CHAPTER ONE

INTRODUCTION

Background to the Study

The cornerstone of national development is generally regarded as education which is a major instrument for social transformation and also, a driver of economic growth. The Nigeria secondary education occupies an important position within the educational system, bridging the gap between primary education and tertiary institution. The ability of teachers in delivering quality instruction and support the holistic development of learners at this level of education, will depend largely on its effectiveness (Adeyemi & Alade, 2020).

Teachers' effectiveness is the bedrock of educational quality and an important factor in determining the extent to which school achieves its intended objectives. Also, it can be referred to as the ability of teachers to successfully promote the attainment of skills, attitudes, knowledge and values which helps in fostering overall learners' development Apart from the delivery ary of subject matter, teaching effectiveness involves the creation of meaningful learning experience which can engage students socially, emotionally and cognitively, which also enable them to apply what they learn to real life Context. It also refers to the capacity of the teacher to facilitate learning is such a way that produces measurable improvements in Students skills, values, and knowledge. Teachers' effectiveness can be measured by the quality of lesson preparation, instructional delivery, effective classroom management, use of teaching aids, assessment practices as well as the ability to create a supportive learning environment.

It also involves been punctual and regularly attending classes, appropriate use of teaching aids, evaluating learners to monitor their progress regularly, given timely feedback which aids academic advancement. In addition, teachers who are effective are able to create a

safe, inclusive, and providing an enabling classroom environment where students feel respecting and motivated, actively participating in the learning process (Okeke & Eze, 2020).

Teachers' effectiveness is not a static feature rather, a dynamic process which could be influenced by teacher's professional competency, pedagogical skills, mastery of subject matter, and a reflective practice. Professional competence does not only include academic quantifications but also, a continuous development of knowledge and skills through workshop, self-directed learning and seminars. The ability of teachers shaping their teaching methods in order to cater the various learning needs, blend knowledge from different discipline and as well use technology in teaching could be referred to as pedagogical skills. Mastery of subject matter by a teacher will enable then to explain concepts with clarity, effectively respond to students' questions and connect learning to real-life situation. Teachers can assess the effects of their teaching, point-out areas of improvement so as to make improved changes for improving learning outcomes. In the concept of the Nigeria public senior secondary schools, teachers' effectiveness may be influenced by a variety of Integrated factors such as resources availability, school administrators, policy execution as well. as motivation.

The school leadership particularly the principal among these factors; plays a critical role in influencing teachers' performance. The principal do not only function as administrative heads, but also as instructional leaders whose responsibility is to foster an environment that promotes teachers' commitment and productivity. A core part of this responsibility is the adoption of appropriate motivational strategies which include deliberate actions and practices which are designed to enhance teachers' morale, job satisfaction, and professional engagement (Eze et al, 2022).

Motivational strategies in schools may take diverse form which may include recognition and appreciation of teachers, professional development opportunities, providing

incentives and rewards, provision of instructional resources, encouraging participatory decision-making, staff welfare and collaboration and teamwork. All these approaches have the capacity to influence both intrinsic and extrinsic motivation. While intrinsic motivation is derived from within, such as personal satisfaction of teaching, satisfaction derived from adding to societal growth and professional pride; extrinsic motivation is gotten from external rewards such as financial incentives, promotions, and public recognition. For example, in Nigeria, where teachers encountered diverse work hurdles which include deluged salaries, over-populated classrooms, and insufficient school resources; the principal's ability to integrate both motivational approaches could be of great benefit in ensuring a high level of teaching quantity (Oluremi, 2011).

One of the most important strategies principals use to motivate teachers is offering professional development opportunities that enhance teachers' knowledge, pedagogical skills and instructional competence. Principals who actively support teachers' participation in workshops, seminars, in–service training and mentoring programmes signal a commitment to continuous learning and professional growth. This, in turn, increases teachers' sense of value and belonging in the school system. Recognition and reward is another way principals can adopt in motivating teachers. Recognising teachers' contributions and accomplishments with formal awards, commendations, or informal acknowledgement generates a sense of accomplishment and professional pride. Recognition strengthens good conduct and motivates teachers to uphold high standards in their teaching. The creation of a supportive and enabling work environment is an important aspect of principals' motivational strategies. Teachers are more likely to be at their best when their physical and psychological working conditions are conducive to effective teaching and learning. Principals are critical in making sure that instructional materials are available, workloads are manageable and collegial relationships among staff are positive. A supportive environment also means encouraging a culture of

respect, inclusiveness and shared responsibility. Powerful motivators for increased teacher autonomy and professional respect are participatory leadership and effective communication. Inclusion of teachers in decision-making regarding curriculum development, assessment practices, and school policies can instil a sense of ownership and shared responsibility among the teachers. This participation increases teachers' commitment to the goals of the organisation, and also promotes innovation and collaborative problem solving. Open and transparent communication builds trust among school leaders and teachers.

Given the pivotal role of secondary education in national development and the importance of effective teaching in achieving educational objectives, examining the relationship between principals' motivational strategies and teaching effectiveness become very necessary. The study, therefore seeks to make available empirical evidence on the relationship between these variables in public senior secondary schools in Edo South Senatorial District of Edo State, with a view to informing policy and improving leadership practices with the education landscape.

Statement of the Problem

Teachers' effectiveness is very fundamental in achieving educational goals and the improvement of academic performance of students in senior secondary schools. In Edo State, especially, in Edo South Senatorial District, concerns have continued to rise regarding declining teaching effectiveness as it reflects in poor lesson preparation, poor lesson delivery, irregular assessment practices, poor engagement as well as low teacher commitment. The aforementioned observation suggests further study on how principals' motivational strategies influences teachers teaching effectiveness in public senior secondary schools in Edo South Senatorial District.

As an instructional leaders and administrative head, principals are expected to implement strategies such as recognition, professional development, involving teaches in decision making, supportive and staff welfare, for monitoring teachers. When such strategies are effectively implemented, they can enhance teachers' Commitment and instructional performance, while inadequate motivation can result in low teachers' morale, as well as reducing teaching effectiveness.

Several studies have also been conducted which examined teachers' motivation and teaching effectiveness across the globe, especially in Nigeria, but few have been specifically conducted to investigate the relationship between principals' motivational Strategies and teachers' effectiveness in public Senior Secondary schools in Edo south Senatorial District. This gap necessitates the present study, which examined the relationship between principals' motivational strategies and teaching effectiveness among public senior secondary schools in Edo South Senatorial District of Edo State.

Purpose of the Study

The purpose of the study is to investigate the relationship between principals' motivational strategies and teaching effectiveness in public senior secondary schools in Edo South Senatorial District, Edo State.

The study specifically:

1. examine the mean level of teacher' teaching effectiveness in public senior schools in Edo South Senatorial District;
2. examine the mean level of motivational strategies adopted by principals of public senior secondary schools in Edo South Senatorial District;

3. determine the relationship between principals' motivational strategies and teaching effectiveness in public senior secondary schools in Edo South Senatorial District;
4. determine the differences in the in the motivational strategies adopted by principals of public senior secondary school in Edo south Senatorial District based on gender and;
5. investigate the difference in the level of teaching effectiveness between public senior secondary school teachers in Edo South Senatorial District based on gender.

Research Questions

To achieve the objectives of this study, the following research questions were raised;

1. What is the mean level of teachers' teaching effectiveness in public senior secondary school teachers in Edo South Senatorial District?
2. What is the mean level of motivational strategies adopted by principals of public senior secondary school in Edo South Senatorial District?
3. What is the relationship between principals' motivational strategies and teaching effectiveness in public senior secondary schools in Edo South Senatorial District?
4. What is the difference in the motivational strategies adopted by principals' public senior secondary school in Edo south Senatorial District based on gender?
5. What is the difference in the level of teachers' teaching effectiveness between public senior secondary school teachers in Edo South Senatorial District based on gender?

