

Chapter One

Introduction

1.1 Background to the Study

Education involves the acquisition of knowledge, skills, and values that are necessary for the intellectual and character development of individuals, enabling them to become self-reliant and responsible citizen. As defined by the Federal Republic of Nigeria, secondary education pertains to the education received by children after completing primary education and prior to entering the tertiary stage. Its main goal, as stated in the national objectives, is to equip children with the necessary skills for productive living in the society and to prepare them for higher education¹.

Secondary school education is a crucial stage in the academic journey of students, as it provides a foundation for higher education and future career paths. In Nigeria, like many other developing countries, students often face challenges in accessing quality education due to poor infrastructure, limited resources, and inadequate motivation from teachers and parents². To enhance the attitude of students towards learning, several factors, including motivational techniques and physical learning environment, must be considered².

Attitude refers to an individual's positive or negative feelings towards ideas or objects, and it can significantly impact a learner's achievement, as noted by a scholar³. Attitude reflects a belief that individuals hold which influences their opinions, feelings, and behaviour towards objects, situations, and people. Attitude is a hypothetical construct that cannot be observed directly but can be inferred from measurable reactions to the attitude object⁴. According to another author, attitude is multidimensional, consisting of three components: affect, cognition, and behaviour. Affect includes emotions, beliefs, and the subject's perception of the object. Cognition includes

the perceived usefulness of the object, while behaviour is connected to the individual's motivation and is reflected in their actions, commitment, and performance⁶ .

Students' attitudes towards learning refer to their opinions, feelings, and beliefs about learning. It includes their level of interest in learning, their motivation to learn, and their confidence in their ability to learn. A positive attitude towards learning enables students to remain motivated, focused, and engaged in the learning process, leading to improved academic outcomes⁷. On the other hand, a negative attitude can hinder learning and lead to poor academic performance. A positive attitude is more likely to result in successful learning. Therefore, favourable attitudes could facilitate the attainment of educational objectives, and schools must foster and maintain a positive disposition to learning among students to enhance their engagement with school and promote effective learning. It goes without saying therefore that a positive attitude towards learning is essential for academic success, as it can influence students' learning habits and behaviors. Negative attitude towards learning can hinder academic performance and lead to disengagement from school⁷.

Attitude towards learning is a key factor in achieving educational goals, as a negative attitude hinders the purpose of education. As duly noted by a scholarly, individuals with optimistic views demonstrate greater willingness to exert the necessary efforts to ensure success compared to those with a negative attitude⁸. Unfortunately, students often exhibit negative attitudes towards learning due to the actions of school heads and teachers. Therefore, implementing motivational strategies to foster a positive attitude in students towards learning is necessary to achieve educational objectives. A scholar suggest that secondary school administrators and principals have used motivational techniques to boost the morale of both staff and students, promote a positive attitude towards learning, and improve overall quality and output⁹.

Motivation originates from the Latin word 'motus', which means to move or stimulate. It refers to a set of processes that stimulate, direct, and maintain human behaviour towards achieving goals. Motivation as a process that begins with a deficiency or need, which activates a behaviour or drive aimed at a goal or incentive. According to a study, motivation is a critical factor in enhancing student's attitude towards learning¹⁰. Motivational techniques are various methods that encourage an individual's goal-oriented behaviour¹¹. In the educational system, students' attitudes vary when different forms of motivation are applied by teachers and school management¹¹. Further still, motivation is what drives students to take profitable actions, such as attending school on time, paying attention in class, studying independently, and exhibiting good behaviour, which form the foundation of their character as future leaders¹². Motivational techniques employed by principals can be categorized into two: extrinsic and intrinsic motivation. Extrinsic motivation refers to the use of external rewards such as prizes, awards, and recognition to encourage teachers to put in their best in the discharge of their duties, and in turn, encourage students to learn. Intrinsic motivation, on the other hand, refers to the use of internal rewards such as self-esteem, self-efficacy, and self-determination to motivate both tutors and learners¹³.

Educational institutions often employ motivational strategies that are derived from various motivational theories proposed by different theorists. These strategies are customized to meet the specific needs of the environment and implemented in the form of rules, reforms, and regulations that guide the operations of the institution. Some of these strategies include ensuring safety of students, integrating vocational education into academic extracurricular activities, fostering cordial human interaction, and providing career counselling, delegating responsibilities, ensuring professional development of tutors, and using positive reinforcement techniques such as promotions, compensations and benefits¹⁴.

Effective management involves implementing measures that promote greater productivity and a harmonious relationship between management and subordinates. Consequently, the Principal, as the primary administrator of both staff and students in secondary schools, and as a key figure in shaping the academic culture of a school, plays a crucial role in shaping students' attitudes towards learning through various motivational techniques and determining the achievement of educational goals. The effectiveness of these motivational techniques and their impact on students' attitudes and overall educational outcomes depend on the administrative and managerial style of the principal¹⁵.

Motivational techniques can take various forms, such as praise, recognition, rewards, positive feedback, creating a conducive learning environment and student safety, ensuring motivation of teachers through career improvement, welfare packages and fringe benefits. Feedback is a powerful motivator that can help students understand their strengths and weaknesses. The principal can ensure that teachers provide feedback to students on their performance in classwork and assignments. This can be done in the form of verbal feedback or written comments on assignments. The principal can create an environment where students feel comfortable sharing their opinions and ideas. Encouraging students to participate in class activities can also improve their motivation to learn. The principal can also work with teachers to set realistic goals for students and provide incentives for achieving them thus improving students' motivation to learn. Additionally, the principal can create a system of rewards for outstanding teachers as well as students who excel in academics, sports, or other extracurricular activities and those with exceptional character. By using these techniques, principals can create a culture of motivation and academic excellence that can positively influence teachers' motivation and hence, students' attitudes towards learning¹⁶.

A study examined the influence of school principals' leadership styles on teacher performance, established that principal's leadership style can influence both teacher performance and students' attitudes towards learning¹⁶. They found that principals who adopt a transformational leadership style are more likely to motivate students to learn and create a positive learning environment and that transformational leaders inspire and motivate their followers to achieve their full potential. Additionally, Principals can use these motivational techniques to create a culture of motivation and academic excellence that can enhance students' attitudes towards learning. This is because it has been proven that principals who use a combination of motivational techniques such as praise, recognition, and rewards can positively influence students' academic performance¹⁶.

Compensation refers to non-monetary payments given to an individual in exchange for their services. Compensation, which is earned by employees includes salary or wages in addition to commission and any other incentives that come with the employee position. It is an important element when it comes to hiring and retaining employees. The right compensation not only convince qualified and quality candidates to accept the job offer, but also makes the employee feel valued and appreciated. According to a survey, the vast majority of job seekers, precisely 83% said a good pay/compensation is the factor that attracts them to a new job¹⁷. Not only that, but 39% of workers said they are searching for a new job because they want better compensation and benefit¹⁷.

Compensation involves all the expenses paid to an employee such as commission, overtime and insurance plan¹⁷. Offering a competitive compensation package helps to attract and retain high quality talent, motivate the current ones to be productive, improve employee job satisfaction, and helps the organization to stay in compliance with the federal, state and local

regulations¹⁸. Teacher compensation is a valuable total package that includes salaries, extra pays, benefits and pension. It could also be the annual pay teachers earn combined with benefits such as health insurance and retirement fund. Teachers earn stipends hence there is need for compensations and bonuses for effectiveness especially with increased responsibilities or in the cases of teachers teaching hard-to-staff subjects in high-need schools¹⁸.

Teacher compensation and welfare package is one of the ways to make the teaching profession more dynamic, rewarding, collaborative and sustainable¹⁹. A scholar explained that compensation and career improvement is one of the important factors that influence teacher performance²⁰. Another study explained that if compensation is properly applied, it will stimulate / motivate employees to work optimally²¹. From the foregoing, it is safe to conclude that when teachers are properly motivated by the principal, they, in turn create a positive disposition to work, which will birth the creation of a classroom learning atmosphere that will positively influence the attitude of the students towards learning.

Principal support for professional development involves all learning opportunities that enables teachers to adapt to changes in the education system and increase their effectiveness²². In this age when the success of the education system is evaluated with the success of the students, the teachers have a significant effect on the success of the student²². Research indicated that teacher professional development indirectly increases students' achievement by increasing teacher effectiveness²⁴. Hence to enhance teacher job performance and effectiveness, it is imperative to acquire pertinent skills, professionalism, ethical standards, and specialized knowledge through active participation in conferences, seminars, and workshops²⁵. While teachers are responsible for their professional development, school principals, being the administrative heads of the school, are the leaders who provide opportunities to support teachers

professional development by encouraging teachers to be trained and re-trained in their profession through participation in specialized conferences, seminars, workshops and further studies in their fields²⁶.

Another variable of interest in this study is physical learning environment. There are several indices that are commonly used to describe the physical learning environment. The first index is the physical setting, which refers to the characteristics of the physical environment, such as lighting, temperature, noise levels, and air quality. In addition to motivational techniques, the physical learning environment also plays a crucial role in shaping students' attitudes towards learning. The learning environment of students is critical to their academic success, and it has been found that students' attitudes towards learning can significantly influence their academic performance²⁷.

The physical learning environment also refers to the physical space where learning takes place. It includes factors such as the classroom layout, seating arrangements, lighting, temperature, classroom decorations, ventilation, and other physical elements. The physical learning environment can impact students' cognitive and emotional states, which can influence their attitudes towards learning. A comfortable physical setting can promote student engagement and learning²⁸. The physical learning environment is an important determinant of students' attitudes towards learning. Research has shown that the physical environment can affect students' emotional and cognitive states, which can impact their attitudes towards learning²⁹. A researcher examined the effects of the physical learning environment on students' academic performance in secondary schools in Ogun State, Nigeria³⁰. The study found that a positive physical learning environment, including classroom decorations, comfortable seating arrangements, and good lighting, can enhance students' learning experiences and improve their academic performance.

Studies have investigated the impact of physical learning environments on students' attitudes towards learning and have proven that the physical learning environment is a critical determinant of students' attitudes towards learning³¹. The principal also plays a crucial role in creating a positive physical learning environment that is conducive to learning. A conducive physical learning environment helps in promoting positive attitudes towards learning. A researcher found that students' academic performance improved in classrooms that were well-lit and had comfortable seating³². Another study revealed that a clean learning environment positively affected students' attitudes towards learning³³.

Moreover, the physical learning environment is also an essential determinant of students' attitudes towards learning because the physical environment can affect students' emotional and cognitive states, which can impact their attitude towards learning³⁴. Several studies have investigated the impact of physical learning environments on students' attitudes towards learning. More explicitly, the elements of a positive physical learning environment include:

Adequate lighting is essential for creating a positive learning environment. Appropriate lighting levels and types can enhance student visual comfort and performance. Well-lit classrooms promote a conducive learning environment. For instance, adequate lighting and temperature regulation have been linked to increased student engagement and participation³⁵. Similarly, appropriate acoustic design, including sound absorption and diffusion, can reduce noise levels and increase speech intelligibility, thereby enhancing student learning³⁵.

Class design refers to the physical layout and organization of the classroom, including the arrangement of desks, furniture, and equipment. Effective classroom design can facilitate student interaction, communication, and collaboration which can have a significant impact on students'

attitudes towards learning. Comfortable, ergonomic furniture can promote student engagement and physical well-being³⁶. Studies have shown that the physical layout of a classroom can impact students' attitudes towards learning and academic performance. A well-organized classroom can facilitate student learning, communication, and collaboration³⁵ which can help to create a positive learning environment. Sometimes, colours in the physical environment can impact student mood, motivation, and behaviour (attitude)³⁶. A well-designed classroom that considers factors such as lighting, temperature, acoustics, furniture arrangement, and technology integration can create a positive learning environment that enhances student engagement, participation, and academic performance³⁶.

A classroom's physical arrangement can greatly impact a child's ability to interact with their peers and develop important skills such as language and social behaviour³⁷. Inadequate classroom arrangement can restrict children's movement and lead to behavioural issues. Social behaviour problems are more likely to arise in poorly managed environments that lack clear objectives and guidelines. Effective teachers arrange their classrooms in a way that allows children to spend time in areas that interest them and engage them in various activities. Materials placed in schools should be age-appropriate, attractive, and match the children's interests and developmental level. If materials are too advanced, children may become frustrated and aggressive, resulting in disruptive behaviour. A study suggests that materials in each learning area should be appropriate for the children's age, development level, and interests; stating that inappropriate materials can cause children to ignore or mishandle them, leading to disruptive behaviour that is wrongly attributed to the child's behaviour rather than the teacher's choices³⁷.

Still under classroom design and arrangement, the size of the classroom and the layout of the classroom can affect student behaviour. Larger classrooms promote greater engagement and

participation while flexible layouts promote more diverse and collaborative learning experiences. Appropriate and meaningful wall decorations can also enhance student learning and motivation³⁸. Access to outdoor space can also enhance student well-being and promote physical activity. According to the Federal Government of Nigeria, Decree 16 of 1985 on minimum standards for primary and secondary schools, the ideal number of students per classroom is 30, the optimal number is 35 while the maximum number is 40 with a dimension of 2.4m (height) x 8.4m (length) x 6.8 (width)³⁹. The principal should ensure safe and secure classroom which can promote student well-being and reduce anxiety as well as accessible classroom which will promote inclusion and provide opportunities for all students to participate in learning⁴⁰.

A clean learning environment is essential for promoting a positive learning experience. A clean and well-maintained classroom can promote a positive learning environment and student health⁴¹. The principal can work with teachers and staff to ensure that classrooms are kept clean and tidy.

Technology Resources refers to the availability and use of technological resources such as computers, tablets, and projectors, as well as traditional resources such as textbooks. The effective use of technology and resources can enhance student learning and engagement. Furthermore, the use of technology in classroom design has become increasingly important in recent years. For example, the integration of interactive whiteboards and other digital tools can enhance student engagement and provide opportunities for interactive learning experiences⁴².

Access to fundamental sanitation is recognized as a fundamental human right and a crucial environmental factor influencing health. This encompasses various amenities such as toilets and hand-washing facilities⁴³. Restrooms are indispensable amenities in all types of

establishments, including public areas. Ensuring access to clean and well-maintained restroom facilities is vital for promoting student health and well-being. Restrooms play a crucial role in providing dignified spaces for students to fulfill basic bodily functions. According to research, they are essential for preventing the spread of infectious diseases such as hepatitis A and influenza⁴³. The availability of safe and accessible restrooms, along with their quality, is a critical determinant of health. Previous studies have shown that inadequate access to restrooms and other sanitation resources can exacerbate health hazards and health state of a student can influence the attitude towards learning⁴⁴. In addition, managing the cleanliness of school restrooms, beyond just their availability, is essential for reducing health risks and enhancing service quality. Traditional methods such as manual hygienic inspection, fixed cleaning schedules, and automatic flushing devices demand significant investments of both money and effort to maintain cleanliness in school restrooms⁴⁵. Unfortunately, in public secondary schools in Oyo State, there has been a decline in both the availability and quality of restrooms.

Furthermore, school safety, which is a multifaceted issue that encompasses various aspects aimed at ensuring the well-being and security of students, teachers, staff, and visitors within educational institutions, is another component of the physical learning environment. It involves measures to prevent accidents, injuries, violence, bullying, and other threats to physical and psychological safety. Studies have shown the inter-relatedness of school safety and students' attitude towards learning and their academic achievement⁴⁶.

The purpose of this thesis is to investigate the relationship between principals' motivational techniques and the physical learning environment and their influence on students' attitudes towards learning in secondary schools in Oyo State, Nigeria. In essence, students' attitude towards learning was measured by examining principals' motivational strategies and

physical learning environment alongside with all the indices that contributes to whether a student will develop a positive or a negative attitude towards learning in secondary schools in Oyo State, Nigeria.

1.2 Statement of the Problem

In recent years, there has been a growing concern over students' attitudes towards learning in public schools in Oyo State, Nigeria. Despite the efforts of stakeholders in the education sector to improve the quality of education in the state, many students still exhibit a negative attitude towards learning. This is evidenced by the high rate of school dropout, poor academic performance, and low motivation to learn among students⁴.

While several factors may contribute to this phenomenon, the role of the principal's motivational techniques and physical learning environment cannot be overemphasized. The principal plays a crucial role in creating a conducive learning environment for students, motivating them to learn, and promoting a positive attitude towards learning. However, the extent to which principals' motivational techniques and physical learning environment affect students' attitude towards learning in Oyo state, Nigeria is yet to be fully explored.

Despite the growing body of research on the impact of motivational techniques and the physical learning environment on students' attitudes towards learning, little attention has been paid to the relationship between the two variables. Therefore, this thesis contributes to the existing literature on the joint influence of principals' motivational techniques and the physical learning environment on students' attitudes towards learning in public secondary schools in Oyo state, Nigeria. The findings of this study provides valuable insights into how secondary schools in Oyo

state, Nigeria can improve students' attitudes towards learning and enhance their academic performance.

1.3 Aim and Objectives of the Study

The objective of the study is to examine principals' motivational techniques and physical learning environment as determinants of students' attitude towards learning in Oyo state, Nigeria.

The specific objectives are to:

1. identify the level of students' attitude towards learning in public secondary schools in Oyo State
2. examine the most used motivational technique employed by the principals in Oyo State public secondary schools;
3. assess the status of physical learning environment (school safety and school facilities) in public secondary schools in Oyo state;
4. determine the joint contribution of principals' motivational techniques (teacher compensation and welfare packages, teachers' fringe benefits and support for professional development of teachers) and physical learning environment (conducive learning environment, school safety and school facilities) on students' attitude towards learning in Oyo state public secondary schools;
5. examine the relative influence of principals' motivational techniques (teacher compensation and welfare packages, teachers' fringe benefits and support for professional development of teachers) and physical learning environment (conducive learning environment, school safety

and school facilities) on students' attitude towards learning in Oyo state public secondary schools.

1.4 Research Questions

1. What is the level of students' attitude towards learning in public secondary schools in Oyo state, Nigeria?
2. What are the most used motivational techniques by principals in public secondary schools in Oyo state, Nigeria?
3. What is the status of physical learning environment in public secondary schools in Oyo state, Nigeria?

1.5 Hypotheses

The following hypotheses were tested at 0.05 level of significance:

H₀₁: There will be no significant joint influence of principals' motivational techniques (teacher compensation and welfare packages, teachers' fringe benefits and support for professional development of teachers) and physical learning environment (conducive learning environment, school safety and school facilities) on students' attitude towards learning in Oyo state public secondary schools.

H₀₂: There will be no significant relative influence of principals' motivational techniques (teacher compensation and welfare packages, teachers' benefits and support for professional development of teachers) and physical learning environment (conducive learning environment, school safety and school facilities) on students' attitude towards learning in Oyo state public secondary schools.

1.6 Significance of the Study

The study can provide valuable insights into effective motivational techniques that can be used by principals' to enhance students' attitude towards learning in Oyo state, Nigeria, which can lead to improved academic performance and lifelong learning skills, the study can raise awareness about the importance of effective motivational techniques and physical learning environments in enhancing students' attitude towards learning, promoting a culture of excellence in education in Oyo state, Nigeria.

The study can also help identify the physical learning environment factors that significantly impact students' attitude towards learning. This can guide school administrators and policymakers in improving the learning environment in schools, which can positively impact students' learning outcomes.

Additionally, the study can help schools identify potential barriers to creating an ideal and safe learning environment, using effective motivational techniques; highlighting areas of disparities and identifying opportunities for interventions to promote greater equity in education. Furthermore, the study would provide valuable information for policymakers and school administrators in making informed decisions on resource allocation for education, including investments in physical infrastructure and training for teachers as well as help to identify areas for collaboration and partnership between schools, policymakers, and other stakeholders in promoting effective learning environments.

Overall, the findings of this study contributes to the existing body of literature on motivational techniques and physical learning environments, providing a basis for further

research on the topic and can contribute to the development of evidence-based interventions and programs aimed at improving students' attitude towards learning in Oyo state, Nigeria.

1.7 Scope of the Study

The variable scope of the study focused on the influence of principals' motivational techniques (principal' support for teachers professional development, teachers' compensation and benefits) and physical learning environments (conducive environment, school facilities and school safety) on students' attitude towards learning while the geographical and participant scope covered schools and students in public secondary schools spread over the 33 local government areas of Oyo state

1.8 Operational Definition of Terms

Students' Attitude towards Learning: Students' emotional and psychological disposition towards learning, including their overall mindset, beliefs, and feelings regarding the process of acquiring knowledge and skills. It encompasses their level of interest, motivation, engagement, and approach to learning tasks in Oyo State secondary schools.

Level of Interest: The degree to which students find a subject or activity compelling, relevant, or enjoyable, influencing their willingness to invest time, effort, and attention in learning b Oyo State secondary schools.

Level of Engagement: It refers to the level of involvement, focus, and participation of students in educational activities in Oyo State secondary schools.

Principals' Motivational techniques: Strategies used by principals to stimulate/motivate teachers, and sustain students' interest, attention, and effort towards learning such as support for

professional development, compensation and welfare packages, and teachers' benefits in Oyo State secondary schools.

Compensation and Welfare Packages: This refers to the payment or rewards given to teachers in exchange for their work in Oyo State secondary schools.

Principals' support for professional development: This refers to the actions of secondary school principals' in supporting the professional development of teachers and staff in Oyo State secondary schools.

Teachers' Fringe Benefits: These are perks and rewards provided to teachers beyond their salary in the school system which support teacher well-being and job satisfaction in Oyo State secondary schools.

Physical Learning Environment: The physical characteristics of the classroom or school environment. This may include school safety, school facilities, and conducive learning environment.

School Safety: The absence of physical, mental and emotional violence in Oyo State secondary schools.

School Facilities: These are the basic school infrastructures (buildings, equipment, laboratories, libraries that help in teaching and learning activities in Oyo State secondary schools.

Conducive Learning Environment: This is referred to as an environment that support and promote the learning ability and well-being of the students in Oyo State secondary schools.

Endnotes

1. H. C Huang, & C. M. Hsieh: *The Relationship between Positive Learning Attitude and Academic Achievement: A Test of Mediation and Moderation*. **Journal of Education and Learning**, 9(1), 2020, 133-145.
2. T. Marcinkowski, & A. Reid.: *Reviews of Research on the Attitude–behavior Relationship and their Implications for Future Environmental Education Research*. **Environmental Education Research**, 25(4), 2019.459–471. doi:10.1080/13504622.2019.1634237
3. J. W Sherman, & S. A. W. Klein: *The Four Deadly Sin s of Implicit Attitude Research*. **Frontiers in Psychology**, 11(2), 2021.
4. S. Z. Yahya & R. Amir.: *Mathematics Anxiety and Additional Mathematics Performance*. **Journal of Archaeological Studies**, 3(2), 2018. 124-133.
5. Smith, A., & Johnson, B.: *The Influence of Physical Factors on Attitudes*. **Journal of Psychology**, 45(3), 2020, 212-227. doi:10.1234/1234567890
6. Ellithorpe, M.: "MODE Model". Michigan State University September 2020 – via Research Gate.
7. Ryan, R. M., & Deci, E. L.: *Intrinsic and extrinsic motivation: A Hierarchical Model*. **Handbook of Self-determination Research** 2020, 37-64. University of Rochester Press.
8. K. M. Ojoogun, & S. Ileuma: *Human Resource Factors and Employability of Educational Management Undergraduates in Southwest, Nigeria*. **African Journal of Educational Management** 6(1&2), 2023, 1-20 ISSN 0795-0063
9. E. Brown, & J. Davis: *The Role of Physical Study Environments in Shaping Student Attitudes Toward Learning*. **Educational Psychology Journal**, 38(1), 2020, 89-104.
10. L. Smith, & R. Johnson: *Exploring the Dynamics of Motivation: A Contemporary Perspective*. **Journal of Applied Psychology**, 45(2), 2023, 123-139.
11. B. Y. Cahyono, & T. Rahayu.: *EFL Students' Motivation in Writing, Writing Proficiency, and Gender*. **TEFLIN Journal**, 31(2), 2020, 162. <https://doi.org/10.15639/teflinjournal.v31i2/162-180>
12. R. Ismawati, S. Mulyono & R. Aatute: *Influences of Compensation and Career Improvement on Teacher Performance through Work Motivation*. **International Journal of Social Science Research and Review** 6(1) January 2023, 193-203. <http://yssrr.comeditor@ijssrr>
13. T. A. Own, & R. Jones: *The ABC Model of Attitudes: A Critical Analysis*. **Psychological Review**, 126(6), 2019, 924-964.

14. E. Kutsy: *The Relationship between Attitudes toward Learning and Academic Performance among College Students*. **Journal of College Student Development**, 59(3), 2018, 371-377.
15. I. E. Dursun, & O. O. Bilgivar: *The Effect of School Principals' Leadership Styles on Teacher Performance and Organizational Happiness*. **International Journal of Educational Administration and Leadership: Theory and Practice**, 1(1), 2022, 12-25.
16. P. Benz: Comparing Student Intrinsic Motivation and Engagement of Fourth and Eighth Graders to the Frequency of Project-Based Learning Instructional Components Using TIMSS 2019. Education Doctoral, 2023, Paper 550.
17. A. J. Castro: *Tension between What Principals Know and Do: The Role of Labour Market Conditions on Teacher Recruitment and Hiring*. **Leadership and Policy in Schools**. 21 (4), 2022, 756-779.
18. L. Feng: Compensation Differentials in Teacher Labour Markets. Ins. Bradley & C. Green -(Eds). *the Economics of Education*. 2nd ed, 2020, 415-430 Academic Prets.
19. M. Berman and D. J. Defeo: *Equitable Compensation to Attract and Retain Qualified Teachers in High-Need Alaska Public Schools*. **Educational Policy**. 2023, 1-37, Doi:10.1177/108959048231174883,journals.sagepub.com/home/.
20. D. G. Bawalla & A. S. Omolawal: *Non-financial Rewards and Job Commitment among Public Secondary School Teachers in Ogun State Public Secondary Schools*. **Reality of Politics**, 20, 2022, 55-75
21. M. M. Khatbeh, A. S. B. Moahomed, S. A. Rahman & R. Mohamed: *The Mediating Role of Procedural Justice on the Relationship between Job Analysis and Employee Performance in Jordan Industrial Estates*. **Heliyon**, 6, 2020, 1-9. <https://doi.org/10.1016/j.heliyon.2020.e04973>.
22. D. Lie, Sherly; V. Candra; D.M. Siallagan & A. Sudirman: *Interpretation of the Effects of Job Satisfaction Mediation on the Effect of Principal Supervision and Compensation on Teacher Job Performance*. **Journal of Educational Science and Technology**. 7(1) 2021, 105-116. <https://doi.org.10.26858/est.v7i.19208>
23. D. J. Defeo: *Equitable Compensation to Attract and Retain Qualified Teachers in High-Need Alaska Public Schools*. **Educational Policy**. 1-37, 2023. Doi:10.1177/108959048231174883, journals.sagepub.com/home/
24. M. F. Karacabey: *School Principal Support in Teacher Professional Development*. **International Journal of Educational Leadership and Management** 9(1) 2020, DOI:10.17583/ijelm.2020.5158 ISSN 2014-9018.

25. E. J. Ciesielski & N. A. Creaghead: *The Effectiveness of Professional Development on the Phonological Awareness Outcomes of Preschool Children: A Systematic Review*. **Literacy Research and Instruction**. 59(2) 2020, 121-147. doi:101080//9388071.2019.1710785
26. S. Sims & H. Fletcher-Wood: *Identifying the Characteristics of Effective Teacher Professional Development: A Critical Review*. **School Effectiveness and School Improvement**, 32(1) 2021, 47-63. DOI: 10.1080109243453, 2020, 1772841.
27. S. Ileuma & A. O. Oladeji: *Nexus between Manpower Development and Lecturers' Productivity in Colleges of Education in Oyo State*: **Journal of Arts and Social Science Education (JASSE)** 1(1), 2022, 1-20.
28. M. L. Longhurst, S. H. Jones & T. Campbell: *Mediating Influences in Professional Learning: Factors that Lead to Appropriation and Principled Adaptation*. **Professional Development in Education**. 48(3) 2021, 506-522 doi: 10.1080119415257.2021.1879220
29. H. O. Hassan, & M. A. Marwa: *The effect of Physical Learning Environment on Students' Motivation and Academic Achievement*. **International Journal of Educational Research Open**, 2, 2021, 100020.
30. L. D. Taylor & Z. A. Vlastos, *Systematic Review of the Physical Environment and its Effects on Cognitive and Emotional Development*. **Educational Psychology Review**, 30(4), 2018, 841-874.
31. R. A. Olatoye: *The Effects of Physical Learning Environment on Students' Academic Performance in Secondary Schools in Ogun State, Nigeria*. **Journal of Education and Learning**, 8(4), 2019, 131-141.
32. L. R. Fabrigar, T. K. MacDonald, & D. T. Wegener.: *The Structure of Attitudes*. **Routledge Handbooks**. 2022-11-20, doi:10.4324/9781410612823.
33. L. Johnson, & K. Smith: *The Influence of Classroom Environment on Student Attitudes and Engagement*. **Educational Psychology**, 48(3), 2019, 289-306.
34. S. O. Akinbobola, & A. O. Adesope: *Effect of Learning Environment on Students' Attitudes towards Learning Mathematics in Nigerian Secondary Schools*. **International Journal of Educational Research Open**, 1, 2020, 100005.
35. R. Davis, & S. Lee: *The Influence of Mood on Student Attitudes and Motivation toward Learning*. **Educational Psychology Journal**, 33(2), 2018, 176-192.
36. E. Brown., & J. Davis: *The Role of Physical Study Environments in Shaping Student Attitudes Toward Learning*. **Educational Psychology Journal**, 38(1), 2020, 89-104. doi:10.1234/epj.2020.12345.

37. D. A. Adeyemo, & F. O. Adeyemo: *The Influence of School Principals' Leadership Styles on Students' Attitude to Learning in Secondary Schools in Ogun State, Nigeria.* **International Journal of Innovative Research and Advanced Studies**, 7(3), 2020, 31-40.
38. P. Wilson, & M. Brown: *The Relationship Between Physical Health and Student Attitudes Toward Learning.* **Journal of Educational Psychology**, 55(4), 2020, 422-438. doi:10.1234/jep.2020.12345.
39. A. I. Sunardi: *Student Motivation in Online English Learning.* **ELE Reviews: English Language Education Reviews**, 1(2), 2021, 110-124. <https://doi.org/10.22515/elereviews.v1i2.4034>
40. S. Atik, & O. T. Celik., *An Investigation of the Relationship between School Principals' Empowering Leadership Style and Teachers' Job Satisfaction: The Role of Trust and Psychological Empowerment.* **International Online Journal of Educational Sciences**, 12(3) 2020, <https://doi.org/10.15345/iojes.2020.03.014>.
41. F. U., Gülsen, & Ö. Çelik, *Secondary School Teachers' Effective School Perception: The Role of School Culture and Teacher Empowerment.* **International Journal of Progressive Education**, 17(5), 2021, 332-344. <https://doi.org/10.29329/ijpe.2021.375.21>.
42. S., Ahrari, S., Roslan, Z., Zaremohzzabieh, R., Mohd Rasdi & A. Abu Samah *Relationship between Teacher Empowerment and Job Satisfaction: A Meta-Analytic Path Analysis.* **Cogent Education**, 8(1), 2021, 1898737. <https://doi.org/10.1080/2331186x.2021.1898737>.
43. R., Asano, K. D., Amponsah, O., Baah-Yanney F., Quarcoo, & D. A Azumah., *Using Quality Teaching and Learning Resources for Effective Integrated Science Education among Senior High Schools in Ghana.* **Education Quarterly Reviews**, 43, 2021, <https://doi.org/10.31219/osf.io/4nwxh>.
44. R. Nazar, M. A., Shahzad & S. Saghir, *English Language Learners (ELLs) in Urdu Main Stream: Resources for State-Run Secondary Schools in Punjab Province.* **Global Language Review**, VIII, 2023 194-202. [https://doi.org/10.31703/blr.2023\(viii-ii\),17](https://doi.org/10.31703/blr.2023(viii-ii),17).
45. W. G., Mulawarman & L. Komariyah: *Women and Leadership Style in School Management: Study of Gender Perspective.* **Cypriot Journal of Educational Sciences**, 16(2), 2021, 594-611. <https://doi.org/10.18844/cjes.v16i2.5638>.

46. R. O. Welsh, *Navigating Tensions in School Discipline: Examining School Leaders, Teachers, and the Conversion of Referrals into Suspensions*. **American Journal of Education**, 129(2), 2023, 237-264. <https://doi.org/10.1086/723064>.

Lead City University Ibadan DO NOT COPY

Chapter Two

Literature Review

This chapter presents a review of several literature on the concepts and variables of this study that will enhance a better understanding of the study. The chapter was discussed based on the following subheadings:

2.1 Conceptual Review

2.1.1 The Concept of Attitude

2.1.2 Students' Attitude towards Learning

2.1.3 The Attitude Component Model

2.1.4 The ABC Model of Attitude

2.1.5 Factors Influencing Students' Attitudes towards Learning

2.1.6 Implications of Students' Attitudes towards Learning

2.1.7 The Concept of Motivation

2.1.8 Principals Motivational Strategies

2.1.9 Principals Support for Teachers Professional Development

2.1.10 Teachers Compensation and Welfare Packages

2.1.11 Teachers' Fringe Benefits.

2.1.12 Physical Learning Environment

2.2.13 Classroom Learning Environment

2.1.14 School Facilities

2.1.15 School safety

2.2 Theoretical Framework

2.2.1 Maslow's Hierarchy of Needs

2.2.2 The Functional Theory of Attitudes

2.2.3 The Theory of Planned Behavior (TPB)

2.3 Review of Empirical Studies

2.3.1 Studies on Principals Motivational Techniques and Student Attitude towards Learning

2.3.2 Studies on Physical Learning Environment and Students Attitude towards Learning

2.4 Conceptual Model

2.5 Summary of Review of Literature

2.1 Conceptual Review

Lead City University Ibadan DO NOT COPY

2.1.1 The Concept of Attitude

An attitude is regarded as a psychological construct, representing an individual's mental and emotional disposition towards a particular subject, their approach to it, or their personal perspective on it. It encompasses their mental orientation, viewpoint, and emotional sentiments. Attitudes are multifaceted and can emerge as a result of a person's life experiences, drawing from both their past and present. A scholar defines attitude as an assessment of an object, spanning from highly unfavorable to exceedingly favorable which may pertain to either conscious or unconscious mental states. Attitude can also be assessed in terms of a preference for or aversion to an object, often expressed as liking, disliking, favoring, or disliking¹.

Critics of the tripartite perspective on attitudes argue that it requires consistent alignment between the cognitive, affective, and behavioral aspects of an attitude, which may be implausible in practice. As a result, some alternative views of attitude structure propose that the cognitive and behavioral components may be derivative of affect or that affect and behavior are derived from underlying beliefs. Specifically, the cognitive component pertains to the beliefs, thoughts, and attributes associated with an object². "The affective component relates to the feelings or emotions connected to an attitude object," while "the behavioral component involves behaviors or experiences related to an attitude object". Despite ongoing debates about the precise structure of attitudes, substantial evidence suggests that attitudes encompass more than mere evaluations of a specific object that fluctuate between positive and negative. Considerable attention is given to the structures of attitudes, both intra-attitudinal and inter-attitudinal. Intra-attitudinal structure pertains to how attitudes are formed, including the elements of expectancy and value. It explores how underlying attitudes are internally consistent with one another³.

Positive attitude within a community can have a contagious effect, encouraging its members to adopt a positive outlook. Attitude holds significant significance in the realm of education. It has the power to shape an individual's thoughts, behaviors, expressions, and emotions when encountering various elements, concepts, situations, or values⁴. Furthermore, it was emphasized that attitude possesses a dynamic and propulsive nature when it is positive, whereas it functions as an obstructive and inhibitory force when it is negative. Consequently, it acts as a precursor to the actions and behaviors of individuals, serving as one of the fundamental prerequisites for activating mental processes⁴.

In the context of this study, students' attitudes toward learning in secondary schools is specifically examined. It is important to note that attitudes can exhibit various distinct characteristics, each with its unique features. Researchers suggest that certain attitudes may be inherited through genetic transmission from one's parents. Consequently, when a student chooses to respond positively to learning, they tend to evaluate the learning process more favorably. Conversely, individuals with a negative attitude are more inclined to respond adversely to learning. This response is a result of various contributing factors, indicating that a student's attitude toward learning is influenced by a multitude of elements⁵.

2.1.2 Students' Attitude towards Learning

Negative student attitudes towards learning has raised concerns among various stakeholders in the education sector, and numerous factors have been attributed to this issue. According to a researcher, the blame for negative student attitudes can be attributed to poor school learning environments, negative attitudes among teachers, a lack of commitment, overcrowded classrooms with consequent pressure, and the collapse of facilities. This also

includes the absence of basic infrastructures such as conducive classrooms, unequipped libraries, and laboratories⁶. A scholar emphasized the significance of attitudes in the realm of education. He states that attitudes are the positive or negative feelings that individuals have towards objects or ideas. Moreover, the attainment of any learner is greatly influenced by their attitude towards learning materials. According to him, a positive attitude more often than not results in successful learning. This implies that fostering a favorable attitude can be instrumental in enhancing the learning process⁷.

Understanding students' attitudes toward learning can be further explored through the lens of the subject-object relationship. The subject, in this case, the student, engages with various objects related to learning. These interactions are not uniform; instead, the student's responses vary concerning different objects. Some objects are liked, while others are disliked; some hold the student's interest, while others repel them; some are attractive, while others are indifferent; some are desired, while others are rejected. These varying responses, whether expressed verbally or behaviorally, taking the form of positivity or negativity, represent the student's attitude⁸. Student attitudes towards learning are often manifested through their behavior within the school environment. These attitudes exhibit a dynamic and propulsive character when they are positive, serving as a driving force for the individual. Conversely, they can take on an obstructing and inhibitory nature when the attitudes are negative. These attitudes can significantly influence a student's personality. Furthermore, they play a crucial role in shaping an individual's conduct and behaviors, serving as one of the essential factors that stimulate mental processes⁹.

2.1.3 The Attitude Component Model

The MODE model, an acronym for Motivation and Opportunity as determinants of the attitude-behavior relation, offers a framework for comprehending the factors that influence the connection between attitudes and behaviors. This model provides a structured approach for examining and comprehending how motivation and opportunity work together to influence human behavior¹⁰.

Motivation (M):

Motivation holds a pivotal role in shaping students' attitudes toward learning. A high level of motivation is frequently associated with a positive attitude regarding education. For instance, scholars known for their Self-Determination Theory, emphasize the significance of intrinsic motivation. This type of motivation occurs when students engage in learning activities because they inherently find them interesting and satisfying¹¹. In a separate study by another scholar, it was revealed that intrinsically motivated students tend to harbor more positive attitudes toward learning. The argument put forth is that when students are genuinely interested in the subject matter, their attitudes are more likely to translate into behavior, such as active participation in class discussions, voluntary studying, or a pursuit of additional knowledge¹¹.

Opportunity (O):

Opportunity encompasses the external factors and conditions that either facilitate or impede students in turning their positive attitudes toward learning into tangible learning behaviour. Within a school environment, these opportunities may encompass factors such as access to educational resources, the implementation of effective teaching methods, and the presence of supportive learning environments¹¹. A literature review conducted underscores the significance of effective teaching practices, which offer students the opportunity to partake in profound and

meaningful learning encounters. When students perceive that the classroom environment and teaching methods facilitate their learning, they are more inclined to act upon their positive attitudes towards education¹². Furthermore, social and economic factors can exert an influence on the concept of opportunity. Students hailing from disadvantaged backgrounds may confront restricted access to educational resources, which can impede their capacity to put their positive attitudes towards learning into action¹².

Integrating M and O in the MODE model underscores the crucial interplay between motivation and opportunity when it comes to translating attitudes into behaviors. When students possess high levels of motivation and are presented with opportunities for learning, they are more inclined to exhibit positive learning behaviours. Conversely, a dearth of motivation or limited opportunities can obstruct the transformation of positive attitudes into actionable behaviors. A student who has strong intrinsic motivation for learning can thrive in a classroom where the teacher employs engaging teaching methods (representing an opportunity). On the contrary, a student who is motivated to learn but encounters obstacles such as a lack of access to educational resources or faces challenges in the learning environment, like inadequate school facilities or an unsupported learning environment, may find it challenging to manifest their positive attitude through learning behaviours¹³.

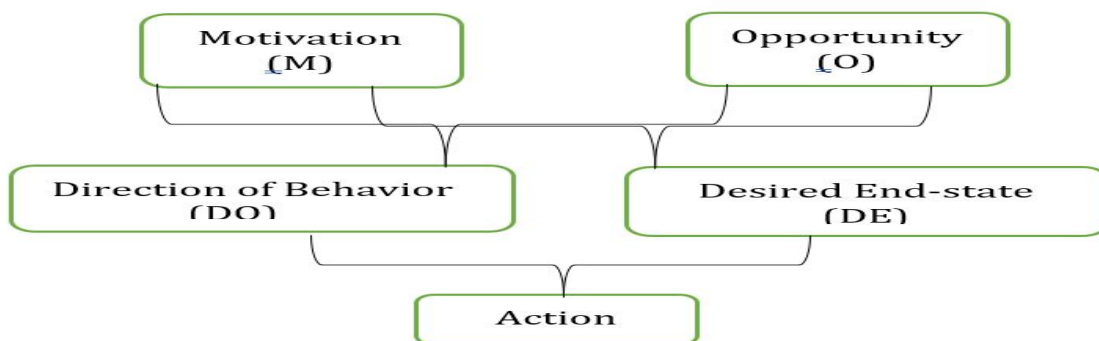


Fig. 1: Attitude Component Model (MODE) Source: Research Gate 2023

Fig. 1 offers a simplified visual depiction of how motivation and opportunity collaborate to shape behavior, culminating in the actual actions taken by individuals. However, in practical situations, motivation and opportunity can be influenced by a multitude of factors and may interact in more intricate ways.

In this representation, Motivation (M) and Opportunity (O) are identified as the two primary factors that impact behavior. Desired End-state (DE) signifies the individual's goal or the desired outcome, which is influenced by motivation. Direction of Behavior (DO) represents the individual's intention to engage in the behavior. This intention is shaped by both motivation and opportunity. Action (A) denotes the tangible behavior that emerges as a result of the interplay between motivation and opportunity. The MODE model serves as a valuable framework for comprehending the connection between students' attitudes toward learning and their concrete learning behaviors. When motivation and opportunity are in harmony, this alignment can yield positive behavioral outcomes in education. It enables the creation of educational settings that promote a more positive and productive attitude among students, ultimately enhancing their learning experiences.

2.1.4 The ABC Model of Attitude

The multi-component model of attitude is an influential framework that views attitudes as comprising affective, behavioral, and cognitive components, often referred to as the ABC model (Affective, Behavioral, and Cognitive). The ABC model, is a psychological framework that is often used to understand and analyze various aspects of human behavior, including attitudes toward learning. This model helps in examining how these three components interact to shape an individual's attitude or motivation toward a particular activity, such as learning. In

the context of determining students' attitudes towards learning, the ABC model can be applied to understand the underlying factors that influence their motivation and behavior in the physical learning environment¹⁴.

Affective Component (A) of the ABC model refers to emotions and feelings associated with a particular behavior or activity. In the context of students' attitudes toward learning, this involves examining their emotional responses to the learning environment. Affective responses, such as feelings of fear or aversion, can have a significant impact on shaping attitudes. Students may feel motivated and engaged when they find the learning environment to be stimulating, supportive, and positive¹⁵.

Behavioral Component (B) deals with the observable actions or behaviors associated with a particular attitude that is, how an attitude influences a person's actions and behaviors. In the context of education, this component involves looking at the students' actions in the learning environment. For instance, if students actively participate in class, complete assignments on time, and attend regularly, it reflects a positive behavioral component associated with their attitude toward learning¹⁶.

Cognitive Component (C) pertains to the beliefs, thoughts, and perceptions that individuals hold about a particular subject or activity or the beliefs, thoughts, and attributes that an individual associate with an object. Attitudes are often shaped by the positive or negative attributes individuals connect to a person, place, or object. Consequently, the cognitive component plays a pivotal role in influencing how individuals may act, either positively or negatively, toward the subject of their attitude. Relating this to students' attitudes toward learning, this aspect includes their beliefs about the value of education, self-efficacy, and

expectations regarding the learning outcomes. If students believe that their efforts will lead to success and that education is important, it contributes to a positive cognitive component¹⁷.

The ABC model provides a framework to understand how affective, behavioral, and cognitive components interact and influence students' attitudes toward learning. Principals' motivational techniques and the physical learning environment are two key determinants that can have a significant impact on these components and, ultimately, on students' motivation and engagement in the educational setting. Principals' motivational techniques, such as providing intrinsic and extrinsic motivation, can have direct influence on the affective component (emotions) of the ABC model. When teachers are properly motivated and are given the opportunity to improve their teaching pedagogy through developmental training and further studies, and as a result begin to employ strategies that make learning enjoyable and meaningful, students are more likely to develop positive emotional responses and attitude to learning. For example, using real-world applications in lessons can trigger a positive affective response in students¹⁸.

The physical learning environment also plays a crucial role in shaping the affective component of students' attitudes toward learning. A well-designed and comfortable classroom with appropriate resources can create a positive emotional response. Additionally, a safe and inclusive physical environment with adequate recreational and sports facilities can enhance students' sense of belonging and motivation. The "Affective Component" at the top represents emotions and feelings. The "Behavioral Component" in the middle represents observable actions. The "Cognitive Component" at the bottom represents beliefs and thoughts. Arrows indicate the direction of influence between the components, with emotions influencing behaviors and behaviors influencing beliefs.

2.1.5 Factors Influencing Students' Attitudes towards Learning

Students' attitudes toward learning indeed hold a pivotal role in shaping their educational experiences and ultimately, their academic outcomes. These attitudes wield a substantial influence over their motivation, engagement, and overall success within the school environment. Students' attitudes towards learning can be influenced by a multifaceted interplay of psychological factors, values, ideas, beliefs, perceptions, as well as a wide range of external influences, such as social, family, personal, instructional, environmental factors etc. These influences collectively contribute to the formation of a student's attitude towards learning¹⁸.

Previous research and literature highlight those values, which researchers describe as different ideals, guiding principles, or important goals that individuals strive to achieve, often define the way students perceive and approach the learning process¹⁹. Social factors are influenced by societal norms and expectations regarding how individuals should behave in social settings. These societal norms as well as family environments and the values, beliefs, and attitudes present within the family unit can shape a student's perspective on learning. The family unit wields a significant influence on an individual's attitude, whether it leans toward positivity or negativity, and these familial influences can be particularly challenging to change. A supportive family can foster positive attitudes, while a lack of support or negative familial influences can lead to negative attitudes. Also, an individual's personal experiences, both inside and outside the classroom, can significantly affect their attitude toward learning. Positive experiences tend to promote positive attitudes, while negative experiences may have the opposite effect¹⁹.

According to clinical psychologists, encompass various aspects of health that influence attitude adjustment. Ailments such as malnutrition, diseases, or accidents can disrupt normal development and influence one's attitudes. Research shows that physical health can also impact students' attitudes toward learning. Students who are in good physical health are more likely to have a positive disposition toward their academic endeavors and exhibit greater motivation to engage in the learning process²⁰. Regular physical activity can also have a significant impact on students' attitudes. A study suggests that students who engage in physical activities tend to have more positive attitudes toward learning. Physical exercise can improve mood, motivation, and cognitive function, which are closely related to learning attitudes²⁰. Indeed, the attitudes and behaviors of peers exert a considerable influence on students' attitudes toward learning. Positive peer support, as well as a classroom environment that fosters collaboration and inclusivity, can have a positive impact on attitudes, as supported by research. Conversely, the presence of peer pressure or a negative peer climate can lead to the opposite effect, potentially shaping negative attitudes among students²⁰.

Parental involvement and support are fundamental in shaping students' attitudes as well. When parents actively engage in their children's education, create a supportive learning environment at home, and communicate the value of education, it contributes to the development of positive attitudes. Parental support and guidance play a critical role in influencing a student's perception of the importance of learning and education as a whole. Indeed, students' attitudes can exhibit variability based on their level of interest in specific subjects. A well-structured and relevant curriculum that aligns with the students' interests and future aspirations can have a positive impact on their attitudes, as supported by research²¹.

Intrinsic motivation, stemming from within the student also plays a vital role in shaping attitudes. Students who possess a personal interest in learning or a sense of self-efficacy tend to exhibit more positive attitudes, as observed in studies. This internal motivation can be a potent factor in shaping a student's overall outlook on learning²². Consequently, the expression of attitude, whether positive or negative, hinges on these psychological variables, which function as both foundations and catalysts for attitude. The selectivity that an individual exhibit in their perception of the surrounding world, which is greatly influenced by attitude is profoundly shaped by these interconnected variable²³.

A scholar delved into the factors that foster positive attitudes among students regarding their learning experiences. It was underscored that the pivotal role played by schools, characterizing them as fundamental elements that leave a lasting and constructive impact on students and youth, shaping them into inventive and creative individuals for life. This study accentuates the idea that the presence or absence of achievement can often be attributed not to a lack of skills, but rather to the presence or absence of motivation and interest in education, which are outcomes stemming from the students' attitudes toward learning. Furthermore, the study underscores the significant contribution of various factors in shaping students' positive attitudes toward the process of learning²⁴.

One of the influential factors in shaping students' attitudes toward learning in secondary schools is the level of aspiration that teachers can and should instil in their students. The extent of aspiration, which is a component of the art of teaching, and the expertise demonstrated by the teacher to their students, undeniably have the power to determine whether students develop a positive or negative attitude toward learning. Consequently, these factors can significantly

impact the outcomes, leading to either exceptional or subpar results. This concept should be clear to all educators²⁴. The teacher's personality plays a pivotal role in shaping the attitude of students towards learning, serving as a reflection of the teacher's enthusiasm for the teaching process. This role can be likened to the "fire" that ignites the passion of learners. Students' attitudes toward learning are not solely determined by the position of subjects in the curriculum or the number of hours allocated to them. Instead, they are heavily influenced by the teacher's personality and their skill in making the teaching and learning process accessible and enjoyable.

The teacher's ability to pique students' interest and cultivate a participatory attitude in lessons is also a critical factor²⁵. Once this interest is kindled, it leads to the development of a "positive, active, and persistent attitude" towards learning. A student's positive attitude toward their studies is shaped therefore by the content, practical applications, and the teacher's personality and specialized abilities in kindling their interest and mobilizing their internal intellectual and emotional resources. The spotlight is on pedagogical virtuosity and expertise in circumstances where the teacher can illuminate the inherent beauty of teaching. By employing teaching methods and approaches that can greatly impact how individuals perceive and approach learning thereby shaping the students' attitude towards learning²⁵.

According to research conducted, it was revealed that teachers' actions had a significant impact on shaping students' attitudes toward specific subjects. Moreover, another study indicated a high level of agreement among respondents, with 85.6% acknowledging that teachers played a pivotal role in influencing their attitudes toward the subject matter²⁵. Consequently, it can be inferred that a conducive learning environment has the potential to exert a positive influence on students' attitudes and enhance their interest in particular subjects. Engaging effective

teaching methods therefore are more likely to elicit positive attitudes²⁵.

