and maintenance of effective interrelationship with the community and external agencies. Based on the findings, it was concluded that principals who understand or aware of education law mitigate most of the crises that would have resulted to legal actions. Hence, it was recommended that special courses on education law and schools management should be organized by the Ministry of Education and State Secondary Education Board, on regular basis for principals of secondary schools in the state. This will improve their managerial skills and create fundamental understanding of the issues that will generate litigations¹⁶⁵.

This study investigated perceived influence of management of material resources on quality service delivery in junior secondary schools in Rivers State. Descriptive survey design, population was 8676 respondents consisting of 8367 teachers and 309 principals. The sample size for the study was 460(400 teachers and 60 principals). Taro Yamane Formula was used to determine the sample size for the study. Multi stage sampling techniques was adopted in selecting the sample size from 12 selected Local Government Areas. A structured questionnaire titled “Perceived Influence of Management of Material Resources on Quality Service Delivery in Junior Secondary Schools. The average reliability coefficient of the instrument was 0.78. Findings of the study revealed that supervision and maintenance of material resources as perceived by teachers and principals’ influences quality service delivery to a high extent in Junior Secondary Schools in Rivers State. Based on the findings, it was recommended among others that adequate supervisory apparatus should be put in place to make sure that both teachers and students does the right thing as regards material resources usage and to detect damages whenever such occurs and principals should regularly maintain available resources in schools, as they contribute to quality service delivery which improves students’ performance¹⁶⁶.

A study investigated the relationship between school plant provision and academic performances of secondary school students in Tai and Eleme Local Government Area of Rivers State. A survey design was adopted. A sample size of 416 students, randomly drawn from a population of 1664 senior secondary school (SS II) students of six selected public schools in the area. The data gathered were analyzed using mean scores and standard deviation for the research questions, while Pearson Product Moment correlation was used to analyze the hypotheses at 0.05 alpha levels. The results of the analysis showed that a significant relationship exist between school plant provision and academic performance of students in the secondary schools¹⁶⁷.

Another relevant study assessed human resource management and teachers' job performance in secondary schools in Akamkpa Local Government Area of Cross River State. Three null hypotheses, census technique adopted in selecting the entire population of 432 teachers. Questionnaire designed, data analyzed using descriptive statistics, while the null hypotheses were all tested at .05 level of significance using Pearson Product Moment Correlation Analysis. Findings from the study revealed that there is significant relationship respectively between principals' interpersonal relationship ($r=0.364$, $p<.05$), teachers' participation in decision-making ($r=0.624$, $p<.05$) and principals' delegation of responsibilities ($r = 0.538$, $p<.05$) with teachers' job performance in secondary schools¹⁶⁸.

Another study also investigated the relationship between school plant planning and students' academic performance in ten randomly selected secondary schools in Irele Local Government Area of Ondo State. A descriptive survey research design, sample of 110 respondents comprising 10 school principals and 100 students with the use of stratified and simple random sampling techniques. Relevant data were collected by means of well-structured questionnaires titled "School Plant Planning Questionnaire" for the school principals and Students' Academic Performance Inventory for the students. Data collected were analyzed using percentages and Pearson product moment correlation. Five null hypotheses were tested at

0.05 level of significance. The study revealed that the levels of school plant planning and students' academic performance were relatively close, and as such students' academic performance was significantly related to instructional, administrative, circulation and convenience space planning. Based on the findings, it was recommended that authorities concerned should implement¹⁰.

This study investigated fund generation strategies adopted by principals for school improvement in secondary schools in Anambra State, Nigeria. Three specific purposes, three research questions and three hypotheses guided the study. Descriptive survey design, population of the study comprised all the 266 principals from the 266 public secondary schools in the state used as sample. Structured rating scale 'Principals' Fund Generation Strategies Rating Scale' (PFGSRS) was used for data collection. The internal consistency co-efficient of 0.864, 0.814, and 0.919 were obtained using Cronbach Alpha statistical method. It was found out that principals generate funds through (endowment fund and community contributions) for school improvement; but do not generate funds through international aids sources for school improvement. Based on the findings, it was recommended among others that Anambra State Ministry of Education through Post-Primary School Service Commission should make funds available in schools for the development of facilities needed for school improvement. Principals should also explore other strategies such as crowd funding, corporate sponsorship, merchandize sales, organizing special events that can enhance continuous fund availability for school improvement¹⁶⁹.

A study examined the contributions of principals on school building management anchored on Total Quality Management Theory. Concurrent triangulation within a mixed method approach, target population was 176 respondents; 35 principals, 35 deputy principals, 35 boarding/senior masters, 35 Parents Association Chairpersons, 35 Board of Management Chairpersons and 1 Sub County Quality Assurance and Standards Officer totaling to 176 respondents. Saturated sampling technique was used to sample 31 principals, 31 deputy

principals, 31 Boarding/Senior Masters, 31 Parents Association Chairpersons, 31 Board of Management Chairpersons, and 1 Quality Assurance and Standards Officer totaling to 156. Questionnaires and interview schedule, face validity of the instruments while 4 schools from the sub-county were used for pilot study to determine reliability of the data. Quantitative data analyzed using descriptive statistics while qualitative data were transcribed, put into various categories and reported in an on-going process as themes and sub-themes emerged. The study found out that Principals contribute to school building management by ensuring proper supervision of the buildings are done¹⁷⁰.

The study investigated problems and strategies for the management of school facilities for effective instructional delivery in federal and state colleges of education in North Central states of Nigeria. Two research questions and hypotheses, descriptive research design was adopted for the study. 1,185 respondents, involving 1,092 students, 63 lecturers, 17 staff of works department and 13 management staff selected through simple sampling by balloting. A College of Education School Facilities Management Questionnaire (COESFMQ) was used as instrument for data collection. Mean and standard deviation to answer research questions, test of hypothesis revealed that the t-cal of 0.39 is less than the table value of 0.86 at 0.05 level of significance showing that there was no significant difference between the mean ratings of lecturers and management staff of federal and state colleges of education in North Central states of Nigeria. The test of hypothesis also revealed that the calculated t-test value 0.04 at 74 degree of freedom is less than the critical table value of 2.08 at 0.05 level of significance showing that there was no significant difference between the mean ratings of management staff and lecturers from federal and state colleges of education on the strategies to be adopted to improve school facilities for effective instructional delivery. Based on the findings, the following recommendations, among others, were made: Staff of works Department in colleges of education should make sure that the available school facilities are properly maintained to enhance their longevity and functionality in schools; management should appoint capable

technical personnel in the school to conduct regular inspection of school facilities. This will help to identify in time the major deficiencies which may affect the normal activities in the school¹⁷¹.

Another study investigated insecurity and students' academic performance in Junior Secondary Schools in Emohua Local Government Area of Rivers state. The work further examined the strategy adopted by school principals to improve security network at the same time enhance students' academic performance in Emohua Local Government Area of Rivers State. Population of the study consists of five thousand students (5000), sample size of five hundred (500) was adopted representing ten percent (10%) of the total population, questionnaire called Management of Security System for Academic Performance Technique Questionnaire (MSSAPTQ) was used as the source of data collection. Validation of the instrument and the reliability index of 0.85, statistical analyses to determine the research questions and hypotheses. The findings of the study point out that insecurity affect students' academic performance negatively¹⁷².

A study carried out an investigation on the contribution of school plant planning and utilization practices in enhancing pupils' academic performance in Ikungi District. The study used the survey research design and mixed (triangulation) methods approaches. A total of one hundred and sixteen (116) respondents comprised One District Primary Education Officer, 42 head teachers, and 73 teachers. Instruments used were structured questionnaires, interviews and observation checklists. Qualitative data was analyzed thematically by transcribing and coding to identify patterns and meaning by taking notes to obtain themes. Quantitative data was analyzed using descriptive statistics through the Statistical Packages for Social Sciences (SPSS) Computer Programme version 25. The findings revealed schools with friendly and conducive learning environment enhanced pupils' higher achievement in academics¹⁹.

A closely related work studied how teachers retraining programmes enhance effective teachers' job performance in public secondary schools in Bayelsa State, Nigeria. Descriptive

research design with a study of 4,015 teachers and 85,102 students from the 207 public senior secondary schools in Bayelsa State, sample size was 292(17%) teachers and 351 (1%) students randomly selected from eight public secondary schools respondents. The study concludes that teachers need to participate in retraining programmes to acquire crucial skills and modern learning practices (update their skills and knowledge in response to the changing demands of the educational landscape so that they can connect, manage and instruct their students)¹⁷³. A study examined and proved the factors that affect the optimization of facilities and infrastructure in vocational high schools. A quantitative research method, sample used was 125 teachers in vocational high schools, use of questionnaire, data analysis using descriptive statistical analysis and multiple regression analysis through t-test. The results of the study indicated that there is a significant effect on the optimization of facilities and infrastructure for the rule, partnership, student needs and motivation factors. The findings of the study proved that the optimization of facilities and infrastructure is very important to be developed and implemented in vocational high schools¹⁷⁴.

A study explored the role of timely promotion as a motivational factor among pre-primary school teachers. Two districts (1 urban affluent and 1 rural poor) were selected. Stratified purposive sampling was used in the selection of 16 schools - 08 from each district; 32 pre-primary school teachers – 04 from each school, and 08 school principals – 01 from each school. Data were collected through interviews, questionnaires and documentary review. The findings revealed that the primary responsibility of teachers was to ensure children's holistic development. Achievement of this role solely depended on timely promotion and other motivational factors such as the involvement of teachers in decision making, appreciation from educational officers, and good working conditions¹⁷⁵.

The study investigated teacher factors influencing students' academic performance in public secondary schools in Rivers State. Descriptive survey research design, population was 274724 made up of Senior Secondary Two (SSII) students (34168) and teachers (240556) in the

23 Local Government Areas of Rivers State in the 2018/2019 academic session, sample size of 764 comprising 380 students and 384 teachers obtained by applying the online Fluid Survey Sample Size Calculator; categorized into urban [SSII students (163) and teachers (230)] and rural [SSII students (217) and teachers (154)] public secondary schools in Rivers State. Researcher-developed structured questionnaire titled Teacher Factors on Students' Academic Performance (TFSAP) with a reliability coefficient of 0.82. The research questions were answered with means and standard deviations while the independent samples t-test was used to test the hypotheses at the 0.05 level of significance. It was found that teacher's administration of students' assignments, teachers' commitment to duty, and teacher-students' interaction was poor and as such could not significantly influence students' academic performance; teachers' communication skills were good and influenced students' academic performance, but that teachers had excess workload that impinged their influence on students' academic performance. It was recommended, among others, that teachers' workload should be made lighter to make them effective and be able to administer students' assignments and other duties, enhance teachers' salaries and other incentives to whip up their commitment to duty¹⁷⁶.

A study examined the students' motivation in learning English of eight grades at MTs Mathla'ul Anwar Sukaguna. Descriptive qualitative method, use of questionnaire of students' motivation which have ten items and an interview which has five questions. Descriptive explanation. The main findings described that the learners are entirely highly motivated. Furthermore, the yield of interview expressed that students' have highly interesting in learning English. But in the case, the teacher has to be more creative in using the media, strategy, or delivered material in teaching learning activity to improve students' motivation¹⁷⁷.

Another study explored the level of student motivation in learning English during the COVID-19 pandemic at SMA Negeri 1 Telukdalam. This study aimed to know the types of students learning motivation and the percentage of how high and low the students learning motivation during pandemic COVID-19 was namely intrinsic, extrinsic and students'

motivation. Motivation was high in the pandemic situation as it was used to do learning, search more about their materials and do their homework. Motivating themselves to learn more and make their daily activity fun at e-learning. However, the majority of students learn English best because of their intrinsic motivation and are interested in learning English and love to take English classes. Students can do the assignments given by the teacher and want to master the English material taught by the teacher and to master English, students have to study hard and practice it in their daily life¹⁷⁸.

A study aimed to determine the effectiveness of the environmental learning model on the students' motivation and learning outcomes in Biology Education Study Program at Muslim University of Maros. A quantitative study using a pre-experimental design with One-Shot Case and the class was taught online using Google Classroom application. The subjects in the study were the fourth-semester students of Biology Education Study Program consisting of 16 students in the Natural Resource Management course. Questionnaires and tests were the instruments used, data was analyzed using descriptive and inferential statistics. The findings indicated that the environmental learning model effectively increased students' motivation and learning outcomes with average scores of 84.73% and 77.33%, respectively¹⁷⁹.

Another study determined the direct effect of intrinsic and extrinsic motivation on learning behaviour. The study is a correlation study, consisting of three independent variables and one dependent variable. Data collection was done by a questionnaire and a document of learning achievement. Data were analyzed descriptively and inferentially with path analysis. The results show that intrinsic motivation has a direct effect on learning behaviour, and that both directly affect learning achievement; intrinsic and extrinsic motivation and learning behaviour jointly affect the learning achievement of the students of the Biology Education Department¹⁸⁰.

A study examined the impacts of cooperative learning on the motivation for 72 second-year Vietnamese higher education students in the Research Methods in Education over the nine-week course. Seventy-two students were allocated into two smaller groups of 36 students. The same lecturer was assigned to teach these two groups of students. Cooperative learning was applied for the experimental group, while lecture-based teaching was utilized in the control group for the whole course. The study outcome demonstrated significant higher learning motivation in the experimental group than that in the control group. Implications for innovation in teaching methods and further research are suggested to popularize more cooperative learning for better learning outcomes¹⁸¹.

A study aimed to investigate the effectiveness of cooperative learning in English language classrooms to enhance Iranian students' speaking skills and motivations. A pre-test–post-test control group design was employed to compare the impact of the cooperative learning approach with that of traditional whole-class instruction on speaking skills and six aspects of learning motivation: intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation, and amotivation. The data of the current study were gathered at multiple points of time before and after the end of the experiment to determine the effectiveness of cooperative learning on the sample's speaking skills and motivations. In practical terms, the sample's speaking skills were first examined through an English oral test prior to and after some cooperative learning instructional activities were provided. Next, a seven-point Likert scale-questionnaire was administered to the sample before and at the end of the course to check students' motivation towards the use of cooperative learning in English classes. The data were analyzed using basic and inferential statistical methods including mean scores, standard deviations, independent and paired sample t-tests, one-way ANCOVA, and effect size. The findings showed remarkable development in the students' speaking skills after the introduction of cooperative learning techniques¹⁸².

Another study examined the role of motivation and factors affecting student motivation in teaching - learning English as a foreign language. Factors related to the attitude of parents, the environment and the teacher were examined. The participants were 40 first-year students studying at the department of teaching English. Participants were given a survey, which consisted of several statements related to these factors. Current research has shown that there are strategies and behaviors that motivate students but suppress a positive attitude towards learning English. The study also found that strengthening student beliefs also motivated students, and they were more motivated when working with their friends¹⁸³.

A closely related study identified the factors needed for principal's effectiveness in the management of school plant. Descriptive survey design method, questionnaire used for data collection, 400 respondents and the research was based on Max Weber's Bureaucratic Theory because of its relatedness. Mean rating was used to analyze the data collected. The findings of the study showed that the poor teaching and learning found in so many secondary schools today are as a result of inadequate provision and poor utilization amongst others. The study concluded that academic performance of secondary school can be better if there is adequate provision of school plants and effective management by the principals¹⁴⁷.

Academic performances are important in campus life and learning and are important indicators reflecting school administration, teaching level, and learning abilities. A study predicted academic performances of students using a feedforward spike neural network trained on data collected from an educational administration system and an online learning platform. The performance of the proposed prediction model was validated by predicting student achievements on a real dataset (involving a university in Shenyang). The experimental results show that the proposed model can effectively improve the prediction accuracies of student achievements, and its prediction accuracy could reach 70.8%. Using artificial intelligence technology to deeply analyze the behavioral patterns of students and clarify the deep-level

impact mechanisms of the academic performances of students can help college educators manage students in a timely and targeted manner, and formulate effective learning supervision plans¹⁸⁴.

A study assessed the role of teacher in-service training as a tool for the student's performance in selected public schools in Kisoro district. The study applied a mixed methods research design which involved both quantitative (questionnaire) and qualitative (in-depth interviews) methods to collect and analyze data. Study sample included the district inspector of schools and District Education Officer and 238 teachers in Kisoro district. It positively contributes to teacher's performance to teach effectively; teachers need access to ongoing teacher professional development. The study therefore recommends that teachers should frequently be afforded study leaves or time off to do training and during the period, the school can hire part-time teachers so that normal learning is not disrupted¹⁸⁵.

Another study examined the influence of students' engagement on academic performance. A total of 84 non-food science students enrolled in a food science course were chosen. The overall mean of students' engagement was found to be 3.63 (SD =.24). Respondents were found to be more engaged in social engagement ($\bar{x} = 3.98$, SD =.63), followed by emotional engagement ($\bar{x} = 3.96$, SD =.52), behavioural engagement ($\bar{x} = 3.46$, SD =.44) and cognitive engagement ($\bar{x} = 2.80$, SD =.28). Results showed significant positive relationship between overall students' engagements with academic performance ($r = 0.312$; $p < 0.001$). Two components of students' engagement, i.e., emotional engagement ($r = 0.529$; $p < 0.001$) and cognitive engagement ($r = 0.391$; $p < 0.001$), both showed positive relationship to academic performance. Multiple linear regression analysis showed that emotional domain contributed to 38.6% of variation on students' performance, hence plays a vital role in students' academic performance¹⁸⁶.

A study was conducted in a public national high school in the Mandaue City Division, Cebu, Philippines. The respondents were the 177 Grade 9 students enrolled in mathematics,

selection was done using probability random sampling, asked to answer a standardized survey questionnaire to assess their attitudes and study habits. The tool consists of three parts. Part 1 gathers the socio-demographic profile of the respondents. Part 2 assesses the attitudes of the respondents towards mathematics, while Part 3 was used to assess the study habits of the respondents. Furthermore, their academic performance in mathematics was measured based on their first quarter grade, which was retrieved from the Registrar's Office. The study revealed that those respondents had positive attitudes towards mathematics in terms of its value while they had a neutral attitude when it comes to their self-confidence, enjoyment, and motivation in mathematics. There was a negligible positive correlation between the attitudes and academic performance of the respondents in terms of their self-confidence, enjoyment, and motivation while there was a weak positive correlation between the value of math and their academic performance in math. It was concluded that students' attitudes and their study habits are significant factors that affect their performance in mathematics¹⁸⁷.

Another study investigated the effectiveness of home visits on students' academic success and behavior in the classroom. This study investigated the parent involvement of the students who were visited by teachers compared to students who were not visited by teachers. An explanatory mixed research method was used to determine the influence of the home visits on the academic achievement and classroom behavior of students compared to students whose homes were not visited. The first phase of the study was a survey instrument to measure the perspectives of teachers regarding the academic success and behavior of students. The second phase of the study included interviews with teachers to investigate their perceptions of the home visits. The total sample size of the study was 128 for the survey, and 10 of the 128 later participated in interviews. The results of the study indicate that home visits and family engagement have positive impacts on students' academic achievements and attitudes in school. The results of the study are applicable broadly in education and can assist teachers in improving the academic performance of their students¹⁸⁸.

A study further determined the extent of student engagement at Partido State University and analyzed the factors affecting student engagement. Moreover, it investigated the correlation between student engagement and academic performance. The study used descriptive correlational method. A teacher made questionnaire was used to gather data. The general weighted average for two semesters were used to determine the academic performance of the respondents. Focused group discussion was used to validate the data obtained from the questionnaires. A total of three hundred and five students from the College of Education took part in the study. Mean and ranking, Pearson moment correlation, and multiple regressions were used to treat the data. The study revealed that the level of student engagement along behavioral, emotional and cognitive engagements were high with a mean of 2.84. It was found out that academic performance of the respondents was very good (GWA=1.83). The correlational analysis found that teacher ($r=.125$, $p=.029$), school ($r=.143$, $p=.013$), and family factors ($r=.106$, $p=.028$) were positively related to student engagement, while the Multiple Linear Regression analysis revealed that there was relatively low percentage of variance (1.8%) but shows that the factors were significant predictors of student engagement $F(3, 301) = 2.905$. Furthermore, it was found out that behavioral, emotional and cognitive engagements were positively correlated to the academic performance of the students. The teacher, the school, and the parents should have strong collaboration to provide more opportunities for students to maximize their university engagement¹⁵⁸.

A study examined the study habits that are linked to learning styles or academic success. Study habits reveal how much a person will learn, how far he wants to go, and how much money he wants to make. All these things can be determined throughout one's life by studying habits. This descriptive-correlational study investigates the relationship between the learners' study habits, learning styles, and academic achievement, considering 64 randomly chosen participants. The researchers applied descriptive statistics to describe the participants' study habits, learning style, and academic success and Pearson's r to determine the relationship among

the variables. The findings revealed that the learners favored feelings and doing. They have adaptors as their primary learning styles, and they have a modest level of study habits. They also have a high academic achievement level. Finally, there were substantial connections between the variables. The study's findings can help instructors design and deliver effective instructional interventions¹⁸⁹. Education is one of the most important factors that not only instill critical skills, abilities, and knowledge in individuals, but also lead to individual, community, and national growth and progress. This study investigated factors that influenced academic performance among students of Plateau State Polytechnic, Barkin Ladi, Nigeria. Primary and secondary data were obtained through the administering of questionnaires and the collection of student results from the school records.

A sample of 363 final year students from the population of 3860 final year students was selected using the Yamane sample size selection method. The data collected were analyzed using Quantile Regression with the help of R-Package Version 3.6.1. From the result obtained, different factors were identified at different quantile levels to have a significant influence on students' CGPA. At the higher quantile level (i.e. 75% and 95%), gender, number of siblings, mother's educational level, father's educational level, Unified Tertiary Matriculation Examination (UTME) score and how school fee is financed had significant effects on student CGPA. At the lower quantile (i.e. 5% and 25%), the number of siblings, mother's educational level, how school fee is financed, secondary school attended and UTME score had significant effects on student CGPA. Therefore, as the male students' results in the research seem to be lower than those of females, parents and schools should pay more attention to their education. Besides, the researcher recommends that government and schools provide support to children from large families¹⁹⁰.

Another study aimed at identifying the key factors influencing students' academic success at polytechnic colleges. The study's target population was regular Bahir Dar

Polytechnic College students in the 2019/2020 academic year. Stratified random sampling was employed to conduct across-sectional survey of 536 participants. The author employed SPSS version 25 and Win BUGS 1.4 for quantitative data analysis. Bayesian logistic regression was used to model the factors that significantly influence TVET students' academic achievement. Gender, age, family monthly income, study hours, stimulant use during the study, English language proficiency, EGSECE score, previous perceptions of TVET, teacher satisfaction, and field of study placement satisfaction were identified as factors that significantly influenced TVET students' academic achievements. Being female, having a low family income, studying for a shorter period, using stimulants while studying, having a low English language proficiency, having a low EGSECE result, having a negative perception of TVET, and having low satisfaction with field of study were all linked to lower academic achievement in the study.

According to the findings, students should spend more time in learning and consume few stimulants during their studies. The Ministry of Education should modify the TVET curriculum to aid students in improving their English language skills. Teachers in TVET should also receive on going capacity -building training. Finally, rather than imposing norms and limits (in terms of student achievement), TVET colleges should respect students' free choice of training sector (department)¹⁹¹.

To prepare efficient teachers in the 21st century, teacher educators need to be constantly topnotch in their profession. It can be possible, only if they can sustain their continuing professional development (CPD). It involves on-going divergent activities (formal, non-formal and informal) that aim at developing the teacher educator's intellectual abilities (cognitive domain), self-confidence, attitude, values, and interest (affective domain) and skills and competencies (psychomotor domain) for improving personality and to carry out the responsibilities of the teaching profession properly in accordance with the changing times and needs of the prospective teachers and society. The present paper comes out with diverse

programs and activities for teacher educators to sustain their CPD in the advent of complexities continually arising in the field of teacher education in the 21st century¹⁹².

A study emphasizes the fundamental role teachers play in nurturing students development and influencing their future aspirations. A survey using a descriptive research design, mixed-methods survey approach. Study's sample includes 650 students and 200 secondary school teachers with structured questionnaire administered. Findings highlight the significance of teachers-related factors such as regularity, lesson preparation, competency, homework practices and motivational strategies in shaping overall academic performance¹⁹³.

A study investigated students' academic performance as affected by several factors which include students' learning skills, parental background, peer influence, teachers' quality, learning infrastructure among others. The researcher in this research has used four factors – Parents attitude, Student's attitude towards learning, Peers attitude and Teacher's attitude. The research was conducted on the secondary school students of Mumbai and Thane. The survey conducted was validated and the study confirmed that none of the variables had significant relationship with the academic achievement of students. The results thus interpreted were that the factors did not necessarily affect the academic achievement of secondary school students. Further, the researcher correlated the factors, it was found that there was significant relationship between the factors where one factor increases the other factor too increased¹⁹⁴.

A study examined the systematic review critically explores the intervention design and findings of the experimental studies that were published between January 2012-December 2020 in a number of digital libraries and databases and had the effect of a gamified instruction on students' learning outcomes in their focus, with the aim of identifying what constitutes success or the lack thereof in the given context. They found effect(s) of gamified instruction on students' learning engagement and achievement are discussed in relation to the a) intervention design, its flaws and their potential impact on reported outcomes and b) prevalent practice in gamification research. The discussion is structured around data collection sources, sample size,

and intervention duration, but also the characteristics of learning technology, learning approach, course content, type of games and game elements. This study proposes a list of categories to be included in the description of a study context so that it is possible to a) systematically organize research findings, b) filter the variety of findings via means of replication studies. c) recognize the variant effect on different sub-populations and d) suggest the way forward when designing and implementing gamified instruction within specific conditions. Furthermore, the study highlights the necessity of approaching the topic through a mixed-method approach involving more intensive tracking schedule with new assessment instruments and a larger number of participants that are longitudinal or at least of a longer duration in order to obtain more comprehensive findings¹⁹⁵.

A study examined the influence of teachers' motivation on students' performance in mathematics in secondary schools in Okpokwu Local Government Area of Benue State, Nigeria. Three research questions were raised to guide the study. The sample comprises 192 Senior Secondary School II students in Okpokwu Local Government Area of Benue State, Nigeria. The instrument used for data collection is a structured questionnaire designed by the researchers titled "Influence of Teachers' Motivation on Students' Performance Questionnaire (ITMSPQ)". Data collected were analyzed using mean and standard deviation. The findings revealed that teachers' condition of service has influence on the students' performance in mathematics in Okpokwu LGA, Benue State, Nigeria. Also, the result showed that teachers' upward job mobility (promotion) has influence on students' performance in mathematics. Lastly it was revealed that payment of teachers' salaries regularly and on time influences students' performance in mathematics. These findings have shown that with teachers' motivation, the students' academic performance in mathematics can be enhanced in Okpokwu LGA, Benue State, and Nigeria¹⁹⁶.

Another study analyzed how emotions (emotional intelligence and emotional state) can influence the resilience and motivation of adolescents, as well as academic performance and adoption of healthy lifestyle habits. Methodology: 615 secondary school students between the ages of 14 and 19 participated ($M = 16.02$; $SD = 1.57$) in the study. A structural equations model was developed using the main variables and by applying some of the principles of Self-Determination Theory. The results show that emotional intelligence is positively related to positive emotions and negatively related to negative emotions. Positive emotions positively predict both self-motivation towards physical education classes and resilience. Resilience positively predicts self-motivation. Finally, self-motivation acts as a predictor of both academic performance and regular participation in physical activity. Conclusions: The study successfully shows the importance of focusing on emotions in PE classes inasmuch as emotion increases the tendency to get good grades and maintain active lifestyle habits. In the sense, focusing on the emotions of students in PE could prove quite beneficial¹⁹⁷.

A study addressed the problem at the high school level, little empirical research had been conducted to inform and strengthen these initiatives. The retrospective cohort study used multinomial logistic regression models to predict students' science and mathematics teaching career intentions at the end of high school. These intentions were most strongly associated with having had an interest in science and mathematics teaching already at the beginning of high school. Other predictors included middle school interest in science, technology, engineering, and mathematics careers, high mathematics preparation, and a desire to work with, and help, others. The research counters blanket stereotypes about teacher ineptitude while supporting a more positive view of teachers' motivation to teach¹⁸⁸.

A study determined the answer to the question through a meta-analysis and to determine if the creation and implementation of learning and teaching activities based on multiple intelligence models have had a positive influence on the academic success of students and have engendered positive attitudes towards learning. Moderating factors were incorporated into the

research; the level of education with which the studies dealt, the lesson under discussion, and the geographical region in which the studies were conducted and the year of publication of the studies concerned. With respect to moderating factors, no differences existed regarding the level of education, differences were observed in the relationship with the lessons, the geographical region and the academic year under observation within the studies. The study employed a meta-analysis method. Meta-analysis may be defined as an analysis of empirical studies conducted on a particular topic or in similar fields that involve the grouping of the studies according to specific criteria and the combination of quantitative findings pertaining to these studies¹⁹⁹.

Another study aimed to explore the effect of secondary school teachers' emotional intelligence on school climate and to calculate the effect among each component of teachers' emotional intelligence on components of school climate. This study was quantitative in nature using a causal-comparative design. The population of study was based on female teachers at public secondary schools of Lahore. A total of 120 female teachers from 30 schools had participated in study. The researcher had used simple and multiple linear regression and two questionnaires to investigate the cause and effect among teachers' emotional intelligence and school climate. One questionnaire was adapted i.e., "Social Emotional Teacher Rating Scale (SETRC) and the second was developed by the researcher herself on school climate in the light of literature. The descriptive statistical techniques and Inferential statistics were used. The results depicted strong and significant effect of teachers' emotional intelligence on school climate with some exceptions. The modern education systems are changing rapidly and it is need of hour to shift the paradigm from traditional approach for teaching towards high emotional intelligence skilled teaching approach²⁰⁰.

A study examined personal values that play a significant role when adopting learning approaches by individuals during their studies. Particularly in higher education, these values significantly influence the character that individuals play within their learning community and

ultimately influence their academic achievements. The purpose of this paper is to investigate personal values in their choice of learning approaches and, subsequently, how it impacts one's academic achievements while aligning these with graduate attributes and balancing them with knowledge and skills, to produce successful graduates in a society²⁰¹.

A study examined the influence of school climate, teachers' commitment, teachers' motivation on teachers' work performance through teachers' job satisfaction as a mediator. The sample used in this study consisted of 2738 responses from Sarawak secondary school teachers collected through a structured questionnaire. The study used Partial Least Square (PLS) analysis technique using the Smart-PLS 3.2.7 software. School climate, teachers' commitment, teachers' motivation, and teachers' job satisfaction key constructs for increasing teachers' work performance among secondary school teachers in Sarawak. Furthermore, the importance-performance matrix analysis (IPMA) has shown that teachers' job satisfaction was the most important factor. Teachers' job satisfaction mediates the relationship between school climate and teachers' work performance; teachers' commitment and teachers' work performance; and teachers' motivation and teachers' work performance²⁰².

Another study determined the direct and indirect effects of organizational culture, principal leadership, and motivation on teacher performance at Madrasah Aliyah Irsyadul Islamiyah. Quantitative research using multiple linear regression formulas and flow analysis as its development. The study found that: there was a significant influence between teacher motivation and teacher performance of 0.570. The contribution given by teacher motivation to teacher performance is 31.2%; the influence of organizational culture and principal's leadership on teacher performance is 0.642. The contribution given by the head of madrasa communication to teacher performance is 41.2%; teacher motivation, organizational culture, and principal leadership together on teacher performance have a strong relationship of 0.737. The contribution of the two independent variables to the teacher's performance at Madrasah Aliyah Irsyadul Islamiyah was 54.3%, while the remaining 45.7% was the contribution of other

variables not measured in the study. The results of the data analysis above indicate that the motivation of teachers, organizational culture, and leadership of school principals should be a concern to improve teachers' performance²⁰³.

A relevant work examined the effect of teacher (race, salary, and experience), school (climate and Financial Efficiency Star Rating), and student (attendance and mobility) factors on student Math and ELA standardized test scores in elementary ($n = 1140$) and middle ($n = 451$) public schools across the state of Georgia. The data used in the study was collected by Georgia Department of Education (GaDOE) during the 2018-2019 school year. Three multivariate linear regression models are utilized to explore the main and interaction effects within and between factors. The first model analyzes the main effects of the three independent variables (teacher, school, and student) separately and then in a single combined model accounting for all factors. Individual model approach reveals strong positive correlations with Math and ELA test scores for all factors. However, the impact of each factor is greatly diminished in a combined model approach. The second model reveals that the interaction effects within factors does not impact student test scores significantly. Meanwhile, results from the third model show that the interactions between the three independent variables yield a modest impact on student test scores. Findings from the study can guide educators and policymakers to focus on factors that can improve student standardized test scores and meet the accountability mandate for school achievement as set by Every Student Succeeds Act (ESSA) of 2015 and its predecessor No Child Left Behind (NCLB) Act of 2001²⁰⁴.

A study aimed to determine the effect of interpersonal communication skills on teacher teaching motivation during the COVID-19 pandemic. The research was conducted at the Tunas Pelita Binjai Private Vocational School, TP 2021/2022. The research method uses a non-test technique in the form of a questionnaire (questionnaire). The sample of the study amounted to 50 teachers at the Tunas Pelita Binjai Private Vocational School. The sampling technique was done randomly. The results showed that from the simple regression test results obtained $P\text{-}0.565 < 0.05$, meaning that there was an influence between interpersonal communication on

teacher teaching motivation during the COVID-19 pandemic at the Tunas Pelita Binjai Private Vocational School for the 2021/2022 Academic Year²⁶.