Hypotheses

1. The mean level of teachers' teaching effectiveness in public senior secondary schools in Edo South Senatorial District is not significant
2. The mean level of adoption of motivational strategies by principals of public senior secondary school in Edo South Senatorial District is not significant

3. There is no significant relationship between principals' motivational strategies and teachers' teaching effectiveness in public senior secondary schools in Edo South Senatorial District.
4. There is no significant difference in the motivational strategies adopted by principals of public senior secondary school in Edo South Senatorial District based on gender.
5. There is no significant difference in the level of teachers' teaching effectiveness between public senior secondary school teachers in Edo South Senatorial District based on gender.

Significance of the study

The findings of this study would be beneficial to students, teachers, school administrators, policy makers and Ministry of Education, researchers and the broader educational system and the society at large.

Firstly, students would benefit indirectly but meaningfully since improvement in teacher motivation and effectiveness hold a close link to better classroom delivery and learning outcomes. Teaches who are well motivated and supported are more committed to their responsibilities, thereby enhancing the quality of instruction as well as impacts students' academic achievement positively.

The findings of this study would be beneficial to teachers as it will broaden their understanding about the factors that influence their motivation, job satisfaction and effectiveness. It will provide them with better understanding of how leadership support, incentives and workplace conditions affect their performance, there by developing a positive attitude towards their work. This awareness will bring about better collaboration with school administrators which in turn lead to improved teaching practices and professional growth.

Administrators and school principals will benefit from the study because it will provide them with the practical knowledge on how their leadership styles and motivational approaches will influence teachers' effectiveness in the classroom. Better understanding of the impact of such strategies like recognition, participatory decision-making, provision of adequate resources and development opportunities will position principals properly to create a supportive and productive school environment which in turn strengthen that capacity of instructional leaders in order to enhance overall school performance.

The findings will equally be of value to policymakers and the Ministry of Education because it will offer them evidence that can inform the development of policies which aimed at improving school leadership and teacher performance. Policy markers can design training program that emphasize motivational competence, teacher welfare and participatory management by drawing on study recommendations. This will ensure that school leaders are well equipped with the necessary skills which will enable them manage human resources as well, sustaining teachers' productivity.

Researchers and academic also stand a chance of benefiting as it contributes to existing knowledge in educational management and leadership within the Nigeria educational landscape. The study provides a foundation for further research and enriches scholarly discussion on transformation and participatory leadership approach by examining the relationship between motivational Strategies.

Lastly, the broader educational system and the society also benefit from the study by promoting a sustainable educational development. since the effectiveness of teachers will determine the quality of any educational system, the findings of this study is expected to support improvements in teaching quality, teacher productivity as well as students leaning outcomes in Edo south Senatorial District and beyond

Scope of the study.

The scope of the study covered the relationship between principals' motivational strategies and teaching effectiveness in public senior secondary school in Edo South Senatorial District of Edo State. Motivational strategies Such as recognition, teachers' welfare, participatory decision-making as well as professional development opportunity was examined. Teaching effectiveness was also assessed using indicators like lesson preparation, instructional delivery, classroom management, and assessment practices. Private school's ave exempted because of the difference in their administrative structure, operational conditions, and management System.

Definition of Terms

Classroom Management: It is described as various approaches employed by teachers so as to maintain orderliness, create a conducive environment for learning, make judicious use of instructional time, and ensure that students participate actively during lessons.

Instructional Practices: These are the various teaching methods, approaches, and techniques employed by teachers to deliver subject matter content, encouraging students to learn actively, and also stimulate understanding and application of knowledge in a real-life situation by the students.

Principal: The principal is the administrative head of a school especially in secondary education setting who has the responsibility of managing both the human and material resources in such a way that the goals and objectives of the can be achieved.

Principals' Motivational Strategies: This refers to the particular leadership practices, policies as well as actions which are adopted by the principals in order to inspire, motivate, encourage and support the commitment of teachers to their professional duties.

Professional Development: Organised training activities aimed at improving teachers' knowledge, skills, and instructional practices.

Public Secondary School: Government-owned and funded schools offering education at the junior and senior secondary levels.

Recognition: Acts of acknowledging teachers' achievements, such as commendation letters, awards, or public praise.

Teaching: Teaching is a deliberate act whereby a teacher direct, guide and instruct learners to acquire knowledge, skills, value and attitude that will enable them useful to themselves and their community.

Teaching Effectiveness: This is the ability of the teacher to be able to successfully facilitate students learning through the delivery of an engaging, organized, and a well-prepared lesson, maintain an effective management of classroom, make use of different instructional materials, regularly evaluating learners progress and provide appropriate feedback that supports academic growth.

CHAPTER TWO

LITERATURE REVIEW

The review of relevant and related literature was organized under the following sub-headings: conceptual framework, theoretical framework, empirical review and, summary of literature review.

Conceptual Framework

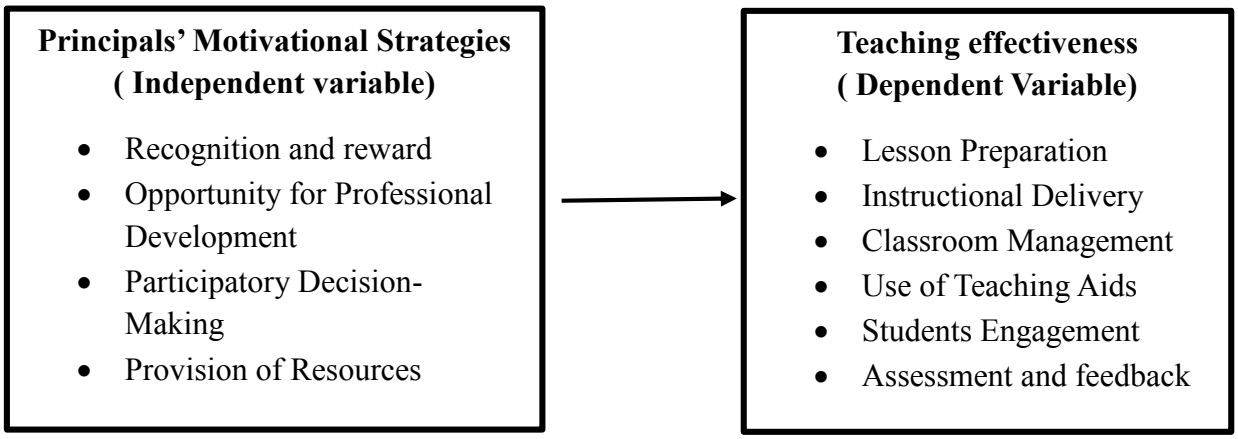


Figure 1: Conceptual Diagram

Source: Developed by the Researcher

The conceptual model above showed the influence of the independent variable (Principals Motivational Strategies) on the dependent variable (Teaching Effectiveness). The framework posits that principals' motivational strategies directly influence teaching effectiveness in public senior secondary schools. When principals effectively motivate teachers through incentives, recognition, and professional support, teachers are more likely to demonstrate improved instructional practices and commitment.

Concept of Teachers' Effectiveness

Effectiveness is the decisions made and structures put in place that enable the school to adequately accomplish its purpose by generating the intended or expected results. However, school efficiency can mean multiple things and this has led to a global discussion about the idea. There are two distinct goals of school effectiveness. The first is to identify the factors that characterise effective schools and the other is to identify differences in educational outcomes in these schools (Okafor&Aruoture,2022).

Teachers' effectiveness is a multifaceted and a dynamic concept that encompasses the knowledge, skills, attitudes, and behaviours that enable teachers to facilitate meaningful learning experiences and achieve desired educational outcomes. It is not confined to the delivery of content but extends to the creation of learning environments where students can thrive cognitively, emotionally, and socially. Contemporary scholarship highlights that teaching effectiveness can be understood through dimensions such as instructional quality, classroom management, professional knowledge, interpersonal relationships, and the capacity to adapt instruction to the diverse needs of learners (Stronge, 2018). At its core, effectiveness is judged by the extent to which teachers foster positive learning outcomes, align instructional goals with curricular standards, and use pedagogical strategies that support student growth and achievement (Darling-Hammond, Flook, Cook-Harvey, Barron and Osher 2017).