As a component of the educational process, teaching often lacks inherent appeal for the learner. It is viewed more as an obligatory task that diverts their attention from other more enjoyable activities such as sports, dance, or music pursuits. Admittedly, these activities offer more immediate gratification than formal instruction. Hence, the cultivation of a positive attitude in secondary school students toward learning must commence with the teacher's commitment to imbue the subject matter with a positive significance for the students²⁵.

In another scholarly study, the findings led to the conclusion that when a teacher effectively fulfil their instructional responsibilities, they effectively address a crucial aspect of students' attitude: their interest in learning. This interest, when kindled, instigates a "positive, active, and persistent attitude" toward the learning process. Understanding the individual needs and learning goals contributes to an elevation in motivation, as reflected in active participation in the educational journey. The effectiveness of information quality and the teaching process itself, rather than the sheer volume of instructional content, plays a pivotal role in instigating a positive surge of motivation that kindles students' interest and fosters a favourable attitude toward learning²⁶. Notably, the study did not consider the influence of motivational strategies employed by school administrators to encourage teachers to enhance their teaching competencies and refine their pedagogical approaches. Additionally, the study did not investigate the potential impact of the physical learning environment, which can contribute significantly to the development of either positive or negative attitudes among students regarding their learning experiences²⁶.

Teachers exert a significant impact on students' attitudes towards learning. Effective and engaging teaching methodologies, the cultivation of positive teacher-student relationships, and

encouragement can all contribute to fostering positive attitudes among students, as noted by research. Conversely, negative interactions with teachers or uninspiring teaching approaches can lead to the development of negative attitudes²⁷. It is noteworthy that when teachers themselves lack motivation or are demotivated by the administrative leadership within the school, such as the principal, it can negatively affect their performance. This, in turn, has the potential to translate into students developing a negative attitude towards learning. The enthusiasm and motivation of educators can greatly influence the attitudes and experiences of their students.

Several other factors contribute to the formation of students' attitudes, with the environment they are exposed to during their learning journey being another notable influencer. Physical factors, such as conducive learning environment, school recreational and sports facilities, school safety, which are some of the indices focus of this study, significantly influence attitude towards learning in various ways²⁸. Review of literature further reveals that physical comfort, health, and well-being can impact one's overall mood and disposition, which in turn can affect their attitudes towards learning²⁹. For instance, when a person is physically comfortable and in good health, they are more likely to experience positive moods and that positive moods can lead to more optimistic and positive attitudes towards learning³⁰.

Another literature reveals that physical comfort in the learning environment can have a substantial impact on students' attitudes toward learning. The study found that students in well-designed and comfortable classrooms reported higher levels of engagement, motivation, and more positive attitudes toward their educational experiences³¹. Consequently, students who have well-organized and comfortable study spaces are more likely to develop positive attitudes toward studying and learning. These spaces promote focus and motivation. With the rise of

remote learning, the physical comfort of a student's home environment has become increasingly important. Research found that students in comfortable home environments reported more positive attitudes toward online learning. Elements like ergonomic furniture and adequate lighting positively influenced their mood and engagement³¹.

These examples further illustrate how physical factors in various learning environments, whether at home or in traditional educational settings, can play a pivotal role in shaping students' attitudes toward learning. The physical and psychological learning environment also wields significant influence over attitudes. A school environment that is safe, supportive, and inclusive is conducive to fostering positive attitudes, while an environment characterized by disruptions, incidents of bullying, or inadequate resources can lead to the development of negative attitudes among students³².

Another notable research revealed that secondary school students who benefit from well-equipped laboratories, enable them to outperform those without such facilities. This underscores the importance school facilities in facilitating collaboration between teachers and students; bridging the gap between theory and real-world application, and ultimately enhancing academic performance. Researchers continue to investigate the intricate interplay between physical elements such as a conducive learning environment, school recreational and sports facilities, school safety and the attitudes and motivations of students, as it holds significant implications for the effectiveness of educational experiences³³.

It is safe to summarize that attitude result from a complex interplay of internal and external influences, including family, direct instruction, prejudices, mass media, religious and educational institutions, physical well-being, and economic factors. These collectively shape individuals' attitudes, including their attitudes towards learning, and once established, they can

be challenging to alter. Scholars have put forward the view that an attitude consists of three core components: cognitive, affective, and behavioral. However, empirical research has raised questions about the clear distinctions between these components. Some studies fail to provide robust evidence of distinct boundaries between the thoughts, emotions, and behavioral intentions associated with a particular attitude³³.

2.1.6 Implications of Students' Attitudes towards Learning

Positive attitudes towards learning are closely linked to higher motivation and engagement in the classroom. Students with a genuine interest in their studies are more likely to be active participants and learners. Positive attitudes often lead to better grades and higher achievement, as students are more willing to invest effort in their studies. Attitudes can influence students' behavior, attendance and engagement. Students with negative attitudes may exhibit disruptive behavior or skip classes, while those with positive attitudes are more likely to attend regularly and behave appropriately³⁴.

Furthermore, students' attitudes towards learning can have long-term effects on their educational and career paths. A positive attitude can lead to a lifelong love of learning, higher educational attainment, and success in the workforce. A positive attitude towards learning is associated with better mental health and well-being. It can reduce stress and anxiety related to academics, leading to a more positive overall outlook³⁵. It is essential for educators and policymakers to consider and address the factors that influence these attitudes to create a positive and supportive learning environment. Negative student attitudes towards learning are influenced by various factors, including the school learning environment, teacher attitudes, commitment levels, classroom conditions, and the state of educational facilities.

Acknowledging and addressing these factors is crucial for improving student attitudes and enhancing the overall learning experience.

2.1.7 The Concept of Motivation

Motivation serves as the dynamic energy that propels and guides an individual's actions in pursuit of specific goals or the fulfillment of their needs³⁷. Motivation encompasses the intrinsic and extrinsic elements that propel people to commence, maintain, and steer their actions towards particular objectives or results. It assumes a pivotal role in shaping human conduct and can be subject to a range of influences, such as individual aspirations, requirements, rewards, or environmental circumstances³⁷. Intrinsic motivation pertains to the completion of tasks or activities driven by one's inherent enjoyment in the activity itself.

Another author defined intrinsic motivation as engaging in activities for one's own pleasure, natural curiosity, and enjoyment. In contrast, extrinsic or controlled motivation arises from external influences.³⁵ For example, students can develop intrinsic motivation when they are encouraged to have a say and make choices in their learning process. This approach helps them acquire collaborative skills through social learning and fosters self-reliance as they set goals and organize their activities at their own level³⁷.

In simpler terms, intrinsic motivation is the inner drive that propels individuals.³⁷ It stems from one's internal desire to explore new experiences, face new challenges, assess their capabilities, observe, and learn. In essence, it is driven by the individual's own needs and desires, such as striving to achieve personal goals³⁸. A study elucidated that intrinsic factors are instrumental in achieving high student performance and fulfilling the organization's mission³⁹.

Intrinsic motivation according to another author can be categorized into three

distinct parts: 1) Intrinsic motivation for knowledge; this entails engaging in an activity for the sheer pleasure of exploring new ideas and learning new things; 2) Intrinsic motivation for accomplishment, which involves finding joy in mastering a task or achieving a specific goal and 3) Intrinsic motivation for stimulation, which encompasses the pursuit of feelings such as fun and excitement while engaging in an activity³⁹.

In another scholarly work, Intrinsic Motivation (IM) is viewed to pertain to engaging in actions that are inherently rewarding or pleasurable. IM is non-instrumental, meaning that intrinsically motivated actions are driven by the activity itself rather than any external outcome⁴⁰. According to him, motivation serves as a means to encourage employees to stay with the organization for extended duration and intrinsic motivation is a valuable and enduring instrument that exerts a positive influence across various domains, including industries, healthcare, management, and academia. He emphasized that recognizing intrinsic factors enhances the performance of authors and researchers in academic settings as well as management in industrial sectors. The two-factor motivators create positive connections between nonprofit and profitable organizations; elevate the level of job interest and serve as a motivating force for scholars in today's research landscape. Additionally, as noted by the study, employees driven by intrinsic motivation tend to be more self-reliant in problem-solving, reducing their reliance on managers for assistance⁴⁰. Another author explained that competence and autonomy are regarded as fundamental components of people's intrinsic motivation. He defined autonomy as a sensation of having control over one's life and the distinct feeling that an individual's behavior is authentic and self-directed, rather than being characterized by internal conflict and external pressure⁴¹. Competency, on the other hand, refers to the perception of steadily improving mastery in activities that present an optimal level of

challenge and help develop one's abilities. Relatedness involves the sense of connecting with others and experiencing a sense of belonging or being part of a community⁴¹.

Student motivation is commonly acknowledged as one of the pivotal factors that significantly impact their attitude towards learning and consequently, their performance. Students who lack motivation may not actively engage in learning activities. It's important to recognize that different students may have varying motivations for learning, and these motivations can greatly influence their level of engagement and success in the learning process. For learning activities to be successful, students need to be motivated to maintain a positive attitude towards learning and remain driven to learn, as motivation is a key success factor in the overall learning process⁴².

A multitude of existing studies, have consistently demonstrated the significant impact of student motivation on learning. These studies underscore the crucial role that teachers' motivation plays in influencing students towards developing a positive attitude towards learning. A study posits that teachers play a crucial role in fostering student motivation by selecting and implementing classroom activities that align with the students' interests and needs⁴³. Tailoring activities to match the students' preferences and curiosities can significantly enhance their motivation to learn hence it is essential for teachers to be student-centered in their approach, prioritizing the students' interests over their own when designing and delivering classroom activities⁴³.

Given that each student can be motivated in different ways, as observed in a study, it is crucial for teachers to be aware of the type of motivation each student possesses. This awareness helps educators determine the most effective methods and strategies for enhancing each student's

learning motivation⁴⁴. When students find the activities engaging and relevant to their goals and interests, they are more likely to be motivated to participate actively in the learning process. This, in turn, can have a profound impact on their attitude towards learning. Therefore, creating a learning environment that considers and integrates student interests can be a key factor in promoting motivation, fostering positive attitude towards learning and achieving educational results⁴⁴. As highlighted in the study, students' learning experiences have a substantial and intricate impact on their willingness to exert effort in their studies.

Therefore, it is suggested that teachers take deliberate steps to create motivating learning environments that encourage active participation and sustained motivation among students. A positive and engaging learning environment can substantially enhance students' motivation, making it easier for them to show a positive attitude and invest effort in their educational endeavors⁴⁴. Furthermore, when educators are encouraged to enhance their expertise via ongoing professional development, they gain pertinent skills and competency essential for effective instruction. This not only fosters a conducive learning environment but also ignites students' curiosity, thereby cultivating a positive attitude towards learning⁴⁵.

Additionally, the learning environment in which students find themselves is a significant factor in their motivation development. These findings are consistent with another conducted which indicates that motivated students tend to excel academically. The provision of a conducive and peaceful working environment by school administrators motivates and directs teachers to maintain high levels of productivity and enthusiasm, contributing to the overall success of their institution. Consequently, when teachers are provided with suitable working conditions, they carry out their duties with integrity, ultimately leading to improved student performance in examinations⁴⁵.

An exceptional, esteemed, and top-tier teaching faculty is vital for the establishment of a renowned and prosperous educational system that appeals to the interest of students and teachers hold a pivotal position as they empower their students with the knowledge and skills necessary to thrive in the real world. Throughout history, advanced societies have placed significant reliance on proficient educators and a top-tier education system, highlighting the importance of exploring the factors that drive teachers to excel in their roles, thereby influencing students to cultivate a positive attitude towards learning and a genuine passion for education⁴⁶.

The relationship between teacher job satisfaction, motivation, and students' attitudes toward learning is a complex interplay that has been extensively studied in the educational literature. Ensuring that teachers are satisfied and motivated is crucial for creating a positive learning environment that fosters student engagement and enthusiasm for learning. Teacher job satisfaction is intricately linked to motivation, and this connection has far-reaching implications for students' attitudes toward learning. As asserted by an author, job satisfaction is a critical factor influencing teacher commitment and retention. When teachers experience job satisfaction, they are more likely to be motivated and engaged in their roles, which, in turn, positively impacts their effectiveness in the classroom⁴⁶.

The concept of motivation is central to understanding the dynamics between teacher job satisfaction and student attitudes toward learning. Research highlights that motivated teachers tend to create a more positive and conducive learning environment⁴⁷. This motivational aspect not only influences the teaching methods employed but also affects the enthusiasm and energy teachers bring to their interactions with students. Consequently, students are more likely to develop a positive attitude toward learning in an environment where teachers are motivated

and satisfied with their jobs⁴⁸. Conversely, when teachers experience dissatisfaction due to inadequate working conditions or other factors, their motivation may wane. This can result in decreased enthusiasm for teaching, affecting the overall quality of instruction and diminishing the learning experience for students. As noted by a scholar, teacher dissatisfaction can create a negative ripple effect, influencing students' perceptions of the educational process and potentially hindering their motivation to engage in learning activities⁴⁹.

Teacher job satisfaction is a complex concept that plays a pivotal role in fostering teacher commitment and is indispensable for retaining educators⁵⁰. The underlying argument of this study posits that the ability of many teachers to fulfill their teaching and non-teaching obligations has significantly diminished due to substandard living and working conditions over an extended period. Notably, it appears that dissatisfaction among educators is the leading cause of reduced motivation, teacher productivity, subsequently impacting the students under their instruction, either directly or indirectly⁵⁰.

2.1.8 Principals Motivational Strategies

The definition of leadership is as diverse as the numerous leadership theories developed by researchers in the field. In its most straightforward form, leadership can be summarized as the capacity to guide and inspire others in the pursuit of specific objectives⁵¹. Leaders possess a broad, coherent vision that they effectively communicate, along with a well-defined and resolute decision-making process rooted in the assessment of available information. They exhibit a commitment to nurturing the capabilities of others, demonstrate respect and seek input, yet are unhesitating in making challenging decisions when required⁵¹.

The essence of leadership lies in credibility, often acquired through ethical and transparent practices. Leaders should be willing to take calculated risks, challenge the existing norms, and assume responsibility while displaying initiative as needed. This behavior in practice demands adept strategic thinking, strong interpersonal communication skills, and emotional intelligence. A leader aspiring to take on a management role should possess certain qualifications. Their most crucial responsibility is to bring various factors into alignment and foster a shared purpose harmoniously. A leader is characterized by having an innovative outlook, adept problem-solving skills, the ability to consider issues from multiple perspectives, a balanced use of intuition and logic, as well as the capacity to inspire and nurture their followers⁵¹.

Principals, serving as educational institution leaders who play a pivotal role in mobilizing human resources, should possess the capability to efficiently harness the available resources within these institutions. The leadership role of a principal significantly influences the performance of those under their guidance. The demands of the Fourth Industrial Revolution necessitate that education leaders possess 21st-century competencies, enabling them to think critically, collaborate effectively, and foster innovation⁵². In their capacity as change agents, educational leaders are expected to facilitate the alignment of all components within educational institutions, enabling them to adapt and stay attuned to the developments in the era of the Fourth Industrial Revolution⁵².

School principals assume a pivotal role in shaping the vision for the school through their expertise and competencies. They leverage their experiences to plan for the school's future, foster change and development within the institution, and provide guidance to the school staff. Functioning as instructional leaders, principals bear the primary responsibility of enhancing

the quality of instruction. Overseeing the administrative aspects of the school entails numerous formal and informal responsibilities. These include actively contributing to the establishment of a clear vision and mission, demonstrating proficiency in creating an effective learning environment, taking the lead in the personal and professional growth of educators, fostering a positive school climate, and assuming accountability for boosting the motivation of both students and teachers⁵³.

Motivation strategies are instrumental for principals in enhancing the effectiveness and skills of their teachers. When school heads employ diverse motivational techniques to inspire and nurture teacher confidence, they actively contribute to the advancement of educational quality. It is imperative for every school head to actively engage with their teachers' work to realize the predetermined school objectives. The motivation of teachers not only benefits educators but also fosters students' enthusiastic engagement in educational activities. This enthusiastic engagement is birthed by a positive attitude towards learning. Hence, to ensure teachers achieve their maximum potential, their job satisfaction is paramount⁵⁴.

Motivational strategies serve as a means for teachers to maintain their dedication to their schools. Teachers are the architects of knowledge and skills for the next generation of leaders, and only motivated educators can excel in their roles, providing high-quality instruction and imparting essential skills to students. This not only results in the creation of capable future leaders but also contributes to the sustainable development of a nation. Therefore, it is indeed essential to prioritize the satisfaction of teachers in their professions⁵⁵. Certainly, one can establish the concept of organizational happiness, which we'll term "school happiness" within educational institutions, as a sense of emotional well-being arising from the alignment of school objectives and employee satisfaction. As the level of school happiness rises, it fosters

individuals' readiness for personal growth, encourages adherence to internal norms, enhances their skill development, and promotes harmonious conduct⁵⁵.

Numerous factors come into play when it comes to successfully carrying out teaching tasks. Principals are tasked with identifying areas of improvement in their teachers and providing motivation to help them enhance their financial well-being. A study provides a definition of job satisfaction as an individual's comprehensive assessment of their work experience. This assessment considers various factors, including but not limited to: 1) Safety measures within the workplace; 2) Employee counseling services; 3) Access to medical services; 4) Recreational and other welfare facilities; 5) Additional perks and supplementary items, categorized as employee services and benefits, which can significantly enhance the morale of workers⁵⁵. A reasonable salary is crucial for teachers to meet their basic needs, and if they lack motivation, the performance of teachers may begin to decline. The effectiveness of the honorarium system appears to have a substantial impact on the well-being and job satisfaction of teachers⁵⁶.

In numerous secondary schools in Nigeria, the working and living conditions of many teachers, particularly those in rural areas, are exceedingly substandard, despite their status as arguably the most vital professionals for the nation's development. These educators often find themselves working in unsafe and unhealthy environments, which adversely impact both the attitude and academic achievements of students and the motivation levels of the teachers themselves⁵⁷. Educators anticipate a school environment that is emotionally gratifying, aesthetically pleasing, and imbued with happiness. An individual who experiences contentment in their workplace is more likely to positively influence the happiness of students, and others they interact with. The sentiments and ideas of individuals united by a shared

purpose within the school hold significant importance. Therefore, it is believed that the vitality and leadership actions of secondary school principals play a crucial role in shaping the emotions of individuals within educational institutions⁵⁸.

Similarly, another study opines that the emotional state of teachers is paramount. Happy and cheerful teachers can effectively transmit their positive emotions to their students through nonverbal cues, communication methods, humor, empathy, and warm smiles will contribute to fostering a positive attitude toward learning in students⁵⁸. When teachers are motivated themselves, they are more inclined to motivate and inspire their students to experience the same. The motivation and satisfaction of teachers also plays a significant role in shaping and upholding a positive school environment. Several studies have revealed that student development is positively linked to a joyful school culture and a classroom filled with happiness and delight, which can only be achieved by having motivated, content, and happy teachers⁵⁹.

Research highlights that several factors directly or indirectly impact teachers' well-being. These factors encompass administrative procedures within schools, their commitment to the school, communication with school management, economic and environmental conditions, and their work-related behaviors. Furthermore, teachers get motivated through appreciation, their work environment characterized by love, respect, tolerance, empathy, and receiving a sufficient income⁶⁰. Emotions hold paramount significance in educational institutions, given that these institutions are responsible for shaping individuals. The primary objective of educators is to nurture well-rounded individuals who are not only proficient in their fields but also content, and productive⁶¹. It is unrealistic to expect educators who are unhappy to cultivate the happiness we desire in their students. Hence, when a teacher is content, it tends to

positively influence the students' attitude towards learning. School principals, dedicated to the attainment of their institutions' objectives and the enhancement of overall school effectiveness, also serve as leaders committed to fostering their staff's growth and ensuring the ongoing development of the school by providing necessary resources⁶¹.

According to a scholar, secondary school leadership involves motivating teachers to work collectively towards the school's institutional goals, playing a pivotal role in upholding favorable teaching and learning environments⁶². To accomplish these responsibilities effectively, school principals should take into account the roles and expectations of both teachers and staff. It is through harmonious and well-coordinated collaboration between school administration and educators across all facets of their educational institutions that success⁶².

Nevertheless, a study conducted reveal that the teaching profession is considered among high-risk occupational groups, with significant challenges and threats to a healthy lifestyle. The research findings suggest that school administrators effectively share their responsibilities with teachers by assigning tasks based on their managerial competence. Statistical analysis of the data revealed significant differences among factors like appreciation, recognition, performance appraisal, financial incentives, rewards, and promotion⁶³. However, no significant differences were observed in the case of factors such as a caring attitude, feedback, and working conditions. School administrators should consider presenting various awards and tokens of appreciation to enhance teachers' performance across various subjects. Moreover, these heads should delegate tasks to teachers while acknowledging their respective competencies. Organizing seminars, training programs, and workshops can also play a significant role in boosting the morale and confidence of individual teachers, ultimately contributing to their academic excellence⁶³.

2.1.9 Principals Support for Teachers Professional Development

The secondary education sector indeed holds significant importance in national development, as it the brooding place for producing professionals who contribute to various sectors of the economy. This level is crucial for countries aiming to cultivate a skilled and capable workforce. The enhancement of professional development for educators is a key component of this endeavor. By supporting and encouraging the continuous professional development of teachers, they can acquire the necessary skills and knowledge to excel and advance in their careers. This not only benefits the educators but also has a positive impact on the quality of education and, in turn, national development⁶⁴. A fulfilling career for educators is one that allows them to fulfill their professional objectives while also meeting their personal needs. When individuals are confident in their actions, they acquire knowledge, skills, and competencies. Therefore, a tutor's behavior should manifest contentment to make a meaningful contribution to the classroom.

Moreover, the continuing professional development (CPD) of teachers is often overlooked, based on the assumption that teachers are already qualified and competent to meet the educational needs of students. This assumption can result in the perpetuation of outdated teaching content, where all students receive the same content knowledge year after year. This raises concerns about the adaptability and currency of the educational content being delivered to students, as well as the professional growth and development of educators and hinder the development of a positive attitude toward learning in students⁶⁵. Continuing professional development (CPD) training serves as a valuable point of reference for improvement. Continuing Professional Development (CPD) training offers teachers opportunities to enhance their skills, acquire new knowledge, and stay current with developments in education. It plays

a significant role in professional growth, job satisfaction, and overall effectiveness in the classroom. By actively engaging in CPD, teachers can continuously improve their teaching methods and contribute to the overall quality of education⁶⁶. Continuing Professional Development (CPD) for teachers has been linked to positive changes in student attitudes toward learning. Research found that when teachers participate in high-quality professional development, it can lead to improvements in student outcomes, including their attitudes and engagement in the learning process⁶⁶.

School leadership involvement in continuing professional development (CPD) for teachers creates significant opportunities for the teaching profession and the education sector as a whole. One of the most notable advantages of CPD is that it enables teachers to stay aligned with the evolving standards and practices of their peers who are also advancing their CPD in the same field. This not only enhances the quality of education but also ensures that teachers remain competitive and up-to-date in their profession, ultimately benefiting students and the education system⁶⁷. CPD not only enhances the competence of teachers but also keeps them engaged and interested in their profession⁶⁷. This ongoing learning and development contribute to the overall growth and effectiveness of educators and, in turn, benefit the education sector and the students they serve. Hence, the positive development of teachers' personal and professional performance is contingent on their sense of well-being within the school environment, leading to a subsequent increase in their organizational commitment⁶⁷.

Students can benefit from this support, which helps them actively engage with the learning materials and fosters a deeper interest in the subject matter. By tailoring classroom activities to the students' needs and interests, teachers can create a more conducive and motivating learning environment that enhances students' overall educational experiences and outcomes thereby

causing positive changes in student attitudes toward learning⁶⁸. Adequate compensation and reasonable workload are crucial components of teachers' welfare. When teachers are fairly compensated and not burdened with excessive workloads, they can focus more on providing quality instruction and support to students. This can create a positive and conducive learning environment, positively impacting students' attitudes⁶⁹.

As an illustration, in their definition of effective teaching, a study proposed a collection of emotional supports and organizational strategies that are of equal significance to learners as the instructional techniques employed by teachers. They suggest that teachers, by offering "emotional support and creating a predictable, consistent, and secure environment", can foster students' self-reliance, motivation to learn, and willingness to take intellectual risks⁷⁰. Additionally, through exemplifying robust organizational and management frameworks, educators can contribute to the cultivation of students' self-regulation skills. Perspectives specific to subject matter instruction underscore the significance of teacher actions in shaping the attitudes and behaviors of students⁷⁰.

Several studies conducted by developers of the Classroom Assessment Scoring System instrument and their collaborators have outlined connections between these dimensions and closely associated student attitudes and behaviors. An empirical research study investigating the impact of teachers and teaching on students' attitudes and behaviors explored the role of teachers and their background characteristics in influencing both student attitudes and math performance on assessments of varying importance. The study utilized a student survey to capture insights into their attitudes and behaviors within the classroom setting⁷¹.

These findings are consistent with theories that establish connections between teachers and their instructional practices and outcomes extending beyond students' fundamental academic abilities. Notably, teachers' interactions with students were observed to predict students' social competence, engagement levels, and willingness to take risks. Furthermore, the organization of teachers in the classroom was found to predict students' engagement and behavior in class⁷¹. It can be reasonably inferred that when teachers are not encouraged by the educational system, led by the school principal, to participate in continuous professional development, they may struggle to fulfill their responsibilities adequately. This, in turn, can hinder their ability to foster a positive attitude towards learning in the students under their instruction⁷¹.

The influence of teachers on students' attitudes and behaviors in the classroom is a multifaceted and crucial aspect of the educational process. Research suggests that teachers have a significant impact on shaping not only students' academic performance but also their overall attitudes and behaviors within the classroom environment. Teachers serve as role models, shaping students' attitudes towards learning and school. Their enthusiasm, encouragement, and interpersonal skills can contribute to the development of positive attitudes among students. Positive teacher-student relationships are associated with improved behavioral outcomes and greater student engagement in the learning process⁷². Teachers who have access to ongoing professional development opportunities through their welfare packages are likely to stay updated with the latest teaching methodologies and strategies. This continuous learning positively influences their teaching practices, making lessons more engaging and relevant for students. Students benefit from innovative and effective instructional approaches, which can enhance their attitude towards learning⁷².

Certain teaching practices have also been identified as particularly influential in shaping students' attitudes and behaviors. For instance, providing constructive feedback, using varied instructional methods, and creating an inclusive and supportive learning environment are associated with positive student attitudes. Theories of teaching and learning underscore the pivotal role of teachers in students' holistic development; emphasizing the importance of social interactions in learning and highlighting how teachers' guidance and support contribute to cognitive and socio-emotional development⁷³. Similarly, Bandura's social cognitive theory emphasizes the role of modeling and observational learning in shaping students' attitudes and behaviors. Additionally, incorporating interactive and student-centered activities tends to enhance student engagement and foster positive behaviors in the classroom⁷³. It is important to note that only professionally trained teachers, who are equipped to employ diverse instructional approaches, can cultivate an inclusive and supportive learning atmosphere which is required to foster student attention, engagement and positive attitude towards learning⁷⁴.

2.1.10 Teachers Compensation and Welfare Package

Generalizing people's feelings about their jobs is a challenging task. The morale of an organization's employees reflects the workplace environment and its prevailing culture. Teachers' job satisfaction can be viewed as a positive emotional state resulting from a reflection on their work experiences. Many aspects of school management revolve around maintaining high morale within the organization and ensuring productivity. According to a study, the effectiveness and potential impact of welfare policies play a crucial role in influencing employee morale. These welfare policies can be broadly categorized into two main groups: 1) Welfare Measures within the workplace, and 2) Welfare Measures outside the workplace. The author visually demonstrated how various types of employee benefits can have

distinct effects on morale, contributing to a pleasant workplace and fostering cordial relations between staff and management⁷⁵.

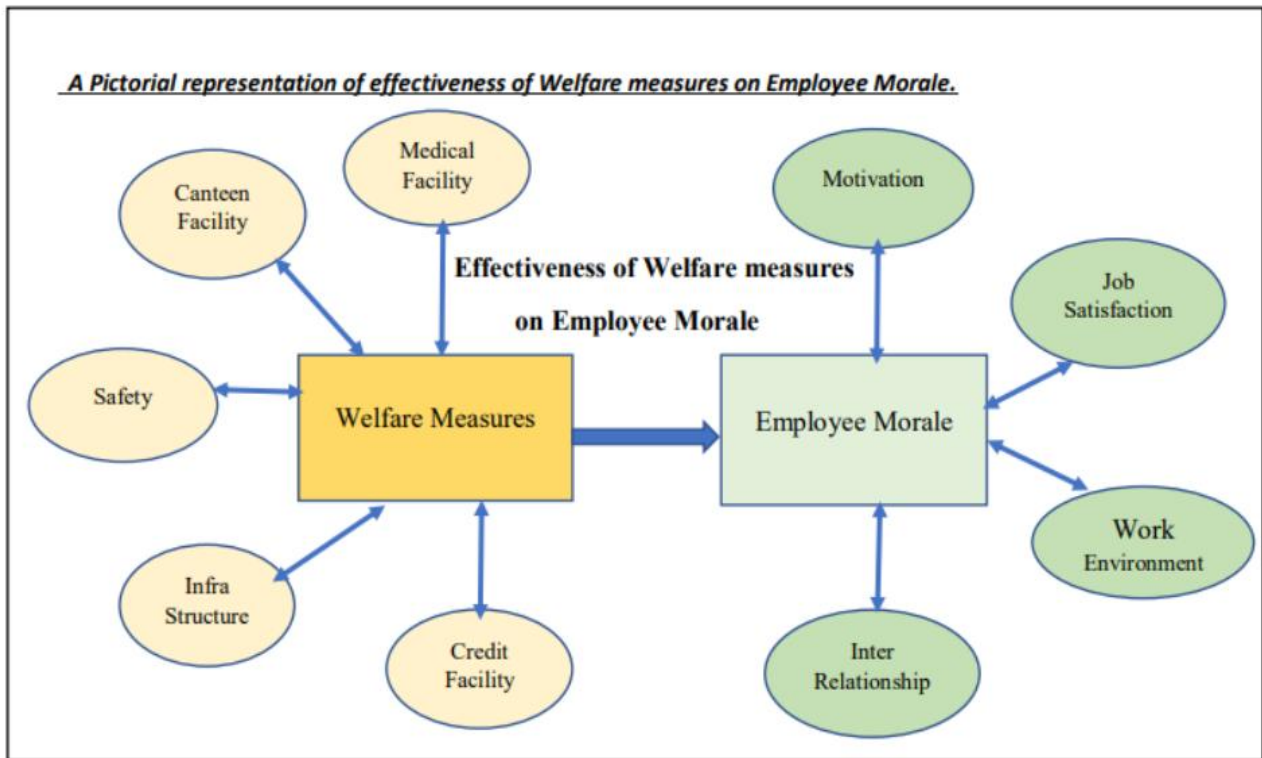


Figure 2: Source: <https://dergipark.org.tr/en/pub/jtee/issue/43443/530222>

Each of these two groups encompasses a range of activities. Workplace welfare programs commonly aim to enhance the living and working conditions of employees while also addressing their health, safety, well-being, and the specific needs of women and children. Examples of non-work-related welfare measures that can positively influence employee morale include provisions related to housing, water supply, road infrastructure, lighting, access to markets, transportation options, communication facilities, health and medical services, as well as recreational opportunities, among others⁷⁵.

Teachers' welfare packages do have a significant impact on students' attitudes toward learning. A positive and supportive environment for teachers can lead to improved job satisfaction, well-being, and overall morale, which can, in turn, influence the classroom atmosphere and students' attitudes towards learning. Teachers who are content and satisfied with their working conditions are likely to create a more positive and engaging classroom environment. When teachers feel supported, valued, and have access to adequate welfare packages, they are more likely to bring enthusiasm and dedication to their teaching, positively influencing students' perceptions of the learning experience⁷⁶. Additionally, teachers' welfare packages play a crucial role in shaping the classroom environment, teacher-student relationships, and ultimately influencing students' attitudes toward learning. Positive teacher well-being is interconnected with positive student experiences and outcomes. Teachers with job security and stability, often associated with comprehensive welfare packages, are more likely to invest in building positive relationships with students. The sense of stability can create a nurturing atmosphere where students feel secure and supported, leading to improved attitudes towards learning⁷⁶.

A study found that there is a correlation between teacher morale and student motivation. Teachers who are well-supported and receive appropriate welfare benefits are more likely to be motivated and enthusiastic in their teaching, which can inspire students to be more motivated and engaged in their learning. Job satisfaction among teachers can contribute to positive teacher-student relationships. When teachers feel satisfied with their work conditions, they are more likely to build strong connections with students, creating a supportive and conducive learning environment. This positive relationship can foster a more favorable attitude towards learning among students⁷⁷.

Numerous studies have highlighted the significance of remuneration in the context of employee satisfaction and productivity. Remuneration refers to the compensation an employee receives in the form of money for their work. Attractive remuneration packages are considered a crucial factor for retaining employees because they fulfill employees' financial and material desires⁷⁸. Competitive and appealing remuneration is instrumental in retaining talented and committed employees in an organization including teachers. Indeed, research have confirmed the pivotal role of salary as a source of remuneration in the context of employee satisfaction and productivity. Adequate and competitive compensation is viewed as a critical factor that can define an individual's willingness to remain in a particular profession or job. Conversely, poor remuneration can serve as a significant factor that not only discourages workers but also dampens motivation and productivity⁷⁸.

There's no denying that monetary rewards, including competitive salary packages, are indeed effective in reducing teacher attrition in schools. As a study pointed out, job satisfaction plays a crucial role in fostering greater commitment to the teaching profession. It further noted that a lack of job satisfaction resulting from issues like inadequate salary packages and unfavorable working conditions can diminish employees' commitment to their work and their contributions to the overall effectiveness of the organization. These findings underscore the significance of addressing remuneration and other job-related factors to enhance teacher motivation and their commitment to the educational institution⁷⁹.

It is a common observation that the teaching profession, particularly in public schools, often lacks job satisfaction. As a result, many individuals find themselves in teaching out of necessity rather than a deliberate career choice. As highlighted by your explanation, teachers place great importance on various factors including salary, the timing and method of salary

payment, fringe benefits, prospects for promotion, and the overall work environment. These factors are critical determinants of job satisfaction, which, in turn, significantly impacts their productivity and commitment to their profession. Promotion, in this context, refers to the upward mobility of an employee to a position that entails greater responsibilities and opportunities for career advancement⁸⁰. Teachers' salaries are notably lower in comparison to their peers in other private or federal sectors. Consequently, this has contributed to a decline in teacher morale in the country, which, in turn, has resulted in subpar academic performance among students in external examinations.

2.1.11 Teachers' Fringe Benefits

Promotion holds significance beyond just the financial aspect, as it has a strong motivating effect and serves as a form of recognition for an individual's performance. It can be seen as feedback that the worker has excelled in their role. When school administrators express their appreciation for teachers, it serves as a powerful motivator for educators to exert their utmost efforts in fulfilling the objectives of school education. Findings from a study clearly demonstrate that when school heads acknowledge and commend teachers for their dedication and efforts in supporting students, it stimulates them to further enhance their contributions⁸¹. Promotion not only brings increased income but also provides opportunities for professional growth. Additionally, promotion aligns with Herzberg's motivators, which can be utilized to enhance employee retention by addressing their intrinsic needs and motivations. However, despite the provisions in the National Policy on Education, which state that promotion opportunities should be available at every educational level to allow for professional growth, the implementation of teachers' promotions has not been carried out effectively. This suggests a disconnect between policy and practice, which can affect teachers' job satisfaction and

productivity within the education system. Addressing this issue is crucial for improving the career prospects and motivation of teachers⁸¹.

Indeed, when teachers feel stagnant in their positions without opportunities for professional growth or promotion, their motivation can decline significantly. This sense of stagnation can lead to demoralization, frustration, and overall job dissatisfaction. Consequently, they may seek alternative employment opportunities that provide more fulfillment. The dissatisfaction can also manifest in partial commitment to their work, early retirement, or even resignation from their current positions. Promotion is especially beneficial to teachers as it typically involves an increase in salary, the assumption of more significant responsibilities, and an enhancement of their social status. These incentives can serve to motivate teachers, provide a sense of achievement, and contribute to their overall job satisfaction. To retain and engage talented educators, providing opportunities for career advancement, such as promotions, is essential⁸².

Promotion in the teaching profession not only leads to an increase in purchasing power but also allows teachers to utilize their initiatives and enhance their competencies. As a result of this elevation in their roles and responsibilities, teachers often experience a higher level of job satisfaction. The study further underscores the benefits of promotion for workers, emphasizing its positive relationship with job satisfaction. Pay and promotion carry social prestige associated with occupational status, and as individuals are promoted and receive pay increases, they become better equipped to fulfill a growing number of their needs. This, in turn, serves as a strong motivation for workers to remain in their current positions rather than seeking alternative employment opportunities. Promotions are an essential tool for retaining and motivating employees in the teaching profession⁸³.

Welfare packages that include health and well-being support for teachers also contribute to a healthier and more resilient teaching workforce. Teachers who are physically and mentally well are better equipped to manage classrooms effectively, fostering positive learning experiences for students. A study, contributing to the extant literature on employee welfare programs and reinforcing the work satisfaction hypothesis has established correlations between the evaluated employee welfare programs and job satisfaction. The study observed substantial influence on job satisfaction with health programs, with workplace flexibility programs ranking second in impact⁸⁴.

It's important to note that while promotion within the service is a factor that can impact teachers' motivation and job satisfaction, it may not always lead to a significant improvement in their work conditions. As earlier mentioned, the effectiveness of promotion in motivating teachers depends on various other factors, including the overall welfare packages provided to teachers. Factors such as access to free medical services, official accommodation, transport services, vehicle loans, supervision, work conditions, recognition, teacher training, involvement in goal setting, and background characteristics all play a role in influencing teachers' motivation, job satisfaction, and effectiveness in their roles. This suggests that a holistic approach to enhancing teacher motivation and job satisfaction should consider not only promotion but also the broader work environment and the support and benefits provided to teachers.

A combination of these factors can contribute to the overall well-being and effectiveness of teachers in their profession. In essence, various components of teachers' welfare packages, including professional development, job security, and health support, collectively contribute to creating an environment that fosters positive student attitudes

towards learning. When teachers are well-supported, students benefit from a more enriched and conducive learning experience⁸⁵.

Physical Learning Environment

The significance of quality education is widely recognized as the primary catalyst for individual and national metamorphosis. Consequently, there is an increasing desire to enhance educational outcomes on a global scale. Through education, raw talents and abilities undergo refinement, evolving into the skills and human resources essential for fostering a productive society⁸⁶. Consequently, nations worldwide are dedicated to attaining quality education as part of their commitment to achieving the fourth goal of the Sustainable Development Goals (SDGs). To align with this objective, the majority of governments and educational institutions persistently allocate resources to the development of physical infrastructure. These facilities include spaces like classrooms, libraries, laboratories, and offices within schools. In a developing nation such as Nigeria, characterized by a swiftly expanding population, the education sector stands as one of the most substantial components of the national economy⁸⁷. However, the current count of schools is significantly insufficient to meet the escalating demand. To address this shortfall, efforts are being made to augment existing school infrastructure by constructing additional classroom blocks. This initiative aims to accommodate the growing influx of students and fulfill the educational requirements of the expanding school population⁸⁷.

There has been a notable apprehension regarding the ability of existing schools to offer sufficient support for the foundational elements of learning, commonly known as the ABCs (A for access, B for basic quality, and C for curriculum

relevance). The concern revolves around whether the current educational infrastructure and systems can adequately address these fundamental aspects essential for a comprehensive and effective learning experience⁸⁷.

The school physical environment is defined as comprising various elements such as buildings, classrooms, furniture, equipment, instructional materials, laboratories, libraries, play areas, and more. Additionally, it encompasses features like walls, machinery, decorative objects, and audio-visual equipment⁸⁸. The physical learning environment encompasses sensory elements like colour, lighting, spatial arrangement, social dynamics, and furniture. These elements collectively define the space in which learners engage in the process of education. The ambiance created by these factors plays a significant role in shaping the overall learning experience, influencing factors such as concentration, comfort, and social interaction among students. Therefore, attention to these physical aspects is crucial in creating an environment conducive to effective learning and positive educational outcomes⁸⁸.

According to research, the design and structure of the school environment play a pivotal role in shaping the physical appearance of the institution⁸⁹. This physical aspect, in turn, has the potential to capture the attention of parents and friends who form initial judgments about the quality of educational activities within the school. The design and structure of the school environment can significantly influence perceptions and choices related to the learning experience, as observed by both parents and students. In essence, the physical aesthetics and functionality of a school contribute to the overall impression it leaves on stakeholders. Parents, in particular, may base their perceptions and decisions regarding their child's education on the observable characteristics of the school environment. A well-designed and organized physical space may be perceived as indicative of a higher quality of education and a more conducive

learning atmosphere⁸⁹. This highlights the importance of not only the functional aspects but also the visual and aesthetic elements of school design. Schools that invest in creating an appealing and well-organized physical environment are likely to positively impact the perceptions and choices of parents and students, potentially enhancing the overall reputation and desirability of the educational institution⁸⁹.

The observation that in Nigerian schools, there seems to be a lack of attention to the learning environment raises concerns about the potential negative effects on students' attitudes toward their learning experiences. Neglecting the physical conditions of schools can indeed have detrimental consequences for both students' attitudes and their academic achievements. A poorly maintained or inadequate learning environment can contribute to a range of issues. For instance, if facilities are dilapidated, classrooms are not adequately ventilated, or basic amenities are lacking, students may feel uncomfortable, unsafe, or unmotivated. Such conditions can foster a negative attitude towards the learning process⁹⁰. When students are preoccupied with discomfort or distractions arising from substandard physical conditions, their focus on academic tasks may diminish⁹¹. Furthermore, a neglected learning environment can impact the overall educational experience, potentially leading to a decline in students' academic achievements. The physical surroundings of a school play a crucial role in creating a conducive atmosphere for effective teaching and learning.

Recognizing the importance of a well-maintained and supportive learning environment is essential for fostering a positive attitude among students and promoting successful educational outcomes. Advocacy for investment in school infrastructure and facilities can contribute to creating an environment that enhances the overall educational experience for students in Nigerian schools⁹². In the context of this study, the school environment encompasses critical

elements such as classrooms, libraries, laboratories, and sports facilities, along with essential furniture and instructional materials. The inadequacy of these facilities not only affects the overall learning experience but can also hinder the effective implementation of government language policies.

2.2.12 Classroom Learning Environment

Pupils invest a significant portion of their school hours within the educational setting, particularly in their classrooms⁹³. This learning environment has the potential to inspire students to actively participate in the educational process, shape their behaviour, and support the enhancement of their skills and cognitive perception. The physical learning environment within classrooms is composed of various components. The structural elements of a school have a significant impact on the dynamics of different activities. Architecture assumes a pivotal role in moulding both indoor and outdoor spaces, influencing the overall physical ambiance of the learning environment⁹⁴.

A classroom is a dedicated space within an educational institution where students and teachers come together for teaching and learning activities. Classrooms are essential components of the overall learning environment and are designed to facilitate instruction, discussions, and various educational activities. Key features of a classroom include desks or tables and chairs for students, a teaching area for the instructor, writing surfaces such as chalkboards or whiteboards, and often audio-visual equipment for presentations. Classrooms can vary in size, layout, and the presence of technology depending on the educational level and the resources available. Traditional classrooms typically have a teacher-centred design with students facing the front of the room, while more modern and

innovative classroom designs may encourage collaborative learning, flexibility in seating arrangements, and integration of technology for interactive lessons⁹⁵.

An area for delivering materials aligned with fundamental knowledge domains is essential, facilitating interaction between students and teachers. This space should be equipped with furniture conducive to both individual and group work, fostering a dynamic and collaborative learning environment. The literature identifies various components of the learning environment, encompassing physical sensory elements such as colour, lighting, space, and furniture within the learning space. Additionally, other factors include air quality/ventilation, temperature/thermal comfort, acoustics/noise level, proximity to nature and outdoor views, classroom furniture and its arrangement, technology and Information and Communications Technology (ICT) facilities, as well as objects and décor. Adequate and appropriate lighting is crucial for creating a conducive learning environment⁹⁶. A quiet and controlled noise environment is essential for optimal learning. While the choice of colors in the classroom can influence the mood and atmosphere; comfortable and ergonomic furniture is essential for students' physical well-being and proper ventilation ensures a supply of fresh air, contributing to a healthy and comfortable atmosphere. On the contrary, poor lighting can strain students' eyes and hinder concentration; excessive noise can be distracting and detrimental to concentration; poor air quality can negatively affect students' focus and well-being and uncomfortable seating arrangements can lead to distractions and discomfort, affecting learning. Considering and optimizing these factors in the design and maintenance of classrooms contributes to a positive and effective learning environment, ultimately enhancing students' attitude towards learning and overall educational experience⁹⁷.

Recent studies have highlighted that certain characteristics of the physical classroom environment are linked to student satisfaction, attitudes, and their evaluation of course quality. Although certain components may have a more pronounced impact than others, a harmonious combination of these elements is essential in a classroom environment. In a related study, approximately 54.5% of college respondents underscored the significance of furniture arrangement and other physical conditions as crucial components of the physical learning environment⁹⁸. The atmosphere of a classroom, including factors like lighting, acoustics, and overall aesthetics, can significantly impact the learning experience. Creating an effective and engaging classroom environment is essential for promoting student participation, fostering a positive learning atmosphere, and supporting the overall educational goals of the institution⁹⁸.

2.1.13 School Facilities

Education is the acquisition of knowledge through study or the dissemination of knowledge through instructions or practical procedures and formal education takes place in educational institutions where infrastructure is supplied to facilitate effective learning experiences and create a conducive environment for teachers to impart knowledge to students⁹⁹. Research has consistently found that facilities within public schools across various states in the country are generally in a state of disrepair and has also identified common challenges, including but not limited to a lack of resources, insufficient educational infrastructure, inadequate classrooms and teaching materials, a shortage of qualified teachers, subpar learning environments, and the absence of a comprehensive database detailing the facilities available in public secondary schools nationwide¹⁰⁰.

A study assessed facilities in Osogbo Public Secondary Schools and found that in terms of classroom quality, only 8.6% were considered adequate, while a substantial 34.8% were rated as poor. The majority, comprising 56.5%, were deemed barely adequate for fostering an effective learning environment. Similarly, the crucial resource of a library, essential for proficient scholarship, received a poor rating of 65.2%. Sadly, over 75% of the schools lacked stable electricity or a reliable power source, which is indispensable for the effective functioning of various educational equipment. Furthermore, a significant 86.9% of the laboratories were poorly equipped, discouraging potential students from pursuing careers in the sciences, engineering, and technology¹⁰¹. Other essential facilities such as playgrounds for sporting activities, toilets for proper sanitation, and staffrooms for teacher comfort were also poorly rated. This suggests that approximately 85% of the schools fell below the average in terms of quality, provision, maintenance, and management of facilities. This situation undoubtedly has detrimental effects on teaching effectiveness, and the attitude of students towards learning⁸⁸. This was illustrated as seen figure 2

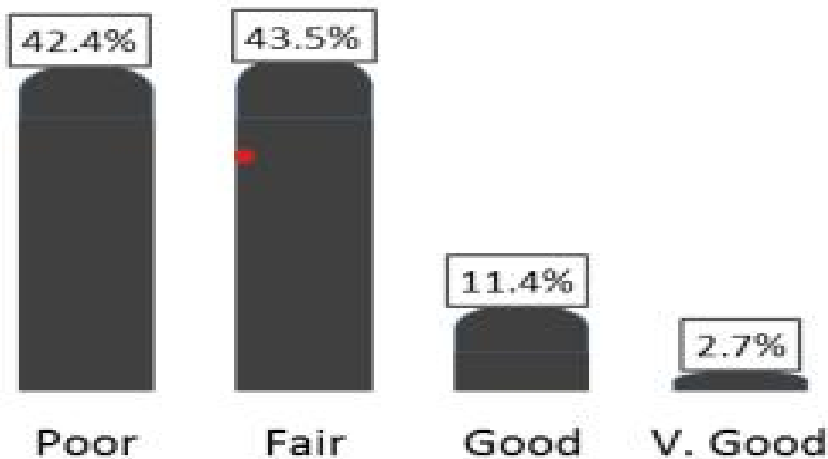


Fig. 3: Source: Ogundahunsi, D. S., & Olayode, O. (2018).

School facilities play a crucial role in influencing learning. Factors such as longitudinal configurations, noise, heat, cold, light, and air quality impact the ability of both students and teachers to perform effectively. It is essential to provide a learning environment that includes clean air, good lighting, quietness, comfort, and safety. The literature supports the notion that achieving these conditions is possible within the constraints of current knowledge, technology, and materials and the key lies in securing sufficient funding and employing competent design, construction, and maintenance practices¹⁰².

School Yard

The schoolyard is an integral part of an educational institution, serving as an outdoor space where students engage in various activities, socialize, and take breaks from academic work. It typically includes open areas, playground equipment, and sometimes sports facilities. The schoolyard plays a crucial role in promoting physical activity, recreation, and social interaction among students¹⁰³. Additionally, it contributes to the overall learning environment by providing a balance between indoor and outdoor spaces, supporting students' well-being and creating opportunities for both structured and unstructured activities. Designing a functional and appealing schoolyard is important for enhancing the overall educational experience¹⁰³. Spaces in educational institutions where students engage in a variety of activities, including educational, civic, recreational, and food-related pursuits, contribute significantly to the overall learning environment. In a recent study, it is asserted that playgrounds specifically have a positive impact on the cognitive development and attachment levels of children to school. This highlights the importance of creating diverse and well-designed spaces within schools to support not only academic learning but also the holistic development and well-being of students¹⁰³.

School Libraries

Paramount among the necessary school facilities is the school library. A school library is an essential facility established within primary and post-primary educational institutions. Its primary purpose is to furnish reading materials and various teaching aids, supporting both students and teachers in the learning process. It serves as a resource hub, assisting educators in lesson preparation¹⁰⁴. As the most fundamental type of library, it is imperative for a school library to be seamlessly integrated into every foundational education system. As duly noted in the study, a school library collection functions as a knowledge repository, specifically tailored to complement the school curriculum. Consequently, a well-established school library is expected to provide a diverse array of materials capable of nurturing students' intellectual development and contributing to the realization of national educational objectives. Therefore, it becomes imperative to construct and furnish school libraries with essential facilities; otherwise, there is a risk of low library usage, leading to a diminished reading culture and subpar academic performance, ultimately hindering the achievement of educational objectives. Facilities play a pivotal role in the operation of any organization, and the school system is no exception. Among the crucial facilities in a school, the library holds significant importance, relying on various facilities to operate effectively. Library facilities, especially in terms of space, accommodation, building, and equipment, are indispensable for the proper functioning of a library, and they are considered essential components for a functional educational institution¹⁰⁴.

Library facilities encompass the essential items required for a library to carry out its services effectively.

These include buildings, equipment, materials, tools, and services, collectively referred to as library resources. As categorized by an author, school library resources include

accommodation, collections (both book and non-book materials), finance, staff, equipment, and furniture. The study emphasizes that the provision of school library resources is crucial for steering the realization of the goals outlined in the secondary school subject curriculum. In the context of this study, the focus is specifically on library space, building, accommodation, and library equipment as part of the school facility required for a conducive physical learning environment¹⁰⁵. The significance of the school library is underscored by a study, emphasizing its crucial role in facilitating access to teaching resources and providing children with opportunities to acquire 21st-century learning skills. According to the cited sources, these skills encompass the development of critical thinking, communication, creativity, innovation, and collaboration¹⁰⁵.