Another study examined the relationships between EI, academic achievement and gender differences for Pakistani management students. The correlational and group comparison methods were based on a sample of 189 participants (106 males and 83 females). The results of the study established EI as a predictor of academic achievement. The Self-Control, Sociability and Well-being components of the Trait Emotional Intelligence Questionnaire (TEIQue) were positively correlated with GPA while the Emotionality component was negatively correlated. Patterns of gender differences found males scoring higher on Self-control and Well-being while women scored higher on Emotionality. Issues such as language-based self-report formats and cultural differences in emotion socialization were considered. Recommendations suggest that universities include EI development as part of the academic process and that male and female students would require different types of EI support²⁰⁵.

Another study examined the relationship between parental anxiety and students' academic stress at the secondary level. The population was selected from the students of grade 9th studying in various public schools of Tehsil Gujrat. A two-stage Stratified Random Sampling Technique was used for sampling. Out of a total of 89 boys and 94 girls' secondary scholars' working at Tehsil Gujrat, twenty (10 boys and 10 girls) were randomly selected. Simple percentage formula, Regression, neural network model, and independent sample t-test were used to analyze the collected data. The analysis of students related to research questions indicated that academic stress affects academic achievements, parents' anxiety, mental health, learning process, social behavior, cognitive skills, learning style, communication between the teachers and students, and extra-curricular activities of the students²⁰⁶.

2.4 Conceptual Model

Conceptual model consists of concepts that are placed within a logical and sequential design. It is a model that explores the use of drawings and diagrams to explain the relationship between the independent and dependent variables. Figure 2.1 shows the conceptual model for the study:

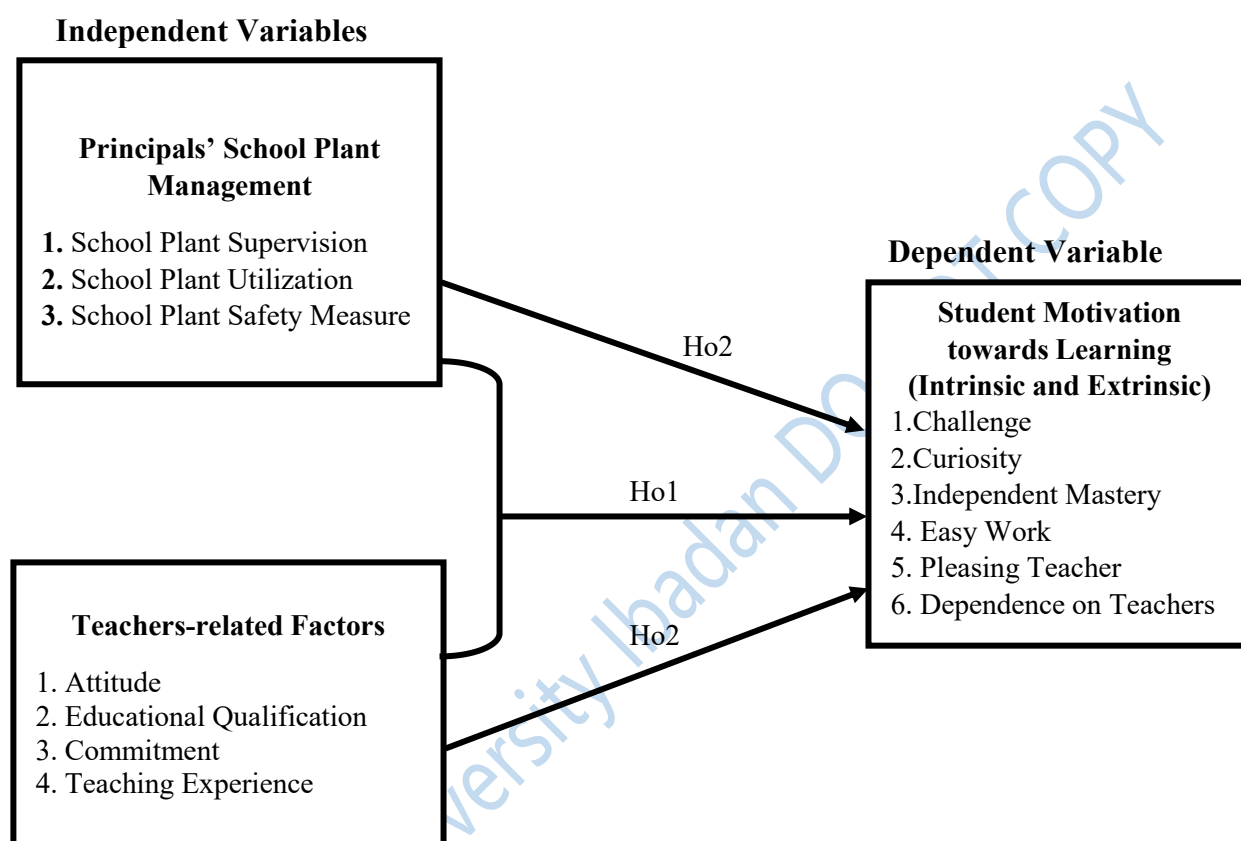


Figure 2.5: Conceptual Model Showing Principals' School Plant Management and Teachers-Related Factors as Determinants of Students' Motivation Towards Learning in Junior Secondary Schools in Southwest, Nigeria

Source: Researcher's Fieldwork, 2024

Figure 2.5 shows a diagrammatic illustration of the conceptual model for the present study. The conceptual model shows the interrelationship amongst the variables (independent variables and dependent) for the study. It also shows the combined influence of the two independent variables on the dependent variable. There are two independent variables for the study and they are principals' school plant management and teachers-related factors. Principals' school plant management components will be studied based on the three selected

components of school plant (utilization, supervision and safety measure). The second independent variable is teachers-related factors which refer to the teachers' characteristics that are found to be dominant across different countries and those four major teachers-related factors that may influence the secondary school students are (attitude, qualification, experience and commitment). The dependent variable for the study is students' motivation towards learning. Students' motivation is viewed as those elements that encourage the learners to achieve academic success and it will be studied using the two major types of motivation (intrinsic and extrinsic).

2.5 Summary of Gap in Literature Reviewed

The above literature emphatically shows that principals' school plant management has to do with the adequate management of school plants by the principals and in a school organization it could invariably motivate students to learn in junior secondary schools. Different ways of managing the school plant includes: supervision, utilization, and safety measure. However, school plant management is majorly the affairs of the head of the school but may decide to involve parents, community in planning curriculum which focused on the needs of the students and that of the society at large such as problems, aspirations and challenges as the school exists to serve the society. Offering staff personnel developmental training and opportunities extended to all categories as, students personnel are provided with welfare services such as health, safety, security, good building and ground equipment to facilitate teaching and learning and provide optimal use for both teachers and students who are encouraged to participate in recreational and sporting activities. The attractiveness of the school environment engenders a sense of pride and boost morale of both teachers and students. School plants in schools are a source of revenue to the school since the government alone may not be able to cater for all needs. Supervision should then be uppermost in the heart of the head of the school because without supervision, the investment in education becomes a mere waste as the expectations will not be achieved.

On the other hand, teachers-related factors such as attitude, qualification, commitment and experience ensure that all students of the school are carried along as their success or failure greatly depend on the teachers who is there to inspire or influence the attitude, behaviour or their activities so that students can work willingly, confidently, cooperatively and enthusiastically towards the accomplishment of set goals.

Previous researchers carried out studies on utilization of school facilities and parental factors, school plant design and home factors, school plant construction and principals' motivation. Others carried out study on maintenance of school plants and motivation of teachers. However, there is a dearth of study on principals' school plant management, teachers-related factors and students' motivation. This study is therefore conducted to fill the gap in knowledge and thus provide findings on the influence of principals' school plant management and teachers-related factors as determinants of students' motivation towards learning in public junior secondary schools in Southwest, Nigeria.

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Chapter Three

Methodology

This chapter presents the methodology of the research work and it is organized based on the following sub-headings: research design, population of the study, sample and sampling techniques, description of the research instrument, validity of the research instrument, reliability of the research instrument, method of data collection and method of data analysis.

3.1 Research Design

This study employed a descriptive research design of the survey and correlational types since it seeks to find out about principals' school plant management and teachers-related factors as determinants of students' motivation towards learning without manipulations of the dependent and independent variable. A descriptive research survey type looks beyond location and tried to generalize the findings from a representative sample to a larger target population.

3.2 Population of the Study

The population of this study consist of the principals, teachers and junior secondary school (JSS2students) in all the recognized accredited junior secondary schools in Southwest, Nigeria. There are six (6) states in Southwest and each state have three senatorial districts altogether made eighteen (18) Senatorial districts and one hundred and thirty-seven (137) local government areas.

As at the time of this study the number of public junior secondary schools, principals, teachers and students in respective states and senatorial districts were as follows:

Lagos Central has Seventy-five secondary schools, Seventy-five (75) principals, Three thousand one hundred and sixty-five (3,165) teachers and Twenty three thousand five hundred and seventy (23,570) junior secondary school (JSS2 students); Lagos East has Ninety-one (91) schools, Ninety-one (91) principals, Four thousand five hundred and sixteen (4,516) teachers and Twenty five thousand five hundred and sixty-three (25,563) junior secondary school(JSS2 students); Lagos West has One hundred and sixty-one (161)schools, One hundred and sixty-

one (161) principals, Eight thousand nine hundred and fifty-eight (8,958) teachers and Sixty five thousand one hundred and thirty-four (65,134) junior secondary school (JSS2 students altogether.

Lagos State has Three hundred and twenty-seven (327) schools, Three hundred and twenty-seven (327) principals, Sixteen thousand six hundred and thirty-nine (16,639) teacher and One hundred and fourteen thousand two hundred and sixty-seven (114,267) junior secondary school (JSS2 students);

Ogun Central has One hundred and fifty three (153) schools, One hundred and fifty three (153) principals, Four thousand seven hundred and seventy-seven (4,778) teachers and Thirty one thousand nine hundred and sixty-six (31,966) junior secondary school (JSS 2 students) Ogun East has One hundred and ninety-six (196) schools, One hundred and ninety-six (196) principals, Four thousand four hundred and ninety-five (4,495) teachers and Twenty five thousand six hundred and fifty-five (25,655) junior secondary school (JSS 2 students) Ogun West has One hundred and fifty-six (156) schools, One hundred and fifty-six (156) principals, Two thousand nine hundred and sixty-five (2,965) teachers and Twenty thousand nine hundred and twenty-nine (20,929) junior secondary school (JSS 2 students). Altogether, there are Five hundred and five schools (505), five hundred and five (505) principals, Twelve thousand two hundred and thirty-eight (12,238) teachers and Seventy-eight thousand five hundred and fifty (78,550) junior secondary school (JSS 2) students,

Ondo Central has One hundred and eight (108) schools, One hundred and eight (108) principals, Four thousand three hundred and thirty-six (4,336) teachers and Sixteen thousand nine hundred and eighty-eight (16,988) junior secondary school (JSS 2) students, Ondo North has Ninety-two (92) schools, Ninety-two (92) principals, Two thousand and thirty-one (2031) teachers and seven thousand five hundred and nine (7,509) junior secondary school (JSS 2) students, Ondo South has One hundred and eight (108) schools, One hundred and eight (108) principals, One thousand nine hundred and ninety-six (1,996) teachers and six thousand six

hundred and seventy-seven (6677) junior secondary school (JSS 2) students. Altogether there are Three hundred and eight (308) schools, three hundred and eight (308) principals, eight thousand three hundred and sixty-three (8,363) teachers, thirty-one thousand one hundred and seventy-four (31,174) junior secondary school (JSS2 students).

Ekiti Central has Seventy-seven (77) schools, Seventy-seven (77) principals, Three thousand and eighty-five (3,085) teachers, Eight thousand two hundred and ninety-five (8,295) junior secondary school (JSS 2 students; Ekiti North has Sixty-seven ((67) schools, Sixty-seven (67) principals, One thousand eight hundred and ninety-two (1892) teachers and Five thousand three hundred ad sixty-nine (5,369); Ekiti South has Sixty (60) schools, sixty (60) principals, Two thousand and two hundred (2,200) teachers and Five thousand (5,697) junior secondary school (JSS 2 students). Altogether there are Two hundred and four (204) schools, Two hundred and four (204) principals, Seven thousand one hundred and seventy-seven (7,177) teachers and nineteen thousand three hundred and sixty-one (19,361) junior secondary school's students.

Osun Central has One hundred and fourteen (114) schools, one hundred and fourteen (114) principals, two thousand three hundred and fifty-eight (2,358) teachers and Twenty-five thousand nine hundred and ninety- seven (25,997) junior secondary school (JSS2 students). Osun East has One hundred and fifty (150) schools, one hundred and fifty (150) principals, One thousand seven hundred and twenty-nine (1,729) teachers, Nineteen thousand one hundred and sixty-two (19,162) junior secondary school (JSS 2 students). Osun West has One hundred and twenty-two (122) schools, One hundred and twenty-two (122) principals, One thousand eight hundred and thirty (1,830) teachers and Twenty-six thousand two hundred and twenty-eight (26,228) junior secondary school (JSS 2 students). Altogether, there are Three hundred and eighty-six (386) schools, Three hundred and eighty-six (386) principals, Five thousand nine hundred and seventeen (5,917) teachers and Seventy-one thousand three hundred and eighty-seven junior secondary school (JSS 2 students).

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Oyo Central has Two hundred an forty-six schools (246), Two hundred and forty-six (246) principals, Six thousand eight hundred and seventy-nine (6,879) teachers Thirty seven thousand and thirty (37030) junior secondary school (JSS2 students); Oyo North has One hundred and seventy two (172) schools, One hundred and seventy-two (172), Three thousand nine hundred and sixty-nine (3,969) teachers, Twenty one thousand five hundred and eighty-four (21,584) junior secondary school (JSS2 students); Oyo South has Two hundred and twelve (212) schools, Two hundred and twelve (212) principals, Six thousand and ninety-one (6,091) teachers and Thirty three thousand one hundred and nine (33,109) junior secondary school (JSS2 students). Altogether there are Six hundred and thirty (630) schools, Six hundred and thirty (630) principals, Sixteen thousand nine hundred and thirty-nine (16,939) teachers and ninety-one thousand seven hundred and twenty- three (91,723) junior secondary school (JSS2 students).

The total number of principals, teachers and students in junior secondary schools in Southwest, Nigeria are two thousand three hundred and sixty (2,360), sixty-seven thousand two hundred and seventy-three (67,273) while Four hundred and six thousand four hundred and sixty-two (406,462) respectively¹. Due consideration would be given for equal representation on the basis of the number of principals, teacher and students to be sampled from each of the chosen states and their senatorial districts. There are one hundred and thirty-seven local government areas (Lagos 20, Ogun 20, Ondo 18, Ekiti 16, Osun 30 and Oyo 33) respectively.

Junior secondary schools were chosen because it is the basic class and they are the ones that are mostly influenced by school plants and teachers-related factors which tend to subject them more to learning through motivation than their senior counterparts. JSS 2 students were chosen because they have spent a year in the school and are believed to have acclimatized with the school system having been taught by most of their teachers and are already familiar with the school system, and are therefore in the best position to judge the activities of the principals as well as the teaching of the teachers for their number alone is four hundred and six thousand four

hundred and sixty-two (406,462). JSS 1 and 3 students were not chosen because, JSS 1 students are new to the system and not yet familiar with the rudiments of the school and they are assumed to still have the primary school mentality while JSS 3 students are already in their transitory stage preparing for their Basic Education Certificate Examinations to qualify them for the senior secondary school and the researcher may not want to distract them.

The number of principals tallied with the number of secondary schools in each of the states while the number of teachers and junior secondary school students will vary in Southwest, Nigeria as shown in table 3.1.

Table 3.1: Population of the Study (N = 2,360 Schools; 2,360 Principals, 67,273 Teachers and 406,462 JSS 2 Students)

Southwest States	Senatorial Districts	No. of Public Secondary Schools	No. of Public Secondary School Principals	No. of Public Secondary School Teachers	No. of Public Junior Secondary School 2 Students
Lagos	Lagos Central	75	75	3,165	23,570
	Lagos East	91	91	4,516	25,563
	Lagos West	161	161	8,958	65,134
	Sub Total	327	327	16,639	114,267
Ogun	Ogun Central	153	153	4,778	31,966
	Ogun East	196	196	4,495	25,655
	Ogun West	156	156	2,965	20,929
	Sub Total	505	505	12,238	78,550
Ondo	Ondo Central	108	108	4,336	16,988
	Ondo North	92	92	2,031	7,509
	Ondo South	108	108	1,996	6,677
	Sub Total	308	308	8,363	31,174
Ekiti	Ekiti Central	77	77	3,085	8,295
	Ekiti East	67	67	1,892	5,369
	Ekiti North	60	60	2,200	5,697
	Sub Total	204	204	7,177	19,361
Osun	Osun Central	114	114	2,358	25,997
	Osun East	150	150	1,729	19,162
	Osun West	122	122	1,830	26,228
	Sub Total	386	386	5,917	71,386
Oyo	Oyo Central	246	246	6,879	37,030
	Oyo North	172	172	3,969	21,584
	Oyo South	212	212	6,091	33,109
	Sub Total	630	630	16,939	91,723
Grand Total		2,360	2,360	67,273	406,462

Source:¹

Table 3.1 showed that the number of public secondary schools, principals, teachers and students across the senatorial districts in Southwest, Nigeria are two thousand three hundred and sixty (2,360), two thousand three hundred and sixty (2,360), sixty-seven thousand two hundred and seventy –three (67,273) and four hundred and six thousand four hundred and sixty-two (406,462) respectively¹.

3.3 Sample and Sampling Techniques

A multi-stage sampling procedure involving several sampling techniques such as simple random sampling technique, purposive sampling technique, use of Slovin or Taro Yamane formula technique were used to select the sample size for the study and the proportionate to size sampling technique for the study²⁵. At stage one all the six states in southwest geographical zone were grouped into three (3) strata based on proximity Lagos and Ogun states form a stratum; Ondo and Ekiti states form another stratum while Osun and Oyo states form a stratum after that, the probability sampling technique (selection by chance) with the use of simple random sampling known as “table of random numbers” was used to select one state from each stratum. Three (3) out of the six (6) southwest states alongside their senatorial districts and local government areas were chosen. The selected states for the study were Ogun, Ekiti and Oyo which are presented in Table 3.2.

Table 3.2: Sampled Southwest States (n= 3)

Southwest States	Senatorial Districts	No. of Public Secondary Schools	No. of Public Secondary School Principals	No. of Public Secondary School Teachers	No. of Public Junior Secondary School 2 Students
Ogun	Ogun Central	153	153	4,778	31,966
	Ogun East	196	196	4,495	25,655
	Ogun West	156	156	2,965	20,929
	Sub Total	505	505	12,238	78,550
Ekiti	Ekiti Central	77	77	3,085	8,295
	Ekiti East	67	67	1,892	5,369
	Ekiti North	60	60	2,200	5,697
	Sub Total	204	204	7,177	19,361
Oyo	Oyo Central	246	246	6,879	37,030
	Oyo North	172	172	3,969	21,584
	Oyo South	212	212	6,091	33,109
	Sub Total	630	630	16,939	91,723
Grand Total		1,339	1,339	36,354	189,634

Source:²

In table 3.2, the number of accredited secondary schools in the three sampled states in southwest, Nigeria is one thousand three hundred and thirty-nine (1,339), one thousand three hundred and thirty-nine (1,339) principals with thirty-six thousand three hundred and fifty-four (36,354) teachers and the number of public junior secondary school two (JSS 2) students is one hundred and eighty-nine thousand six hundred and thirty-four (189,634). At the second stage was the use of the non-probability sampling technique (rely on personal judgement) with the use of purposive sampling which involves selection of 15% of secondary schools and principals as shown in Table 3.3. The sampled number of secondary schools and principals selected for the study based on the purposive sampling technique was Two hundred and one (201).

Table 3.3: Sampled Number of Junior Secondary Schools and Principals in Southwest (n= 201)

Senatorial Districts	No. of Public Secondary Schools	No. of Sampled Public Secondary Schools (15%)	No. of Public Junior Secondary School Principals	No. of Sampled Secondary School Principals (15%)
Ogun Central	153	23	153	23
Ogun East	196	29	196	29
Ogun West	156	23	156	23
Sub-Total	505	75	505	75
Ekiti Central	77	12	77	12
Ekiti East	67	10	67	10
Ekiti North	60	9	60	9
Sub-Total	204	31	204	31
Oyo Central	246	37	246	37
Oyo North	172	26	172	26
Oyo South	212	32	212	32
Sub-Total	630	95	630	95
Grand Total	1,339	201	1,339	201

Source:²

At the third stage (Table 3.4) the proportionate to size sampling technique(allocation based on their relative size or proportion in the population) was used to select 10% of the teachers and 60% of public junior secondary school two (JSS2) students in the three selected southwest states to make up a sample size of Three thousand, six hundred and thirty-seven (3,637) teachers and 60% of the public junior secondary school two (JSS2) students in the three selected southwest states to make up a sample size of One hundred and thirteen thousand seven hundred and seventy-nine (113,779) public junior secondary school two (JSS2) students as shown in table 3.4.

**Table 3.4: Sampled Number of Teachers and Junior Secondary School 2 Students
In each Senatorial Districts (n=3,637 & n=113,779)**

Senatorial Districts	No. of Public Secondary School Teachers	No. of Sampled Secondary School Teacher (10%)	No. of Public Secondary School Students (JSS2)	No. of Sampled Public Secondary School Students (60%)
Ogun Central	4,778	478	31,966	19,180
Ogun East	4,495	450	25,655	15,393
Ogun West	2,965	297	20,929	12,557
Sub-Total	12,238	1,225	78,550	47,130
Ekiti Central	3,085	309	8,295	4,977
Ekiti East	1,892	189	5,369	3,221
Ekiti North	2,200	220	5,697	3,418
Sub-Total	7,177	718	19,361	11,616
Oyo Central	6,879	688	37,030	22,218
Oyo North	3,969	397	21,584	12,950
Oyo South	6,091	609	33,109	19,865
Sub-Total	16,939	1,694	91,723	55,033
Grand Total	36,354	3,637	189,634	113,779

Source: ²

At the fourth and final stage, “Taro Yamane or Slovin sample size determination formula was used to sample a fraction of schools, principals, teacher and students for the study and the formula is shown below:

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size, N is the population size, and e is the level of precision. The level of precision is also the level of significance which is .05².

Table 3.5: Sampled Number of Principals, Teachers and Students (n=190, n=1,737 & n=3,427)

Senatorial Districts	No. of Sec. Schs.	No. of Sampled Sec. Schs.	Taro Yamane sample size determination formula	No. of Principals in Schs.	No. of Sampled Principals in Schs.	Taro Yamane sample size determination formula	No. of Teachers	No. of Sampled Teachers	Taro Yamane sample size determination formula	No. of Public Secondary School Student (JSS2)	No. of Sampled Public Secondary School (JSS2)	Taro Yamane sample size determination formula
Ogun Central	153	23	22	153	23	22	4,778	478	218	31,966	19,180	392
Ogun East	196	29	27	196	29	27	4,495	450	212	25,655	15,393	390
Ogun West	156	23	22	156	23	22	2,965	297	170	20,929	12,557	388
Sub-total	505	75	71	505	75	71	12,238	1225	600	78,550	47,130	1,170
Ekiti Central	77	12	12	77	12	12	3,085	309	174	8,295	4,977	370
Ekiti East	67	10	10	67	10	10	1,892	189	128	5,369	3,221	356
Ekiti North	60	9	9	60	9	9	2,200	220	142	5,697	3,418	358
Sub-total	204	31	31	204	31	31	7,177	718	444	19361	11616	1084
Oyo Central	246	37	34	246	37	34	6,879	688	253	37,030	22,218	393
Oyo North	172	26	24	172	26	24	3,969	397	199	21,584	12,950	388
Oyo South	212	32	30	212	32	30	6,091	609	241	33,109	19,865	392
Sub-total	630	95	88	630	95	88	16,939	1,694	693	91,723	55,033	1,173
Grand Total	1,339	201	190	1,339	201	190	36,354	3,637	1,737	189,634	113,779	3,427

Source:³

3.4 Description of the Research Instruments

Two self-constructed questionnaires titled: Principal's School Plant Management Questionnaire (PSPMQ) for the principals with a total of twenty-seven (27) items, Teachers-Related Factors Questionnaire (TRFQ) for the teachers with a total of twenty-four (24) items and an adapted version: Scale of Intrinsic Versus Extrinsic Motivation in the classroom⁴ to measure students' motivation for learning tagged Students' Motivation Towards Learning Questionnaire (SMTLQ) for the students with a total of thirty-three (33) items. Seventeen 17 items for intrinsic motivation and sixteen items 16 for extrinsic motivation respectively were used for the study and the instruments are so described.

3.4.1 Principal's School Plant Management Questionnaire (PSPMQ)

It was responded to by the principals of secondary schools. It consists four sections A, B, C and D.

Section A: It was designed to obtain demographic data of the respondent (principal). It consists five (5) items that was personally answered by the respondents and this deals with the gender, age, marital status, highest qualification and year of teaching experience of the respondent.

Section B: It was designed to examine the school plant supervision towards motivating junior secondary school students. It consists eight (8) structured items. The rating scale is as follows: Highly Supervised (HS) =4, Moderately Supervised (MS) =3, Little Bit Supervised (LBS) =2 and Not Supervised (NS) =1. The candidates can score between 8 and 32. The higher the score, the higher the school plant supervision

Section C: It was designed to examine the school plant utilization towards motivating students in junior secondary schools. It consists seven (7) structured items. The rating scale is as follows: Highly Utilized (HU) =4, Moderately Utilized (MU) =3, Little Bit Utilized (LBU) =2 and Not Utilized (NU) =1. The participant's score is expected to range between 7 and 28. The respondent can score between 7 and 28. Higher score is an indication of higher school plant utilization.

Section D: It was designed to examine the school plant safety measure towards motivating students in junior secondary schools. It consists seven (7) structured items. The rating scale is as follows: Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2 and Strongly Disagree (SD) =1. The respondents are expected to score between 7 and 28. Higher score indicates higher school plant safety measures.

3.4.2 Teachers-Related Factors Questionnaire (TRFQ)

This instrument was categorized into five (5) sections and consists of well-structured items. It was responded to by the secondary school teachers.

Section A: It was designed to collect data on demographic characteristics of the respondents. It consists five (5) items to be personally answered by the respondents. This deals with the gender, age, marital status, educational qualification and years of teaching experience of the teacher.

Section B: It was designed to examine the status of the attitude of the teachers towards teaching. It consists three (3) structured items. The rating scale is as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 3 and Strongly Disagree (SD) = 1. The participants' score ranges between 3 and 12 with higher score indicating positive attitude.

Section C: It was designed to examine the status of the educational qualification of the teachers and students' motivating to learn. It consists six (6) structured items. The rating scale is as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The score of participant vary between 6 and 24.

Section D: It was designed to examine the status of the commitment of the teachers towards motivating students to learn. It consists three (3) structured items. The rating scale is as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The participants' score ranges between 3 and 12

Section E: It was designed to examine the status of the teaching experience of the teachers towards motivating students to learn. It consists seven (7) structured items. Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The respondents are expected to score between 7 and 28.

3.4.3 Students' Motivation towards Learning Questionnaire (SMTLQ)

The adapted version of the Scale of Intrinsic Versus Extrinsic Motivation in the classroom was employed to measure students' motivation for learning⁴. The Scale was conceived to measure the degree at which learners see themselves as either more innately or more externally motivated in school by asking them to report on their usual motivations for a range of indicative classroom activities. The Scale was sectioned into two: Intrinsic Motivation Scale and Extrinsic Motivation Scale. The Intrinsic motivation section was additionally classified into three subgroups namely: Challenge (classroom environment), curiosity (teacher's enthusiasm) and independent mastery (technology). The extrinsic motivation section was similarly split into three subcategories which include: Easy work (teaching methods), pleasing teacher (incentives), and dependence on teacher (student-teacher relationship).

The partakers were asked to rate the degree to which both (intrinsic and extrinsic motivation) accounted for their academic behaviours in the classroom on a four point Likert Scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The Scale consists of 33 items which include 17 items for intrinsic section and 16 for extrinsic section. The participants can score within the range of 17 and 68 as well as 16 and 64 in intrinsic and extrinsic motivation respectively with the average of 32 and 34 in that order. The demographic data of the students was collected in the Section A of the students' copy of the instrument and it consists two (2) items to be personally answered by the respondents. This deals with the gender and age.

3.5 Validity of the Research Instruments

The research instruments were validated on the basis of face and content validity in order to evaluate the extent to which operationalization of a construct actually measure what it tends to measure⁵. To ensure that the instruments elicit the required responses from the respondents, the researcher showed the instruments to experts in the Department of Arts & Social Science, Lead City University, Ibadan, Oyo State for their inputs and corrections. After all the crucial corrections were made the instruments were shown to the researcher's supervisor to make final corrections.

3.6 Reliability of the Research Instruments

The reliability of the instruments was determined using Cronbach's alpha method of reliability for internal consistency. Cronbach's alpha the degree to which an instrument consistently measures whatever it measures^{6,7}. A pilot study was conducted on some copies of the questionnaires, which were administered to five (5) principals of secondary school, fifteen (15) secondary school teachers and thirty (30) JSS2 students in the three selected states in Southwest, Nigeria. These respondents (principals, teachers and students) used for this exercise were not included in the final study. Reliability coefficient (r) values of 0.908, 0.807 and 0.749 were obtained respectively indicating that the instruments were highly reliable.

3.7 Method of Data Collection

A letter was obtained from the Department of Arts & Social Science, Lead City University, Ibadan which was shown to the principals of the selected schools to seek permission and approval for administration of the instruments. Copies of the questionnaires were distributed to the sampled principals, teachers and junior secondary school (JSS2 students) in Southwest sampled states. The schools were chosen at random during administration of the instruments in the sampled schools. The instruments taken to each sampled states were numbered for identification sake and the instruments were administered personally by the

researcher alongside four (4) trained field-work assistants to make the distribution and collection of the questionnaire easier, better and less stressful.

3.8 Method of Data Analysis

After the instruments were retrieved from the respondents (sampled principals, teachers and junior secondary school (JSS2 students) in the study area, they were coded numerically using scale values and entered into the SPSS software for data analysis. The analysis of the data was done using descriptive and inferential statistics. Descriptive statistics such as frequency counts and percentage were used to analyze the demographic characteristics of school principals, teachers and junior secondary school (JSS2 students). Descriptive statistics such as frequency counts, percentage, mean and standard deviation (SD) were used to answer the research questions while inferential statistics of multiple regression analysis was used to test the hypotheses at .05 level of significance.

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Chapter Four

Results and Discussion of Findings

In this chapter, the data collected from the questionnaires distributed during the study were analysed with different statistical methods: descriptive statistics such as frequency, percentage, mean and standard deviation for demographic information and research questions, inferential statistics such as multiple regression was used to test the formulated hypotheses at .05 level of significance.

Out of a total of one hundred and ninety (190) copies of questionnaires that were administered to the principals; only one hundred and eighty (180) were retrieved and valid for the data analysis. Out of the one thousand seven hundred and thirty-seven (1,737) copies of questionnaires given to teachers, one thousand seven hundred and six (1,706) were retrieved and valid for the data analysis. Also, out of the three thousand four hundred and twenty-seven (3,427) copies of questionnaires that were administered to students, only three thousand and four hundred (3,400) were retrieved and valid for data analysis signifying the response rate of 94.7%, 98.2% and 99.2% respectively.

4.1 Analysis of Respondents' Demographic Characteristics

4.1.1 Frequency Distribution of Principal (N =180)

Table 4.1: Gender of Respondents

Gender	Frequency (n)	Percentage (%)
Male	95	52.8
Female	85	47.2
Total	180	100.0

Source: Researcher's Fieldwork, 2024

Table 4.1 showed the frequency distribution of public junior secondary school principals' demography in Southwest, Nigeria. The table revealed that 95 principals representing 52.8% are males while 85 principals representing 47.2% are females. This shows that the respondents are predominantly male and could be a psycho-social factor being the

bread winner of the house and because males are not into the childbearing matter and are patient at reaching the last cadre in education sector and are highly disciplined. Although, the difference in the gender of the respondents does not in any way influence the result since gender was not considered as a variable but this information is a reflection of the fact that leadership role especially at the secondary level in Nigeria is a male dominated one.

Table 4.2: Age of Respondents

Age	Frequency (n)	Percentage (%)
31-40 years	1	0.6
41-50 years	87	48.3
51 and above	92	51.1
Total	180	100.0

Source: Researcher's Fieldwork, 2024

Table 4.2 revealed that 92 principals representing 51.3% are within 51years and above age bracket. This suggests that the role of a principal is typically occupied by individuals with considerable experience in the education sector. 87 principals representing 48.3% are in the age bracket of 41-50 years, while 1 principal representing 0.6% is in the 31-40 years' age group and this happened to be the least representation. This age distribution indicates a mature and experienced cohort of principals, which could be advantageous for insightful feedback on school plant management.