A central element of effective teaching is strong subject-matter expertise paired with pedagogical content knowledge, which enables teachers to anticipate student misconceptions, explain complex concepts clearly, and scaffold learning appropriately (Hattie, 2018). However, teaching effectiveness also extends beyond cognitive outcomes. Research underscores the importance of fostering positive teacher-student relationships that build trust, motivation, and engagement, all of which significantly contribute to academic success (Roorda et al., 2019). In addition, continuous assessment and timely feedback are vital in effective classrooms, as they allow students to monitor their learning while providing teachers with opportunities to adapt their methods and strategies (Brookhart, 2017).

Effective teaching also requires the deliberate use of evidence-based practices. Approaches such as differentiated instruction, scaffolding, and formative assessment are crucial in addressing the varying needs of learners in diverse classrooms (Tomlinson, 2017). More recently, the integration of technology has emerged as a significant factor in enhancing instructional practices, offering opportunities for personalization, collaboration, and innovation. Yet, research cautions that the effectiveness of technology depends largely on its integration into pedagogy rather than its mere presence (Bond et al., 2020). Equally important is the role of reflective practice. Teachers who engage in self-reflection and professional development demonstrate greater adaptability, continuously improving their practice in response to changing educational demands and student needs (Loughran, 2019).

Contextual and systemic factors also shape teacher' teaching effectiveness. Teachers working in under-resourced environments may face challenges in implementing best practices, regardless of their competence or dedication. Socio-economic disparities, class size, leadership support, and school culture all exert significant influence on how effectively teaching practices can be enacted (OECD, 2020). Furthermore, teacher motivation and professional identity play a pivotal role; when teachers feel supported, valued, and professionally fulfilled, they are more

likely to engage in effective instructional practices and invest deeply in student learning (Day & Gu, 2014).

Teachers' teaching effectiveness is not a static construct but an evolving, context-dependent process that goes beyond student test scores to encompass broader educational, relational, and developmental outcomes. It involves the interplay of professional competencies, reflective engagement, evidence-based practices, relational dynamics, and systemic support. Effective teaching, therefore, requires not only individual expertise but also an enabling environment that nurtures both teachers and students, ultimately contributing to quality education and lifelong learning.

Indicators of Effective Teaching

Knowing whether teaching is effective is a complex process that requires looking beyond surface-level indicators such as curriculum coverage or test scores. Effective teaching can be identified through the extent to which it produces meaningful and sustained learning outcomes, fosters student engagement, and supports holistic development. One of the primary ways to determine teaching effectiveness is by examining student learning gains, not just in terms of academic achievement but also in the development of critical thinking, creativity, and social-emotional skills (Hattie, 2018). When students are able to transfer their knowledge to new contexts, apply problem-solving strategies, and demonstrate higher-order thinking, it is often a strong indication of effective teaching.

Another way of recognizing effective teaching could be through classroom observation and the quality of instructional practices. Observations that highlight clarity of instruction, the use of formative assessment, and responsiveness to student needs provide evidence of effectiveness (Darling-Hammond et al., 2017). Teachers who create inclusive and supportive classroom environments, where students feel respected, motivated, and safe to participate, tend

to have greater positive impacts on student learning (Roorda et al., 2019). These relational dynamics between teachers and students are particularly significant, as they influence not only cognitive outcomes but also engagement and well-being.

Feedback and assessment can also serve as valuable indicators of teaching effectiveness. Research emphasizes that effective teaching involves providing timely, constructive, and actionable feedback that enables students to monitor their own progress and make improvements (Brookhart, 2017). Moreover, the ability of teachers to adjust instruction in response to assessment data is a hallmark of effective practice. When teachers use formative assessments to guide instruction and differentiate learning, they demonstrate an understanding of students' diverse needs and how best to meet them (Tomlinson, 2017).

In addition, student voice and perception provide important insights into teaching effectiveness. Students are uniquely positioned to assess whether teaching practices are engaging, motivating, and clear, and their feedback has been shown to correlate strongly with learning outcomes (Fauth et al., 2019). Effective teaching is also evident in teachers' commitment to professional growth and reflective practice. Teachers who engage in ongoing professional development, seek feedback, and adapt their pedagogy demonstrate a responsiveness that directly contributes to improved student outcomes (Loughran, 2019).

Contextual and systemic factors should also be considered when determining effectiveness. The ability of a teacher to be effective may depend on the resources available, class size, leadership support, and school culture. For example, OECD (2020) notes that teachers working in supportive school environments, where collaboration and professional trust are encouraged, are better able to implement effective practices. Thus, teaching effectiveness is not merely about individual teacher performance but also about the alignment of teacher practice with institutional support and policy frameworks.

In summary, knowing effective teaching requires a comprehensive evaluation that considers student outcomes, instructional practices, classroom climate, feedback processes, student perceptions, reflective practices, and contextual supports. It is a dynamic and multifactorial construct, best understood not through a single measure but through a combination of evidence that demonstrates how teaching contributes to sustained student growth and holistic development.

Factors Influencing Teachers' Teaching Effectiveness

Teachers' effectiveness could be shaped by a range of interrelated factors that operate at the individual, classroom, institutional, and systemic levels. One of the most significant influences is teacher knowledge, both in terms of subject matter expertise and pedagogical content knowledge. Teachers who possess deep understanding of their discipline and can translate this knowledge into meaningful learning experiences are better able to anticipate misconceptions, scaffold instruction, and engage students in higher-order thinking (Hattie, 2018). Equally important is the teacher's pedagogical flexibility, which allows them to adapt instructional methods to the diverse learning needs, backgrounds, and abilities of their students (Darling-Hammond et al., 2017).

Another crucial factor can be attributed to the quality of teacher-student relationships. Research consistently demonstrates that students are more engaged, motivated, and successful when they feel respected, supported, and understood by their teachers (Roorda et al., 2019). Teachers who cultivate trust and empathy in the classroom create environments that are conducive not only to academic achievement but also to social-emotional development. Alongside relational dynamics, classroom management plays an essential role in shaping teaching effectiveness. A well-structured and orderly classroom allows teachers to maximize instructional time, minimize disruptions, and maintain an atmosphere where learning can flourish (Stronge, 2018).

Feedback and assessment practices are equally influential in determining effectiveness. Teachers who provide timely, specific, and actionable feedback foster student growth by making learning goals clear and by helping learners understand how to improve (Brookhart, 2017). Furthermore, effective teaching is characterized by the use of formative assessment to guide instruction, ensuring that teaching strategies are responsive to ongoing student performance (Fauth et al., 2019).

The professional identity and motivation of teachers also strongly influence effectiveness. Teachers who feel valued, supported, and motivated are more likely to demonstrate commitment, resilience, and innovation in their practice. Studies suggest that teacher well-being and job satisfaction are closely linked to the quality of instruction and student achievement outcomes (Day & Gu, 2014). Professional development opportunities also play a vital role, as teachers who engage in reflective practice and continuous learning are better positioned to update their skills, adopt evidence-based strategies, and meet evolving educational challenges (Loughran, 2019).

Beyond the individual level, institutional and systemic factors shape teaching effectiveness. School leadership and organizational culture have a profound impact, with supportive leadership fostering collaboration, professional trust, and a culture of shared responsibility for student learning (OECD, 2020). Access to adequate resources, manageable class sizes, and supportive policies further enhance teachers' ability to deliver effective instruction. Conversely, resource constraints, excessive workloads, and policy pressures can undermine teacher performance and limit their capacity to implement best practices.

Teaching effectiveness is influenced by a dynamic interplay of teacher competencies, relational and classroom factors, feedback and assessment practices, professional identity and motivation, and broader systemic conditions. Recognizing these interconnected influences

highlights that effectiveness is not solely a matter of individual teacher effort but the outcome of supportive environments, professional growth, and responsive pedagogical practices that together create the conditions for meaningful and lasting student learning.