Provision of library facilities encourages the development of critical thinking, communication, creativity, innovation, and collaboration skills among students and can play a pivotal role in fostering a positive attitude toward learning¹⁰⁵. When students engage in critical thinking, they acquire the ability to approach challenges with confidence and a problem-solving mindset, instilling a sense of empowerment and capability. Effective communication skills enable students to express themselves clearly and understand diverse perspectives, contributing to a supportive learning environment where ideas are valued. Cultivating creativity encourages students to find joy in exploring new concepts, making the learning process more engaging and fulfilling. Innovation, closely tied to adaptability and resilience, allows students to view learning as a dynamic journey of discovery, where they actively contribute to the creation of novel solutions.

Lastly, collaboration not only promotes a sense of community but also underscores the idea that learning is a shared endeavour, reinforcing positive attitudes as students recognize the value of working together toward common

educational goals¹⁰⁶. In combination, these skills create a holistic learning experience that empowers students, nurtures their curiosity, and instil a positive outlook on the educational process. It therefore implies that an integrated approach to education, one that emphasizes the development of critical thinking, communication, creativity, innovation, and collaboration, can significantly contribute to shaping students' attitudes towards learning. By intertwining these essential skills into the educational fabric, educators can create an environment where students not only acquire knowledge but also develop a positive and resilient attitude that extends beyond the classroom, preparing them for a lifetime of continuous learning and adaptation¹⁰⁶.

Sadly, the extent to which secondary schools have provided these facilities is questionable. Although the National Policy on Education mandates the establishment of functional libraries in secondary schools, the implementation of this directive remains uncertain. Nigeria's administrators often formulate commendable policies, but the challenge lies in the effective execution of these policies. Numerous studies reveal that a significant number of secondary schools lack well-equipped and operational libraries. The existing literature consistently points towards the absence or near absence of functional school libraries have all found that in a majority of schools, there is a lack of facilities designated for libraries. In instances where there are supposed facilities, they often deteriorate, further emphasizing the inadequacies in the provision of functional school libraries¹⁰⁷. The absence or non-functional status of school libraries has deprived students of access to sufficient reading materials for their studies, particularly as some parents cannot afford to purchase all the necessary resources. This limitation is particularly pronounced for students whose parents cannot afford to purchase the necessary reading materials, creating a socioeconomic barrier to educational resources.

Consequently, students may feel disadvantaged, frustrated, and disheartened by their inability to access the materials vital for their academic success.

Moreover, the challenges some students face in reading at home due to numerous domestic responsibilities further exacerbate the negative impact on their attitude towards learning. Students burdened with domestic duties may struggle to find dedicated time for studying, leading to a sense of academic inadequacy¹⁰⁸. The inability to engage in focused reading and study sessions can contribute to feelings of frustration, discouragement, and a belief that educational success is unattainable. In this context, the absence of a functional school library and limited access to reading materials not only hinders students' academic progress but also perpetuates inequality in educational opportunities. This situation can foster a negative perception of learning as an uphill battle, reinforcing the idea that academic success is contingent on factors beyond the students' control¹⁰⁸. To address these challenges and promote a positive attitude towards learning, it is crucial to advocate for improved access to educational resources, including functional school libraries, and to consider strategies that support students facing domestic responsibilities.

Improving the quality of the school environment involves addressing not only the physical aspects but also ensuring that the necessary resources and facilities are in place to support educational objectives. Adequate infrastructure and instructional materials are fundamental for creating an environment conducive to learning and for implementing educational policies effectively¹⁰⁹. Efforts to enhance the school environment should involve collaboration among educators, administrators, policymakers, and the community to prioritize and invest in the necessary improvements. Recognizing the importance of a well-maintained and adequately equipped school environment is essential for fostering a positive and effective learning

atmosphere for students¹⁰⁹. A study stressed the importance of the school environment as a crucial resource input. They argue that various indicators collectively contribute to an academic environment that is conducive to the development of students' attitudes toward learning. This reinforces the idea that the physical and organizational aspects of the learning environment play a crucial role in shaping students' attitudes. The need for schools to maintain a manageable capacity in utilizing classrooms, libraries, and laboratories for effective teaching and learning was highlighted. This suggests that overcrowded or inadequately equipped learning spaces can impede the quality of the school-learning environment¹¹⁰.

Another author adds another dimension by pointing out that students' learning environment influences various aspects of their academic success, including cognitive abilities, self-esteem, self-concept, study habits, and motivation. This underscores the holistic nature of the learning environment and its impact on multiple facets of students' academic lives. These assertions are reinforced by a significant study which confirmed that there was significant influence of learners' motivations towards successful achievements¹¹¹.

It is observed that Nigerian schools face various environmental deficiencies. Firstly, many schools, particularly those situated in urban centers, are located in areas characterized by bustling movement and numerous activities. Additionally, a significant number of schools have deteriorating infrastructure, marked by dilapidated buildings with leaking roofs and cracked walls. It further notes that overcrowding is a prevalent issue in most schools, especially those in urban areas, with some classrooms accommodating as many as 70 to 100 students. Furthermore, the majority of schools lack access to electricity; a shortage of adequate staff rooms and offices is also observed in many schools¹¹². Moreover, it was noted that a considerable number of schools do not possess libraries, and in cases where libraries exist,

there is a scarcity of books on the shelves. These deficiencies collectively contribute to challenging learning environments in Nigerian schools. Consequently, to instil a positive attitude in students toward learning in Nigerian secondary schools, a conducive school-learning environment is deemed imperative. Unfortunately, the current state of educational facilities and the learning environment in Nigerian secondary schools can be characterized as highly distressing, thereby causing students to display a negative attitude towards learning¹¹². Numerous classrooms, laboratories, examination halls, libraries, and office furniture are in deplorable conditions, requiring urgent repairs. Many windows lack louver blades, posing potential hazards to life. Furthermore, the psycho-social environment, encompassing interpersonal relationships among students and between students and their teachers, seems non-conducive. These collective challenges pose a significant threat to the teaching and learning processes, creating an environment where educational activities are at risk¹¹².

A research work revealed that schools situated in close proximity to commercial areas and other noise-generating activities such as automobiles, neighbourhood discussions, and discotheques. This close proximity often leads to distractions that hinder the concentration of learners¹¹³. Additionally, in many schools, there are unregulated heaps of refuse dumped haphazardly, contributing to an environment that is both filthy and squalid. The condition of school buildings is another cause for concern, suggesting that the overall physical environment poses challenges to the conducive nature of the learning space. The majority of school environments suffer from neglect as they are not consistently maintained, resulting in a dilapidated and often shambolic appearance that renders schools dull and unattractive. This leads to a highly unfavourable study environment that is not conducive to students. The aesthetic appeal of most schools is nearly non-existent, with little attention given to

beautification efforts such as creating lawns, landscaping, planting flowers with regular trimming, planting shrubs for shade, and maintaining clear pathways. Additionally, there is a lack of proper drainage systems in many schools, a situation that becomes particularly problematic during the rainy season. It is common to witness leaking classrooms and blown-off roofs, causing significant discomfort for students. These environmental challenges collectively contribute to an unsatisfactory and discomforting atmosphere for both teaching and learning which can foster a negative attitude towards learning in learners¹¹⁴.

Unfortunately, the described conditions represent the lamentable state of the learning environment in Nigerian schools. The issue of a poor school learning environment has been attributed to the indifferent attitude of the Nigerian government towards the state of education in the country. This neglect contributes to the negative attitude of students towards learning, underscoring the direct impact of governmental policies and priorities on the educational landscape. Indeed, the importance of a conducive learning environment extends beyond the well-being of students to include teachers and school administrators. Ensuring the safety and well-being of educators is crucial for the effective delivery of knowledge. When teachers and administrators feel secure and supported, they are better equipped to carry out their responsibilities in educating students¹¹⁵.

A positive and conducive learning environment is a two-way street where both students and educators' benefit. Teachers who feel safe and have access to well-maintained facilities can focus on their instructional duties, leading to more effective teaching practices. This, in turn, can foster a positive attitude towards learning in students and enhance the overall success of the educational process. Conversely, a deteriorating physical environment, marked by issues such as dilapidated structures, leaks, poor ventilation, broken windowpanes, defective walls, or

unsuitable flooring, can have a detrimental impact on both students' academic achievements and their attitudes towards learning. Such conditions create distractions and discomfort that hinder the teaching and learning process¹¹⁶.

Conclusively, recognizing the interdependence of student and teacher well-being within the learning environment is essential a school that prioritizes the safety and comfort of both students and educators contributes to a positive educational atmosphere, fostering successful teaching and learning outcomes. The physical condition of the school facilities directly influences the overall educational experience, and addressing environmental shortcomings is a crucial step in promoting a conducive learning environment.

2.1.14 School safety

The terms "safety" and "security" are related concepts, but they have distinct meanings, particularly in the context of schools and other environments. Safety is often more broadly focused on overall well-being and accident prevention, while security is more targeted at protecting against intentional harm or threats¹¹⁷. An author provided a distinct definition for both safety and security, highlighting a key difference between the two terms¹¹⁸. According to his explanation, security pertains to the protection of individuals, organizations, and properties from external threats that may lead to harm. In this context, the primary focus of security is to prevent trouble or unwelcome situations caused by external factors. On the contrary, safety is described as the subjective experience or feeling of being protected from factors that could cause harm. This differentiation underscores that security is more concerned with external threats and protective measures, while safety is oriented towards the internal perception of protection and well-being¹¹⁸.

Indeed, safety can be defined as the state or condition of being protected from harm or undesirable outcomes. It encompasses efforts to control and mitigate recognized sources of danger, often referred to as hazards, with the goal of achieving an acceptable level of risk. This definition underscores the proactive measures and strategies undertaken to create an environment in which individuals are shielded from potential harm or adverse consequences, contributing to their overall well-being and protection. Safety generally refers to the condition of being free from harm, danger, or risk. It emphasizes the prevention of accidents, injuries, and hazards. In a school setting, safety measures might include protocols for fire drills, first aid training, and ensuring that the physical environment is free from potential dangers¹¹⁹.

A study proposed that a safe school is characterized by an absence of violence. They describe it as an environment where there is no perceived fear concerning the school or its disciplinary procedures. In this context, safety goes beyond the physical absence of violence to include the perception of security and well-being among the individuals within the school community¹²⁰. In a safe school environment, learners, teachers, staff, and visitors can interact freely without fear or threats, fostering a supportive atmosphere that enhances teaching and learning. The author provides a more practical and management-oriented clarification of school safety, indicating that it encompasses the school's culture, as well as the provision of appropriate training and resources to effectively respond to threats and hazards. A safe school is characterized as a place that is free from danger and potential harm. In such an environment, both non-educators and educators, as well as learners, can engage in their work, teaching, and learning without the presence of fear, ridicule, intimidation, harassment, humiliation, or violence¹²⁰.

Another author, drawing reference from the author of 'Safe and Orderly School', opines that safety within the context of school communities is a comprehensive term used to describe efforts aimed at keeping both the school community and environment secure. The term "safety" acts as an umbrella term, encompassing various types of issues and crises that a school community addresses and these efforts are directed towards ensuring the overall wellness of all members of the school community. Safety issues within school communities were outlined to include; health, mental wellness, school climate, fire safety, weather safety, building security, dangerous persons, bullying, environmental disaster, crime in the community, bus and traffic safety. These examples demonstrate the diverse and multifaceted nature of safety concerns that schools address to ensure the overall well-being and security of their community members¹²¹.

"School Safety" involves establishing a secure environment for learners that extends from their homes to their schools and back. This encompasses protection from various threats, including but not limited to abuse, violence, psycho-social issues, natural and man-made disasters, fire incidents, and transportation-related risks. The goal is to ensure the well-being and safety of students across different facets of their lives. In a safe school environment, learners, teachers, and other staff members are able to interact and engage in teaching and learning activities without fear of the unknown. The concept of a safe school places emphasis on addressing internal threats, meaning risks that originate within the school environment itself. The goal is to create an atmosphere where individuals feel secure and can focus on their educational pursuits without concerns about internal hazards. A safe school environment fosters emotional well-being among students. When students feel secure, they are more likely to be emotionally available for learning experiences¹²².

School safety plays a crucial role in shaping students' attitudes towards learning. When students feel safe and secure in their school environment, it can positively influence their overall well-being, mental health, and engagement in academic activities. This, in turn, has a direct impact on their attitude towards learning. An author articulated that if learners perceive danger and experience fear from other learners, teachers, administrators, or even the school infrastructure itself, it may signify an unsafe school environment. For instance, if a school has a history of violence among learners, teachers, or the community, it is considered unsafe. He posited that a key indicator of a safe school is the presence of a plan within the school policy designed to address situations that pose a threat to learners and staff. A safe and supportive school environment is deemed essential for the success of learners and staff¹²³.

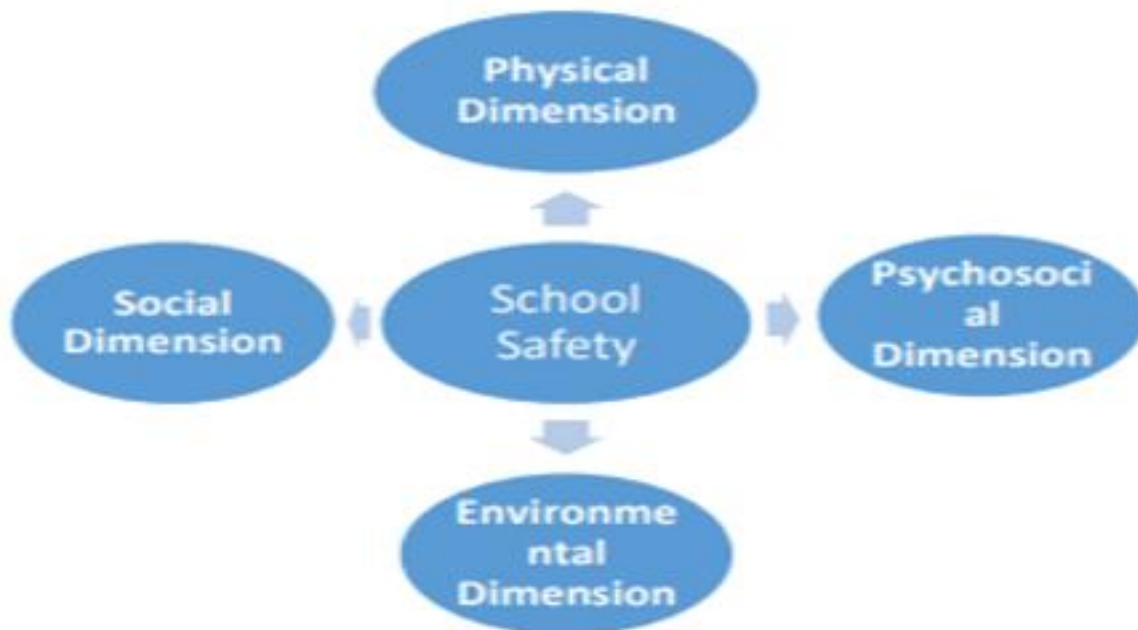


Figure 4: School safety dimensions
Source: <https://journals.unza.zm/index.php/jlt> 81

(a) Physical dimension: The physical dimension of school safety involves considerations related to physical issues, with a focus on aspects such as physical violence, corporal punishment, and bullying, which are commonly discussed by scholars. For instance, attention can be drawn to school violence as a central aspect of school safety. In connection to the aforementioned discussion, literature often uses school violence as the contextual foundation for school safety research, with a goal to develop response mechanisms to crises¹²⁴.

b) Psychological dimension: From a psychological perspective, literature discusses school safety in terms of how safe learners and staff feel within their school. Studies on the sense of safety within school environments have evolved into discussions regarding individuals' perceived safety. They have explored the connections between school climate, safety, and outcomes related to student achievement and well-being as well as considerations related to disabilities¹²⁵.

(c) Social dimension: According to Social Safety Theory, the establishment and nurturing of positive social connections represent a fundamental guiding principle in human behavior. This theory posits that threats to social safety play a crucial role as psychological stressors, thereby elevating the risk of disease. Additionally, the study proposes that a school should embody an inviting atmosphere, focusing on five key areas known as the five Ps. These encompass people, place, processes, policies, and programs. In addition, the emphasis lies in establishing a secure school environment, encompassing the school's physical infrastructure, playgrounds, and surroundings and having ample and appropriate welfare facilities that is crucial for ensuring safety and health in learning environments¹²⁶.

d) Environmental Dimension: An alternative perspective on school safety involves considering potential hazards and disasters within the school environment. Natural disasters, emergencies, and other unforeseen events can occur at any time within school environments. In the event of such occurrences, it is imperative for stakeholders to be well-prepared to manage them safely and efficiently. Collaborative efforts among learners, teachers, parents, and other school staff are essential to promote safety and mitigate the impact of emergencies and other hazardous situations within their environments¹²⁷. Schools may face challenges from natural hazards and disasters, including extreme temperatures, strong winds, fire outbreaks, floods, thunderstorms and lightning, landslides, and debris flow, among other events. The occurrence of these hazards and disasters has the potential to compromise the safety of the school environment, impacting teaching and learning processes¹²⁷.

In alignment with Maslow's Hierarchy of Needs, safety is identified as a fundamental requirement that must be fulfilled before individuals can progress to higher levels of performance. This principle is equally applicable to educational settings. In schools, both learners and staff need to experience a sense of safety before they can effectively channel their energy towards teaching and learning. As schools aspire to enhance academic performance, it is essential to prioritize the establishment of a physically and emotionally secure environment for everyone within the school community. A secure school environment enables both learners and staff to anticipate being in a supportive setting that fosters social and creative learning. Conversely, if safety is compromised, it puts learners and staff at risk, potentially leading to increased truancy and, in extreme cases, dropout rates among learners. ¹⁰⁷ This is reinforced by another author in his article where he emphasized that sufficient facilities in schools contribute to enhancing overall school safety. A secure school environment, provides an open and

conducive space for learners to engage in learning and explore various activities in their playgrounds¹²⁸.

Comprehending the significance of school safety and security facilitates meaningful discussions and improved decision-making among stakeholders. Furthermore, the definition of school safety and security influences its implementation and prioritization within the school environment. As previously emphasized, establishing a safe and secure school environment is crucial for supporting learners in their academic, social, and emotional success. The responsibility of school management extends to the continuous protection of all individuals within the school environment, irrespective of the circumstances. It is imperative that no one, be it students, staff, or visitors, should ever experience feelings of insecurity when entering the school premises, regardless of its location. For parents and teachers alike, ensuring the security and safety of learners should stand as their utmost priority. Implementing a high-quality security system around the school provides parents with the assurance that their children are safeguarded at all times. While learners may be prone to distractions in the school environment, fostering a sense of safety and security within their classrooms, dormitories, and playgrounds increases the likelihood that they will concentrate more effectively on their academic activities. A safe school environment reduces stress and anxiety levels among students, creating a conducive atmosphere for learning¹²⁹.

2.2 Theoretical Framework

2.2.1 Maslow's Hierarchy of Needs

Abraham Maslow conceptualized human needs as a hierarchical structure, progressing from the most basic to the highest levels. He posited that once a particular set of needs is fulfilled, it

no longer serves as a motivating factor. According to Maslow, an individual can experience motivation only when these needs are adequately met.

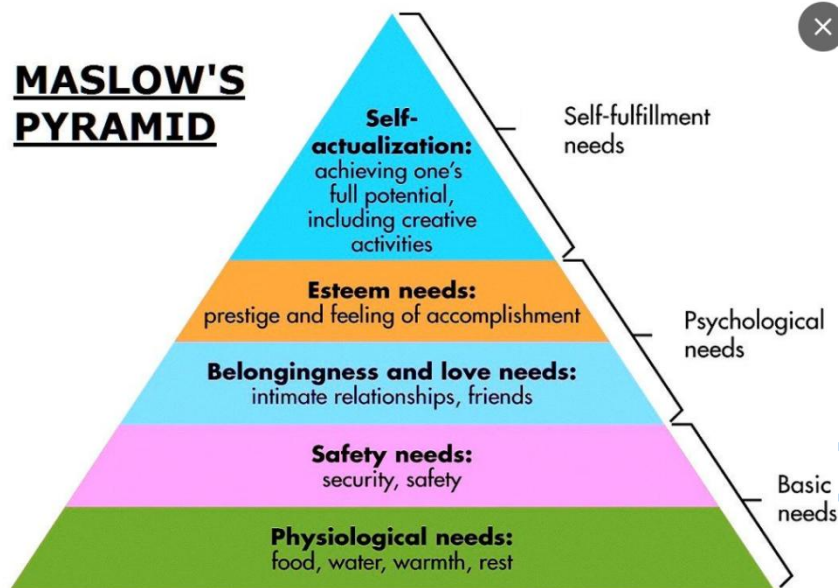


Figure 5 Maslow hierarchy of needs. Source: <https://www.i.pining.com/>

Physiological needs are vital for sustaining human life, encompassing essentials such as water, food, air, shelter, sleep, warmth, and medicine. According to Maslow, unless these fundamental needs are met in a way that ensures the preservation of life, no other motivational factors can effectively come into play. Security needs represent the subsequent tier in Maslow's Hierarchy of Needs, meant to be fulfilled once physiological needs are satisfied. Maslow emphasizes that ensuring safety is crucial for human development and learning. This pertains to feeling secure in various aspects of life, including personal safety and job security. Stability and organization in daily life contribute to meeting these security needs, and according to Maslow, these factors serve as motivating forces. The next tier in Maslow's Hierarchy of

Needs involves love and belonging, encompassing the desire for interpersonal connections, friendships, and societal interactions. Maslow posits that once physiological and security needs are fulfilled, the need for love and belonging becomes paramount¹³⁰.

Once the previously mentioned needs are fulfilled, self-esteem needs take precedence. These needs encompass both the desire for personal esteem and the esteem received from others, including friends. Respect is a crucial element, as individuals seek to be respected and, in turn, respect others. Maslow contends that when esteem needs are satisfied, individuals feel a sense of belonging in the world. Conversely, if these needs are not met, feelings of inferiority and worthlessness may arise in society. Maslow posits that the need for self-actualization is the highest among all needs. He contends that this need is activated only when the preceding needs are met and satisfied. In the context of human life, Maslow sees self-actualization as the pinnacle, the point at which an individual reaches their destined potential. This level represents the fulfillment of personal capabilities, the realization of one's talents, and the pursuit of personal growth and fulfillment beyond basic survival and social needs¹³¹.

Maslow's theory holds significant relevance in educational practices, particularly in the administration of both students and staff. Motivation is a critical tool in achieving educational goals, and Maslow's hierarchy of needs provides insights into the factors that drive motivation. In the educational context, if teachers lack motivation, there is a high likelihood learning outcomes will be limited. Fostering a positive social environment in schools, promoting positive relationships among students and between students and teachers, and recognizing achievements contribute to fulfilling social and esteem needs. This, in turn, can enhance motivation. Ensuring that students and staff have their basic physiological needs met (such as a safe environment, etc.) creates a foundation for learning. Security needs, including a sense of

safety and stability, contribute to a conducive educational setting which increase teachers' motivation and foster a positive attitude in students towards leaning¹³²

In educational administration, recognizing the importance of these needs can guide strategies for motivating both teachers and students. Professional development opportunities, acknowledgment of achievements, creating a positive and inclusive school culture, and addressing basic needs can all play a role in enhancing teachers' motivation and foster positive attitude towards learning in students. Maslow's theory serves as a framework for educators and administrators to understand the multifaceted nature of motivation and tailor interventions to meet the diverse needs of individuals within an educational setting. By addressing these needs, educational institutions can create an environment conducive to effective teaching and learning¹³³.

Principals must ensure that the physical learning environment addresses students' basic physiological needs. A well-maintained and safe space with adequate resources contributes to a conducive learning environment, allowing students to focus on their studies without distractions or concerns about their well-being. The physical learning environment and motivational techniques employed by principals should create a sense of safety and security. When students feel emotionally and physically safe, they are more likely to engage in learning activities without fear, fostering a positive attitude towards education. The physical learning environment should be designed to facilitate social connections and a sense of belonging. Motivational techniques should recognize and celebrate students' achievements, fostering a sense of competence and self-worth. The physical learning environment can contribute by providing spaces that showcase student accomplishments, creating an environment where students feel valued and respected.

Principals can implement motivational techniques that

inspire teachers to pursue their individual interests and passions. The physical learning environment should offer diverse opportunities for exploration and personal growth, allowing students to work towards realizing their full potential¹³⁴.

2.2.2 The Functional Theory of Attitudes

The Functional Theory of Attitudes, pioneered by Daniel Katz in 1960, offers a valuable framework for understanding how attitudes play diverse roles in individuals' lives¹³⁵. The Functional Theory examines the correlation between attitudes and endeavors with respect to an individual's motivational framework¹⁰⁹. This approach seeks to illuminate the intricate interplay between external stimuli and internal motivations, shedding light on both the diverse motivational forces prompted by a given situation and the personalized methods individuals employ to navigate and achieve their objectives¹³⁵.

Applying this theory to the principals' motivational strategies and school physical learning environment involves exploring the functions served by attitudes toward the tangible aspects of the educational setting. The instrumental function of attitudes relates to achieving rewards or avoiding punishment. In the context of the school physical learning environment, this could involve how students perceive the infrastructure, facilities, and resources, and how these factors influence their attitude towards learning. For instance, a well-equipped classroom might be instrumental in achieving positive attitude toward learning and better learning outcomes¹³⁶.

Recognizing the functions fulfilled by attitudes holds significance in devising effective attitude change strategies, as a particular method may yield transformation in individuals whose attitudes serve a specific function, while yielding no change in those whose attitudes

serve a different function. The Value-Expressive Function involves expressing one's values and self-concept through attitudes. In a school setting, the physical environment may reflect certain values, such as the importance of creativity, collaboration, or individual achievement. Students' attitudes toward learning may be an expression of their personal values and their overall satisfaction with the learning environment¹³⁷.

In the school physical learning environment, this might involve how students perceive safety and security, both physically and emotionally. A safe and inclusive environment can serve an ego-defensive function, helping students feel secure and valued thereby developing a positive attitude toward learning. The research introduced an alternative functional approach, delineating three processes of attitude formation and change: compliance, identification, and internalization. The theory concentrates on social influence situations, where compliance arises when attitudes shift to gain favor from others, identification emerges when attitudes align to maintain a positive self-defining relationship, and internalization occurs when attitudes are adopted congruently with one's overall value systems. Kelman's framework contributes significantly to understanding the factors influencing the persistence and stability of attitude change¹³⁸.

2.2.3 The Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB) is a psychological theory developed by Icek Ajzen in 1991. It is an extension of the earlier Theory of Reasoned Action (TRA) and is designed to predict and understand human behavior in specific contexts. The TPB posits that individual behavioral intentions are the key predictors of actual behavior and that these intentions are

influenced by three main factors: attitudes, subjective norms, and perceived behavioral control¹³⁹.

In the context of the TPB, attitudes represent the person's beliefs about the consequences of performing a particular behaviour and the overall evaluation of those consequences. The more favourable the attitude towards a behaviour, the more likely an individual is to form a strong intention to perform that behaviour. Subjective Norms (SN) involve the perceived social pressure or expectations to perform or not perform a behaviour. This includes the individual's perception of the social norms and the influence of significant others such as family, friends, colleagues, or society at large.

Subjective norms contribute to the formation of behavioural intentions; if an individual perceives that important other expect them to engage in a behaviour, they are more likely to form an intention to comply with those expectations. Perceived Behavioural Control (PBC) refers to the individual's perception of the ease or difficulty of performing a behaviour. It includes beliefs about the presence or absence of factors that may facilitate or hinder the performance of the behaviour. If an individual perceives that they have control over the behaviour and the necessary resources and opportunities are available, they are more likely to form a strong intention to perform the behaviour. The TPB proposes that these three factors jointly determine an individual's behavioural intentions, which, in turn, predict the likelihood of engaging in the behavior. Additionally, perceived behavioral control can also have a direct impact on behavior, especially when the behavior is not under complete volitional control¹⁴⁰.

The Theory of Planned Behavior provides a lens through which we can understand the complex interplay between principals' motivational strategies, teachers' attitudes, and students' attitudes toward learning¹⁴¹. The Theory of Planned Behavior (TPB) can be applied to

understand how principals' motivational strategies influence both teachers and, subsequently, students' attitudes toward learning. Principals play a crucial role in shaping the school environment and can impact the attitudes and behaviors of both teachers and students. Principals can implement various motivational strategies to encourage and support teachers. These strategies may include professional development opportunities, recognition programs, and creating a positive work culture. If teachers are exposed to professional development programs to enhance their teaching skills and job satisfaction, in turn, contribute to a more engaging and supportive learning environment for students which can influence positive attitudes toward these strategies¹⁴².

Subjective Norms within the School Community involve the perceived social pressures or expectations related to a behavior. In the context of schools, this includes the expectations of the school community regarding teachers' engagement and motivation. Positive subjective norms within the school community and school culture that values and recognizes teachers' efforts, can create a collaborative and supportive atmosphere that influences both teachers and students positively¹⁴³. The job satisfaction of teachers, shaped by the motivational strategies implemented by principals, can have a direct impact on students' attitude towards learning. Positive and motivated teachers create a more positive and engaging learning environment, fostering students' positive attitudes toward learning. When students see their teachers enthusiastic and committed to their work, they are more likely to develop a similar positive attitude toward their own education¹⁴³.

The Theory of Planned Behavior (TPB) can also be applied to understand how students' attitudes toward learning are influenced by the physical learning environment. The physical learning environment encompasses factors such as classroom design, seating arrangements,

lighting, temperature, and overall atmosphere. Students' attitudes toward learning can be influenced by their perceptions of these environmental factors. For example, if students perceive the learning environment as comfortable, welcoming, and conducive to concentration, they are likely to have positive attitudes toward learning. Positive attitudes may lead to increased engagement, participation, and a generally more favourable disposition toward academic tasks¹⁴⁴.

Subjective norms in the context of the physical learning environment refer to the perceived social pressures or expectations regarding how students should respond to and behave in that environment. These norms may include the expectations of teachers, peers, and school administrators regarding students' behaviour in the classroom. For instance, if students feel that they have the necessary tools, resources, and support to succeed in the given physical learning environment, they are more likely to have positive attitudes and be motivated to learn¹⁴⁵.

2.3 Review of Empirical Studies

2.3.1 Principals' Motivational Technique and Students' Attitude towards Learning

A scholar examined principals' motivational techniques for effective teacher job performance in secondary schools in Akwa South LGA of Anambra State. A total of 2 research questions were formulated to guide the study. The population comprised of all the 640 teachers in all the secondary schools in Akwa South Local Government area of Anambra State.

The sample size was 250 respondents. The instrument for data collection was a questionnaire that was validated by 3 experts from Nnamdi Azikiwe University, Akwa. The reliability coefficient was 0.82 and

the data was analysed through mean rating. The study found out amongst other things that principals use compensation and benefits, welfare packages, conducive environment, adequate teaching materials and positive leadership behaviours as motivational techniques to influence teacher job performance in Akwa South Local Government Area. Based on the findings, it was recommended that principals should provide adequate teaching materials, conducive learning environment and welfare packages and good leadership behaviour for effective teacher job performance in Akwa South Local Government Area¹⁴⁶.

Another study purposed to assess principals' motivational plans and the implication on teachers performance in public secondary schools in Mombassa, Kenya. The problem statement shows the significance of the aim of the study which found obtainable influence of principals' approaches on teachers' job performance. The following objectives directed the study to establish the effect of reward on teachers; to establish the influence of principals' recognition of teachers and to determine the implication of principals' support for professional development of teachers on their job performance in public secondary schools in Mombassa. The study used expectancy theory of motivation and two-factor motivation theory. A cross sectional survey research design was used in the study. The study targeted principals and teachers of public secondary schools in Mombassa. A sample size of 228 respondents was used. The main tool for data collection was questionnaire. Pearson correlation coefficient (r) was calculated at 0.72 to determine reliability of instruments. The statistical package for social sciences (SPSS) was used to analyse quantitative (soft data): the software has a systematic coding that sort materials into groups based on hierarchy; assigning colour, weighs and defining variables to text segment. Quantitative data, being the hard data that can be broken down into coherent pieces was analyzed by use of data tabulation technique and descriptive

statistical data in frequency distribution table via descriptive statistics. The findings showed that principals and teachers believed that rewarding teachers encouraged their job performance positively and extensively. It also had a positive impact on teachers' job performance. This was also encouraged by the conducive working condition created by the principal. The study concluded that principals' support for teachers' professional development, reward system and recognition have positive effect on teachers job performance. The study recommended that principals should improve the extrinsic motivation factors. The school heads should also initiate a reward system as opposed to punitive strategy to facilitate effective teacher job performance¹⁴⁷.

Moreover, a study examined the impact of principals' motivational and disciplinary instructional skills on the attainment of quality education in public senior secondary schools in Rivers State, Nigeria. Effective school leadership plays a crucial role in shaping learning outcomes, and principals' ability to motivate teachers and enforce discipline is essential for fostering a productive academic environment. The study utilized a descriptive survey research design, sampling 67 principals and 481 teachers to assess their perceptions of motivational and disciplinary strategies. Data was collected through a structured questionnaire and analyzed using mean, standard deviation, and t-test statistics. Findings revealed that principals frequently employ motivational techniques such as teacher recognition, professional development opportunities, and workload support, which enhance teacher morale and instructional effectiveness. Similarly, disciplinary instructional skills, including confidential reprimands and the enforcement of ethical standards, significantly contribute to maintaining order and ensuring effective teaching. However, challenges persist in balancing motivation and discipline to achieve optimal educational outcomes. The study recommended that

policymakers and education stakeholders strengthen professional development initiatives for principals, emphasize a holistic approach to motivation and discipline, and implement policies that promote a well-structured, supportive learning environment¹⁴⁷.

In addition, a study explore the motivational strategies on how to enhance Secondary School learners' participation and performance in Mathematics in Elim circuit in the Omusati Region, Namibia. The study used a case study qualitative research design. Data were collected using interview, observation and documents analysis. Twenty participants (20) (consisted of 3 principals and 17 teachers) were purposefully selected from 3 schools in Elim Circuit in the Omusati Region. The study revealed that most teachers and principals in the study area they motivate learners through intrinsic motivation by give them positive feedback, teachers enthusiasm in their work and learners as well as extrinsic motivation by giving them a token of appreciation, financial rewards and awarding the certificate of best performing or most improved learners. The study recommended that teachers in Elimi Circuit should plan and make their lesson interesting by integrating technology, build confidence of learners, prioritise group work, teachers should be resourceful and they should continue to combine intrinsic and extrinsic motivation strategies when motivating the learners¹⁴⁸.

However, a study examined how motivation affected worker performance in selected Abuja real estate companies. The research design employed in the study is a survey and data were collected through the primary source where 66 structured questionnaires were distributed among the staff of five real estate companies in Abuja which include Osakwe & Associates and Wale Adewusi Associate. Data collected were analyzed using multiple regression analysis. The findings showed that employee motivation has a favorable and significant impact on

performance in terms of job efficiency in Abuja real estate. Other findings included the fact that job security has a favorable yet negligible effect on the performance in terms of work efficiency in Abuja real estate. Salary and wages also have a positive and large impact on performance in terms of work efficiency in Abuja real estate, as well as rewards, which have a favorable and big impact on both. According to the report, real estate companies in Abuja should keep up their efforts to motivate staff members by guaranteeing their jobs, paying them a living wage, and rewarding them because doing so improves productivity¹⁴⁹.

A study investigated the motivational strategies of principals in administration of public secondary schools in Rivers State. The study adopted a descriptive survey design. Two research questions and two hypotheses were postulated and tested for the study. A sample of 200 made up of principals, vice principals (academic) and vice principals (administration) drawn out of a population 461 was used for the study. Stratified random sampling technique was used to compose the sample. A self-designed questionnaire called Questionnaire for Motivational Strategies of Principals in Public Secondary School Administration (QMSPPSSA) was used for data collection. The instrument was validated and its reliability index of 0.82 was established using Cronbach Alpha method. Mean and standard deviation were used to answer the research questions. The research questions were analysed using Statistical Package for Social Science (SPSS). The independent t-test was used to test the hypotheses. It was found out that principals use advancement as a motivational strategy, by assigning jobs that help a teacher expand his skills set in teaching profession. Furthermore, it was found out that principals use responsibility as a motivational strategy by emphasizing on a teacher accepting personal responsibility for performance and exercise of discretion in decision making. Based

on the findings, it was recommended that principals should give new responsibilities to teachers to provide opportunities for advancement in their career¹⁵⁰.

Moreover, a scholar examined the impact of principals' motivational and disciplinary instructional skills on the attainment of quality education in public senior secondary schools in Rivers State, Nigeria¹⁵¹. Effective school leadership plays a crucial role in shaping learning outcomes, and principals' ability to motivate teachers and enforce discipline is essential for fostering a productive academic environment. The study utilized a descriptive survey research design, sampling 67 principals and 481 teachers to assess their perceptions of motivational and disciplinary strategies. Data was collected through a structured questionnaire and analyzed using mean, standard deviation, and t-test statistics. Findings revealed that principals frequently employ motivational techniques such as teacher recognition, professional development opportunities, and workload support, which enhance teacher morale and instructional effectiveness. Similarly, disciplinary instructional skills, including confidential reprimands and the enforcement of ethical standards, significantly contribute to maintaining order and ensuring effective teaching. However, challenges persist in balancing motivation and discipline to achieve optimal educational outcomes. The study recommended that policymakers and education stakeholders strengthen professional development initiatives for principals, emphasize a holistic approach to motivation and discipline, and implement policies that promote a well-structured, supportive learning environment¹⁵¹.

In addition, a scholar investigated relationship between principals' motivational strategies and teachers' job satisfaction in public secondary schools in Anambra State¹⁵². Three research questions and three hypotheses guided this study. The study adopted a correlational research design. The population of the study consisted of 7,027 teachers in all the 266 State government

owned secondary schools in Anambra state. The sample for the study was 703 teachers. The sample was drawn using multi-stage sampling procedure. Two instruments were used for data collection namely, Principals Motivational Strategies Questionnaire (MSQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The instruments were validated by three experts, two from the Department of Educational Management and Policy and one Measurement and Evaluation expert from Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. Reliability of the instruments was established using Cronbach Alpha method. Reliability coefficient obtained for MSQ yielded coefficient of 0.84, TJSQ 0.96. The researchers with the help of five assistants administered copies of the questionnaire on the teachers at their various schools using direct administration and retrieval method. Pearson Product Moment coefficient correlation was used to analyze data and test the hypotheses at 0.05 level of significance. The findings of the study showed among others that there is a very high positive and significant relationship existing between principals' staff development practices and teachers' job satisfaction. There is a significant relationship between principals' involvement of teachers in decision making and teachers' job satisfaction. There is a significant relationship between principals' involvement of teachers in School Administration and teachers' job satisfaction. It was recommended among others that Anambra state Ministry of Education should encourage principals to adopt these identified motivational strategies since they have been found to positively affect teachers' job satisfaction¹⁵².

A writer investigated the influence of principals' motivational strategies on teachers' job satisfaction in Migwani Sub-County public secondary schools, Kitui County¹⁵³. Two Factor theory guided this study and convergent parallel mixed methods design was employed. The target population of this study encompassed all the 42 principals and all the 314 teachers

totaling to a population target of 356 and a samples size of 109 respondents. Questionnaires and interview guide were utilized as data collection tools. A pilot study was done in one of the public secondary schools in the Sub-County. Both validity and reliability of data collection tools were tested before being administered to the respondents. The study realized an excellent questionnaire response rate of 94.68%. Analysis of quantitative data was done with the aid of Statistical Package for Social Sciences (SPSS) in which descriptive statistics were generated and presentation done in frequency tables. Content and thematic were employed in analyzing data from qualitative interviews and findings were presented in tables and narrative forms. The findings of the study revealed that the principals' motivational strategies such as recognition, staff professional development, incentives and interpersonal relationships that constituted the main variables were crucial in influencing teachers' job satisfaction. It was concluded that teachers were not satisfied with recognition, professional development, and incentives, but were satisfied with interpersonal relationships. Based on the findings, the study recommended to the Ministry of Education, Teachers Service Commission and to the principals that recognition and rewarding of every teacher in their different capacity be realized. Schools to have a budgetary allocation for staff professional development. To increase the frequency of teacher recruitment to get younger and enthusiastic teachers into the service. Principals to study motivation theories well in order to identify the right levels of motivating teachers. For further research, the study suggested an investigation on the role of the Ministry of Education on teacher motivation, an examination of other motivational strategies like empathy, timely promotions and funded trainings on teachers' job satisfaction¹⁵³.

A researcher examines a study on motivational strategies of principals for improved academic performance of students in public and private secondary schools in Enugu State,

Nigeria¹⁵⁴. The study adopted the descriptive survey research design. One research questions guided the study, while one hypothesis was tested at 0.05 level of significance. The population of the study comprised 8, 362 and 17,217 teachers in the 256 public and 923 private secondary schools respectively in Enugu State. The sample for the study comprised of 1,100 teachers made up of 500 teachers from public and 600 teachers from private secondary schools drawn through a proportionate simple random sampling technique. A researcher's developed questionnaire was the instrument used for data collection. The instrument was validated by three experts who are lecturers, two in Educational Measurement and Evaluation, Department of Educational Foundations and the other in Educational Management and Planning, Department of Educational Management and Policy all in the Faculty of Education Nnamdi Azikiwe University, Awka, Anambra State Nigeria. The Cronbach's alpha method was used to determine the internal consistency of the items which yielded an overall reliability coefficient of 0.72. The researchers with the help of ten research assistants distributed and successfully collected the copies of the questionnaire administered. The research questions were answered using the arithmetic mean while the hypotheses were tested using t-test. It was found among others that principals in public and private secondary schools in Enugu state to a high extent adopt motivational strategies for improved academic performance of students. Based on the findings of the study, it was recommended among others that principals should ensure that their teachers are adequately motivated through award of prizes and payment of honorarium to teachers for extra or additional duties performed¹⁵³.

A study investigated the motivational strategies of principals in administration of public secondary schools in Rivers State¹⁵⁴. The study adopted a descriptive survey design. Two research questions and two hypotheses were postulated and tested for the study. A sample of

200 made up of principals, vice principals (academic) and vice principals (administration) drawn out of a population 461 was used for the study. Stratified random sampling technique was used to compose the sample. A self-designed questionnaire called Questionnaire for Motivational Strategies of Principals in Public Secondary School Administration (QMSPPSSA) was used for data collection. The instrument was validated and its reliability index of 0.82 was established using Cronbach Alpha method. Mean and standard deviation were used to answer the research questions. The research questions were analysed using Statistical Package for Social Science (SPSS). The independent t-test was used to test the hypotheses. It was found out that principals use advancement as a motivational strategy, by assigning jobs that help a teacher expand his skills set in teaching profession. Furthermore, it was found out that principals use responsibility as a motivational strategy by emphasizing on a teacher accepting personal responsibility for performance and exercise of discretion in decision making. Based on the findings, it was recommended that principals should give new responsibilities to teachers to provide opportunities for advancement in their career¹⁵⁴.

A scholar investigated the motivational strategies of principals in administration of public secondary schools in Rivers State¹⁵⁵. The study adopted a descriptive survey design. Two research questions and two hypotheses were postulated and tested for the study. A sample of 200 made up of principals, vice principals (academic) and vice principals (administration) drawn out of a population 461 was used for the study. Stratified random sampling technique was used to compose the sample. A self-designed questionnaire called Questionnaire for Motivational Strategies of Principals in Public Secondary School Administration (QMSPPSSA) was used for data collection. The instrument was validated and its reliability index of 0.82 was established using Cronbach Alpha method. Mean and standard deviation were used to answer

the research questions. The research questions were analysed using Statistical Package for Social Science (SPSS). The independent t-test was used to test the hypotheses. It was found out that principals use advancement as a motivational strategy, by assigning jobs that help a teacher expand his skills set in teaching profession. Furthermore, it was found out that principals use responsibility as a motivational strategy by emphasizing on a teacher accepting personal responsibility for performance and exercise of discretion in decision making. Based on the findings, it was recommended that principals should give new responsibilities to teachers to provide opportunities for advancement in their career¹⁵⁵.

In addition, a study narrated that goal setting is one of the most important principal-initiated strategies that facilitate students' academic achievement in schools¹⁵⁶. This is because it energizes the students' participation in academic programs and as a result enhances their academic achievement. World over, research has shown that motivation of the students enhances their academic achievement. In Mbita Sub-County, despite the existence of motivation strategies put in place by principals, the Sub-County was still performing poorly as was revealed by the Kenya Certificate of Secondary Education (KCSE) examination results of 2018, 2019 and 2020. The Sub-County was ranked last in KCSE Examinations compared to the five other neighbouring sub-counties in Homa Bay County. Mbita Sub-County was ranked position five with an average mean score of 4.886 compared to Rangwe which was position one with a mean score of 5.354, Rachuonyo South was second with a mean score of 5.022, Rachuonyo East was third with a mean score of 4.988 while Homa Bay town was fourth with a mean score of 4.958. The objective of this study was to establish the influence of Principal-initiated Goal Setting on students' academic achievement in public secondary schools. The study established that Principal-initiated goal setting strategy significantly influenced students'

academic achievement in public secondary schools by promoting independent learning among students. The findings are beneficial to policy makers and education administrators in formulating policies that can be used to improve students' achievement in KCSE as well as improve practices in the initiation of motivational strategies in schools¹⁵⁶.

A related study investigated relationship between principals' motivational strategies and teachers' job satisfaction in public secondary schools in Anambra State¹⁵⁷. Three research questions and three hypotheses guided this study. The study adopted a correlational research design. The population of the study consisted of 7,027 teachers in all the 266 State government owned secondary schools in Anambra state. The sample for the study was 703 teachers. The sample was drawn using multi-stage sampling procedure. Two instruments were used for data collection namely, Principals Motivational Strategies Questionnaire (MSQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The instruments were validated by three experts, two from the Department of Educational Management and Policy and one Measurement and Evaluation expert from Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. Reliability of the instruments was established using Cronbach Alpha method. Reliability coefficient obtained for MSQ yielded coefficient of 0.84, TJSQ 0.96. The researchers with the help of five assistants administered copies of the questionnaire on the teachers at their various schools using direct administration and retrieval method. Pearson Product Moment coefficient correlation was used to analyze data and test the hypotheses at 0.05 level of significance. The findings of the study showed among others that there is a very high positive and significant relationship existing between principals' staff development practices and teachers' job satisfaction. There is a significant relationship between principals' involvement of teachers in decision making and teachers' job satisfaction. There is a

significant relationship between principals' involvement of teachers in School Administration and teachers' job satisfaction. It was recommended among others that Anambra state Ministry of Education should encourage principals to adopt these identified motivational strategies since they have been found to positively affect teachers' job satisfaction¹⁵⁷.

A study investigated the influence of principals' motivational strategies on teachers' job satisfaction in Migwani Sub-County public secondary schools, Kitui County¹⁵⁸. Two Factor theory guided this study and convergent parallel mixed methods design was employed. The target population of this study encompassed all the 42 principals and all the 314 teachers totaling to a population target of 356 and a samples size of 109 respondents. Questionnaires and interview guide were utilized as data collection tools. A pilot study was done in one of the public secondary schools in the Sub-County. Both validity and reliability of data collection tools were tested before being administered to the respondents. The study realized an excellent questionnaire response rate of 94.68%. Analysis of quantitative data was done with the aid of Statistical Package for Social Sciences (SPSS) in which descriptive statistics were generated and presentation done in frequency tables. Content and thematic were employed in analyzing data from qualitative interviews and findings were presented in tables and narrative forms. The findings of the study revealed that the principals' motivational strategies such as recognition, staff professional development, incentives and interpersonal relationships that constituted the main variables were crucial in influencing teachers' job satisfaction. It was concluded that teachers were not satisfied with recognition, professional development, and incentives, but were satisfied with interpersonal relationships. Based on the findings, the study recommended to the Ministry of Education, Teachers Service Commission and to the principals that recognition and rewarding of every teacher in their different capacity be realized. Schools to

have a budgetary allocation for staff professional development. To increase the frequency of teacher recruitment to get younger and enthusiastic teachers into the service. Principals to study motivation theories well in order to identify the right levels of motivating teachers. For further research, the study suggested an investigation on the role of the Ministry of Education on teacher motivation, an examination of other motivational strategies like empathy, timely promotions and funded trainings on teachers' job satisfaction¹⁵⁸.

A study was implemented on teachers' development and performance in public secondary schools in Rivers State¹⁵⁹. The study populations consisted of twenty four thousand, seven hundred and ninety three (24,793) teachers while a sample size of four hundred (400) teachers were used for the study using purposive sampling technique was adopted. Out of the four hundred (400) questionnaires that were distributed, three hundred and fifty (350) were duly completed and returned, upon which the analysis was done. The descriptive survey design was used. Three research questions and three research hypotheses were posed. The research questions were answered using mean and standard deviation while the hypotheses were tested using the Pearson Product Moment Correlation Coefficient (PPMC). The instrument was validated by a lecturer in the department of Educational Management, Ignatius Ajuru University of Education. The reliability test of the instrument was done using the Cronbach's Alpha and a value of .885 was obtained. This value implied that the instrument is highly reliable. The results of the study showed that teachers in public secondary schools in Rivers State are hardly trained or developed on their job. It was thus recommended that all stake-holders should ensure teachers are trained, retrained and developed for the purpose of their efficiency¹⁵⁹.

Similarly, a research work was aimed at determining the relationship between principals' staff development and disciplinary practices and teachers' job productivity in Anambra State public secondary schools¹⁶⁰. Two research questions were answered, and two hypotheses were tested at 0.05 alpha level. The study adopted correlation research design. Population of the study comprised of two hundred and sixty six (266) principals in the two hundred and sixty six (266) state government public secondary schools in the State. The sample size was seventy eight (78) principals which was drawn using multiple stage sampling procedure. Two self-developed instruments titled – “Staff Development and Disciplinary Practices adopted by Principals (QSDDP)”, and “Teachers' Job Productivity Questionnaire (TJPQ)” were validated by three research experts and used to collect data. Cronbach's Alpha method was used to determine the reliability of the instruments and reliability coefficient values of 0.803 and 0.821 were obtained for both instruments respectively. Descriptive and inferential statistics were used for data collection. The results revealed that there is a significant relationship between principals' staff development practices and teachers' job productivity in Anambra State public secondary schools; and that there is a moderate positive relationship between principals' staff disciplinary practices and teachers' job productivity Anambra State public secondary schools. It was concluded that the positive and significant relationship is indication that principal's continuous utilization of staff development practices and staff disciplinary measures would trigger off continuous improvement in teachers' job productivity in the schools too¹⁶⁰.

A closely identical work was investigated on the impact of staff training and development on teachers' job performance and retention among secondary schools in South-East, Nigeria¹⁶¹. Three research questions and three null hypotheses were adopted for the study. Descriptive survey design was employed for the study. The population of the study comprised of twenty

five thousand, nine hundred and seventy six (25,976) teachers drawn from one thousand, nine hundred and eight (1,908) secondary schools in Abia, Anambra, Ebonyi, Enugu and Imo States, Nigeria. About two thousand, six hundred (2,600) teachers from one hundred and thirteen (113) schools were sampled through stratified random sampling using multi-stage cluster sampling techniques. The instrument for data collection was a structured questionnaire developed by the researchers titled - “Staff Training and Development on Teachers Performance and Retention Questionnaire (STDTPRQ)”. The instrument was validated by three experts from the Faculty of Education, University of Nigeria, Nsukka. Pearson Product Moment Correlation Co-efficient Statistics was used to obtain a reliability index of 0.884. Data collected were analyzed using mean and standard deviation. The finding of the study revealed that implementation of personnel policy of training and development enhance teachers’ job performance on the job and also significantly contributed to teachers’ retention among secondary schools in South East, Nigeria. Based on the finding, it was recommended among others that government across all levels should provide necessary environment for regular and periodic training and retraining of teachers for job productivity and retention among others¹⁶¹.