Table 4.3: Marital Status of Respondents

Marital Status	Frequency (n)	Percentage (%)
Single	15	8.3
Married	143	79.4
Divorced/Separated	16	8.9
Others	6	3.3
Total	180	100.0

Source: Researcher's Fieldwork, 2024

Table 4.3 showed that 143 principals representing 79.4% were married, 16 principals representing 8.9% are divorced or separated, 15 principals representing 8.3% are single and with only 6 principals representing 3.3% are in the category of others. This high rate of married

individuals could correlate with the age distribution; as older individuals are more likely to be married; could be seen as high degree of responsibility, maturity, reliability as they can be entrusted with responsibility of younger ones and finally for stability sake. Marital status is just the demographic variable and not considered as a variable that could influence the dependent variable or moderate the relationship between the dependent and independent variables.

Table 4.4: Highest Educational Qualification of Respondents

Highest Educational Qualification	Frequency (n)	Percentage (%)
NCE/OND	3	1.7
B.Sc./B. A/B.Sc.(Ed.)/ B.A.(Ed)/HND/B.Tech	70	38.9
M. A./M.Sc. /M.A.(Ed.)/M.Sc.(Ed.)	91	50.6
PhD degree	16	8.9
Total	180	100.0

Source: Researcher's Fieldwork, 2024

Table 4.4 showed that 91 principals representing 50.6% were Master degree holders, 70 principals representing 38.9% possess Bachelor degree, 16 principals representing 8.9% had PhD degree and only 3 principals had NCE or equivalent. It shows the principals are highly educated and the high level of education among school principals underscores the importance of advanced degrees in educational administration and leadership roles.

Table 4.5: Year of Teaching Experience of Respondents

Year of Teaching Experience	Frequency (n)	Percentage (%)
6-10 years	1	0.6
11-15years	7	3.9
16-20 years	83	46.1
21 years and above	89	49.4
Total	180	100.0

Source: Researcher's Fieldwork, 2024

Table 4.5 revealed that 89 principals representing 49.4% had more than 21 years of teaching experience, 83 principals representing 46.1% had 16-20 years of teaching experience, 7 principals representing 3.9% had 11-15 years of teaching experience while 1 principal representing 0.6% had 6-10 years of teaching experience. This confirmed that the role of a principal is typically held by individuals with extensive experience in teaching, armed with

sufficient knowledge to confront the various challenges associated with the learning environment which is crucial for effective school management and understanding the complexities of educational environments. Given the high level of experience, education, and the mature age of the majority of respondents, their input on school plant management can be considered highly informed and reflective of seasoned educational professionals.

4.1.2 Frequency Distribution of Teachers (N =1,706)

Table 4.6: Gender of Respondents

Gender	Frequency (n)	Percentage (%)
Male	785	46.0
Female	921	54.0
Total	1,706	100.0

Source: Researcher's Fieldwork, 2024

Table 4.6 showed the frequency distribution of teachers of public junior secondary school demography in Southwest, Nigeria. Out of 1706 teachers, 921 (54.0%) are female, while only 785 (46.0%) are male. This suggests that teaching appears to be the most balanced profession that suits the female folk in their child bearing stage, an avenue to share the *in loco parentis* function with their students, a flexible career or profession that gives them time advantage and management. It is equally generally perceived to be a female-dominated career in that men seem to see teaching as a profession that may not satisfy their economic needs considering their role as bread winners in the family.

Table 4.7: Age of Respondents

Age	Frequency (n)	Percentage (%)
21-30 years	216	12.7
31-40 years	421	24.7
41-50 years	741	43.4
51 and above	328	19.2
Total	1,706	100.0

Source: Researcher's Fieldwork, 2024

Table 4.7 showed the age distribution of teachers, a concentration in the middle age ranges. The majority are those aged 41-50 years, accounting for 741 teachers (43.4%). This is followed by those aged 31-40 years, representing 421 teachers (24.7%). The 51 and above years' age group has 328 teachers (19.2%), and those aged 21-30 are 216 (12.7%). This distribution indicates a relatively experienced teaching workforce, with a majority in the age bracket that is often associated with professional maturity and stability. Older teachers are more likely to have higher levels of subject-specific knowledge and to be rated more highly by students in terms of their effectiveness and efficiency which is likely to be a motivating factor. Moreover, the teacher-student ratio in the country remains highly disproportionate with respect to the former. Thus, the attempt by the government to increase the retirement age of teachers from 60 years to 65 years remains highly commendable and a policy to be given legislative and executive assent immediately. Teaching is supposed to be a lifelong experience that requires more investment by all stakeholders. Although, age was not considered the main variable but with the result one can expediently assume that majority of the teachers are still in the age bracket where they are considered to be very agile and active a good implication on the education sector.

Table 4.8: Marital Status of Respondents

Marital Status	Frequency (n)	Percentage (%)
Single	265	15.5
Married	1,343	78.7
Divorced/Separated Others	81	4.7
	17	1.0
Total	1,706	100.0

Source: Researcher's Fieldwork, 2024

Table 4.8 showed that 1,343 teachers are married (78.7%), 265 teachers (15.5%) are single, 81 (4.7%) are divorced or separated, and 17 teachers (1.0%) are in the group of others. This high percentage of married teachers could reflect the age distribution; as older individuals are more likely to be married. It might also suggest that teaching is seen as a stable and family-friendly profession in the sense that teachers can perform to their maximum and can healthily develop their students' potential into becoming full-fledged humans capable of discovering their academic strengths and other attributes. The more secured the teacher feels in his place of work, the better in professional performance.

Table 4.9: Highest Educational Qualification of Respondents

Highest Educational Qualification	Frequency (n)	Percentage (%)
NCE/OND	160	9.4
B.Sc./B. A/ B.Sc.(Ed.)/ B.A.(Ed)/HND/B.Tech	1,050	61.5
M. A./M.Sc. /M.A.(Ed.)/M.Sc.(Ed.)	481	28.2
PhD degree	15	0.9
Total	1,706	100.0

Source: Researcher's Fieldwork, 2024

Table 4.8 revealed in terms of educational qualifications that, most teachers hold Bachelor degree or its equivalent (B.Sc./B. A/B.Sc.(Ed.)/B.A.(Ed)/HND/B.Tech) accounting for 1,050 teachers (61.5%), 481 teachers representing 28.2% are with M. A./M.Sc./M.A.(Ed.)/M.Sc.(Ed.) degree, 160 teachers representing (9.4%) are with NCE/OND while PhD holder teachers are 15 (0.9%). This distribution indicates a well-educated, seasoned, teaching workforce, with the majority holding at least a bachelor's degree.

Table 4.10: Year of Teaching Experience

Year of Teaching Experience	Frequency (n)	Percentage (%)
0-5 years	208	12.2
6-10 years	402	23.6
11-15 years	318	18.6

16-20 years	478	28.0
21 years and above	300	17.6
Total	1,706	100.0

Source: Researcher's Fieldwork, 2024

Table 4.10 revealed the years of experience of respondents, majority of the respondents have 16-20 years of experience, accounting for 478 teachers (28.0%). This is followed by teachers with 6-10 years of experience 402 (23.6%). There are 318 teachers (18.6%) with 11-15 year of teaching experience, teachers having more than 21 years of experience are 300 (17.6%), and those with 0-5 years of experience are 208 accounting (12.2%). The experience of teachers confers benefits to their students, colleagues and to the school as a whole. Their students are more likely to do better on other measures of success beyond test scores such as school attendance, increased opportunities for collaboration and a more productive working environment and serve as mentors for beginners, a distribution that aligns with the age distribution, suggesting a seasoned and experienced teaching workforce. They are expected to have sufficient information and also give accurate and useful responses to the items raised in the instrument for the study.

4.1.3 Frequency Distribution of JSS2 Students (N =3400)

Table 4.11: Gender of Respondents

Gender	Frequency (n)	Percentage (%)
Male	1,779	52.3
Female	1,621	47.7
Total	3,400	100.0

Source: Researcher's Fieldwork, 2024

Table 4.11 presents the frequency distribution of 3400 JSS 2 students based on gender and age. In terms of gender distribution, the table shows a fairly balanced population. Female students make up 47.7% of the total, numbering 1,621. Male students are more, with 52.3% of

the population, with 1,779 students. This distribution suggests a desire by parents to give their male children the basic education that can sufficiently empower them to face the challenges of the future, especially due to their peculiar nature (bread winners). Some of them may not go beyond this level of education and so it seems reasonable that they take this opportunity of a lifetime and be educated at the secondary education cadre. As for their female counterpart, the expectation is that they end up in the kitchen so some feel they really don't need to further their education.

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Table 4.12: Age of Respondent

Age	Frequency (n)	Percentage (%)
9-12 years	1,147	33.7
13-16 years	2,134	62.8
17-20 years	119	3.5
Total	3,400	100.0

Source: Researcher's Fieldwork, 2024

Table 4.12 as regards age distribution, three age groups are represented in the age brackets. Majority of the students, 62.8% (2,134 students), are in the 13-16 years' age group. This is expected for JSS 2 students, who typically fall within this age range. A segment of 33.7% (1147 students) is in the 9-12 years' age range. There are 119 students (3.5%) in the 17-20 years' age group. This may indicate students who started school later than usual. In addition, this distribution confirms the physiological range for students in this cadre of education. It is also within this age bracketing that the three domains, to wit: cognitive, affective and psychomotor readiness is on full throttle (great speed).

4.2 Analysis of Respondents' Opinions on Research Questions

Research Question One: What is the level of school plant management (supervision, utilization and safety measure) skills displayed by principal in public junior secondary schools in Southwest, Nigeria?

In response to this question, twenty-two items altogether were raised to determine the supervision, utilization and safety measure skills displayed by the principals in public junior secondary schools in Southwest, Nigeria. Analysis of the respondents to the items are presented in tables 4.13,4.14 and 4.15. The summary is in table 4.16

Table 4.13: Level of Principal's School Plant Management (Supervision)

S/N	Items "The"	HS (%)	MS (%)	LBS (%)	NS (%)	$\bar{x}$	SD	Remark
1	school plants are assessed by the principal to detect areas that need repairs or replacement for smooth running of the school.	86 (47.8)	68 (37.8)	19 (10.6)	7 (3.9)	3.30	0.81	Moderate
2	school plant facilities are well supervised to assess and record performance of teachers and their consistency in classroom activities.	73 (40.6)	74 (41.7)	28 (15.6)	4 (2.2)	3.21	0.78	Moderate
3	school principals make sure that prudence and supervision is maintained on the school plants.	72 (40.0)	76 (42.2)	28 (15.6)	4 (2.2)	3.20	0.78	Moderate
4	school principal evaluates the performance of his subordinates to rate their work effectiveness and efficiency.	70 (38.9)	70 (38.9)	29 (16.1)	11 (6.1)	3.11	0.89	Moderate
5	school principal establishes maintenance culture club for students with the delegation of some teachers to maintain proper supervisory competency.	61 (33.9)	55 (30.6)	46 (25.6)	18 (10.0)	2.88	0.99	Moderate
6	school principal maintains free flow of communication to improve supervisory competency.	63 (35.0)	84 (46.7)	30 (16.7)	3 (1.7)	3.15	0.75	Moderate
7	school principal supervises the school facilities from damaging.	74 (41.1)	73 (40.6)	24 (13.3)	9 (5.0)	3.18	0.85	Moderate
8	school authority set aside a non-school day to showcase the work of the maintenance culture club to the community, parents and well-wishers in order to raise funds.	56 (31.1)	54 (30.0)	49 (27.2)	21 (11.7)	2.81	1.01	Moderate
Weighted Mean ($\bar{x}$) = 3.11 ; S.D = 0.86; Overall Decision = Moderately Supervised								

Source: Researcher's Fieldwork, 2024

KEY: Highly Supervised (HS)=4, Moderately Supervised (MS)=3, Little Bit Supervised (LBS)=2, Not Supervised (NS)=1.; *SD = Standard Deviation, M= Mean*

*****Decision Rule for Weighted Mean:** Mean value of 0.000-2.499 = Low; 2.500-3.499=Moderate; 3.500- above = High

Table 4.13 shows the level of principal's school plant management (supervision) skill displayed by the principals in public junior secondary schools in Southwest, Nigeria. The rating scales of Not Supervised (1)' to 'Highly Supervised (4) were used. Eight (8) items were used to measure the level of principal's school plant management (supervision) skill. The first item examines the assessment of school plants by principals to detect areas for repairs or replacement for the

smooth running of the school, 47.8% are of the view that the facilities are highly supervised while 37.8% are with the opinion that it is moderately supervised. This item scored a mean ($\bar{x}$) of 3.29 that is the highest in this category and with a standard deviation of 0.81 the remark is “Moderate” based on the weighted mean. The second item on whether the school plant facilities are well supervised to assess and record performance of teachers and their consistency in classroom activities has 41.7% with the opinion that it is moderately supervised while 40.6% say it is strongly supervised with the mean ($\bar{x}$) of 3.21 and standard deviation of 0.78, the remark is “Moderate”. The third item deal with the school principals making sure that prudence and supervision is maintained on the school plants had 42.2% with the option that it is moderately supervised while 40.0% say it is strongly supervised with mean score ($\bar{x}$) of 3.20 and standard deviation of 0.78 having a “Moderate” remark. The fourth item focuses on the evaluation of subordinate's performance by the principal to rate their work effectiveness and efficiency, 38.9% are of the opinion that it is highly supervised and the same 38.9% say it is moderately supervised with a mean score ($\bar{x}$) of 3.11 and standard deviation of 0.89 with a “Moderate” remark.

The fifth item on school principal establishing maintenance culture club for students with the delegation of some teachers to maintain proper supervisory competency has 33.9% with the opinion that it is highly supervised and 30.6% say it is moderately supervised with a mean score ($\bar{x}$) of 2.88 and standard deviation of 0.99 indicating “Moderate”. The sixth item looks at the school principal maintaining free flow of communication to improve supervisory competency having the opinion of 46.7% with moderately supervised and 35.0% as highly supervised, mean score ($\bar{x}$) of 3.15 and standard deviation of 0.75 indicating a “Moderate” remark. The seventh item on the school principal supervising the school facilities from damaging has 41.1% opinion as highly supervised and 40.6% as moderately supervised with a mean score of 3.18 and standard deviation of 0.85 indicating a “Moderate”. Lastly, the eighth item which says the school authority set aside a non-school day to showcase the work of the

maintenance culture club to the community, parents and well- wishers in order to raise funds has 31.1% opinion as highly supervised and 30.0% as moderately supervised with the lowest mean score ($\bar{x}$) of 2.81 and higher standard deviation of 1.01 indicating a “Moderate” remark. Overall, the level of principal’s school plant management is Moderately supervised as confirmed by the weighted mean (Weighted Mean ($\bar{x}$) = 3.11; SD = 0.86).

Table 4.14: Level of Principal’s School Plant Management (School Plant Utilization)

S/N	Items	HU (%)	MU (%)	LBU (%)	NU (%)	$\bar{x}$	SD	Remark
1	The straightforward description of the school plant in the school is well utilized.	71 (39.4)	69 (38.3)	32 (17.8)	8 (4.4)	3.13	0.86	Moderate
2	The state of the policy made by the principal concerning the utilization of the school equipment.	36 (20.0)	99 (55.0)	43 (23.9)	2 (1.1)	2.94	0.69	Moderate
3	The principal’s candid opinion about the school physical facilities that is present in the school.	45 (25.0)	77 (42.8)	56 (31.1)	2 (1.1)	2.92	0.78	Moderate
4	The state of the sporting facilities used in school to motivate learning.	40 (22.2)	90 (50.0)	32 (17.8)	18 (10.0)	2.84	0.88	Moderate
5	Critically examine the relationship of the students towards the use of computers made available by the school.	53 (29.4)	71 (39.4)	40 (22.2)	16 (8.9)	2.89	0.93	Moderate
6	The instructional materials provided by the school can only be commendable and recommended for use if it satisfies one of the options.	126 (70.0)	53 (29.4)	0 (0)	1 (0.6)	3.69	0.49	High
7	Instructions given by the principal concerning laboratories seem to be of importance in the sense that it performs one of the functions for proper utilization.	48 (26.7)	92 (51.1)	37 (20.6)	3 (1.7)	3.03	0.74	Moderate

Weighted Mean ($\bar{x}$) = 3.06 ; S.D = 0.77; Overall Decision = Moderately Utilized

Source: Researcher’s Fieldwork, 2024

KEY: Highly Utilized (HU)=4, Moderately Utilized (MU)=3, Little Bit Utilized (LBU)=2 Not Utilized (NU)=1; *S.D = Standard Deviation, M= Mean*

***** Decision Rule of Weighted Mean:** Mean value of 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500- above = High

Table 4.14 shows the level of principal's school plant management (School Plant Utilization) displayed by the principal in junior secondary schools in Southwest, Nigeria. The rating scales of Not Utilized (1) to 'Highly Utilized (4) were used. Seven (7) items were used to measure the level of principal's school plant management (School Plant Utilization) skill. The first item evaluates the straightforward description of the school plant if they are well utilized. 39.4% of responses indicated that it is highly utilized and 38.3% say it is moderately utilized with a mean score ($\bar{x}$) of 3.13 and standard deviation of 0.86 indicating a "Moderate" remark. The second item examines the effectiveness of policies made by the principal concerning the utilization of school equipment. 55.0% fall under moderately utilized, 23.9% picked little bit utilized and 20.0% with highly utilized with a mean score ($\bar{x}$) of 2.94 and standard deviation of 0.69 "Moderate".

The third item focuses on the principal's candid opinion about the school physical facilities. A significant 42.8% believe the facilities are moderately utilized, 31.1% indicated that it is little bit utilized while 25.0% say that it is highly utilized with a mean score ($\bar{x}$) of 2.92 and the standard deviation of 0.78 with a "Moderate" remark. The fourth item addresses the use of sporting facilities in the school to motivate learning. 50.0% believe the facilities are moderately utilized with 22.2% saying that it is highly utilized with a mean score ($\bar{x}$) of 2.84 and standard deviation of 0.88 having a "Moderate" remark.

The fifth item critically examined the relationship of students' toward using school-provided computers. The data showed that 39.4% rate this as moderately utilized, 29.4% as highly utilized with a mean score ($\bar{x}$) of 2.89 and standard deviation of 0.93 indicating a "Moderate" remark. The sixth item assesses the instructional material if it can only be commendable and recommended for use if it satisfies one of the options. 70.0% responses picked the option highly utilized, 29.4% picked the option moderately utilized with a mean

score ($\bar{x}$) of 3.69 and standard deviation of 0.49 indicating a “High” remark. Finally, the seventh item evaluates the importance of instructions given by the principal concerning laboratories for their proper utilization. 51.1% of responses fall under moderately utilized, 26.7% responses of highly utilized with a mean score ($\bar{x}$) of 3.03 and standard deviation of 0.74 indicating “Moderate” remark. Overall, the level of principal’s school plant management is Moderately utilized as confirmed by the weighted mean (Weighted Mean ($\bar{x}$) = 3.06; SD = 0.77).

Table 4.15: Level of Principal’s School Plant Management (School Plant Safety Measure)

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	$\bar{x}$	SD	Remark
1	Inventory records of school facilities are well kept by the principal.	94 (52.2)	53 (29.4)	16 (8.9)	17 (9.4)	3.24	0.97	Moderate
2	Principal provides proper storage facilities for the laboratory equipment.	58 (32.2)	79 (43.9)	38 (21.1)	5 (2.8)	3.06	0.80	Moderate
3	The school buildings are well locked after the school day with strong keys.	67 (37.2)	67 (37.2)	32 (17.8)	14 (7.8)	3.04	0.93	Moderate
4	Teachers are given the responsibility in securing school facilities.	50 (27.8)	74 (41.1)	36 (20.0)	20 (11.1)	2.86	0.95	Moderate
5	First Aid box are provided with all its accessories to serve as rapid response to danger and can help to motivate students to learn.	47 (26.1)	49 (27.2)	65 (36.1)	19 (10.6)	2.69	0.98	Moderate
6	The school maintenance prefect is appointed by the principal to ensure that safety measure policies are adhered to in preventing the school facilities and equipment from danger.	47 (26.1)	56 (31.1)	65 (36.1)	12 (6.7)	2.77	0.92	Moderate
7	The school laboratories are well secured from fire outbreak and from making students escape from emission of dangerous electromagnetic radiation.	81 (45.0)	63 (35.0)	28 (15.6)	8 (4.4)	3.21	0.86	Moderate
Weighted Mean ($\bar{x}$) = 2.98 ; S.D = 0.92; Overall Decision = Moderately Safe								

Source: Researcher’s Fieldwork, 2024

KEY: Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2, Strongly Disagree (SD)=1; S.D = Standard Deviation, M= Mean

***** Decision Rule for Weighted Mean:** Mean value of 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500- above = High

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Table 4.15 also shows the level of principal's school plant management (School Plant Safety Measure) displayed by the principals in public junior secondary schools in Southwest, Nigeria. The rating scales of Strongly Disagree (1) to 'Strongly Agree (4) were used. Seven (7) items were used to measure the effectiveness of principals in managing school plant safety. 52.2% of the respondents strongly agree, 29.4% agree that inventory records of school facilities are well kept by the principal, with a mean score ($\bar{x}$) of 3.24 and a standard deviation of 0.97 indicating "Moderate", The second item examined the provision of proper storage facilities for laboratory equipment by the principal as agreed upon by 43.9% and strongly agreed by 32.2% respondents, with a mean score ($\bar{x}$) of 3.06 and standard deviation of 0.80 indicating "Moderate". The third item was the case of principals securing school buildings after school day with strong keys, 37.2% agreed and same 37.2% strongly agreed with a mean score ($\bar{x}$) of 3.04 and standard deviation of 0.93 indicating "Moderate". The fourth item examined the responsibility given to teachers in securing school facilities with 41.1% respondents in agreement and 27.8% strongly in agreement with a mean score ($\bar{x}$) of 2.86 and standard deviation of 0.95 indicating "Moderate".

The fifth item has 36.1% disagreeing that First Aid boxes are adequately provided with all accessories to serve as rapid response to danger and can help to motivate students to learn, as shown by the mean score ($\bar{x}$) of 2.69 and a standard deviation of 0.98 indicating "Moderate". The sixth item regarding the school maintenance prefect appointment by the principal to ensure adherence to safety measures policies where 36.1% disagreeing with a mean score ($\bar{x}$) of 2.77 and standard deviation of 0.92 indicating "Moderate". Finally, the seventh item is in the area of school laboratories being secured from fire outbreak and from making students escape from emission of dangerous electromagnetic radiation, 45% strongly agreed with a mean score ($\bar{x}$) of 3.21 and standard deviation indicating "Moderate". The level of principal's school plant management (School Plant Safety Measure) is Moderate (weighted mean ($\bar{x}$) = 2.98, SD= 0.92) leading to an overall decision of "Moderate".

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Table 4.16: Summary of Level of Principal's School Plant Management (School Plant Supervision, School Plant Utilization and School Plant Safety Measure)

Level of Principal's School Plant Management	Weighted Mean ($\bar{x}$)	Standard Deviation	Overall Decision
School Plant Supervision	3.11	0.86	Moderate
School Plant Utilization	3.06	0.77	Moderate
School Plant Safety Measure	2.98	0.92	Moderate
Total	9.15	2.55	
The Level of Principals' School Plant Management Skills	3.05	0.85	Moderate

Source: Researcher's Fieldwork, 2024

Research Question Two: What is the level of teachers-related factors responsible for students' motivation towards learning in public junior secondary schools in Southwest, Nigeria?

In response to this question, nineteen items altogether were raised to determine teachers-related factors: attitude, qualification, commitment and teaching experience status displayed by the teachers in public junior secondary schools in Southwest, Nigeria. Analysis of the respondents to the items are presented in tables 4.17, 4.18, 4.19 and 4.20. The summary is in table 4.21.

Table 4.17: Teachers' Attitude towards Motivating Students in Public Junior Secondary Schools to Learning.

S/N	Items Teacher's/Teacher/T eachers	SA (%)	A (%)	D (%)	SD (%)	$\bar{x}$	SD	Remark
1	demonstrations while teaching encourages students towards learning.	1,134 (66.5)	518 (30.4)	40 (2.3)	14 (0.8)	3.63	0.58	High
2	strategic ways of asking questions from students help students to learn.	824 (48.3)	782 (45.8)	89 (5.2)	11 (0.6)	3.42	0.62	Moderate
3	charisma motivates students to learn.	837 (49.1)	627 (36.8)	157 (9.2)	85 (5.0)	3.29	0.83	Moderate
Weighted Mean ($\bar{x}$) = 3.45 ; S.D = 0.68; Overall Decision = Moderate								

Source: Researcher's Fieldwork, 2024

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1, SD = Standard Deviation, M= Mean

***** Decision Rule for Weighted Mean:** Mean value of 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500- above = High

Table 4.17 presents data on how teacher's attitude impact student motivation to learn. The table includes three items that were raised with a rating scale of Strongly Disagree (1) to 'Strongly Agree (4). The first item suggests that demonstrations while teaching encourage students towards learning. Most teachers strongly agree with this statement (66.5%) and (30.4%) agree. The mean score ($\bar{x}$) is 3.62 with a standard deviation of 0.58 leading to a remark of "High". The second item indicates that strategic ways of asking questions from students help them to learn. 48.3% respondents strongly agree while 45.8% agree. The mean score ($\bar{x}$) here is 3.42 with a standard deviation of 0.62 resulting in a remark of " Moderate ".

The third item addresses whether charisma motivates students to learn. The responses are 49.1% strongly agreeing while 36.8% agree. The mean score ($\bar{x}$) is 3.29 which is notably lower than the other items and the standard deviation is higher at 0.83. The remark for this item is still "Moderate". The teacher's attitude skill towards motivating students is good (weighted mean ($\bar{x}$) = 3.45, SD= 0.68), leading to an overall decision of "Moderate".

Table 4.18: Teachers' Qualification towards Motivating Students in Public Junior Secondary Schools to Learning

S/N	Items Teacher's/Teacher/Teachers	SA (%)	A (%)	D (%)	SD (%)	$\bar{x}$	SD	Remark
1	who studied educational courses add peps to motivate students to learn.	1,129 (66.2)	307 (30.7)	36 (2.1)	17 (1.0)	3.62	0.58	High
2	with educational training qualification motivates students to learn better.	775 (45.4)	818 (47.9)	99 (5.8)	13 (0.8)	3.38	0.63	Moderate
3	with inborn traits do motivate students to learn.	416 (24.4)	426 (25.0)	637 (37.3)	227 (13.3)	2.60	0.99	Moderate
4	use different methods to teach in the class.	694 (40.7)	807 (47.3)	106 (6.2)	99 (5.8)	3.23	0.81	Moderate
5	have a good mastery of the content of any subject allocated to him/her.	858 (56.3)	692 (40.6)	118 (6.9)	38 (2.2)	3.39	0.71	Moderate
6	responds clearly to questions in the class.	860 (50.4)	687 (40.3)	107 (6.3)	52 (3.0)	3.38	0.74	Moderate
Weighted Mean ($\bar{x}$) = 3.27 ; S.D = 0.74; Overall Decision = Moderate								

Source: Researcher's Fieldwork, 2024

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1, St. D = Standard Deviation, M= Mean

***** Decision Rule for Weighted Mean:** Mean value of 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500- above = High

Table 4.18 presents data on how teacher's qualification impact student motivation to learn. The table includes six items that were raised with a rating scale of Strongly Disagree (1) to 'Strongly Agree (4). The first item examined if teachers who studied educational courses add pep to motivate students to learn, with 66.2% strongly agreeing and 30.7% agreeing. This item has a higher mean score ($\bar{x}$) of 3.62 with a lower standard deviation of 0.58, leading to a "High" remark. The second item assesses if teachers with educational training qualifications motivate students to learn better as indicated by 47.9% agreeing and 45.4% strongly agreeing. This item has a mean score ($\bar{x}$) of 3.38 and a standard deviation of 0.63, resulting in a "Moderate" remark. With the third item there is a divergence in opinion regarding whether teachers with inborn traits motivate students to learn with 37.3% disagreeing, 25.0% agreeing, 24.4% strongly agreeing and 13.3% strongly disagreeing. The mean score ($\bar{x}$) is the lowest 2.60 with a higher standard deviation of 0.99, and the remark is "Moderate".

The fourth item examined the use of different methods to teach in class with 47.3% agreeing and 40.7% strongly agreeing. The mean score ($\bar{x}$) for this item is 3.23 and the standard deviation is 0.81 leading to a "Moderate" remark. The fifth item assessed teachers who have a good mastery of the content of any subject allocated to them with 50.3% respondents strongly agreeing and 40.6% agreeing. This item has a mean score ($\bar{x}$) of 3.39 and a standard deviation of 0.71, resulting in a "Moderate" remark. The sixth item considered the ability of teachers to respond clearly to questions in the class as 50.4% strongly agreeing and 40.3% agreeing. The mean score ($\bar{x}$) is 3.38 with a standard deviation of 0.74 and the remark is "Moderate". The table generally revealed that teacher's qualification towards motivating students in public junior secondary schools to learning is good (Weighted Mean ($\bar{x}$) = 3.27, SD= 0.74), leading to an overall decision of "Moderate".

Table 4.19: Teachers' Commitment towards Motivating Students in Public Junior Secondary Schools to Learning

S/N	Items Teacher/Teachers	SA (%)	A (%)	D (%)	SD (%)	$\bar{x}$	SD	Remark
1	who helps the weak students in the class in order to be able to match up with their high flier counterparts in the class academically.	1,103 (64.7)	544 (31.9)	39 (2.3)	20 (1.2)	3.60	0.59	High
2	that contributes when necessary to curricula and extra-curricular activities, all in the bid to move the school forward.	741 (43.4)	807 (47.3)	140 (8.2)	18 (1.1)	3.33	0.67	Moderate
3	that engages in refreshers' courses that will help him or her stay abreast of happenings in the profession.	849 (49.8)	688 (40.3)	102 (6.0)	67 (3.9)	3.36	0.77	Moderate

Weighted Mean ($\bar{x}$) = 3.43 ; S.D = 0.68; Overall Decision = Moderate

Source: Researcher's Fieldwork, 2024

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1, St. D = Standard Deviation, M = Mean

***** Decision Rule for Weighted Mean:** Mean value of 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500- above = High

Table 4.19 shows teacher's commitment towards motivating students in public junior secondary schools to learning. The table includes three items and a rating scale of Strongly Disagree (1) to 'Strongly Agree (4). The first item assesses teachers' efforts in helping weak students academically and 64.7% of respondents strongly agree while 31.9% agree with this practice having the highest mean score ($\bar{x}$) of 3.60 and the least standard deviation of 0.59 leading to a remark of "High". The second item focuses on teachers' contributions to curricular and extra-curricular activities for school advancement. A notable 47.3% are in agreement while 43.4% strongly agree. The mean score ($\bar{x}$) of 3.33 and a standard deviation of 0.67 with this statement results in a " Moderate " remark. The third and last item evaluates teachers' participation in refreshers' courses to stay updated in their profession. Here, 49.8% strongly

agree while 40.3% agree. The mean score ($\bar{x}$) of 3.36 and a standard deviation of 0.77 leading to a " Moderate " remark. The overall weighted mean ($\bar{x}$) for all items is 3.43 with a standard deviation of 0.68 leading to an overall decision of " Moderate ".

Table 4.20: Teacher's Teaching Experience towards Motivating Students in Public Junior Secondary Schools to Learning

S/N	Items Teacher's/Teacher/T eachers	SA (%)	A (%)	D (%)	SD (%)	$\bar{x}$	SD	Remark
1	that have taught in different schools are more experienced in teaching.	747 (43.8)	388 (22.7)	336 (19.7)	234 (13.7)	2.96	1.10	Moderate
2	with teaching experience can motivate students to learn.	883 (51.8)	714 (41.9)	91 (5.3)	18 (1.1)	3.44	0.65	Moderate
3	with longer years of teaching perform better in helping students to learn.	671 (39.3)	546 (32.0)	349 (20.5)	140 (8.2)	3.02	0.96	Moderate
4	can teach even without a lesson note.	581 (34.1)	901 (52.8)	130 (7.6)	94 (5.5)	3.15	0.78	Moderate
5	have taught related subjects successfully across several secondary schools.	677 (39.7)	789 (46.2)	193 (1.3)	46 (2.7)	3.23	0.75	Moderate
6	has the ability to relate the teachings of various subjects to the professional environment.	716 (42.0)	818 (47.9)	131 (7.7)	41 (2.4)	3.29	0.71	Moderate
7	The environment that I find myself motivate me to learning.	994 (58.3)	55.1 (32.3)	112 (6.6)	49 (2.9)	3.46	0.74	Moderate
Weighted Mean ($\bar{x}$) = 3.22 ; S.D = 0.81; Overall Decision = Moderate								

Source: Researcher's Fieldwork, 2024

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1, St. D = Standard Deviation, M= Mean

***** Decision Rule for Weighted Mean:** Mean value of 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500- above = High

Table 4.20 shows teacher's teaching experience towards motivating students in junior secondary schools to learning. The table includes seven items that were raised with a rating scale of Strongly Disagree (1) to 'Strongly Agree (4). The first item pulled the opinion of respondents to be (43.8%) strongly agreeing, 22.7% agreeing that teachers who have taught in different schools are more experienced in teaching, with a mean score ($\bar{x}$) of 2.97 indicating "Moderate" as remark. The second item has 51.8% strongly agreeing and 41.9% agreeing that teachers with teaching experience can motivate students to learn, resulting in a mean score ($\bar{x}$) of 3.44 with the standard deviation of 0.65 indicating "Moderate" as remark. With the third item (39.3% strongly agree, 32.0% agree) there is the believe that teachers with longer years of teaching perform better in helping students to learn with the mean score ($\bar{x}$) of 3.02 and standard deviation of 0.96 indicating "Moderate" as remark. The fourth item that says teachers can teach without a lesson plan has the respondents with 52.8% agreeing (34.1%) strongly agreeing with a mean score ($\bar{x}$) of 3.15 and standard deviation of 0.78 and the remark is "Moderate"

The fifth item's response that teachers have taught related subjects successfully across several secondary schools revealed that, 46.2% agree, 39.7% strongly agreeing with a mean score ($\bar{x}$) of 3.23 and standard deviation of 0.75 indicating "Moderate" as remark. The sixth item examined if teachers have the ability to relate the teachings of various subjects to the professional environment, (47.9%) agree, 42.0% strongly agree with the mean score ($\bar{x}$) of 3.29 and standard deviation 0.71 indicating "Moderate" as remark. The seventh and final item in this category has 58.3% strongly agreeing and 32.3% agreeing that the environment teachers find themselves can motivate them to learn with a mean score ($\bar{x}$) of 3.46 and standard deviation of 0.74 indicating "Moderate" as remark. Generally, the table shows that teacher's teaching experience towards motivating students in public junior secondary schools to learning is good (Weighted mean ($\bar{x}$) = 3.22, SD= 0.81) leading to an overall decision of "Moderate".