Differences Between Effective and Non-Effective Teaching

The distinction between effective and non-effective teaching lies in the quality of instructional practices, the depth of teacher-student relationships, and the resulting impact on student learning outcomes. Effective teaching is characterized by the ability of teachers to create meaningful learning experiences that engage students cognitively, emotionally, and socially, while non-effective teaching is often associated with limited engagement, surface-level learning, and poor student outcomes. Research highlights that effective teachers are able to clearly articulate learning goals, design lessons that align with curriculum standards, and employ diverse instructional strategies that cater to different learning needs (Darling-Hammond et al., 2017). In contrast, non-effective teaching is typically marked by rigid instruction, lack of differentiation, and an overreliance on rote memorization, which restricts students' ability to think critically or apply knowledge beyond the classroom (Stronge, 2018).

Another clear distinction lies in the quality of teacher-student relationships. Effective teachers foster positive, supportive, and respectful interactions that motivate students to participate actively in their own learning. Such relationships have been shown to significantly increase engagement, persistence, and academic achievement (Roorda et al., 2019). Non-effective teaching, however, often results in strained or distant relationships, where students may feel undervalued or disconnected from the learning process, leading to disengagement and reduced academic performance.

Assessment and feedback practices further differentiate effective from non-effective teaching. Effective teaching incorporates formative assessment and timely feedback that guide student learning and provide opportunities for improvement. Such feedback is specific,

constructive, and focused on growth (Brookhart, 2017). Non-effective teaching, by contrast, tends to rely heavily on summative assessments without offering meaningful guidance for improvement, leaving students uncertain about their progress and how to address their weaknesses.

Additionally, reflective practice serves as a hallmark of effective teaching. Effective teachers engage in self-evaluation, seek feedback from peers and students, and pursue professional development to improve their practice, making them adaptable to changing educational needs (Loughran, 2019). Non-effective teaching often reflects a lack of reflection or willingness to adapt, with teachers maintaining outdated methods despite evidence that these approaches fail to meet student needs.

Finally, the impact on student outcomes demonstrates the distinction most clearly. Effective teaching leads to improved academic performance, critical thinking, creativity, and social-emotional development, all of which prepare students for lifelong learning (Hattie, 2018). Non-effective teaching, on the other hand, is linked to lower academic achievement, diminished motivation, and limited skill development, outcomes that can perpetuate educational inequalities, particularly in resource-constrained environments (OECD, 2020).

In essence, effective teaching could be defined by intentional, evidence-based, and reflective practices that foster student growth, engagement, and success, while non-effective teaching reflects practices that fail to meet learners' needs, hinder academic progress, and weaken motivation. This distinction underscores the importance of supporting teachers through training, resources, and professional development to ensure that teaching practices consistently promote meaningful and equitable learning outcomes.

Teachers' Effectiveness as a Foundation for Students and Societal Development

Teachers' effectiveness is of central importance in education because it directly shapes the quality of student learning, the development of critical life skills, and the broader outcomes of schooling. At its core, effective teaching is the foundation of student achievement, as it enables learners not only to acquire knowledge but also to apply it in new and complex contexts. Research demonstrates that students taught by effective teachers show higher academic performance, greater motivation, and stronger engagement than those taught by less effective teachers (Hattie, 2018). Beyond academic outcomes, teaching effectiveness contributes significantly to the development of cognitive, social, and emotional skills, preparing learners for lifelong learning and active participation in society (Darling-Hammond et al., 2017).

One of the key reasons teachers' teaching effectiveness is important is its role in equity and inclusion. Effective teaching practices, such as differentiated instruction and formative assessment, are essential in addressing the diverse needs of students, including those from disadvantaged backgrounds or with learning difficulties (Tomlinson, 2017). In this way, teaching effectiveness becomes a powerful tool for reducing educational inequalities, ensuring that all students have access to quality learning opportunities regardless of their starting point. Research further shows that when teaching practices are inclusive and adaptive, student engagement and achievement improve across all demographic groups (OECD, 2020).

Teachers' effectiveness also plays a critical role in shaping student attitudes toward learning. Teachers who demonstrate clarity, credibility, and enthusiasm foster positive learning environments where students feel motivated to participate and persist in the face of challenges. Studies show that the quality of teacher-student relationships has a significant effect on students' sense of belonging, engagement, and overall well-being (Roorda et al., 2019). By

cultivating such relationships, effective teachers not only advance academic success but also nurture resilience, confidence, and interpersonal skills, which are crucial for success beyond the classroom.

Another important aspect of teachers' teaching effectiveness is its contribution to long-term educational and societal outcomes. Effective teaching has been linked to better preparedness for higher education and the workforce, equipping students with critical thinking, problem-solving, and collaborative skills that are essential in the 21st century (Bond et al., 2020). At the systemic level, teaching effectiveness influences the reputation and performance of schools, contributes to national educational standards, and supports the development of human capital that drives economic growth and social cohesion.

Finally, teachers' effectiveness is important for the professional identity and satisfaction of teachers themselves. Teachers who employ effective practices experience greater confidence, resilience, and motivation, which in turn reduces burnout and enhances retention in the profession (Loughran, 2019). When educators see positive results from their efforts, it strengthens their sense of purpose and commitment, creating a cycle in which teacher growth and student success mutually reinforce each other.

In summary, teachers' effectiveness is vital because it determines the quality of student learning, promotes equity, fosters engagement and well-being, prepares learners for future challenges, and sustains teacher motivation and professional fulfillment. It is not only a driver of individual academic achievement but also a cornerstone of broader educational and societal development, making it indispensable for achieving the goals of quality education in the modern world.

Improving Teachers' Effectiveness

Enhancing teachers' effectiveness in secondary schools requires a sustained, systemic approach that connects teacher knowledge and pedagogy, classroom practices, school organization, and community support so that improvements are not isolated one-off events but become embedded in everyday practice. At the heart of improvement is investment in teachers' professional knowledge: deep subject-matter understanding combined with strong pedagogical content knowledge enables teachers to design lessons that anticipate student misconceptions, sequence tasks to build conceptual understanding, and use explanations and representations that make complex ideas accessible (Hattie, 2018). Professional learning that is job-embedded for example, lesson study, collaborative planning, peer observation and coaching helps teachers translate new ideas into classroom routines; compared with one-off workshops, sustained collaborative learning communities produce larger and more durable improvements in instructional quality and student outcomes (Darling-Hammond, Hyler, & Gardner, 2017; Loughran, 2019).

Classroom assessment and feedback practices are central levers for enhancing teachers' teaching effectiveness because they make learning visible and guide instructional decisions. When teachers routinely use formative assessment techniques; clear learning targets, short checks for understanding, targeted questioning, and rapid feedback that tells students what to do next, instruction becomes responsive and student progress accelerates (Brookhart, 2017; Hattie, 2018). Embedding simple, frequent assessments into lessons and using the resulting evidence to adjust pacing, re-teach critical ideas, or group students for focused practice is a high-leverage strategy: it improves learning without requiring large investments in new materials, and it helps teachers refine their practice in real time (Fauth et al., 2019).

Differentiation and inclusive pedagogy are essential for secondary classrooms where students vary widely in prior knowledge, language proficiency, and socio-emotional needs. Effective differentiation is not merely offering more worksheets; it requires purposeful

selection of tasks, scaffolding, and varied entry points so that all students encounter appropriately challenging work and receive the support needed to succeed (Tomlinson, 2017). Equally important is cultivating classroom climates that support engagement and belonging: positive teacher–student relationships, culturally responsive practices, and explicit routines for participation and behaviour reduce barriers to learning and increase student persistence and motivation (Roorda et al., 2019; Darling-Hammond et al., 2017).