A related study was investigated on the influence of staff development programmes on secondary school teachers' job performance in Anambra State, Nigeria¹⁶². A single hypothesis guided the study. Data were collected using two sets of questionnaires titled – “Staff Development Programme Questionnaire (SDPQ)” and “Teachers' Job Performance Questionnaire (TJPQ)”. SDPQ was administered on four hundred and fifty (450) teachers while TJPQ was administered on one thousand eight hundred (1,800) students to assess teachers' job performance. Data collected were analyzed using independent t-test statistic at 0.05 level of significance. Findings showed that teachers who participated in staff

development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work. It was recommended among others, that principals and the Ministry of Education and State Secondary Education Board in Anambra State should on a regular basis organize training programmes for teachers. Such programmes should relate to subject contents, use of teaching aids, lesson preparation and delivery, classroom management and student's evaluation¹⁶².

A closely identical study was also investigated on the influence of staff development programmes on teachers' job performance in Abia State public secondary schools¹⁶³. Four research questions guided the study and four null hypotheses were tested at 0.05 level of significance. The descriptive survey research design was employed to carry out the study. The population for this study comprised three thousand, two hundred and thirty three (3,233) teachers in the three education zones in Abia State. A sample of six hundred and seventy nine (679) teachers were selected for the study through stratified, purposive and simple random sampling techniques. A researchers-developed instrument titled - "Staff Development Questionnaire (SDQ)" and "Teachers' Job Performance Questionnaire (TJPQ)" were used to collect data for the study. The instruments were duly validated by experts. The reliability of the instrument was determined by test-re-test method using Pearson Product Moment Correlation Statistics and it yielded a reliability coefficient of .882 which was considered highly reliable and suitable for the study. The data collected were analyzed using mean and standard deviation to answer the research questions, while the hypotheses were tested with the use of paired sample t-test statistics at .05 level of significance. Results showed that open and distant learning programmes, workshops, seminars and conferences significantly influence

teachers' job performance to a high extent in Abia State public secondary schools. It was therefore, concluded that teachers' open and distant learning programmes, workshops, seminars, and conferences are the staff development programmes that teachers attend that improve their teaching performance. It was recommended among others that there is the need for teachers to go for in-service training programmes like open and distant learning, workshops, seminars, conferences organised by principals since their performance are enhanced through such training programmes¹⁶³.

A similar study was carried out to investigate the effects of training on teachers' job performance in teaching technical/engineering-based subjects in public secondary schools¹⁶⁴. A field survey was carried out among teachers in selected public secondary schools within Lagos Mainland Education District Lagos-State, Nigeria. A simple random sampling technique was employed for this study, and questionnaires were distributed to two hundred (200) school teachers within the selected public secondary schools. Pearson product-moment correlation and t-test statistics were used in analysing the data collected. The study's findings revealed that teachers' training in teaching technical/engineering-based subjects in secondary schools improve job performance and students' academic performance. The findings also showed that the training for technical/engineering-based subjects teachers ensure increased recognition, promotion, higher pay, and a sense of personal satisfaction. It was concluded that government and educational stakeholders should organise and expose technical/engineering base subject teachers to different on-the-job training that will allow them to grow professionally¹⁶⁴.

A researcher examined Professional Development Activities and Teacher Performance. The study assessed the quality of instruction and professional development activities in a well-

known university in Cebu, the Philippines, where it determined teachers' teaching competencies and perception in their professional development activities, issues, and concerns¹⁶⁵. It utilized a quantitative-descriptive research design where respondents were selected through universal sampling. Findings showed that professional development activities for teachers had achieved mastery in instructional planning, instructional delivery, knowledge of the subject matter, rapport with students, and classroom management. On the other hand, professional development activities were perceived to have little benefit for the teachers. It was also found out that there is no significant relationship between the teaching competencies and professional development activities. Perceived benefits of professional development activities were attributed to personal perceptions and contextual factors. The findings call for strategic professional development planning, implementation, and evaluation for teachers to benefit more. Thus, the conduct of a similar study in a broader parameter is recommended¹⁶⁵.

Moreover, a study was carried out to evaluate the impact of training and development on employee's productivity, the identification of the relationship there and to suggest how business organization can enhance the productivity of its workforce to meet challenges of 21st century¹⁶⁶. Thus, conceptual literature review approach was adopted which involves critically reviewing articles, periodicals, books published in English language between the year 2000 to 2020 with the view of synthesizing information on training and development on employee productivity based on the analysis from existing studies. The study reveals that employees who are trained are likely to be more skillful, competent and more proficient in performing their jobs than the employee and organizational productivity. It is a process of continuous learning which provider's conducive environment for employee to gain various knowledge, skills (personal, technical and professional) and keeping them on the right track towards the

achievement of organizational mission, vision and goals. It was concluded that training and development has a positive impact on employee productivity and organization should lay emphasis on effective training and development of its employee to increase their productivity and gain competitive edge over competitors' implication for future research may include moderators variables such as age, team work, life style and level of education¹⁶⁶.

A similar study investigates the impact of training on employees performance in the technology focused on academic institution¹⁶⁷. The study adopted a quantitative approach and the cross-sectional survey was used to collect data from sample population of administrative employees of Bahir Bar University, Ethiopia who took training in 2019 by simple random sampling 316 questionnaires were distributed and collected for the study. Data were analyzed using both descriptive and inferential statistics. Results findings show that training design, training needs assessment, delivery style and training evaluation has significant positive effect on employees' performances. Thus, the study recommended that human resources management showed engage in increasing the addition question and quantitative of the training program and properly apply the four phases of the systematic training processed to increase the performance of administrative employees of Bahir Dar University, mostly the technology institution, especially the technology institution¹⁶⁷.

Another related study was carried out to explore the relationship between training and development and employee performance to recommend strategies that can be used to improve training and development of employee for better performance¹⁶⁸. The study therefore designed descriptive survey research where by primary data were collected from both the teaching and non-teaching staff of federal polytechnic Nassarawa through the administration of questionnaire where data were collated from the respondents as the study population, from

which a simple random sampling of 355 was derived and studied. The data gathered from the survey were first of all subjected to various preliminary tests: Including Exploratory Factor Analysis (EFA) and confirmatory factor Analysis (CFA) to ensure that there is a fit in the model and data. The data were further analyzed using a structural equation modeling (SEMA) technique to test the effects of the various network effects (download, speed, upload speed, packs transfer delays and packets loss rate) on the sustainability of the subscribers. The analysis was concluded in the analysis of moment structures (AMOS) V.24 software and the statistical package for social sciences (SPSS) v.25. The results of the research revealed that there were statistical effects training and development on employee performance in Federal Polytechnic Nasarawa. The implications of the findings are that the effects of different forms of training and development cannot be over emphasized. The study therefore, recommended that academic institution of learning showed emphasize different forms of training and development of their employee for effective and efficient performance¹⁶⁸.

A related study investigates the impact of staff training and development on their productivity and performance in classroom teaching and in their administrative work as well as on their overall product¹⁶⁹. The data collected was through structure question of which 58 teachers were interviewed through the questionnaire. Statistical software (SPSS variable) was used for analyzing the data. The study were therefore, concluded that there exist positive and strong relations between training and development and productivity of the teachers of Kurdistan. The study of further concluded strong positive correlation between productivity and other independent factors like skills, Expertise Morale, Enhancement, Potential, Job knowledge and proficiency¹⁶⁹.

A related study, explores workforce readiness for digital transformation, emphasizing key themes like adoptive learning, immersive technologies (virtual and augmented reality) and continuous learning¹⁷⁰. Uncovering challenges in accessibility, engagement and resource allocation and the study offer valuable in-sights for organizations navigating the digital landscape. It provides a nuanced understanding of the shifts in workforce development, guiding practitioners with practical, data-driven recommendations. The research is useful for organizations and practitioners among to equip their workforce with the essential skills for success in an ever-changing digital environment¹⁷⁰.

A study was done to investigate the perceived effect of training and development on employees' productivity among academic staff of Kano State Polytechnic, Nigeria¹⁷¹. It is qualitative in nature and causal research design was employed sample size of two hundred and thirty-three (233) respondents was randomly selected out of (590) academic staff that serve as the population of the study. The study uses close-ended questionnaire with Likert Scale Option were used as the method of data collection while multiple regression analysis were used to test the hypothesis under study though statistical package for social sciences (SPSS) software version 21. The study hypothesis that there is a positive and significant effective training development on employees' productivity. The result revealed that training method, training design and training delivery styles has significant and positive effect on employee's productivity among academic staff of Kano State Polytechnic, Nigeria. The study recommends that management should not relent in their quest to train their staffs to develop new ideas that will keep improving and referring the employment productivity, and the Tertiary Education Trust Fund (TETFUND) showed improve on its training policy in its entire ramification

because in recent times academic are being face with new innovations and technological development in order to meet the changing trends and development or circumstances¹⁷¹.

A related study examined the impact of training development programme of quick service restaurant¹⁷². The study adopted descriptive method and employed a questionnaire that was distributed among 195 employees of quick service restaurant in Jubilee and McDolds in Batangas City. Data was statistically treated using percentage and frequency, weighted mean and analysis of variance. The respondents are male, single between 18-28 years old working in jubilee for 1-3 years. It was confirmed by the respondents that the quick service restaurants provided training and Development Programme is being provided to a great extent and that they were able to performance their job roles to a great extent after they inherent training and development programme. No significant difference observed and implies that the responded do not vary across the respondents' profile. Thus, a plan of action was purposed to enhance the training and development of quick service restaurant¹⁷².

A study was investigated on teachers' fringe benefits as correlate of their job performance in senior secondary schools in Adamawa State¹⁷³. Two research questions and two hypotheses were raised to guide the study. The study adopted correlational survey design. The population of the study consisted of three hundred and thirty seven (337) principals and five thousand, one hundred and twenty eight (5,128) teachers. A stratified simple random sampling technique was used to select two education zones out of five and a sample of one hundred and sixty six (166) principals and one hundred and sixty six (166) teachers was determined using Taro Yamane's formula. The instrument was a self-developed questionnaire on teachers' fringe benefits and teachers' job performance. The instrument was validated by three experts. The questionnaire was subjected to a pilot study conducted in six senior secondary schools in

Adamawa State and reliability coefficient values of 0.894 and 0.892 were obtained using Cronbach's alpha method. The data was collected with the help of four research assistant within the period of 4 weeks. The data was analysed using mean and standard deviation for research questions and the null hypotheses was tested using Pearson Product Moment Correlation Coefficient (PPMCC). Findings indicated that there is significant relationship between teachers' fringe benefits and teachers' job performance in senior secondary schools in Adamawa state. It was concluded that there is a significant relationship between teachers' fringe benefits and teachers' job performance. It was therefore recommended on the basis of the findings that giving teachers' surprise packages is important for their performance¹⁷³.

A similar research work examined the impact of fringe benefits on employee job performance in United Bank of Africa (UBA) Plc¹⁷⁴. The objectives of the study included to: ascertain the relationship between medical insurance and performance of workers of United Bank of Africa Plc; determine the extent overtime pay affects the performance of workers of United Bank of Africa Plc; and examine the effect of annual leave on the performance of workers of United Bank of Africa Plc. The research method adopted was the survey research method. The sources of data used were the primary and secondary sources of data. The population of the study was fifty nine (59) while the sample size of fifty nine (59) was determined by applying the rule governing population and sampling. The major instrument of data collection was the questionnaire. The data collected were presented in tables using frequencies and percentages and analysed using the five point Likert system. The hypotheses were tested using the chi-square distribution formula. The findings included that medical insurance has a positive relationship with performance of workers of United Bank of Africa Plc; overtime pay has a significant effect on the performance of workers of United Bank of Africa Plc; and annual

leave has a significant effect on the performance of workers of United Bank of Africa Plc. The researcher concluded that fringe benefits have a positive effect on employee job performance and it was recommended that management of the banking industry should consider medical insurance as it has a positive relationship with performance, management of the banking industry should always reward employees who have stayed beyond the closing time by giving them overtime pay and annual leave should be made a priority for workers to make them rejuvenate and perform better¹⁷⁴.

An identical study was examined on the impact of fringe benefits on employee performance using Nasco Group in Jos as a study¹⁷⁵. The study adopted a descriptive survey research design, while regression method of analysis was used in carrying out the empirical analysis. Findings from the study showed that health protection benefits have a positive and significant impact on employee performance in Nasco group. It showed that the more health protection benefits are provided for employees of Nasco group, the more they work hard at their jobs and their productivity increases. In addition, retirement benefits had a positive and significant influence on employee performance in Nasco group; and lastly, findings from the study revealed that recognition has a significant impact on employee performance in Nasco group. Based on these findings, it was recommended that there is the need for Nasco group to continue the provision of health protection benefits to its employees since it will help them create a sense of loyalty and encourage their productivity in the company. More so, management of Nasco group should review the current retirement package since a good retirement package will attract and retain employees in the public sector and also improve their productivity; and above all, managers of Nasco group need to improvise employee recognition programs for jobs well

done, this will motivate employees thus enhancing employee productivity in the private sector¹⁷⁵.

A closely related research work investigated the predictive impacts of welfare packages (fringe benefit) on teachers' job satisfaction and productivity in public senior secondary schools in Lagos State Education District V¹⁷⁶. A questionnaire titled: Teachers' Welfare Packages, Job Satisfaction and Productivity Questionnaire (TWPJSAPQ) was as instrument for data collection. A sample of two hundred and twenty two (222) participants were used for the study. Data collected were analysed using descriptive and inferential statistical techniques. Results revealed that staff training and house allowance have positive but insignificant predictive impact while staff promotion and hazard allowance have negative and insignificant predictors of job satisfaction. On the other hand, the result also showed that promotion allowance has a positive insignificant effect, while staff training, house allowance and hazard allowance all have negative insignificant impact on teachers' job productivity. Staff salary, car loan, study leave and all other forms of leave allowances did not contribute to teachers' job satisfaction and productivity. It was concluded based on the results in the research work that teachers' job satisfaction does not depend on salary, incentives like car loan and study leave, nor leave allowance. This could be due to the fact that no teacher receives salary in arrears. They are either paid promptly or in advance. It was thus recommended on the basis of the findings that there is need to improve in the provision and accessibility of car loan, study leave and leave allowance to all eligible teachers in order to take job satisfaction and productivity to a higher level. The government should also ensure that quality assurance department efficiently collaborates with salary and welfare units to properly investigate teachers' plight and complaints in all the educational districts in the state so as to raise their commitment¹⁷⁶.

Another closely similar research work examined the relationship between occupational incentives (fringe benefit) and teacher retention in private secondary schools in Akwa-Ibom State, Nigeria¹⁷⁷. The research work formulated four objectives, research questions and hypotheses. Ex-post facto research design was employed. The population of the research work comprised ten thousand, six hundred and fourteen (10,614) teachers and multi-stage sampling technique was employed to sample seven hundred and eighty four (784) teachers. Data were gathered using two instruments titled: “Occupational Incentives Questionnaire (OIQ) and Teacher Retention Questionnaire (TRQ)”. Pearson correlation statistic was employed to analyse data and test the hypotheses while internal consistency was determined using Cronbach’s Alpha coefficient which gave reliability of .837 and .939 respectively. The result showed that there is a significant relationship between job security and teachers’ retention in private secondary schools in Akwa Ibom State. Furthermore, the result showed that there is a significant relationship between remuneration and teachers’ retention in private secondary schools. The result also showed a significant relationship between promotion and teachers’ retention in private secondary schools in Akwa Ibom State. Furthermore, there was a significant relationship between welfare package and teachers’ retention in private secondary schools in Akwa Ibom State. It was recommended based on the findings that private school management in line with the government policy on emoluments should review teachers’ salaries, promotion and other fringe benefits for them¹⁷⁷.

An identically related research work was carried in private secondary schools in Buikwe district of Uganda to examine the influence of remuneration (fringe benefit) on teachers’ performance¹⁷⁸. A total of nine hundred (900) participants participated in the research work. Of these, six hundred and fifty (650) were students who assessed their teachers’ performance,

while two hundred and fifty (250) were teachers, who offered responses on their own remuneration. In addition to filling questionnaires, fifty (50) teachers were subjected to oral interviews. The participants were got from thirteen (13) schools out of the twenty seven (27) private secondary schools in the district. Whereas teachers' remuneration was measured based on the financial and non-financial benefits given to teachers by their respective employers, their performance was measured based on the core roles of a teacher, namely teaching, guiding and counselling learners; assessing/marking learners' work; as well as engaging learners in extra-curricular activities. The findings were that there is a significant influence of remuneration on teachers' performance in private secondary schools in Buikwe district, Uganda. It was concluded based on the results that since remuneration significantly influences performance, there is need for school founders to appreciate more the efforts of their teachers by attaching more allowances to what their teachers do. This recommendation was directed towards school founders because in private schools the founders are in most cases the ones who determine how to remunerate workers; managers such as head teachers usually dance on the tunes of the institutional founders¹⁷⁸.

A closely identical research work was carried out on retirement benefits and workers' performance in selected organisations in Anambra State¹⁷⁹. The specific objective was to determine the influence of retirement benefits on workers' commitment on their job. The research work adopted a survey research design, where structured questionnaire to which option were attached was given to the eighty - three (83) participants that formed the population of the research work. The mean statistics was employed to answer the research questions while the null hypothesis which stated that retirement benefits have no significant effect on workers' commitment on the job was tested at 0.05 precision level using Pearson

product moment correlation. Finding revealed among others that retirement benefits increase worker's commitment on their job in the two selected organisations. The research work therefore recommended on the basis of the findings that human resource managers of organisations should review the current retirement package since a good retirement package will attract and retain workers in their organisations and also improve their performance¹⁷⁹.

Similarly, a related study was examined on teachers' compensation as a correlate of job performance in Ilorin West Local Government Basic Schools, Kwara State¹⁸⁰. The study adopted a descriptive research design of correlation type. Multi-stage sampling technique was used for the study. Random sampling technique was used to sample twenty two out of the sixty four primary schools in Ilorin West Local Government, Kwara State. Proportional sampling technique was used to select three hundred and fifty one (351) out of the two thousand, eight hundred and eighty two (2,882) teachers in these schools using Krejcie and Morgan (1970) table for sample size determination. Purposive sampling technique was used to select twenty two (22) head teachers and forty four (44) assistant head teachers to assess teachers' job performance. Two researcher-designed questionnaires with reliability coefficients of 0.871 and 0.883 were used to collect data. Pearson product-moment correlation statistics was used to test the hypotheses generated. The results showed that there is a significant relationship between teachers' compensation and job performance in Ilorin West Local Government Basic Schools, Kwara State. It was concluded that, adequate provision of compensation would assist in achieving effective teachers' job performance in Ilorin West Local government Basic Schools, Kwara State. Based on the findings, it was recommended that there is need for Kwara State Government to ensure adequate and timely provision of compensation to basic school teachers, to make them exhibit good attitudes which would lead to performing their job effectively¹⁸⁰.

2.3.3 Physical Learning Environment and Students Attitude towards Learning

A study examined Impact of School Environment on Secondary School Students Attitude towards Mathematics in Makurdi Metropolis of Benue State¹⁸¹. Four research questions were formed to investigate the extent to which school facilities affected students' attitude towards learning mathematics. The design that was employed for this research was descriptive design specifically the survey research design which made use of well-structured questionnaire for data collection¹²⁰. The population of this study consisted of all the senior secondary school's students in Makurdi Metropolis of Benue state. The sample size of 60 Senior Secondary school student from three schools was selected for the study. A questionnaire titled impact of school environment on student's attitude in mathematics was used as an instrument. The questionnaire was made up four sections A, B, C and D. the instrument was validated by three experts and also Cronbach Alpha was used to ascertain the reliability of the instrument. The overall reliability estimated for the instrument was 0.804. Descriptive statistics of mean and standard deviation was used to answer the research questions while chi-square was used to test the hypotheses at 0.05 level of significance¹⁸¹.

A study examined and compared the effect of the school physical environment on academic achievement of senior high school students in Ghana¹⁸². The study sought to investigate the contribution of a number of school physical environment on the performance of students in schools. Participant for the study was selected using the multi-stage sampling technique using simple random sampling. A regression model was used to determine the relationship between the dependent and independent variables. The findings of the study confirmed that the students in senior high schools with a pleasant physical environment perform better than those where the learning environment is not conducive. The researchers, on the basis of the empirical

evidence, established that adequate school facilities provide a positive educational climate suitable for student learning. The study showed that school environment has a significant effect on the academic performance of students and that school facilities greatly affect student attitude in learning mathematics; and also showed that class size affect secondary school student attitude in learning of mathematics. This means that small class size which describes a classroom environment enhances easy teaching and students' attitude towards learning¹⁸².

A closely identical study was carried out to investigate the state of school physical working facilities and its effect on teachers' instructional effectiveness in Nakaseke district in central Uganda¹⁸³. Two research objectives guided the study and they were to: examine whether classroom adequacy and quality affect teachers' instructional effectiveness and to examine whether staff-house adequacy affected teachers' instructional effectiveness. The study employed a descriptive survey research design using a mixed-methods approach. The study population comprised of Education Officers at the district headquarters, head-teachers and teachers in Public Primary Schools (PPSs) in Nakaseke district. A sample of two hundred and eighty five (285) participants was got using Morgan and Krecje sample size determination table. Stratified sampling and simple random sampling techniques were employed to select head teachers and teachers respectively. Education Officers (EOs) were selected using purposive sampling technique. To collect quantitative data, a self-administered questionnaire was employed. An interview guide was employed to collect qualitative data. In cases where data aspects required viewing, direct observation was employed. Results on Research Question 1 revealed that there were a number of inadequacies in as far as the provision of physical teaching facilities was concerned. Such inadequacies impacted negatively on teacher instructional effectiveness. The respondents revealed that classrooms were not enough in the

majority of public primary schools in Nakaseke district. Similar inadequacies were also witnessed in schools where the classrooms had dusty floors and an alarming shortage of sitting facilities for both learners and teachers. In the same way, the majority of schools did not have lockable door shutters to ensure safety of instructional materials and neither were the classrooms walls neatly painted to create a conducive learning environment. However, there were cases where specific physical facilities were found to be adequate – such facilities included classrooms with adequate ventilation for proper aeration, classrooms with adequate spaces to allow free movement of learners and teachers, buildings with ramps for both teachers and learners with disabilities, classrooms with good hygiene and enough blackboards to aid effective teaching. Results on Research Question 2 revealed that in Nakaseke district, staff houses in public primary schools were very inadequate and this impacted negatively on teacher instructional effectiveness. In this case, a large portion of the respondents revealed that teachers did not have enough accommodation facilities, an average portion of the respondents also reported that teachers' houses were not descent, a huge portion of the respondents indicated that the schools did not rent houses for teachers' accommodation and moderate portion of the respondents revealed that the teachers resided outside the school. It was recommended that Nakaseke District Local Government should employ part of its local revenue to improve on the quantity and quality of physical infrastructure in schools. Secondly, the PTA, the community and NGOs should be highly involved in the improvement of education infrastructure in the district¹⁸³.

A closely identical study examined the impact of school physical working facilities on school effectiveness in Kwara state public secondary schools in Nigeria¹⁸⁴. The research adopted a descriptive survey of correlation type. Stratified random sampling technique was used to

select twenty (20) secondary schools out of a total of forty one (41) schools in three local Governments from each senatorial district of the state. The research instruments used for data collection were - “physical facilities questionnaire” (PFQ) and “Students Academic Performance Proforma” (SAPP). Research questions were raised for the study. Main and operational hypothesis were formulated to guide the study. Descriptive statistics of frequency counts mean and percentages were used to answer the research questions while inferential statistics of Pearson product moment correlation statistics was used to test the generated research hypothesis at 0.05 level of significance. Results revealed that there is a significant relationship between school physical working facilities and school effectiveness in Kwara state public secondary. Based on the findings, it was recommended that Government should provide enough school physical working facilities to make learning profitable and thereby encourage students in the classroom¹⁸⁴.

A similar study was carried out on the influence of secondary school infrastructural facilities on teachers’ job satisfaction and performance in Ibadan Metropolis, Oyo State, Nigeria¹⁸⁵. The school infrastructural facilities included: laboratory, library, and convenience for staff and students. Descriptive survey research design was employed to carry out the study. A self-designed questionnaire was also used. The population of the study comprised of public and private secondary school teachers in Ibadan Metropolis, Oyo State of Nigeria. Multi-stage, Purposive, Cluster and Simple Random Sampling Techniques were employed to select a total of one thousand three hundred and twenty (1,320) teachers (male and female) from the selected public and private secondary schools for formulated. The data collected for the study were analyzed using descriptive analysis, MANOVA, Multiple Regression Analysis and t-test. All the

hypotheses were tested at 0.05 level of significance. Among others, the study revealed that infrastructural facilities have significant combined influence on teachers' job satisfaction and performance in both public and private secondary schools in Ibadan metropolis of Oyo State, Nigeria. Specifically, it was revealed that the provision of basic well-equipped laboratories for experiment and demonstration may enable teachers to teach better and make them to be satisfied at their job which may in turn facilitate their performance. However, insufficient provision of these facilities may have many negative effects on teachers. Many teachers may find their job uninteresting and unsatisfactory which may in turn reduce their performance. Also, effective teaching and learning can be jeopardized because of lack of or inadequate provision of laboratory facilities which may reduce teachers' interest to teach. As a result of the findings, it was recommended that there should be adequate and prompts supply of infrastructural facilities into all secondary schools in Ibadan metropolis with proper and timely maintenance of these facilities¹⁸⁵.

A related study was undertaken to assess the facilities provided in the staff offices at the federal university of technology Akure Nigeria and to examine the essential facilities that influence staff productivity¹⁸⁶. A total of two hundred and four (204) questionnaires were administered to both the academic and non-academic staff members drawn from the eight (8) academic schools that are in the university. One hundred and eighty four (184) of the administered questionnaires were retrieved from the respondents representing a large percentage response rate. These retrieved questionnaires were therefore used for analysis. A descriptive method of analysis was used to analyze the data. The study revealed that the conditions of fire prevention facilities such as fire extinguisher installed for workers are not functional; the same applies to the toilet facilities. Also, it was revealed that the staffs are very

dissatisfied with the condition of conveniences and the state of the sofa in the offices. Finally, the study revealed that the most relevant facilities that influence staff productivity are water, electricity, and Wi-Fi. It was recommended that the universities should make adequate provision for water, toilet, electricity, sofa, and fire extinguishers in the staff offices as these have the potential of motivating workers for greater commitment and higher productivity¹⁸⁶.

A study was carried out to find out the extent to which implementation of competence based curriculum (CBC) is adequately supported by laboratory facilities in public secondary schools in Arumeru District in Tanzania¹⁸⁷. Convergent parallel mixed method design was applied in the study. The study sampled one hundred and eleven (111) teachers, one hundred and seventy seven (177) students, nine (9) head of schools and nine (9) academic master/mistress making a total sample size of three hundred and six (306) respondents. Stratified-random sampling technique was employed to select students and teachers whereas a purposive sampling technique was employed to select heads of schools and academic masters/mistresses. Data were collected using questionnaires, interview guide, observation checklist and focus group discussion (FGD) guide. Data analysis was done using descriptive statistics and thematic analysis. The study established that, laboratory facilities were not adequate in the schools hence it was concluded that, the competence-based curriculum among teachers is not effectively implemented in the studied schools due to shortage of laboratory facilities. It was therefore recommended that the government in collaboration with other educational stakeholders should establish the required laboratory facilities for effective implementation of the competence-based curriculum among teachers in the schools¹⁸⁷.

Another similar study was undertaken to explore the availability and utilisation of a science laboratory for the teaching and learning of science¹⁸⁸. The study employed a descriptive survey

research design while random sampling technique was used to select the sample size for the study. The instruments employed for the study were questionnaires for principals, teachers, and students. The study's findings revealed that in most participating schools; there were no separate science laboratories. It was also found that many teachers faced difficulties when conducting science activities due to the large number of students in each class as well as inadequate equipment and materials. The findings revealed as there was no assessment of science laboratory practical activities, these activities did not contribute directly to the measurement of students' academic performance in science. The study suggested that governments should support laboratory practical activities in science as a part of assessment and specifically for this study's context takes immediate steps to set up science laboratories in all schools so that teachers can effectively teach science subjects¹⁸⁸.

It was reported in a study that the unavailability of laboratory facilities constitutes hindrance to science teachers' effective delivery on the concept of carbohydrates¹⁸⁹. Adequate laboratory facilities are needed in public schools to reduce the burden of science teachers and to promote sensory receptors of the learners on abstract concepts such as carbohydrate. The availability of laboratory facilities in education results in increased effectiveness of the educational process and results in increased productivity through enhanced human capacity as this facilitates acquisition of basic knowledge and skills for laboratory experiment and lifelong development¹⁸⁹.

A study was aimed to investigate the effects of working environment on teachers' performance at Ilala Municipal Council¹⁹⁰. Specifically the study focused at finding out the following guided objectives; to examine on how working environment improved teachers performance; to analyze the effect of the office of Dar es salaam Regional Commissioner conducive working

environment plan on teachers' effectiveness; to determine whether the school National Results improved after the improvements of teachers working environment as well as to compare the resources available in public secondary schools and private secondary schools. Data were collected in twelve selected secondary schools with the total eighty (80) respondents. Questionnaires, observation and interview instruments were used. Furthermore the study found that the work environment in public secondary schools in Ilala Municipal do not favor nor support teachers while performing their duties as there are many challenges facing teachers like; low salaries, lack of teachers houses in many schools, lack of incentives, delaying in promotion, and others of the same consideration. Lastly the study came out with the measures or recommendation that the Government could apply to combat the problems and lead teachers to stay or work with conducive and attracted environment for the better performance¹⁹⁰.

A similar study sought to establish the influence of physical environment on teachers' satisfaction in public primary schools in Elgeyo Marakwet County, Kenya¹⁹¹. The study was guided by four objectives which included - to identify how physical facilities influence teachers' satisfaction in Elgeyo Marakwet County; to assess how work environment influence teachers' satisfaction in Elgeyo Marakwet County; to establish how the classroom arrangement influenced teachers' satisfaction in Elgeyo Marakwet; and to identify the measures that teachers in Elgeyo Marakwet County use to improve their satisfaction. The study area was chosen owing to the high-stress levels due to workload and other indicators of dissatisfaction experienced by school teachers. Teachers, Head Teachers, Curriculum Support Officers (CSOs) and Assistant County Directors were targeted in the study. The county has four sub-counties headed by Sub-County Directors of Education with twenty-six educational zones headed by Curriculum Support Officers (CSOs). The county has three hundred and forty five (345) public

primary schools with a population of three thousand, seven hundred and seventy one (3,771) public primary school teachers. The study used stratified, purposive and simple random sampling techniques to select participants. A total of one hundred and forty (140) participants from Keiyo North Sub-County having a total population of one thousand, two hundred and ninety five (1,295) primary school teachers were sampled from eleven (11) schools with eleven (11) teachers per school to give one hundred and twenty one (121) teachers, eleven (11) head teachers, seven Curriculum Support Officers and one Sub-County Director. Questionnaire, interview schedule and observation were used to collect data for the study. Quantitative data was analyzed by use of both descriptive and inferential statistics where multiple regression was used. The inferential statistics comprised of Pearson product moment and multiple regression. The multiple regression model revealed that physical environment account for a high percent variation in teachers' satisfaction. The work environment had significant relationship with teachers' satisfaction. It was recommended that there is need for school management to ensure that there is good physical appearance of the school; conducive working environment, adequate facilities such as desks, shelves and classrooms are fully adequate; there should also be adequate reading and writing materials, reduced workload and proper cooperation by the school management should be addressed; lastly, proper demarcation of space, proper arrangement of books as well as adequate space for teachers' movement in class should be well addressed in order to enhance teachers' motivation, satisfaction and commitment level¹⁹¹.

A similar study was carried out to ascertain the extent to which work environment correlates with organisational commitment among staff in academic libraries in Lagos state, Nigeria¹⁹². Survey research design was adopted for the study. The population comprised of two hundred

and seventy two (272) library staff from ten (10) tertiary institutions in Lagos state. Total enumeration technique was used to cover all two hundred and seventy two (272) library staff for the study. An instrument titled Work Environment, Organisational Commitment (WEOC) Questionnaire was used for data collection. Two hundred and seventy-two (272) copies of questionnaire were distributed to staff of academic library with a high return rate. The study used descriptive statistics and correlation coefficient. The results revealed that the existing work environment features in academic libraries were the fact that people in the library pay a lot of attention to getting the work done and they follow set rules in doing their work; it also indicated that among the work environment indicators, the prevailing work environment feature in academic libraries was task orientated. While it was discovered that library staff were committed to their organisation and they believe that a person must be loyal to his/her library. In addition, the study also found that there is a significant relationship between work environment and organisational commitment. It was suggested that staff development is essential as it helps to keep them abreast of innovations in their career and further helps them to provide services that will meet the varying needs of their users. This training opportunities sends a message to employees that the organisation cares about them¹⁹².

Another closely related study was undertaken on working environment and teachers' productivity in secondary schools in Port-Harcourt Metropolis¹⁹³. Three research questions and three hypotheses were drawn for the study. The population of the study consists of twenty two (22) principals and four hundred and forty four (440) teachers from twenty two (22) senior secondary schools in Port-Harcourt metropolis, Rivers State. The sample size consists of four hundred and sixty two (462) respondents. A purposive sampling technique was used to draw the sample for the study. Self-constructed questionnaire titled - Working Environment and

Teachers' Productivity Questionnaire (WETPQ) was used for data collection. Test-re-test method was used for the reliability of the instrument. The reliability result revealed that the questionnaire was reliable and suitable for usage. Findings indicated that adequate lightening, temperature and space availability significantly influence productivity of the teachers. Based on the findings of the study, it was concluded that adequate lightening in the learning environment, moderate temperature provides comfort and relaxation of the teachers, spacious offices and classrooms creates opportunity for special learning activities hence reducing the risk of distraction. It was recommended that the temperature of the working environment be made moderate through the use of air condition that can be controlled based on the capacity needed by the individual. The classroom or offices should be spacious enough to enhance adequate learning and teaching activities¹⁹³.

A similar study was conducted to investigate the effect of work environment on teacher commitment to duty in selected secondary schools of South Eastern Nigeria, with emphasis on Nsukka metropolis¹⁹⁴. Teachers are important components of a work process and have to be given the necessary facilitation for effective and efficient service delivery. The study employed field survey research design. Population of this study was one hundred and fifty six (156) teaching staff of the selected secondary schools in Nsukka metropolis. The sample size of the study was one hundred and twelve (112) respondents from the selected schools. Primary data were collected through questionnaire from the sampled schools. Correlation Pearson Co-efficient and multiple regression techniques were employed to analyse the collected data. The results revealed that interpersonal relationship, workload and physical working condition determine teacher's commitment level. While communication though has positive effect on commitment level, does not significantly determine the commitment level of the teachers. It

was recommended that to ensure high commitment level of teachers, adequate attention must be paid to the work environment like interpersonal relationship, workload and physical work condition as these are important factors that trigger the commitment level of the teachers and by so doing, the overall organisational performance is guaranteed¹⁹⁴.

A review was done to identify the effect of a school's physical environment on teachers' comfort and performance¹⁹⁵. A model of workplace environmental comfort was applied to this critical review as a conceptual framework to define studies investigating the effects of a school's physical, functional, and psychological comfort on teachers. These aspects are related to teachers' privacy and the amount of control they have over their physical environment, and thereby their effectiveness as educators. Furthermore, the interrelationship between physical environment and teachers' comfort is not only affected by their classroom's physical environment but also by the physical environment where they work outside of teaching time. The review provides an understanding of the design issues and physical environment attributes that have the biggest effects on teachers' comfort and commitment in the workplace and the importance of the teachers' voices in the future design and construction of school in the twenty-first century¹⁹⁵.

A study examined the impact of work environment on teacher's performance among secondary school teachers in satellite Town Lagos State, Nigeria¹⁹⁶. The study employed a descriptive survey research design. The population of the study consisted of all teachers in public and private schools in Satellite Town of Lagos State within Ten (10) secondary schools with a sample of twenty (20) teachers purposively selected from each school making it two hundred (200) respondents. A self-constructed questionnaire was used for data collection and was validated by experts in Measurement and Evaluation. The data collected were analyzed

using frequency counts and for the research questions, while Chi-square statistical method of analysis was used to test the stated research hypotheses. The responses from the data collected and the hypotheses were tested at 0.05 level of significance. The findings revealed that there exists a significant influence of work environment on teacher's performance, and there is significant relationship between work life balance, reward systems, leadership styles, availability of opportunities and teachers' performance. Based on the findings of this study, it was recommended that there is need to harness work environment that are relevant to teaching and learning to improve teacher' performance in Satellite Town Lagos State, Nigeria. Also that modern laboratories, functional libraries and comfortable classrooms and staff rooms should be provided with recreational equipment and maintained for better academic performance as well as good leadership and school policies as these would enhance teachers productivity and rub on pupils performance¹⁹⁶.

A similar research was done to test the relationship between the perception of work environment and job satisfaction in high schools in the Municipality of Prishtina¹⁹⁷. The survey included one hundred and fifty four (154) teachers in the selected high schools. The results obtained in this study, for each dimension of the work environment, were analyzed according to the relevant theoretical framework. From the empirical results, it was found that there is a correlation between work environment and job satisfaction. These results indicated that there are positive correlations of sets of relationship dimensions, personal growth/goal orientation, and system change/maintenance with teachers' job satisfaction¹⁹⁷.

A closely identical study was carried out to find out the extent to which factors relating to work environment could be linked to teachers' motivation in public secondary schools in Kwale County, Kenya¹⁹⁸. Ex-post facto research design was employed. Data was collected

from two hundred and fifty five (255) teachers using a self-administered questionnaire. The participants were randomly selected from a total population of seven hundred and fifty two (752) teachers in the county. The questionnaire was assessed for validity in consultation with experts and the supervisors of this study. Reliability was estimated using data collected from a pilot study through test-retest and the internal consistency techniques which yielded a high correlation coefficient values. Nominal scale data was analysed descriptively through mean and stand deviations while hypothesis was tested at an alpha level of .05 through regression statistics. The key findings revealed that work environment has a significant positive impact on teachers' motivation which may in turn affect their commitment levels¹⁹⁸.

2.4 Conceptual Framework Model

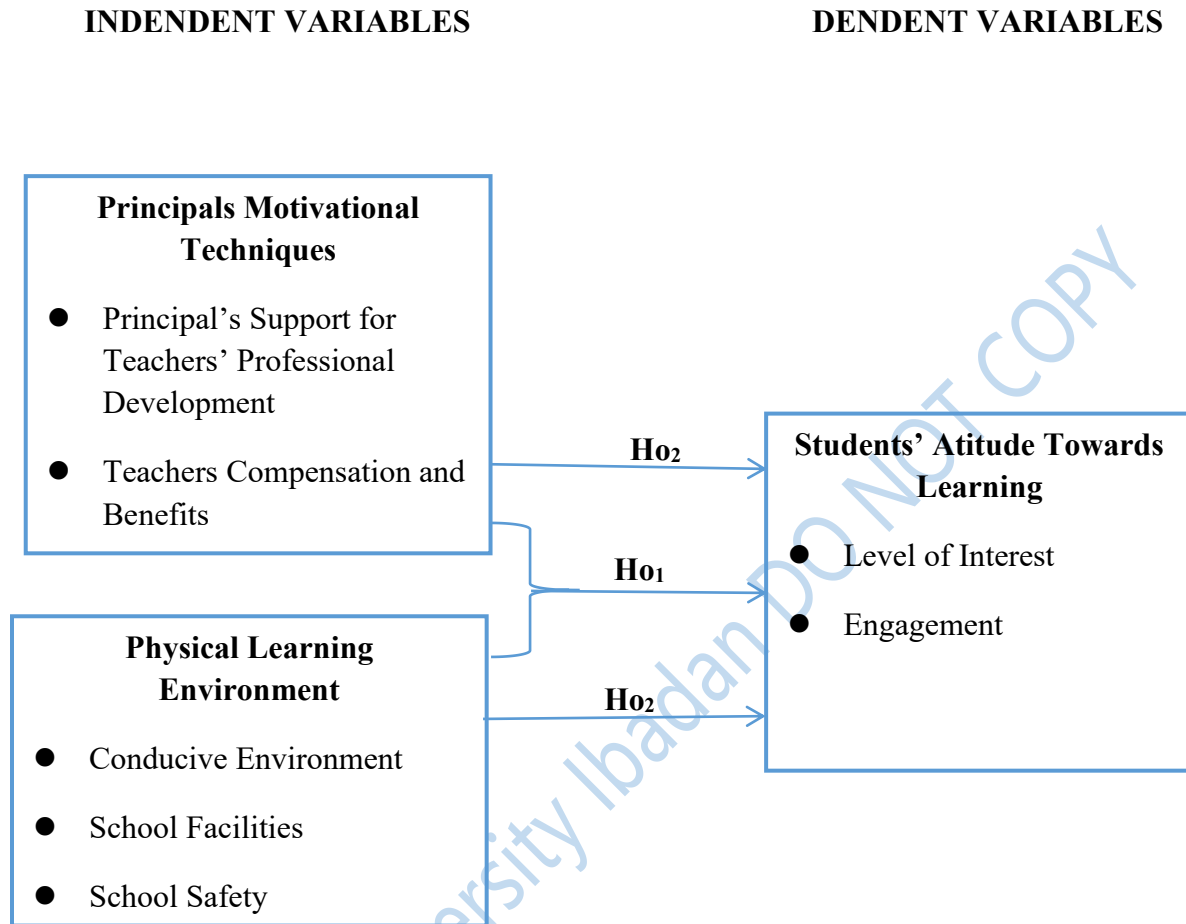


Fig. 6. Conceptual Model Source: The Researcher, 2025

The above figure shows the relationship between each of the independent variables with the dependent variable. Principals' motivational techniques were studied using three indices; Principals support for Professional development, Teachers Compensation and welfare packages and Teachers' fringe benefits. The second independent variable which is physical learning environment will be studied using conducive learning environment, School Facilities and School Safety as indices. Student engagement and level of interest was used as the indices to study students' attitude towards learning, which is the dependent variable.

2.5 Summary of review of literature

The dynamic interplay between educational leadership, the physical learning environment, and students' attitudes towards learning has been a subject of extensive inquiry in educational research. This chapter from a comprehensive review of the literature examined the pivotal role played by principals' motivational strategies and the physical learning environment in shaping the attitudes of students towards their learning experiences¹⁹⁹. Existing literatures have established that effective leadership and motivational strategies employed by principals have been consistently linked to positive student attitudes towards learning. Principals who create a supportive and engaging school culture, foster teacher-student relationships, and communicate high expectations tend to positively influence teachers' motivation and students' attitudes. Principals who empower teachers to take on leadership roles and provide them with professional development opportunities contribute to a positive learning environment. Supportive principal-teacher relationships are associated with improved teacher morale and, consequently, a more positive learning atmosphere for students²⁰⁰.

Further still, literature reviewed revealed that the physical learning environment plays a significant role in shaping students' attitudes and motivation. Factors such as classroom design, lighting, seating arrangements, and availability of facilities contribute to the overall atmosphere and can impact students' engagement and enthusiasm for learning. Research emphasizes the importance of creating inclusive and safe learning environments²⁰¹. Schools that prioritize diversity, safety, and inclusion tend to have students with more positive attitudes towards learning, as they feel a sense of belonging and acceptance. Tailoring education to individual student needs and preferences contributes to positive attitudes²⁰².

The review also showed empirical studies by other researchers. These studies have some similarity to the present study hence it gives a broader understanding of the variables under study. Empirical studies such as principals' motivational techniques for effective teacher job performance in secondary schools in Akwa South LGA of Anambra State, principals' motivational plans and the implication on teachers' performance in public secondary schools in Mombassa, Kenya, and Impact of School Environment on Secondary School Students Attitude towards Mathematics in Makurdi Metropolis of Benue State were reviewed due to their similarity to the topic²⁰³. However, the present study will investigate principals' motivational strategies and physical learning environment as two independent variables as determinants of the dependent variable, students' attitude towards learning²⁰⁴. It's important to note that the effectiveness of these principals' motivational techniques may vary based on contextual factors, and this ongoing research may provide additional insights into the nuanced relationships between principals' motivational techniques, the physical learning environment, and students' attitudes towards learning²⁰⁵.

Endnotes

1. J. W. Sherman, J. W., & S. A. W. Klein.: *The Four Deadly Sins of Implicit Attitude Research*. **Frontiers in Psychology**, 11, 2021, 604340 . doi: 10.3389 / fpsyg. 2020. 604340
2. A. Smith., & B. Johnson.: *The Influence of Physical Factors on Attitudes*. **Journal of Psychology**, 45(3), 2020, 212-227. doi:10.1234/1234567890
3. H. C. Huang, & C. M. Hsieh.: *The Relationship between Positive Learning Attitude and Academic Achievement: A Test of Mediation and Moderation*. **Journal of Education and Learning**, 9(1), 2020, 133-145.
4. E. Brown, & J. Davis. *The Role of Physical Study Environments in Shaping Student Attitudes Toward Learning*. **Educational Psychology Journal**, 38(1), 2020, 89-104. doi:10.1234/epj.2020.12345.
5. S. Sims & H. Fletcher- Wood: *Identifying the Characteristics of Effective Teacher Professional Development: A Critical Review*. **School Effectiveness and School Improvement**, 32(1) 2021, 47-63. DOI: 10.1080109243453, 2020, 177284
6. R. M. Ryan., & E. L. Deci: Intrinsic and extrinsic motivation: A hierarchical model. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of Self-determination Research*, 2020, 37-64. University of Rochester Press.
7. E. Kutsy, .: *The Relationship between Attitudes toward Learning and Academic Among College Students*. **Journal of College Student Development**, 59(3), 2018, 371-377.
8. J. Smith: *Affective Learning: The ABCD Model*. **International Journal of Lifelong Education**, 37(2), 2018, 187-203.
9. T. A. Own, & R. Jones: *The ABC Model of Attitudes: A Critical Analysis*. **Psychological Review**, 126(6), , 2019, 924-964.
10. L. Johnson., & K. Smith: *The Influence of Classroom Environment on Student Attitudes and Engagement*. **Educational Psychology**, 48(3), 2019, 289 - 306. doi:10.1234/edpsych.2019.5678.
11. E. B. Kolawole, & M. O. Olukotun: *Influence of Motivational Techniques on Academic Performance in Secondary Schools*. **Journal of Education and Practice**, 11(11), 2020, 27-33.
12. D. A., Adeyemo & F. O. Adeyemo: *The Influence of School Principals' Leadership Styles on Students' Attitude to Learning in Secondary Schools in Ogun State, Nigeria*. **International Journal of Innovative Research and Advanced Studies**, 7(3), 2020, 31-40.
13. E. L. Deci, & R. M. Ryan.,.: *The "What" and "Why" of goal Pursuits: Human Needs and the Self-determination of Behavior*. **Psychological Inquiry**, 11(4), 2000, 227-268.
14. P. Wilson, & M. Brown: *The Relationship Between Physical Health and Student Attitudes Toward Learning*. **Journal of Educational Psychology**, 55(4), 2020, 422-438. doi:10.1234/jep.2020.12345.

15. K. Mubita, *Understanding School Safety and Security: Conceptualization and Definitions*, **Journal of Lexicography and Terminology**, 5(1) 2021, 76-86
<https://journals.unzozm/index.php/jlt>
16. J. Anderson, & S. Patel,: *The Impact of Home Environment Comfort on Student Attitudes Toward Online Learning*. **Online Education Research**, 27(2), 2021, 120-136.
doi:10.1234/oer.2021.12345.
17. S. Ileuma & A. P. Jibou: *School Environment Indices as Predicators of Academic Achievement in Mathematics among Junior Secondary Schools in Oyo State, Nigeria*. **Journal of the Social Sciences** Obafemi Awolowo University, Ile Ife, Nigeria 29(2) 2021, 21-31. p-ISSN: 0331-3115 eISSN: 2635-375X
18. P. Benz: Comparing Student Intrinsic Motivation and Engagement of Fourth and Eighth Graders to the Frequency of Project-Based Learning Instructional Components Using TIMSS 2019. Education Doctoral, Paper 550, 2023
19. L. Smith, & R. Johnson, *Exploring the Dynamics of Motivation: A Contemporary Perspective*. **Journal of Applied Psychology**, 45(2), 2023, 123-139. doi:10.1234/jap.2023.5678.
20. R. M. Ryan., & E. L. Deci, Brick by Brick: *The Origins, Development, and Future of Self Determination Theory*. In A. Elliot (Ed.), **Advances in Motivation Science** 6, 2019, 111– 156. Elsevier. <https://doi.org/10.1016/bs.adms.2019.01.001>
21. H. Sakarya Akbulut., & I. F. Altay: *Motivational Differences between Turkish Students and International Students for learning English at a University Context*. **International Journal of Curriculum and Instruction**, 13(3), 2021, 2302-2331.
22. B. Y. Cahyono., & T. Rahayu: *EFL Students' Motivation in Writing, Writing Proficiency, and Gender*. **TEFLIN Journal**, 31(2), 2020, 162
<https://doi.org/10.15639/teflinjournal.v31i2/162-180>
23. S. Ileuma: *Principals' Managerial Skills and Efficient Management of Educational Record Keeping in Secondary Schools, Edo State*. **International Journal of Strategic Research in Education, Technology & Humanities**. 8(1), September, 2020, 96-106. p-ISSN: 2465-731X, e-ISSN: 2467-818X
24. D. Căprioară., & V. Frunză,: *Effective Strategies to Improve Student Motivation for School Learning*. **European Proceedings of Social and Behavioural Sciences**, 2019, 1490- 1497.
<https://doi.org/10.15405/epsbs.2019.08.03.183>
25. A. S. Daif-Allah, & F. H. Aljumah: *Differences in Motivation to Learning English among Saudi University Students*. **English Language Teaching**, 13(2), 2020, 63-74.
26. Y. H. Tseng: *Exploring Motivation in EFL Learning: A Case Study of Elementary Students in a Rural area*. **Taiwan Journal of TESOL**, 18(2), 2021, 93-124.