Table 4.21: Summary of Level of Teachers-related Factors on Students' Motivation towards Learning in Public Junior Secondary Schools in Southwest, Nigeria

Level of Teachers- Related Factors for Students motivation to Learning	Weighted Mean ($\bar{x}$)	SD	Overall Decision
Attitude	3.45	0.68	Moderate
Qualification	3.27	0.74	Moderate
Commitment	3.43	0.68	Moderate
Teaching Experience	3.22	0.81	Moderate
Total	13.37	2.91	
The Level of Teachers-related Factors for Students Motivation to Learning	3.34	0.72	Moderate

Source: Researcher's Fieldwork, 2024

Research Question Three: What is the level of motivation shown by the students towards learning in public junior secondary school in Southwest, Nigeria?

In response to this question, thirty-three items altogether were raised to determine the level of motivation displayed by the students towards learning in public junior secondary schools in Southwest, Nigeria. Analysis of the respondents to the items is presented in table 4.22, 4.23, 4.24, 4.25, 4.26 and 4.27. The summary is found in Table 4.

Intrinsic versus Extrinsic Factors for Measuring Students' Motivation towards Learning
Table 4.22: Challenge Factor (Intrinsic Measure)

S/N	Items 'I'	SA 4	A 3	D 2	SD 1	$\bar{x}$	SD	Remark
I. Challenge Factors		(%)	(%)	(%)	(%)			
1.	like hard work because it's a challenge.	969 (28.5)	632 (18.6)	1,018 (29.9)	781 (23.0)	2.52	1.13	Moderate
2.	like to learn as much as I can in school.	1,223 (36.0)	642 (18.9)	895 (26.3)	640 (18.8)	2.72	1.13	Moderate
3.	like to go on to new work that's at a more difficult level.	801 (23.6)	501 (14.7)	960 (28.2)	1,138 (33.5)	2.28	1.16	Low
4.	like those school subjects that make me think pretty hard and figure them out.	566 (16.6)	432 (12.7)	971 (28.6)	1,431 (42.1)	2.03	1.10	Low
5.	like difficult problems because I enjoy trying to figure them out.	1,771 (52.1)	1,130 (33.2)	314 (9.2)	185 (5.4)	3.31	0.85	Moderate
6.	like difficult schoolwork because I find it more interesting.	646 (19.0)	484 (14.2)	1,017 (29.9)	1,253 (36.9)	2.15	1.11	Low
Weighted Mean ($\bar{x}$) = 2.50; S.D = 1.08;						2.50	1.08	Moderate
Overall Decision = Moderate								

Source: Researcher's Fieldwork, 2024

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1, St. D = Standard Deviation, M = Mean

*** **Decision Rule for Weighted Mean:** Mean value of 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500- above = High

Table 4.22 showed that in the class of intrinsic factor, the challenge category, with the first item, majority of students, 1,018(29.9%), disagree that they like hard work because it's a challenge while 969(28.5%) strongly agree, with the mean score ($\bar{x}$) of 2.52, it is categorized as "Moderate". The second item, 1,223(36.0%) of students strongly agree that they like to learn as much as they can in school with 895(26.3%) disagreeing. This is categorized as "Moderate" with a mean score ($\bar{x}$) of 2.72. The third item, 1,138(33.5%) of the students strongly disagree that they like to go on to new work that's at a more difficult level while 960(28.2%) disagree and with a mean score ($\bar{x}$) of 2.28 it is categorized as "Low". The fourth item, 1,431(42.1%) of the students strongly disagree that they like those school subjects that make them think pretty hard and figure them out while 971(28.6%) disagree with a mean score ($\bar{x}$) of 2.03 and it is therefore categorized as "Low". The fifth item, 1,771(52.1%) strongly agree that students like difficult problems because they enjoy trying to figure them out and 1,130(33.2%) agreeing with a mean score ($\bar{x}$) of 3.31 that is categorized as "Low". The sixth item, 1,253(36.9%) of the students strongly disagree that they like difficult schoolwork because they find it more interesting while 1017(29.9%) disagree with the mean score ($\bar{x}$) of 2.15 categorizing it as "Low". The overall weighted mean ($\bar{x}$ = 2.50, S. D= 1.08) led to a decision of " Moderate".

Table 4.23: Curiosity Factor (Intrinsic Measure)

S/N	Items ‘I’	SA 4	A 3	D 2	SD 1	$\bar{x}$	SD	Remark
II. Curiosity Factors “I”		(%)	(%)	(%)	(%)			
7.	ask questions in class because I want to learn new things.	775 (22.8)	568 (16.7)	997 (29.3)	1,060 (31.2)	2.31	1.13	Low
8.	do extra projects because I can learn about things that interest me.	1,768 (52.0)	1,081 (31.8)	314 (9.2)	237 (7.0)	3.29	0.89	Moderate
9.	read things because I am interested in the subject.	1,783 (52.4)	1,143 (33.6)	299 (8.8)	175 (5.1)	3.33	0.84	Moderate
10.	do my school work to find out about a lot of things I’ve been wanting to know.	1,875 (55.1)	1,079 (31.7)	256 (7.5)	190 (5.6)	3.36	0.84	Moderate
11.	work really hard because I really like to learn new things.	1,659 (48.8)	1,130 (33.2)	355 (10.4)	256 (7.5)	3.23	0.91	Moderate
12.	work on problems to learn how to solve them.	1,608 (47.3)	938 (27.6)	388 (11.4)	466 (13.7)	3.08	1.06	Moderate
Weighted Mean ($\bar{x}$) =3.10; S.D=0.94;						3.10	0.94	Moderate
Overall Decision= Moderate								

Source: Researcher’s Fieldwork, 2024

KEY: Strongly Agree (SA) =4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1, St. D = Standard Deviation, M= Mean

***** Decision Rule for Weighted Mean:** Mean value of 0.000-2.499 = Low; 2.500-3.499 =Moderate; 3.500- above = High

Table 4.23: In the canopy of intrinsic curiosity factor, the seventh item on the roll, 1,060(31.2%) of the students strongly disagree that they ask questions to learn new things and 997(29.3) disagreeing, with a mean score ($\bar{x}$) of 2.31 it can be categorized as “Low”. The eighth item, 1,768(52.0%) of the students strongly agree that they do extra projects because they can learn about things that interest them while 1,081(31.8%) agree with a mean score ($\bar{x}$) of 3.29, it can be categorized as “Moderate”. The ninth item, 1,783(52.4%) of the students strongly agree that they read things because they are interested in the subject while 1,143(33.6%) agree, with a mean score ($\bar{x}$) of 3.33 it can be categorized as “Moderate”. The tenth item, 1,875(55.1 %) of the students strongly agree that they do their schoolwork to find out about a lot of things they have been wanting to know while 1,079(31.7%) agree and with a mean score ($\bar{x}$) of 3.36, it is categorized as “Moderate”. The eleventh item, 1,659(48.8%) of the students strongly agree that they work really hard because they really like to learn new things while 1,130(33.2%) agree and with a mean score ($\bar{x}$) of 3.23, it can be categorized to be “Moderate”. The twelfth item,

1,608(47.3%) of the students strongly agree that they work on problems to learn how to solve them while 938(27.6%) agree and with a mean score ($\bar{x}$) of 3.08 is categorized as “Moderate”. The weighted mean ($\bar{x}$ = 3.10, S. D= 0.94) led to an overall decision of " Moderate".

Table 4.24 Independent Mastery Factor (Intrinsic Measure)

S/N	Items ‘I’	SA 4 (%)	A 3 (%)	D 2 (%)	SD 1 (%)	$\bar{x}$	SD	Remark
III. Independent Mastery Factor								
13.	I like to try to figure out how to do school assignments on my own.	548 (16.1)	426 (12.5)	1,066 (31.4)	1,360 (40.0)	2.04	1.08	Low
14.	When I don’t understand something right away I like to figure it out by myself.	566 (16.6)	432 (12.7)	971 (28.6)	1,431 (42.1)	2.03	1.10	Low
15.	When I make a mistake I like to figure out the right answer by myself.	1,742 (51.2)	1,176 (34.6)	292 (8.6)	190 (5.6)	3.31	0.85	Moderate
16.	If I get stuck on a problem I keep trying to figure out the problem on my own.	1,554 (45.7)	1,120 (32.9)	370 (10.9)	356 (10.5)	3.13	0.98	Moderate
17.	I like to do my schoolwork without help.	2,053 (60.4)	1,008 (29.6)	198 (5.8)	141 (4.1)	3.46	0.78	Moderate
Weighted Mean ($\bar{x}$)=2.79; S.D=0.96;						2.79	0.96	Moderate
Overall Decision= Moderate								

Source: Researcher’s Fieldwork, 2024

KEY: Strongly Agree (SA) =4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1, St. D = Standard Deviation, M= Mean

***** Decision Rule for Weighted Mean:** Mean value of 0.000-2.499 = Low; 2.500-3.499 =Moderate; 3.500- above = High

Table 4.24: The intrinsic independent mastery factor having the thirteenth item has 1,360(40.0%) of the students strongly disagreeing that they like to figure out how to do school assignment on their own while 1,066 (31.4%) disagreeing and with the mean score ($\bar{x}$) of 2.04, it is categorized as “Low”. The fourteenth item, 1,431(42.1%) of the students strongly disagree that they like to figure out how to do school assignment on their own while 971(34.9%) disagree and with a mean score ($\bar{x}$) of 2.03 it is categorized as “Low”. The fifteenth item have 1,742(51.2%) of the students strongly agreeing that when they make a mistake they like to figure out the right answer by themselves while 1,176(34.6%) agree, with a mean score ($\bar{x}$) of 3.31, it is categorized as “Moderate”. The sixteenth item, 1,554(45.7%) of the students strongly agree that when they get stuck on a problem they keep trying to figure out the problems on their

own while 1,120(32.9%) agree and with the mean score ($\bar{x}$) of 3.13 in this section, it is categorized as “Moderate”. The seventeenth item, 2,053(60.4%) of the students strongly agree to the fact that they like to do their schoolwork without help with 1,008(29.6%) agreeing, a mean score ($\bar{x}$) of 3.46 is then categorized into “Moderate”. The weighted mean ($\bar{x}$ = 2.79, S. D= 0.96) leading to an overall decision of " Moderate”.

Table 4.25 Easy Work Factor (Extrinsic Measure)

S/N	Items ‘I’	SA 4 (%)	A 3 (%)	D 2 (%)	SD 1 (%)	$\bar{x}$	SD	Remark
IV. Easy Work Factors								
1.	don’t like to figure out difficult problems.	2,087 (61.4)	967 (28.4)	219 (6.4)	127 (3.7)	3.47	0.78	Moderate
2	like to learn just what I have to in school.	1,632 (48.0)	1,319 (38.8)	269 (7.9)	180 (5.3)	3.29	0.82	Moderate
3.	don’t like difficult schoolwork because I have to work too hard.	1,843 (54.2)	1,106 (32.5)	285 (8.4)	166 (4.9)	3.36	0.83	Moderate
4.	like easy work that I am sure I can do.	548 (16.1)	426 (12.5)	1,066 (31.4)	1,360 (40.0)	2.04	1.08	Low
5.	like to stick to the assignments which are pretty easy to do.	2,025 (59.6)	938 (27.6)	231 (6.8)	206 (6.1)	3.40	0.86	Moderate
6.	like school subjects where it’s pretty easy to just learn the answers.	652 (19.2)	482 (14.2)	1,013 (29.8)	1,253 (36.9)	2.16	1.11	Low
Weighted Mean ($\bar{x}$)=2.95; S.D=0.91;						2.95	0.91	Moderate
Overall Decision=Moderate								

Source: Researcher’s Fieldwork, 2024

KEY: Strongly Agree (SA) =4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1, St. D = Standard Deviation, M= Mean

***** Decision Rule for Weighted Mean:** Mean value of 0.000-2.499 = Low; 2.500-3.499 =Moderate; 3.500- above = High

Table 4.25: Regarding extrinsic factors, on easy work category, the first item has 2,087(61.4%) of the students strongly agreeing that they do not like to figure out difficult problems, and 967(28.4%) agree. This is categorized as “Moderate” with a mean score ($\bar{x}$) of 3.47. The second item states that students like to learn just what they have to in school with 1,632(48.0%) strongly agreeing and 1,319(38.8%) agreeing. This is categorized as “Moderate” with a mean score ($\bar{x}$) of 3.29. The third item has 1,843(54.2%) of students strongly agreeing

that they don't like difficult schoolwork because they have to work too hard, with 1,106(32.5%) agreeing. This is categorized as "Moderate" with a mean score ($\bar{x}$) of 3.36.

The fourth item, 1,360(40.0%) of students strongly disagree that they like easy work that they are sure they can do while 1,066(31.4%) disagree. This is categorized as "Low" with a mean score ($\bar{x}$) of 2.04. Furthermore, with the fifth item 2,025(59.6%) strongly agree that they like to stick to the assignments which are pretty easier to do and with 938(27.6%) agreeing. This is categorized as "Moderate" with a mean score ($\bar{x}$) of 3.40. The sixth item here states that students like school subjects where it's pretty easy to just learn the answers, 1,253(36.9%) strongly disagree while 1,013(29.8%) disagree. This is categorized as "Low" with a mean ($\bar{x}$) of 2.16. The overall weighted mean ($\bar{x}$ = 2.95, S. D= 0.91) leading to an overall decision of "Moderate".

Table 4.26: Pleasing Teacher Factor (Extrinsic Measure)

S/N	Items 'I'	SA 4	A 3	D 2	SD 1	$\bar{x}$	SD	Remark
	V. Pleasing Teacher Factors 'I'	(%)	(%)	(%)	(%)			
7.	read things because the teacher wants me to.	781 (23.0)	572 (16.8)	990 (29.1)	1,057 (31.1)	2.32	1.13	Low
8.	do my schoolwork because teacher tells me to.	1,883 (55.4)	925 (27.2)	290 (8.5)	302 (8.9)	3.29	0.95	Moderate
9.	work on problems because I'm supposed to.	1,632 (48.0)	1,319 (38.8)	269 (7.9)	180 (5.3)	3.29	0.82	Moderate
10.	ask questions because I want the teachers to notice me.	1,843 (54.2)	1,106 (32.5)	285 (8.4)	166 (4.9)	3.36	0.83	Moderate
	Weighted Mean ($\bar{x}$)=3.06; S.D=0.93					3.06	0.93	Moderate
	Overall Decision=Moderate							

Source: Researcher's Fieldwork, 2024

KEY: Strongly Agree (SA) =4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1, St. D = Standard Deviation, M= Mean

*** **Decision Rule for Weighted Mean:** Mean value of 0.000-2.499 = Low; 2.500-3.499 =Moderate; 3.500- above = High

Table 4.26: When it comes to pleasing the teachers, the seventh item here states that students read things because the teacher wants them to, 1,057(31.1%), strongly disagree while 990(29.1%) disagree. This is categorized as "Low" with a mean score ($\bar{x}$) of 2.31. The eight item, 1,883 (55.4%) strongly agree with students doing their schoolwork because teacher told

them to and with 925(27.2%) agreeing. This is categorized as “Moderate” with a mean score ($\bar{x}$) of 3.29.

The ninth item had 1,632(48.0%) of the students strongly agreeing to working on problems because they are supposed to while 1,319(38.8%) agree. This is categorized as “Moderate” with a mean score ($\bar{x}$) of 3.29. The tenth item and the last under here has 1,843(54.2%) strongly agreeing to it that students ask questions because they want the teachers to notice them while 1,106(32.5%) agree. This is categorized as “Moderate” with a mean score ($\bar{x}$) of 3.36. The weighted ($\bar{x}$ = 3.06, S. D= 0.93) leading to an overall decision of "Moderate".

Table 4.27: Dependence on Teacher Factor (Extrinsic Measure)

S/N	Items ‘I’	SA 4 (%)	A 3 (%)	D 2 (%)	SD 1 (%)	$\bar{x}$	SD	Remark
	VI. Dependence on Teacher Factor							
11.	When I don’t understand something right away I want the teacher to tell me the answer.	2,184 (64.2)	1,009 (29.7)	123 (3.6)	84 (2.5)	3.56	0.68	Moderate
12.	I like to have the teacher help me with my schoolwork.	1,951 (57.4)	1,185 (34.9)	180 (5.3)	84 (2.5)	3.47	0.70	Moderate
13.	When I make a mistake I like to ask the teacher how to get the right answer.	2,025 (59.6)	938 (27.6)	231 (6.8)	206 (6.1)	3.40	0.86	Moderate
14.	If I get stuck on a problem I ask the teacher for help.	1,507 (44.3)	1,353 (39.8)	332 (9.8)	208 (6.1)	3.22	0.86	Moderate
15.	I like the teacher to help me plan what to do next.	1,116 (32.8)	740 (21.8)	762 (22.4)	782 (23.0)	2.64	1.16	Moderate
16.	I like to ask the teacher how school assignment should be done.	2,025 (59.6)	938 (27.6)	231 (6.8)	206 (6.1)	3.40	0.86	Moderate
	Weighted Mean ($\bar{x}$) = 3.28; S.D=0.85					3.28	0.85	Moderate
	Overall Decision = Moderate							

Source: Researcher’s Fieldwork, 2024

KEY: Strongly Agree (SA) =4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1, St. D = Standard Deviation, M= Mean

***** Decision Rule for Weighted Mean:** Mean value of 0.000-2.499 = Low; 2.500-3.499 =Moderate; 3.500- above = High

Table 4.27: When it comes to dependence on teachers, the eleventh item, 2,184 (64.2%) student strongly agree with the item that when they don’t understand something right away they want the teacher to tell them the answer while 1,009 (29.7%) agree. This is categorized as “Moderate” with a mean score ($\bar{x}$) of 3.56.

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Similarly, with the twelfth item 1,951(57.4%) of the students strongly agree with the statement that they like to have the teacher help them with their schoolwork and with 1,185(34.9%) agreeing. This is categorized as “Moderate” with a mean score ($\bar{x}$) of 3.47. The thirteenth item has 2,025(59.6%) of the students strongly agreeing that when they make a mistake they like to ask the teacher how to get the right answer while 938(27.6%) agreeing. This is categorized as “Moderate” with a mean score ($\bar{x}$) of 3.40. The fourteenth item, 1,507(44.3%) of the students strongly agree that when they get stuck on a problem they ask the teachers for help while 1,353(39.8%) agree. The mean score ($\bar{x}$) of 3.22 categorize it as “Moderate”. The fifteenth item, 1,116(32.8%) of the students strongly agree that they like the teachers to help them plan what to do next while 782(23.0%) strongly disagree with a mean score ($\bar{x}$) of 2.64 this is categorized as “Moderate” The sixteenth and the last item has 2,025(59.6%) of the students strongly agreeing that they like to ask the teachers on how school assignment should be done while 938(27.6%) agree. This is categorized as “Moderate” with a mean score ($\bar{x}$) of 3.40. The overall weighted mean ($\bar{x}$ = 3.28, S. D= 0.85) led to an overall decision of " Moderate".

Table 4.22 through to 4.27 showed the level of motivation of students to learning in two ways (intrinsic versus extrinsic). Looking through the results, quick assessment can be made that almost all the remarks turned out to be moderate which is a signal that there need to be a balanced extrinsic factors with intrinsic factors. Independent mastery with a mean ($\bar{x}$) of 2.79 and a standard mean of 0.96 while dependence on teacher has a mean ($\bar{x}$) of 3.28 with standard mean of 0.85. It indicates that teachers can provide more self-directed engaging learning and more of discovery or exploration learning to shake students fixed mindset.

Table 4.28: Summary of the Level of Students' Motivation towards Learning in Public Junior Secondary Schools in Southwest, Nigeria

Level of Motivation of Students to Learning	Weighted Mean ($\bar{x}$)	SD	Overall Decision
Challenge	2.50	1.08	Moderate
Curiosity	3.10	0.94	Moderate
Independent Mastery	2.79	0.96	Moderate
Easy Work	2.95	0.91	Moderate
Pleasing Teachers	3.06	0.93	Moderate
Dependence on Teacher	3.28	0.85	Moderate
Total	17.68	5.67	
Level of Motivation Shown by Students' to Learning	2.94	0.94	Moderate

Source: Researcher's Fieldwork, 2024

4.2.1 Test of Hypotheses

Hypothesis One: There is no significant combined contribution of principal's school plant management (school plant supervision, school plant utilization and school plant safety measure) skills and teachers-related factors (attitude, qualification, commitment and experience) responsible for students' motivation towards learning in public junior secondary schools in Southwest, Nigeria.

Table 4.29: Linear Multiple Regression of Principal and Teachers -related Factors on Students' Motivation to Learning Model Summary

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	93426.773	7	13346.682	89.623	.000 ^b
Residual	505135.531	3392	148.920		
Total	598562.304	3399			
R = .395, R ² = .156 Adj. R ² = .154 Std. Error of the Estimate 12.20326					

a. Dependent Variable: Student Motivation

b. Predictors: (Constant), Teacher's Work Experience, School Plant Safety, Teacher's Attitude, School Plant Utilization, School Plant Supervision, Teacher's Commitment, Teacher's Qualification.

F-value is significant at P<.05 (Researcher's Fieldwork, 2024)

Table 4.29 showed the joint contribution of the predictor variables (school plant supervision, utilization and safety measure) to motivation of JSS2 students to learning. Regression correlation (R) is .395^a, R square equals .156 and adjusted R square equals .154.

Further verification using analysis of variance (ANOVA) produced $F_{(7,3392)}$ equals 89.623; $p < .05$. The significant F value shows that the model is a good fit of the data.

Sum of square for regression is 93426.773, degree of freedom (df) is 7 if we divide the regression sum of square with degree of freedom it will give us the mean square ($93426.773/7$) = 13346.682. Likewise, sum of square for residual is 505135.531, degree of freedom (df) is 3392 if we divide the residual sum of square with degree of freedom it will give us the mean square ($505135.531/3392$) = 148.920. Divide the mean square of regression (13346.682) by that of residual (148.920) to get the Fvalue which is ($13346.682/148.920$) = 89.623. Add both regression and residual sum of squares together ($93426.773+505135.531$) to obtain the total (598562.304) and at the same time add the degree of freedom together ($7+ 3392$) to obtain the total (3399) at significant level of .05. The discrepancy between the R^2 value and Adjusted R^2 value ($.156-.154=.002$) also indicate a good fit of the model since the value is very small. The standard error of the estimate shows a value of 12.20326.

Hypothesis Two: There is no significant relative influence of principal's school plant management (school plant supervision, school plant utilization and school plant safety measure) skills and teachers-related factors (attitude, qualification, commitment and experience) responsible for students' motivation towards learning in public junior secondary schools in Southwest, Nigeria.

Table 4.30: Regression Coefficient of Students Motivation, Principal and Teachers-related Factors

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		Beta(β)	Std. Error	Beta (β)		
1	(Constant)	65.519	2.640		24.814	.000
	School Plant Supervision	.470	.051	.155	9.258	.000
	School Plant Utilization	.519	.064	.136	8.113	.000
	School Plant Safety	.079	.053	.025	1.491	.136
	Teacher's Attitude	2.253	.153	.254	14.705	.000
	Teacher's Qualification	-.568	.091	-.113	-6.221	.000
	Teacher's Commitment	.297	.155	.034	1.914	.056
	Teacher's Work Experience	.595	.067	.150	8.834	.000

a. Dependent Variable: Student Motivation

Source: Researcher's Fieldwork, 2024; Beta Coefficient and t-values significant at $P < .05$

Table 4.30 showed the outcomes of the hypothesis two which hypothesized that each of the predictor variables would not significantly contribute to the prediction of public junior secondary school students' motivation to learning. The result here showed that teacher's attitude ($\beta = .254$; $t = 14.705$; $p < .05$) is the strongest predictor of student's motivation followed by school plant supervision ($\beta = .155$; $t = 9.258$; $p < .05$), teacher's work experience ($\beta = .150$; $t = 8.834$; $p < .05$), school plant utilization ($\beta = .136$; $t = 8.113$; $p < .05$), teacher's commitment ($\beta = .034$; $t = 1.914$; $p > .05$), and school plant safety measure ($\beta = .025$; $t = 1.491$; $p > .05$), and teacher's qualification ($\beta = -.113$; $t = -6.221$; $p < .05$) respectively. All the predictor variables except teachers' commitment ($\beta = .034$; $t = 1.914$; $p > .05$) and school plant safety measure

($\beta = .025$; $t = 1.491$; $p > .05$) significantly contributed to student motivation of JSS students to learning.

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4.3 Discussion of Findings

This research work was carried out to investigate the principals' school plant management skills and teachers-related factors as determinants of students' motivation towards learning in public junior secondary schools, Southwest, Nigeria. Results of the demographic data analysis of principals revealed that, the majority of principals being male (52.8%) aligns with global trends in educational leadership. This finding was corroborated in a report that shows that there is a notable gender disparity in educational leadership roles, with men more likely to occupy leadership positions, especially in certain regions¹. Also, the finding was supported by a study which reported that the predominance of male principals mirror a trend observed in Nigerian educational leadership highlighting similar gender imbalances in leadership roles within Nigerian schools, reflecting broader societal norms and possibly effecting leadership styles and priorities².

Male principals have more credibility in the eyes of teaching staff and students; command more respect and even fear in direct confrontation with men, as to enable teaching staff to be more compliant and in the eyes of students and sometimes of teaching staff, and are thought to be more capable of imposing order meaning there is more faith in men's decision-making ability. The predominance of older principals with (51.3%) aged 51 and above suggests a wealth of experience in the education sector. This was in line with a study which highlights the value of experience in school leadership, noting that seasoned leaders often have a deeper understanding of educational challenges and more refined management skills³. This could positively impact their effectiveness in school plant management and overall school administration. The high proportion of married principals (79.4%) might correlate with the age distribution and suggests a stable personal life, which can positively influence job performance. This is buttressed in a work that found that personal stability and support systems can enhance a leader's capability to handle the demands of their role effectively⁴. The high level of education among the principals, with most of them holding Master degree indicates a strong academic

foundation in educational theory and practice. This is consistent with findings that advanced degrees in education are increasingly valued and linked to more effective school leadership⁵. The majority of principals having over 21 years of teaching experience supports the idea that effective school leadership is often grounded in extensive teaching experience. A study noted that teaching experience provided school leaders with essential insights into classroom dynamics, teachers' needs and students learning which are critical for effective school management⁶. With the principal's extensive experience and educational qualification, they are likely to have a nuanced understanding of the impact of school plant management on learning environments. With their vast teaching experience, principals are likely to value and understand the critical role of teachers-related factors on student motivation to learning.

Findings from teacher's demographic analysis revealed a significant female majority of (54.0%) this suggests a strong female presence in the teaching profession in this region. It aligns with global trends where teaching, especially at the junior levels, tends to attract more females¹. Majority of teachers are in the 41-50 (43.4%) years age group indicating a workforce that is experienced and potentially at a stage of professional maturity. Further a high percentage of teachers are married (78.7%) and this could reflect the age distribution and possibly indicate that teaching is considered a stable and family-friendly profession. Most teachers hold a Bachelor's degree (61.5%), this suggests a well-educated teaching workforce, which is likely to positively impact the quality of education. Majority of teachers (28.0%) have 16-20 years of experience, this further reinforces the idea of a seasoned workforce. The correlation between age and experience suggests career stability in the teaching profession in this region.

Students demographic analysis showed a relatively balanced gender distribution with a slight skew towards male students (52.3%) while female is (47.7%). This implies that male students are more in this study and it is noteworthy as it indicates a healthy gender balance, which is essential for a diverse and inclusive educational environment. Also, a significant majority (62.8%) of the students fall within the 13-16 years' age bracket, this is in line with the

typical age group for JSS2 students and those in 17-20 years' age bracket is unusual and suggests specific individual educational journeys, possibly influenced by socio-economic or personal challenges.

Research question one was asked to determine the level of school plant management (supervision, utilization and safety measure) skills displayed by principals' in junior secondary schools in Southwest, Nigeria. Considering table 4.13 question number one, school plants are assessed by the principal to detect areas that need repairs or replacement for smooth running of the school 86(47.8%) highly supervised and highest mean of 3.29 suggests that the school principals may be there to ensure a safe and functional learning environment, reflecting their commitment, prioritizing maintenance to providing a conducive learning space, demonstration of pro-active approach potentially reducing cost and liabilities or that the school principals value accountability and responsible management of school resources. He tries to ensure students safety and well-being, monitors student progress and understanding and helps to identify areas for improvement. In question number eight, school authority setting aside a non-school day to showcase the work of the maintenance culture club to the community, parents and well-wishers in order to raise funds, 56(31.1%) respondents ticked highly supervised with the least mean score ($\bar{x}$) of 2.81 this suggests that school authorities might not see the value in showcasing maintenance efforts to the community and may be potentially missing opportunities for engagement and support from the community, the low mean score could indicate a lack of emphasis on community involvement or outreach related to maintenance and facilities management or focus could be on more pressing competing demands.

In the area of school plant utilization, table 4.14 question six, the instructional materials provided by the school can only be commendable and recommended for use if it satisfies an option 126(70%) highly utilized with the highest mean score of 3.69, possible reasons are that school authority rank providing high quality instructional materials by recognizing their impact on teaching and learning, or that the high rate suggests that teachers find the materials relevant

and effective for instruction or that the school's investment in instructional materials may be seen as a key factor in supporting academic achievement. Question number 4 on the state of sporting facilities used in school to motivate learning 90(50%)moderately supervised with the least mean score ($\bar{x}$) of 2.84 could be that sporting activities may not be the main concern for school authorities, possibly due to budget constraints or competing demands, the moderate utilization rate could indicate that while some teachers and students value sports and physical education, others may not see the relevance to academic goals or could be that the sporting facilities are not well maintained or are inadequate, leading to reduced utilization. In comparing the two, it can be garnered that instructional materials are highly valued and utilized suggesting a focus on academic achievement; sporting facilities, while still utilized, receive less emphasis, potentially indicating a gap in recognizing the importance of physical education and extracurricular activities in supporting student motivation to learning.

In the area of school plant safety measure, table 4.15 question one, inventory records of school facilities are well kept by the principal 94(52.2%) strongly agree with the highest mean score ($\bar{x}$) of 3.24 and with the possible reasons that principals prioritize keeping accurate records to ensure accountability and effective management of school facilities, or that well managed records may help identify potential safety hazards and facilitate prompt maintenance or that the practice demonstrates a proactive approach to safety and responsibility. Question five, First Aid Boxes are provided with all accessories to serve as rapid responses to danger and can help to motivate students to learn 65(36.1%) disagree with the least mean score ($\bar{x}$) of 2.69 with possible reasons that some schools may not prioritize providing fully stocked first aid boxes, potentially due to budget constraints or oversight or could be that first aid boxes are not regularly checked or updated leading to inadequate preparedness for emergencies or this shortfall may compromise the school's ability to respond effectively to accidents or injuries, potentially impacting student safety and motivation. The key observations are that inventory keeping is a strength, indicating a focus on facility management and safety while first aid box

provision is a weakness, suggesting a need for improvement in emergency preparedness and response.

The overall results obtained for the level of principal's school plant management (supervision, utilization and safety measure) skills displayed by the principal in junior secondary schools in Southwest, Nigeria ($\bar{x}$ = 3.05; SD = 0.85) revealed that the level of principals' school plant management is moderate with commendable emphasis on supervision based on the mean. In line with this result, a study has found that principals contribute to school building management by ensuring proper supervision of buildings and ensuring that appropriate repairs are done⁷. A study also found that the utilization of classroom facilities and management of laboratory equipment improves quality instructional service delivery in schools⁸. A study confirmed that the students in schools with a pleasant physical environment perform better than those where the learning environment is not conducive⁹. Another study found that school site location, school medical facilities and school laboratories have significant influence on the management of secondary schools¹⁰. A study found that poor teaching and learning found in so many secondary schools today are as a result of inadequate provision, poor utilization, lack of maintenance and inspection of the school plants¹¹.