Instructional leadership and school-level systems shape whether effective teaching can be practiced at scale. School leaders who prioritize instruction by protecting teaching time, organizing collaborative planning schedules, creating non-evaluative observation and coaching systems, and aligning resources with curriculum priorities create the conditions in which teachers can change their practice (OECD, 2020). Leaders can support a data-informed culture by establishing simple routines for tracking formative-assessment trends, attendance, and topic mastery, and by using short, focused data meetings to identify instructional adjustments; turning data into immediate classroom-level action is more effective than large summative reviews that leave teachers unsure how to respond.

Teacher induction, mentoring, and coaching convert professional learning into improved classroom practice, especially for early-career teachers. Structured induction programs that pair novices with trained mentors who model lessons, co-plan, and observe with focused feedback increase retention and instructional competence (Loughran, 2019). Likewise, short-cycle instructional coaching; observe, give focused feedback tied to one or two practices, model alternatives, and re-observe is more likely to produce sustained change than episodic workshops because it addresses the messy, real-time challenges teachers face when implementing new strategies (Darling-Hammond et al., 2017).

Appropriate use of educational technology and access to quality materials can amplify teachers' teaching effectiveness when integrated purposefully into pedagogy rather than used as an attachment. Technology affords opportunities for personalized practice, access to diverse resources, and teacher collaboration, but its impact depends on teacher training, curriculum alignment, and reliable infrastructure (Bond et al., 2020). Basic resource equity like textbooks, laboratory equipment where relevant, and manageable class sizes remains foundational because even highly skilled teachers are constrained by severe resource shortages.

Sustaining improvements requires attention to teacher well-being and professional identity. Teachers who receive recognition, have opportunities for meaningful career progression, and work in schools with collegial cultures demonstrate greater commitment, resilience, and willingness to experiment with new practices (Stronge, 2018; Loughran, 2019). Finally, engaging parents and communities as partners in learning through clear communication about learning goals, short home-school activities that reinforce classroom work, and community support for school resources strengthens the ecosystem in which teaching occurs and makes improvements more durable (OECD, 2020).

Motivation plays a fundamental role in improving teachers' effectiveness because it directly influences teachers' commitment, creativity, and persistence in carrying out their instructional duties. A motivated teacher is more likely to invest effort in lesson planning, adopt innovative teaching strategies, and create a supportive learning environment that enhances student engagement and achievement. Motivation in this context refers to the internal and external forces that stimulate teachers to act with energy, purpose, and enthusiasm toward achieving educational goals (Han & Yin, 2016). It encompasses intrinsic factors such as professional satisfaction, self-efficacy, and passion for teaching, as well as extrinsic factors such as recognition, incentives, supportive leadership, and career advancement opportunities

(Klassen et al., 2018). When these motivational elements are effectively managed, teachers are better positioned to perform optimally, thereby improving the overall quality of instruction.

Intrinsic motivation is particularly significant in fostering teaching effectiveness because it drives teachers to perform their work out of genuine interest and commitment to student learning rather than obligation or external pressure. Teachers who are intrinsically motivated tend to exhibit greater perseverance, reflective practice, and responsiveness to students' diverse needs (Han & Yin, 2016). They also demonstrate higher levels of self-efficacy, they belief in their capacity to influence student outcomes which research has shown to be a critical predictor of effective teaching (Tschannen-Moran & Hoy, 2021). Teachers with high self-efficacy set challenging goals, use adaptive instructional strategies, and persist in the face of obstacles, leading to improved student performance and classroom engagement.

Extrinsic motivation, though often viewed as secondary, remains essential in sustaining teacher morale, particularly in challenging educational environments. Incentives such as fair remuneration, professional development opportunities, and recognition of accomplishments reinforce teachers' sense of value and belonging within the school community (Kamal & Ahamed, 2019). Supportive working conditions such as access to teaching materials, manageable workloads, and encouragement from school leadership further enhance teachers' motivation to perform effectively (OECD, 2020). Research indicates that teachers who perceive their school environment as supportive and who feel appreciated by their principals and colleagues are more committed to their profession and more likely to invest effort in improving their instructional practice (Day & Gu, 2010).

Leadership plays a pivotal role in shaping teacher motivation and, consequently, teaching effectiveness. Principals who employ motivational strategies such as recognition, participative decision-making, and opportunities for professional growth create environments

that foster both intrinsic and extrinsic motivation (Leith wood et al., 2020). Motivated teachers are more likely to embrace instructional innovations, engage in reflective practice, and collaborate with peers to improve teaching and learning outcomes. Moreover, when principals build trust, offer constructive feedback, and demonstrate concern for teacher well-being, they strengthen teachers' emotional attachment to their work, which translates into improved classroom performance and student achievement (Collie et al., 2016).

Motivation also enhances teachers' teaching effectiveness through its influence on teachers' willingness to pursue continuous professional development. Teachers who are motivated to learn and grow professionally engage in self-directed learning, seek feedback, and integrate new pedagogical approaches into their instruction (Han & Yin, 2016). This continuous improvement mindset aligns with contemporary conceptions of effective teaching as a dynamic, reflective, and adaptive practice (Loughran, 2019). In schools where motivation is cultivated through both intrinsic fulfillment and extrinsic support, teachers demonstrate higher levels of engagement, innovation, and consistency in delivering quality education.

Motivation acts as the driving force behind effective teaching by energizing teachers' effort, persistence, and creativity in the pursuit of educational excellence. Principals' motivational strategies such as recognition, empowerment, professional development, and a supportive school climate are essential levers for sustaining teacher motivation and ensuring that it translates into classroom effectiveness. In the context of secondary schools, where teaching demands are complex and often under-resourced, maintaining high levels of teacher motivation through purposeful leadership interventions is critical to achieving improved learning outcomes and long-term educational quality (Leithwood et al., 2020; OECD, 2020).

Principals' motivational strategies are the vital link that turns these classroom-level and systemic approaches into sustained improvement. When principals combine tangible supports

such as fair welfare measures, reliable access to professional development, and modest material rewards with intangible supports such distributed leadership, public recognition of instructional growth, constructive, growth-oriented feedback, and protection of teachers' instructional time, they create the social and material conditions that make it realistic for teachers to adopt and persist with improved practices. Empirical evidence shows that principals who build professional trust, align school routines with learning priorities, and use recognition and career-support mechanisms increase teacher commitment and amplify the effects of coaching, mentoring, and collaborative learning on student outcomes (OECD, 2020; Stronge, 2018). In short, enhancing teaching effectiveness in secondary schools requires integrated action across pedagogy, assessment, resources, professional learning, and school leadership, with principals' motivational strategies serving as the engine that sustains teacher effort and translates capacity-building into measurable learning gains.

Concept of Motivation

Motivation is the internal and external process that initiates, guides and sustains goal-directed behaviours in an individual. It's a fundamental psychological idea that helps us understand why people do what they do, how hard they try at something, and how long they keep going when the going gets tough. Motivation is considered as one of the major predictors of employee performance, productivity, and job satisfaction in organisational settings as it affects the way individuals do their work and react to work place demands (Manzoor, Wei & Asif, 2019).

Motivation is often considered to have an intrinsic and an extrinsic component. Intrinsic motivation is doing something because it is inherently interesting or pleasurable . Intrinsic motivation is distinguished from extrinsic motivation in which motivation is driven by external factors. In education, intrinsically motivated teachers are satisfied in helping their students learn, stimulating the intellectual growth of their students and reaching their own personal

teaching goals. Extrinsic motivation is driven by external factors such as salary, promotion, recognition, incentives and working conditions on the other hand. In structured organisations like schools, leadership plays a major role in the motivational climate and hence these external rewards become very important (Olayanju & Ezeugbor, 2021).

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Teacher motivation is an important factor that affects the effectiveness of education. Motivated teachers are more likely to plan lessons more thoroughly, use inventive teaching tactics, manage their classrooms efficiently and actively involve students in the learning process. They are also more likely to pursue ongoing professional development and to respond to changes in education. Contrarily, poor motivation can be damaging to the delivery of instruction, reduce student engagement and eventually impact learning outcomes (Okeke & Eze, 2020).