27. R. M., Abdelrahman, *Metacognitive Awareness and Academic Motivation and Their Impact on Academic Achievement of Ajman University Students*. **Heliyon**, 6(9), 2020, 12-26. <https://doi.org/10.1016/j.heliyon.2020.e04192>.
28. H. K., Gameda & J., Lee, *Leadership Styles, Work Engagement and Outcomes among Information and Communications Technology Professionals: A Cross-National Study*. **Heliyon**, 6(4), 2020, 11-22. <https://doi.org/10.1016/j.heliyon.2020.e03699>.
29. F., Gathura, M., Momanyi & S., Mwalw'a, *Effectiveness of Students' Council Leaders Involvement in Management Roles for Enhancing Students' Discipline among Different Categories of Public Secondary Schools in Machakos County, Kenya*. **Journal of African Interdisciplinary Studies**, 5(7), 2021, 89-116. <https://doi.org/10.7176/jep/11-23-06>.
30. M. Özgenel, & P., Mert, *The Role of Teacher Performance in School Effectiveness*. **International Journal of Education Technology and Scientific Researches**, 10, 2019, 417-434. <https://doi.org/10.35826/ijetsar.42>.
31. B. C., Oguguo, F. A., Nannim, J. J., Agah, C. S., Ugwuanyi, C. U., Ene & A. C., Nzeadibe, *Effect of Learning Management System on Student's Performance in Educational Measurement and Evaluation*. **Education and Information Technologies**, 26, 2021, 1471-1483. <https://doi.org/10.1007/s10639-020-10318-w>.
32. J. F., Cohen, A. A., Hecht, G. M., McLoughlin, L., Turner & M. B., Schwartz, *Universal School Meals and Associations With Student Participation, Attendance, Academic Performance, Diet Quality, Food Security, and Body Mass Index: A Systematic Review*. **Nutrients**, 13(3), 2021, 1911. <https://doi.org/10.3390/nu13030911>.
33. I. E. Dursun, & O. O Bilgivar: *The Effect of School Principals' Leadership Styles on Teacher Performance and Organizational Happiness*. **International Journal of Educational Administration and Leadership: Theory and Practice**, 1(1), 2022, 12-25.
34. F., Hardiansyah, *The Implementation of School-Based Management in Improving Quality of Education in Primary School*. **Kelola: Jurnal Manajemen Pendidikan**, 9(2), 2022, 148-162. <https://doi.org/10.24246/j.jk.2022.v9.i2.p148-162>.
35. T., Van Waeyenberg, R., Peccei & A., Decramer, *Performance Management and Teacher Performance: The Role of Affective Organizational Commitment and Exhaustion*. **The International Journal of Human Resource Management**, 33(4), 2022, 623-646. <https://doi.org/10.1080/09585192.2020.1754881>.
36. S., Arif, H. K., Zainudin & A., Hamid, *Influence of Leadership, Organizational Culture, Work Motivation, and Job Satisfaction of Performance Principles of Senior High School in Medan City*. **Budapest International Research and Critics Institute-Journal (BIRCI-Journal)**, 2(4), 2019, 239-254. <https://doi.org/10.33258/birci.v2i4.619>.

37. A., Olsen & F., Huang, *Teacher Job Satisfaction by Principal Support and Teacher Cooperation: Results from the Schools and Staffing Survey*. **Education Policy Analysis Archives**, 27, 2019, 11-11. <https://doi.org/10.14507/epaa.27.4174>.
38. B., Holmes, D., Parker & J., Gibson, *Rethinking Teacher Retention in Hard-To-Staff Schools*. **Contemporary Issues in Education Research (CIER)**, 12(1), 2019, 29–34. <https://doi.org/10.19030/cier.v12i1.10260>.
39. N., Kholis, S., Syukur & A., Ishs, *Quality Management of Teacher Empowerment in Pekalongan Primary Islamic Schools*. **Edukasia Islamika Jurnal Pendidikan Islam**, 7(2), 2022, 251-270. <https://doi.org/10.28918/jei.v7i2.6275>.
40. J., Mahfouz, *Principals and Stress: Few Coping Strategies for Abundant Stressors*. **Educational Management Administration & Leadership**, 48(3), 2020, 440-458. <https://doi.org/10.1177/1741143218817562>.
41. C. C., Schermuly, L., Creon, P., Gerlach, C., Graßmann & J., Koch, *Leadership Styles and Psychological Empowerment: A Meta-Analysis*. **Journal of Leadership & Organizational Studies**, 29(1), 2022, 73-95. <https://doi.org/10.1177/15480518211067751>.
42. N. A., Pambudi & B., Harjanto, *Vocational Education in Indonesia: History, Development, Opportunities, and Challenges*. **Children and Youth Services Review**, 115, 2020, 105092. <https://doi.org/10.1016/j.childyouth.2020.105092>.
43. Y. N., Azizaha, M. K., Rijalb, U. N. R., Romainurc, S. A., Pranajayae, Z., Ngiuf, A., Mufidg & D. H., Maui, *Transformational or Transactional Leadership Style: Which Affects Work Satisfaction and Performance of Islamic University Lecturers During COVID-19 Pandemic*. **Systematic Reviews in Pharmacy**, 11(7), 2020, 577-588. <https://doi.org/10.32388/dhiksk>.
44. M. N., Mohd Norazmi bin Nordin, M. Z. B., Mustafa & A. R. B. A., Razzaq, *The Practice of Headmasters' Leadership and Its Effect on Job Satisfaction of Special Education Integration Program (PPKI) Teachers in Johor, Malaysia*. **Universal Journal of Educational Research**, 7(9), 2019, 2008-2014. <https://doi.org/10.13189/ujer.2019.070923>.
45. N. Ç., Çelik & B., Kiral, *Teacher Empowerment Strategies: Reasons for Nonfulfillment and Solution Suggestions*. **Eğitimde Nitel Araştırmalar Dergisi**, (29), 2022, 179-202.
46. S., Ganon-Shilon & C., Schechter, *School Principals' Sense-Making of their Leadership Role during Reform Implementation*. **International Journal of Leadership in Education**, 22(3), 2019, 279-300.
47. O. Y., Romlah & S., Latief, *Empowering the Quality of School Resources in Improving the Quality of Education*. **Bulletin of Science Education**, 1(1), 2021, 27-44.

48. E., Whelan, A. N., Islam & S., Brooks, *Applying the SOBC Paradigm to Explain How Social Media Overload Affects Academic Performance*. **Computers & Education**, 143, 2020, 103692.
49. M., Guhn, S. D., Emerson & P., Gouzouasis, *A Population-level Analysis of Associations Between School Music Participation and Academic Achievement*. **Journal of Educational Psychology**, 112(2), 2020, 308–328. <https://doi.org/10.1037/edu0000376>.
50. N. C. Celik, & B. Kırıl, *Teacher Empowerment Strategies: Reasons for Nonfulfillment and Solution Suggestions*. **Eğitimde Nitel Araştırmalar Dergisi**, (29), 2022 179-202. <https://dergipark.org.tr/pub/enad/issue/68506/1071960>.
51. M. A. Ajagbe, & A. J. Ogunleye: *Principals' Motivational Techniques and Academic Performance of Secondary School Students in Oyo State, Nigeria*. **Journal of Education and Learning**, 10(1), 2021, 67-77.
52. I. E Dursun, & O. O.Bilgivar.: *The Effect of School Principals' Leadership Styles on Teacher Performance and Organizational Happiness*. **International Journal of Educational Administration and Leadership: Theory and Practice**, 1(1), 2022, 12-25.
53. E. J. Ciesielski & N. A Creaghead: *The Effectiveness of Professional Development on the Phonological Awareness Outcomes of Preschool Children: A Systematic Review*. **Literacy Research and Instruction**. 59(2) 2020, 121-147. doi:101080//9388071.2019.1710785
54. M. Berman and D. J. Defeo: *Equitable Compensation to Attract and Retain Qualified Teachers in High-Need Alaska Public Schools*. **Educational Policy**. 2023, 1-37. Doi:10.1177108959048231174883,journals.sagepub.com/home/
55. D. Lie, Sherly; V. Candra; D.M. Siallagan & A. Sudirman: *Interpretation of the Effects of Job Satisfaction Mediation on the Effect of Principal Supervision and Compensation on Teacher Job Performance*. **Journal of Educational Science and Technology**. 7(1) 2021, 105-116. <https://doi.org.10.26858/est.v7i1.19208>
56. D. G. Bawalla& A. S. Omolawal: *Non-financial Rewards and Job Commitment among Public Secondary School Teachers in Ogun State*. **Reality of Politics**, 20, 2022, 55-75
57. O. A. Adegun & M. A. Animashaun, *Principals' Administrative Roles and Teachers' Instructional Task Performance as Correlates of Secondary School Effectiveness in Southwest Nigeria*, **Social Science Education Journal (SOSCED-J)**, 5(1), 2022, 45-52. <https://soscedj.eksu.edu.ng/>
58. O. I. Bamikole, K. M. Odediji, O. E. Akinsuroju, & H. T. Ekundayo, *Principals' Administrative Strategies and Teachers Job Performance in Secondary Schools in Osun State*, Available at [https://www.researchgate.net/publication/382284097_\(Published_20_June_2024\)](https://www.researchgate.net/publication/382284097_(Published_20_June_2024)).

59. A. I. Atanda & O. O. Abikoye, *School Support Services, Principal Administrative Skills and Teacher Job Commitment in Public Secondary Schools in Ogun State, Nigeria*, **African Journal of Educational Management**, 24(1&2), 2023, 270-289. ISSN 0795 – 0063
60. U. Akuche & A. A. Fadipe, *Employee Benefits as Predictor of Teachers' Job Satisfaction in Public Primary Schools in Southwest, Nigeria*, **Journal of Capital Development in Behavioural Sciences**, 10(1), 2022, 123-141. ISSN Online: 2449-0679 ISSN Print: 2354-3981
61. S. C. Ukonu & O. Atukpa, *Principals' Administrative Practices for Effective Teachers Job Performance in Public Senior Secondary Schools in Rivers State*, **International Journal of Institutional Leadership, Policy and Management**, 7(2), 2025, 212-226. ISSN: 2735-9220
62. A. A. Alaka, A. A. Odunlami & B. A. Adeyeye, *Principals' Managerial Practices as Predictor of Teacher Effectiveness in Public Senior Secondary Schools in Ogun-East Senatorial District, Nigeria*, **Lagos Journal of Contemporary Studies in Education**, 2(2), 2024, 315-326. ISSN: 3043-9075 E-ISSN: 3043-6834, DOI :<https://doi.org/10.36349/lajocse.2024.v02i02.24>
63. C. G. Igoni, *Administrative Practices of Principals and Teaching Staff Job Performance in Secondary Schools in Nigeria*, **International Journal of Scientific & Engineering Research**, 11(10), 2020, 1034-1046. ISSN 2229-5518
64. M. F. Karacabey: *School Principal Support in Teacher Professional Development*. **International Journal of Educational Leadership and Management** 9(1) 2020, DOI:10.17583/ijelm.2020.5158 ISSN 2014-9018
65. R. Ismawati, S. Mulyono & R. Aatute: *Influences of Compensation and Career Improvement on Teacher Performance through Work Motivation*. **International Journal of Social Science Research and Review** 6(1) January 2023, 193-203. <http://yssrr.comeditor@ijssrr>
66. M. M. Khtatbeh, A. S. B. Moahomed, S. A. Rahman & R. Mohamed: *The Mediating role of Procedural Justice on the Relationship between Job Analysis and Employee Performance in Jordan Industrial Estates*. **Heliyon**, 6, 2020, 1-9. <https://doi.org/10.1016/j.heliyon.2020.e04973>.
67. A. Owoseni, E. Ibem, & A. Opoko.: *Impact of Physical Learning Environment on Students' Learning Outcomes in Secondary Schools in Lagos State, Nigeria*. Department of Architecture, Covenant University, Nigeria, 2020.
68. M. A. Ojeje & A. Adodo.: *Education Infrastructure in Nigeria: An Analysis of Provision of School Building Facility in Secondary Schools in Delta State, Nigeria*. **Journal of Education and Entrepreneurship**, 5(3), 2018, 49-60. <https://doi.org/10.26762/jee.2018.400021>

69. L. Telem, & A. Zaidman-Zait, .: *Accessibility of the Physical Learning Environment: A Systematic Review of Literature*. **International Journal of Disability, Development and Education**, 66(5), 2019, 526-542.
70. L. Johnson, & K. Smith.: *The Influence of Classroom Environment on Student Attitudes and Engagement*. **Educational Psychology**, 48(3), 2019, 289-306.
71. H. O. Hassan., & M. A. Marwa: *The Effect of Physical Learning Environment on Students' Motivation and Academic Achievement*. **International Journal of Educational Research Open**, 2, 2021, 100020.
72. R. A Olatoye,,: *The Effects of Physical Learning Environment on Students' Academic Performance in Secondary Schools in Ogun State, Nigeria*. **Journal of Education and Learning**, 8(4), 2019, 131-141.
73. C. N. Chukwuji,: *An Assessment of the Level of Provision of Library Space and Equipment Among Secondary Schools in Gusau Towards Achieving Educational Goals*. **MBJLIS – Middlebelt Journal of Library and Information Science**, 18, 2020, 90. ISSN: 1596-1595. Retrieved from <https://www.mbjlisonline.org/>
74. O. Esan, B. Aina & B. A. Akporhonor: *Availability and Usage of Library School Resources as Predicators of Reading Habits among Secondary School Students in Oredo Local Government, Edo State, Nigeria*. **Record and Library Journal**. 7(2) 2021, 320-332. DOI:10.20473/rlj.v7i12204 e-ISSN: 2442-5168. <https://e-journal.unair.ac.id/index.php/RLJ>
75. S. Ileuma, R. J. Balogun & S. A. Wahab: *Learners' Motivation Towards Successful Achievement of Universal Basic Education Goal in Public Schools in Ogun state, Nigeria*. **Journal of Educational Leadership & Management (JELMA)**, 2(2), 2022, 182-190
76. D. Katz. *The Functional Approach to the Study of Attitudes*. **Public Opinion Quarterly**, 24(2), 1960, 163-204.
77. I. Ajzen, The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 1991, 179-211.
78. A. J. Chuckuemeka, O N. Sarah & U. N. Chukwumobi: *Principals' Motivational Techniques for Effective Teacher Job Performance in Public Secondary Schools in Awka South Local Government Area of Anambra State*. **International Journal of Innovative Social and Science Education Research** 9(1) 2021, 138-149 ISSN 2360-8978 www.seahipaj.org
79. M. N., Adamu, D., Mohammed & J., Gans, *The Impact of Training Development on Employee Productivity in the 21st century*. **African Journal of Management and Business Research** 3(5), 2022
80. M. H. Yimam , *Impact of Training and Development on Employee Performance: A case study of Bahir Dar University, Ethiopians*. **Cogent Education** 9(1) 2022.

81. A., A., Adama, & M. B. Mustapha, *Impact of Training and Development on Employee Performance in Federal Polytechnic Nasarawa*, **World Journal of Management and Business Studies** 3(1) 2024, 2795 – 2525
82. S. H., Saw-Mu, S., Shaha, S., Shamin, *Future-Proofing the Workforce: Training and Development in the Digital Age*, **European Journal of Human Resource Management Studies**. 7(2) 2024
83. S., A., Muhammed *Effect of Training and Development on Employees Productivity among Academic Staff of Kano State Polytechnic, Nigeria*, **Asian People Journal** 1(2), 2018, 264-286.
84. S. O. Akinbobola., & A. O. Adesope: *Effect of Learning Environment on Students' Attitudes towards Learning Mathematics in Nigerian Secondary Schools*. **International Journal of Educational Research Open**, 1, 2020, 100005.
85. G. G. Padillo, R. P. Manguilimotan., R. G. Capuno., & R. C. Espina., *Professional Development Activities and Teacher Performance*. **International Journal of Education and Practice**, 9(3), 2021, 497-506. <https://doi.org/10.18488/journal.61.2021.93.497.506>
86. P. Kumar & P . Raman, *A Study on Effectiveness of Training and Development in Employees' Performance at Ennovi Mobility Solutions Pvt.Ltd*, **International Journal of Research Publication and Reviews** 5(6) 2024, 705 – 714
87. R. P. Nassary, *The Effects of Training on Employees' Performance in Public Institutions. A Case of Arusha Municipality, Tanzania*. **International Journal of Research and Innovation in Applied Science (IJRIAS)** V (IX) 2020
88. N. P. Onyekwelu & I. M. Uchenna, *Effect of Training on Employee Performance. A Study Of Selected Banks in Anambra, State, Nigeria*, **International Journal of Research and Innovation in Applied Science (IJRIAS)** V (VI) 2020.
89. A. O., Elizabeth, R., Aderanti, & A. K. Olanrewaju, *Principals' Administrative Skills and Teachers' Productivity in Public Senior Secondary Schools Alimosho Local Government, Lagos State Nigeria*. **Canadian Journal of Educational and Social Studies**, 3(4), 2023, 12-24. <https://doi.org/10.53103/cjess.v3i4.154>.
90. U., Sarwar, R., Tariq, & Q. Z Yong, *Principals' Leadership Styles and its Impact on Teachers' Performance at College level*. **Frontiers in Psychology**, 13, 2022, 919693. <https://doi.org/10.3389/fpsyg.2022.919693>.
91. O.S Okecha R. E& J. Obozuwa, *Principal's Leadership Styles and Teachers' Job Performance: Evidence from Edo State. Nigeria*. 2019, 47(6), 909-924. <https://doi.org/10.1177/1741143218764178>.

92. M., Carmona-Halty M., Salanova, S., Llorens, & W. B. Schaufeli, *Linking Positive Emotions and Academic Performance: The Mediated Role of Academic Psychological Capital and Academic Engagement*. **Current Psychology**,40, 2021, 2938-2947. <https://doi.org/10.1007/s12144-019-00227-8>.
93. E., Huéscar Hernández, J. A., Moreno-Murcia, L., Cid, D., Monteiro, & F. Rodrigues, *Passion or Perseverance? The Effect of Perceived Autonomy Support and Grit on Academic Performance in College Students*. **International Journal of Environmental Research and Public Health**, 17(6), 2020, 2143. <https://doi.org/10.3390/ijerph17062143>.
94. A. S., Al-Adwan, M., Nofal, H., Akram, N. A., Albelbisi, & M. Al-Okaily, *Towards a Sustainable Adoption of E-Learning Systems: The Role of Self-Directed Learning*. **Journal of Information Technology Education: Research**, 21. 2022, <https://doi.org/10.28945/4980>.
95. J. Tus, *The Influence of Study Attitudes and Study Habits on the Academic Performance of the Students*. **International Journal of all Research Writings** 2(4)2020. 11-32.,<https://doi.org/10.37200/ijpr/v24sp1/pr201138>.
96. J. Tus, *Self-Concept, Self-Esteem, Self-Efficacy and Academic Performance of the Senior High School Students*. **International Journal of Research Culture Society**, 4(10), 2020, 45-59.<https://www.IJRCS.org> ,<https://doi.org/10.37200/ijpr/v24sp1/pr201138>.
97. Y. F., Abu Alhaija, Y. M., Abd Algani, & W. Hibi, *The Relationship between Leadership Style, School Climate and Students' Persistence in Middle and High Schools in Arab Society in Israel*. **TurkishOnline Journal of Qualitative Inquiry**, 12(4, 2021,<https://doi.org/10.14738/assrj.86.10444>.
98. R. T., Obispo, G. C., Magulod Jr, & D. J. C. Tindowen, *Teachers' Classroom Management Styles and Student-Teacher Connectedness and Anxiety*. **International Journal of Learning, Teaching and Educational Research**, 20(5), 2021, 123-141.<https://doi.org/10.26803/ijlter.20.5.7>.
99. S. Barnova Krasna, *Development of Secondary School Students' Attitudes towards Distance Learning During the COVID-19 Pandemic*. **Journal of Elementary Education**, 2022 7355-7359.<https://doi.org/10.21125/edulearn.2022.1720>.
100. N. L. Okeke, P. U. Obilor, E. C. Okonkwo & C. Ezeonwumere, *Factors Influencing School Principals' Effectiveness in Public Secondary Schools in Awka South Local Government Area, Anambra State*, **Unizik Journal of Educational Research and Policy Studies**, 16(1), 2023, 9-17. URL: <http://sjifactor.com/passport.php?id=21363>

101. G. U. Evans, S. A. Usen & U. S. Ibok, *Institutional Variables as a Determinant of Secondary School Effectiveness*, **International Journal of Innovative Science and Research Technology**, 8(7), 2023, 649-655. ISSN No:-2456-2165
102. F. Wajdi, Z. Putra & A. Arif, *Management of Educational Facilities and Infrastructure in Improving Learning Productivity in Elementary Schools*, **ASSEHR**, 727, 2023, 44–51. https://doi.org/10.2991/978-2-494069-95-4_6
103. B. A. Onyango & J. O. Sika, *Effects of Physical Facilities on Job Satisfaction Among Secondary Schools Female Principals in Siaya County, Kenya*, **European Journal of Research and Reflection in Educational Sciences**, 8(7), 2020, 1-11. ISSN 2056-5852
104. E. C. Elujekwute, J. I. Daagu & A. U. Ikwen, *Influence of School Plant on the Management of Secondary Schools in Zone “B” Senatorial District of Benue State, Nigeria*, **Sapientia Foundation Journal of Education, Sciences and Gender Studies (SFJESGS)**, 4(1), 2021, 31-49. ISSN (PRINT): 2734 – 2522, ISSN (ONLINE): 2734 – 2514
105. M. Adamu, *Teachers’ Fringe Benefits and Teachers’ Professional Development as Correlate of Teachers’ Job Performance in Senior Secondary Schools in Adamawa State*, **International Journal of Innovative Science and Research Technology**, 4(5), 2019, 508-514. ISSN No:-2456-2165
106. P. I. Idigo, *Incentives and Performance of Workers in Tertiary Institutions in Anambra and Enugu State, Nigeria*, **International Journal of Innovative Social Sciences & Humanities Research**, 11(1), 2023, 6-20. ISSN: 2354-2926
107. V. Virgana, *The Increasing Performance of School Principal through Remuneration, Personality, and Job Satisfaction*, **International Journal of Human Capital**, 2(2), 2018, 45-59. Available online at Management <http://journal.unj.ac.id/unj/index.php/ijhcm>, E-ISSN 2580-9164
108. E. U. Umoetuk, J. A. Boc-Ifeobu, M. I-I. Eden & W. E. Mbuk, *School Discipline, Reward System and Administrative Efficacy of Principals in Secondary Schools in Akwa Ibom State, Nigeria*, **Asian Journal of Education and Social Studies**, 49(3), 2023, 312–317. <https://doi.org/10.9734/ajess/2023/v49i31157>
109. G. A. Abazie, *In-Service Training as Correlates of Teachers’ Job Performance in Public Secondary Schools in Enugu State, Nigeria*, **European Journal of Education Studies**, 7(11), 2020, 390-412. DOI: 10.46827/ejes.v7i11.3363
110. A. T. Abdulganiyu & N. Obiweluzor, *In-Service Training and School Effectiveness in Private Secondary Schools in Ilorin Metropolis, Kwara State, Nigeria*, **European Journal of Education Studies**, 6(9), 2019, 269-280. doi: 10.5281/zenodo.3593309

111. D. K. Mutunga, J. Kalai & S. Chepkonga, *Influence of In-Service Programmes on Principals' Management of Public Secondary Schools in Machakos, Kenya*, **IOSR Journal of Humanities and Social Science (IOSR-JHSS)**, 27(10), 2022, 48-57. e-ISSN: 2279-0837, p-ISSN: 2279-0845
112. A. J. Ayeni & A. P. Amanekwe, *Teachers' Instructional Workload Management and Students' Academic Performance in Public and Private Secondary Schools in Akoko NorthEast Local Government, Ondo State, Nigeria*, **American International Journal of Education and Linguistics Research**, 1(1), 2018, 9-23. DOI:10.46545/aijelr.v1i1.24
113. M. T. Anshebo, *An Assessment of the Principal's Practice in Delegation of Authority to Teachers in Some Selected Public Primary Schools of Wolkite Town Administration*, **Journal of Education and Practice**, 11(7), 2020, 32-45. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
114. M. H. Ochieng, R. A. Odhiambo & Y. M. John, *Selected Practices of Delegation and It's Influence on Principals' Management of Public Secondary Schools in Rachuonyo South Sub-County Kenya*, **International Journal for Research in Educational Studies**, 5(9), 2019, 1-15. ISSN: 2208-2115
115. O. D. Ogunbiyi, F. O. Adepoju & O. R. Oshinowo, *Principals' Time Management and Administrative Effectiveness in Secondary School in Ekiti State*, **Ekiti State University Journal of Contemporary Issues in Education**, 5(1), 2021, 11-19. <https://www.eksujcie.com/elementor-2078>
116. H. O. Bolaji & T. O. Bolaji, *Information and Communication Technology Utilisation for Managerial Planning among Educational Administrators in Secondary Schools in Ilorin Metropolis*, **AJIE - Asian Journal of Innovation and Entrepreneurship**, 6(3), 2022, 106-113. e-ISSN: 2477-0574; p-ISSN: 2477-3824
117. I. Bafadal, A. Nurabadi, Y. Soepriyanto & I. Gunawan, *Primary School Principal Performance Measurement*, Proceedings of the 2nd Early Childhood and Primary Childhood Education (ECPE 2020), **Advances in Social Science, Education and Humanities Research**, 487, 19-23. e -<http://creativecommons.org/licenses/by-nc/4.0>
118. D. E. Kusumaningrum, R. B. Sumarsono & I. Gunawan, *Professional Ethics and Teacher Teaching Performance: Measurement of Teacher Empowerment with a Soft System Methodology Approach*, **Int. J. Innov. Creat. Chang**, 5(4), 2019, 611–624
119. I. Gunawan, D. E. Kusumaningrum & R. B. Sumarsono, *Investigation of Principal Leadership Based on Pesantren: Descriptive Study about Implementation of Human Resources Empowerment Models Based on Soft System Methodology*, Proceedings of the 4th

International Conference on Education and Management (COEMA 2019), **Advances in Social Science, Education and Humanities Research**, 381, 2020, 255–258. DOI:10.2991/coema-19.2019.52

120. G. T. Wakkala, M. Danjuma & K. Bashir, *Welfare and Teachers' Job Performance in Public Secondary Schools in Danko-Wasagu Local Government, Kebbi State, Nigeria*, **British Journal of Education**, 10(11), 2022, 31-45. Online ISSN: 2054-636X (Online) Print ISSN: 2054-6351(Print)

121. O. O. Olanipon, S. O. Ebhoaye, A. E. Oyamendan, A. A. Akionla, G. C. Adélakun & T. R. Akinradewo, *Work environment and Employee Performance among Staff in Federal Polytechnic Ado-Ekiti, Ekiti State*, **Fuoye Journal of Finance and Contemporary Issues**, 4(2), 2023, 64-81. ISSN: 2805-3664 (Print) ISSN: 2814-1733 (Online)

122. E. D. A. Khawaldeh, *The Impact of Training on Improving Employee Performance: A Case Study on Employees in the Directorate of Education of Ma'an District*, **International Journal of Professional Business Review**, 8(10), 2023, 1-14. Doi: <https://doi.org/10.26668/businessreview/2023.v8i10.3520>

123. O. G. Tojue, O. L. Audu & J. N. Nnamani, *Effect of Stress Management Techniques on Employee Job Performance in Manufacturing Firms in Nigeria*, **World Journal of Advanced Research and Reviews**, 18(02), 2023, 449–461. DOI: <https://doi.org/10.30574/wjarr.2023.18.2.0817>

124. T. A. Etalong & F. O. Chikeleze, *Effect of Organizational Culture on Employee Performance: A Survey of Selected Public Sector Organizations in Enugu*, **European Journal of Business and Innovation Research**, 11(7), 2023, 1-14. DOI:10.37745/ejbir.2013/vol11n77386

125. B. B. Arogundade, *School Factors as Correlates of Secondary School Teachers' Job Performance in Ekiti State, Nigeria*, A paper submitted to the Department of Educational Management, Faculty of Education, Ekiti State University, Ado- Ekiti, Nigeria, 2019. <http://publications.uew.edu.gh>

126. N. O. Oresajo, V. S. Adeyemi & D. Ajilore, *Principals' Behavioural Roles as Predictors of Teachers' Job Performance in Secondary Schools in Sagamu Local Government Area of Ogun State, Nigeria*, **African Journal of Educational Management**, 21(2), 137-152. <https://journals.ui.edu.ng/index.php/ajem/article/view/623/563>

127. F. Assibey-Ankrah, *Stress Management Practices and Employees' Performance at the University of Cape Coast*, Master's Dissertation in Business Administration, Department of

Human Resource Management, University of Cape Coast, 2021.
<https://ir.ucc.edu.gh/xmlui/handle/123456789/7677>.

128. N. Oguzo, *Workplace Automation and Employee Performance*, **Innovative Journal of Advancement in Business Education and Management**, 8(3), 2022, 95-103. ISSN: 4608 – 4775

129. J. A. Forson, E. Ofosu-Dwamena, R. A. Opoku & S. E. Adjavon, *Employee Motivation and Job Performance: A Study of Basic School Teachers in Ghana*, **Future Business Journal**, 7(1), 2021, 1-12. <https://doi.org/10.1186/s43093-021-00077-6>

130. J. C. Agu & N. S. Oputa, *Principals' Leadership Styles and Teachers' Job Performance in Secondary Schools in Anambra State*, **International Journal of Innovative Social & Science Education Research**, 9(2), 2021, 88-98. ISSN: 2360-8978

131. C. B. Okolocha, G. U. Akam & F. O. Chehara, *Effect of Job Satisfaction on Job Performance of University Lecturers in South-East, Nigeria*, **International Journal of Management Studies and Social Science Research**, 3(1), 2021, 119-137. ISSN: 2582 – 0265

132. M. A. Lopez-Cabarcos, P. Vazquez-Rodríguez & L. M. Quinoa-Pineiro, *An Approach to Employees' Job Performance through Work Environmental Variables and Leadership Behaviours*, **Journal of Business Research**, 140, 2022, 361-369. <https://doi.org/10.1016/j.jbusres.2021.11.006>

133. Y. M. Sabti, R. I. N. Alqatrani, M. I. Zaid, B. Taengkliang & J. M. Kareem, *Impact of Business Environment on the Performance of Employees in the Public-Listed Companies*, **FMDB Transactions on Sustainable Management Letters**, 1(2), 2023, 56-65. <https://www.fmdbpub.com>

134. O. A. Alabi, Z. O. Olonade, O. O. Omotoye & A. S. Odebode, *Non-Financial Rewards and Employee Performance in Money Deposit Banks in Lagos State, Nigeria*, **ABUAD Journal of Social and Management Sciences (AJSMS)**, 3(1), 2022, 58-77. DOI: <https://doi.org/10.53982/ajsms.2022.0301.05-j>

135. D. S. Riatmaja & S. Wibawanto, *The Effect of Financial Compensation and Non-Financial Compensation on Employee Performance with Motivation as an Intervening Variable in Yogyakarta Startup Companies*, **Media Pengkajian Manajemen dan Akuntansi**, 21(1), 2022, 124-133. DOI:10.32639/fokbis.v21i1.99

136. M. M. Yakubu, H. S. Abubakar & C. O. Daniel, *Effect of Compensation on Employee Job Performance of Deposit Money Banks in Kano State, Nigeria*, **International Journal of Economics, Business and Management Research**, 7(6), 2023, 353-371. ISSN: 2456-7760, doi: 10.51505/IJEBMR.2023.7622

137. E. O. Afriyie, E. A. Twumasi, L. Sarpong & O. Darko, *The Effect of Compensation on Employees' Performance: A Case of a Technical University in Ghana*, **International Journal of Managerial Studies and Research (IJMSR)**, 8(6), 2020, 44-54. ISSN 2349-0330 (Print) & ISSN 2349-0349 (Online) <http://dx.doi.org/10.20431/2349-0349.0806005>
138. U. J. Nwogu & F. G. Adieme, *Principals' Job Performance Enhancement for Economic Recovery in Secondary Schools in Rivers State, Nigeria*, **Asian Journal of Management Sciences & Education**, 7(4), 2018, 7-17. ISSN: 2186-845X ISSN: 2186-8441 Print
139. F. N. Amaefule, N. M. Akulue & C. R. Okoli, *Principals' Administrative Strategies for the Attainment of Quality Assurance in Secondary Schools in Anambra State*, **Journal of Educational Research and Development**, 5(1), 2022, 318 – 326. ISSN (Print): 2682-5201
140. S. Ray, G. Muhammad & M. Adnan, *The Administrative Role of Principals: Insights and Implication in Secondary Schools of Mardan District*, **Journal of Social Sciences Review (JSSR)**, 1(1), 2021, 46-56. DOI:10.54183/jssr.2021.1.1.46
141. J. Pardosi & T. I. Utari, *Effective Principal Leadership Behaviors to Improve the Teacher Performance and the Student Achievement*, **F1000Research**, 10(465). <https://doi.org/https://doi.org/10.12688/f1000research.51549.2>
142. A. Samad & A. A. Lashari, *Analysis of Administrative and Educational Experience of School Principal in Enhancing School Performance*, **Journal of Positive School Psychology**, 6(11), 2022, 3442-3452. <http://journalppw.com>
143. S. Aidoo, *Principals' Instructional Leadership in Secondary Schools in Bohlabela District: A Matter of Concern* (June 4, 2020), Available at SSRN: <https://ssrn.com/abstract=3618943> or <http://dx.doi.org/10.2139/ssrn.3618943>
144. U. Ughamadu & R. U. Ezinine, *Effective Leadership Practices of Principals for Sustainable Development in Secondary Schools in Anambra State*, **COOU Journal of Educational Research**, 6(2), 2021, 70 – 80. ISSN (Print): 2682-5201
145. C. B. Akins, *The Relationship between Instructional Leadership Practices and Leadership Self-Efficacy of School Leaders*, Electronic Theses and Dissertations, Georgia Southern University, 2019, 8. . <https://digitalcommons.georgiasouthern.edu/etd/2019>
146. S. E. Ebete & C. L. Ejims, *Principals' Leadership Practices for Goal Attainment in Public Senior Secondary Schools in Rivers State*, **African Journal of Educational Research and Development (AJERD)**, 13(2), 2020, 90-104. <http://ajerduniport.com>

147. S. N. Ismail, Y. Don, F. Husin & R. Khalid, *Instructional Leadership and Teachers' Functional Competency across the 21st Century Learning*, **International Journal of Instruction**, 11(3), 2018, 135-152. <https://doi.org/10.12973/iji.2018.11310a>
148. A. Mokhtar & Y. Ibrahim, *Community Awareness and Leadership among Singapore Youths Amidst a COVID-19 Landscape*, In Handbook of Research on Revisioning and Reconstructing Higher Education After Global Crises, 2023, 1-18. DOI: 10.4018/978-1-6684-5934-8.ch010
149. N. Jain, *What is Community Engagement? Definition, Principal, Example, Model, Framework, Strategies and Best Practices*, Available at https://ideascale.com/blog/what-is-community-engagement/#toc_Principal_of_Community_Engagement November 30, 2023
150. A.T. Abdulganiyu & N. Obiweluozor, *In-Service Training and School Effectiveness in Private Secondary Schools in Ilorin Metropolis, Kwara State, Nigeria*, **European Journal of Education Studies**, 6(9), 2019, 269-280. doi: 10.5281/zenodo.3593309
151. M. Kools, L. Stoll, B. George, B. Steijn, V. Bekkers & P. Gouëdard, *The School as a Learning Organisation: The Concept and its Measurement*, **Eur J Educ**, 55, 2020, 24-42. <https://doi.org/10.1111/ejed.12383>
152. G. U. Evans, S. A. Usen & U. S. Ibok, *Institutional Variables as a Determinant of Secondary School Effectiveness*, **International Journal of Innovative Science and Research Technology**, 8(7), 2023, 649-655. ISSN No:-2456-2165
153. S. Sikombe & M. A. Phiri, *Institutional Factors Influencing Institutionalised Supplier Development Initiatives in the Construction Industry in Zambia*. **Cogent Business & Management**, 8(1), 2021, 1935184. <http://dx.doi.org/10.1080/23311975.2021.1935184>
154. M. B. Adesola & H. T. Ekundayo, *Institutional Factors and Academic Staff Job Performance in Public Universities in Southwest, Nigeria*, **Journal of Education and Practice**, 6(5), 2022, 66–80. <https://doi.org/10.47941/jep.1071>
155. F. Wajdi, Z. Putra & A. Arif, *Management of Educational Facilities and Infrastructure in Improving Learning Productivity in Elementary Schools*, **ASSEHR**, 727, 2023, 44–51. https://doi.org/10.2991/978-2-494069-95-4_6
156. S. T. Subair, *Assessment of Functionalities, Utilisation and Management of Hostel Facilities in Nigerian Universities*, **International Journal of Humanities Social Sciences and Education (IJHSSE)**, 7(6), 2020, 102-109. ISSN 2349-0373 (Print) & ISSN 2349-0381 (Online) <http://dx.doi.org/10.20431/2349-0381.0706011>

157. M. Olugbenga, *Impact of School Facilities on the Academic Performance of Secondary School Students in Kaduna State, Nigeria*, **International Journal of Social Science and Humanities Research**, 7(3), 2019, 497-507. ISSN 2348-3164 (online), ISSN 2348-3156 (Print)
158. S. O. Olajide, B. V. Olanipekun, & A. O. Obafunmilayo, *Influence of School Facilities on Students' Academic Performance in Basic Science and Technology in Junior Secondary Schools in Osun State, Nigeria*, **International Journal of Innovative Research and Development**, 10(2), 2021, 182-186. <https://doi.org/10.24940/ijird/2021/v10/i2/FEB21037>
159. F. K. Onubuleze, *School Facilities as Predictors of Students' Academic Performance in Secondary Schools in Enugu State*, **Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS)**, 6(2), 2023, 315-324. ISSN: 2695- 2319 (Print); ISSN: 2695-2327 (Online)
160. M. Adamu, *Teachers' Fringe Benefits and Teachers' Professional Development as Correlate of Teachers' Job Performance in Senior Secondary Schools in Adamawa State*, **International Journal of Innovative Science and Research Technology**, 4(5), 2019, 508-514. ISSN 2456-2165
161. E. Umemezia & A. E. Akenzua, *Compensation Effect on Job Satisfaction among Private School Teachers in Benin City, Nigeria*, **DBA Africa Management Review**, 10(4), 2020, 92-105. ISSN - 2224-2023
162. P. I. Idigo, *Incentives and Performance of Workers in Tertiary Institutions in Anambra and Enugu State, Nigeria*, **International Journal of Innovative Social Sciences & Humanities Research**, 11(1), 2023, 6-20. ISSN: 2354-2926
163. A. I. Oyetakin, J. A. Ajalode & T. Alen, *Welfare Packages and Job Satisfaction among Public Secondary School Teachers' Ondo State, Nigeria*, **UNIZIK Journal of Educational Management and Policy**, 3(1), 2019, 63-76. <https://journals.unizik.edu.ng/index.php/ujoemp/article/view/583>
164. S. Sudarti, P. B. Setiadi & S. Rahayu, *Effect of Remuneration and Motivation on Employee Performance at the State Court of Sidoarjo, Indonesia*, **Indonesia World Journal of Advanced Research and Reviews**. DOI: <https://doi.org/10.30574/wjarr.2022.14.3.0571>. 14(03), 2022, 403–412
165. W. O. Osang, A. W. Osang & S. I. Akpama, *Prompt Payment of Salaries and Fringe Benefits as Determinants of Teachers Productivity in Public Secondary Schools of Calabar South Local Government Area of Cross River State, Nigeria*, **Turkish Online Journal of Qualitative Inquiry (TOJQI)**, 12(10), 2021, 4413-4423

166. C. O. Odoh & D. P. Okeofu, *Influence of In-Service Training on Primary School Teachers' Job Performance in Nsukka Local Government Education Authority*, **IOSR Journal of Research & Method in Education (IOSR-JRME)**, 10(5), 2020, 45-54. e-ISSN: 2320-7388, p-ISSN: 2320-737x
167. P. Akira, *Teachers' Perception on Workload and Performance (A Case Study of Homeroom Teachers' at Primary Global Islamic School 2 Serpong)*, Unpublished Master Degree of Education (M.Pd.) Thesis, Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta, 2020. <https://repository.uinjkt.ac.id/dspace/handle/123456789/51564>. 2020
168. O. S. F. Okiridu & Y. J. Godpower, *Teachers' Workload and Effective Instructional Delivery of Business Education Courses in Rivers State Universities*, **International Journal of Innovative Social & Science Education Research**, 9(1), 2021, 60-66. ISSN: 2360-8978
169. A. R. Aminullahi & O. M. Olojuola, *Managing Workload and Lecturers Effectiveness in Southwest Nigerian Universities*, **International Journal of Advanced Research in Management and Social Sciences**, 10(4), 2021, 59-72. ISSN: 2278-6236
170. C. Amini-Philips & A. N. Okonmah, *Lecturers' Workload and Productivity in Universities in Delta State*, **International Journal of Education, Learning and Development**, 8(3), 2020, 111-136. Print ISSN: 2054-6297(Print). Online ISSN: 2054-6300 (Online).
171. T. Maldrine & H. K. Kiplangat, *Workload and Job Satisfaction Revisited among Public Secondary School Teachers in Nakuru West Sub County, Kenya*, **International Journal of Social Sciences and Management Review**, 3(5), 2020, 88-100. ISSN 2582-0176
172. A. A. R. A. Omar, *Efficiency and Effectiveness in Management*, **Journal of Survey in Fisheries Sciences**, 10(3S), 2023, 3382-3392. DOI: 10(3S)3382-3392.pdf
173. S., Ganon-Shilon & C., Schechter, *School Principals' Sense-Making of their Leadership Role during Reform Implementation*. **International Journal of Leadership in Education**, 22(3), 2019, 279-300.
174. O. Y., Romlah & S., Latief, *Empowering the Quality of School Resources in Improving the Quality of Education*. **Bulletin of Science Education**, 1(1), 2021, 27-44.
175. E., Whelan, A. N., Islam & S., Brooks, *Applying the SOBC Paradigm to Explain How Social Media Overload Affects Academic Performance*. **Computers & Education**, 143, 2020, 103692.

176. M., Guhn, S. D., Emerson & P., Gouzouasis, *A population-level Analysis of Associations Between School Music Participation and Academic Achievement*. **Journal of Educational Psychology**, 112(2), 2020, 308–328. <https://doi.org/10.1037/edu0000376>.
177. N. C. Celik, & B. Kiral, Teacher Empowerment STRATEGIES: Reasons for Nonfulfillment and Solution Suggestions. **Eğitimde Nitel Araştırmalar Dergisi**, (29), 2022 179-202. <https://dergipark.org.tr/pub/enad/issue/68506/1071960>.
178. M., Yohana. "Evaluasi Implementasi Kurikulum 2013 Mata Pelajaran Biologi di SMA Negeri." **Kelola: Jurnal Manajemen Pendidika**, 6(2), 2019, 130-145. <https://doi.org/10.24246/j.jk.2019.v6.i2.p130-145>.
179. Y., Yustina, L., Halim & I., Mahadi, The Effect of fish Diversity'book in Kampar District on the Learning Motivation and Obstacles of Kampar High School students' Through Online Learning during the Covid-19 Period. **Journal of Innovation in Educational and Cultural Research**, 1(1), 2020, 7-14. <https://doi.org/10.46843/jiecr.v1i1.2>.
180. A. S., Clarin & E. L., Baluyos, Challenges Encountered in The Implementation of Online Distance Learning. **EduLine: Journal of Education and Learning Innovation**, 2(1), 2022, 33-46. <https://doi.org/10.35877/454ri.eduline591>.
181. A., Afrina, E. W., Abbas & H., Susanto, *The Role of Historical Science in Social Studies Learning Materials for Increasing Values of Student's Nationalism*. **The Innovation of Social Studies Journal**, 3(1), 2021, 1-8. <https://doi.org/10.20527/iis.v3i1.3769>.
182. C., Sze-Yeung Lai & P., Chi-leung Hui, *Service-learning: Impacts of Learning Motivation and Learning Experience on Extended Social/Civic Engagement*. **Higher Education Research & Development**, 40(2), 2021, 400-415. <https://doi.org/10.1080/07294360.2020.1756748>.
183. H. Fitria, N. Ahyani, M. Mahasir, & H. Hermalita, *The Influence of Principal's Leadership and Professional Teacher's Competence on Teacher's Performance*. **JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)**, 8(2), 2023. 946-957. <https://doi.org/10.31851/jmksp.v8i2.11783>.
184. N. Pellas, P. Fotaris, I. Kazanidis, & D. Wells. *Augmenting the Learning Experience in Primary and Secondary School Education: A Systematic Review of Recent Trends in Augmented Reality Game-Based Learning*. **Virtual Reality**, 23(4), 2019. 329-346. <https://doi.org/10.1007/s10055-018-0347-2>.
185. A., Alshuraiaan, Exploring the Relationship between Teacher-student Interaction Patterns and Language Learning Outcomes in TESOL Classrooms. **Journal of English Language Teaching and Applied Linguistics**, 5(3), 2023, 25-34. <https://doi.org/10.32996/jeltal.2023.5.3.3>.

186. R., Deng, P., Benckendorff & D., Gannaway, Learner Engagement in MOOCs: Scale Development and Validation. **British Journal of Educational Technology**, 51(1), 2020, 245-262. <https://doi.org/10.1111/bjet.12810>.
187. D., Maulud & A. M., Abdulazeez, A Review on Linear Regression Comprehensive in Machine Learning. **Journal of Applied Science and Technology Trends**, <https://doi.org/10.38094/jastt1457>. 1(4), 2020, 140-147.
188. M. A., Qureshi, A., Khaskheli, J. A., Qureshi, S. A., Raza & S. Q., Yousufi, *Factors Affecting Students' Learning Performance Through Collaborative Learning and Engagement*. **Interactive Learning Environments**, 31(4), 2023, 2371-2391. <https://doi.org/10.1080/10494820.2021.1884886>.
189. N., Alalwan, W. M., Al-Rahmi, O., Alfarraj, A., Alzahrani, N., Yahaya & A. M., Al-Rahmi, *Integrated Three Theories to Develop a Model of Factors Affecting Students' Academic Performance in Higher Education*. **Ieee Access**, 7, 2019, 98725-98742. <https://doi.org/10.1109/access.2019.2928142>.
190. M. I., Obiakor, *Leadership as a Critical Responsibility That Requires Effective Attention on The Improvement Of Educational Standard In Enugu Education Zone Of Enugu State*. **Multi-Disciplinary Research and Development Journals Int'l**, 1(1), 2023, 11-11. <https://doi.org/10.15373/2249555x/mar2014/32>.
191. A. Zambak, & E. Ozdemir, *Investigating Pre-School Teachers' Perceptions about the Leadership Styles of School Principals*. **Uluslararası Liderlik Çalışmaları Dergisi: Kuram ve Uygulama**, 5(2), 2022. 123-139. <https://doi.org/10.52848/ijls.1098341>.
192. Ü., Kalkan, F., Altınay Aksal, Z., Altınay Gazi, R., Atasoy & G., Dağlı, *The Relationship between School Administrators' Leadership Styles, School Culture, and Organizational Image*. **Sage Open**, 10(1), 2020, 1-12. <https://doi.org/10.1177/2158244020902081>,
193. S. Moghadam Hosseini, *Predicting the Performance of School Principals in leadership Based on Spiritual Intelligence and Spirituality at Workplace with the Mediation of Organizational Intelligence*. **School Administration**, 10(4), 2023. 216-237. <https://jsa.uok.1173b817fd71823b41e64a92>
194. G., Maheshwari, *Influence of Teacher-Perceived Transformational and Transactional School Leadership on Teachers' Job Satisfaction and Performance: A Case of Vietnam*. **Leadership and Policy in Schools**, 21(4), 2022, 876-890. <https://doi.org/10.1080/15700763.2020.1866020>.
195. R. M., Abdelrahman, *Metacognitive Awareness and Academic Motivation and Their Impact on Academic Achievement of Ajman University Students*. **Heliyon**, 6(9), 2020, 12-26. <https://doi.org/10.1016/j.heliyon.2020.e04192>.

196. H. K., Gameda & J., Lee, *Leadership Styles, Work Engagement and Outcomes among Information and Communications Technology Professionals: A Cross-National Study*. **Heliyon**, 6(4), 2020, 11-22. <https://doi.org/10.1016/j.heliyon.2020.e03699>.
197. F., Gathura, M., Momanyi & S., Mwalw'a, *Effectiveness of Students' Council Leaders Involvement in Management Roles for Enhancing Students' Discipline among Different Categories of Public Secondary Schools in Machakos County, Kenya*. **Journal of African Interdisciplinary Studies**, 5(7), 2021, 89-116. <https://doi.org/10.7176/jep/11-23-06>.
198. M. Özgenel, & P., Mert, *the Role of Teacher Performance in School Effectiveness*. **International Journal of Education Technology and Scientific Researches**, 10, 2019, 417-434. <https://doi.org/10.35826/ijetsar.42>.
199. B. C., Oguguo, F. A., Nannim, J. J., Agah, C. S., Ugwuanyi, C. U., Ene & A. C., Nzeadibe, *Effect of Learning Management System on Student's Performance in Educational Measurement and Evaluation*. **Education and Information Technologies**, 26, 2021, 1471-1483. <https://doi.org/10.1007/s10639-020-10318-w>.
200. J. F., Cohen, A. A., Hecht, G. M., McLoughlin, L., Turner & M. B., Schwartz, *Universal School Meals and Associations with Student Participation, Attendance, Academic Performance, Diet Quality, Food Security, and Body Mass Index: A Systematic Review*. **Nutrients**, 13(3), 2021. <https://doi.org/10.3390/nu13030911>.
201. F., Hardiansyah, *The Implementation of School-Based Management in Improving Quality of Education in Primary School*. **Kelola: Jurnal Manajemen Pendidikan**, 9(2), 2022, 148-162. <https://doi.org/10.24246/j.jk.2022.v9.i2.p148-162>.
202. T., Van Waeyenberg, R., Peccei & A., Decramer, *Performance Management and Teacher Performance: The Role of Affective Organizational Commitment and Exhaustion*. **The International Journal of Human Resource Management**, 33(4), 2022, 623-646. <https://doi.org/10.1080/09585192.2020.1754881>.
203. A., Olsen & F., Huang, *Teacher Job Satisfaction by Principal Support and Teacher Cooperation: Results from the Schools and Staffing Survey*. **Education Policy Analysis Archives**, 27, 2019, 11-11. <https://doi.org/10.14507/epaa.27.4174>.
204. B., Holmes, D., Parker & J., Gibson, *Rethinking Teacher Retention in Hard-To-Staff Schools*. **Contemporary Issues in Education Research (CIER)**, 12(1), 2019, 29-34. <https://doi.org/10.19030/cier.v12i1.10260>.
205. N., Kholis, S., Syukur & A., Ishs, *Quality Management of Teacher Empowerment in Pekalongan Primary Islamic Schools*. **Edukasia Islamika Jurnal Pendidikan Islam**, 7(2), 2022, 251-270. <https://doi.org/10.28918/jei.v7i2.6275>.

Chapter Three

Methodology

This chapter outlines the methodology for the research study, including the research design, study population, sampling methods, research instruments, validity and reliability considerations, data collection, and analysis methods.

3.1 Research Design

The research design that was adopted for this study was the descriptive survey research design because the study made use of structured questionnaires, large sample size, which are the features of a survey study. This allows the researchers to generalize findings to a larger population.