A study found that recreational facilities have significant influence on students' academic performance¹². Another study found that schools with friendly and conducive learning environment enhanced pupils' higher achievement in academics¹³. Principals can hit the high level in their supervision, utilization and safety measure skills based on the findings of the work: if they try to establish maintenance culture club for students and equally set aside a non-school day to showcase their work to raise awareness and promote action for the protection of the school plants. The candid opinion of the principals about the school facilities utilization was that they are being moderately utilized while in many schools they have them but are not used, others don't have at all. Focus should be on the ones that have but are not been used e.g. computers: it could be that there is lack of training to effectively integrate the materials into

their teaching practices; curriculum may be overly dense leaving little room for teachers to incorporate additional materials; some may not see the value in using the materials; may prioritize other learning objectives or focus on students' immediate needs putting material usage on the backburner. For those that do not have, it could be as a result of administrative priorities as the administrators may prioritize other programs over material usage or as a result of budget constraints or inadequate storage facilities. Finally, in the area of safety measures, teachers can be given the responsibilities in securing school facilities. Overall, these findings and other studies suggest that public school principals in Nigeria have the capabilities to exhibit high school plant management skills in the midst of numerous challenges they may come across in schools that they are managing because there is enough room for improvement.

Research question two was raised to determine the level of teachers-related factors responsible for students' motivation towards learning in public junior secondary schools in Southwest, Nigeria. Table 4.17 on teacher's attitude, question one, teacher demonstrates while teaching encourages students towards learning 1,134 (66.5%) strongly agree with the highest mean score ($\bar{x}$) of 3.62. The possible reasons could be that teachers who demonstrate concepts and skills effectively enhance student understanding and engagement, or that hands-on-learning experiences can increase student motivation and interest in the subject matter or teachers' ability to demonstrate may be seen as a key factor in making complex concepts accessible and fun to learn. Question three, charisma motivates students to learn 837(49.1%) strongly agree with the lowest mean score ($\bar{x}$) of 3.29. Possible reasons could be that charismatic teachers can inspire and motivate students through their enthusiasm, passion, patience, flexibility, high expectations and energy or teachers with charisma may create a positive learning environment, building a strong relationships with students, however, charisma alone may not be enough to sustain student motivation, as other factors like content knowledge and teaching skills are also crucial. Key observation are that demonstrating while teaching is a stronger predictor of student motivation, suggesting that hands-on learning experiences are highly valued while charisma is

still important, its impact may be more valuable, depending on individual teacher styles and student preferences.

Table 4.18 on teacher's educational qualification, question one, teachers who studied educational course add pep to motivate students to learn 1,139(66.2%) strongly agree having the highest mean score ($\bar{x}$) of 3.62. The possible reasons are that teachers with formal education training may be better equipped to design engaging lessons and motivate students, or that educational courses may provide teachers with the skills to create a supportive learning environment, fostering student motivation, or that the strong agreement suggests that teachers' formal education plays a significant role in their ability to motivate students.

Question three, teachers with inborn traits do motivate students to learn 637(37.3%) disagree with the lowest mean score ($\bar{x}$) of 2.60. The possible reasons for the disagreement suggests that not everyone believes inborn traits are a primary motivators for students, while some teachers may naturally possess charisma or enthusiasm, it may not be the sole factor in motivating students and the lower mean score indicates that other factors, like teaching skills and educational training, may be more important in motivating students. Key observations are that with formal education and training, teachers can be well equipped to motivate and support their students' learning journeys.

Table 4.19 on teacher's commitment, question one, teachers who help weak students in class to match up with their high flier counterparts were 1,103(64.7%) with strongly agree with the highest mean ($\bar{x}$) of 3.60. The likely reasons are that teachers prioritize supporting struggling students, recognizing the importance of inclusivity and equal opportunities, or seems to lend a helping hand to weaker students in order to foster a sense of community and team work in the classroom, or the strong agreement suggests that teachers value bridging the gap between students of different abilities and also to boost their confidence. Question two, teachers that contribute when necessary to curricula and extracurricular activities to move the school

forward with 807(47.3%)agree with the least mean score ($\bar{x}$) of 3.33. The possibility may be that teachers recognize the importance of contributing to the school's overall development such as excursions, debates, associations or clubs and sports that fosters physical fitness, sportmanship and school spirit beyond their regular teaching duties or contributions to curricula and extracurricular activities can enhance the school's reputation and provide students with diverse experiences or the low mean score may indicate that not all teachers feel equally invested in contributing to school development beyond their core responsibilities. The key observations are that teachers prioritize supporting weaker students, demonstrating a commitment to inclusive education and while teachers recognize the importance of contributing to school development, there may be varying levels of engagement and commitment.

Table 4.20 with the question seven, on the environment that I find myself motivate me to learning 994(58.3%) strongly agree with the highest mean score ($\bar{x}$) of 3.46. It is strongly possible that the environment which is safe and free from bullying, comfortable, accessible with technology integrated and with aesthetic appeal can affect students' motivation and engagement. Another item having the mean score very close to this has to do with question two, teaching experience can motivate students to learn 883(51.8%)strongly agree with the mean score ($\bar{x}$) of 3.44. It is possible with the following reasons, that experienced teachers have developed effective teaching strategies and can adapt to different learning styles or may likely have encountered various student motivations challenges, enabling them to better support students, the agreement suggests that teaching experience is valued for its potential to enhance student motivation. On the other hand, question one, teachers that have taught in different schools are more experienced in teaching 747(43.6%)strongly agree with a mean score ($\bar{x}$) of 2.97. The possible reasons are that teaching in multiple schools can broaden a teacher's experience, exposing them to diverse student individual differences (physical, mental, motor ability, achievement, emotional, learning differences, social and moral development, interest and aptitudes, populations, challenges in different educational settings. However, the lower mean

score might indicate that not all respondents believe that teaching in different schools necessarily translates to greater experience or effectiveness and this could suggest that other factors, like teaching style or subject matter expertise, are more important than the number of schools taught in. The key observations are that teaching experience is a valuable asset in motivating students to learn while teaching in multiple schools can be beneficial, its impact on experience and effectiveness is debated.

The overall results obtained from the level of teachers-related factors (attitude, qualification, commitment and teaching experience) displayed by the teachers in junior secondary schools in Southwest, Nigeria ($\bar{x}$ =3.34; SD=0.72) revealed that the level of teachers-related factors is moderate with commendable emphasis on teacher's attitude. This finding is in support of the study that assessed human resource management and teachers job performance which specifically refer to the interpersonal relationship that need to exist between principals and teachers, teacher's participation in making decisions and delegation of responsibilities as it builds up attitude of teachers to perform greatly in classrooms¹⁴. In collaboration with the finding is that teachers envisage a holistic development for students when there is timely promotion and good working conditions¹⁵. A study found that school climate, teacher's commitment, teacher's motivation and teachers job satisfaction were the key constructs for increasing teachers work performance^{16&17}. Another study found that teachers' years of teaching experience has influence on the mean academic achievement of basic science students in BECE¹⁸. In support of teachers' commitment is the finding that teacher's communication skills are good and has influence on students' academic performance¹⁹. Another study found that teachers professional background, motivational belief and self-reported instructional practices have significant impact on students' motivation, persistence and achievement outcomes in science and mathematics¹⁴.

Based on the findings, teachers who have studied educational courses bring additional passion, enthusiasm and effectiveness to their teaching but may not be universally true though

educational courses provide teachers with a deeper understanding of learning theories, child development and the likes as the knowledge gained can help to design more effective lessons and engage students better, they are more likely to be aware of the latest teaching technologies so that the ideas can be brought into the classroom, it can develop teachers critical thinking, problem-solving and communication skills as these skills enhance their ability to connect with students and manage their classrooms, it equally demonstrates teachers' commitment to professional development and lifelong learning. The teachers who have not taken educational courses may still be passionate, effective and engaging students but the difference is always in the taste of the pudding.

From this work, majority picked on the (attitude of the teacher demonstration and strategies) and (experience). On the issue of demonstration, a mobile or exposed teacher can draw from their varied experiences by sharing real life examples as the phrase "what I see, I remember; what I (do) touch, I understand; what I hear, I forget" highlighted the importance of multisensory learning experiences that produce an action which indicates learning, with these there, is the buildup of teaching approaches allowing for different teaching styles to meet the needs of the students. Experience is the best teacher as it allows individuals to learn from failures, mistakes and setbacks leading to valuable lessons and personal growth; booster of confidence and credibility allowing individuals to take on new challenges; helping to develop sound judgement and decision-making skills; helping individuals identify their strength, value, weaknesses and goals; helping to develop empathy and a deeper understanding of others' perspectives; helping to navigate complex situations; helping to develop expertise in teaching and in the overall helping to develop deeper understanding of themselves and the world around them.

In summary, experience is a powerful teacher, offering numerous benefits that can enhance various aspects of life from personal growth and skill development to professional success and relationships. Teachers reduced passion and dedication can impact student

engagement, insufficient materials or support can hinder teacher's commitment, unsupportive administration or colleagues can erode teacher commitment, high stress and workload can lead to decreased teacher motivation and overly restrictive policies or micromanaging can stifle teacher creativity. Overall, teachers-related factors are good channels for students' motivation and they must be improved upon because the positive behaviours that teachers carry out in the classrooms later have a high level effect on students' success and equally have an impact on their permanence of learning.

Research question three was asked to determine the level of motivation shown by students towards learning in public junior secondary schools in Southwest, Nigeria. Adapted questionnaire that concentrated on intrinsic versus extrinsic measure was used and the results obtained can be discussed thus: Table 4.22 on Challenge (Intrinsic measure), question five, I like difficult problems because I enjoy trying to figure them out 1,771(52.1%)strongly agree with the highest mean score of 3.31. Possible reasons are that, many students enjoy the thrill of tackling complex problems and finding creative solutions, this mindset can help build resilience, critical thinking and problem solving skills with confidence and the strong agreement suggests that students see value in challenging themselves and developing their analytical abilities and derive satisfaction from overcoming obstacles and achieving solutions. On the other hand, question four, I like those school subjects that make me think pretty hard and figure them out 1,431(42.1%)strongly disagree with the lowest mean score of 2.03. The possible reasons for this feeling could include difficulty with critical thinking or problem-solving skills, preference for more straightforward or easy to understand subjects, lack of confidence in tackling challenging material or prior negative experience with difficult subjects. The key observations are that, many students enjoy tackling difficult problems and thinking critically. However, a significant number of students do not find difficult work interesting; suggesting a need for varied teaching approaches while students who enjoy challenging subjects can benefit from educators who provide opportunities for critical thinking and problem solving.

Table 4.23 on Curiosity (Intrinsic measure), question ten, do my school work to find out about a lot of things I've been wanting to know 1,875(55.1%) strongly agree with the highest mean score of 3.36. Possible reasons are many students are curious and motivated to learn, using school work as a means to explore new topics, this attitude indicates a desire for knowledge and understanding, driving students to engage with their school work and the high mean score suggests that students value learning for its own sake beyond just grades or obligations On the other hand, question seven, ask questions in class because I want to learn new things 1,060(31.2%) strongly disagree with the lowest mean of 2.31. Possible reasons are, some students may not feel comfortable asking questions in class, others might not see the value in asking questions possibly due to a lack of curiosity or engagement with the material and the low mean score could indicate a need for educators to create a safe and encouraging environment that fosters curiosity and inquiry based learning.

Table 4.24 on Independent Mastery (Intrinsic measure), question seventeen, I like to do my schoolwork without help 2,053(60.4%)strongly agree with the highest mean of 3.46. Possible reasons are many students value independence and self-reliance in their learning, preferring to work alone, this attitude can foster self-motivation, problem solving skills and confidence in their abilities and the high mean score suggests that students prioritize autonomy in their school work and on the other hand question fourteen, when I don't understand something right away I like to figure it out by myself, 1,431(42.1%) strongly disagree with the lowest mean score of 2.03 with the possible reasons as some students may not be as inclined to work independently when faced with challenges, potentially seeking help from peers or teachers others might struggle with persistence or self-efficacy when encountering obstacles leading to a lower mean score however, 566(16.6%) of students still agree with this statement indicating a notable proportion of students who value self-directed learning. The key observations are that majority of students prefer to work independently and value autonomy in their school work, while many students enjoy figuring things out on their own, a significant number may need guidance or support when faced with challenges. Educators

can strike a balance between providing support and encouraging independence, allowing students to grow and develop their problem solving skills.

Table 4.25 on Easy Work (Extrinsic measure), question one, I don't like to figure out difficult problems 2,087(61.4%)strongly agree with the highest mean score of 3.47. The possible reasons are that many students may feel overwhelmed or frustrated when faced with challenging problem leading to a preference for avoiding them, this attitude could indicate a fixed mindset, where students believe their abilities are fixed and do not want to risk failure, the high mean score suggests that students prioritize comfort and ease over engaging with complex problems. Question four, like easy work that I am sure I can do 1,360(40%) strongly disagree with the lowest mean score of 2.04. The possible reasons are, some students may not find value in easy work or may recognize that it doesn't help them grow or learn, others might be motivated by challenges and see easy work as a lack of opportunity for growth and the low mean score and strong disagreement suggest that students prioritize learning and growth over mere ease. The key observations are that a majority of students prefer to avoid difficult problems, potentially indicating a fear of failure or fixed mindset. However, a significant number of students disagree with preferring easy work, showing a desire for challenges and growth. Educators can create a supportive environment that encourages students to embrace challenges, develop a growth mindset, and build resilience.

Table 4.26 on Pleasing Teacher (Extrinsic measure) question ten, I ask questions because I want the teachers to notice me 1,843(54.2%) strongly agree with the highest mean score of 3.36, possible reasons are that many students may ask questions to seek attention, validation, or recognition from their teachers, this attitude could indicate a desire for social interaction, approval, or a sense of belonging, and the high mean score suggests that students prioritize being noticed and acknowledged by their teachers. On the other hand, question seven, I read things because the teacher wants me to 1,057(31.1%) strongly disagree with the lowest mean score of 2.31. The possible reasons are: some students may not be intrinsically motivated

to read but in their learning rather do so to fulfill teacher expectations, the attitude could indicate a lack of autonomy, interest or agency. The low mean score suggests that student may not be driven by a genuine desire to learn or explore through reading. The key observations are that many students ask questions to seek teacher's attention, highlighting a desire for social interaction and validation. However, a significant number of students may not be self-motivated to engage in learning activities like relying on external expectations rather than intrinsic interest. Educators can adapt their teaching strategies to promote intrinsic motivation, autonomy and genuine interest in learning while also acknowledging students' social needs and desires for recognition.

Table 4.27 on Dependence on Teacher (Extrinsic measure), question eleven, when I don't understand something right away I want the teacher to tell me the answer 2,184(64.2%) strongly agree with the highest mean score of 3.56. Many students may prefer direct instruction and clear answer when faced with challenges, this attitude could indicate a desire for clarity, certainty, and efficiency in their learning and the high mean score suggests that students value teacher guidance and explicit direction. On the other hand, question fifteen, I like the teacher to help me plan what to do next 1,116(32.8%) strongly agree with the lowest mean score of 2.64. Some students may appreciate teacher support in organizing their learning and setting goals, however, the lower mean score and fewer strong agreements suggests that students may not universally desire or need this level of guidance, this could indicate a desire for autonomy and self-directed learning among some students. The key observations are that a majority of students prefer direct instruction and clear answers when struggling highlighting a desire for teacher's guidance, while some students appreciate help with planning, others may not need or want this level of support, suggesting a range of preferences for autonomy and self-directed learning. Educators can adapt their teaching strategies to balance direct instructions with opportunities for autonomy, self-directed learning and student agency.

Table 4.28 showed the overall results obtained for the level of motivation (intrinsic and extrinsic) towards learning in junior secondary schools in Southwest, Nigeria, ($\bar{x}$ =2.94; SD=0.94) revealed that the level of student's motivation is moderate with commendable emphasis on student's curiosity and dependence on teacher. However, a balance should be maintained in the classroom and in order to be successful in life as both intrinsic and extrinsic motivation need to work together. A study found that interest in learning and discipline have a positive influence on learning motivation²⁰. Another study found that students favoured study habits of feelings and doing²¹. Based on this another study is in support of students' engagement emotionally and cognitively as both positively relate to academic performance and do motivate²². In support of this view is the study on the effect of motivation and learning behaviour on student achievement having the believe that intrinsic motivation has a direct effect on learning behaviour and that both can directly affect learning achievement²³. This study is in line with the meta-analysis by the one who pointed to the significant role of intrinsic motivation in school achievement to be consistently associated with higher performance controlling for baseline achievement^{24&25}. Overall, teaching strategies must be devised by teachers to cope with intrinsically and extrinsically motivated students since individuals differ and students on their own part need to be self-motivated by trying to set personal goals and challenges; finding meaning and purpose in their learning; creating a conducive learning environment; using positive self-talk and affirmations; seeking inspirations from mentors or role models; finding ways to make learning enjoyable and relevant; celebrating small progress and practicing self-care and self-compassion while teachers play the supportive role by providing guidance, encouragement and opportunities for them to develop their skills.

Results from hypothesis one from Table 4.29 showed the regression correlation (R) between student motivation, principal and teachers-related factors in Southwest Junior Secondary Schools, Nigeria, and analysis of variance (ANOVA) ($R=.395$; $\text{Adj. } R^2 = .154$; $F_{(7,3392)} \text{ equals } 89.623$; $p<.05$). The predictors in the model are supervision, utilization and safety

measure, attitude, qualification, commitment and teacher's work experience while the dependent variable is student motivation. R-value (Correlation Coefficient) measures the strength and direction of the linear relationship between the predictors and the dependent variable. Range: -1 (perfect negative correlation) to 1 (perfect positive correlation). R-squared (Coefficient of Determination) represents the proportion of variance in the dependent variable explained by the predictors.

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The square of the R-value ($R^2=R^{12}$). Range: 0 (no explanation) to 1 (perfect explanation). Adjusted R- square which is a modified version of R-square that penalizes models with multiple predictors. It adjusts for the number of predictors(k) and sample size(n) providing a more accurate estimate of the model's explanatory power. $\text{Adjusted R-square} = 1 - ((1 - R^2) (n - 1) / (n - k - 1))$. A high R-value indicates a strong linear relationship, a high R-square value indicates a large proportion of variance explained by the predictors, a high Adjusted R-square value indicates a good model fit, considering the number of predictors and sample size.

The R-value of .395 indicates a moderate positive linear relationship between the predictors (supervision, utilization, safety measure, attitude, qualification, commitment, and work experience) and the dependent variable (student motivation), R- square value of .156, the Adjusted R-square value of .154 means that approximately 15.4% of the variance in student motivation is explained by the predictors that have a moderate impact on motivation and it is very close to the R-square value, indicating that the model's explanatory power is not significantly affected by the number of predictors or sample size. The Standard Error Estimate (12.20326) represents the average distance between observed and predicted values. The F-value of 89.623 is significant at $p < .05$ (indicated by the significance value of .000) suggesting that there is a moderate positive relationship between supervision, utilization, safety measure, attitude, qualification, commitment, work experience and student motivation, it can be inferred that, in a supportive environment when basic needs are met; students feel more comfortable, confident, and feel more in control of their learning.

The model indicates that about 15.4% of the variation in student's motivation can be attributed to the combined effect of the predictors and that other factors outside the scope of this study, like personal interests, values and goals, are likely to account for the rest 84.6% of the total variance in the prediction of students' motivation to learning. The results suggest that contextual factors like supervision, utilization, safety measure, attitude, qualification, commitment, and work experience may have a positive impact on student motivation, but

should be combined with other strategies to address additional influential factors. These implications can guide educators, policymakers and researchers in developing and implementing strategies to enhance student motivation, acknowledging the complexity of this multifaceted construct. Motivation is often considered a more powerful and sustainable driver of behaviour. However, there are a few possible explanations for this finding: the study's context, sample, or measures might be more conducive to capturing student's motivation, all the predictor variables examined in this study are jointly potent to predict motivation of JSS2 students to learning.

The null hypothesis one: there will be no significant combined contribution of principal's school plant management (school plant supervision, school plant utilization and school plant safety measure) skills and teachers-related factors (attitude, qualification, commitment and experience) on students' motivation towards learning in public junior secondary schools in Southwest, Nigeria is subsequently rejected in favour of the alternative hypothesis which means that there is a significant joint contribution between the independent variables of principals (supervision, utilization and safety measures), teachers- related factors (attitudes, commitment, qualification, and educational experience) on students' motivation to learning in Southwest Junior Secondary Schools in Nigeria. The implication is that all the predictor variables are jointly potent to predict motivation of JSS2 students to learning. Considering the fraction examined, it can be observed that there is still much to be explored; the findings provide a foundation for further research to uncover additional factors influencing motivation and the need for a comprehensive approach to understand the complexity of motivation and the underlying factors. The result is in line with a study on School Environmental Indices as Predictors of Academic Achievement in Mathematics among Junior Secondary Schools in Oyo State, Nigeria²⁶.

Results from hypothesis two from Table 4.30 presents the results of a multiple linear regression analysis, where students motivation is the dependent variable, and the predictors are

principals' school plant (supervision, utilization and safety measure), teachers-related factors (attitude, qualification, commitment, and work experience). The intercept or constant term is (65.519), standard error is (2.640), t-value of (24.814) and significant level of .000 which represents the expected value of students' motivation when all predictors are zero. Considering School Plant Supervision: Unstandardized Coefficient (β) is .470, indicating a positive relationship between supervision and motivation. The Standardized Coefficient (β) is .155, which means that for every standard deviation increase in supervision, motivation increases by .155 standard deviations. School Plant Utilization has Unstandardized Coefficient (β) .519, indicating a positive relationship between utilization and motivation. The Standardized Coefficient (β) is .136, which means that for every standard deviation increase in utilization, motivation increases by .136 standard deviations. School Plant Safety Measure has Unstandardized Coefficient (β) as .079, indicating a positive relationship between safety measure and motivation. Standardized Coefficient (β) is .025 which indicates that for every standard deviation increase in safety measure, motivation increases by .025 standard deviations. However, the significance value (Sig.) is .136 which means that this relationship is not significantly significant on student motivation.

Teacher's Attitude: Unstandardized Coefficient (β) is 2.253, indicating a positive relationship between attitude and motivation. The Standardized Coefficient (β) is .254, which means that for every standard deviation increase in attitude, motivation increases by .254 standard deviations. Teacher's Qualification: Unstandardized Coefficient (β) is -.568, indicating a statistically negative relationship between teacher's qualification and student's motivation. Standardized Coefficient (β) -.113 indicates that for every standard deviation increase in qualification, motivation decreases by -.113 standard deviations. Teacher's Commitment: Unstandardized Coefficient (β) is .297, indicating a positive relationship between commitment and motivation. Standardized Coefficient (β) .034 indicates that for every standard deviation increase in commitment, motivation increases by .034 standard deviations. However, the

significance value (Sig.) is .056, which means the relationship is not statistically significant. Lastly, Teacher's Work Experience: Unstandardized Coefficient (β) is .595, indicating a positive relationship between work experience and motivation. Standardized Coefficient (β) is .150, which means that for every standard deviation increase in work experience, motivation increases by .150 standard deviations.

The standard error represents the variability or uncertainty of the regression coefficient (β). A small standard error indicates a precise estimate of the coefficient, while a large standard error indicates less precision. In the table, the standard errors range from .051 (supervision) to .155 (teacher's commitment). The t-value is a ratio of the regression coefficient (β) to its standard error. It measures the number of standard errors away from zero the coefficient is. A large t-value (in absolute value) indicates a statistically significant effect. In the table, the t-values range from

-6.221 (qualification) to 14.705 (attitude). The constant (65.519) represents the baseline value of student motivation, standard error is 2.640, t-value of 24.814 and significant level of .000 which represents the expected value of motivation when all predictors are zero.

The result showing the contribution of each of the variables as indicated by Standardized Beta (β) weights in order of magnitude; teacher's attitude with ($\beta = .254$; $t = 14.705$; $P < .05$) indicating a strong positive relationship with the outcome variable and contributed most to student motivation followed by school plant supervision with ($\beta = .155$; $t = 9.258$; $P < .05$) indicating a strong positive relationship with the outcome variable, next is teachers work experience ($\beta = .150$; $t = 8.834$; $P < .05$) indicating a strong positive relationship with the outcome variable, school plant utilization ($\beta = .136$; $t = 8.113$; $P < .05$) a strong positive relationship with the outcome variable, teachers' commitment ($\beta = .034$; $t = 1.914$; $P > .05$) with a small positive, having a significant level of .056 meaning non-significant relationship with the outcome variable, school plant safety measure ($\beta = .025$; $t = 1.491$; $P > .05$) with small positive relationship while the significant level is .136 not significant, and teachers qualification ($\beta = -.056$; $t = 1.491$; $P > .05$) with small negative relationship while the significant level is .136 not significant.

.113; $t = -6.221$; $P < .05$) has a significant negative unstandardized, standardized, and t -values. Based on the order of potency of each of the predictor variable, it is glaring that all the predictor variables except teacher's commitment ($\beta = .034$; $t = 1.914$; $P > .05$) and school plant safety measure ($\beta = .025$; $t = 1.491$; $P > .05$) are not significantly significant.

In summary, the results suggest that, teacher's attitude, school plant supervision, teacher's work experience, school plant utilization, are the most important predictors of the outcome variable while teacher's commitment, school plant safety measure and teacher's qualification have relatively weak relationships with the outcome variable and this results can be used to inform decisions about which variables to prioritize in future studies or interventions.

The result is an indicator that principals' school plant management and teachers-related factors have significant influence on students' motivation to learning in Junior Secondary Schools in Southwest, Nigeria. There is a significant relative influence of principals' school plant management skills and teachers-related factors on junior secondary school students' motivation towards learning, so the null hypothesis is rejected and the alternative is accepted at significant level of .05.

Endnotes

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Chapter Five

Conclusion

5.1 Summary of Findings

The study was carried out to investigate how principals' school plant management and teachers-related factors influence students' motivation in public junior secondary schools in Southwest Nigeria. The study analyzed demographic data of principals, teachers, and students, answered three research questions, and tested two hypotheses.

Based on the findings of the study, it was summarized that there is a moderate level of principals' school plant management i.e. moderate supervision ($\bar{x}=3.10$; $SD=0.86$), moderate school plant utilization ($\bar{x}=3.06$, $SD: 0.77$) and equally a moderate school plant safety measures ($\bar{x} = 2.98$; $SD=0.92$). The overall mean was ($\bar{x} =3.05$; $SD=0.85$) which showed that there is moderate level of supervision, utilization and school safety measures put in place by the principals. The findings on teachers-related factors based on the assessed measures, showed that teacher's attitude is moderate ($\bar{x} =3.45$; $SD= 0.68$) indicating that teachers demonstrated moderate and positive attitude towards motivating students to learning. Teachers showed moderate degree of excellence in the area of qualification towards students' motivation to learning ($\bar{x}=3.27$; $SD=0.74$). Based on commitment, teachers showed moderate commitment to work ($\bar{x}=3.43$; $SD=0.68$) and based on experience, there is also an indication that the teachers are moderately experienced in motivating students to learn ($\bar{x}=3.22$; $SD=0.81$). Overall, it was found that the level of teachers-related factors for student motivation to learning, mean score is ($\bar{x}=3.34$; $SD=0.72$) which is still moderate.

It was noticed that students level of motivation considering challenge factor is ($\bar{x} = 2.50$; $SD=1.08$), curiosity is ($\bar{x} = 3.10$; $SD=0.94$), independent mastery is ($\bar{x} = 2.79$; $SD=0.96$), easy work is ($\bar{x} = 2.95$; $SD=0.91$), pleasing teacher is ($\bar{x} = 3.06$; $SD=0.93$), and dependence on teacher is ($\bar{x} = 3.28$; $SD=0.85$) while the overall level of motivation shown by students to

learning is with the mean score ($\bar{x}$ = 2.94; SD=0.94) which indicate moderate level motivation of students to learning.

A test of hypothesis revealed that the joint contribution of the predictor variables and motivation of JSS2 students to learning based on the linear multiple regression outcomes showed that a combination of the predictor variables jointly accounted for a total of 15.4%, this value is large and could not have been due to the occurrence of chances. The Analysis of Variance (ANOVA) of the multiple regression yielded a significant ratio value ($R=.395$; Adj. $R^2=.154$; $F_{(7, 3392)}=89.623$; $p<.05$). The implication is that all the predictor variables examined in this study are jointly potent to predict motivation of JSS2 students to learning.

It means that other variables outside the scope of this study are likely to account for the rest 84.6% of total variance in the prediction of students' motivation. This unexplained variance could be due to various factors such as: other variables not included in the model that could be unknown or unmeasured factors like random error or noise in the data, non- linear relationship between the predictor variables and the outcome variable or interactions between predictor variables not accounted for in the model (this means the model has captured some of the underlying patterns and relationships, but there is still a portion of the variation that remains unexplained).

The findings based on each of the predictor variables being relatively significantly contributing to the prediction of junior secondary two students, the result showed that all the predictor variables except school plant safety measures and teachers commitment significantly contributed to motivation of JSS2 students to learning. A significant combined contribution of principals' school plant management and teachers-related factors to students' motivation ($F=89.623$, $P<.05$). Also, there exist a relative influence of principal's school plant management (school plant supervision, school plant utilization and school plant safety measure) skills displayed by the principals and teachers-related factors (attitude, qualification, commitment and experience) on students' motivation towards learning.

School plant supervision: Unstandardized Coefficient (β) is .470, $P < .05$, the Standardized Coefficient (β) is .155, which indicates a moderate positive relationship; school plant utilization has Unstandardized Coefficient (β) .519, $P < .05$, the Standardized Coefficient (β) is .136. School plant safety measure has Unstandardized Coefficient (β) as .079, $P > .05$ and the Standardized Coefficient (β) is .025. Teacher's attitude: Unstandardized Coefficient (β) is 2.253, $P < .05$, the Standardized Coefficient (β) is .254. Teacher's qualification has Unstandardized Coefficient (β) (-.568, $P < .05$) with Standardized coefficient (β -.113); Teacher's commitment (.297, $P > .05$), the Standardized Coefficient (β) .034; Teacher's work experience (.595, $P < .05$), the Standardized Coefficient (β) .150.

The standard error represents the variability of uncertainty of the regression coefficient (β), a small standard error indicates a precise estimate of the coefficient, while a large standard error indicates less precision. In the table, the standard errors range from .051 (supervision) to .091 (qualification). The t-value is a ratio of the regression coefficient (β) to its standard error. It measures the number of standard errors away from zero the coefficient is. A large t-value (in absolute value) indicates a statistically significant effect. In the table, the t-values range from -6.221 (teacher's qualification) to 14.705 (attitude).

Attitude (t-value 14.705) is high which indicates a strong positive relationship with motivation. The Standardized Beta (β) .254 with the $P < .05$ also indicates a strong positive relationship. Supervision (t-value 9.258) indicates a strong relationship with the Standardized Beta (β) .155 with $P < .05$. Experience (t-value 8.834) indicates a strong relationship with the Standardized Beta (β) .150 with the $P < .05$. Utilization (t-value 8.113) indicates a strong relationship. The Standardized Beta (β) .136 with the $P < .05$. Commitment (t-value 1.914) indicates a low relationship, with the standardized Beta (β) .034 and with $P > .05$. Safety measure (t-value 1.491) indicates a low relationship, with the standardized Beta (β) .025 and with $P > .05$. Qualification has the least relationship with student motivation, have negative significant effect (t-value -6.221), with the standardized Beta (β) -.113 and with $P < .05$. The

significance level (Sig.) indicates whether the value is statistically significant ($P < .05$). Examining the standard error and t-value one can assess the reliability and significance of each variable's effect on motivation.

Based on the order of potency of each of the predictor variable in predicting the outcome measures, teacher's attitude ($\beta = .254$; $t = 14.705$, $P < .05$) is the most potent predictor followed by school plant supervision ($\beta = .150$; $t = 8.899$, $P < .05$), teacher's work experience ($\beta = .150$; $t = 8.834$, $P < .05$), school plant utilization ($\beta = .136$; $t = 8.113$, $P < .05$), teacher's commitment ($\beta = .034$; $t = 1.914$, $P > .05$), and school plant safety measure ($\beta = .025$; $t = 1.491$, $P > .05$), and teacher's qualification ($\beta = -.113$; $t = -6.221$, $P < .05$) respectively.

The null hypothesis is rejected in favour of the alternative hypothesis leading to the conclusion that there is a significant relative influence of principal's school plant management (school plant supervision, school plant utilization and school plant safety measure) skills displayed by the principals and teachers-related factors (attitude, qualification, commitment and experience) on students' motivation towards learning.

5.2 Conclusion

Based on the findings of this study, the following conclusions were made: There is a moderate level of school plant management (supervision, utilization and safety measure) skills displayed by principals in public junior secondary schools in Southwest, Nigeria. Teachers-related factors (attitude, qualification, commitment and teaching experience) all have moderate influence on students' motivation to learn in public junior secondary schools in Southwest, Nigeria.

The combination of principals' school plant management and teachers-related factors have influence on students' motivation to learning in Southwest states as well as the relative influence of management skills of supervision and teachers-related factors of teacher's attitude taking the lead followed by supervision. Learning is sure an activity that requires comfort to foster students' interest while interest requires being happy and an indicator of willingness to be

involved in classroom activities to bring about a positive change. It can then be concluded that interest is related to attitude and indeed quality qualifies. This indicates that student motivation in junior secondary schools is a multi-faceted issue, as different things motivate students to learn and also are influenced by physical, social, academic, emotional and cultural learning environment and most especially on the human elements within it. There is enough room for all the moderate scores to be improved upon so that they could be in high level. Teachers should continue to offer autonomy and choices to students by providing opportunities for self-directed learning and project based activities, incorporate more real world applications and hands-on activities, help students connect their learning to their long term goals and aspirations, provide constructive feedbacks not just grades that guides students towards improvement and mastery, recognize and celebrate students' progress, effort and persistence and lastly teachers should be educated on strategies to promote intrinsic motivation. Remember, learning is a lifelong endeavours and in order to instill and sustain a lifelong of learning, motivation is a must so let us try to inspire and incite as excitement stimulate curiosity. The fire of motivation that teachers have lighted in our hearts must not be burnt out.