School principals as administrative and instructional leaders play an important role in motivating teachers. Their leadership practices affect the working environment and teachers' perception of support, fairness, and professional worth. Principals can boost teachers' intrinsic and extrinsic motivation through motivational strategies such as recognition of achievement, professional development, supportive supervision and teacher participation in decision making.

These practices are not only good for teachers' morale and job satisfaction but also lead to greater effectiveness in the classroom and better educational outcomes (Osakwe, 2021).

Motivation is a really important part of the learning process. To get the best out of teachers and students, there will be need to understand what motivates them and use this knowledge to improve the way we teach. When we get it right, everyone benefits; teachers do their jobs better, students learn more, thereby achieving the educational objectives.

Principal Motivational Strategies

The idea of principals' motivational strategies means the intentional actions, behaviours and administrative practices of school leaders to motivate, support and maintain teachers' commitment, job satisfaction and effectiveness in their professional performance. Motivation is one of the most important factors of teacher performance and overall effectiveness of schools in the field of educational administration. Principals, as administrative heads and instructional leaders, are uniquely situated to influence the motivational climate of the school through their leadership style, interpersonal relationships and organisational policies. By fostering a supportive and enabling work environment, principals can dramatically enhance teachers' morale, engagement, and productivity, resulting in improved teaching and learning outcomes (Leithwood, Harris, & Hopkins, 2020).

Principals use a range of motivational strategies, including both intrinsic and extrinsic approaches. Intrinsic strategies are related to the generation of internal satisfaction and professional fulfilment for the teachers, which may involve, for example, recognising successes, encouraging autonomy, fostering professional development, and generating a sense of purpose in teaching. On the other hand, extrinsic strategies are based on external rewards and conditions such as salary related incentives, promotions, provision of teaching resources and favourable working conditions. A good school leader should have a good mix of these approaches. If one dimension is used, it may not be able to keep the motivation for a long time.

Research shows that the teachers are likely to demonstrate increased levels of commitment and effectiveness in their instructional roles when principals combine recognition, support and opportunities for advancement with adequate material and organisational support (Olayanju & Ezeugbor, 2021).

Principals' use of motivational strategies is firmly based in current leadership theories that emphasise empowerment, collaboration and professional trust. Take, for example, transformational leadership theory, which emphasises the importance of inspiring and intellectually stimulating followers while also attending to their individual needs. Transformational leadership behaviours, such as articulating a clear vision, fostering innovation and providing individualised support, have been positively linked with higher levels of teacher motivation, job satisfaction and organisational commitment (Bass & Riggio, 2019; Sun & Leithwood, 2017). Alternatively, leadership strategies based on transactional mechanisms like rewards and sanctions may result in compliance, but do not often result in sustained motivation and professional commitment (Arokiasamy et al., 2018).

The motivational strategies of principals are very important in public secondary schools particularly in developing countries like Nigeria given the existing challenges of insufficient funding, limited teaching resources and heavy workloads. In such circumstances, non-monetary motivational strategies, such as recognition, participatory decision-making, supportive supervision and collegial relationships are important in sustaining teacher morale and commitment. School principals who involve teachers in the governance and decision-making processes of the school create a sense of ownership and belonging among the staff which boosts their intrinsic motivation and willingness to contribute meaningfully to efforts at school improvement (Eze et al., 2022).

In addition, communication is a key part of principals' motivational tactics. Open, transparent and two-way communication channels are crucial for building trust, reducing conflict and ensuring teachers feel valued and heard within the organisation. When teachers view principals as approachable and supportive, they are more likely to share ideas, collaborate with colleagues and engage in efforts to improve instruction. Supportive and developmental instructional supervision that avoids fault-finding can be a potent motivational tool for enhancing teachers' professional competence and confidence (Osakwe, 2021).

Another important aspect of the principals' motivational strategy is the provision of professional development opportunities. Ongoing training, workshops and mentoring programmes give teachers the opportunity to refresh their knowledge, improve their pedagogical skills and respond to changes in the curriculum and teaching methods. These opportunities enhance the competence of teachers and at the same time, reflect the organization's commitment to their professional development, thus motivating and engaging them to the school (Okeke & Eze, 2020).

In general, the motivational strategies of principals are very important for the effective functioning of schools because they directly influence teachers' attitudes, behaviours and performance. A motivated teaching workforce is more likely to be dedicated, creative and resilient, all of which are necessary for achievement of educational objectives. Hence, the ability of principals to design and implement appropriate motivational strategies still remains a critical factor in enhancing teaching effectiveness and quality of education in public secondary schools.

Components of Principals Motivational Strategies

Principals use a variety of ways to motivate teachers, which helps to keep them engaged, happy, and doing a good job. When these methods are used together, they create a

positive environment that helps teachers be their best. This is especially important in high schools, where teachers have to deal with a lot of changes, pressure to meet standards, and students with different needs. Good principals know that motivation is not just one thing, but something that needs to be worked on all the time. When they use these methods well, they not only make teaching better, but also create a positive atmosphere in the school and help students learn more.

By using different leadership practices, principals can make a big difference in how teachers feel about their jobs and how well they do them. This can lead to a school where teachers are motivated, students are learning, and everyone is working together to achieve their goals. Principals who are good at motivating their teachers are able to create a school culture that is supportive, encouraging, and focused on helping students succeed. In the end, principals' motivational strategies are crucial for creating a positive and productive school environment. By recognizing the importance of motivation and using effective strategies to support their teachers, principals can make a real difference in the lives of their students and the success of their school. Some among those components include:

Professional Development Opportunities

One of the most important strategies principals use to motivate teachers is offering professional development opportunities that enhance teachers' knowledge, pedagogical skills and instructional competence. Principals who actively support teachers' participation in workshops, seminars, in-service training and mentoring programmes signal a commitment to continuous learning and professional growth. This, in turn, increases teachers' sense of value and belonging in the school system. Research has shown that teachers who perceive that they have strong leadership support for professional development are more likely to be motivated, have higher self-efficacy, and be more willing to engage in innovative teaching practices

(Pietsch & Tulowitzki, 2017; Tschannen-Moran & Hoy, 2021). Furthermore, when professional development is woven into school improvement initiatives, it enhances the performance of individual teachers and the performance of the institution as a whole.

Recognition and Reward Systems

Another important way principals can motivate teachers is through recognition and reward. Recognising teachers' contributions and accomplishments with formal awards, commendations, or informal acknowledgement generates a sense of accomplishment and professional pride. Recognition strengthens good conduct and motivates teachers to uphold high standards in their teaching. Studies have shown that when teachers receive regular and fair recognition, they are more satisfied with their jobs, more committed to their organisation and more motivated to perform well (Kamal & Ahamed, 2019). Moreover, transparent and fair reward systems help to create trust in the school setting and thus promote good interpersonal relations and increase cooperation among staff (Collie, Shapka & Perry, 2016).

Supportive Work Environment

The creation of a supportive and enabling work environment is an important aspect of principals' motivational strategies. Teachers are more likely to be at their best when their physical and psychological working conditions are conducive to effective teaching and learning. Principals are critical in making sure that instructional materials are available, workloads are manageable and collegial relationships among staff are positive. A supportive environment also means encouraging a culture of respect, inclusiveness and shared responsibility. Evidence indicates that schools with supportive leadership structures tend to have more motivated teachers, lower stress levels, and better instructional outcomes (OECD, 2020). Also, the availability of adequate resources and administrative support improves teachers' ability to provide quality instruction and maintain professional commitment.

Participatory Decision-Making and Communication

Powerful motivators for increased teacher autonomy and professional respect are participatory leadership and effective communication. Inclusion of teachers in decision-making regarding curriculum development, assessment practices, and school policies can instil a sense of ownership and shared responsibility among the teachers. This participation increases teachers' commitment to the goals of the organisation, and also promotes innovation and collaborative problem solving. Open and transparent communication builds trust among school leaders and teachers. It also ensures that concerns are dealt with in a timely and effective manner. Research shows inclusive leadership practices are able to enhance teacher motivation, job satisfaction and organisational commitment (Leithwood, Harris & Hopkins, 2020).