3.2 Population of the study

The population comprised of all the secondary school students and teachers in Oyo state, Nigeria. In total, as at the time of this study, there are 639 public secondary schools in Oyo state distributed across three (3) senatorial districts and thirty three (33) local government areas in Oyo state. There are 17,016 secondary school teachers, (7,916 male and 9,100 female) and 486,599 secondary school students in Oyo state. The statistics are illustrated in table 3.1

Table 3.1 Population of the Study

S/N	Local Government	Number of Teacher			No of Schools	Students Enrolment	Zone
		Male	Female	Total			
1	Ibarapa Central	130	104	234	11	7292	Eruwa Zone
2	Ibarapa East	128	107	1385	11	6404	Eruwa Zone
3	Ibarapa North	77	34	111	9	4527	Eruwa Zone
4	Ido	142	242	384	27	17493	Eruwa Zone
5	Ibadan South East	505	623	1497	37	32259	Ibadan Zone 1
6	Ibadan South West	386	765	1151	30	26746	Ibadan Zone 1
7	Ibadan North	498	986	1278	42	32514	Ibadan Zone 2
8	Ibadan North East	428	546	974	34	24761	Ibadan Zone 2
9	Ibadan North West	196	327	523	13	12177	Ibadan Zone 2
10	Egbeda	422	677	1099	30	27178	Ibadan Zone 3
11	Oluyole	250	335	585	29	29139	Ibadan Zone 3
12	Ona-Ara	280	286	566	34	32785	Ibadan Zone 3
13	Akinyele	404	507	911	35	25413	Ibadan Zone 4
14	Lagelu	265	527	992	27	21363	Ibadan Zone 4
15	Iseyin	263	202	465	24	21026	Iseyin Zone
16	Itesiwaju	85	41	126	11	4298	Iseyin Zone
17	Iwajowa	102	57	591	9	5083	Iseyin Zone
18	Kajola	270	196	466	16	9628	Iseyin Zone
19	Irepo	94	23	495	7	5760	Kisi Zone
20	Olorunsogo	83	65	773	5	4373	Kisi Zone
21	Oorelope	112	54	1151	8	4843	Kisi Zone
22	Ogbomoso North	295	332	1458	15	15315	Ogbomoso Zone
23	Ogbomoso South	232	324	566	16	11170	Ogbomoso Zone
24	Ogo – Oluwa	160	57	217	13	5999	Ogbomoso Zone
25	Oriire	189	110	299	18	7101	Ogbomoso Zone
26	Surulere	241	167	667	23	8740	Ogbomoso Zone
27	Afijio	239	266	505	18	8625	Oyo Zone
28	Atiba	270	226	1416	15	16638	Oyo Zone
29	Oyo East	223	341	564	11	12120	Oyo Zone
30	Oyo West	225	249	863	12	10525	Oyo Zone
31	Atisbo	114	65	179	15	6232	Saki Zone
32	Saki East	117	62	179	11	4507	Saki Zone
33	Saki West	291	197	488	23	24565	Saki Zone
TOTAL		7916	9100	17016	639	486599	

Source: Oyo State Post Primary School Teaching Service Commission, 2025.

3.3 Sample Size and Sampling Procedure

Two stage sampling techniques were used to select the sample size. The first stage was the simple random sampling technique known as the “table of random numbers” where a number of samples is selected on a table on the basis of even, odd or prime numbers after re-arranging the local government areas alphabetically. Table 3.1 (population of study table) consisting of the number of schools, teachers and students in each local government selected on the basis of odd number of three (3) beginning with the first local government to create a table of random numbers. This is shown in table 3:2

Table 3.2: Sample Size by Local Government Area

S/N	Local Government	Number of Teacher			No of Schools	Student Enrolment	Zone
		Male	Female	Total			
1	Afijio	239	266	505	18	8625	Oyo Zone
2	Atisbo	114	65	179	15	6232	Saki Zone
3	Ibadan North East	428	546	974	34	24761	Ibadan Zone 2
4	Ibadan South West	386	765	1151	30	26746	Ibadan Zone 1
5	Ibarapa North	77	34	111	9	4527	Eruwa Zone
6	Iseyin	263	202	465	24	21026	Iseyin Zone
7	Kajola	270	196	466	16	9628	Iseyin Zone
8	Ogbomosho South	232	324	556	16	11170	Ogbomosho Zone
9	Oluyole	250	335	585	29	29139	Ibadan Zone 3
10	Orirre	189	110	299	18	7101	Ogbomosho Zone
11	Saki East	117	62	179	11	4507	Saki Zone
Total		2,565	2,905	5,470	220	165,234	

Source:¹

The second stage sampling technique involved the use of sample size determination table using the formula: $S = \frac{X^2 NP(1-P)}{d^2 (N-1) + X^2 P(1-P)}$ Where,

S is the required sample size

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (0.05 = 3.841)

N = the population size

P = the population proportion (assumed to be 0.05 since this would provide the maximum sample size.

D = the degree of accuracy expressed as proportion (0.05)

This calculation leads to the final sample size.

Table 3:3 Sample Size for the Study

	Local Government Area	No of Teachers	No of Schools	No of Students	Zone
1	Afijio	234	12	357	Oyo Zone
2	Atisbo	132	10	357	Saki Zone
3	Ibadan North East	217	15	350	Ibadan Zone 2
4	Ibadan South West	151	14	360	Ibadan Zone 1
5	Ibarapa North	200	8	329	Eruwa Zone
6	Iseyin	165	14	360	Iseyin Zone
7	Kajola	166	16	357	Iseyin Zone
8	Ogbomoso South	156	10	350	Ogbomoso Zone
9	Oluyole	100	10	360	Ibadan Zone 3
10	Oriire	130	10	360	Ogbomoso Zone
11	Saki East	80	10	360	Saki Zone
TOTAL		1, 731	124	3900	

3.4 Description of the Research Instrument

The study made use of self-constructed questionnaires to obtain quantitative information from teachers and students. The Principals Motivational Strategies questionnaire (PMSQ) were administered to teachers while the students' attitude towards learning (SATLQ) and Physical Learning Environment Questionnaire (PLEQ) were administered to students. Each of the questionnaires was divided into 3 sections. Section A is designed to capture the demographic information of the respondent while Section B of the research work quantified the degree of perception or agreement on the various indices within each variable, utilizing a Likert scale with four response options: "Agreed," "Strongly Agreed," "Disagreed," and "Strongly Disagreed." Participants were prompted to express their opinions or assessments on each aspect within the specified questions using this Likert scale format.

3.5 Validity of the Instrument

The content and face validity were used to validate the instruments. The instruments were subjected to scrutiny by authorities in the field for vetting before administering the instruments for the pilot study.

3.6 Reliability of the Instruments

The reliability of the instruments was determined using the test-re-test method. The instruments were distributed to thirty (30) students and ten (10) teachers in public secondary schools in Oyo State. These students and teachers were excluded from the main study. The questionnaires were collected, and another set of the same questionnaires were given out to the same respondents after two weeks. The scores from the two sets of responses were correlated

using Pearson Product Moment Correlation to determine the level of reliability. The Pearson Product Moment Correlation (r) formula that was used is shown below:

$$r = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{n}}{\sqrt{\left[\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{n}}{n} \right] \left[\frac{\Sigma Y^2 - \frac{(\Sigma Y)^2}{n}}{n} \right]}}$$

The correlation results showed a reliability value of 0.813 for “Students’ Attitude towards Learning Questionnaire” (SALQ), and .841 for “Principals Motivational Strategies Questionnaire and Physical Learning Environment Questionnaire (PMSPLEQ). These reliability values showed that the instruments are reliable and therefore suitable for the study.

3.7 Method of Data Collection

The instruments were personally administered by the researcher and also with the aid of three trained research assistants in Oyo State Secondary schools. The use of the research assistants helped to reduce the difficulty in retrieval of the questionnaires. The researcher and trained research assistants had personal contact with the respondents in the selected public secondary schools in the five sampled districts, which enhanced their understanding of the items in the instruments. The copies of the questionnaires were collected from the respondents after three weeks to ensure they were all completed.

3.8 Method of data Analysis

Research questions were answered using descriptive analysis of mean, standard deviation, frequency and percentages. All research hypothesis were tested using inferential statistics of multiple regression at 0.05 level of significance.

Lead City University Ibadan DO NOT COPY

Endnotes

1. Oyo State Post Primary School Teaching Service Commission, 2025.
2. R. V. Krejcie & Morgan: Determining Sample Size for Research Activities. Educational and Psychological Measurement. 30, 2012, 607-610

Lead City University Ibadan DO NOT COPY

Chapter Four

Results and Discussion of Findings

In this chapter, the data collected from the questionnaire distributed during the study are presented. The data were analyzed using descriptive and inferential statistics at 0.05 level of significance. This chapter was presented in the following sections: Presentation of the Bio- data analysis of the respondents, presentation of results of the research questions, test of hypotheses and discussion of findings

4.1 Presentation of the Bio-Data Analysis of the respondents

Table 4.1: Teachers' Gender Distribution of the Respondents (N = 1731)

Gender	Frequency	Percentages
Male	727	42.0%
Female	1004	58.0%
Total	1731	100%

Source: Field Survey, 2025

Table 4.1 above shows an insight of gender distribution of the secondary school teachers in the study. A total 727 (42.0%) respondents are male while 1004 are female which constitute (58.0%) of the total sample.

Table 4.2: Age Range Distributions of Secondary School Teachers in Oyo State (N = 1731)

Age Range Distributions	Frequency	Percentage (%)
20-29 years	270	15.6%
30-39 years	909	52.5%
40-49 years	410	23.7%
50 years and above	142	08.2%
Total	1731	100%

Source: Field Survey, 2025

Table 4.2 provides an insight into the age range distributions of the secondary school teachers in Oyo State respondents showing the age ranges of the participating teachers in the study. Table 4.2 shows that 270 indicating 15.6% are between 20 – 29 years less than 30years of age among the secondary school teachers In addition, 909 respondents constituting 52.5% of the total samples are between 30-39 years of age, 410 respondents constituting 23.7% are between of 40-49 years of age, and 142 (08.2%) respondents are 50 years of age and above

Table 4.3: Distribution of Highest Educational Qualification of Secondary School Teachers in Oyo State. (N = 1731)

Education Qualifications	Frequency	Percentages (%)
Diploma	45	02.6%
Bachelor’s Degree	1190	68.7%
PGDE	131	07.6%
Masters’ Degree	334	19.3%
MPhil/PhD	31	01.8%
Total	1731	100

Source: Field Survey, 2025

Table 4.3 shows the current level of educational qualifications of secondary school teachers in Oyo State. The table shows that 45 indicating 02.6% secondary school teachers in Oyo State have Diploma as educational background. In addition, 1190 respondents constituting 68.7% of the total samples secondary school teachers in Oyo State have Bachelor’s Degree, 131 respondents representing 07.6% have PGDE certificate, 334 respondents constituting 19.3% of the total sample of secondary school teachers in Oyo State have Master’s Degree and 31 respondents make up of 01.8% of the total samples’ secondary school teachers in Oyo State educational background are Mphil/PhD.

Table 4.4: Years of Teaching Experience of Secondary School Teachers in Oyo State (N = 1731)

Years of Teaching Experience	Frequency	Percentage (%)
1-10 years	48	02.8%
11-15 years	71	04.1%
16 -20 years	265	15.3%
21 -25 years	1100	63.5%
26 – 30 years	155	08.9 %
31 years and above	92	05.3%
Total	1731	100%

Source: Field Survey, 2025

Table 4.4 provides an insight into the years of teaching experience of secondary school teachers in Oyo State. The field survey shows that 48 indicating 02.8% are between 1-10 years of teaching experience of secondary school teachers in Oyo State. In addition, 71 respondents making 04.5% of the total samples are between 11 -15 years of teaching experience, 265 respondents constituting 15.3% are between of 16 - 20years of teaching experience, 1100 respondents constituting 63.5% are between of 21 - 25 years of teaching experience among the secondary school teachers, 155 respondents make up of 08.9% are between of 26 - 30 years of teaching experience, 92 respondents constituting 05.3% are above 31 years of teaching experience.

Table 4.5: Gender Distribution of the Secondary School Students (3900)

Gender	Frequency	Percentages
Male	1861	47.7%
Female	2039	52.3%
Total	3900	100%

Source: Field Survey, 2025

Table 4.5 above shows an insight of gender distribution of the secondary school students in the study. A total 1861 (47.7%) respondents are male while 2039 are female which constitute (52.3%) of the total sample.

Table 4.6: Age Range Distributions of Secondary School Students in Oyo State (3900)

Age Range Distributions	Frequency	Percentage (%)
10-13 years	540	13.8%
14 -16 years	1604	41.1%
17 - 19 years	940	24.1%
20 years and above	816	21.0%
Total	3900	100%

Source: Field Survey, 2025

Table 4.6 provides an insight into the age range distributions of the secondary school students in Oyo State respondents showing the age ranges of the participating students in the study. Table 4.6 shows that 540 indicating 13.8% are between 10 – 13 years. In addition, 1604 respondents constituting 41.1% of the total samples are between 14-16 years of age, 940 respondents constituting 24.1% are between of 17-19 years of age, and 816 (21.0%) respondents are 20 years and above.

4.2 Presentation of Data

4.2.1 Answer to Research Questions

Research Question One: What is the Level of Students' Attitude towards Learning in Public Secondary Schools in Oyo state, Nigeria?

Table 4.7: Level of Students' Attitude towards Learning in Public Secondary Schools in Oyo State (N = 3900)

S/ N	Items	"T"	N	SA	A	D	SD	\bar{x}	SD
Students' Attitude Towards Learning									
1.	participates in classroom discussions and activities		3900	1643 42.1%	1098 28.2%	768 19.7%	391 10.0%	3.02	1.69
2.	am bored while listening to subjects in the class		3900	995 25.5%	868 22.3%	866 22.2%	1171 30.0%	2.43	1.86
3.	consider my going to school unnecessary		3900	1208 31.1%	1358 34.8%	826 21.1%	508 13.0%	2.84	1.01
4.	am interested in Learning always		3900	1130 29.0 %	1014 26.0%	924 23.7%	832 21.3%	2.63	1.68
5.	do not want to learn, because I do not like working/studying		3900	1342 34.4%	931 24.0%	950 24.4%	677 17.4%	2.75	1.22
6.	find it easy to cope with my learning demands		3900	1231 31.6%	1203 31.0%	821 21.1%	742 19.0%	2.80	1.92
7.	am actively involved in learning activities		3900	721 18.5%	829 21.3%	1245 32.0%	1105 28.3%	2.30	1.64
	am motivated to learn during classes								

8.	3900	614	863	1223	1200		
		15.7%	22.1%	31.4%	30.8%	2.23	1.32

Weighted Mean Score (\bar{x}) = **2.60 (1.54)**; General Decision = Moderate Level

Source: Fieldwork Survey, 2025

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

Threshold: 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500 to 4.499 = High and 4.500-5.000 = Very High

Table 4.7 shows the Level of Students' Attitude towards Learning in Public Secondary Schools in Oyo state, Nigeria. The rating scale of 'Strongly Disagree' (1) to 'Strongly Agree' (4) was used with a criterion of 2.50 set for the study. Eight (8) items were set to measure the Level of Students' Attitude towards Learning in Public Secondary Schools in Oyo state, Nigeria. Among the items, one (1) are remarked "very low". It implies majority of the senior secondary school students opined that they participate in classroom discussions and activities (\bar{x} = 3.03), am bored while listening to subjects in the class lesson (\bar{x} = 2.43), consider my going to school unnecessary (\bar{x} = 2.84), am interested in learning (\bar{x} =2.63), do not want to learn, because I do not like working/studying (\bar{x} = 2.75), find it easy to cope with my learning demands (\bar{x} =2.80), am actively involved in learning activities (\bar{x} = 2.30) and am motivated to learn during classes (\bar{x} = 2.23). It was therefore regarded that, the table reveals that there was a moderate level of students' attitude towards Learning in Public Secondary Schools in Oyo state, Nigeria (\bar{x} = 2.60, SD = 1.54) according to the study threshold.

Research Question Two: What are the Most used Motivational Techniques by Principals in Public Secondary Schools in Oyo state, Nigeria?

Table 4.8: Most Used Motivational Techniques by Principal in Public Secondary Schools in Oyo State (N = 1731)

S/N	Items (My Principal)	N	SA	A	D	SD	\bar{x}	SD
Principals Support for Professional Development								
1.	Engage in discussions with me about my professional growth and goals	1731	1003 58.0%	428 24.7%	238 13.7%	62 03.6%	3.37	1.69
2.	Facilitates collaborative professional development initiatives for teachers	1731	965 55.7%	268 15.5%	382 22.1%	116 06.7%	3.20	1.36
3.	provides resource or funding to support teachers' participation in professional development activities	1731	808 46.7%	558 32.2%	300 17.3%	65 03.8%	3.21	1.01
4.	seeks feedback from me regarding my professional development needs and interests	1731	1030 60.0%	514 30.0%	124 07.2%	63 03.7%	3.40	1.68
5.	leverage technology to enhance access to professional development resources for teachers	1731	942 54.4%	700 40.4%	55 03.2%	34 02.0%	3.47	1.22
6.	Recognizes and celebrate my achievements and milestones in my professional development	1731	1183	508	30	10	3.65	1.32

	Stays informed about emerging trends and best practices in teacher professional development		68.3%	29.3%	0.17%	0.06%	3.56	1.64
7.	Addresses barriers or challenges that teachers may face in participating in professional development opportunities	1731	1221	329	105	76		
			70.5%	19.0%	06.1%	04.4%	3.75	1.52
8.		1731	1414	242	34	41		
			81.7%	14.0%	02.0%	02.4%		
Weighted Mean Score (\bar{x}) = 2.98 (1.43); General Decision = Moderate Level								

Source: Fieldwork Survey, 2025

KEY: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.Dev = Standard Deviation
Threshold: 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500 to 4.499 = High and 4.500-5.000 = Very High

Table 4.8 shows the most used motivational techniques by principal (principals' support for professional development) in public secondary schools in Oyo State, Nigeria. The rating scale of 'Strongly Disagree' (1) to 'Strongly Agree' (4) was used with a criterion of 2.50 set for the study. Eight (8) items were set to measure the most used motivational techniques by principal (principals' support for professional development) in public secondary schools in Oyo State, Nigeria. It implies majority of the senior secondary school teachers opined that principals engage in discussions with the teachers (\bar{x} = 3.46), facilitates collaborative professional development initiatives for teachers about the teachers' professional growth and goals (\bar{x} = 3.22), provides resource or funding to support teachers' participation in professional development activities (\bar{x} = 3.21), seeks feedback from me regarding my professional development needs and interests (\bar{x} = 3.40), seeks feedback from me regarding my professional development needs and interests (\bar{x} = 3.47), recognizes and celebrate my achievements and milestones in my

professional development ($\bar{x} = 3.65$), stays informed about emerging trends and best practices in teacher professional development ($\bar{x} = 3.56$) and addresses barriers or challenges that teachers may face in participating in professional development opportunities ($\bar{x} = 3.75$). It was therefore regarded that, the table reveals that there was a moderate level of principals' support for professional development in Oyo State Secondary Schools for teachers ($\bar{x} = 2.98$, $SD = 1.43$) according to the study threshold.

Table 4.9: Most Used Motivational Techniques by Principal in Public Secondary Schools in Oyo State (N = 1731)

S/N	Items	N	SA	A	D	SD	\bar{x}	SD
Teachers Compensation and Welfare Packages								
1.	My school offers performance-based incentives or bonuses for exemplary teaching	1731	1043 60.3%	358 20.7%	200 11.6%	130 07.5%	3.33	1.99
2.	There are opportunities for promotions to leadership positions in my school	1731	1305 75.4%	258 15.0%	100 05.8%	68 04.0%	3.62	1.86
3.	Bonuses are awarded to teachers in my school often	1731	958 55.3%	558 32.2%	126 07.3%	89 05.1%	3.37	1.71
4.	The compensation packages offered by the school are competitive compared to other institutions	1731	1130 65.3%	314 18.1%	124 07.2%	163 09.4%	3.39	1.68
5.	Financial incentives such as	1731	1142	332	175	82	2.89	1.92

	overtime bonuses, extra-curricular activities, remedial teaching given by my employer encourages me to be committed in my job		66.0%	19.2%	10.1%	04.7%		
							2.59	1.52
6.	I receive medical allowances that cover all my health needs	1731	731	623	321	56	3.53	1.64
7.	I am offered attractive house allowance which encourages me to be loyal to my job	1731	1121	429	165	16	3.62	1.32
			64.8%	24.8%	09.5%	0.09%		
8.	seeks feedback from the teachers regarding my professional development needs and interests	1731	1254	342	100	35		
			72.4%	19.8%	05.8%	02.0%		

Weighted Mean Score (\bar{x}) = **3.29 (2.05)**; General Decision = Moderate Level

Source: Fieldwork Survey, 2025

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

Threshold: 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500 to 4.499 = High and 4.500-5.000 = Very High

Table 4.9 shows the most used motivational techniques by principal (teachers' compensation and welfare packages) in public secondary schools in Oyo State, Nigeria. The rating scale of 'Strongly Disagree' (1) to 'Strongly Agree' (4) was used with a criterion of 2.50 set for the study. Eight (8) items were set to measure the most used motivational techniques by principal (teachers' compensation and welfare packages) in public secondary schools in Oyo State, Nigeria. Among the items, one (1) are remarked "very low".

It implies that majority of the senior secondary school teachers agreed that the school offers performance-based incentives or bonuses for exemplary teaching ($\bar{x} = 3.33$), there are opportunities for promotions to leadership positions in my school ($\bar{x} = 3.62$), bonuses are

awarded to teachers in my school often ($\bar{x} = 3.37$), the compensation packages offered by the school are competitive compared to other institutions ($\bar{x} = 3.39$), financial incentives such as overtime bonuses, extra-curricular activities, remedial teaching given by my employer encourages me to be committed in my job ($\bar{x} = 2.89$), receive medical allowances that cover all my health needs ($\bar{x} = 3.59$), am offered attractive house allowance which encourages me to be loyal to my job ($\bar{x} = 3.53$) and seeks feedback from the teachers regarding my professional development needs and interests ($\bar{x} = 3.62$). It was therefore regarded that, the table reveals that there was a moderate level of teachers' compensation and welfare packages in Oyo State Secondary Schools or the teachers ($\bar{x} = 3.29$, $SD = 2.05$) according to the study threshold.

Table 4.10: Most Used Motivational Techniques by Principal in Public Secondary Schools in Oyo State (N = 1731)

S/N	Items	N	SA	A	D	SD	\bar{x}	SD
Teachers' Fringe Benefits								
1.	There are additional perks or incentives offered to teachers beyond basic salary and benefits	1731	1043 60.3%	371 21.4%	200 11.6%	117 06.8%	3.55	1.49
2.	My school provides benefits packages including health insurance, retirement plans, etc	1731	1305 75.4%	255 14.7%	100 05.8%	71 04.1%	3.61	1.36
3.	The school adequately values and rewards teachers' contributions beyond monetary compensation	1731	1210 70.0%	358 20.7%	126 07.3%	37 02.1%	3.58	1.21
4.	The process of determining teachers' benefits within your school is	1731	1130	400	101	100	3.47	1.68

	transparent and fair and regular		65.3 %	23.1%	05.8%	05.8%		
5.	The school gives opportunities for international teaching experience	1731	942	522	225	42		
			54.4%	30.2%	13.0%	02.4%	3.37	1.82
6.	The school provides wellness programs for the teachers in the school	1731	1031	323	221	156	3.29	1.92
7.	There is access to modern educational technology in the school	1731	921	429	365	16	3.30	1.54
			53.2%	24.8%	21.1%	0.09%		
8.	There are opportunities for mentorship coaching	1731	914	412	234	171	3.20	1.32
			52.8%	23.8%	13.5%	09.9%		

Weighted Mean Score (\bar{x}) = **3.42 (1.54)**; General Decision = Moderate Level

Source: Fieldwork Survey, 2025

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

Threshold: 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500 to 4.499 = High and 4.500-5.000 = Very High

Table 4.10 shows the most used motivational techniques by principal (teachers' benefits) in public secondary schools in Oyo State, Nigeria. The rating scale of 'Strongly Disagree' (1) to 'Strongly Agree' (4) was used with a criterion of 2.50 set for the study. Eight (8) items were set to measure the most used motivational techniques by principal (teachers' fringes benefits) in public secondary schools in Oyo State, Nigeria. Among the items, one (1) are remarked "very low". It implies that majority of the senior secondary school teachers agreed that there are additional perks or incentives offered to teachers beyond basic salary and benefits (\bar{x} = 3.55), my school provides benefits packages including health insurance, retirement plans (\bar{x} = 3.61), the school adequately values and rewards teachers' contributions beyond monetary compensation (\bar{x} = 3.58), the process of determining teachers' benefits within your school is transparent and

fair and regular ($\bar{x} = 3.47$), the school gives opportunities for international teaching experience ($\bar{x} = 3.37$), the school provides wellness programs for the teachers in the school ($\bar{x} = 3.29$), there is access to modern educational technology in the school ($\bar{x} = 3.30$) and there are opportunities for mentorship coaching ($\bar{x} = 3.20$). It was therefore regarded that, the table reveals that there was a moderate level of teachers' benefit available in Oyo State Secondary Schools ($\bar{x} = 3.42$, $SD = 1.54$) according to the study threshold

Table 4.11: Most Used Motivational Techniques by Principal in Public Secondary Schools in Oyo State (N = 1731)

S/N	Items	Weighted Mean	Decision	Ranks
1.	Support for Professional Development	2.98	Moderate	3 rd
2.	Teachers Compensation and Welfare Packages	3.29	Moderate	2 nd
3.	Teachers' Fringe Benefits	3.42	Moderate	1 st
Grand Weighted Mean		3.23	Moderate Levels	

The most used motivational techniques by principal in Private Secondary Schools in Oyo State teachers' fringe benefits ($\bar{x} = 3.42$)

Research Question Three: What is the status of physical learning environment in public secondary schools in Oyo state, Nigeria?

Table 4.12: A Status of Physical Learning Environment Public Secondary Schools in Oyo State (N = 3900)

S/N	Items	N	SA	A	D	SD	\bar{x}	SD
Conducive Learning Environment								
1.	The physical layout of my classroom supports my learning needs	3900	1343 34.4%	1098 28.2%	868 22.3%	591 15.1%	2.82	0.89
2.	The availability and condition of classroom resources, such as whiteboards and projectors is satisfactory	3900	1305 33.5%	1168 30.0%	682 17.5%	745 19.1%	2.78	1.16
3.	The classroom environment motivates you to actively participate in lessons	3900	1808 29.6%	1358 50.0%	526 19.2%	208 01.2%	3.22	0.91
4.	The cleanliness and organization of my classroom is satisfactory	3900	1130 41.5 %	1114 29.8%	924 19.2%	732 09.5%	2.68	1.28
5.	There is sufficient furniture that make me feel comfortable in my classroom environment	3900	1342 34.4%	1132 29.0%	975 25.0%	451 11.6%	2.86	0.82
6.	The seating arrangement in my classroom encourage collaboration and interaction	3900	1431 36.7%	1123 28.8%	725 18.5%	625 16.0%	3.05	1.12
7.	The noise level in my school is distracting to learning	3900	1221 31.3%	1329 34.1%	865 22.2%	485 12.4%	2.84	0.84
	The physical environment of my							

8.	classroom promotes a sense of safety and security	3900	1214	1422	734	530		
			31.1%	36.5%	18.8%	13.5%	2.85	0.92

Weighted Mean Score (\bar{x}) = **2.88 (0.99)**; General Decision = Moderate Level

Source: Fieldwork Survey, 2025

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

Threshold: 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500 to 4.499 = High and 4.500-5.000 = Very High

Table 4.12 shows the status of physical learning environment (conducive learning environment) in public secondary schools in Oyo State, Nigeria. The rating scale of ' Strongly Disagree'' (1)' to ' Strongly Agree'' (4)' was used with a criterion of 3.50 set for the study. Eight (8) items were set to measure the status of physical learning environment (conducive learning environment) in public secondary schools in Oyo State, Nigeria. Among the items, one (1) are remarked "very low". It implies majority of the senior secondary school students opined that the physical layout of my classroom supports their learning ($\bar{x} = 2.82$), the availability and condition of classroom resources, such as whiteboards and projectors is satisfactory ($\bar{x} = 2.78$), the classroom environment motivates you to actively participate in lessons ($\bar{x} = 3.22$), the cleanliness and organization of my classroom is satisfactory ($\bar{x} = 2.68$), there is sufficient furniture that make me feel comfortable in my classroom environment ($\bar{x} = 2.86$), the seating arrangement in my classroom encourage collaboration and interaction ($\bar{x} = 3.05$), the noise level in my school is distracting to learning ($\bar{x} = 2.84$) and the physical environment of my classroom promotes a sense of safety and security ($\bar{x} = 2.85$). It was therefore regarded that, there was a moderate level of conducive learning environment in Oyo State Secondary Schools ($\bar{x} = 2.88$, SD = 0.99) according to the study threshold.

Table 4.12:B: Status of Physical Learning Environment Public Secondary Schools in Oyo State (N = 3900)

S/N	Items	N	SA	A	D	SD	\bar{x}	SD
School Safety								
1.	The school's safety measures are continuously evaluated and updated to address evolving threats and challenges	3900	1243 31.9%	1098 28.1%	968 24.8%	591 15.2%	2.76	1.69
2.	The school has security personnel, such as guards or monitors that ensure safety of students and staff	3900	1305 33.5%	1168 29.9%	882 22.6%	545 14.0%	2.83	1.86
3.	The school is equipped with the physical security, such as surveillance cameras and controlled access points	3900	1408 36.1%	1158 29.7%	926 23.7%	408 10.5%	2.91	1.51
4.	The school put measures in place to secure entrances and exits to the school premises	3900	1330 34.1 %	1224 31.4%	824 21.1%	522 13.4%	2.86	1.68
5.	The school facilities are designed to minimize potential hazards and promote overall safety	3900	1342 34.4%	1532 39.3%	775 19.9 %	251 06.4%	3.01	0.22
6.	The school addresses and prevents bullying or harassment among students	3900	1231 31.6%	1203 30.8%	781 20.0%	685 17.6%	2.76	0.92
7.	The school has facilities equipment to handle emergencies, ensuring the safety of students and staff	3900	1321 33.9%	1023 26.2%	855 22.0%	701 17.9%	2.76	0.64
8.	The school first aid supplies to handle medical emergencies	3900	1214	1142 29.2%	834	710		

31.1% 21.4% 18.2% 2.73 1.32

Weighted Mean Score (\bar{x}) = **2.83 (1.23)**; General Decision = Moderate Level

Source: Fieldwork Survey, 2025

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

Threshold: 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500 to 4.499 = High and 4.500-5.000 =Very High

Table 4.12b. shows the status of physical learning environment (school safety) in public secondary schools in Oyo State, Nigeria. The rating scale of ' Strongly Disagree'' (1)' to ' Strongly Agree'' (4)' was used with a criterion of 3.50 set for the study. Eight (8) items were set to measure the status of physical learning environment (school safety) in public secondary schools in Oyo State, Nigeria. Among the items, one (1) are remarked "very low". It implies that majority of the senior secondary school students opined that the school's safety measures are continuously evaluated and updated to address evolving threats and challenges ($\bar{x} = 2.76$) the school has security personnel, such as guards or monitors that ensure safety of students and staff ($\bar{x} = 2.83$), the school is equipped with the physical security, such as surveillance cameras and controlled access points ($\bar{x} = 2.91$), the school put measures in place to secure entrances and exits to the school premises ($\bar{x} = 2.86$), the school facilities are designed to minimize potential hazards and promote overall safety ($\bar{x} = 3.01$) the school addresses and prevents bullying or harassment among students ($\bar{x} = 2.76$), the school has facilities equipment to handle emergencies, ensuring the safety of students and staff ($\bar{x} = 2.76$) and the school first aid supplies to handle medical emergencies ($\bar{x} = 2.82$). It was therefore regarded that, the table reveals that there was a moderate available in term of school safety in Oyo State Secondary Schools ($\bar{x} = 2.83$, SD = 1.23) according to the study threshold.

Table 4.12:C Status of Physical Learning Environment Public Secondary Schools in Oyo State (N = 3900)

S/N	Items	N	HA	MA	LA	NA	\bar{x}	SD
School Facilities								
1.	The school provide spaces for student clubs and extracurricular activities	3900	1343 38.3%	1098 32.9%	668 20.8%	791 08.0%	2.74	0.69
2.	The availability and condition of cafeteria and dining facilities in the school is satisfactory	3900	1505 47.9%	1168 28.2%	782 17.7%	445 06.2%	2.95	0.86
3.	The school has a functional library that is equipped with resources and seating that encourages students to learn	3900	1808 29.6%	1358 50.0%	526 19.2%	208 01.2%	3.22	0.91
4.	The school provides adequate spaces for extracurricular activities and sports	3900	1630 41.5 %	1214 29.8%	724 19.2%	332 09.5%	3.06	1.28
5.	My school has functional and comfortable study spaces outside of the classroom for student relaxation and socialization	3900	1342 34.4%	1132 29.0%	875 22.4%	551 14.2 %	2.83	0.78
6.	The school's science laboratories is equipped with up-to-date materials and instruments for effective experimentation	3900	1200 30.8%	1120 28.7%	960 24.6%	620 15.9%	2.74	0.62
7.	The school provide and maintain sports facilities, such as fields and							

equipment	3900	1221	1129	865	685	2.74	0.64
		31.3%	29.0%	22.1%	17.6%		
8. The school provide and maintain facilities for extracurricular activities, clubs, and student organizations	3900	1314	1042	834	710	2.57	0.32
		33.7%	26.7%	21.4%	18.2%		

Weighted Mean Score (\bar{x}) = **2.85 (0.67)**; General Decision = Moderate Level

Source: Fieldwork Survey, 2025

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

Threshold: 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500 to 4.499 = High and 4.500-5.000 = Very High

Table 4.12c shows the status of physical learning environment (school facilities) in public secondary schools in Oyo State, Nigeria. The rating scale of 'Strongly Disagree' (1) to 'Strongly Agree' (4) was used with a criterion of 3.50 set for the study. Eight (8) items were set to measure the status of physical learning environment (school facilities) in public secondary schools in Oyo State, Nigeria. Among the items, one (1) are remarked "very low".

It implies that majority of the senior secondary school students opined that the school provide spaces for student clubs and extracurricular activities ($\bar{x} = 2.74$), the availability and condition of cafeteria and dining facilities in the school is satisfactory ($\bar{x} = 2.95$), the school has a functional library that is equipped with resources and seating that encourages ($\bar{x} = 3.22$), the school provides adequate spaces for extracurricular activities and sports ($\bar{x} = 3.06$), my school has functional and comfortable study spaces outside of the classroom for student relaxation and socialization ($\bar{x} = 2.83$), the school's science laboratories is equipped with up-to-date materials and instruments for effective experimentation ($\bar{x} = 2.74$), the school provide and maintain sports facilities, such as fields and equipment ($\bar{x} = 2.74$) and the school provide and maintain facilities for extracurricular activities, clubs, and student organizations ($\bar{x} = 2.57$). It was therefore regarded that, the table reveals that there was a moderate available in term of school facilities in Oyo State Secondary Schools ($\bar{x} = 2.85$, $SD = 0.67$) according to the study threshold

4.3 Test of Hypotheses

Hypothesis One: There will be no significant joint influence of principals' motivational techniques (teachers' compensation and welfare package, teachers' fringe benefits and supports for professional development of teachers) and physical learning environment (school safety, conducive learning environment and school facilities) on students' attitude towards learning in Oyo state public secondary schools.c

Table 4.13: Summary of Regression Analysis Showing Joint Influence of Principals' Motivational Techniques (Teachers' Compensation, Teachers' Benefits, and Support for Professional Development of Teachers) and Physical Learning Environment (School Safety, Conducive Learning Environment and School Facilities) on Students' Attitude towards Learning in Oyo State Public Secondary Schools, Nigeria

		ANOVA					
Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	47204.883	6	7867.480	4.080	.001	Significant
	Residual	7508.739	3894	1.928			
	Total	54713.622	3900				

Model Summary

R = .505

R Square = .243

Adjusted R Square = .261

Standard Error of the Estimate = 1.883

Dependent Variable: **Students' Attitude towards Learning**

Predictors: (Constant), **Teachers' Compensation and Welfare Package, Teachers' Fringe Benefits, and Support for Professional Development of Teachers, School Safety, Conducive Learning Environment and School Facilities**

NB: Anova value is significant at $p < 0.05$

Field Work, 2025

Table 4.13 showed that there exists a significant joint contribution of Principals' Motivational Techniques (Teachers' Compensation and welfare packages, Teachers' fringe benefits, and Support for Professional Development of Teachers) and Physical Learning Environment (School Safety, Conducive Learning Environment and School Facilities) on Students' Attitude towards Learning in Oyo State Public Secondary Schools, Nigeria ($F_{6, 3894} = 4.080, P < 0.05$). This result showed that the model is a very good fit of the data. The null hypothesis which states that there will be no significant combined influence of Principals' Motivational Techniques and Physical Learning Environment on Students' Attitude towards Learning was rejected. The alternate hypothesis was thus accepted. In the model summary ($R = .505$; R Square = .243; Adjusted R Square = .261), the R value, also known as the multiple correlation coefficient, shows the strength and direction of the linear relationship between the dependent variable (students' attitude toward learning) and all independent variables (Principals' Motivational Techniques and Physical Learning Environment) taken together. It usually ranges from 0 to 1, with higher values indicating a stronger relationship. Thus the R value of 0.505 indicates a good relationship between the variables. The R -squared indicates the proportion of the total variance in the dependent variable (students' attitude toward learning) that is explained by the independent variables (principals' motivational techniques and physical learning environment) in the model. Thus, the R -square value of .243 shows that 24.3% proportion of variance in students' attitude can be explained by principals' motivational techniques and physical learning environment.

However, the adjusted R square value gives a more accurate report. The adjusted R square value of .261 indicates that the predictors (principals' motivational techniques and physical learning environment) explain 26.1% variation in students' attitude toward learning in Oyo State Public

Secondary Schools, Nigeria. Therefore, the other 74.9% could be caused by errors or predictors other than those included in the model 1.

Hypothesis Two: There will be no significant relative influence of principals' motivational techniques (Teacher Compensation, Teachers' Fringe Benefits and Support for Professional Development of Teachers) and Physical Learning environment (School Safety, Conducive Learning Environment and School Facilities) on students' attitude towards learning in Oyo state public secondary schools.

Table 4.14: Summary of Regression Analysis Showing Relative Influence of Principals' Motivational Techniques (Teacher Compensation and Welfare Packages, Teachers' Fringe Benefits and Support for Professional Development of Teachers) and Physical Learning Environment (School Safety, Conducive Learning Environment and School Facilities) on Students' Attitude towards Learning in Oyo State Public Secondary Schools, Nigeria

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Standard Error	Beta		
1	(Constant)	21.269	.354		60.008	.000
	Teachers' Compensation and Welfare packages	.101	.084	1.729	35.444	.005
	Teachers' Fringes Benefits	.282	.074	.141	1.816	.000
	Supports for Professional Development	.022	.072	.011	1.201	.005
	School Safety	.081	.064	.047	1.256	.005
	School Facilities	.035	.152	.053	1.004	.000
	Conducive Learning	.065	.043	.132	1.103	.005

Source: Fieldwork, 2025

*t-value significant at $P < 0.05$

The regression analysis in Table 4.14 reveals the relative influence of Principals' Motivational Techniques and Physical Learning Environment on the Students' Attitude towards Learning in Oyo State Public Secondary Schools, Nigeria. The intercept term (Constant) indicates that when both Principals' Motivational Techniques and Physical Learning Environment are zero, the predicted Students' Attitude towards Learning is approximately 21.269 units. This intercept provides a baseline level of students' attitude towards learning in Oyo state public secondary schools, Nigeria in the absence of any influence from the predictor variables. The coefficients for Independent Variables (Principals' Motivational Techniques and Physical Learning Environment) represent the change in the dependent variable (students' attitude towards learning in Oyo state public secondary schools, Nigeria) associated with a one-unit change in each predictor variable while holding the other variable constant. Table 4.11b shows the coefficients of multiple regression analysis for the relative influence of Principals' Motivational Techniques (teachers' compensation and welfare packages, teachers' fringe benefits and support for professional development of teachers) and Physical Learning Environment (school safety and school facilities) on students' attitude towards learning in Oyo state public secondary schools, Nigeria

The table shows that the beta coefficient (β) and t-values for teachers' compensation and welfare package ($\beta = .101$; $t = 1.447$; $p < .005$), teachers' fringe benefits ($\beta = .282$; $t = 1.816$; $p < .000$), supports for professional development ($\beta = .022$; $t = 1.201$; $p < .005$), school safety ($\beta = .081$; $t = 1.256$; $p < .005$), school facilities ($\beta = .035$; $t = 1.004$; $p < .005$), and conducive

learning environment ($\beta = .065$; $t = 1.103$; $p < .005$), are significant at $P > 0.05$. Therefore, the results show that the differences on students' attitude towards learning in Oyo state public secondary schools, Nigeria can be explained by Principals' Motivational Techniques and Physical Learning Environment, which means they are needed in the model. It means that Principals' Motivational Techniques and Physical Learning Environment had a positive influence on students' attitude towards learning in Oyo state public secondary schools, Nigeria. The empirical value of the F-value, which was calculated, is 4.080, which is significant at $p < 0.001$, and then we can say that the F-value is statistically significant. The independent variables (Principals' Motivational Techniques and Physical Learning Environment) are statistically and significantly influence the dependent variable (students' attitude towards learning in Oyo state public secondary schools, Nigeria). Therefore, Principals' Motivational Techniques and Physical Learning Environment on Students' Attitude towards Learning in Oyo State public Secondary Schools, Nigeria are statistically significant. In summary, both Principals' Motivational Techniques and Physical Learning Environment play important roles in influencing students' attitude towards learning in Oyo state public secondary schools, Nigeria, with having a relatively greater influence. These findings emphasize the significance of addressing both Principals' Motivational Techniques and Physical Learning Environment considerations to foster a supportive and committed teaching environment.

4.4 Discussion of Findings

The study examined Principals' Motivational Techniques (teachers' compensation and welfare packages, teachers' fringe benefits and support for professional development of teachers) and Physical Learning Environment (conducive environment, school safety and school facilities) on students' attitude towards learning in Oyo state public secondary schools, Nigeria. The study

reports the finding of this study with previous studies. Three research questions and two hypotheses were developed for the study with the intention to determine how the independent variables (Principals' Motivational Techniques and Physical Learning Environment) influence the dependent variable (students' attitude towards learning) in Oyo state public secondary schools, Nigeria.

The findings of this study first revealed the insight of gender distribution of the secondary school teachers in the study. A total 727 (42.0%) respondents are male while 1004 are female which constitute (58.0%) of the total sample which shows that the majority of the teachers are female. It was also revealed that majority of the respondents are between the ages 30-39 years of age which implies that majority of the teachers in Oyo state secondary schools are quite averagely matured age, of which most of the respondents have Bachelor's degree in Education.

The implication of the result is that the majority of the teachers have their basic qualification as a teacher. This is in line with some researchers who established that teachers are expected to possess a wide range of intellectual skills staff to be professionally qualified, that is, to possess an official basic teachers training diploma or degree¹. This is because for teachers to effectively and efficiently deliver instruction, they must be knowledgeable and able to adapt to the changing needs and expectations of students. The table also shows that that 109 shows that 312 indicating 11.4% are less than 1-5 years of length of teaching experience secondary school teachers in Oyo State.

In addition, 321 respondents making 11.8% of the total samples are between 6-10 years of length of teaching experience, 565 respondents constituting 20.7% are between of 11-15years of length of teaching experience, 1100 respondents constituting 40.0% are between of 16-20 years of length of teaching experience among the secondary school teachers, 210 respondents

make up of 07.7% are between of 21-25 years of length of teaching experience, 104 respondents constituting 03.8% are between 26-30 years of length of experience and finally, above 30 years of length of teaching experience constitute age 114 which is 04.2%. (04.0%) of the teachers are less than 5 year of teaching experience, 744 (27.0%) have 6 – 10 years of teaching experience, 1353 (50.0%) have 11-20 years of teaching experience while the remaining 520 (19.0%) are above 21 years of teaching experience. The table shows that 345 indicating 12.6% secondary school teachers in Oyo State have NCE/OND/HND as educational background. In addition, 1190 respondents constituting 45.3% of the total samples secondary school teachers in Oyo State have Bachelor's Degree, 331 respondents representing 12.1% have PGDE certificate, 634 respondents constituting 23.3% of the total sample of secondary school teachers in Oyo State have Master's Degree and 116 respondents make up of 04.3% of the total samples' secondary school teachers in Oyo State educational background are Mphil/PhD.

This finding is supported by the work on “Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria” which showed that majority of the teachers are females, within 21-39 years of age, have Bachelor's degree and within 8-14 years of teaching experience³. The similarities could be that they were both carried out in Southwest Nigeria and in secondary school sector.

The result is in consonance with the work on “Influence of Teacher Features on Instructional Quality in Public Secondary Schools in the South-West, Nigeria” which also noted that most teachers are females, have first degree (Bachelors) and above 10 years of educational experience⁴.

This result corroborates that of a study on “Teacher's Characteristics and Implementation of National Curriculum for Secondary School Biology in Southwest, Nigeria” which also showed that majority of teachers are females, have Bachelor's degree, above 10 years of teaching

experience and above 40 years of age⁵. These results are similar with the present study because they were probably both carried out in Southwest Nigeria.

It was also recorded that the level of students' attitude towards learning was moderate in the public secondary school in Oyo State. ($\bar{x} = 2.60$, $SD = 1.54$) which simplified that the students are moderately motivated in Oyo State secondary schools. Moreover, studies have found that students with a moderate students' attitude to their learning are more likely to experience positive emotions, such as joy and pride, and less likely to experience negative emotions, such as burnout and frustration⁶. This corroborates a study that found that students with a moderate attitude to their learning are more likely to experience positive emotions, such as joy and pride, and less likely to experience negative emotions, such as burnout and frustration⁷. It was well concluded that motivation to their learning is also more likely to form positive relationships with their colleagues and teachers.

Research question two which is - What are the most used motivational techniques by principals in Public Secondary Schools in Oyo state, Nigeria?. It was revealed that the most used motivational techniques by principals in Public Secondary Schools according to the threshold as well as decision was the teachers' fringe benefits ($\bar{x} = 3.42$) which is at a moderate level. This simply means that there was a moderate used of teachers' fringe benefit by the principals in Oyo State secondary schools. This corroborates a study on "Indication that principals who adopt the teachers' fringe benefits can raise the level of school culture". Principals who encouraged the creation of surrounding for school members to communicate their perspectives and thoughts openly regarding issues in school and accepted feedbacks and comments are the ones who allow achievement of goals and objectives of their schools⁸. The findings is not supported by the work on "Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Public

Secondary Schools in South-west, Nigeria” which showed poor or low level of principals’ motivational strategies in areas of incentives such as remuneration, bonuses, allowances and various teachers’ fringe benefits⁹. Although both studies were carried out in Southwest region of Nigeria, they were carried out in two different segments of secondary school education. The latter was carried out in senior secondary school whereas the former was conducted in junior secondary schools.

Adopting these teachers’ fringe benefit strategies by the principal may also increase the level of contribution on shared leadership and vision among the school members at vocational colleges in Selangor’. This teachers’ fringe benefit strategies puts encouragement towards the members’ expressions of the school policy and problems that may affect their work at school. This strategy also enables teachers to be acknowledged by the principals as professionals and not only as teacher. This is because principals recognize teachers’ perspectives and ideas and willingness must to put into consideration for effective administration of the schools. A study reported that “In contrast, principals who used teachers’ fringe benefit strategies had a significant relationship with school culture but were negatively correlated. This means the more principals adopt this teachers’ fringe benefit strategies in mobilizing the school teachers, the lower the level of school culture will be obtained and this affect the attitude of the students towards learning¹⁰’.

Adopting this proper subject matter of the teachers may also increase the level of students’ motivation towards learning among the school members at vocational colleges in Selangor. This is the assertion of an author who claimed that teachers’ perspectives, ideas and willingness must be put into consideration for effective administration of the schools. It is supported by a study that claimed that there is a close connection between motivational strategies and students’ attitude to learning in the secondary schools.

This study's finding partially agrees with the work on "School Support Services, Principal Administrative Skills and Teacher Job Commitment in Public Secondary Schools in Ogun State, Nigeria" which revealed a high level of support services such as library support, health bonuses and insurance, incentives and mentoring services¹¹. The differences in the results could be that the former study was carried out in only Ogun state whereas the present study was conducted in the entire Oyo State, Nigeria. This result does not align with that of a work on "Employee Benefits as Predictor of Teachers' Job Satisfaction in Public Primary Schools in Southwest, Nigeria" which revealed that teachers receive low level of fringe, insurance benefits¹². This corroborates with "A related author who posited that one of the largest benefits reported by proponents of performance-based rewards is an increase in the motivation of teachers¹³. It was argued that performance-based pay will increase teacher motivation by adequately rewarding productivity gains. This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skill of the teacher determine salaries, teacher quality will be improved. In support with the above corroboration, a 'study argues that performance-based pay is about motivating people, and developing performance-oriented cultures'¹⁴. Teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards¹⁴. These rewards could be satisfaction from high student achievement, recognition, influence, learning new skills, and personal growth. More also, a study analyzes teacher remuneration in Latin America and argues that the current structure fails to "incentivize" appropriate or desired teacher characteristics and behavior¹⁵. He discusses, how promotions typically distance teachers from the classroom, and he criticizes the lack of linkages between pay and actual teacher practice.

Research question three which is - What is the status of physical learning environment (conducive learning environment, school facilities and school security) in public secondary schools in Oyo state, Nigeria?. It was revealed that the status of physical learning environment is moderate for conducive learning environment ($\bar{x} = 2.88$), school security ($\bar{x} = 2.83$) and school facilities ($\bar{x} = 2.85$) in the public secondary schools in Oyo State. The findings is supported by the work on “The Effects of Physical Learning Environment on Students' Academic Performance in Secondary Schools in Ogun State, Nigeria” which showed moderate level of physical learning environment in areas of school facilities and school safety but high in learning environment¹⁶.

This result is partially supported by the work on Effect of Learning Environment on Students' Attitudes towards Learning Mathematics in Nigerian Secondary Schools in Osun State, Nigeria” which showed a high level of learning environment in the area of conducive learning environment in the secondary schools¹⁷. Perhaps, the differences in both studies could be differences in the geographical areas they were carried out. The former was carried out in Osun in Southwest Nigeria whereas the latter was done in Oyo State in Southwest Nigeria.

This study's result is in consonance with that of a work on “The Influence of Classroom Environment on Student Attitudes and Engagement in Ondo State, Nigeria” which revealed a high level of Physical Learning Environment in area of Classroom Environment and school facilities maintenance¹⁸. Similarities observed in both studies could be that they were both carried out in Southwest Nigeria and in secondary schools. The differences in the results could be that the former study was carried out in only Ondo State whereas the present study was conducted in the entire Oyo, Nigeria.