5.3 Recommendations

Based on the findings of the study, the following recommendations were made.

1. Principals should move from moderate level to high competence by attending leadership or workshop training on school plant management skills enhancement by providing regular feedback to teachers on how to enhance students' motivation.
2. Teachers should improve upon moderate level of students' motivation by participating in professional development courses to provide authentic learning experiences connecting academic content to real-world applications, encouraging project-based learning, service learning and experiential education.
3. Students should improve on moderate motivation by setting achievable academic goals, seeking guidance from teachers and developing self- study habits.

4. Principals and teachers should synchronize their efforts to boost student motivation strategies by having regular principal-teacher feedback sessions to acquire more knowledge on how to cope with 21st century teaching and learning requirements.
5. On school plant safety measure, principals should conduct regular facility assessment and engage community safety initiatives while on teacher's commitment, dedication to profession as role models to their students inspiring their passion for teaching and their deep understanding of the learning process.

5.4 Contributions to Knowledge

Researcher acknowledged those who had worked one way or the other in the field that may be close to this, but the researcher is laying a fresh foundation and building upon existing literature with uniqueness by contributing to knowledge in the following ways with new ideas, new concepts, new methods, new techniques and new findings to show the originality and uniqueness of the work compared to existing literature.

1. Conceptual Review

Conceptually, this study gave a deeper and richer insight to the concepts that were used in the study beyond that used in prior studies.

2. Theory

The Bureaucratic theory, Systems theory and Theories of Motivation were the major theories used in this study. Bureaucratic theory emphasizes the importance of clear rules, structures and authority; clear expectations and consequences and efficient management of student behaviour. This study gave a comprehensive understanding of student motivation and create supportive learning environments that foster engagement and academic success of junior secondary schools in Southwest, Nigeria in terms of principals' school plant management and teachers-related factors.

Also, System theory asserts the interaction between students skills and experiences, curriculum and instructional materials, teacher training and support, resources, societal and

cultural influences, student-teacher interactions and relationships, school policies and procedures, students learning outcomes, students growth and development, school performance and accountability, societal and economic impacts, formative and summative feedback, peer and self-feedback allowing for adjustments and improvements to be made in real- time. Formative feedback can help teachers adjust their instruction, while summative feedback can inform future lesson planning and curriculum development.

Motivation Theory provides a useful information that, people have different needs and the basic needs (food, water, safety), security needs (stability and protection), social needs (friendship, belonging), esteem needs (recognition, achievement), self –actualization (personal growth, creativity) must be fulfilled before moving to the next level. In the classroom, students need to be safe and secure before they can focus on learning, teachers can create a supportive environment and provide positive feedback and offer choices to motivate students. Self-determination theory says that when students feel autonomous (have control over choices), competent (feeling capable) and connected (relating with others) they are more motivated and engaged. Expectancy-Value Theory explained the multifaceted nature of human motivation as it attempted to explain that behaviour is a function of one's expectations and the value of the goal toward which one is working. All these theories are related and can be used to determine the influence of principals' school plant management and teachers –related factors on students' motivation towards learning in public junior secondary schools in Southwest, Nigeria.

3. Empirically

This study adds to the pool of empirical literatures by reporting the significant combined contribution of school plant management (school plant supervision, school plant utilization and school plant safety measure) skills displayed by the principals and teachers - related factors (attitude, qualification, commitment and experience) responsible for students' motivation (intrinsic and extrinsic) towards learning in junior secondary schools' students in Southwest,

Nigeria, which previous empirical studies did not consider thus bridging the gap in empirical literature

5.5 Suggested Areas for Further Research

Based on the findings the following are suggested for future research;

- i. The research was conducted in Southwest Nigeria, a similar research can be conducted in different regions or countries to compare how contextual factors influence the relationship between school management, teacher characteristics, and student motivation.
- ii. A study can be carried out on how the gender of principals and teachers might differentially impact student motivation and learning outcomes.
- iii. More studies can be on the long-term effects of specific teacher training programs on student motivation, particularly focusing on areas like pedagogical skills, motivational strategies, and classroom management.
- iv. More studies can be done to investigate the physical learning environment and its roles in creative and cultural education in private and public schools.
- v. A study can be done to examine the management of educational facilities on quality service delivery in senior secondary schools.

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Appendix 1

Department of Arts & Social Science Education, Faculty of Education, Lead City University,
Ibadan, Oyo State.

Dear Sir/Ma,

Request to Participate in a Research

I am a PhD Student in the Department of Educational Management and I am carrying out a study on Principals' School Plant Management and Teachers-related Factors as Determinants of Students' Motivation towards Learning in Junior Secondary Schools in South West, Nigeria. Your responses and cooperation are highly needed as confidentiality to your responses will strictly be adhered to.

Yours faithfully,

The Researcher

Principals' School Plant Management Questionnaire (PSPMQ) for principals

It was responded to by the public secondary school principals. It consists four sections A, B, C and D.

Section A: It was designed to collect the demographic data of the respondents' (principals). It consists five (5) items and it deals with gender, age, marital status, highest educational qualification and years of teaching experience of the respondent.

Section B: It was designed to examine the school plant supervision towards motivating junior secondary schools. It consists eight (8) structured items. The rating scale is as follows: Highly Supervised (HS)=4, Moderately Supervised (MS)=3, Little bit Supervised (LBS) =2 and Not Supervised (NS)=1.

Section C: It was designed to examine the school plant utilization towards motivating students in junior secondary schools. It consists seven (7) structured items. The rating scale is as follows: Highly Utilized (HU)=4, Moderately Utilized (MU)=3, Little bit Utilized (LBU) =2 and Not Utilized (NU)=1.

Section D: It was designed to examine the school plant safety measure towards motivating students in junior secondary schools. It consists seven (7) structured items. The rating scale is as follows: Strongly Agree (SA)=4, Agree(A)=3, Disagree(D) =2 and Strongly Disagree (SD)=1.

Instruction: For each statement, please tick the appropriate box (✓) that describes your opinion.

Section A: Demographic Data (to be answered by principals)

1. **Gender:** a. Male ☐ b. Female ☐
2. **Age (years):** a. 21 – 30 ☐ b. 31 – 40 ☐ c. 41-50 ☐ d. 51 and above ☐
3. **Marital Status:** a. Single ☐ b. Married ☐ c. Divorced/Separated ☐ d. Others ☐
4. **Highest Educational Qualification:** a. NCE/OND ☐ b. B.Sc./B. A/ B.Sc.(Ed.)/
B.A.(Ed)/HND/B.Tech ☐ c. M. A./M.Sc. /M.A.(Ed.)/M.Sc.(Ed.) ☐ d. PhD degree ☐
5. **Year of Teaching Experience:** a. 0 – 5 years ☐ b. 6 – 10 years ☐ c. 11 – 15years ☐
d. 16 – 20 years ☐ e. 21years and above ☐

Section B: It was designed to examine the principals school plant supervision in junior secondary schools. It consists of eight (8) structured items. The rating scale is as follows: Highly Supervised (HS)=4, Moderately Supervised (MS)=3, Little Supervised (LBS)=2, Not Supervised (NS)=1.

Instruction: For each statement, please tick the appropriate box in front of the statements that describe your opinion (✓) Highly Supervised (HS)=4, Moderately Supervised (MS)=3, Little Supervised (LBBS)=2, Not Supervised (NS)=1.

KEY: Highly Supervised (HS), Moderately Supervised (MS), Little Supervised (LS), Not Supervised (NS).

Section B: School Plant Supervision					
S/N	Items “The”	HS 4	MS 3	LS 2	NS 1
1.	school plants are assessed by the principal to detect areas that need repairs or replacement for smooth running of the school.				
2.	school plant facilities are well supervised to assess and record performance of teachers and their consistency in classroom activities.				
3.	school principals make sure that prudence and supervision is maintained on the school plants.				
4.	school principal evaluates the performance of his subordinates to rate their work effectiveness and efficiency.				
5.	school principal establishes maintenance culture club for students with the delegation of some teachers to maintain proper supervisory competency.				
6.	school principal maintains free flow of communication to improve supervisory competency.				
7.	school principal supervises the school facilities from damaging.				
8.	school authority set aside a non-school day to showcase the work of the maintenance culture club to the community, parents and well-wishers in order to raise funds.				

Section C: is designed to examine the principals school plant utilization towards motivating students in junior secondary schools. It consists seven (7) structured items. The rating scale is as follows: Highly Utilized (HU)=4, Moderately Utilized (MU)=3, Little bit Utilized (LBU) =2 and Not Utilized (NU)=1.

Instruction: For each statement, please tick the appropriate box in front of the statements that describe your opinion (✓) Highly Utilized (HU)=4, Moderately Utilized (MU)=3, Little Utilized (LU)=2 Not Utilized (NU)=1

KEY: Highly Utilized (HU)=4, Moderately Utilized (MU)=3, Little Utilized (LU)=2 Not Utilized (NU)=1

Section C: School Plant Utilization					
S/N	Items	HU 4	MU 3	LBU 2	NU 1
9.	The straightforward description of the school plant in the school is well utilized.				
10.	The state of the policy made by the principal concerning the utilization of the school equipment.				
11.	The principal's candid opinion about the school physical facilities that is present in the school.				
12.	The state of the sporting facilities used in school to motivate learning.				
13.	Critically examine the relationship of the students towards the use of computers made available by the school.				
14.	The instructional materials provided by the school can only be commendable and recommended for use if it satisfies one of the options.				
15.	Instructions given by the principal concerning laboratories seem to be of importance in the sense that it performs one of the functions for proper utilization.				

Section D: is designed to examine the principals school plant safety measure towards motivating students in junior secondary schools. It consists seven (7) structured items. The rating scale is as follows: Strongly Agree (SA)=4, Agree(A)=3, Disagree(D) =2 and Strongly Disagree (SD)=1.

Instruction: For each statement, please tick the appropriate box in front of the statements that describe your opinion (✓) SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1)

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1

Section D: School Plant Safety Measure					
S/N	Items	SA 4	A 3	D 2	SD 1
16.	Inventory records of school facilities are well kept by the principal.				
17.	Principal provides proper storage facilities for the laboratory equipment.				
18.	The school buildings are well locked after the school day with strong keys.				
19.	Teachers are given the responsibility in securing school facilities.				
20.	First Aid box are provided with all its accessories to serve as rapid response to danger and can help to motivate students to learn.				
21.	The school maintenance prefect is appointed by the principal to ensure that safety measure policies are adhered to in preventing the school facilities and equipment from danger.				
22.	The school laboratories are well secured from fire outbreak and from making students escape from emission of dangerous electromagnetic radiation.				

Appendix 2

Department of Arts & Social Science Education, Faculty of Education, Lead City University,
Ibadan, Oyo State.

Dear Sir/Ma,

Request to Participate in a Research

I am a PhD Student in the Department of Educational Management and I am carrying out a study on Principals' School Plant Management and Teachers-Related Factors as Determinants of Students' Motivation towards Learning in Junior Secondary Schools in Southwest, Nigeria. Your responses and cooperation are highly needed as confidentiality to your responses will strictly be adhered to.

Yours faithfully,

The Researcher

Teachers-related Factors Questionnaire (TRFQ) for teachers

It was responded to by the junior secondary school teachers. It consists five sections A, B, C, D and E.

Section A: It was designed to collect the demographic data of the teachers. It consists five (5) items and it deals with gender, age, marital status, highest educational qualification and years of teaching experience of the respondent.

Section B: It was designed to examine the teacher's attitude towards motivating students in junior secondary schools. It consists three (3) structured items. The rating scale is as follows: Strongly Agree (SA)= 4, Agree (A)= 3, Disagree (D)= 3 and Strongly Disagree (SD)= 1.

Section C: It was designed to examine the teacher's educational qualification towards motivating students in junior secondary schools. It consists six (6) structured items. The rating scale is as follows: Strongly Agree (SA)=4, Agree(A)=3, Disagree(D) =2 and Strongly Disagree (SD)=1.

Section D: It was designed to examine the teacher's commitment towards motivating students in junior secondary schools. It consists three (3) structured items. The rating scale is as follows: Strongly Agree (SA)=4, Agree(A)=3, Disagree(D) =2 and Strongly Disagree (SD)=1.

Section E: It was designed to examine the teachers teaching experience towards motivating students in junior secondary schools. It consists seven (7) structured items. The rating scale is as follows: Strongly Agree (SA)=4, Agree(A)=3, Disagree(D) =2 and Strongly Disagree (SD)=1.

Instruction: For each statement, please tick the appropriate box (✓) that describes your opinion.

Section A: Demographic Data (to be answered by teachers)

1. **Gender:** a. Male ☐ b. Female ☐
2. **Age (years):** a. 21 – 30 ☐ b. 31 – 40 ☐ c. 41-50 ☐ d. 51 and above ☐
3. **Marital Status:** a. Single ☐ b. Married ☐ c. Divorced/Separated ☐ d. Others ☐
4. **Highest Educational Qualification:** a. NCE/OND ☐ b. B.Sc./B. A/ B.Sc.(Ed.)/
B.A.(Ed)/HND/B.Tech ☐ c. M. A./M.Sc. /M.A.(Ed.)/M.Sc.(Ed.) ☐ d. PhD degree ☐
5. **Year of Teaching Experience:** a. 0 - 5 years ☐ b. 6 - 10 years ☐ c. 11 - 15years ☐ d. 16
- 20 years ☐ e. 21years and above ☐

Section B: It was designed to examine the status of teacher's attitude towards motivating students in junior secondary schools to learning. It consists of three (3) structured items. The rating scale is as follows: Strongly Agree (SA)=4, Agree(A)=3, Disagree(D) =2 and Strongly Disagree (SD)=1.

Instruction: For each statement, please tick the appropriate box in front of the statements that describe your opinion (✓) SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1)

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1)

Section B: Attitude					
S/N	Items 'Teacher's/Teachers/Teacher	SA	A	D	SD
		4	3	2	1
1.	demonstrations while teaching encourages students towards learning.				
2.	strategic ways of asking questions from students help students to learn.				
3.	charisma motivates students to learn.				

Section C: It was designed to examine the status of teacher's qualification towards motivating students in junior secondary schools to learning. It consists six (6) structured items. The rating scale is as follows: Strongly Agree (SA)=4, Agree(A)=3, Disagree(D) =2 and Strongly Disagree (SD)=1.

Instruction: For each statement, please tick the appropriate box in front of the statements that describe your opinion (✓) SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1)

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1).

Section C: Qualification					
S/N	Items 'Teacher's/Teachers/Teacher	SA	A	D	SD
		4	3	2	1
4.	who studied educational courses add pepes to motivate students to learn.				
5.	with educational training qualification motivates students to learn better.				
6.	with inborn traits do motivate students to learn.				
7.	who use different methods to teach in the class.				
8.	have a good mastery of the content of any subject allocated to him/her.				
9.	responds clearly and intelligently to questions asked by				

	students in the class.				
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Section D: It was designed to examine the status of teacher's commitment towards motivating students in junior secondary schools to learning. It consists three (3) structured items. The rating scale is as follows: Strongly Agree (SA)=4, Agree(A)=3, Disagree(D) =2 and Strongly Disagree (SD)=1.

Instruction: For each statement, please tick the appropriate box in front of the statements that describe your opinion (✓) SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1)

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1).

Section D: Commitment					
S/N	Items 'Teacher's/Teachers/Teacher	SA 4	A 3	D 2	SD 1
10.	who helps the weak students in the class in order to be able to match up with their high flier counterparts in the class academically.				
11.	that contributes when necessary to curricula and extra-curricular activities, all in the bid to move the school forward.				
12.	that engages in refreshers' courses that will help him or her stay abreast of happenings in the profession.				

Section E: It was designed to examine the teacher's teaching experience towards motivating students in junior secondary schools to learning. It consists seven (7) structured items. The rating scale is as follows: Strongly Agree (SA)=4, Agree(A)=3, Disagree(D) =2 and Strongly Disagree (SD)=1.

Instruction: For each statement, please tick the appropriate box in front of the statements that describe your opinion (✓) SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1)

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1)

Section E: Teaching Experience					
S/N	Items 'Teacher's/Teachers/Teacher	SA 4	A 3	D 2	SD 1
13.	that have taught in different schools are more experienced in teaching.				
14.	with teaching experience can motivate students to learn.				
15.	with longer years of teaching perform better in helping students to learn.				
16.	can teach even without a lesson note.				
17.	have taught related subjects successfully across several secondary schools.				
18.	has the ability to relate the teachings of various subjects to the professional environment.				
19.	The environment that I find myself motivate me to learning				

Appendix 3

Students Motivation Questionnaire (SMQ)

Dear Sir/Ma,

Request to participate in a Research

I am a PhD student in the Department of Educational Management and I am carrying out a study on Principals' School Plant Management and Teachers-related Factors as Determinants of Students' Motivation towards Learning in Public Junior Secondary Schools in Southwest, Nigeria. Your responses and cooperation are highly needed as confidentiality to your responses will strictly be adhered to.

Yours faithfully,

The Researcher

Students Motivation Towards Learning Questionnaire (SMTLQ) (for students)

The adapted version⁴ of the Scale of Intrinsic Versus Extrinsic Motivation in the classroom was employed to measure students' motivation for learning. The Scale was conceived to measure the degree at which learners see themselves as either more innately or more externally motivated in school by asking them to report on their usual motivations for a range of indicative classroom activities.

It was responded to by the junior secondary school II students. It consists of two sections A and B.

Section A: It was to collect the demographic data of the student. It consists two (2) items and it deals with gender and age of the respondent.

Section B: The adapted version⁴ of the Scale of Intrinsic Versus Extrinsic Motivation in the classroom was employed to measure students' motivation for learning. The Scale was conceived to measure the degree at which learners see themselves as either more innately or more externally motivated in school by asking them to report on their usual motivations for a

range of indicative classroom activities.

The adapted scale was sectioned into two: Intrinsic Motivation Scale and Extrinsic Motivation Scale. The Intrinsic Motivation Section was additionally classified into three subgroups namely: (Challenge has six (6) items, Curiosity has six (6) items and Independent Mastery has five (5) items) respectively for assessing students' motivation towards learning. It consists seventeen (17) items. The extrinsic motivation section was similarly split into three subcategories which include: (Easy Work has six (6) items, Pleasing Teacher has four (4) items and Dependence on Teacher has six (6) items) respectively for assessing students' motivation towards learning. It consists sixteen (16) items. Altogether, there are thirty-three (33), 17 items for intrinsic section and 16 for extrinsic section) respectively. The partakers were asked to rate the degree to which both (intrinsic and extrinsic motivation) accounted for their academic behaviours in the classroom on a four point Likert Scale of Strongly Agree (SA)=4, Agree(A)=3, Disagree(D) =2 and Strongly Disagree (SD)=1.

Instruction: For each statement, please tick the appropriate box (✓) that describes your opinion.

Section A: Demographic Data (to be answered by JSS 2 students)

Please, tick (✓) as appropriate or fill the spaces provided.

1. Gender: a. Male ☐ b. Female ☐
2. Age: a. 9-12 years ☐ b. 13-16 years ☐ c. 17-20 years ☐

Section B: Intrinsic Factors for Measuring Students' Motivation Towards Learning

Section B: It was adapted to examine the intrinsic factors labelled as I, II and III (Challenge has six (6) items, Curiosity has six (6) items and Independent Mastery has five (5) items) respectively for measuring students' motivation towards learning. It consists seventeen (17) items as adapted from Harter's (1981) scale of Intrinsic Versus Extrinsic Motivation The rating scale is as follows: Strongly Agree (SA) =4, Agree (A)=3, Disagree (D) =2 and Strongly Disagree (SD)=1.

Instruction: For each statement, please tick the appropriate box in front of the statements that describe your opinion (✓) SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly

Disagree (1)

KEY: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1).

SECTION B: Intrinsic & Extrinsic Factors for Measuring Students' Motivation Towards Learning					
S/N	Items 'I'	SA 4	A 3	D 2	SD 1
	I Challenge Factor				
1.	like hard work because it's a challenge.				
2.	like to learn as much as I can in school.				
3.	like to go on to new work that's at a more difficult level .				
4.	like those school subjects that make me think pretty hard and figure them out.				
5.	like difficult problems because I enjoy trying to figure them out.				
6.	like difficult schoolwork because I find it more interesting.				
	II. Curiosity Factor "I"				
7.	ask questions in class because I want to learn new things.				
8.	do extra projects because I can learn about things that interest me.				
9.	read things because I am interested in the subject.				
10.	do my school work to find out about a lot of things I've been wanting to know.				
11.	work really hard because I really like to learn new things.				
12.	work on problems to learn how to solve them.				
	III. Independent Mastery Factor				
13.	I like to try to figure out how to do school assignments on my own .				
14.	When I don't understand something right away I like to figure it out by myself.				
15.	When I make a mistake I like to figure out the right answer by myself.				
16.	If I get stuck on a problem I keep trying to figure out the problem on my own.				

17.	I like to do my schoolwork without help.				
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	I. Easy Work Factor “I”				
1.	don't like to figure out difficult problems.				
2.	like to learn just what I have to in school.				
3.	don't like difficult schoolwork because I have to work too hard.				
4.	like easy work that I am sure I can do.				
5.	like to stick to the assignments which are pretty easy to do.				
6.	like school subjects where it's pretty easy to just learn the answers.				
	II. Pleasing Teacher Factor “I”				
7.	read things because the teacher wants me to.				
8.	do my schoolwork because teacher tells me to				
9.	work on problems because I'm supposed to.				
10.	ask questions because I want the teachers to notice me.				
	III. Dependence on Teacher Factor				
11.	When I don't understand something right away I want the teacher to tell me the answer.				
12.	I like to have the teacher help me with my schoolwork.				
13.	When I make a mistake I like to ask the teacher how to get the right answer.				
14.	If I get stuck on a problem I ask the teacher for help.				
15.	I like the teacher to help me plan what to do next.				
16.	I like to ask the teacher how school assignment should be done.				

Appendix 4

List of Schools Used for the Research Work

S/N	South west States	Senatorial Districts	Name of Schools Used	No. of Public Principals Used	No. of Teachers Used	No. of Junior Secondary School 2 Students Used
1.	Ogun	Ogun Central				
		Abeokuta South	1. Anglican High School, Abeokuta	1	10	18
			2. Catholic Comprehensive High School, Abeokuta	1	10	18
			3. Baptist Girls College School, Abeokuta	1	10	18
			4. Abeokuta Grammar School, Idi-Aba, Abeokuta	1	10	18
			5. Baptist Boys High School, Abeokuta	1	10	18
			6. Egba Comprehensive High School, Asero	1	10	18
			7. Lantoro High School, Oke Lantoro	1	10	18
			8. Lisabi Grammar School, Idi-Aba, Abeokuta	1	10	18
			9. Ijemo Titun High School, Ijemo, Abeokuta	1	10	18
			10. Saje High School, Oke Saje, Abeokuta	1	10	18
		Ifo	1. Ajuwo High School, Junior Ifo	1	10	18
			2. Community High School, Oluke	1	10	18
			3. Ibogun Comprehensive High School, Egbeda, Ifo	1	10	18
			4. Okepata Community High School, Ifo	1	10	18
			5. Coker Area Comprehensive High School, Coker, Ifo	1	10	18
			6. Commuity High School, Odewale	1	10	18
			7. Comprehensive High School, Olambe	1	10	18
			8. Ibogun Olaogun Community Grammar School, Ibogun Olaogun	1	10	18

Odeda	1. Alabata Community High School, Alabata	1	10	18
	2. Emulu Comprehensive Grammar School, Orile-Ibese	1	10	18
	3. Olokemeji High School, Olokemeji	1	10	18
	4. Orile-Iporo Community High School, Ijemo Fadipe	1	10	18
Ogun East				
Ijebu-North	1. Ladugbo Community High School Ijebu-Igbo	1	8	15
	2. Mamu Comprehensive High School	1	8	15
	3. Olokine Grammar School, Ijebu-Igbo	1	8	15
	4. Abusi Odumare Academy, Ijebu-Igbo	1	8	15
	5. Beje High School, Ijebu-Igbo	1	8	15
	6. Fowoseje Comprehensive High School, Ijebu-Igbo	1	8	15
	7. Itamerin Comprehensive High School	1	8	15
	8. Ago-Iwoye Secondary School, Ago-Iwoye	1	8	15
	9. Japara High School, Ijebu-Igbo	1	8	15
Ijebu Ode	1. Obafemi Awolowo Comprehensive High School	1	8	15
	2. Ansar-Ud-Deen School jnr, Isiwo	1	8	15
	3. Ijebu Ode Grammar School, (Jnr) Ijebu Ode	1	8	15
	4. Molipa High School, (Jnr), Molipa, Ijebu Ode	1	8	15
	5. Ijebu Mushin College (Jnr), Ijebu Ode	1	8	15
	6. Adeola Odutola College Ijebu Ode	1	8	15

Odogbolu	1. Ifesowapo Comprehensive High School, Imosan Ijebu	1	8	15
	2. Igbile Community High School Igbile, Ijebu	1	8	15
	3. Community High School, Aiyeye, Ijebu	1	8	15
	4. Moraika Comprehensive High School, Egbe-Atiba	1	8	15
	5. Titilayo Agbaje Memorial Comprehensive High School Imodi-Imosan	1	8	15
	6. Ogbo Community Comprehensive High School, Ogbo	1	8	15
Sagamu	1. Agbele Community High School High Court Road, Sagamu	1	8	15
	2. Ijagba Community High School, Sotubo Sagamu	1	8	15
	3. Muleruwa Community High School, Gbega Ogijo	1	8	15
	4. Ofin High School, Sagamu	1	8	15
	5. Ogooluwa Community Model Secondary School, Ogijo	1	8	15
	6. Simawa High School Simawa Sagamu	1	8	15
Ogun West				
Ado-Odo Ota	1. Ado-Odo High School Junior, Ado-Odo	1	8	18
	2. Oke Ore Grammar School, Oke Ore	1	8	18
	3. Adie Owe Community High School, Isaga, Idie Owe	1	8	18
	4. African Church Community Secondary School, Ewupe, Ota	1	8	18
	5. Agbara Community High School, Agbara	1	8	18
	6. Ajogbo Grammar School Junior, Ajogbo	1	8	18
	7. Anglican Grammar School Junior, Ota	1	8	18
	8. Iganmode Grammar			

	School Junior, Ota			
	9. Iju-Ebiye High School Junior, Iju-Ota	1	8	18
	10. Sango-Ota Junior High School, Ota	1	8	18
		1	1	18
Ipokia	1. Agosasa Community Secondary School, Agosasa	1	8	18
	2. Community Secondary School Junior, Ipokia	1	8	18
	3. District High School, Ipokia	1	8	18
	4. Ojumo Community High School Junior, Ihunbo	1	8	18
	5. Iko Gateway Senior Grammar School, Idiroko	1	8	18
Yewa South	1. Owode Secondary School Junior, Owode Yewa	1	8	18
	2. Iwoye Area Community High School Junior, Iwoye	1	8	18
	3. Iyewa High School Junior, Ajilete	1	8	18
	4. Army Day Secondary School, Owode Yewa	1	8	18
	5. Community Commercial High Junior, Mahun	1	8	18
	6. Orona High School Junior, Ilaro	1	8	18
	7. Yewa College, Ilaro	1	8	18

2.	Ekiti	Ekiti Central			
		Ado-Ekiti	1. Baptist comprehensive high school, ado	1	15 31
			2. Anglican High School, Ado	1	15 31
			3. Muslim College, Ado	1	15 31
			4. Ado Grammar School, Ado	1	15 31
		Ekiti West	1. Community Grammar School, Aramoko	1	15 31
			2. Erinjiyan Community Grammar School, Erinjiyan	1	15 31
			3. Ikogosi High School, Ikogosi	1	15 31
			4. Community High School, Okemesi	1	15 31
		Irepodun/Ifelodun	1. Egirioke High School, Iyin	1	15 31
			2. Iropora High School, Iropora	1	15 31
			3. Eyio Community High School, Eyio	1	15 31
			4. Ekiti Baptist High School, Igede	1	15 31
		Ekiti South			
		Emure	1. Emure Model High School Emure	1	13 36
			2. Eporo High School Eporo	1	13 36
			3. Orija High School, Emure Gbonyin	1	13 36
		Gbonyin	1. Ayo Daramola Memorial Grammar School, Ijan	1	13 36
			2. Methodist High School, Egbe	1	13 36
			3. Ojugbaye Comprehensive High School Ikare Road, Imese	1	13 36
			4. Aisegba Grammar School, Aisegba Ise /Orun	1	13 36

Oyo	Ise/Orun	1. United Comprehensive High School, Ise	1	13	36
		2. Arinjale Comprehensive High School, Kajola	1	13	36
		3. Community Grammar School, Orun	1	13	36
	Ekiti North				
	Ikole	1. Ikole City College, Ikole	1	16	40
		2. Irepodun High School, Ipao	1	16	40
		3. Fiyinfolu High School, Oke-Ayedun	1	16	40
		4. Egbeoba High School, Ikole	1	16	40
		5. Iyemero Community High School, Iyemero	1	16	40
	Moba	1. Osun Grammar School, Osun	1	16	40
		2. Erinmope High School, Erinmope	1	16	40
		3. Amure High School, Ikun	1	16	40
		4. Ifelodun High School, Igogo	1	16	40
	Oyo Central				
	Akinyele	1. Community High School, Ajibode	1	8	12
		2. Apomode Grammar School, Moniya	1	8	12
		3. Community Grammar School, Ikereku	1	8	12
		4. Ijaye High School, Ijaye	1	8	12
		5. Community Grammar School Sasa Jnr	1	8	12
		6. Sam-adegbite Igbo Oloyin	1	8	12
		7. Ojoo High School, Ojoo	1	8	12
		8. Community High School Tose	1	8	12
		9. Orogun Grammar school, Orogun	1	8	12

Egbeda	1. Bishop Philip Academy Jnr, Egbeda	1	8	12
	2. Community High School, Ayede	1	8	12
	3. Community Grammar School, Olodo Jnr	1	8	12
	4. Community High School, Alalubosa	1	8	12
	5. Community Secondary School, Adegbayi	1	8	12
	6. Community Secondary School, Kumapayi	1	8	12
	7. Idi-Ito High School, Erunmu	1	8	12
	8. Urban Day Grammar School Junior	1	8	12
OgoOluwa	1. Baptist Grammar School, Ajaawa	1	8	12
	2. Community High School, Otamokun	1	8	12
	3. Community High School, Ayede	1	8	12
	4. Obandi Grammar School, Odo Oba	1	8	12
OnaAra	1. Elekuro High School Jnr, Ona Ara	1	8	12
	2. Abonde Community Grammar School (Jnr)	1	8	12
	3. Oke Ogbere Community High School Jnr	1	8	12
	4. Bioku Aladun Community High School Jnr	1	8	12
	5. Community Grammar School, Amuloko	1	8	12
	6. Olorunnda Ogunsola Community Grammar School	1	8	12
	7. Community High School, New Airport	1	8	12
	8. Community Secondary School Badeku	1	8	12
	9. Ajia Grammar School, Ona Ara	1	8	12

Oyo-West	1. Army Children Secondary School, Oyo	1	8	12
	2. Baptist Community High School, Isokun	1	8	12
	3. Ladigbolu Grammar School I, Oyo	1	8	12
	4. Community High School Awumoro	1	8	12
Oyo North				
Irepodun	1. Olanipekun Memorial College, Irepo	1	9	17
	2. Kisi Community Grammar School, Kisi	1	9	17
	3. Iba High School, Kisi	1	9	17
Itesiwaju	1. Otu Community Grammar School, Otu	1	9	17
	2. Ipapo Community Grammar School, Ipapo	1	9	17
	3. Babaode Community College, Babaode	1	9	17
	4. Baptist Grammar Otu, Out	1	9	17
Kajola	1. ADS Comprehensive High School, Ilero	1	9	17
	2. Baptist High School, Okeho	1	9	17
	3. Onjo High School, Okeho	1	9	17
	4. Community Grammar School, Ilua	1	9	17
	5. Ansar-Ud-Deen High School 1, Okeho	1	9	17
Ogbomoso South	1. St. Ferdinand Grammar School, Ogbomoso	1	9	17
	2. Baptist Comprehensive High School, Ogbomoso	1	9	17
	3. Caretaker Community High School, Ogbomoso	1	9	17
	4. Molete Community High School, Ogbomoso	1	9	17
	5. CAC Grammar School Ogbomoso	1	9	17

Oorelope	1. Baptist High School, Igboho	1	9	17
	2. Irepo Grammar School, Igboho	1	9	17
	3. Comprehensive High School, Igbope	1	9	17
Saki East	1. Saki Parapo Community Grammar School, Saki	1	9	17
	2. Community Grammar School Ogbooro	1	9	17
	3. Obalufon Grammar School, Sepeteri	1	9	17
	4. Arolu Community Grammar School, Agbonle	1	9	17
Oyo South				
Ibadan North East	1. Mufulanahun Comprehensive High School Junior	1	9	14
	2. Lagelu Grammar School, Agugu	1	9	14
	3. I.M.G. Grammar School Agodi Gate Ibadan	1	9	14
	4. Community Grammar School, Iwo Road	1	9	14
	5. Christ The King Secondary School	1	9	14
	6. Army Barracks Grammar School Iwo Road	1	9	14
	7. Agugu High School	1	9	14
	8. Olubadan Grammar School Aperin	1	9	14
	9. Oluyoro Girls Grammar School Oke Ofa	1	9	14
	10. Okebadan High School Oluyoro Oke-Offa	1	9	14

Ibadan South East	1. Adekile Goodwill Grammar School Jnr Adekile Aperin	1	9	14
	2. Adelagun Memorial Grammar School Jnr Odinjo	1	9	14
	3. Community Grammar School Kudeti Ibadan	1	9	14
	4. Eyinni High School Jnr Academy Ibadan	1	9	14
	5. Ibadan City Academy Jnr Academy Ibadan	1	9	14
	6. Methodist Grammar School Elekuro	1	9	14
	7. Olubi Memorial Grammar School Kudeti Ibadan	1	9	14
	8. Oriape Community School Molete Ibadan	1	9	14
	9. Yejide Girls Grammar School Jnr Molete	1	9	14
	10. Ibadan Grammar School Jnr Molete Ibadan	1	9	14
Ibarapa Central	1. Igboora High School, Igboora	1	9	14
	2. Okedere High School, Idere	1	9	14
	3. Ayelogun Grammar School, Idere	1	9	14
	4. Lasogba High School, Igboora	1	9	14
	5. Methodist Grammar School, Igboora	1	9	14

Ibarapa North	1. Ayete Grammar School, Ayete	1	9	14
	2. Igangan High School, Igangan	1	9	14
	3. Tapa Community High School, Ayete	1	9	14
	4. Baptist High School, Ayete	1	9	14
	5. Oke Ako High School, Igangan	1	9	14

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Appendix 5

Computation Results from SPSS Analysis

FREQUENCIES VARIABLES=gender age maritalstatus highesteduquali yearteacingexp
/ORDER=ANALYSIS.

