

**Principals' Motivational Techniques and Physical Learning Environment as  
Determinants of Students' Attitude towards Learning in Oyo State Secondary  
Schools**

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Philosophy(PhD)Degree in Educational Management**

## Certification

This is to certify that **Magareth Oluwatoyin ABRAHAM** with the matriculation number **LCU/PG/003205** carried out this research work titled: **'Principals' Motivational Techniques and Physical Learning Environment as Determinants of Students' Attitude towards Learning in Oyo State Secondary Schools'** in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy in Education Degree (PhD) in Educational Management and that this has not been previously submitted.

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**Date**

## **Dedication**

This work is dedicated to God the Father, God the Son and God the Holy Spirit for His presence, wisdom, inspiration, strength and enablement to start and successfully complete this research work.

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## Abstract

Students' attitude towards learning is their opinions, feelings, beliefs about learning; level of interest in learning, motivation to learn, and confidence in their ability to learn. Several factors were highlighted as factors influencing students attitude towards learning. However, this study investigated the influence of principals' motivational techniques and the physical learning environment on students' attitudes towards learning in secondary schools in Oyo State, Nigeria. Students' attitude towards learning is their opinions, feelings, beliefs about learning; level of interest in learning, motivation to learn, and confidence in their ability to learn. Three research questions were raised and two hypotheses were formulated and a descriptive survey research design was employed for the study. The study population comprised 165,234 students and 5,470 teachers across public secondary schools in Oyo State. A multi-stage sampling procedure yielded 3,900 students and 1,731 teachers as respondents. Data were collected using three validated instruments: the Students' Attitude towards Learning Questionnaire (SALQ) with a reliability coefficient of  $\alpha = 0.813$ , Principals' Motivational Techniques Questionnaire (PMTQ) with  $\alpha = 0.841$  and the Physical Learning Environment (PLEQ) with  $\alpha = 0.814$ . Both descriptive and inferential statistical methods were employed in the statistical analysis. Findings revealed that students demonstrated a moderate attitude towards learning ( $\bar{x} = 2.601$ ). Among the motivational strategies employed by principals, fringe benefits for teachers emerged as the most prevalent, with  $\bar{x} = 3.420$ . The assessment of the physical learning environment measured in the study, indicated moderate levels, with provision of school facilities at  $\bar{x} = 2.850$ , conducive learning environment at  $\bar{x} = 2.880$ , and school safety at  $\bar{x} = 2.830$ . Regression analysis showed that principals' motivational strategies and the physical learning environment jointly influenced students' attitudes towards learning,  $F(6, 3894) = 4.042$ ,  $R = .505$ ,  $R^2 = .243$ , Adjusted  $R^2 = .261$ ,  $p < 0.05$ . Specific predictors with significant contributions included teachers' compensation and welfare packages ( $\beta = .101$ ,  $t = 1.447$ ,  $p < 0.005$ ), fringe benefits ( $\beta = .282$ ,  $t = 1.816$ ,  $p < .000$ ), support for professional development ( $\beta = .022$ ,  $t = 1.201$ ,  $p < 0.005$ ), school safety ( $\beta = .081$ ,  $t = 1.256$ ,  $p < .005$ ), school facilities ( $\beta = .035$ ,  $t = 1.004$ ,  $p < .005$ ), and conducive classroom conditions ( $\beta = .065$ ,  $t = 1.103$ ,  $p < 0.005$ ). These findings establish that both motivational techniques and the quality of the physical learning environment significantly shape students' disposition towards learning. The study concluded that principals' motivational techniques, particularly welfare packages, fringe benefits, and professional development support, along with the adequacy of physical facilities, conducive learning environment, and safety measures, are critical determinants of students' learning attitudes. It was recommended that the government and educational authorities prioritize the provision of adequate facilities, enhance professional development opportunities for teachers, inculcate sustainable maintenance culture for existing facilities, and ensure robust security measures to foster a positive learning environment and strengthen students' commitment to learning.

**Keywords:** Principals' Motivational Techniques, Physical Learning Environment, Students' Attitude towards Learning

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