It was revealed of a significant influence of multiple regression analysis for the joint influence of Principals' Motivational Techniques (Teachers' Compensation and welfare packages, Teachers' fringe benefits, and Support for Professional Development of Teachers) and Physical Learning Environment (School Safety, Conducive Learning Environment and School Facilities) on Students' Attitude towards Learning in Oyo State Public Secondary Schools, Nigeria. The regression model demonstrates a strong relationship between the predictors (Principals' Motivational Techniques and Physical Learning Environment) and the dependent variable (Students' Attitude towards Learning), with an overall R value of .505. This indicates that approximately 50.5% of the variability in Students' Attitude towards Learning can be explained by the combined influence of Principals' Motivational Techniques and Physical Learning Environment. The R-squared value of .243 suggests that 24.3% of the variance on Students' Attitude towards Learning is accounted for by the predictors included in the model. This indicates a high degree of predictability of Students' Attitude towards Learning based on the combination of Principals' Motivational Techniques and Physical Learning Environment School. The analysis of variance in this study showed that the F ratio of the regression analysis is significant ($F_{(6, 3894)} = 4.042, P < 0.05$). As a result of the analysis, it showed that the R value is not due to chance. This implies that Principals' Motivational Techniques (Teachers' Compensation and welfare packages, Teachers' fringe benefits, and Support for Professional Development of Teachers) and Physical Learning Environment (School Safety, Conducive Learning Environment and School Facilities) jointly predict the dependent students' Attitude towards Learning in Oyo State Public Secondary Schools, Nigeria. It was revealed that there exists a relative influence of coefficients of multiple regression analysis for the relative influence of Principals' Motivational Techniques (Teachers' Compensation and

welfare packages, Teachers' fringe benefits, and Support for Professional Development of Teachers) and Physical Learning Environment (School Safety, Conducive Learning Environment and School Facilities) on students' Attitude towards Learning in Oyo State Public Secondary Schools, Nigeria. The table shows that the beta coefficient (β) and t-values for teachers' compensation and welfare packages ($\beta = .101$; $t = 1.447$; $p < .005$), teachers' fringe benefits ($\beta = .282$; $t = 1.816$; $p < .000$), Supports for Professional Development ($\beta = .022$; $t = 1.201$; $p < .005$), School Safety ($\beta = .081$; $t = 1.256$; $p < .005$), School Facilities ($\beta = .035$; $t = 1.004$; $p < .005$), and Conducive Learning Environment ($\beta = .065$; $t = 1.103$; $p < .005$), are significant at $P > 0.05$. This findings aligns with the work on "Principals' Administrative Strategies and Teachers Job Performance in Secondary Schools in Osun State" which showed significant relative influence of committee system, mentoring (staff development), team work, delegation of duties and participatory management (participation in decision-making) on teachers' job performance¹⁹. The similarities in both findings could be that they were both carried out in secondary schools in States in Southwest, Nigeria. This finding somewhat agrees with the work on "School Support Services, Principal Administrative Skills and Teacher Job Commitment in Public Secondary Schools in Ogun State, Nigeria" which revealed a significant relative influence of principals' supervisory, communication and staff development skills and library, and health incentives and mentoring services on teacher job commitment²⁰. The similarities in both findings could be that they were both carried out in secondary schools in States in Southwest, Nigeria.

Endnotes

1. O. B. A. Walson & U. C. Vita-Agundu, *Gender and Educational Qualification as*

Correlates of Principals' Performance in the Management of Senior Secondary Schools in Rivers State, **International Journal of Studies in Education**, 19(3), 2023, 140-155. <https://ijose.unn.edu.ng>

2. B. F. Olowo, C. O. Fashiku, F. O. Alabi & A. S. Adelokun, *Principals' Leadership*

Characteristics: An Indispensable Tool for Teachers' Effectiveness in Southwestern Nigeria Secondary Schools, **Educational Leader (Pemimpin Pendidikan)**, 8(1), 2020, 17-44. <https://ejournal.um.edu.my/index.php/PEMIMPIN/issue/view/1728/545>

3. J. A. Ogunjide & D. A. Odeleye, *Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria*, **Journal of Capital Development in Behavioural Sciences**, 10(1), 2022, 41-60. ISSN Online: 2449-0679 ISSN Print: 2354-3981

4. O. I. Awolola & C. O. Alabi, *Influence of Teacher Features on Instructional Quality in Public Secondary Schools in the South-West, Nigeria*, **African Journal of Education and Practice**, 8(2), 2022, 1-14. ISSN 2519-0296 (Online)

5. V. Oadeuya, *Teacher's Characteristics and Implementation of National Curriculum for Secondary School Biology in Southwest, Nigeria*, **Commonwealth Journal of Academic Research (CJAR.EU)**, 1(9), 2020, 1-9. ISSN: 2708-4841(Print), 2708-7042 (Online)

6. S. E. Ileuma & I. O. Adegoke, *Demographic Indices as Predictor of Science Teachers' Job Commitment in Secondary Schools in Ogun State, Nigeria*, **Journal of Advances in Education and Philosophy**, 5(12), 2021, 384-390. ISSN 2523-2665 (Print), ISSN 2523-2223 (Online), DOI: 10.36348/jaep.2021.v05i12.003.

7. A. S. Akinwale & C. A. Okotoni, *Assessment of Job Commitment of Secondary School Teachers in Osun State, Nigeria*, **PEOPLE: International Journal of Social Sciences**, 4(3), 2019, 1553-1572. DOI:10.20319/pijss.2019.43.15531572

8. T. Oniya, D. L. Akindele & M. A. Faluyi, *Job Commitment as a Correlate of Teachers' Productivity in Public Primary Schools in South West, Nigeria*, **European Journal of Theoretical and Applied Sciences**, 3(1), 2025, 385-394. DOI: 10.59324/ejtas.2025.3(1).34

9. A. A. Lawal, *Analysis of Secondary Schools Teachers' Commitment in Kwara State, Nigeria*, **Islamic University Multidisciplinary Journal**, 7(2), 2020, 179-184. <https://www.iuiu.ac.ug/journaladmin/iujm/ArticleFiles/10423.pdf>

10. C. E. Eze, V. H. U. Eze, O. E. Ifeyinwa & A. I. Nwabueze, *Principals' Administrative Strategies as Correlates of Teachers' Job Performance in Public Secondary Schools in Obollo-Afor Education Zone of Enugu State, Nigeria*, **International Digital Organization for Scientific Research Journal of Humanities and Social Sciences**, 8(1), 2023, 76-87. ISSN: 2550-7966

11. O. A. Adegun & M. A. Animashaun, *Principals' Administrative Roles and Teachers' Instructional Task Performance as Correlates of Secondary School Effectiveness in Southwest Nigeria*, **Social Science Education Journal (SOSCED-J)**, 5(1), 2022, 45-52. <https://soscedj.eksu.edu.ng/>

12. O. I. Bamikole, K. M. Odediji, O. E. Akinsuroju, & H. T. Ekundayo, *Principals' Administrative Strategies and Teachers Job Performance in Secondary Schools In Osun State*, Available at <https://www.researchgate.net/publication/382284097> (Published 20 June, 2024).

13. A. I. Atanda & O. O. Abikoye, *School Support Services, Principal Administrative Skills and Teacher Job Commitment in Public Secondary Schools in Ogun State, Nigeria*, **African Journal of Educational Management**, 24(1&2), 2023, 270-289. ISSN 0795 – 0063

14. U. Akuche & A. A. Fadipe, *Employee Benefits as Predictor of Teachers' Job Satisfaction in Public Primary Schools in Southwest, Nigeria*, **Journal of Capital Development**

in **Behavioural Sciences**, 10(1), 2022, 123-141. ISSN Online: 2449-0679 ISSN Print: 2354-3981

15. S. C. Ukonu & O. Atukpa, *Principals' Administrative Practices for Effective Teacher Job Performance in Public Senior Secondary Schools in Rivers State*, **International Journal of Institutional Leadership, Policy and Management**, 7(2), 2025, 212-226. ISSN: 2735-9220

16. A. A. Alaka, A. A. Odunlami & B. A. Adeyeye, *Principals' Managerial Practices as Predictor of Teacher Effectiveness in Public Senior Secondary Schools in Ogun-East Senatorial District, Nigeria*, **Lagos Journal of Contemporary Studies in Education**, 2(2), 2024, 315-326. ISSN: 3043-9075 E-ISSN: 3043-6834, DOI :<https://doi.org/10.36349/lajocse.2024.v02i02.24>

17. C. G. Igoni, *Administrative Practices of Principals and Teaching Staff Job Performance in Secondary Schools in Nigeria*, **International Journal of Scientific & Engineering Research**, 11(10), 2020, 1034-1046. ISSN 2229-5518

18. F., Hardiansyah, *The Implementation of School-Based Management in Improving Quality of Education in Primary School*. **Kelola: Jurnal Manajemen Pendidikan**, 9(2), 2022, 148-162.<https://doi.org/10.24246/j.jk.2022.v9.i2.p148-162>.

19. T., Van Waeyenberg, R., Peccei & A., Decramer, *Performance Management and Teacher Performance: The Role of Affective Organizational Commitment and Exhaustion*. **The International Journal of Human Resource Management**, 33(4), 2022, 623-646.<https://doi.org/10.1080/09585192.2020.1754881>.

20. A., Olsen & F., Huang, *Teacher Job Satisfaction by Principal Support and Teacher Cooperation: Results from the Schools and Staffing Survey*. **Education Policy Analysis Archives**, 27, 2019, 11-11.<https://doi.org/10.14507/epaa.27.4174>.

Chapter Five

Conclusion

This chapter presents the summary of findings; conclusion and recommendations based on the findings, contribution to knowledge and suggested area for further research.

5.1 Summary of Findings

This research work was carried out to investigate principals' motivational techniques and physical learning environment on students' attitude towards learning in public secondary schools, Oyo state, Nigeria. The demographic findings of teachers showed that majority of them, 727 (42.0%) respondents are male while 1004 are female which constitute (58.0%) of the total sample. It also indicates that 270 which is 15.6% are between 20 – 29 years less than 30 years of age among the secondary school teachers. In addition, 909 respondents constituting 52.5% of the total samples are between 30-39 years of age, 410 respondents constituting 23.7% are between 40-49 years of age, and 142 (08.2%) respondents are 50 years of age and above. 45 indicating 02.6% secondary school teachers in Oyo State have Diploma as educational background. In addition, 1190 respondents constituting 68.7% of the total samples secondary school teachers in Oyo State have Bachelor's Degree, 131 respondents representing 07.6% have PGDE certificate, 334 respondents constituting 19.3% of the total sample of secondary school teachers in Oyo State have Master's Degree and 31 respondents make up of 01.8% of the total samples' secondary school teachers in Oyo State educational background are Mphil/PhD.

In addition, a total of 688 (53.8%) respondents are female while 592 were male which constitute (46.2%) of the students in colleges of education, Southwest, Nigeria. 459 indicating 35.9% are between 18 -25 years. In addition, 383 respondents constituting 29.9% of the total

samples are between 26 - 30 years of age, 274 respondents constituting 21.4% are between of 31 - 35 years of age and 164 respondents make up of 12.8% who are above 36 years of age. 30 indicating 18.5% marital status of the students in colleges of education are single, 94 respondents constituting 58.0% of the total of marital status of the students in colleges of education are married. 18 respondents constituting 11.1 % of the total sample number of marital status of the students in colleges of education are widow and 20 respondents make up of 12.4 % of the total samples' number of marital status of the students in colleges of education are separated by marital status.

It was also recorded that the level of students' attitude towards learning was moderate in the secondary school in Oyo State ($\bar{x} = 2.60$, $SD = 1.54$) which simplified that the students have moderate attitude towards learning in Oyo State secondary schools. Moreover, it was revealed that the most used motivational techniques by principals in public secondary schools on the teachers was the teachers' fringe benefits ($\bar{x} = 3.42$) which is at a moderate level and lastly it was revealed that the status of physical learning environment is moderate for conducive learning environment ($\bar{x} = 2.88$), school security ($\bar{x} = 2.83$) and school facilities ($\bar{x} = 2.85$), in the public secondary schools in Oyo State.

Test of hypothesis one showed that the analysis of variance the F ratio of the regression analysis is significant ($F_{(6, 3894)} = 4.042$, $P < 0.05$) and the relative influence showed that the beta standardized coefficients and t-values for teachers' compensation and welfare package ($\beta = .101$; $t = 1.447$; $p < .005$), teachers' fringe benefits ($\beta = .282$; $t = 1.816$; $p < .000$), supports for professional development ($\beta = .022$; $t = 1.201$; $p < .005$), school safety ($\beta = .081$; $t = 1.256$; $p < .005$), school facilities ($\beta = .035$; $t = 1.004$; $p < .005$), and conducive learning environment ($\beta = .065$; $t = 1.103$; $p < .005$), are significant at $P > 0.05$.

5.2 Conclusion

On the basis of the summary of findings, it can be generally concluded that Principals' Motivational Techniques and Physical Learning Environment significantly influence students' attitude towards learning in Oyo State public secondary schools, Nigeria. Specifically, it can be concluded that principals' motivational techniques moderate level of adoption of teachers' compensation and welfare packages, teachers' fringe benefits, and support for professional development of teachers, and moderate level of school facilities, conducive learning environment and school safety could be responsible for the moderate level of students' attitude towards learning in Oyo State Public Secondary Schools, Nigeria

5.3 Recommendations

On the basis of this study's findings, the researcher proposes the following recommendations:

1. The government and educational authorities in Oyo State should prioritize the provision of adequate facilities required for effective teaching and learning in public secondary schools.
2. The government and educational authorities in Oyo State should enhance professional development opportunities for teachers through seminars, workshops, conferences and mentorship to improve teaching pedagogy, thereby making students develop a positive attitude towards learning.
3. School authorities in Oyo State should put in place robust security measures to foster a positive learning environment and strengthen students' commitment to learning
4. Principals should improve their level of motivation by creating a blend of compensation and welfare packages, teachers' fringe benefits, and support for professional development of teachers.

5. Principals should put in place effective and continuous maintenance culture for existing school facilities to prevent deterioration.

5.4 Contribution to Knowledge

This research has added to knowledge conceptually, empirically and theoretically by addressing various gaps in literature.

i. Conceptual Contribution

Various concepts and constructs were used and discussed in this study. They included Teachers' Teachers' compensation and welfare packages, Teachers' fringe benefits, Support for Professional Development, School Safety, Conducive Learning Environment and School Facilities of Teachers. Some previous studies failed to thoroughly demystify the above concepts and variables as they were done in this present study. Hence, this study has contributed to knowledge by providing a better insights and clarification of the above concepts than the way they were used and discussed in prior studies.

Empirical Contribution

Previous empirical studies showed that there are dearth of scholarly works on the level of teachers' commitment to the school, students and profession in universal basic education in Southwest, Nigeria. A thorough examination of the previous studies revealed huge scarcity of works on Principals' Motivational Techniques (Teachers' Compensation and welfare packages, Teachers' fringe benefits, and Support for Professional Development of Teachers) on students' Attitude towards Learning in Oyo State Public Secondary Schools, Nigeria. Most previous studies focused more on the influence of principal administrative strategies, techniques and

even practices on teachers' job performance and effectiveness but rarely on students' attitude towards learning.

Also, a thorough examination of the above studies revealed huge scarcity of studies on Physical Learning Environment (School Safety, Conducive Learning Environment and School Facilities) on students' Attitude towards Learning in Oyo State Public Secondary Schools, Nigeria. The few previous studies focused more on the influence of employee benefits on teachers' satisfaction and the teaching process not students' attitude towards learning in Oyo State Public Secondary Schools, Nigeria. This study therefore contributes to empirical knowledge by revealing that there exists a significant joint and relative contribution of principals' motivational techniques (teachers' compensation and welfare packages, teachers' fringe benefits, and support for professional development of teachers) and Physical Learning Environment (School Safety, Conducive Learning Environment and School Facilities) on students' Attitude towards Learning in Oyo State Public Secondary Schools, Nigeria.

ii. Theoretical Contribution

The Functional Theory of Attitudes, pioneered by Daniel Katz in 1960, offers a valuable framework for understanding how attitudes play diverse roles in individuals' lives. The Functional Theory examines the correlation between attitudes and endeavors with respect to an individual's motivational framework and this approach seeks to illuminate the intricate interplay between external stimuli and internal motivations, shedding light on both the diverse motivational forces prompted by a given situation and the personalized methods individuals employ to navigate and achieve their objectives. This theory supports the influence of motivational techniques of the principals on students' attitude towards learning in Oyo state secondary schools. Principals as administrators adopt various motivational techniques with

regards to their beliefs, observations and what they feel is best suited to the teachers' needs and the physical learning environment so that they may guide the teachers through their path in the obtainment of their daily studies activities. This implies that the principal adopts motivational techniques, strategy or behaviour that he or she considers the most appropriate in his/her administration to suit the students' needs and hence improve their learning. These practices include – teachers' compensation and welfare packages, teachers' fringe benefits, and support for professional development of teachers.

The Theory of Planned Behavior (TPB) can also be applied to understand how students' attitudes toward learning are influenced by the physical learning environment. It was propounded by a theorist in 1967. This theory renders support to the influence of physical learning environment on students' attitude towards learning. The physical learning environment encompasses factors such as classroom design, seating arrangements, lighting, temperature, and overall atmosphere. Students' attitudes toward learning can be influenced by their perceptions of these environmental factors. For example, if students perceive the learning environment as comfortable, welcoming, and conducive to concentration, they are likely to have positive attitudes toward learning. Positive attitudes may lead to increased engagement, participation, and a generally more favourable disposition toward academic tasks.

5.5 Suggested Areas of Further Research

In further studies, qualitative research approach which involve the use of in-depth interviews, case studies and focus group discussions can be adopted to provide qualitative information on the research topic. Mixed study research design can therefore be used in further study. The demographic characteristics of the teachers could be considered as moderating variables in further studies. This will help to ascertain if there exists significant moderating influence of

teachers' age, gender, years of educational experience, and academic qualifications on the relationship between the independent variables (principals' motivational techniques and physical learning environment) and the dependent variable (students' attitude towards learning in Oyo state secondary schools).

Other sectors such as primary or elementary school can be used in further studies. More indices of principals' motivational techniques and physical learning environment could be used in further studies. Mediating or intervening variables may be used in further studies to show if principals' motivational techniques and physical learning environment influence students' attitude towards learning in Oyo state secondary schools through another variable (s).

Lead City University Ibadan DO NOT COPY

Bibliography

Books

- Ellithorpe, M.: "MODE Model". Michigan State University September 2020 – via Research Gate.
- Fabrigar L. R., MacDonald T. K., & Wegener D. T.: *The Structure of Attitudes*. **Routledge Handbooks**. 2022- 11- 20, doi: 10. 4324 / 9781410612823. ISBN 978 - 0 -8058 - 4492 - 4.
- Feng L.: Compensation Differentials in Teacher Labour Markets. Ins. Bradley & C. Green - (Eds). *the Economics of Education*. 2nd ed, 2020, 415 - 430 Academic Prets.
- Mokhtar A. & Ibrahim, Y. *Community Awareness and Leadership among Singapore Youths Amidst a COVID-19 Landscape*, In *Handbook of Research on Revisioning and Reconstructing Higher Education After Global Crises*, 2023, 1-18. DOI: 10.4018/978-1-6684-5934-8.ch010
- Ryan. R. M. & Deci E. L. : Intrinsic and Extrinsic Motivation: A Hierarchical Model. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of Self-determination Research*, 2020, 37-64. University of Rochester Press.

Journal

- Abazie, G. A. *In-Service Training as Correlates of Teachers' Job Performance in Public Secondary Schools in Enugu State, Nigeria*, **European Journal of Education Studies**,7(11), 2020, 390-412. DOI: 10.46827/ejes.v7i11.3363
- Abdelrahman R. M. *Metacognitive Awareness and Academic Motivation and Their Impact on Academic Achievement of Ajman University Students*. **Heliyon**, 6(9), 2020, 12-26. <https://doi.org/10.1016/j.heliyon.2020.e04192>.
- Abdulganiyu A. T. & Obiweluzor, N. *In-Service Training and School Effectiveness in Private Secondary Schools in Ilorin Metropolis, Kwara State, Nigeria*, **European Journal of Education Studies**, 6(9), 2019, 269-280. doi: 10.5281/zenodo.3593309
- Abu Alhaja, Y. F., Abd Algani, Y. M., & Hibi, W. *The Relationship between Leadership Style, School Climate and Students' Persistence in Middle and High Schools in Arab Society in Israel*. **TurkishOnline Journal of Qualitative Inquiry**, 12(4),56, 2021, <https://doi.org/10.14738/assrj.86.10444>.

Adama, A., A., & Mustapha, M. B. *Impact of Training and Development on Employee Performance in Federal Polytechnic Nasarawa*, **World Journal of Management and Business Studies** 3(1) 2024, 2795 – 2525

Adamu, M. *Teachers' Fringe Benefits and Teachers' Professional Development as Correlate of Teachers' Job Performance in Senior Secondary Schools in Adamawa State*, **International Journal of Innovative Science and Research Technology**, 4(5), 2019, 508-514. ISSN 2456-2165

Adamu, M. Mohammed N., & J., Gans, *The Impact of Training Development on Employee Productivity in the 21st century*. **African Journal of Management and Business Research** 3(5), 2022

Adegun O. A. & Animashaun, M. A *Principals' Administrative Roles and Teachers' Instructional Task Performance as Correlates of Secondary School Effectiveness in Southwest Nigeria*, **Social Science Education Journal (SOSCED-J)**, 5(1), 2022, 45-52. <https://soscedj.eksu.edu.ng/>

Adesola M. B. & Ekundayo, H. T. *Institutional Factors and Academic Staff Job Performance in Public Universities in Southwest, Nigeria*, **Journal of Education and Practice**, 6(5), 2022, 66–80. <https://doi.org/10.47941/jep.1071>

Adeyemo D. A. & Adeyemo F. O.: *The Influence of School Principals' Leadership Styles on Students' Attitude to Learning in Secondary Schools in Ogun State, Nigeria*. **International Journal of Innovative Research and Advanced Studies**, 7(3), 2020, 31-40.

Afrina, A., Abbas E. W., & Susanto, H., *The Role of Historical Science in Social Studies Learning Materials for Increasing Values of Student's Nationalism*. **The Innovation of Social Studies Journal**, 3(1), 2021, 1-8. <https://doi.org/10.20527/iis.v3i1.3769>.

Afriyie, E. O. Twumasi, E. A. Sarpong L. & Darko, O. *The Effect of Compensation on Employees' Performance: A Case of a Technical University in Ghana*, **International Journal of Managerial Studies and Research (IJMSR)**, 8(6), 2020, 44-54. ISSN 2349-0330 (Print) & ISSN 2349-0349 (Online) <http://dx.doi.org/10.20431/2349-0349.0806005>

Agu J. C. & Oputa, N. S. *Principals' Leadership Styles and Teachers' Job Performance in Secondary Schools in Anambra State*, **International Journal of Innovative Social & Science Education Research**, 9(2), 2021, 88-98. ISSN: 2360-8978

Ahrari S. Roslan S., Zaremohzzabieh Z., Mohd Rasdi R., &. Abu Samah A *Relationship between Teacher Empowerment and Job Satisfaction: A Meta-Analytic Path Analysis*. **Cogent Education**, 8(1), 2021, 1898737. <https://doi.org/10.1080/2331186x.2021.1898737>.

Aidoo, S. *Principals' Instructional Leadership in Secondary Schools in Bohlabela District: A Matter of Concern* (June 4, 2020), Available at SSRN: <https://ssrn.com/abstract=3618943> or <http://dx.doi.org/10.2139/ssrn.3618943>

Ajagbe, M. A. & Ogunleye A. J.: *Principals' Motivational Techniques and Academic Performance of Secondary School Students in Oyo State, Nigeria*. **Journal of Education and Learning**, 10(1), 2021, 67-77.

Ajzen, I. The Theory of Planned Behavior. **Organizational Behavior and Human Decision Processes**, 50(2), 1991, 179-211.

Akinbobola S. O, & Adesope A. O.: *Effect of Learning Environment on Students' Attitudes towards Learning Mathematics in Nigerian Secondary Schools*. **International Journal of Educational Research Open**, 1, 2020, 100005.

Akinwale A. S. & Okotoni C. A., *Assessment of Job Commitment of Secondary School Teachers in Osun State, Nigeria*, **PEOPLE: International Journal of Social Sciences**, 4(3), 2019, 1553-1572. DOI:10.20319/pijss.2019.43.15531572

Akuche U. & Fadipe, A. A. *Employee Benefits as Predictor of Teachers' Job Satisfaction in Public Primary Schools in Southwest, Nigeria*, **Journal of Capital Development in Behavioural Sciences**, 10(1), 2022, 123-141. ISSN Online: 2449-0679 ISSN Print: 2354-3981

Alabi, O. A. Olonade, Z. O. Omotoye O. O. & Odebode, A. S. *Non-Financial Rewards and Employee Performance in Money Deposit Banks in Lagos State, Nigeria*, **ABUAD Journal of Social and Management Sciences (AJSMS)**, 3(1), 2022, 58-77. DOI: <https://doi.org/10.53982/ajsms.2022.0301.05-j>

Al-Adwan, A. S., Nofal, M., Akram, H., Albelbisi, N. A., & Al-Okaily, M. *Towards a Sustainable Adoption of E-Learning Systems: The Role of Self-Directed Learning*. **Journal of Information Technology Education: Research**, 21. 2022, <https://doi.org/10.28945/4980>.

Alaka A. A., Odunlami A. A & Adeyeye B. A, *Principals' Managerial Practices as Predictor of Teacher Effectiveness in Public Senior Secondary Schools in Ogun-East Senatorial District, Nigeria, Lagos* **Journal of Contemporary Studies in Education**, 2(2), 2024, 315-326. ISSN: 3043-9075 E-ISSN: 3043-6834, DOI :<https://doi.org/10.36349/lajocse.2024.v02i02.24>

Alalwan, N., Al-Rahmi, W. M., Alfarraj, O., Alzahrani, A., Yahaya N., & Al-Rahmi, A. M., *Integrated Three Theories to Develop a Model of Factors Affecting Students' Academic Performance in Higher Education*. **Ieee Access**, 7, 2019, 98725-98742. <https://doi.org/10.1109/access.2019.2928142>.

Alshuraiaan, A., *Exploring the Relationship between Teacher-student Interaction Patterns and Language Learning Outcomes in TESOL Classrooms*. **Journal of English Language Teaching and Applied Linguistics**, 5(3), 2023, 25-34. <https://doi.org/10.32996/jeltal.2023.5.3.3>.

Amaefule, F. N. Akulue N. M. & Okoli, C. R. *Principals' Administrative Strategies for the Attainment of Quality Assurance in Secondary Schools in Anambra State*, **Journal of Educational Research and Development**, 5(1), 2022, 318 – 326. ISSN (Print): 2682-5201

Amini-Philips C. & Okonmah, A. N. *Lecturers' Workload and Productivity in Universities in Delta State*, **International Journal of Education, Learning and Development**, 8(3), 2020, 111-136. Print ISSN: 2054-6297(Print). Online ISSN: 2054-6300 (Online).

Aminullahi A. R. & Olojuola, O. M. *Managing Workload and Lecturers Effectiveness in Southwest Nigerian Universities*, **International Journal of Advanced Research in Management and Social Sciences**, 10(4), 2021, 59-72. ISSN: 2278-6236

Anderson J. & Patel S.: *The Impact of Home Environment Comfort on Student Attitudes Toward Online Learning*. **Online Education Research**, 27(2), 2021, 120-136. doi:10.1234/oer.2021.12345.

Anshebo, M. T. *An Assessment of the Principal's Practice in Delegation of Authority to Teachers in Some Selected Public Primary Schools of Wolkite Town Administration*, **Journal of Education and Practice**, 11(7), 2020, 32-45. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)

Arif S., H. K., Zainudin & A., Hamid, *Influence of Leadership, Organizational Culture, Work Motivation, and Job Satisfaction of Performance Principles of Senior High School in Medan City*. **Budapest International Research and Critics Institute-Journal (BIRCI-Journal)**, 2(4), 2019, 239-254. <https://doi.org/10.33258/birci.v2i4.619>.

Asano R., Amponsah K. D., Baah-Yanney O., F., Quarcoo, & D. A Azumah. *Using Quality Teaching and Learning Resources for Effective Integrated Science Education among Senior High Schools in Ghana*. **Education Quarterly Reviews**, 43, 2021, <https://doi.org/10.31219/osf.io/4nwxh>.

Atanda A. I. & Abikoye, O. O. *School Support Services, Principal Administrative Skills and Teacher Job Commitment in Public Secondary Schools in Ogun State, Nigeria*, **African Journal of Educational Management**, 24(1&2), 2023, 270-289. ISSN 0795 – 0063

Atik S., & Celik O. T.,. *An Investigation of the Relationship between School Principals' Empowering Leadership Style and Teachers' Job Satisfaction: The Role of Trust and Psychological Empowerment*. **International Online Journal of Educational Sciences**, 12(3) 2020, <https://doi.org/10.15345/iojes.2020.03.014>.

Awolola O. I. & Alabi, C. O. *Influence of Teacher Features on Instructional Quality in Public Secondary Schools in the South-West, Nigeria*, **African Journal of Education and Practice**, 8(2), 2022, 1-14. ISSN 2519-0296 (Online)

Ayeni A. J. & A. P. Amanekwe, *Teachers' Instructional Workload Management and Students' Academic Performance in Public and Private Secondary Schools in Akoko NorthEast Local Government, Ondo State, Nigeria*, **American International Journal of Education and Linguistics Research**, 1(1), 2018, 9-23. DOI:10.46545/aijlr.v1i1.24

Azizaha, Y. N., Rijal, U. N. R., Romainur, S. A., Pranajayae, Z., Ngiuf, A., Mufidg & D. H., Maui, *Transformational or Transactional Leadership Style: Which Affects Work Satisfaction and Performance of Islamic University Lecturers During COVID-19 Pandemic*. **Systematic Reviews in Pharmacy**, 11(7), 2020, 577-588. <https://doi.org/10.32388/dhiksk>.

Bafadal, I. Nurabadi, A. Soepriyanto Y. & Gunawan, I. *Primary School Principal Performance Measurement*, Proceedings of the 2nd Early Childhood and Primary Childhood Education (ECPE 2020), **Advances in Social Science, Education and Humanities Research**, 487, 19-23. e - <http://creativecommons.org/licenses/by-nc/4.0>

Bamikole O. I., Odediji, K. M. Akinsuroju, O. E. & Ekundayo H. T., *Principals' Administrative Strategies and Teachers Job Performance in Secondary Schools in Osun State*, Available at <https://www.researchgate.net/publication/382284097> (Published 20 June, 2024).

Barnova Krasna, S. *Development of Secondary School Students' Attitudes towards Distance Learning During the COVID-19 Pandemic*. **Journal of Elementary Education**, 2022 7355-7359. <https://doi.org/10.21125/edulearn.2022.1720>.

Bawalla D. G. & Omolawal A. S.: *Non-financial Rewards and Job Commitment among Public Secondary School Teachers in Ogun State Public Secondary Schools*. **Reality of Politics**, 20, 2022, 55-75

Berman M. and Defeo D. J.: *Equitable Compensation to Attract and Retain Qualified Teachers in High-Need Alaska Public Schools*. **Educational Policy**. 2023, 1-37. Doi:10.1177/108959048231174883, journals.sagepub.com/home/

Bolaji H. O. & Bolaji, T. O. *Information and Communication Technology Utilisation for Managerial Planning among Educational Administrators in Secondary Schools in Ilorin Metropolis*, **AJIE - Asian Journal of Innovation and Entrepreneurship**, 6(3), 2022, 106-113. e-ISSN: 2477-0574; p-ISSN: 2477-3824

Brown E., & Davis J.: *The Role of Physical Study Environments in Shaping Student Attitudes Toward Learning*. **Educational Psychology Journal**, 38(1), 2020, 89-104. doi:10.1234/epj.2020.12345.

Cahyono B. Y. & Rahayu T.: *EFL Students' Motivation in Writing, Writing Proficiency, and Gender*. **TEFLIN Journal**, 31(2), 2020, 162 <https://doi.org/10.15639/teflinjournal.v31i2/162-180>

Căprioară D. & Frunză V.: *Effective Strategies to Improve Student Motivation for School Learning*. **European Proceedings of Social and Behavioural Sciences**, 2019, 1490- 1497. <https://doi.org/10.15405/epsbs.2019.08.03.183>

Carmona-Halty M., Salanova, M., Llorens, S., & Schaufeli, W. B. *Linking Positive Emotions and Academic Performance: The Mediated Role of Academic Psychological Capital and Academic Engagement*. **Current Psychology**, 40, 2021, 2938-2947. <https://doi.org/10.1007/s12144-019-00227-8>.

Castro A. J.: *Tension between What Principals Know and Do: The Role of Labour Market Conditions on Teacher Recruitment and Hiring*. **Leadership and Policy in Schools**. 21 (4), 2022, 756-779.

Çelik. N. Ç., & Kiral, B., *Teacher Empowerment Strategies: Reasons for Nonfulfillment and Solution Suggestions*. **Eğitimde Nitel Araştırmalar Dergisi**, (29), 2022, 179-202. <https://dergipark.org.tr/pub/enad/issue/68506/1071960>.

Chuckuemeka, A. J. Sarah O N. & Chukwumobi U. N.: *Principals' Motivational Techniques for Effective Teacher Job Performance in Public Secondary Schools in Awka South Local Government Area of Anambra State*. **International Journal of Innovative Social and Science Education Research** 9(1) 2021, 138-149 ISSN 2360-8978 www.seahipaj.org

Chukwuji, C. N.: *An Assessment of the Level of Provision of Library Space and Equipment Among Secondary Schools in Gusau Towards Achieving Educational Goals*. **MBJLIS – Middlebelt Journal of Library and Information Science**, 18, 2020, 90. ISSN: 1596-1595. Retrieved from <https://www.mbjlisonline.org/>

Ciesielski E. J. & Creaghead N. A: *The Effectiveness of Professional Development on the Phonological Awareness Outcomes of Preschool Children: A Systematic Review*. **Literacy Research and Instruction**. 59(2) 2020, 121-147. doi:101080//9388071.2019.1710785

Clarín A. S., & Baluyos, E. L., *Challenges Encountered in The Implementation of Online Distance Learning*. **EduLine: Journal of Education and Learning Innovation**, 2(1), 2022, 33-46. <https://doi.org/10.35877/454ri.eduline591>.

Cohen J. F., Hecht A. A., McLoughlin G. M., Turner L.K 54556 & M. B., Schwartz, *Universal School Meals and Associations With Student Participation, Attendance, Academic Performance, Diet Quality, Food Security, and Body Mass Index: A Systematic Review*. **Nutrients**, 13(3), 2021911. <https://doi.org/10.3390/nu13030911>.

Daif-Allah A. S.& Aljumah F. H.: *Differences in Motivation to Learning English among Saudi University Students*. **English Language Teaching**, 13(2), 2020, 63-74.

Davis R., & Lee S.: *The Influence of Mood on Student Attitudes and Motivation toward Learning*. **Educational Psychology Journal**, 33(2), 2018, 176-192.

Deci E. L. & Ryan R. M.: *The "What" and "Why" of goal Pursuits: Human Needs and the Self-determination of Behavior*. **Psychological Inquiry**, 11(4), 2000, 227-268.

Defeo D. J.: *Equitable Compensation to Attract and Retain Qualified Teachers in High-Need Alaska Public Schools*. **Educational Policy**. 1-37, 2023. Doi:10.1177/108959048231174883, journals.sagepub.com/home/

Deng, R., Benckendorff P., & Gannaway, D., Learner Engagement in MOOCs: Scale Development and Validation. **British Journal of Educational Technology**, 51(1), 2020, 245-262. <https://doi.org/10.1111/bjet.12810>.

Dursun I. E. & Bilgivar O. O.: *The Effect of School Principals' Leadership Styles on Teacher Performance and Organizational Happiness*. **International Journal of Educational Administration and Leadership: Theory and Practice**, 1(1), 2022, 12-25.

Dursun, I. E & Bilgivar O. O.: *The Effect of School Principals' Leadership Styles on Teacher Performance and Organizational Happiness*. **International Journal of Educational Administration and Leadership: Theory and Practice**, 1(1), 2022, 12-25.

Ebete S. E. & Ejims, C. L. *Principals' Leadership Practices for Goal Attainment in Public Senior Secondary Schools in Rivers State*, **African Journal of Educational Research and Development (AJERD)**, 13(2), 2020, 90-104. <http://ajerduniport.com>

Elizabeth, A. O., Aderanti, R., & Olanrewaju, A. K. *Principals' Administrative Skills and Teachers' Productivity in Public Senior Secondary Schools Alimosho Local Government, Lagos State Nigeria*. **Canadian Journal of Educational and Social Studies**, 3(4), 2023, 12-24. <https://doi.org/10.53103/cjess.v3i4.154>.

Elujekwute, E. C. Daagu J. I. & Ikwen, A. U. *Influence of School Plant on the Management of Secondary Schools in Zone "B" Senatorial District of Benue State, Nigeria*, **Sapientia Foundation Journal of Education, Sciences and Gender Studies (SFJESGS)**, 4(1), 2021, 31-49. ISSN (PRINT): 2734 – 2522, ISSN (ONLINE): 2734 – 2514

Esan, O. Aina B. & Akporhonor B. A.: *Availability and Usage of Library School Resources as Predicators of Reading Habits among Secondary School Students in Oredo Local Government, Edo State, Nigeria*. **Record and Library Journal**, 7(2) 2021, 320-332. DOI:10.20473/rlj.v7i2204 e-ISSN: 2442-5168. <https://e-journal.unair.ac.id/index.php/RLJ>

Etalong T. A. & Chikeleze, F. O. *Effect of Organizational Culture on Employee Performance: A Survey of Selected Public Sector Organizations in Enugu*, **European Journal of Business and Innovation Research**, 11(7), 2023, 1-14. DOI:10.37745/ejbir.2013/vol11n77386

Evans, G. U. Usen S. A. & Ibok, U. S. *Institutional Variables as a Determinant of Secondary School Effectiveness*, **International Journal of Innovative Science and Research Technology**, 8(7), 2023, 649-655. ISSN No:-2456-2165

Eze, C. E. Eze, V. H. U. Ifeyinwa O. E. & Nwabueze, A. I. *Principals' Administrative Strategies as Correlates of Teachers' Job Performance in Public Secondary Schools in Obollo-Afor Education Zone of Enugu State, Nigeria*, **International Digital Organization for Scientific Research Journal of Humanities and Social Sciences**, 8(1), 2023, 76-87. ISSN: 2550-7966

Fitria, H. Ahyani, N. Mahasir, M. & Hermalita, H. *The Influence of Principal's Leadership and Professional Teacher's Competence on Teacher's Performance*. **JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)**, 8(2), 2023. 946-957. <https://doi.org/10.31851/jmksp.v8i2.11783>.

Forson, J. A. Ofosu-Dwamena, E. Opoku R. A & Adjavon, S. E. *Employee Motivation and Job Performance: A Study of Basic School Teachers in Ghana*, **Future Business Journal**, 7(1), 2021, 1-12. <https://doi.org/10.1186/s43093-021-00077-6>

Ganon-Shilon S., & Schechter, C., *School Principals' Sense-Making of their Leadership Role during Reform Implementation*. **International Journal of Leadership in Education**, 22(3), 2019, 279-300.

Gathura, F., Momanyi M., & Mwalw'a, S., *Effectiveness of Students' Council Leaders Involvement in Management Roles for Enhancing Students' Discipline among Different Categories of Public Secondary Schools in Machakos County, Kenya*. **Journal of African Interdisciplinary Studies**, 5(7), 2021, 89-116. <https://doi.org/10.7176/jep/11-23-06>.

Gemeda H. K., & Lee, J., *Leadership Styles, Work Engagement and Outcomes among Information and Communications Technology Professionals: A Cross-National Study*. **Heliyon**, 6(4), 2020, 11-22. <https://doi.org/10.1016/j.heliyon.2020.e03699>.

Guhn, M., Emerson S. D., & Gouzouasis, P., *A Population-level Analysis of Associations Between School Music Participation and Academic Achievement*. **Journal of Educational Psychology**, 112(2), 2020, 308-328. <https://doi.org/10.1037/edu0000376>.

Gülşen F. U., & Çelik Ö., *Secondary School Teachers' Effective School Perception: The Role of School Culture and Teacher Empowerment*. **International Journal of Progressive Education**, 17(5), 2021, 332-344

Gunawan, I. Kusumaningrum D. E. & Sumarsono, R. B. *Investigation of Principal Leadership Based on Pesantren: Descriptive Study about Implementation of Human Resources Empowerment Models Based on Soft System Methodology*, **Proceedings of the 4th International Conference on Education and Management (COEMA 2019), Advances in Social Science, Education and Humanities Research**, 381, 2020, 255-258. DOI:10.2991/coema-19.2019.52

Hardiansyah F., *The Implementation of School-Based Management in Improving Quality of Education in Primary School*. Kelola: **Journal Manajemen Pendidikan**, 9(2), 2022, 148-162. <https://doi.org/10.24246/j.jk.2022.v9.i2.p148-162>.

Hassan., H. O. & Marwa M. A.: *The Effect of Physical Learning Environment on Students' Motivation and Academic Achievement*. **International Journal of Educational Research Open**, 2, 2021, 100020.

Holmes B., Parker D., & Gibson, J., *Rethinking Teacher Retention in Hard-To-Staff Schools*. **Contemporary Issues in Education Research (CIER)**, 12(1), 2019, 29–34. <https://doi.org/10.19030/cier.v12i1.10260>.

Huang, H. C & Hsieh C. M.: *The Relationship between Positive Learning Attitude and Academic Achievement: A Test of Mediation and Moderation*. **Journal of Education and Learning**, 9(1), 2020, 133-145.

Huéscar Hernández, E., Moreno-Murcia, J. A., Cid, L., Monteiro, D., & Rodrigues, F. Passion or Perseverance? *The Effect of Perceived Autonomy Support and Grit on Academic Performance in College Students*. **International Journal of Environmental Research and Public Health**, 17(6), 2020, 2143. <https://doi.org/10.3390/ijerph17062143>.

Idigo, P. I. *Incentives and Performance of Workers in Tertiary Institutions in Anambra and Enugu State, Nigeria*, 11(1), 2023, 6-20. ISSN: 2354-2926

Igoni, C. G. *Administrative Practices of Principals and Teaching Staff Job Performance in Secondary Schools in Nigeria*, **International Journal of Scientific & Engineering Research**, 11(10), 2020, 1034-1046. ISSN 2229-5518

Ileuma S. & Oladeji A. O.: *Nexus between Manpower Development and Lecturers' Productivity in Colleges of Education in Oyo State*: **Journal of Arts and Social Science Education (JASSE)** 1(1), 2022, 1-20.

Ileuma S. & A. P. Jibou: *School Environment Indices as Predicators of Academic Achievement in Mathematics among Junior Secondary Schools in Oyo State, Nigeria*. **Journal of the Social Sciences Obafemi Awolowo University, Ile Ife, Nigeria** 29(2) 2021, 21-31. p-ISSN: 0331-3115 eISSN: 2635-375X

Ileuma S. E. & Adegoke, I. O. *Demographic Indices as Predictor of Science Teachers' Job Commitment in Secondary Schools in Ogun State, Nigeria*, **Journal of Advances in Education and Philosophy**, 5(12), 2021, 384-390. ISSN 2523-2665 (Print), ISSN 2523-2223 (Online), DOI: 10.36348/jaep.2021.v05i12.003.

Ileuma S.: *Principals' Managerial Skills and Efficient Management of Educational Record Keeping in Secondary Schools, Edo State*. **International Journal of Strategic Research in Education, Technology & Humanities**. 8(1), September, 2020, 96-106. p-ISSN: 2465-731X, e-ISSN: 2467-818X

Ileuma, S. Balogun R. J. & Wahab S. A.: *Learners' Motivation Towards Successful Achievement of Universal Basic Education Goal in Public Schools in Ogun state, Nigeria*. **Journal of Educational Leadership & Management (JELMA)**, 2(2), 2022, 182-190

Ismail, S. N. Don, Y. Husin F. & Khalid, R. *Instructional Leadership and Teachers' Functional Competency across the 21st Century Learning*, **International Journal of Instruction**, 11(3), 2018, 135-152. <https://doi.org/10.12973/iji.2018.11310a>

Ismawati R., Mulyono S. & Aatute R.: *Influences of Compensation and Career Improvement on Teacher Performance through Work Motivation*. **International Journal of Social Science Research and Review** 6(1) January 2023, 193-203. <http://yssrr.comeditor@ijssrr>

Johnson L. & Smith K.: *The Influence of Classroom Environment on Student Attitudes and Engagement*. **Educational Psychology**, 48(3), 2019, 289-306. doi:10.1234/edpsych.2019.5678.

Kalkan, Ü., Altınay Aksal, F., Altınay Gazi, Z., Atasoy R., & Dağlı, G., *The Relationship between School Administrators' Leadership Styles, School Culture, and Organizational Image*. **Sage Open**, 10(1), 2020, 1-12. <https://doi.org/10.1177/2158244020902081>,

Karacabey M. F.: *School Principal Support in Teacher Professional Development*. **International Journal of Educational Leadership and Management** 9(1) 2020, DOI:10.17583/ijelm.2020.5158 ISSN 2014-9018

Katz. D. *The Functional Approach to the Study of Attitudes*. **Public Opinion Quarterly**, 24(2), 1960, 163-204.

Khawaldeh, E. D. A. *The Impact of Training on Improving Employee Performance: A Case Study on Employees in the Directorate of Education of Ma'an District*, **International Journal of Professional Business Review**, 8(10), 2023, 1-14. Doi: <https://doi.org/10.26668/businessreview/2023.v8i10.3520>

Kholis, N., Syukur S., & Ishs, A., *Quality Management of Teacher Empowerment in Pekalongan Primary Islamic Schools*. **Edukasia Islamika Jurnal Pendidikan Islam**, 7(2), 2022, 251-270. <https://doi.org/10.28918/jei.v7i2.6275>.

Khtatbeh M. M. Moahomed A. S. B, Rahman S. A. & Mohamed R.: *The Mediating Role of Procedural Justice on the Relationship between Job Analysis and Employee Performance in Jordan Industrial Estates*. **Heliyon**, 6, 2020, 1-9. <https://doi.org/10.1016/j.heliyon.2020.e04973>.

Kolawole E. B. & Olukotun M. O.: *Influence of Motivational Techniques on Students' Academic Performance in Secondary Schools*. **Journal of Education and Practice**, 11(11), 2020, 27-33.

Kools, M. Stoll, L. George, B. Steijn, B. Bekkers V. & Gouëdard, P. *The School as a Learning Organisation: The Concept and its Measurement*, **Eur J Educ**, 55, 2020, 24-42. <https://doi.org/10.1111/ejed.12383>

Krejcie & Morgan R. V.: *Determining Sample Size for Research Activities*. **Educational and Psychological Measurement**. 30, 2012, 607-610

Kumar P. & Raman P., *A Study on Effectiveness of Training and Development in Employees' Performance at Ennovi Mobility Solutions Pvt.Ltd*, **International Journal of Research Publication and Reviews** 5(6) 2024, 705 – 714

Kusumaningrum, D. E. Sumarsono R. B. & Gunawan, I. *Professional Ethics and Teacher Teaching Performance: Measurement of Teacher Empowerment with a Soft System Methodology Approach*, **Int. J. Innov. Creat. Chang**, 5(4), 2019, 611–624

Kutsy E.: *The Relationship between Attitudes toward Learning and Academic Performance among College Students*. **Journal of College Student Development**, 59(3), 2018, 371-377.

Lawal, A. A. *Analysis of Secondary Schools Teachers' Commitment in Kwara State, Nigeria*, **Islamic University Multidisciplinary Journal**, 7(2), 2020, 179-184. <https://www.iuiu.ac.ug/journaladmin/iujm/ArticleFiles/10423.pdf>

Lie, Sherly D.; Candra V.; Siallagan D.M. & Sudirman A. *Interpretation of the Effects of Job Satisfaction Mediation on the Effect of Principal Supervision and Compensation on Teacher Job Performance*. **Journal of Educational Science and Technology**. 7(1) 2021, 105-116. <https://doi.org.10.26858/est.v7i1.19208>

Longhurst M. L., Jones S. H. & Campbell T.: *Mediating Influences in Professional Learning: Factors that Lead to Appropriation and Principled Adaptation*. **Professional Development in Education**. 48(3) 2021, 506-522 doi: 10.1080/119415257.2021.1879220

Lopez-Cabarcos, M. A. Vazquez-Rodríguez P. & Quinoa-Pineiro, L. M. *An Approach to Employees' Job Performance through Work Environmental Variables and Leadership Behaviours*, **Journal of Business Research**, 140, 2022, 361-369. <https://doi.org/10.1016/j.jbusres.2021.11.006>

Maheshwari, G., *Influence of Teacher-Perceived Transformational and Transactional School Leadership on Teachers' Job Satisfaction and Performance: A Case of Vietnam*. **Leadership and Policy in Schools**, 21(4), 2022, 876-890. <https://doi.org/10.1080/15700763.2020.1866020>.

Mahfouz J., *Principals and Stress: Few Coping Strategies for Abundant Stressors*. **Educational Management Administration & Leadership**, 48(3), 2020, 440-458. <https://doi.org/10.1177/1741143218817562>.

Maldrine T. & Kiplangat, H. K. *Workload and Job Satisfaction Revisited among Public Secondary School Teachers in Nakuru West Sub County, Kenya*, **International Journal of Social Sciences and Management Review**, 3(5), 2020, 88-100. ISSN 2582-0176

Marcinkowski T. & Reid A.: *Reviews of Research on the Attitude-behavior Relationship and their Implications for Future Environmental Education Research*. **Environmental Education Research**, 25(4), 2019.459–471. doi:10.1080/13504622.2019.1634237

Maulud D., & Abdulazeez A. M., A Review on Linear Regression Comprehensive in Machine Learning. **Journal of Applied Science and Technology Trends**, 1(4), 2020, 140-147. <https://doi.org/10.38094/jastt1457>.

Moghadam Hosseini, S. *Predicting the Performance of School Principals in leadership Based on Spiritual Intelligence and Spirituality at Workplace with the Mediation of Organizational Intelligence*. **School Administration**, 10(4), 2023. 216-237. <https://jsa.uok.1173b817fd71823b41e64a92>

Mohd Norazmi M. N., bin Nordin, Mustafa M. Z. B., & A. R. B. A., Razzaq, *The Practice of Headmasters' Leadership and Its Effect on Job Satisfaction of Special Education Integration Program (PPKI) Teachers in Johor, Malaysia*. **Universal Journal of Educational Research**, 7(9), 2019, 2008-2014. <https://doi.org/10.13189/ujer.2019.070923>.

Mubita K., *Understanding School Safety and Security: Conceptualization and Definitions*, **Journal of Lexicography and Terminology**. 5(1) 2021, 76-86 <https://journals.unzozm/index.php/jlt>

Muhammed S., A., *Effect of Training and Development on Employees Productivity among Academic Staff of Kano State Polytechnic, Nigeria*, **Asian People Journal** 1(2), 2018, 264-286.

Mulawarman W. G., & Komariyah L.: *Women and Leadership Style in School Management: Study of Gender Perspective*. **Cypriot Journal of Educational Sciences**, 16(2), 2021, 594-611. <https://doi.org/10.18844/cjes.v16i2.5638>.

Mutunga, D. K. Kalai J. & Chepkonga, S. *Influence of In-Service Programmes on Principals' Management of Public Secondary Schools in Machakos, Kenya*, **IOSR Journal of Humanities and Social Science (IOSR-JHSS)**, 27(10), 2022, 48-57. e-ISSN: 2279-0837, p-ISSN: 2279-0845

Nassary, R. P *The Effects of Training on Employees' Performance in Public Institutions. A Case of Arusha Municipality, Tanzania.* **International Journal of Research and Innovation in Applied Science (IJRIAS)** V (IX) 2020

Nazar R., Shahzad M. A., & Saghir S., *English Language Learners (ELLs) in Urdu Main Stream: Resources for State-Run Secondary Schools in Punjab Province.* **Global Language Review**, VIII, 2023194-202. [https://doi.org/10.31703/blr.2023\(viii-ii,17](https://doi.org/10.31703/blr.2023(viii-ii,17).