Frequencies

		Notes
Output Created		08-MAY-2024 17:04:07
Comments		
Input	Data	C:\Users\DR. AKANBI\Desktop\Research Questionnaire for PRINCIPAL 2024 (1).sav
	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	180
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax	FREQUENCIES VARIABLES=gender age maritalstatus highesteduquali yearteacingexp /ORDER=ANALYSIS.	
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.01

Demographic Analysis for Principals, Teachers and Students

Statistics					
	principal gender	principal age(years)	principal marital status	principal highest educational qualification	year of teaching experience
N Valid	180	180	180	180	180
Missing	0	0	0	0	0

Frequency Table

		principal gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	95	52.8	52.8	52.8
	Female	85	47.2	47.2	100.0
	Total	180	100.0	100.0	

		principal age(years)			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31-40	1	.6	.6	.6
	41-50	87	48.3	48.3	48.9
	51 and above	92	51.1	51.1	100.0
	Total	180	100.0	100.0	

		principal marital status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	15	8.3	8.3	8.3
	Married	143	79.4	79.4	87.8
	divorced/separated	16	8.9	8.9	96.7
	Others	6	3.3	3.3	100.0
	Total	180	100.0	100.0	

		principal highest educational qualification			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE/OND	3	1.7	1.7	1.7
	B.Sc./B.A./B.Sc.(Ed.)B.A.(Ed.)/HND	70	38.9	38.9	40.6
	M.A./M.Sc./M.A.(Ed.)/M.Sc.(Ed.)	91	50.6	50.6	91.1
	PhD degree	16	8.9	8.9	100.0
	Total	180	100.0	100.0	

		year of teaching experience			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6-10	1	.6	.6	.6
	11-15	7	3.9	3.9	4.4
	16-20	83	46.1	46.1	50.6
	21 years and above	89	49.4	49.4	100.0
	Total	180	100.0	100.0	

DATASET ACTIVATE DataSet5.

FREQUENCIES VARIABLES=gender age maritalstatus highesteduqualif yeartchexperience
/ORDER=ANALYSIS.

Frequencies

		Notes
Output Created		08-MAY-2024 17:04:45
Comments		
Input	Data	C:\Users\DR. AKANBI\Desktop\research questionnaire for Teachers (1).sav
	Active Dataset	DataSet5
	Filter	<none>
	Weight	<none>
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	N of Rows in Working Data File	1706
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=gender age maritalstatus highesteduqualif yeartchexperience /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.01

[DataSet5] C:\Users\DR. AKANBI\Desktop\research questionnaire for Teachers (1). sav

Statistics					
	teacher gender	teacher age(years)	teacher marital status	tchr,highest educational qualification	tchr.year of teaching experience
N Valid	1706	1706	1706	1706	1706
Missing	0	0	0	0	0

Frequency Table

teacher gender				
		Frequency	Percent	Valid Percent
Valid	male	785	46.0	46.0
	female	921	54.0	54.0
	Total	1706	100.0	100.0

teacher age(years)				
		Frequency	Percent	Valid Percent
Valid	21-30	216	12.7	12.7
	31-40	421	24.7	24.7
	41-50	741	43.4	43.4
	51 and above	328	19.2	19.2
	Total	1706	100.0	100.0

teacher marital status				
		Frequency	Percent	Valid Percent
Valid	Single	265	15.5	15.5
	Married	1343	78.7	78.7
	divorced/separated	81	4.7	4.7
	Others	17	1.0	1.0
	Total	1706	100.0	100.0

Tchr. highest educational qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE/OND	160	9.4	9.4	9.4
	B.Sc./B.A./B.Sc.(Ed.)/B.A.(Ed.) /HND	1050	61.5	61.5	70.9
	M.A./M.Sc./M.A.(Ed.)/M.Sc.(E d.)	481	28.2	28.2	99.1
	Ph,D degree	15	.9	.9	100.0
	Total	1706	100.0	100.0	

tchr. year of teaching experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	208	12.2	12.2	12.2
	6-10	402	23.6	23.6	35.8
	11-15	318	18.6	18.6	54.4
	16-20	478	28.0	28.0	82.4
	21 years and above	300	17.6	17.6	100.0
	Total	1706	100.0	100.0	

DATASET ACTIVATE DataSet3.

FREQUENCIES VARIABLES=gender age
/ORDER=ANALYSIS.

Frequencies

Notes

Output Created		08-MAY-2024 17:07:21
Comments		
Input	Data	C:\Users\DR. AKANBI\Desktop\research questionnaire for junior 2 students (1).sav
	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	3400
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=gender age /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.00

[DataSet3] C:\Users\DR. AKANBI\Desktop\research questionnaire for junior 2 students (1).sav

Statistics

		student gender	student age(years)
N	Valid	3400	3400
	Missing	0	0

Frequency Table

		student gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	1779	52.3	52.3	52.3
	female	1621	47.7	47.7	100.0
	Total	3400	100.0	100.0	

		student age(years)			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9-12	1147	33.7	33.7	33.7
	13-16	2134	62.8	62.8	96.5
	17-20	119	3.5	3.5	100.0
	Total	3400	100.0	100.0	

DATASET ACTIVATE DataSet4.

DESCRIPTIVES VARIABLES=supervision utilization safety

/STATISTICS=MEAN STDDEV MIN MAX KURTOSIS SKEWNESS.

Descriptives

		Notes
Output Created		08-MAY-2024 17:08:46
Comments		
Input	Data	C:\Users\DR. AKANBI\Desktop\Research Questionnaire for PRINCIPAL 2024 (1).sav
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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	180
	File	
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=supervision utilization safety /STATISTICS=MEAN STDDEV MIN MAX KURTOSIS SKEWNESS.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.02

[DataSet4] C:\Users\DR. AKANBI\Desktop\Research Questionnaire for PRINCIPAL 2024 (1).sav

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
School Plant Supervision	180	9.00	32.00	24.8222	5.04411	-.489	.181	-.146	.360
School Plant Utilisation	180	13.00	28.00	21.4389	3.49487	-.117	.181	-.618	.360
Scholl Plant Safety	180	9.00	28.00	20.8556	4.34172	-.303	.181	-.384	.360
Valid N (listwise)	180								

DATASET ACTIVATE DataSet5.

DESCRIPTIVES VARIABLES=Attitude Qualification Commitment Experience
/STATISTICS=MEAN STDDEV MIN MAX KURTOSIS SKEWNESS.

Descriptives

Notes		
Output Created	08-MAY-2024 17:09:41	
Comments		
Input	Data	C:\Users\DR. AKANBI\Desktop\research questionnaire for Teachers (1).sav
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	1706
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax	DESCRIPTIVES VARIABLES=Attitude Qualification Commitment Experience /STATISTICS=MEAN STDDEV MIN MAX KURTOSIS SKEWNESS.	
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.06
[DataSet5] C:\Users\DR. AKANBI\Desktop\research questionnaire for Teachers (1). sav		

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Attitude	1706	3.00	12.00	10.3417	1.46108	-.993	.059	1.280	.118
Qualification	1706	8.00	24.00	19.6055	2.63982	-.727	.059	1.021	.118
Commitment	1706	4.00	12.00	10.2907	1.47029	-.828	.059	.688	.118
Experience	1706	7.00	28.00	22.5791	3.28132	-.553	.059	.522	.118
Valid N (listwise)	1706								

FREQUENCIES VARIABLES=sps1 sps2 sps3 sps4 sps5 sps6 sps7 sps8
 /STATISTICS=STDDEV MEAN
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 /ORDER=ANALYSIS.

Notes

Output Created

08-MAY-2024 17:43:03

Comments		
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	Cases Used	Statistics are based on all cases with valid data.
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Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.01

Frequencies

Statistics								
	sch.plant assessed to detect areas of repairs or replacem ent	sch.plant supervise d to assess and record performa nce	sch.princi pals prudence and supervisio n	sch.princi pal evaluates performa nce of subordina tes	sch.princi pal establish maintena nce culture for students	sch.principa l maintains free flow of communica tion	sch.princi pal supervise s sch.facilit ies from damaging	sch.autho rity set aside non- sch.day to showcase work
N Valid	180	180	180	180	180	180	180	180
Missi ng	0	0	0	0	0	0	0	0
Mean	3.2944	3.2056	3.2000	3.1056	2.8833	3.1500	3.1778	2.8056
Std. Deviation	.80984	.78176	.77963	.88751	.99313	.75098	.84665	1.00888

Frequency Table

sch.plant assessed to detect areas of repairs or replacement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not supervised(ns)	7	3.9	3.9	3.9
little bit supervised(lbm)	19	10.6	10.6	14.4
moderately supervised(mm)	68	37.8	37.8	52.2
high;y supervised(hs)	86	47.8	47.8	100.0
Total	180	100.0	100.0	

sch.plant supervised to assess and record performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not supervised(ns)	4	2.2	2.2	2.2
little bit supervised(lbs)	28	15.6	15.6	17.8
moderately supervised(mm)	75	41.7	41.7	59.4
highly supervised(hs)	73	40.6	40.6	100.0
Total	180	100.0	100.0	

sch.principals prudence and supervision

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not supervised(ns)	4	2.2	2.2	2.2
little bit supervised(lbs)	28	15.6	15.6	17.8
moderately supervised(mm)	76	42.2	42.2	60.0
highly supervised(hs)	72	40.0	40.0	100.0
Total	180	100.0	100.0	

sch.principal evaluates performance of subordinates

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not supervised(ns)	11	6.1	6.1	6.1
little bit supervised(lbs)	29	16.1	16.1	22.2
moderately supervised(mm)	70	38.9	38.9	61.1
highly supervised(hs)	70	38.9	38.9	100.0
Total	180	100.0	100.0	

sch.principal establish maintenance culture for students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not supervised(ns)	18	10.0	10.0	10.0
little bit supervised(lbs)	46	25.6	25.6	35.6
moderately supervised(mm)	55	30.6	30.6	66.1
highly supervised(hs)	61	33.9	33.9	100.0
Total	180	100.0	100.0	

sch.principal maintains free flow of communication

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not supervised(ns)	3	1.7	1.7	1.7
little bit supervised(lbs)	30	16.7	16.7	18.3
moderately supervised(mm)	84	46.7	46.7	65.0
highly supervised(hs)	63	35.0	35.0	100.0
Total	180	100.0	100.0	

sch.principal supervises sch.facilities from damaging

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not supervised(ns)	9	5.0	5.0	5.0
little bit supervised(lbs)	24	13.3	13.3	18.3
moderately supervised(mm)	73	40.6	40.6	58.9
highly supervised(hs)	74	41.1	41.1	100.0
Total	180	100.0	100.0	

sch.authority set aside non-sch.day to showcase work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not supervised(ns)	21	11.7	11.7	11.7
little bit supervised(lbs)	49	27.2	27.2	38.9
moderately supervised(mm)	54	30.0	30.0	68.9
highly supervised(hs)	56	31.1	31.1	100.0
Total	180	100.0	100.0	

FREQUENCIES VARIABLES=spu1 spu2 spu3 spu4 spu5 spu6 spu7
 /STATISTICS=STDDEV MEAN
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Frequencies

Notes		
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	Cases Used	Statistics are based on all cases with valid data.
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Resources	Processor Time	00:00:00.02
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Statistics							
	straightforward description of how sch.plant is utilized	quick assessment of the state of policy made by the principal	principal's candid opinion about sch.facilities	state of sporting facilities used in school	critical examination of the relationship of the students and computers	instructional materials can only be commendable and recommended if it satisfies an option	instructions by principal concerning proper utilization of laboratories
N Valid	180	180	180	180	180	180	180
Missing	0	0	0	0	0	0	0
Mean	3.1278	2.9389	2.9167	2.8444	2.8944	3.6889	3.0278
Std. Deviation	.85894	.69446	.77586	.88325	.93053	.49904	.73561

Frequency Table**straightforward description of how sch.plant is utilized**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not utilized(nu)	8	4.4	4.4	4.4
little bit utilized(lbu)	32	17.8	17.8	22.2
moderately utilized(mu)	69	38.3	38.3	60.6
highly utilized(hu)	71	39.4	39.4	100.0
Total	180	100.0	100.0	

quick assessment of the state of policy made by the principal

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not utilized(nu)	2	1.1	1.1	1.1
little bit utilized(lbu)	43	23.9	23.9	25.0
moderately utilized(mu)	99	55.0	55.0	80.0
highly utilized(hu)	36	20.0	20.0	100.0
Total	180	100.0	100.0	

principal's candid opinion about sch.facilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not utilized(nu)	2	1.1	1.1	1.1
little bit utilized(lbu)	56	31.1	31.1	32.2
moderately utilized(mu)	77	42.8	42.8	75.0
highly utilized(hu)	45	25.0	25.0	100.0
Total	180	100.0	100.0	

state of sporting facilities used in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not utilized(nu)	18	10.0	10.0	10.0
little bit utilized(lbu)	32	17.8	17.8	27.8
moderately utilized(mu)	90	50.0	50.0	77.8
highly utilized(hu)	40	22.2	22.2	100.0
Total	180	100.0	100.0	

critical examination of the relationship of the students and computers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not utilized(nu)	16	8.9	8.9	8.9
little bit utilized(lbu)	40	22.2	22.2	31.1
moderately utilized(mu)	71	39.4	39.4	70.6
highly utilized(hu)	53	29.4	29.4	100.0
Total	180	100.0	100.0	

instructional materials can only be commendable and recommended if it satisfies an option

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not utilized(nu)	1	.6	.6	.6
moderately utilized(mu)	53	29.4	29.4	30.0
highly utilized(hu)	126	70.0	70.0	100.0
Total	180	100.0	100.0	

instructions by principal concerning proper utilization of laboratories

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not utilized(nu)	3	1.7	1.7	1.7
little bit utilized(lbu)	37	20.6	20.6	22.2
moderately utilized(mu)	92	51.1	51.1	73.3
highly utilized(hu)	48	26.7	26.7	100.0
Total	180	100.0	100.0	

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FREQUENCIES VARIABLES=spsm1 spsm2 spsm3 spsm4 spsm5 spsm6 spsm7
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Frequencies

		Notes
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
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Resources	Processor Time	00:00:00.00
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Statistics							
	inventory records of sch.facilities are well kept by the principal	principal provides proper storage facilities for laboratory equipment	school buildings well locked after school	teachers given responsibility in securing school facilities	first aid box provided with all its accessories for rapid response to danger	school maintenance prefect is appointed by the principal to ensure safety measure policies adherence to	school laboratories well secured from fire outbreak
N Valid	180	180	180	180	180	180	180
Missing	0	0	0	0	0	0	0
Mean	3.2444	3.0556	3.0389	2.8556	2.6889	2.7667	3.2056
Std. Deviation	.96661	.80308	.92973	.95205	.97619	.91603	.86326

Frequency Table

inventory records of sch.facilities are well kept by the principal

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	17	9.4	9.4	9.4
disagree(d)	16	8.9	8.9	18.3
agree(a)	53	29.4	29.4	47.8
strongly agree(sa)	94	52.2	52.2	100.0
Total	180	100.0	100.0	

principal provides proper storage facilities for laboratory equipment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	5	2.8	2.8	2.8
disagree(d)	38	21.1	21.1	23.9
agree(a)	79	43.9	43.9	67.8
strongly agree(sa)	58	32.2	32.2	100.0
Total	180	100.0	100.0	

school buildings well locked after school				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	14	7.8	7.8	7.8
disagree(d)	32	17.8	17.8	25.6
agree(a)	67	37.2	37.2	62.8
strongly agree(sa)	67	37.2	37.2	100.0
Total	180	100.0	100.0	

teachers given responsibility in securing school facilities				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	20	11.1	11.1	11.1
disagree(d)	36	20.0	20.0	31.1
agree(a)	74	41.1	41.1	72.2
strongly agree(sa)	50	27.8	27.8	100.0
Total	180	100.0	100.0	

first aid box provided with all its accessories for rapid response to danger				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	19	10.6	10.6	10.6
disagree(d)	65	36.1	36.1	46.7
agree(a)	49	27.2	27.2	73.9
strongly agree(sa)	47	26.1	26.1	100.0
Total	180	100.0	100.0	

school maintenance prefect is appointed by the principal to ensure safety measure policies adherence to				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	12	6.7	6.7	6.7
disagree(d)	65	36.1	36.1	42.8
agree(a)	56	31.1	31.1	73.9
strongly agree(sa)	47	26.1	26.1	100.0
Total	180	100.0	100.0	

school laboratories well secured from fire outbreak

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	8	4.4	4.4	4.4
disagree(d)	28	15.6	15.6	20.0
agree(a)	63	35.0	35.0	55.0
strongly agree(sa)	81	45.0	45.0	100.0
Total	180	100.0	100.0	

GET

FILE='C:\Users\DR. AKANBI\Desktop\research questionnaire for Teachers (1). sav'.
 DATASET NAME DataSet2 WINDOW=FRONT.
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Frequencies

		Notes
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Comments		
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Syntax		FREQUENCIES VARIABLES=attitude1 attitude2 attitude3 /STATISTICS=STDDEV MEAN /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.01

[DataSet2] C:\Users\DR. AKANBI\Desktop\research questionnaire for Teachers (1). sav

		Statistics		
		demonstration while teaching	strategic ways of asking questions	teacher charisma
N	Valid	1706	1706	1706
	Missing	0	0	0
Mean		3.6249	3.4179	3.2989
Std. Deviation		.57510	.62170	.83246

Frequency Table

demonstration while teaching				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree(sd)	14	.8	.8
	disagree(d)	40	2.3	2.3
	agree(a)	518	30.4	30.4
	strongly agree(sa)	1134	66.5	66.5
	Total	1706	100.0	100.0

strategic ways of asking questions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree(sd)	11	.6	.6	.6
	disagree(d)	89	5.2	5.2	5.9
	agree(a)	782	45.8	45.8	51.7
	strongly agree(sa)	824	48.3	48.3	100.0
	Total	1706	100.0	100.0	

teacher charisma					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree(sd)	85	5.0	5.0	5.0
	disagree(d)	157	9.2	9.2	14.2
	agree(a)	627	36.8	36.8	50.9
	strongly agree(sa)	837	49.1	49.1	100.0
	Total	1706	100.0	100.0	

FREQUENCIES VARIABLES=qualification1 qualification2 qualification3 qualification4
 qualification5
 qualification6
 /STATISTICS=STDDEV MEAN
 /ORDER=ANALYSIS.

Frequencies

Notes

Output Created	08-MAY-2024 17:49:57	
Comments		
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax	FREQUENCIES VARIABLES=qualification1 qualification2 qualification3 qualification4 qualification5 qualification6 /STATISTICS=STDDEV MEAN /ORDER=ANALYSIS.	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

		Statistics				
	edu.courses add peps	training qualification	inborn traits	use of different teaching methods	good mastery of content of any subject	responds clearly to questions
N Valid	1706	1706	1706	1706	1706	1706
Missing	0	0	0	0	0	0
Mean	3.6208	3.3822	2.6043	3.2286	3.3892	3.3804
Std. Deviation	.58104	.63191	.99675	.80571	.71415	.73780

Frequency Table

edu.courses add peps				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	17	1.0	1.0	1.0
disagree(d)	36	2.1	2.1	3.1
agree(a)	524	30.7	30.7	33.8
strongly agree(sa)	1129	66.2	66.2	100.0
Total	1706	100.0	100.0	

training qualification				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	13	.8	.8	.8
disagree(d)	99	5.8	5.8	6.6
agree(a)	818	47.9	47.9	54.5
strongly agree(sa)	775	45.4	45.4	99.9
5.00	1	.1	.1	100.0
Total	1706	100.0	100.0	

inborn traits				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	227	13.3	13.3	13.3
disagree(d)	637	37.3	37.3	50.6
agree(a)	426	25.0	25.0	75.6
strongly agree(sa)	416	24.4	24.4	100.0
Total	1706	100.0	100.0	

use of different teaching methods				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	99	5.8	5.8	5.8
disagree(d)	106	6.2	6.2	12.0
agree(a)	807	47.3	47.3	59.3
strongly agree(sa)	694	40.7	40.7	100.0
Total	1706	100.0	100.0	

good mastery of content of any subject

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	38	2.2	2.2	2.2
disagree(d)	118	6.9	6.9	9.1
agree(a)	692	40.6	40.6	49.7
strongly agree(sa)	858	50.3	50.3	100.0
Total	1706	100.0	100.0	

responds clearly to questions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	52	3.0	3.0	3.0
disagree(d)	107	6.3	6.3	9.3
agree(a)	687	40.3	40.3	49.6
strongly agree(sa)	860	50.4	50.4	100.0
Total	1706	100.0	100.0	

FREQUENCIES VARIABLES=commitment1 commitment2 commitment3
 /STATISTICS=STDDEV MEAN
 /ORDER=ANALYSIS.

Frequencies

Notes		
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Comments		
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	Cases Used	Statistics are based on all cases with valid data.
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Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.01

Statistics			
	helps the weak students	contributes to curricula and extra- curricular activities	engage in refreshers courses
N	Valid 1706	1706	1706
	Missing 0	0	0
Mean	3.6002	3.3312	3.3593
Std. Deviation	.59684	.67022	.76536

Frequency Table

helps the weak students				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	20	1.2	1.2	1.2
disagree(d)	39	2.3	2.3	3.5
agree(a)	544	31.9	31.9	35.3
strongly agree(sa)	1103	64.7	64.7	100.0
Total	1706	100.0	100.0	

contributes to curricula and extra-curricular activities				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	18	1.1	1.1	1.1
disagree(d)	140	8.2	8.2	9.3
agree(a)	807	47.3	47.3	56.6
strongly agree(sa)	741	43.4	43.4	100.0
Total	1706	100.0	100.0	

engage in refreshers courses				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	67	3.9	3.9	3.9
disagree(d)	102	6.0	6.0	9.9
agree(a)	688	40.3	40.3	50.2
strongly agree(sa)	849	49.8	49.8	100.0
Total	1706	100.0	100.0	

FREQUENCIES VARIABLES=teachexperience1 teachexperience2 teachexperience3
teachexperience4
teachexperience5 teachexperience6 teachexperience7
/ORDER=ANALYSIS.

Notes

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Comments		
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
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Syntax	FREQUENCIES VARIABLES=teachexperience1 teachexperience2 teachexperience3 teachexperience4 teachexperience5 teachexperience6 teachexperience7 /ORDER=ANALYSIS.	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

FREQUENCIES VARIABLES=teachexperience1 teachexperience2 teachexperience3
teachexperience4
teachexperience5 teachexperience6 teachexperience7
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Frequencies

Notes

Output Created

08-MAY-2024 17:54:41

Comments

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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
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Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

Statistics

	different school teaching experience	teachers teaching experience motivate	perform better with longer years of teaching	teach without using a lesson note	taught related subjects successfully across schools	ability to relate the teaching of various subjects	environment motivates
N Valid	1706	1706	1706	1706	1706	1706	1706
Missing	0	0	0	0	0	0	0
Mean	2.9713	3.4431	3.0246	3.1542	3.2315	3.2948	3.4596
Std. Deviation	1.10493	.64576	.96233	.78343	.75486	.71132	.74318

Frequency Table

different school teaching experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	234	13.7	13.7	13.7
disagree(d)	336	19.7	19.7	33.4
agree(a)	388	22.7	22.7	56.2
strongly agree(sa)	747	43.8	43.8	99.9
11.00	1	.1	.1	100.0
Total	1706	100.0	100.0	

teachers teaching experience motivate

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	18	1.1	1.1	1.1
disagree(d)	91	5.3	5.3	6.4
agree(a)	714	41.9	41.9	48.2
strongly agree(sa)	883	51.8	51.8	100.0
Total	1706	100.0	100.0	

perform better with longer years of teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	140	8.2	8.2	8.2
disagree(d)	349	20.5	20.5	28.7
agree(a)	546	32.0	32.0	60.7
strongly agree(sa)	671	39.3	39.3	100.0
Total	1706	100.0	100.0	

teach without using a lesson note

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	94	5.5	5.5	5.5
disagree(d)	130	7.6	7.6	13.1
agree(a)	901	52.8	52.8	65.9
strongly agree(sa)	581	34.1	34.1	100.0
Total	1706	100.0	100.0	

taught related subjects successfully across schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	46	2.7	2.7	2.7
disagree(d)	193	11.3	11.3	14.0
agree(a)	789	46.2	46.2	60.3
strongly agree(sa)	677	39.7	39.7	99.9
6.00	1	.1	.1	100.0
Total	1706	100.0	100.0	

ability to relate the teaching of various subjects

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	41	2.4	2.4	2.4
disagree(d)	131	7.7	7.7	10.1
agree(a)	818	47.9	47.9	58.0
strongly agree(sa)	716	42.0	42.0	100.0
Total	1706	100.0	100.0	

environment motivates

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree(sd)	49	2.9	2.9	2.9
disagree(d)	112	6.6	6.6	9.4
agree(a)	551	32.3	32.3	41.7
strongly agree(sa)	994	58.3	58.3	100.0
Total	1706	100.0	100.0	

Frequencies Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
like hard work because it's a challenge	3400	1.00	4.00	2.5262	1.13097
like to learn as much as I can	3400	1.00	4.00	2.7200	1.13924
like to go on to new work that's at a more difficult level	3400	1.00	4.00	2.2838	1.15942
like those school subjects that make me think pretty hard and figure them out	3400	1.00	4.00	2.0391	1.10120
like difficult problems because I like to figure them out	3400	1.00	4.00	3.3197	.85375
like difficult schoolwork because I find it more interesting	3400	1.00	4.00	2.1538	1.11695
ask questions in class because I want to learn new things	3400	1.00	4.00	2.3112	1.13760
do extra projects because I can learn about things that interest me	3400	1.00	4.00	3.2882	.89907
read things because I am interested in the subject	3400	1.00	4.00	3.3335	.84095
do my schoolwork to find out about a lot of things I've been wanting to know	3400	1.00	4.00	3.3644	.84718
work really hard because I really like to learn new things	3400	1.00	4.00	3.2329	.91625
work on problems to learn how to solve them	3400	1.00	4.00	3.0847	1.06229
like to try to figure out how to do school assignments on my own	3400	1.00	4.00	2.0476	1.08077
when I don't understand something right away I like to figure it out by myself	3400	1.00	4.00	2.0391	1.10120
when I make a mistake I like to figure out the right answer by myself	3400	1.00	4.00	3.3147	.85026
if I get stuck on a problem I keep trying to figure out the problem on my own	3400	1.00	4.00	3.1388	.98271
like to do my schoolwork without help	3400	1.00	4.00	3.4626	.78363
don't like to figure out difficult problems	3400	1.00	4.00	3.4747	.77619
like to learn just what i have to in school	3400	1.00	4.00	3.2950	.82708
don't like difficult schoolwork because I have to work too hard	3400	1.00	4.00	3.3606	.83148
like easy work that I am sure I can do	3400	1.00	4.00	2.0476	1.08077
like to stick to the assignments which are pretty easy to do	3400	1.00	4.00	3.4065	.86074
like school subjects where it's pretty easy to just learn the answers	3400	1.00	4.00	2.1568	1.11944
read things because the teacher wants me to	3400	1.00	4.00	2.3168	1.13929
do my schoolwork because the teacher tells me to	3400	1.00	4.00	3.2909	.95397
work on problems because I'm supposed to	3400	1.00	4.00	3.2950	.82708
ask questions because I want the teachers to notice me	3400	1.00	4.00	3.3606	.83148
when I don't understand something right away I want the teacher to tell me the answer	3400	1.00	4.00	3.5568	.68374
like to have the teacher help me with my schoolwork	3400	1.00	4.00	3.4715	.70954
when I make a mistake I like to ask the teacher how to get the right answer	3400	1.00	4.00	3.4065	.86074
if I get stuck on a problem I ask the teacher for help	3400	1.00	4.00	3.2232	.85789
like the teacher to help me plan what to do next	3400	1.00	4.00	2.6441	1.16021
like to ask the teacher how school assignment should be done	3400	1.00	4.00	3.4065	.86074
Valid N (listwise)	3400				