Emotional Support and Interpersonal Relationships

Principals' emotional intelligence and interpersonal skills are integral to their ability to motivate teachers effectively. Leaders who demonstrate empathy, fairness, and consistency create a positive emotional climate that reduces stress and enhances teachers' well-being. Providing emotional support through active listening, constructive feedback, and understanding of teachers' challenges helps to build trust and strengthen professional relationships. Such supportive leadership practices are particularly important in demanding educational environments, where teachers may experience burnout and job-related stress. Studies have shown that emotionally supportive leadership is associated with higher levels of teacher engagement, resilience, and overall job satisfaction (Collie et al., 2016).

Collaborative Culture and Collective Efficacy

Fostering a collaborative school culture is another important motivational strategy that principals can employ. By encouraging teamwork, peer mentoring, and shared instructional practices, principals promote a sense of collective responsibility for student success.

Collaborative environments enable teachers to learn from one another, share best practices, and develop innovative solutions to instructional challenges. This collective approach enhances what is known as collective efficacy, which refers to teachers' shared belief in their ability to positively impact student outcomes. Research has consistently shown that collective efficacy is a strong predictor of school improvement and student achievement (Goddard, Goddard, & Kim, 2015).

Motivating Teachers for Improved Instruction

Principals' motivational strategies in secondary schools take multiple, often overlapping forms, which together shape teachers' energy, commitment and willingness to improve their practice. One major strand is intrinsic motivation: principals can build teachers' sense of purpose and professional identity by articulating a compelling school vision, involving teachers in meaningful decision making, and creating opportunities for autonomy and mastery. When leaders articulate clear instructional priorities and seek teacher input, they increase teachers' intrinsic satisfaction and professional ownership, which research associates with greater persistence, creativity, and instructional risk-taking (Leithwood, Harris, & Hopkins, 2020; Sun & Leithwood, 2017). The emphasis on professional development as a tool for motivation is closely related. When principals make investments in ongoing, job-embedded professional development (e.g., coaching, lesson study, and structured mentoring), they send a message that they care about teachers' learning and growth; this not only builds teachers' competence but also bolsters motivation via increased self-efficacy and career capital (Darling-Hammond, Hyler, & Gardner, 2017; Loughran, 2019).

Another group of strategies concerns the extrinsic drivers of motivation. Fair and transparent systems of recognition, reward and material support – ranging from public acknowledgement of teaching innovations to modest financial or in-kind incentives help

sustain morale, especially in challenging contexts. Empirical work suggests the link between recognition and perceived fairness in reward systems with higher job satisfaction and lower attrition, particularly when rewards are combined with opportunities for professional development, and not as standalone gestures (Kamal & Ahamed, 2019; OECD, 2020). Also important are the supports around welfare and working conditions where practical needs of teachers such as manageable workloads, access to instructional materials, and timely payment of salaries remove demotivating obstacles and allow teachers to focus on teaching. This effect has been documented across international studies of school working conditions (OECD, 2020; Collie, Shapka, & Perry, 2016).

A third set of motivational strategies includes leadership style and relational strategies. Transformational and distributed leadership practices; where principals inspire, intellectually stimulate and share authority with teacher teams, nurture professional trust and collective efficacy, group-level motivational states that predict sustained improvements in instructional practice and student outcomes (Bass & Riggio, 2019; Pietsch & Tulowitzki, 2017). Principals exhibiting emotional intelligence, such as listening to teacher concerns, providing empathic support, and providing constructive growth-oriented feedback, reduce emotional exhaustion and provide the interpersonal foundation for collaboration and ongoing improvement (Collie et al., 2016; Sun & Leithwood, 2017). These relational strategies are rounded off with distributed, practice-oriented strategies such as setting up professional learning communities, safeguarding time for collaborative planning, and institutionalising peer observation. By normalising collective inquiry, principals transform motivation into routine professional behaviour, not episodic enthusiasm (Darling-Hammond et al., 2017; Loughran, 2019).

Data-informed and structural motivational strategies at the organisational level. Principals who align systems scheduling, resource allocation, appraisal and career pathways to clear instructional priorities create predictable pathways for teacher effort to translate into

recognition and advancement. For example, growth-oriented appraisal systems (goal setting, formative observation and coaching) rather than punitive evaluation can enhance teachers' willingness to experiment and to accept developmental feedback, thereby reinforcing motivation to improve practice (Leith wood et al., 2020; OECD, 2020). Similarly, career structures and leadership roles within the school (lead teachers, coaches, PLC facilitators) that are transparent and translate motivation into concrete professional growth (e.g., Klassen, Durksen, & Tze, 2018) are particularly motivating for teachers in the middle of their careers, who seek impact beyond the classroom.

Culturally and contextually responsive motivational strategies recognise that what motivates teachers varies by context and by individual. Effective principals, therefore, adapt approaches by combining symbolic gestures (public praise, community recognition) with substantive supports (training, materials, welfare) so that motivation is experienced as authentic and relevant. Studies in different contexts show that a "one-size-fits-all" incentive package is less effective than a blended approach that acknowledges teachers' professional values and at the same time addresses concrete constraints (Kamal & Ahamed, 2019; OECD, 2020).

The Role of Principal Motivational Leadership in Strengthening Teaching and Learning

The motivational strategies of principals are highly crucial to secondary schools because they determine the conditions where teachers decide to spend time, effort and creativity in their practice and these choices have a direct impact on the quality and consistency of classroom instruction. Principals who actively promote motivation through practices that build professional trust, recognise effort, provide meaningful opportunities for growth, and remove unnecessary barriers to teaching, create a school climate where teachers are more likely

to take instructional risks, persevere with difficult reforms, and work together to solve classroom problems (Leithwood, Harris, & Hopkins, 2020). This is especially critical in secondary schools where curriculum demands are complex, adolescent learners have diverse social and cognitive needs, and sustained commitment from teachers is required to create coherent pathways across grades; motivated teachers are more likely to develop rigorous, student-centred learning experiences and to participate in long-term improvement cycles (Darling-Hammond, Hyler, & Gardner, 2017; Sun & Leithwood, 2017).

A second reason that principals' motivational strategies matter is their impact on teacher wellbeing and retention, two key drivers of instructional continuity and institutional memory. Schools that systematically address teachers' welfare; through timely pay, reasonable workloads, access to materials and support for work–life balance reduces stress and burnout, and help to retain skilled teachers who would otherwise leave the profession or transfer out of challenging schools (Collie, Shapka, & Perry, 2016; OECD, 2020). High turnover disrupts student learning and requires repeated induction cycles that drain resources; instead, principals who combine practical supports with recognition and career pathways retain the human capital needed for cumulative instructional gains and for mentoring early-career colleagues (Klassen, Durksen, & Tze, 2018).

Principals' motivating strategies also work through the mechanism of professional learning. When leaders emphasise job-embedded development, such as coaching, collaborative lesson study, and coached classroom observation, they not only develop teachers' skills but also send a message that learning is valued and supported, which enhances intrinsic motivation and self-efficacy (Darling-Hammond et al., 2017; Loughran, 2019). Teachers are more likely to apply what they learn in their classrooms when professional development is relevant, ongoing, and connected to their evaluations and career pathways; principals are more likely to

translate goodwill into tangible improvements in teaching quality when professional learning is tied to clear instructional goals (Leithwood et al., 2020).

Moreover, motivational strategies influence collective rather than only individual outcomes. By distributing leadership responsibility, creating lead-teacher roles, facilitation slots for professional learning communities, and shared data-use routines, principals foster collective efficacy, a shared belief among staff that they can improve student learning together. Collective efficacy is tightly linked to improved instructional practice and student achievement because it mobilizes collaborative problem solving, peer support, and schoolwide coherence in pedagogical priorities (Pietsch & Tulowitzki, 2017; Leithwood et al., 2020). In secondary schools, this collective orientation helps align departmental planning, assessment practices, and cross-grade transitions in ways that single teachers acting alone cannot accomplish.