Nwogu U. J. & Adieme, F. G. *Principals' Job Performance Enhancement for Economic Recovery in Secondary Schools in Rivers State, Nigeria,* **Asian Journal of Management Sciences & Education**, 7(4), 2018, 7-17. ISSN: 2186-845X ISSN: 2186-8441 Print

Oadeuya V., *Teacher's Characteristics and Implementation of National Curriculum for Secondary School Biology in Southwest, Nigeria* ,**Commonwealth Journal of Academic Research (CJAR.EU)**, 1(9), 2020, 1-9. ISSN: 2708-4841(Print), 2708-7042 (Online)

Obiakor, M. I., *Leadership as a Critical Responsibility That Requires Effective Attention on The Improvement Of Educational Standard In Enugu Education Zone Of Enugu State.* **Multi-Disciplinary Research and Development Journals Int'l**, 1(1), 2023, 11-11. <https://doi.org/10.15373/2249555x/mar2014/32>.

Obispo, R. T., Magulod G. C., Jr, & Tindowen, D. J. C. *Teachers' Classroom Management Styles and Student-Teacher Connectedness and Anxiety.* **International Journal of Learning, Teaching and Educational Research**, 20(5), 2021, 123-141. <https://doi.org/10.26803/ijlter.20.5.7>.

Ochieng, M. H. Odhiambo R. A. & John, Y. M. *Selected Practices of Delegation and It's Influence on Principals' Management of Public Secondary Schools in Rachuonyo South Sub-County Kenya,* **International Journal for Research in Educational Studies**, 5(9), 2019, 1-15. ISSN: 2208-2115

Odoh C. O. & Okeofu, D. P. *Influence of In-Service Training on Primary School Teachers' Job Performance in Nsukka Local Government Education Authority,* **IOSR Journal of Research & Method in Education (IOSR-JRME)**, 10(5), 2020, 45-54. e-ISSN: 2320-7388, p-ISSN: 2320-737x

Oguguo, B. C., Nannim, F. A., Agah, J. J., Ugwuanyi, C. S., Ene C. U., & Nzeadibe, A. C., *Effect of Learning Management System on Student's Performance in Educational Measurement and Evaluation.* **Education and Information Technologies**, 26, 2021, 1471-1483. <https://doi.org/10.1007/s10639-020-10318-w>.

Ogunbiyi, O. D. Adepoju F. O. & Oshinowo, O. R. *Principals' Time Management and Administrative Effectiveness in Secondary School in Ekiti State, Ekiti State University*

Journal of Contemporary Issues in Education,5(1), 2021, 11-19.
<https://www.eksujcie.com/elementor-2078>

Ogunjide J. A. & Odeleye D. A., *Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria*, **Journal of Capital Development in Behavioural Sciences**, 10(1), 2022, 41-60. ISSN Online: 2449-0679
ISSN Print: 2354-3981

Oguzo, N. *Workplace Automation and Employee Performance*, **Innovative Journal of Advancement in Business Education and Management**, 8(3), 2022, 95-103. ISSN: 4608 – 4775

Ojeje M. A. & Adodo A. *Education Infrastructure in Nigeria: An Analysis of Provision of School Building Facility in Secondary Schools in Delta State, Nigeria*. **Journal of Education and Entrepreneurship**, 5(3), 2018, 49-60. <https://doi.org/10.26762/jee.2018.400021>

Ojoogun 8. K. M, & S. Ileuma: *Human Resource Factors and Employability of Educational Management Undergraduates in Southwest, Nigeria*. **African Journal of Educational Management** 6(1&2), 2023, 1-20 ISSN 0795-0063

Okecha O.S R. E & Obozuwa, J. *Principal's Leadership Styles and Teachers' Job Performance: Evidence from Edo State, Nigeria*. 2019, 47(6), 909-924. <https://doi.org/10.1177/1741143218764178>.

Okeke, N. L. Obilor, P. U. Okonkwo E. C. & Ezeonwumere, C. *Factors Influencing School Principals' Effectiveness in Public Secondary Schools in Awka South Local Government Area, Anambra State*, **Unizik Journal of Educational Research and Policy Studies**, 16(1), 2023, 9-17. URL: <http://sjifactor.com/passport.php?id=21363>

Okiridu O. S. F. & Godpower, Y. J. *Teachers' Workload and Effective Instructional Delivery of Business Education Courses in Rivers State Universities*, **International Journal of Innovative Social & Science Education Research**, 9(1), 2021, 60-66. ISSN: 2360-8978

Okolocha, C. B. Akam G. U. & Chehara, F. O. *Effect of Job Satisfaction on Job Performance of University Lecturers in South-East, Nigeria*, **International Journal of Management Studies and Social Science Research**, 3(1), 2021, 119-137. ISSN: 2582 – 0265

Olajide, S. O. Olanipekun, B. V. & Obafunmilayo, A. O. *Influence of School Facilities on Students' Academic Performance in Basic Science and Technology in Junior Secondary Schools in Osun State, Nigeria*, **International Journal of Innovative Research and Development**, 10(2), 2021, 182-186. <https://doi.org/10.24940/ijird/2021/v10/i2/FEB21037>

Olanipon, O. O. Ebhoaye, S. O. Oyamendan, A. E. Akionla, A. A. Adalakun G. C. & Akinradewo, T. R. *Work environment and Employee Performance among Staff in Federal*

Polytechnic Ado-Ekiti, Ekiti State, Fuoye Journal of Finance and Contemporary Issues, 4(2), 2023, 64-81. ISSN: 2805-3664 (Print) ISSN: 2814-1733 (Online)

Olatoye R. A: *The Effects of Physical Learning Environment on Students' Academic Performance in Secondary Schools in Ogun State, Nigeria*. **Journal of Education and Learning**, 8(4), 2019, 131-141.

Olowo, B. F. Fashiku, C. O. Alabi F. O. & Adelokun, A. S. *Principals' Leadership Characteristics: An Indispensable Tool for Teachers' Effectiveness in Southwestern Nigeria Secondary Schools*, **Educational Leader (Pemimpin Pendidikan)**, 8(1), 2020, 17-44. <https://ejournal.um.edu.my/index.php/PEMIMPIN/issue/view/1728/545>

Olsen A., & Huang, F., *Teacher Job Satisfaction by Principal Support and Teacher Cooperation: Results from the Schools and Staffing Survey*. **Education Policy Analysis Archives**, 27, 2019, 11-11. <https://doi.org/10.14507/epaa.27.4174>.

Olugbenga, M. *Impact of School Facilities on the Academic Performance of Secondary School Students in Kaduna State, Nigeria*, **International Journal of Social Science and Humanities Research**, 7(3), 2019, 497-507. ISSN 2348-3164 (online), ISSN 2348-3156 (Print)

Omar, A. A. R. A. *Efficiency and Effectiveness in Management*, **Journal of Survey in Fisheries Sciences**, 10(3S), 2023, 3382-3392. DOI: 10(3S) 3382-3392.pdf

Oniya, T. Akindele D. L. & Faluyi M. A., *Job Commitment as a Correlate of Teachers' Productivity in Public Primary Schools in South West, Nigeria*, **European Journal of Theoretical and Applied Sciences**, 3(1), 2025, 385-394. DOI: 10.59324/ejtas.2025.3(1).34

Onubuleze, F. K. *School Facilities as Predictors of Students' Academic Performance in Secondary Schools in Enugu State*, **Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS)**, 6(2), 2023, 315-324. ISSN: 2695- 2319 (Print); ISSN: 2695-2327 (Online)

Onyango B. A. & Sika, J. O. *Effects of Physical Facilities on Job Satisfaction Among Secondary Schools Female Principals in Siaya County, Kenya*, **European Journal of Research and Reflection in Educational Sciences**, 8(7), 2020, 1-11. ISSN 2056-5852

Onyekwelu N. P. & Uchenna, I. M. *Effect of Training on Employee Performance. A Study Of Selected Banks in Anambra, State, Nigeria*, **International Journal of Research and Innovation in Applied Science (IJRIAS)** V (VI) 2020.

Oresajo, N. O. Adeyemi V. S. & Ajilore, D. *Principals' Behavioural Roles as Predictors of Teachers' Job Performance in Secondary Schools in Sagamu Local Government Area of Ogun*

State, Nigeria, **African Journal of Educational Management**, 21(2), 137-152.
<https://journals.ui.edu.ng/index.php/ajem/article/view/623/563>

Osang W. O., Osang A. W. & Akpama, S. I. *Prompt Payment of Salaries and Fringe Benefits as Determinants of Teachers Productivity in Public Secondary Schools of Calabar South Local Government Area of Cross River State, Nigeria*, **Turkish Online Journal of Qualitative Inquiry (TOJQI)**, 12(10), 2021, 4413-4423

Own T. A. & Jones R.: *The ABC Model of Attitudes: A Critical Analysis*. **Psychological Review**, 126(6), , 2019, 924-964.

Owoseni, A. .E. Ibem, & A. Opoko.:*Impact of Physical Learning Environment on Students' Learning Outcomes in Secondary Schools in Lagos State, Nigeria*. Department of Architecture, Covenant University, Nigeria, 2020.

Oyetakin, A. I. Ajalode J. A. & Alen, T. *Welfare Packages and Job Satisfaction among Public Secondary School Teachers' Ondo State, Nigeria*, **UNIZIK Journal of Educational Management and Policy**, 3(1), 2019, 63-76.
<https://journals.unizik.edu.ng/index.php/ujoe/article/view/583>

Oyo State Post Primary School Teaching Service Commission, 2024.

Özgenel M. & Mert P., *The Role of Teacher Performance in School Effectiveness*. **International Journal of Education Technology and Scientific Researches**, 10, 2019, 417-434.
<https://doi.org/10.35826/ijetsar.42>.

Padillo, G. G. . Manguilimotan., R. P Capuno., R. G. & Espina., R. C *Professional Development Activities and Teacher Performance* .**International Journal of Education and Practice**, 9(3), 2021, 497-506. <https://doi.org/10.18488/journal.61.2021.93.497.506>

Pambudi N. A & Harjanto, B., *Vocational Education in Indonesia: History, Development, Opportunities, and Challenges*. **Children and Youth Services Review**, 115, 2020, 105092.<https://doi.org/10.1016/j.chilyouth.2020.105092>.

Pardosi J. & Utari, T. I. *Effective Principal Leadership Behaviors to Improve the Teacher Performance and the Student Achievement*, **F1000 Research**, 10(465).
<https://doi.org/https://doi.org/10.12688/f1000research.51549.2>

Pellas, N. Fotaris, P. Kazanidis, I. & Wells D.. *Augmenting the Learning Experience in Primary and Secondary School Education: A Systematic Review of Recent Trends in Augmented Reality Game-Based Learning*. **Virtual Reality**, 23(4), 2019. 329-346.
<https://doi.org/10.1007/s10055-018-0347-2>.

Qureshi, M. A., Khaskheli, A., Qureshi, J. A., Raza S. A., &Yousufi, S. Q., *Factors Affecting Students' Learning Performance Through Collaborative Learning and*

Engagement. Interactive Learning Environments, 31(4), 2023, 2371-2391. <https://doi.org/10.1080/10494820.2021.1884886>.

Ray, S. Muhammad G. & Adnan, M. *The Administrative Role of Principals: Insights and Implication in Secondary Schools of Mardan District*, **Journal of Social Sciences Review (JSSR)**, 1(1), 2021, 46-56. DOI:10.54183/jssr.2021.1.1.46

Riatmaja D. S. & Wibawanto, S. *The Effect of Financial Compensation and Non-Financial Compensation on Employee Performance with Motivation as an Intervening Variable in Yogyakarta Startup Companies*, **Media Pengkajian Manajemen dan Akuntansi**, 21(1), 2022, 124-133. DOI:10.32639/fokbis.v21i1.99

Romlah O. Y., & Latief, S., *Empowering the Quality of School Resources in Improving the Quality of Education*. **Bulletin of Science Education**, 1(1), 2021, 27-44.

Ryan R. M., & Deci E. L., Brick by Brick: *The Origins, Development, and Future of Self Determination Theory*. In A. Elliot (Ed.), **Advances in Motivation Science** 6, 2019, 111– 156. Elsevier. <https://doi.org/10.1016/bs.adms.2019.01.001>

Sabti, Y. M. . Alqatrani, R. I. N Zaid, M. I. Taengkliang B. & Kareem, J. M. *Impact of Business Environment on the Performance of Employees in the Public-Listed Companies*, **FMDB Transactions on Sustainable Management Letters**, 1(2), 2023, 56-65. <https://www.fmdbpub.com>

Sakarya Akbulut H. & Altay I. F.: *Motivational Differences between Turkish Students and International Students for learning English at a University Context*. **International Journal of Curriculum and Instruction**, 13(3), 2021, 2302-2331.

Samad A. & Lashari, A. A. *Analysis of Administrative and Educational Experience of School Principal in Enhancing School Performance*, **Journal of Positive School Psychology**, 6(11), 2022, 3442-3452. <http://journalppw.comt>

Sarwar, U., Tariq, R., & Yong Q. Z, *Principals' Leadership Styles and its Impact on Teachers' Performance at College level*. **Frontiers in Psychology**, 13, 2022, 919693. <https://doi.org/10.3389/fpsyg.2022.919693>.

Saw-Mu, S. H., Shaha, S., Shamin, S., *Future-Proofing the Workforce: Training and Development in the Digital Age*, **European Journal of Human Resource Management Studies**. 7(2) 2024

Schermuly, C. C., Creon, L., Gerlach, P., Graßmann C., & Koch, J., *Leadership Styles and Psychological Empowerment: A Meta-Analysis*. **Journal of Leadership & Organizational Studies**, 29(1), 2022, 73-95. <https://doi.org/10.1177/15480518211067751>.

Sherman W, J. W., & W Klein S. A.: *The Four Deadly Sins of Implicit Attitude Research*. **Frontiers in Psychology**, 11, 2021, 604340. doi:10.3389/fpsyg.2020.604340

Sikombe S. & Phiri, M. A. *Institutional Factors Influencing Institutionalised Supplier Development Initiatives in the Construction Industry in Zambia*. **Cogent Business & Management**, 8(1), 2021, 1935184. <http://dx.doi.org/10.1080/23311975.2021.1935184>

Sims S. & Fletcher-Wood H.: *Identifying the Characteristics of Effective Teacher Professional Development: A Critical Review*. **School Effectiveness and School Improvement**, 32(1) 2021, 47-63. DOI: 10.1080/109243453, 2020, 1772841.

Sims S. & Fletcher-Wood H. : *Identifying the Characteristics of Effective Teacher Professional Development: A Critical Review*. **School Effectiveness and School Improvement**, 32(1) 2021, 47-63. DOI: 10.1080/109243453, 2020, 177284

Smith J.: *Affective Learning: The ABCD Model*. **International Journal of Lifelong Education**, 37(2), 2018, 187-203.

Smith L. & Johnson R. *Exploring the Dynamics of Motivation: A Contemporary Perspective*. **Journal of Applied Psychology**, 45(2), 2023, 123-139. doi:10.1234/jap.2023.5678.

Smith, A.& Johnson B.: *The Influence of Physical Factors on Attitudes*. **Journal of Psychology**, 45(3), 2020, 212-227. doi:10.1234/1234567890

Subair, S. T. *Assessment of Functionalities, Utilisation and Management of Hostel Facilities in Nigerian Universities*, *International Journal of Humanities Social Sciences and Education (IJHSSE)*,7(6), 2020, 102-109. ISSN 2349-0373 (Print) & ISSN 2349-0381 (Online) <http://dx.doi.org/10.20431/2349-0381.0706011>

Sudarti, S. Setiadi P. B. & Rahayu, S. *Effect of Remuneration and Motivation on Employee Performance at the State Court of Sidoarjo, Indonesia*, **Indonesia World Journal of Advanced Research and Reviews**. DOI: <https://doi.org/10.30574/wjarr.2022.14.3.0571>. 14(03), 2022, 403–412

Sunardi A. I: *Student Motivation in Online English Learning*. *ELE Reviews: English Language Education Reviews*, 1(2), 2021, 110-124. <https://doi.org/10.22515/elereviews.v1i2.4034>

Sze-Yeung Lai C., & Chi-leung Hui, P., *Service-learning: Impacts of Learning Motivation and Learning Experience on Extended Social/Civic Engagement*. **Higher Education Research & Development**, 40(2), 2021, 400-415. <https://doi.org/10.1080/07294360.2020.1756748>.

Taylor L. D & Vlastos Z. A., *Systematic Review of the Physical Environment and its Effects on Cognitive and Emotional Development*. **Educational Psychology Review**, 30(4), 2018, 841-874.

Telem, L. & A. Zaidman-Zait, : *Accessibility of the Physical Learning Environment: A Systematic Review of Literature*. **International Journal of Disability, Development and Education**, 66(5), 2019, 526-542.

Tojue, O. G. Audu O. L. & Nnamani, J. N. *Effect of Stress Management Techniques on Employee Job Performance in Manufacturing Firms in Nigeria*, **World Journal of Advanced Research and Reviews**, 18(02), 2023, 449–461. DOI: <https://doi.org/10.30574/wjarr.2023.18.2.0817>

Tseng Y. H.: *Exploring Motivation in EFL Learning: A Case Study of Elementary Students in a Rural area*. **Taiwan Journal of TESOL**, 18(2), 2021, 93-124.

Tus, J. *Self-Concept, Self-Esteem, Self-Efficacy and Academic Performance of the Senior High School Students*. **International Journal of Research Culture Society**, 4(10), 2020, 45-59. <https://www.IJRCS.org>, <https://doi.org/10.37200/ijpr/v24sp1/pr201138>.

Tus, J. *The Influence of Study Attitudes and Study Habits on the Academic Performance of the Students*. **International Journal of all Research Writings** 2(4)2020. 11-32., <https://doi.org/10.37200/ijpr/v24sp1/pr201138>.

Ughamadu U. & Ezinine, R. U. *Effective Leadership Practices of Principals for Sustainable Development in Secondary Schools in Anambra State*, **COOU Journal of Educational Research**, 6(2), 2021, 70 – 80. ISSN (Print): 2682-5201

Ukonu S. C. & Atukpa, O. *Principals' Administrative Practices for Effective Teachers Job Performance in Public Senior Secondary Schools in Rivers State*, **International Journal of Institutional Leadership, Policy and Management**, 7(2), 2025, 212-226. ISSN: 2735-9220

Umemezia E. & Akenzua, A. E. *Compensation Effect on Job Satisfaction among Private School Teachers in Benin City, Nigeria*, **DBA Africa Management Review**, 10(4), 2020, 92-105. ISSN - 2224-2023

Umoetuk, E. U. Boc-Ifeobu, J. A. Eden M. I-I. & Mbuk, W. E. *School Discipline, Reward System and Administrative Efficacy of Principals in Secondary Schools in Akwa Ibom State, Nigeria*, **Asian Journal of Education and Social Studies**, 49(3), 2023, 312–317. <https://doi.org/10.9734/ajess/2023/v49i31157>

Van Waeyenberg, T., Peccei R., & Decramer, A., *Performance Management and Teacher Performance: The Role of Affective Organizational Commitment and Exhaustion*. **The International Journal of Human Resource Management**, 33(4), 2022, 623-646. <https://doi.org/10.1080/09585192.2020.1754881>.

Virgana, V. *The Increasing Performance of School Principal through Remuneration, Personality, and Job Satisfaction*, **International Journal of Human Capital**, 2(2), 2018, 45-

59. Available online at Management <http://journal.unj.ac.id/unj/index.php/ijhcm>, E-ISSN 2580-9164

Wajdi, F. Putra Z. & Arif, A. *Management of Educational Facilities and Infrastructure in Improving Learning Productivity in Elementary Schools*, **ASSEHR**, 727, 2023, 44–51. https://doi.org/10.2991/978-2-494069-95-4_6

Wakkala, G. T. Danjuma M. & Bashir, K. *Welfare and Teachers' Job Performance in Public Secondary Schools in Danko-Wasagu Local Government, Kebbi State, Nigeria*, **British Journal of Education**, 10(11), 2022, 31-45. Online ISSN: 2054-636X (Online) Print ISSN: 2054-6351(Print)

Walson O. B. A. & Vita-Agundu, U. C. Gender and Educational Qualification as Correlates of Principals' Performance in the Management of Senior Secondary Schools in Rivers State, **International Journal of Studies in Education**, 19(3), 2023, 140-155. <https://ijose.unn.edu.ng>

Welsh R. O, *Navigating Tensions in School Discipline: Examining School Leaders, Teachers, and the Conversion of Referrals into Suspensions*. **American Journal of Education**, 129(2), 2023, 237-264. <https://doi.org/10.1086/723064>.

Whelan, E., Islam A. N., & Brooks, S., *Applying the SOBC Paradigm to Explain How Social Media Overload Affects Academic Performance*. **Computers & Education**, 143, 2020, 103692.

Wilson P., & Brown M.: *The Relationship Between Physical Health and Student Attitudes Toward Learning*. **Journal of Educational Psychology**, 55(4), 2020, 422-438. doi:10.1234/jep.2020.12345.

Yahya S. Z. & Amir R.: *Mathematics Anxiety and Additional Mathematics Performance*. **Journal of Archaeological Studies**, 3(2), 2018. 124-133.

Yakubu, M. M. Abubakar H. S. & Daniel, C. O. *Effect of Compensation on Employee Job Performance of Deposit Money Banks in Kano State, Nigeria*, **International Journal of Economics, Business and Management Research**, 7(6), 2023, 353-371. ISSN: 2456-7760, doi: 10.51505/IJEBMR.2023.7622

Yimam , M. H. *Impact of Training and Development on Employee Performance: A case study of Bahir Dar University, Ethiopians*. **Cogent Education**, 9(1) 2022.

Yohana. M., "Evaluasi Implementasi Kurikulum 2013 Mata Pelajaran Biologi di SMA Negeri." Kelola: **Jurnal Manajemen Pendidika**, 6(2), 2019, 130-145. <https://doi.org/10.24246/j.jk.2019.v6.i2.p130-145>.

Yustina, Y., Halim L., & Mahadi, I., The Effect of fish Diversity'book in Kampar District on the Learning Motivation and Obstacles of Kampar High School students' Through Online Learning during the Covid-19 Period. **Journal of Innovation in Educational and Cultural Research**, 1(1), 2020, 7-14.<https://doi.org/10.46843/jiecr.v1i1.2>.

Zambak, A. & Ozdemir, E. *Investigating Pre-School Teachers' Perceptions about the Leadership Styles of School Principals*. **Uluslararası Liderlik Çalışmaları Dergisi: Kuram ve Uygulama**, 5(2), 2022. 123-139. <https://doi.org/10.52848/ijls.1098341>.

Online

Jain, N. *What is Community Engagement? Definition, Principal, Example, Model, Framework, Strategies and Best Practices*, Available at https://ideascale.com/blog/what-is-community-engagement/#toc_Principal_of_Community_Engagement November 30, 2023

Thesis

Akins, C. B. *The Relationship between Instructional Leadership Practices and Leadership Self-Efficacy of School Leaders*, Electronic Theses and Dissertations, Georgia Southern University, 2019, 8. . <https://digitalcommons.georgiasouthern.edu/etd/2019>

Akira, P. *Teachers' Perception on Workload and Performance (A Case Study of Homeroom Teachers' at Primary Global Islamic School 2 Serpong)*, Unpublished Master Degree of Education (M.Pd.) Thesis, Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakart, 2020. <https://repository.uinjkt.ac.id/dspace/handle/123456789/51564>. 2020

Arogundade, B. B. *School Factors as Correlates of Secondary School Teachers' Job Performance in Ekiti State, Nigeria*, A Paper Submitted to the Department of Educational Management, Faculty of Education, Ekiti State University, Ado- Ekiti, Nigeria, 2019. <http://publications.uew.edu.gh>

Assibey-Ankrah, F. *Stress Management Practices and Employees' Performance at the University of Cape Coast*, Master's Dissertation in Business Administration, Department of Human Resource Management, University of Cape Coast, 2021. <https://ir.ucc.edu.gh/xmlui/handle/123456789/7677>.

Benz P.: Comparing Student Intrinsic Motivation and Engagement of Fourth and Eighth Graders to the Frequency of Project-Based Learning Instructional Components Using TIMSS 2019. Education Doctoral, 2023, Paper 550.

Appendices

Appendix I

Research Instruments

Principals' Management Styles Questionnaire (PMSQ)

Department of Arts and Social Science Education, Faculty of Education, Lead City
University, Ibadan, Oyo State, Nigeria

Dear Respondent,

I am a student of the above named university. I am carrying out a study to examine principals' motivational techniques and physical learning environment as determinants of students' attitude towards learning in Oyo State Secondary Schools. Your responses to this questionnaire will be of great value and would be treated with utmost confidentiality.

. **SECTION A: Demographic Information:** Tick (√) in the box appropriate to your response
(to be answered by students)

1. **Gender:** Male () Female ()

2. **Age:** 10 – 15years () 16- 20 years () Above 20 years ()

SECTION B: Physical Learning Environment

Please tick (✓) the appropriate box in front of the statements that describe your opinion (Tick (✓))

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

		SA	A	D	SD
S/N	Items	4	3	2	1
	Conducive Learning Environment				
1	The physical layout of my classroom supports my learning needs				
2	There is sufficient furniture that make me feel comfortable in my classroom environment				
3	The seating arrangement in the classroom encourage collaboration and interaction				
4	The noise level in my school is distracting to learning				
5	The cleanliness and organization of my classroom is satisfactory				
6	The physical environment of my classroom promotes a sense of safety and security				
7.	The classroom environment motivates you to actively participate in lessons				
8.	The availability and condition of classroom resources, such as whiteboards and projectors is satisfactory				
	School Facilities				
9.	The school provide spaces for student clubs and extracurricular activities				
10.	The availability and condition of cafeteria and dining facilities in the school is satisfactory				
12.	The school has a functional library that is equipped with resources and seating that encourages students to learn				
13	The school provides adequate spaces for extracurricular activities and sports				
14	My school has functional and comfortable study spaces outside of the classroom for student relaxation and socialization				
15	The school's science laboratories is equipped with up-to-date materials and instruments for effective experimentation				
16.	The school provide and maintain sports facilities, such as fields and equipment				
	School Security				
17.	The school has facilities equipment to handle emergencies, ensuring the safety of students and staff				
18.	The school environment is secure from external threats				

19.	The school has security personnel, such as guards or monitors that ensure safety of students and staff				
20.	The school addresses and prevents bullying or harassment among students				
21.	The school put measures in place to secure entrances and exits to the school premises				
22.	The school put measures in place to ensure the safety of students during extracurricular activities or events				
23.	The school engage in ongoing training and professional development for students and staff on safety protocols				
24.	The school first aid supplies to handle medical emergencies				

Lead City University Ibadan DO NOT COPY

Research Questionnaire II

Department of Arts and Social Science Education, Faculty of Education, Lead City
University, Ibadan, Oyo State, Nigeria

Dear Respondent,

I am a student of the above named university. I am carrying out a study to examine principals' motivational techniques and physical learning environment as determinants of students' attitude towards learning. Your responses to this questionnaire will be of great value and would be treated with utmost confidentiality.

SECTION A: Demographic Information: Tick (✓) in the box appropriate to your response (to be answered by teachers)

- Gender:** Male [] Female []
- Age:** 20 – 29 years [] 30 – 39 years [] 40 – 49 years [] 50 years and above []
- Current Level of Education:** Diploma [] Bachelor's degree [] PGDE []
Master's degree [] MPhil/PhD []
- Years of Teaching Experience:** 1-10 years [] 11 – 15 years [] 16 – 20 years
21 – 25 years [] 26 – 30 [] 31 year and above []

SECTION B: Principals' Motivational Strategies Questionnaire (PMSQ) (To be answered by Teachers)

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

Principals' Motivational Techniques Questionnaire (PMTQ)

Principals' Motivational Strategies					
S/N	Principals Support for Professional Development. The Principal:	SA	A	SD	D
1	creates meetings and study groups for teachers to help them improve in their knowledge and skills				
2	allows teachers to attend conferences in their area of profession				
3	mentors teachers to improve in their profession				

4	ensures seminars and workshops involving experts/keynote speakers are regularly organized for teachers within the school premises				
5	identifies the specific areas requiring retraining for teachers				
6	facilitates collaborative professional development initiatives for teachers				
7	leverage technology to enhance access to professional development resources for teachers				
8	engage in discussions with me about my professional growth and goals				
9	stays informed about emerging trends and best practices in teacher professional development				
10	addresses barriers or challenges that teachers may face in participating in professional development opportunities				
Teacher's Compensation and Welfare Packages		SA	A	SD	D
11	I am satisfied with the current salary structure provided by the school				
12	The compensation packages offered by the school are competitive compared to other institutions				
13	Salary raises or bonuses are awarded to teachers in my school often				
14	Are there opportunities for promotions to leadership positions in my school				
15	My school offers performance-based incentives or bonuses for exemplary teaching				
Teachers' Fringe Benefits					
16	My school provides benefits packages including health insurance, retirement plans, etc.				
17	There are additional perks or incentives offered to teachers beyond basic salary and benefits				
18	The school adequately values and rewards teachers' contributions beyond monetary compensation				
19	The process of determining teachers' salary raises, promotions, and other benefits within your school is transparent and fair and regular				
20	there any areas where the school could improve its compensation, promotion, benefits, or welfare packages for teachers				

Research Questionnaire III

Department of Arts and Social Science Education, Faculty of Education, Lead City
University, Ibadan, Oyo State, Nigeria

Dear Respondent,

I am carrying out a study to examine principals' motivational techniques and physical learning environment as determinants of students' attitude towards learning. Your responses to this questionnaire will be of great value and would be treated with utmost confidentiality.

Section A: Demographic Information

1. **Gender:** Male Female

2. **Age:** 10 - 15years 16–20 years Above 20 years

3. **Class:** SSS 2

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

SECTION B: Students' Attitude towards Learning Questionnaire (SATLQ)

S/N		SA	A	D	SD
1	I participate in classroom discussions and activities				
2	I am actively involved in learning activities				
3	I find it easy to cope with my learning demands				
4	I do not want to learn, because I do not like working/studying				
5	Learning has always interested me				
6	I consider my going to school unnecessary				
7	I am bored while listening to subjects in the class				
8	I am motivated to learn				

Appendix II

Computation Results from SPSS Analysis

Teacher Gender Distribution of Respondents					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Male	727	42.0	42.0	
	Female	1004	58.0	58.0	
	Total	1731	100	100	

Age Range of Respondents of School Teachers in Oyo State					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	20 – 29 years	270	15.6	15.6	
	30 – 39 years	909	52.5	52.5	
	40 – 49 years	410	23.7	23.7	
	50 years and above	142	08.2	08.2	
	Total	1731	100	100	

Education Qualifications					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Diploma	45	02.6	02.6	
	Bachelor's Degree	1190	68.7	68.7	
	PGDE	131	07.6	07.6	
	Masters' Degree	334	19.3	19.3	
	Mphil/PhD	31	01.8	01.8	
	Total	1731	100	100	

Years of Teaching Experience of Secondary School Teachers in Oyo State					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	1 – 10 years	48	02.8	02.8	
	11 – 15 years	71	04.5	04.5	
	16 – 20 years	265	15.3	15.3	
	21 – 25 years	1100	63.5	63.5	
	26 – 30 years	155	08.9	08.9	
	31 years and above	92	05.3	05.3	
	Total	1731	100	100	

Teacher Gender Distribution of the Secondary School Students					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Male	1861	47.7	47.7	
	Female	2039	52.3	52.3	
	Total	3900	100	100	

Age Range of Respondents of School Students in Oyo State					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	10 – 13 years	540	13.8	13.8	
	14 – 16 years	1604	41.1	41.1	
	17 – 19 years	940	24.1	24.1	
	20 years and above	816	21.0	21.0	
	Total	3900	100	100	

Participates in classroom discussions and activities					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1643	42.1	42.1	
	Agree	1098	28.2	28.2	
	Disagree	768	19.7	19.7	
	Strongly Disagree	391	10.0	10.0	
	Total	3900	100	100	

Am bored while listening to subjects in the class					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	995	25.5	25.5	
	Agree	868	22.3	22.3	
	Disagree	866	22.2	22.2	
	Strongly Disagree	1171	30.0	30.0	
	Total	3900	100	100	

Consider my going to school unnecessary					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1208	31.1	31.1	
	Agree	1358	34.8	34.8	
	Disagree	826	21.1	21.1	
	Strongly Disagree	508	13.0	13.0	
	Total	3900	100	100	

Am interested in Learning always					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1130	29.0	29.0	
	Agree	1014	26.0	26.0	
	Disagree	924	23.7	23.7	
	Strongly Disagree	832	21.3	21.3	
	Total	3900	100	100	

Do not want to learn, because I do not like working/studying					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1342	34.4	34.4	
	Agree	931	24.0	24.0	
	Disagree	950	24.4	24.4	
	Strongly Disagree	677	17.4	17.4	
	Total	3900	100	100	

Find it easy to cope with my learning demands					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1231	31.6	31.6	
	Agree	1203	31.0	31.0	
	Disagree	821	21.1	21.1	
	Strongly Disagree	742	19.0	19.0	
	Total	3900	100	100	

Am actively involved in learning activities					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	721	18.5	18.5	
	Agree	829	21.3	21.3	
	Disagree	1245	32.0	32.0	
	Strongly Disagree	1105	28.3	28.3	
	Total	3900	100	100	

Am motivated to learn during classes					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	614	15.7	15.7	
	Agree	863	22.1	22.1	
	Disagree	1223	31.4	31.4	
	Strongly Disagree	1200	30.8	30.8	
	Total	3900	100	100	

Principals Support for Professional Development

Engage in discussions with me about my professional growth and goals					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1003	58.0	58.0	
	Agree	428	24.7	24.7	
	Disagree	238	13.7	13.7	
	Strongly Disagree	62	03.6	03.6	
	Total	1731	100	100	

Facilitates collaborative professional development initiatives for teachers					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	965	55.7	55.7	
			238		

	Agree	268	15.5	15.5
	Disagree	382	22.1	22.1
	Strongly Disagree	116	06.7	06.7
	Total	1731	100	100
Provides resource or funding to support teachers' participation in professional development activities				
		Frequency	Percent	Valid percent
Valid	Strongly Agree	808	46.7	46.7
	Agree	558	32.2	32.2
	Disagree	300	17.3	17.3
	Strongly Disagree	65	03.8	03.8
	Total	1731	100	100

Seeks feedback from me regarding my professional development needs and interests				
		Frequency	Percent	Valid percent
Valid	Strongly Agree	1030	60.0	60.0
	Agree	514	30.0	30.0
	Disagree	124	07.2	07.2
	Strongly Disagree	63	03.7	03.7
	Total	1731	100	100

Leverage technology to enhance access to professional development resources for teachers				
		Frequency	Percent	Valid percent
Valid	Strongly Agree	942	54.4	54.4
	Agree	700	40.4	40.4
	Disagree	55	03.2	03.2
	Strongly Disagree	34	02.0	02.0
	Total	1731	100	100

Recognizes and celebrate my achievements and milestones in my professional development				
		Frequency	Percent	Valid percent
Valid	Strongly Agree	1183	68.3	68.3
239				

	Agree	508	29.3	29.3
	Disagree	30	0.17	0.17
	Strongly Disagree	10	0.06	0.06
	Total	1731	100	100

Stays informed about emerging trends and best practices in teacher professional development					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1221	70.5	70.5	
	Agree	329	19.0	19.0	
	Disagree	105	06.1	06.1	
	Strongly Disagree	76	04.4	04.4	
	Total	1731	100	100	

Addresses barriers or challenges that teachers may face in participating in professional development opportunities					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1414	81.7	81.7	
	Agree	242	14.0	14.0	
	Disagree	34	02.0	02.0	
	Strongly Disagree	41	02.4	02.4	
	Total	1731	100	100	

Teachers Compensation and Welfare Packages

My school offers performance-based incentives or bonuses for exemplary teaching					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1043	60.3	60.3	
	Agree	358	20.7	20.7	
	Disagree	200	11.6	11.6	
	Strongly Disagree	130	07.5	07.5	
	Total	1731	100	100	

There are opportunities for promotions to leadership positions in my school					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1305	75.4	75.4	
	Agree	258	15.0	15.0	
		240			

	Disagree	100	05.8	05.8
	Strongly Disagree	68	04.0	04.0
	Total	1731	100	100

Bonuses are awarded to teachers in my school often					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	958	55.3	55.3	
	Agree	558	32.2	32.2	
	Disagree	126	07.3	07.3	
	Strongly Disagree	89	05.1	05.1	
	Total	1731	100	100	

The compensation packages offered by the school are competitive compared to other institutions					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1130	65.3	65.3	
	Agree	314	18.1	18.1	
	Disagree	124	07.2	07.2	
	Strongly Disagree	163	09.4	09.4	
	Total	1731	100	100	

Financial incentives such as overtime bonuses, extra-curricular activities, remedial teaching given by my employer encourages me to be committed in my job					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1142	66.0	66.0	
	Agree	332	19.2	19.2	
	Disagree	175	10.1	10.1	
	Strongly Disagree	82	04.7	04.7	
	Total	1731	100	100	

I receive medical allowances that cover all my health needs					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	731	42.2	42.2	
		241			

	Agree	623	36.0	36.0
	Disagree	321	18.5	18.5
	Strongly Disagree	56	03.2	03.2
	Total	1731	100	100

I am offered attractive house allowance which encourages me to be loyal to my job					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1121	64.8	64.8	
	Agree	429	24.8	24.8	
	Disagree	165	09.5	09.5	
	Strongly Disagree	16	0.09	0.09	
	Total	1731	100	100	

Seeks feedback from the teachers regarding my professional development needs and interests					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1254	72.4	72.4	
	Agree	342	19.8	19.8	
	Disagree	100	05.8	05.8	
	Strongly Disagree	35	02.0	02.0	
	Total	1731	100	100	

Teachers' Fringe Benefits

There are additional perks or incentives offered to teachers beyond basic salary and benefits					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1043	60.3	60.3	
	Agree	371	21.4	21.4	
	Disagree	200	11.6	11.6	
	Strongly Disagree	117	06.8	06.8	
	Total	1731	100	100	

My school provides benefits packages including health insurance, retirement plans, etc					
		Frequency	Percent	Valid percent	Cumulative percent

Valid	Strongly Agree	1305	75.4	75.4
	Agree	255	14.7	14.7
	Disagree	100	05.8	05.8
	Strongly Disagree	71	04.1	04.1
	Total	1731	100	100

The school adequately values and rewards teachers' contributions beyond monetary compensation

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1210	70.0	70.0	
	Agree	358	20.7	20.7	
	Disagree	126	07.3	07.3	
	Strongly Disagree	37	02.1	02.1	
	Total	1731	100	100	

The process of determining teachers' benefits within your school is transparent and fair and regular

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1130	65.3	65.3	
	Agree	400	23.1	23.1	
	Disagree	101	05.8	05.8	
	Strongly Disagree	100	05.8	05.8	
	Total	1731	100	100	

The school gives opportunities for international teaching experience

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	942	54.4	54.4	
	Agree	522	30.2	30.2	
	Disagree	225	13.0	13.0	
	Strongly Disagree	42	02.4	02.4	
	Total	1731	100	100	

The school provides wellness programs for the teachers in the school

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1031	59.5	59.5	
	Agree	323	18.7	18.7	
	Disagree	221	12.8	12.8	
	Strongly Disagree	156	09.0	09.0	
	Total	1731	100	100	

There is access to modern educational technology in the school

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	921	53.2	53.2	
	Agree	429	24.8	24.8	
	Disagree	365	21.1	21.1	
	Strongly Disagree	16	0.09	0.09	
	Total	1731	100	100	

There are opportunities for mentorship coaching

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	914	52.8	52.8	
	Agree	412	23.8	23.8	
	Disagree	234	13.5	13.5	
	Strongly Disagree	171	09.9	09.9	
	Total	1731	100	100	

Conducive Learning Environment

The physical layout of my classroom supports my learning needs

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1343	34.4	34.4	
	Agree	1098	28.2	28.2	
	Disagree	868	22.3	22.3	
	Strongly Disagree	591	15.1	15.1	
	Total	3900	100	100	

The availability and condition of classroom resources, such as whiteboards and projectors is satisfactory

		Frequency	Percent	Valid	Cumulative

				percent	percent
Valid	Strongly Agree	1305	33.5	33.5	
	Agree	1168	30.0	30.0	
	Disagree	682	17.5	17.5	
	Strongly Disagree	745	19.1	19.1	
	Total	3900	100	100	

The classroom environment motivates you to actively participate in lessons					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1808	29.6	29.6	
	Agree	1358	50.0	50.0	
	Disagree	526	19.2	19.2	
	Strongly Disagree	208	01.2	01.2	
	Total	3900	100	100	

The cleanliness and organization of my classroom is satisfactory					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1130	41.5	41.5	
	Agree	1114	29.8	29.8	
	Disagree	924	19.2	19.2	
	Strongly Disagree	732	09.5	09.5	
	Total	3900	100	100	

There is sufficient furniture that make me feel comfortable in my classroom environment					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1342	34.4	34.4	
	Agree	1132	29.0	29.0	
	Disagree	975	25.0	25.0	
	Strongly Disagree	451	11.6	11.6	
	Total	3900	100	100	

The seating arrangement in my classroom encourage collaboration and interaction					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1431	36.7	36.7	
	Agree	1123	28.8	28.8	
	Disagree	725	18.5	18.5	
	Strongly Disagree	625	16.0	16.0	
	Total	3900	100	100	

The noise level in my school is distracting to learning					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1221	31.3	31.3	
	Agree	1329	34.1	34.1	
	Disagree	865	22.2	22.2	
	Strongly Disagree	485	12.4	12.4	
	Total	3900	100	100	

The physical environment of my classroom promotes a sense of safety and security					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1214	31.1	31.1	
	Agree	1422	36.5	36.5	
	Disagree	734	18.8	18.8	
	Strongly Disagree	530	13.5	13.5	
	Total	3900	100	100	

School Safety

The school's safety measures are continuously evaluated and updated to address evolving threats and challenges					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1243	31.9	31.9	
	Agree	1098	28.1	28.1	
	Disagree	968	24.8	24.8	
	Strongly Disagree	591	15.2	15.2	
	Total	3900	100	100	

The school has security personnel, such as guards or monitors that ensure safety of students				
--	--	--	--	--

and staff					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1243	31.9	31.9	
	Agree	1098	28.1	28.1	
	Disagree	968	24.8	24.8	
	Strongly Disagree	591	15.2	15.2	
	Total	3900	100	100	
The school is equipped with the physical security, such as surveillance cameras and controlled access points					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1408	36.1	36.1	
	Agree	1158	29.7	29.7	
	Disagree	926	23.7	23.7	
	Strongly Disagree	408	10.5	10.5	
	Total	3900	100	100	

The school put measures in place to secure entrances and exits to the school premises					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1330	34.1	34.1	
	Agree	1224	31.4	31.4	
	Disagree	824	21.1	21.1	
	Strongly Disagree	522	13,4	13,4	
	Total	3900	100	100	

The school facilities are designed to minimize potential hazards and promote overall safety					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1342	34.4	34.4	
	Agree	1532	39.3	39.3	
	Disagree	775	19.9	19.9	
	Strongly Disagree	251	06.4	06.4	
	Total	3900	100	100	

The school addresses and prevents bullying or harassment among students					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1231	31.6	31.6	
	Agree	1203	30.8	30.8	
	Disagree	781	20.0	20.0	
	Strongly Disagree	685	17.6	17.6	
	Total	3900	100	100	

The school has facilities equipment to handle emergencies, ensuring the safety of students and staff					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1321	33.9	33.9	
	Agree	1023	26.2	26.2	
	Disagree	855	22.0	22.0	
	Strongly Disagree	701	17.9	17.9	
	Total	3900	100	100	

The school first aid supplies to handle medical emergencies					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1214	31.1	31.1	
	Agree	1142	29.2	29.2	
	Disagree	834	21.4	21.4	
	Strongly Disagree	710	18.2	18.2	
	Total	3900	100	100	

School Facilities

The school provide spaces for student clubs and extracurricular activities					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1343	38.3	38.3	
	Agree	1098	32.9	32.9	
	Disagree	668	20.8	20.8	
	Strongly Disagree	791	08.0	08.0	
	Total	3900	100	100	

The availability and condition of cafeteria and dining facilities in the school is satisfactory					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1505	47.9	47.9	
	Agree	1168	28.2	28.2	
	Disagree	782	17.7	17.7	
	Strongly Disagree	445	06.2	06.2	
	Total	3900	100	100	

The school has a functional library that is equipped with resources and seating that encourages students to learn					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1808	29.6	29.6	
	Agree	1358	50.0	50.0	
	Disagree	526	19.2	19.2	
	Strongly Disagree	208	01.2	01.2	
	Total	3900	100	100	

The school provides adequate spaces for extracurricular activities and sports					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1630	41.5	41.5	
	Agree	1214	29.8	29.8	
	Disagree	724	19.2	19.2	
	Strongly Disagree	332	09.5	09.5	
	Total	3900	100	100	

My school has functional and comfortable study spaces outside of the classroom for student relaxation and socialization					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1342	34.4	34.4	
	Agree	1132	29.0	29.0	
	Disagree	875	22.4	22.4	
	Strongly Disagree	551	14.2	14.2	
	Total	3900	100	100	

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1342	34.4	34.4	
	Agree	1132	29.0	29.0	
	Disagree	875	22.4	22.4	
	Strongly Disagree	551	14.2	14.2	
	Total	3900	100	100	

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1200	30.8	30.8	
	Agree	1120	28.7	28.7	
	Disagree	960	24.6	24.6	
	Strongly Disagree	620	15.9	15.9	
	Total	3900	100	100	

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	1314	33.7	33.7	
	Agree	1042	26.7	26.7	
	Disagree	834	21.4	21.4	
	Strongly Disagree	710	18.2	18.2	
	Total	3900	100	100	

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	47204.883	6	7867.480	4.080	.001	Significant

Residual	7508.739	3894	1.928
Total	54713.622	3900	

Model Summary

R = .929

R Square = .863

Adjusted R Square = .864

Standard Error of the Estimate = 1.883

Dependent Variable: **Students' Attitude towards Learning**

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Standard Error	Beta		
1 (Constant)	21.269	.354		60.008	.000
Teachers' Compensation and Welfare packages	.101	.084	1.729	35.444	.005
Teachers' Fringes Benefits	.282	.074	.141	1.816	.000
Supports for Professional Development	.022	.072	.011	1.201	.005
School Safety	.081	.064	.047	1.256	.005
School Facilities	.035	.152	.053	1.004	.000
Conducive Learning Environment	.065	.043	.132	1.103	.005

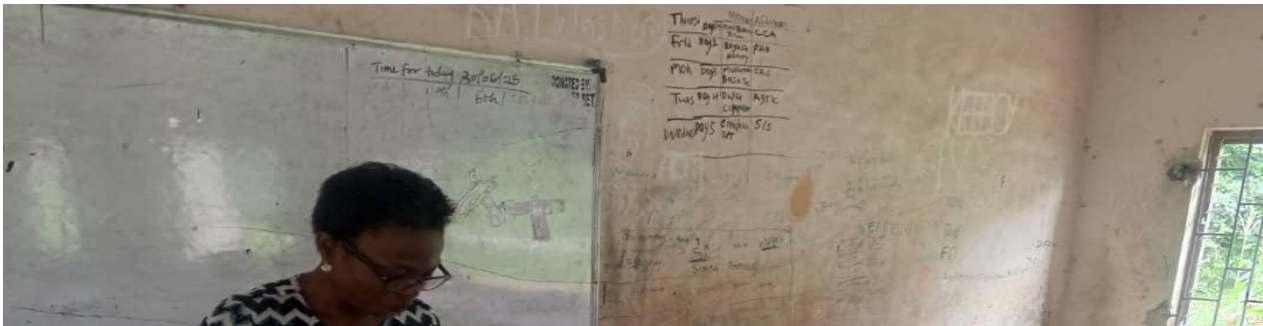
Source: Fieldwork, 2025
*t-value significant at $P < 0.05$

Appendix III

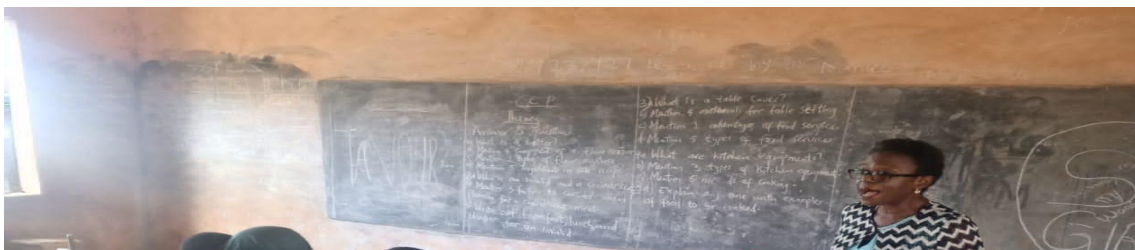
Pictures of Researcher during administration of the Instruments







Do NOT COPY



Bio-data

A. Personal data

1. Full Name: Magareth OLuwatoyin ABRAHAM

HomeAddress: Rd 4, No 11, Delight Estate, Off Olorunda road, Akobo, Ibadan

E-mail Address: magareth.o.abraham@gmail.com

Phone number: +234 (0) 7038064682

2. Date and Place of Birth: 24th March, Lagos

3. Nationality: Nigerian

4. Name and Address of Next of Kin: Miss Hannah Abraham

B. Educational Background

Institutions Attended	Qualification Obtained	Date
1. National Open University, Ibadan	B.Ed Business Education	2017
2. National Open University, Ibadan	M. Ed Edu. Admin and Planning	2020
3. Lead City University, Oyo State	(PhD in Education Mgt. in view)	2025

C. Working Experience with Dates

Work Place	Date
-------------------	-------------

1. Teacher in Private schools in Ibadan 2000 -2020
2. Educational Consultancy 2020 -till date

D. Awards and Fellowships (If any): Nil

E. Membership of Academic Professional Bodies:

Member, Society for Peace Studies and Practice (SPSP)

Member, Institute of Chartered Secretaries and Administrators of Nigeria (ICSAN)

F. Publications:

Abraham M. O., Adeniji A. E. & Eleuma S. (2023, May). Balancing Micromanagement and Sustainable Development in Nigerian Secondary Schools: A pathway to Educational Excellence. *In Lead City University Postgraduate Multidisciplinary Conference Proceedings*. (Vol. 1, No. 3, pp. 447-459)

Adeniji A. E., Abraham M. O., & Eleuma S. (2023, May). Promoting Sustainable Development in Nigeria: Review of Literatures on Parameters to ensure Positive Peace in Nigeria. *In Lead City University Postgraduate Multidisciplinary Conference Proceedings*. (Vol. 1, No. 1, pp. 201-209)

Abraham, M. O., & Adeniji, A. E. (2025). Integrating Gardner's Theory of Multiple Intelligences into Sustainable Development Education: Strategies And Challenges. *Educational Discourse: Research Reports from Africa*, 311.

4. Notable scholarly or Professional Accomplishments: Nil

5. Major Conferences/Workshops Attended:

Lead City University Postgraduate Multidisciplinary Conference 2023

Lead City University Postgraduate Multidisciplinary Conference 2024

Lead City University Postgraduate Multidisciplinary Conference 2025

6. Date and Signature: 6/9/2025

The University Compliance Certification

This is to certify that the thesis by Magareth Oluwatoyin ABRAHAM in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria is in full compliance with the approved University Format and Style.

Signature

Date

Lead City University Ibadan DO NOT COPY