Frequency Table

like hard work because it's a challenge

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	781	23.0	23.0	23.0
Disagree	1018	29.9	29.9	52.9
Agree	632	18.6	18.6	71.5
strongly agree	969	28.5	28.5	100.0
Total	3400	100.0	100.0	

like to learn as much as I can

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	640	18.8	18.8	18.8
Disagree	895	26.3	26.3	45.1
Agree	642	18.9	18.9	64.0
strongly agree	1223	36.0	36.0	100.0
Total	3400	100.0	100.0	

like to go on to new work that's at a more difficult level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1138	33.5	33.5	33.5
Disagree	960	28.2	28.2	61.7
Agree	501	14.7	14.7	76.4
strongly agree	801	23.6	23.6	100.0
Total	3400	100.0	100.0	

like those school subjects that make me think pretty hard and figure them out

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1431	42.1	42.1	42.1
Disagree	971	28.6	28.6	70.6
Agree	432	12.7	12.7	83.4
strongly agree	566	16.6	16.6	100.0
Total	3400	100.0	100.0	

like difficult problems because I like to figure them out

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	185	5.4	5.4	5.4
	Disagree	314	9.2	9.2	14.7
	Agree	1130	33.2	33.2	47.9
	strongly agree	1771	52.1	52.1	100.0
	Total	3400	100.0	100.0	

like difficult schoolwork because I find it more interesting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1253	36.9	36.9	36.9
	Disagree	1017	29.9	29.9	66.8
	Agree	484	14.2	14.2	81.0
	strongly agree	646	19.0	19.0	100.0
	Total	3400	100.0	100.0	

ask questions in class because I want to learn new things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1060	31.2	31.2	31.2
	Disagree	997	29.3	29.3	60.5
	Agree	568	16.7	16.7	77.2
	strongly agree	775	22.8	22.8	100.0
	Total	3400	100.0	100.0	

do extra projects because I can learn about things that interest me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	237	7.0	7.0	7.0
	Disagree	314	9.2	9.2	16.2
	Agree	1081	31.8	31.8	48.0
	strongly agree	1768	52.0	52.0	100.0
	Total	3400	100.0	100.0	

read things because I am interested in the subject

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	175	5.1	5.1	5.1
	Disagree	299	8.8	8.8	13.9
	Agree	1143	33.6	33.6	47.6
	strongly agree	1783	52.4	52.4	100.0
	Total	3400	100.0	100.0	

do my schoolwork to find out about a lot of things I've been wanting to know

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	190	5.6	5.6	5.6
	disagree	256	7.5	7.5	13.1
	Agree	1079	31.7	31.7	44.9
	strongly agree	1875	55.1	55.1	100.0
	Total	3400	100.0	100.0	

work really hard because I really like to learn new things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	256	7.5	7.5	7.5
	Disagree	355	10.4	10.4	18.0
	Agree	1130	33.2	33.2	51.2
	strongly agree	1659	48.8	48.8	100.0
	Total	3400	100.0	100.0	

work on problems to learn how to solve them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	466	13.7	13.7	13.7
	Disagree	388	11.4	11.4	25.1
	Agree	938	27.6	27.6	52.7
	strongly agree	1608	47.3	47.3	100.0
	Total	3400	100.0	100.0	

like to try to figure out how to do school assignments on my own

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1360	40.0	40.0	40.0
Disagree	1066	31.4	31.4	71.4
Agree	426	12.5	12.5	83.9
strongly agree	548	16.1	16.1	100.0
Total	3400	100.0	100.0	

when I don't understand something right away I like to figure it out by myself

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1431	42.1	42.1	42.1
disagree	971	28.6	28.6	70.6
Agree	432	12.7	12.7	83.4
strongly agree	566	16.6	16.6	100.0
Total	3400	100.0	100.0	

when I make a mistake I like to figure out the right answer by myself

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	190	5.6	5.6	5.6
Disagree	292	8.6	8.6	14.2
Agree	1176	34.6	34.6	48.8
strongly agree	1742	51.2	51.2	100.0
Total	3400	100.0	100.0	

if I get stuck on a problem I keep trying to figure out the problem on my own

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	356	10.5	10.5	10.5
Disagree	370	10.9	10.9	21.4
Agree	1120	32.9	32.9	54.3
strongly agree	1554	45.7	45.7	100.0
Total	3400	100.0	100.0	

like to do my schoolwork without help

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	141	4.1	4.1	4.1
disagree	198	5.8	5.8	10.0
Agree	1008	29.6	29.6	39.6
strongly agree	2053	60.4	60.4	100.0
Total	3400	100.0	100.0	

don't like to figure out difficult problems

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	127	3.7	3.7	3.7
Disagree	219	6.4	6.4	10.2
Agree	967	28.4	28.4	38.6
strongly agree	2087	61.4	61.4	100.0
Total	3400	100.0	100.0	

like to learn just what i have to in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	180	5.3	5.3	5.3
Disagree	269	7.9	7.9	13.2
Agree	1319	38.8	38.8	52.0
strongly agree	1632	48.0	48.0	100.0
Total	3400	100.0	100.0	

don't like difficult schoolwork because I have to work too hard

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	166	4.9	4.9	4.9
Disagree	285	8.4	8.4	13.3
Agree	1106	32.5	32.5	45.8
strongly agree	1843	54.2	54.2	100.0
Total	3400	100.0	100.0	

like easy work that I am sure I can do

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1360	40.0	40.0	40.0
Disagree	1066	31.4	31.4	71.4
Agree	426	12.5	12.5	83.9
strongly agree	548	16.1	16.1	100.0
Total	3400	100.0	100.0	

like to stick to the assignments which are pretty easy to do

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	206	6.1	6.1	6.1
Disagree	231	6.8	6.8	12.9
Agree	938	27.6	27.6	40.4
strongly agree	2025	59.6	59.6	100.0
Total	3400	100.0	100.0	

like school subjects where it's pretty easy to just learn the answers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1253	36.9	36.9	36.9
Disagree	1013	29.8	29.8	66.6
Agree	482	14.2	14.2	80.8
strongly agree	652	19.2	19.2	100.0
Total	3400	100.0	100.0	

read things because the teacher wants me to

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1057	31.1	31.1	31.1
Disagree	990	29.1	29.1	60.2
Agree	572	16.8	16.8	77.0
strongly agree	781	23.0	23.0	100.0
Total	3400	100.0	100.0	

do my schoolwork because the teacher tells me to

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	302	8.9	8.9	8.9
Disagree	290	8.5	8.5	17.4
Agree	925	27.2	27.2	44.6
strongly agree	1883	55.4	55.4	100.0
Total	3400	100.0	100.0	

work on problems because I'm supposed to

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	180	5.3	5.3	5.3
disagree	269	7.9	7.9	13.2
Agree	1319	38.8	38.8	52.0
strongly agree	1632	48.0	48.0	100.0
Total	3400	100.0	100.0	

ask questions because I want the teachers to notice me

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	166	4.9	4.9	4.9
Disagree	285	8.4	8.4	13.3
Agree	1106	32.5	32.5	45.8
strongly agree	1843	54.2	54.2	100.0
Total	3400	100.0	100.0	

when I don't understand something right away I want the teacher to tell me the answer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	84	2.5	2.5	2.5
Disagree	123	3.6	3.6	6.1
Agree	1009	29.7	29.7	35.8
strongly agree	2184	64.2	64.2	100.0
Total	3400	100.0	100.0	

like to have the teacher help me with my schoolwork

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	84	2.5	2.5	2.5
disagree	180	5.3	5.3	7.8
Agree	1185	34.9	34.9	42.6
strongly agree	1951	57.4	57.4	100.0
Total	3400	100.0	100.0	

when I make a mistake I like to ask the teacher how to get the right answer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	206	6.1	6.1	6.1
Disagree	231	6.8	6.8	12.9
Agree	938	27.6	27.6	40.4
strongly agree	2025	59.6	59.6	100.0
Total	3400	100.0	100.0	

if I get stuck on a problem I ask the teacher for help

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	208	6.1	6.1	6.1
Disagree	332	9.8	9.8	15.9
Agree	1353	39.8	39.8	55.7
strongly agree	1507	44.3	44.3	100.0
Total	3400	100.0	100.0	

like the teacher to help me plan what to do next

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	782	23.0	23.0	23.0
Disagree	762	22.4	22.4	45.4
Agree	740	21.8	21.8	67.2
strongly agree	1116	32.8	32.8	100.0
Total	3400	100.0	100.0	

like to ask the teacher how school assignment should be done

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	206	6.1	6.1	6.1
Disagree	231	6.8	6.8	12.9
Agree	938	27.6	27.6	40.4
strongly agree	2025	59.6	59.6	100.0
Total	3400	100.0	100.0	

Regression

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	93426.773	7	13346.682	89.623	.000 ^b
Residual	505135.531	3392	148.920		
Total	598562.304	3399			
R = .395, $R^2 = .156$ Adj. $R^2 = .154$ Std. Error of the Estimate 12.20326					

a. Dependent Variable: Student Motivation

b. Predictors: (Constant), Teacher's Work Experience, School Plant Safety, Teacher's Attitude, School Plant Utilization, School Plant Supervision, Teacher's Commitment, Teacher's Qualification.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Beta (β)	Std. Error	Beta (β)		
1	(Constant)	65.519	2.640		24.814	.000
	School Plant Supervision	.470	.051	.155	9.258	.000
	School Plant Utilization	.519	.064	.136	8.113	.000
	School Plant Safety	.079	.053	.025	1.491	.136
	Teacher's Attitude	2.253	.153	.254	14.705	.000
	Teacher's Qualification	-.568	.091	-.113	-6.221	.000
	Teacher's Commitment	.297	.155	.034	1.914	.056
	Teacher's Work Experience	.595	.067	.150	8.834	.000

a. Dependent Variable: Students' Motivation

Appendix 6

PLATE 1: Researcher Administering Questionnaire



PLATE 2: Research Assistants Administering Questionnaire



PLATE 3: Researcher with Teachers in one of the Selected Schools



Lead City University Ibadan DO NOT COPY

PLATE 4: Researcher with a Principal in one of the Selected Schools



Bio-data

A. Personal Data

Full Name: Lovelynn Odunola Boluwatife MOGBEYITEREN
Home Address: No 6, Phase 3 Ilupeju Community, Oyo
State of Origin: Oyo
E-Mail Address: lovemode20022002@gmail.com
Phone No: +2348059509172, +2347035553757
Gender: Female
Date of Birth: December 24, 1963
Place of birth: Ogbomosho
Nationality: Nigerian
Name of Next of Kin: Dr. Adedigba Praise Abina
Address of Next of kin: No 6, Phase 3 Ilupeju Community, Oyo
State: Oyo

B. Educational Background:

Educational Institutions Attended with Dates:

- | | | |
|------|--|--------------|
| i. | St. Barnabas Local School Board Primary School, Ilorin | 1970 - 1975 |
| ii. | Queen Elizabeth School, Ilorin | 1975 - 1981 |
| iii. | Oyo State College of Education, Ila Orangun | 1982 - 1985 |
| iv. | University of Ilorin, Ilorin | 1985 - 1988 |
| v. | University of Ilorin, Ilorin | 1998 - 2002 |
| vi. | Emmanuel Alayande College of Education, Oyo | 2011 - 2012 |
| vi. | Lead City University, Ibadan | 2021 to date |

Academic/Professional Qualifications with Dates:

- | | | |
|-----|---|---------|
| i | Certificate of Primary Education | 1975 |
| ii | General Certificate of Education Ordinary Level | 1981 |
| iii | Nigeria Certificate in Education (BIO/CHE) | 1985 |
| iv | Bachelor of Science in Education and Biology | 1988 |
| v | Master of Education in Educational Management | 2002 |
| vi | Diploma in Computer Studies | 2012 |
| vii | Doctor of Philosophy in Educational Management | In view |

C. Work Experience:

Employer	Position held	Date
Emmanuel Alayande University of Education, Oyo, Oyo State	Lecturer	2023 to date
Emmanuel Alayande College of Education, Oyo, Oyo, State	Lecturer	2010-2022
Lakeland School Warri, Delta State	Admin. Head	2009-2010
Faith Academy, Canaan Land Ota, Ogun State	HOD Sc./ClassTch.	1999-2006
Thomas Adewumi Int’rnational College, Oko, Kwara	Teacher	1997-1998
St. Adesoye College Offa, Kwara State	ClassTchr.	1991-1997
Abbah Memorial College, Jos, Plateau State	Class Teacher	1990-1991
Methodist Senior Science School, Oron, Akwa-Ibom State	Class Teacher	1988-1989

D. Awards and Fellowship (if any):

Nil

E. Membership of Academic Professional Bodies:

- Teachers’ Registration Council of Nigeria - Reg. No. OY/T/00813
- Member, Nigerian Association for Educational Administration and Planning and Commonwealth Council for Educational Administration and Management (02210)
- Member, Colleges of Education Academic Staff Union, Emmanuel Alayande College of Education Chapter, Oyo
- Member, Women in Colleges of Education
- Member, Academic Staff Union of Universities

F. Publications

1. Theses

- Principal’s Job Stress and Task Performance in Ado-Odo Local Government Area Secondary Schools, Ogun State, August 2001, Thesis for the award of Master Degree in Educational Management, University of Ilorin, Kwara State, Nigeria, 2001.
- The Relationship Between Teacher’s Participation in Marking West African School Certificate Biology Examination and Students’ Performance in The Examination in Some Selected Secondary Schools in Oyo State, June 1988. Thesis for the award of Bachelor Degree in Science Education, University of Ilorin, Kwara State, Nigeria, 1988.
- Review of Ectoparasites of Mammalian Farm Animals and Their Effects On the Respective Hosts (cow, cattle and sheep) In Selected Farm Settlement in Moniya, Lalupon and Ibadan Local Government Areas in Oyo State. Project for the award of National Certificate in Education in Biology/Chemistry Education, College of Education, Ila-Orangun, Osun State, Nigeria, 1985.

II. Conference Papers:

1. Mogbeyiteren, O. L. B. & Oshin, O. O. (2011, November). *Political corruption and its effects on school administration in Nigeria*. Paper presented at the 16th Annual National Conference of Women in Colleges of Education, Federal College of Education (Special), Oyo.
2. Oke, G. B. & Mogbeyiteren, O. L. B. (2013, June). *Effects of teaching personnel on national education productivity*. Paper presented at the 2nd International Conference, Federal College of Education, Okene.
3. Mogbeyiteren, O. L. B. & Oke, G. B. (2013, August). *Revitalization of teacher education curriculum: A lubricant to national development*. Paper presented at the 2nd National Conference of Colleges of Education Academic Staff Union, Emmanuel Alayande College of Education, Oyo.
4. Mogbeyiteren, O. L. B. (2013, October). *Repackaging Nigerian secondary and post-secondary education curricula: A searchlight for national security, challenges and prospects*. Paper presented at the 32nd Annual National Conference of Nigerian Association for Educational Administration and Planning, Government House, Ilorin.
5. Mogbeyiteren, O. L. B. (2014, February). *Role of entrepreneurial education on the transformation agenda (unemployment) in Nigeria tertiary education*. Paper presented at the 3rd National Conference of Emmanuel Alayande College of Education, Oyo.
6. Mogbeyiteren, O. L. B., & Oke, G. B. (2014, March). *Strike action in the education sector in Nigeria: A threat to global peace and security*. Paper presented at the 10th Annual National Conference of School of Arts and Social Sciences, Federal College of Education (Special), Federal College of Education (Special), Oyo.
7. Mogbeyiteren, O. L. B. & Oshin, O. O. (2014, March). *Political corruption and its effects on education in Nigeria*. Paper presented at the 10th Annual National Conference of School of Arts and Social Sciences, Federal College of Education (Special), Oyo.
8. Awolola, O. I., Alabi, C. O., Afolabi, R. A. & Mogbeyiteren, O. L. B. (2015). *Multicultural education and classroom management in public secondary schools in Ibadan north local government area of Oyo state*. Paper presented at the 4th International Conference of Global Education Network and the West African Union University, Cotonou, Republic of Benin.
9. Mogbeyiteren, O. L. B. (2016, March). *Impact of women education in redeeming the youths from negative value system in Nigeria*. Paper presented at the South-West Zonal Conference of the National Association of Women in Colleges of Education, Emmanuel Alayande College of Education, Oyo.

10. Mogbeyiteren, O. L. B. (2016, May). *Teacher education, curriculum development: A pathway to achieving sustainable development goals in Nigeria by 2030*. Paper presented at the 2nd National Annual Conference of Colleges of Education Academic Staff Union, Federal Capital Territory College of Education, Zuba, Abuja.
11. Mogbeyiteren, O. L. B. (2016, July). *Teaching practice: A trending path to professional teacher education*. Paper presented at the 2nd National Conference of the School of Education, Emmanuel Alayande College of Education, Oyo.
12. Mogbeyiteren, O. L. B. & Olugbode, M. L. (2016, November/ December). *Sustainable development goals: Issues, challenges and way forward*. Paper presented at the 4th National Conference of Emmanuel Alayande College of Education, Oyo.
13. Mogbeyiteren, O. L. B. (2017, May). *Managing economic recession in Nigeria through entrepreneurial education*. Paper presented at the School of Education Biennial National Conference and Award Presentation, Federal College of Education (Special), Oyo.
14. Mogbeyiteren, O. L. B. (2017, November). *A cursory appraisal of corruption in the Nigerian education sector and its undermining impact on national development*. Paper presented at the 3rd National Conference of School of Education, Emmanuel Alayande College of Education, Oyo.
15. Mogbeyiteren, O.L.B. (2018, March). *Women education: Implications for the character development in restructuring of the nation*. Paper Presented at the 4th Biennial Southwest Zonal Conference/Workshop of Women in Colleges of Education, Naforija, Epe.
16. Mogbeyiteren, O.L.B. & Abina, P.A. (2019, April). *Value re-orientation through functional education system. A remedy to peaceful co-existence in Nigeria*. Paper Presented at the 4th National Conference of School of Education, Emmanuel Alayande College of Education, Oyo.
17. Mogbeyiteren, O.L.B. (2020, August). *Revitalization of teacher education in Nigeria. A catalyst for national integration in the 21st century*. Paper presented at the 5th National Conference of School of Education, Emmanuel Alayande College of Education, Oyo.
18. Mogbeyiteren, O. L. B. (2021, June). *Education remodeling of school teachers through continuous development during the COVID-19 era in Nigeria*. Paper presented at the 2021 Biennial National Conference and Award Presentation, Federal College of Education (Special), Oyo.
19. Mogbeyiteren, O. L. B. (2021, August). *ICT the tripod stands that integrates higher education in-service teachers' delivery and performance enhancement*. Paper presented at the 14th International Conference and Workshop on Innovation, Technology and Education, Emmanuel Alayande College of Education, Oyo.

20. Mogbeyiteren, O. L. B. (2022, March). *Quality education for national growth and development: Tool to curb sexual violence and parental negligence in the 21st century*. Paper presented at the 6th Biennial Southwest Conference/Workshop of the Women in Colleges of Education, Federal College of Education (Special), Oyo.
21. Mogbeyiteren, O. L. B. (2022, March). *Dwindling economy and security on tertiary education: Its management and way forward*. Paper presented at the 12th COEASU Southwest National Conference, Emmanuel Alayande College of Education, Oyo.
22. Mogbeyiteren, O. L. B. (2022, May). *Reinvigoratory teacher education for greater productivity in the new norms in Nigeria*. Paper presented at the 6th National Conference of the School of Education, Emmanuel Alayande College of Education, Oyo.
23. Mogbeyiteren, O. L. B. & Eniola, T. E. (2022, June). *Innovation in teaching and learning for sustainable development*. Paper presented at the 5th Faculty of Arts & Education International Conference, Lead City University, Ibadan.
24. Mogbeyiteren, O. L.B. & Ileuma, S. (2023, October). School library and students' motivation towards learning in public senior secondary schools in Oyo State, Nigeria: A way to project sustainable development agenda.
25. Mogbeyiteren, O. L. B. & Abina, A. P. (2023). The Nexus between the Public and Private Sectors in Nigeria's economic Growth: An ARDL Analysis.

III. Conference/Workshop Proceeding:

1. Mogbeyiteren, O. L. B. & Eniola, T. E. (2022). *Innovation in the teaching and learning for sustainable development*. Paper presented at the 5th International Conference on Pragmatic Human Capital for Sustainable Developments. Lead City University, Ibadan, June, 6 - 8, 2022.

IV. Journal Articles:

1. Mogbeyiteren, O. L. B. & Adika, L. O. (2012). *Impact of effective classroom management on students' academic performance*. **Journal of Research in General Studies Education**, 2 (1), 8-15.
2. Mogbeyiteren, O. L. B. & Oke, G. B. (2014). *Revitalization of teacher education curriculum: A lubricant to national development*. **Journal of Professional Teacher Trainers**, 10 (2), 85-93.
3. Mogbeyiteren, O. L. B. (2014). *Roles of entrepreneurial education in reducing the rate of unemployment in Nigeria*. **THE PACESETTER**, 18 (1), 128-135.

4. Mogbeyiteren, O. L. B. (2016.). *Teacher education, curriculum development: A pathway to achieving sustainable development goals in Nigeria by 2030*. **Aso Journal of Educational Studies**, 3 (1), 86-94.
5. Awolola, O. I., Alabi, C. O., Afolabi, R. A. & Mogbeyiteren, O. L. B. (2016). *Multicultural education practice in public secondary schools in Ibadan North local government area of Oyo state: Classroom management implication*. **African Journal of Pedagogy**, 8, 53-67.
6. Mogbeyiteren, O. L. B. (2016). *Women education as a tool for redeeming the youths from negative value system in Nigeria*. **The Moulder**, 4, 304-32.
7. Mogbeyiteren, O. L. B. & Olugbode, M. L. (2017). *Sustainable development goals: issues, challenges and way forward to national development in Nigeria*. **THE PACESETTER**, 21 (2), 268-277.
8. Mogbeyiteren, O.L.B. & Abina, A.P. (2017). *Strategies of education manager in enhancing quality assurance in Nigeria tertiary institutions*. **Early Childhood Care and Primary Education Journal**, 3 (1), 137-144.
9. Mogbeyiteren, O.L.B (2018). *Creating an enduring national security platform in Nigeria through curriculum repackaging for schools*. **Journal of Education in Developing Area**, 26 (2), 486-500.
10. Mogbeyiteren, O.L.B. (2018). *Management of domestic violence through peace education in Nigeria*. **Journal of Professional Teacher Trainers**, 12 (1&2) 31-38.
11. Mogbeyiteren, O.L.B. (2018) *A cursory appraisal of corruption in the Nigerian education sector and its undermining impact in national development*. **The Moulder**, 7, 172-186.
12. Mogbeyiteren, O.L.B. (2018). *Women education: Implications for character development in restructuring the nation*. **South-West Journal of Women in Colleges of Education**, 4, 119-126
13. Mogbeyiteren, O.L.B. (2019). *Transforming education through e-learning and its management for national development*. **International Journal of Innovative Information Systems & Technology Research**, 7 (2), 57-64.
14. Mogbeyiteren, O.L.B. & Abina, P.A. (2019). *Value re-orientation through functional education system: A remedy to peaceful co-existence in Nigeria*. **The Moulder**, 8 (1), 26-39.
15. Olugbode, M. L. & Mogbeyiteren, O. L. B. (2017). *Awareness and attitude to sex education among teenagers in secondary schools in Oyo State*. **UMYU Journal of Educational Research**, 9 (1), 54-59.
16. Mogbeyiteren, O.L.B., Azeez, T.A. & Abina, A.P. (2019). *Impacts of quality assurance in managing education in Nigeria schools*. **International Journal of Innovative Education Research**, 7(4), 131-138.

17. Mogbeyiteren, O.L.B. & Adika, L.O. (2020). *Achievement of 2030 education agenda for sustainable development in Nigeria*. **International Journal of Innovative Development and Policy Studies**, 8 (2), 38-43.
18. Mogbeyiteren, O. L. B. (2020). *Revitalization of teacher education in Nigeria: A catalyst for national integration in the 21st century*. **The Moulder**, 9(1), 144 - 160
19. Mogbeyiteren, O. L. B. (2021). *Principals' perception of prevalent behavioural problems among secondary school teachers and implications for effective teaching and educational system*. **International Journal of Innovative Education Research**, 9 (3), 157-164.
20. Mogbeyiteren, O. L. B. & Azeez, T.A. (2021). *Administration of tertiary institutions during the period of COVID-19 pandemic in Nigeria. The role of administrators*. **International Journals of Innovative Development and Policy Studies**, 9 (3) 211-215.
21. Mogbeyiteren, O. L. B. (2021). *Achieving education objectives in public secondary schools in Oyo West Local Government Area of Oyo State: Policies Advocacy Approach*. **African Journal of Educational Management**, 22 (2), 177-185.
22. Mogbeyiteren, O. L. B. (2021). *ICT the tripod stands that integrates higher education in-service teachers' delivery and performance enhancement*. **International Journal of Innovative Technology Integration in Education**, 5(2), 61-65.
23. Abina, A. P. & Mogbeyiteren, O. L. B. (2021). *Exchange rate fluctuation and sectorial output in Nigeria*. **International Journal of Innovative Finance and Economics Research**, 9(3), 125-144.
24. Abina, A. P. & Mogbeyiteren, O. L. B. (2021). *Capital formation and economic growth in Nigeria: An Econometric Analysis*. **African Journal of Business and Economic Development**, 1(12), 57-72.
25. Mogbeyiteren, O. L. B. (2022). *Education remodeling for school teachers through continuous development during the COVID-19 era in Nigeria*. **The Knowledge Resort**, 4(1), 38-45.
26. Mogbeyiteren, O. L. B. (2022). *Quality education for national growth and development: Tool to curb sexual violence and parental negligence in the 21st century*. **Southwest Journal of Women in Colleges of Education**, 8, 136-144.
27. Mogbeyiteren, O. L. B. (2022). *Reinvigorating teacher education for greater productivity in the new normal Nigeria*. **The Moulder**, 10(1), 180 - 200.
28. Mogbeyiteren, O. L. B. (2022). *Dwindling economy and security on tertiary education: Its management and way forward*. **International Journal of Innovative Education Research**, 11(2), 1-8.

V. Chapters in Edited Books:

1. Mogbeyiteren, O. L. B. (2012). *Resource management and school records*. In K. A. Salami & T. Okemakinde (Eds.), *Educational Administration*. (pp. 40-53). Lagos: Kingdave Book Publisher.
2. Mogbeyiteren, O.L.B. & Oke, G.B. (2015). *The impact of strike action in Nigerian education sector on national peace and security*. In P.A. Ojebode & S.A. Olatunji (Eds.), *Global Peace and Security: The Nigerian Experience*. (pp. 500-510). Oyo: Omo-Oje Press and Publishers.
3. Mogbeyiteren, O.L.B. & Oshin, O.O. (2015). *Corruption and its effects on education sector in Nigeria*. In P.A. Ojebode & S.A. Olatunji (Eds.), *Global Peace and Security: The Nigerian Experience*. (pp. 511-522). Oyo: Omo-Oje Press & Publishers.
4. Oladeji, A.O. & Mogbeyiteren, O.L.B (2018). *Principles of supervision and challenges/problems of junior secondary school supervision in Nigeria*. In K.A. Salami (Ed.), *Educational Administration Planning and Supervision* (pp. 123-134). Lagos: Kingdave Book Publishers.
5. Afolabi, R.A. & Mogbeyiteren, O.L.B. (2018). *Facilities required in a child-friendly schools*. In K.A. Salami (Ed.), *Theory and Practice of Child Friendly Schools* (pp. 64-70). Oyo: Odumatt Press & Publishers.
6. Mogbeyiteren, O.L.B. (2018). *Managing economic recession in Nigeria through entrepreneurial education*. In. T.A.O. Oladimeji, O.F. Fatiloro & F.L. Akinsowon (Eds.), *Topics in General Studies Education*. (pp. 239-299). Ibadan: Graceville Publishers.
7. Mogbeyiteren, O.L.B. (2019). *Methods of teaching population and family life education*. In Oluokun, O. (Ed.), *Contemporary Issues in Teaching Methodologies*. (pp. 98-110). Oyo: Omo-Oje Press & Publishers.
8. Ajiboye, J. T. & Mogbeyiteren, O. L. B. (2022). *Teacher attrition rate in the 21st century educational system: Challenge to school administrators*. Book of reading in honour of Dr. Rasaki Adetuunji Adefabi. (pp. 226-233). Oyo: Adexsea Printing Press.
9. Mogbeyiteren, O. L.B. & Eniola, T. E. (2022). *Innovation in teaching and learning for sustainable development*. In B. A. Adeyemi, P. O. Yara, U.E. Akutche, A.A. Ojo & O. S. Piton (Eds.), *5th International Conference on Pragmatic Human Capital for Sustainable Development. Referred Conference Proceedings* (pp. 334-342). Ibadan: College Press.

G. Major Conferences Attended with Dates:

1. 16th National Conference of Association of Women in Colleges of Education
Theme: Political Dispensation: It's Effects on the Education Sector in Nigeria. Held at Federal College of Education (Special), Oyo, between 7 and 11 of November, 2011.
2. Workshop Organized by National Association for Educational Media and Technology
Theme: Enhancing Instructional Delivery through the Use of Improvised Instructional Materials and ICT Tools. Held at Emmanuel Alayande College of Education, Oyo, on 2 of May, 2012.
3. A 2-Day Workshop of Emmanuel Alayande College of Education
Theme: Evolving High Quality Research Proposal and Paper Writing. Held at Emmanuel Alayande College of Education, Oyo, between 10 and 11 of July, 2012.
4. 2nd International Conference of Federal College of Education
Theme: Education for Empowerment and Conflict Management: A Global Challenge. Held at Federal College of Education, Okene, between 10 and 14 of June, 2013.
5. 2nd National Conference of Colleges of Education Academic Staff Union
Theme: Centenary Milestone: Teacher Education in Nigeria and National Development. Held at Emmanuel Alayande College of Education Chapter, Oyo, between 19 and 22 of August, 2013.
6. 32nd Annual National Conference of Nigerian Association for Educational Administration and Planning
Theme: Managing Education for National Security. Held at Banquet Hall, Ilorin, between 8 and 11 of October, 2013.
7. Workshop organized by School of Science Research and Publication Committee on Contemporary Issues
Theme: The Choice and Application of Statistical Tools in Research. Held at School of Science, Emmanuel Alayande College of Education, between 28 and 29 of January, 2014.
8. 3rd National Conference by Emmanuel Alayande College of Education
Theme: Curriculum Issues and National Transformation Beyond the 21st Century in Nigeria. Held at Emmanuel Alayande College of Education Conference Room, Erelu Campus, Oyo, between 17 and 20 of February, 2014.
9. 10th Annual National Conference of the School of Arts and Social Sciences
Theme: Global Peace and Security: The Nigerian Experience. Held at Federal College of Education (Special), College Multipurpose Hall, Oyo, between 10 and 14 of March, 2014.
10. 4th International Conference of Global Education Network in collaboration with the West African Union University
Theme: Multi-culturalism, Education and Nation Building. Held at the West African Union University, Cotonou, between 25 and 27 of August, 2015.

11. 3rd Southwest Biennial Zonal Conference of Women in Colleges of Education
Theme: Value Re-orientation in Nigeria: Women as Change Agents. Held at School of Science, Emmanuel Alayande College of Education, Oyo, between 8 and 10 of March, 2016.
12. 2nd National Annual Conference organized by Colleges of Education Academic Staff Union Federal Capital Territory College of Education, Zuba Chapter
Theme: Teacher Education: Implication for the Achievement of Sustainable Development Goals by 2030. Held at Federal Capital Territory College of Education, Zuba Chapter, Abuja, between 3 and 6 of May, 2016.
13. 2nd National Conference, School of Education, Oyo. Emmanuel Alayande College of Education
Theme: The trending path to Professional Teacher Education. Held at Emmanuel Alayande College of Education, Oyo, between 18 and 21 of July, 2016.
14. 4th National Conference of Emmanuel Alayande College of Education
Theme: Emerging Discourse in Tertiary Education for Sustainable Development in Nigeria. Held at School of Science, Emmanuel Alayande College of Education, Oyo, between 28 of November and 2 of December, 2016.
15. 2017 Biennial National Conference and Award Presentation of the School of Education, Federal College of Education (Special)
Theme: Teacher Education and Economic Recession in Nigeria. Held at New Special Education Hall, School of Special Education, Federal College of Education (Special), Oyo, between 9 and 12 of May, 2017.
16. 3rd National Conference of School of Education, Emmanuel Alayande College of Education
Theme: Corruption and Education Policy Implementation for National Development. Held at Provost Conference Room, Emmanuel Alayande College of Education, Oyo, between 6 and 9 of November, 2017.
17. 4th Biennial Southwest Zonal Conference/Workshop of Women in Colleges of Education
Theme: Character Development: Bedrock for Restructuring. Held at the College Multipurpose Hall, Naforija, Epe, between 12 and 16 of March, 2018.
18. 4th National Conference of School of Education, Emmanuel Alayande College of Education
Theme: Fostering a Functional Educational System for Peaceful Coexistence in Nigeria. Held at Provost Conference Room, Emmanuel Alayande College of Education, Oyo, between and 11 of April, 2019.
19. 5th National Conference of School of Education, Emmanuel Alayande College of Education.
Theme: Education and National Integration: 21st Century Realities. Held at Provost Conference Room, Emmanuel Alayande College of Education, Oyo, between 17 and 20 of August, 2020.
20. 2021 Biennial National Conference and Award Presentation
Theme: Remodelling Teacher Education in COVID-19 Pandemic Landscape. Held at the Federal College of Education (Special), Oyo, between 22 and 25 of June, 2021.

21. 4th International Conference and Workshop of Innovation, Technology and Education
Theme: Technology Integration on Instructional Delivery in Institution and Performance Enhancement in Non-Education Setting. Held at Emmanuel Alayande College of Education, Oyo, between 8 and 12 of August, 2021.
22. 4th International Conference and Workshop of Innovation, Technology and Education
Theme: Technology Integration on Instructional Delivery in Institution and Performance Enhancement in Non-Education Setting. Held at Emmanuel Alayande College of Education, Oyo, between 8 and 12 of August, 2021.
23. 4th Conference and Workshop of Association for Innovative Technology Integration in Education.
Workshop Track: Canvas Learning Management System for Blended and Online Learning. Held at Emmanuel Alayande College of Education, Oyo, between 8 and 12 of August, 2021.
24. 6th Biennial Southwest Conference/Workshop of the Women in Colleges of Education, Federal College of Education (Special), Oyo.
Theme: Implications of Sexual Violence and Parental Negligence and National Education Growth and Development. Held at Timi Obani Hall of Federal College of Education (Special), Oyo, between 7 and 11 of March, 2022.
25. 12th Colleges of Education Academic Staff Union Southwest National Conference
Theme: Education Delivery System Amidst Dwindling Economy of National Insecurity. Held at Emmanuel Alayande College of Education, Oyo, between 28 and 31 of March, 2022.
26. 6th National Conference of the School of Education
Theme: Revitalizing Teacher Education for Higher Productivity in the New Normal World. Held at Emmanuel Alayande College of Education, Oyo, between 9 and 12 of May, 2022.
27. 5th International Conference of the Faculty of Arts and Education.
Theme: Pragmatic Human Capital for Sustainable Development. Held at Lead City University, International Conference Centre, Lead City University, Ibadan, between 6 and 8 of June, 2022.
28. 2023 Annual Stakeholders Meeting of Faculty of Education, Department of Arts and Social Science Education on Best Practices in Education for Sustainable National Development in Nigeria. Held at Lead City University, International Conference Centre, Ibadan, 11 of July, 2023.
29. Academic Seminar (Maiden Edition) of the Former School of Education, Emmanuel Alayande College of Education, Oyo.
Theme: University System: The way, the warning, the worry and the wisdom. Held at School of Education, TETFUND Hall, Oyo, 28th of August, 2023.
30. Multidisciplinary International Academic Conference
Theme: “Innovative Research and Quality Education for Sustainable Development”. Held at Lead City University, International Conference Centre, Ibadan, 16th – 19th of October, 2023.
31. A 2 Day Capacity Building Workshop
Theme: Mindset Shift from Known to Unknown in the New Era. Held at Emmanuel Alayande University of Education, Oyo in collaboration with Directorate of Consultancy Service, 31st of October to 1st of November, 2023.

32. 1st Faculty Symposium, Faculty of Education, Lead City University, Ibadan.

Theme: “Dynamics of a Good Research Problem Statement and Plausible Recommendations for a New Knowledge”. Held at Lead City University International Conference Centre, Ibadan, 13th of June, 2024.

H. Referees

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Date

2. Dr. Philip Iyiola. FARAYOLA
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3. Dr. Sunmaila Oyetunji RAIMI,
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Signature

Date

The University Compliance Certification

This is to certify that the thesis by Odunola Lovelynn Boluwatife MOGBEYITEREN with the Matriculation number LCU/PG/002686 in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan is in full compliance with the approved University format and style.

Signature

Date

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