Finally, principals' motivational strategies matter because they determine whether reforms are sustained. Recognition, fair appraisal systems focused on growth, and transparent paths for advancement ensure that teachers' extra effort produces visible returns; when teachers see that innovation and improved instruction lead to acknowledgement, career opportunities, or improved working conditions, they are more likely to sustain changes beyond initial training bursts (Kamal & Ahamed, 2019; OECD, 2020). In short, principals who combine emotional support, professional development, fair extrinsic incentives, and distributed leadership create a reinforcing environment where motivation fuels continuous instructional improvement, retention of capable staff, and ultimately better student outcomes.

The Impact of Principals' Motivational Strategies on Teacher Performance, School Capacity, and Student Outcomes in Secondary Schools

The motivational strategies of principals have broad and measurable effects on secondary schools because they change the daily incentives, supports, and emotional climate that determine whether teachers expend effort, try new practices, and remain in the profession.

When principals actively use motivational levers such as meaningful recognition, fair and growth-oriented appraisal, career pathways, protection of instructional time, and targeted professional development, teachers report higher job satisfaction, greater self-efficacy, and stronger commitment to school goals; these psychological shifts translate into more deliberate and sustained instructional improvement in classrooms (Leithwood, Harris, & Hopkins, 2020; Klassen, Durksen, & Tze, 2018). In practice this means that motivated teachers are likely to plan richer lessons, use formative assessment regularly, differentiate for diverse learners, and engage in collaborative inquiry with colleagues, all of which are core proximate drivers of student learning gains. Additional evidence suggests that leaders who combine emotional support with intellectual stimulation (characteristics of transformational and distributed leadership) decrease teacher emotional exhaustion and increase their readiness to receive developmental feedback, with these outcomes mediated by enhanced teacher emotions and professional trust (Sun & Leithwood, 2017; Collie, Shapka, & Perry, 2016).

Principals' motivational strategies create school-level capacities that can amplify or attenuate school improvement beyond individual teacher behaviours. Principals institutionalise episodic motivation through structures such as professional learning communities, coaching cycles, and transparent reward systems. This institutionalisation fosters collective efficacy, a shared belief among staff that they can improve student outcomes together, which research shows is strongly correlated with higher student achievement (Pietsch & Tulowitzki, 2017; Leithwood et al., 2020). Appraisal and career systems that reward growth, not just penalise underperformance, are more likely to motivate teachers to take instructional risks and share promising practices, creating positive feedback loops between experimentation, evidence, and scaled adoption of effective methods. On the other hand, punitive or opaque management undermines trust and discourages collaboration, resulting in fragmentation and uneven quality of instruction across departments (OECD, 2020).

The motivational actions of principals also have clear consequences for retention and workforce stability; critical issues in many of our secondary systems. Practical supports for teacher welfare (timely pay, manageable workloads, access to materials) combined with public recognition and pathways for professional advancement reduce turnover and protect institutional memory; less attrition preserves the human capital needed for cumulative school-level improvements and reduces the disruptive costs of the constant onboarding of novices (Collie et al., 2016; Kamal & Ahamed, 2019). Stable staffing also allows for long-term investments, such as alignment of curriculum across grades or multi-year pedagogical initiatives, to take hold and yield more durable gains than short-lived trainings.

Principals' motivational strategies have direct and indirect impacts on student outcomes. The motivation of teachers leads to higher quality instruction, which in turn indirectly increases student engagement, persistence and achievement. Research suggests that the emotional climate created by leaders (e.g., leaders who reduce teacher stress and increase efficacy) is associated with improved classroom interactions and student learning outcomes (Sun & Leithwood, 2017). Principals who focus on ensuring equitable resources and support for departments that serve high-need students can directly address opportunity gaps by meeting teachers' needs to serve diverse learning needs through differentiated instruction and additional targeted supports (OECD, 2020). In short, student outcomes are not just a function of individual decisions, but of the way leaders' motivational strategies reconfigure the conditions for consistent, evidence-informed teaching.

Finally, principals' motivational strategies affect school–community relations and the sustainability of improvement efforts in the long term. Publicly acknowledging teacher successes and rallying communities to celebrate learning creates legitimacy and local support for school initiatives that may unlock volunteer time, local resources, or political will for sustained investments. They establish trust with parents and community stakeholders where

motivational strategies are perceived as fair, transparent and aligned with professional values, which enables schools to withstand difficult reforms and maintain momentum (Leithwood et al., 2020; Pietsch & Tulowitzki, 2017). On the other hand, inconsistent or tokenistic motivational practices can lead to cynicism and reduced support for necessary changes.

In summary, principals' motivational strategies are important because, they alter teacher motivation, shape organisational routines and norms, stabilise the workforce, improve student learning opportunities, and cultivate community buy-in. The most powerful strategies are those that combine intrinsic supports (professional meaning, autonomy, collegial trust) with fair extrinsic supports (recognition, career pathways, welfare), and that institutionalise opportunities for professional learning and collective problem-solving; so motivation becomes a sustained engine for improved teaching and learning rather than a one-off boost (Leithwood, Harris, & Hopkins, 2020; Darling-Hammond, Hyler, & Gardner, 2017; OECD, 2020).

Theoretical Framework

Transformational Leadership Theory

Transformational leadership theory is a widely recognized framework in educational leadership that emphasizes the ability of leaders to inspire, motivate, and empower followers to achieve higher levels of performance and commitment beyond self-interest. Originally conceptualized by James MacGregor Burns (1978) and later developed by Bernard Bass (1985).

Transformational leadership focuses on transforming both individuals and organizations through vision, inspiration, and shared purpose. Over the past decade, scholars have refined the theory's application in educational contexts, highlighting its relevance in

improving teacher motivation, school culture, and teaching effectiveness (Leithwood et al., 2020; Hallinger, 2018).

Transformational leadership operates through four interrelated components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Leaders demonstrate idealized influence by acting as role models who exhibit integrity, commitment, and ethical conduct, earning the trust and respect of their subordinates. Through inspirational motivation, transformational leaders communicate a compelling vision that aligns with collective goals, fostering a sense of meaning and purpose among followers. Intellectual stimulation involves encouraging creativity and critical thinking by challenging existing assumptions and supporting innovative problem-solving approaches. Finally, individualized consideration reflects the leader's attention to the unique needs, aspirations, and professional growth of each team member, thereby promoting a supportive and inclusive environment (Bass & Riggio, 2006; Hallinger, 2018).

In the context of secondary school leadership, transformational leadership plays a vital role in creating a positive school climate and motivating teachers to perform optimally. Recent research indicates that transformational principals foster a sense of belonging and professional commitment among teachers, which enhances their intrinsic motivation and willingness to engage in reflective and innovative teaching practices (Ng, 2019; Bush, 2020). By articulating a clear vision for student achievement and modelling dedication to learning, transformational principals create a culture of shared responsibility and trust that translates into improved classroom performance. Teachers working under transformational leaders are more likely to adopt student-centered instructional strategies, engage in collaborative learning, and sustain high levels of enthusiasm and self-efficacy, all of which contribute to teaching effectiveness (Aydin et al., 2017; Leithwood et al., 2020).

Transformational leadership also enhances teachers' sense of empowerment by providing autonomy and opportunities for professional growth. When principals engage teachers in decision-making and support continuous learning, they stimulate intellectual engagement and innovation in the classroom (Kurt, 2016). Moreover, transformational leaders provide individualized support that addresses teachers' professional and personal needs, which strengthens teacher morale, job satisfaction, and commitment to the school goals (Ng, 2019). Such leaders do not rely solely on external incentives but instead cultivate intrinsic motivation by fostering meaning and purpose in teaching; a key determinant of sustainable effectiveness in education.

In secondary schools, transformational leadership is especially relevant for addressing challenges such as limited resources, diverse learner needs, and low teacher morale. Through inspirational motivation and intellectual stimulation, principals can help teachers reframe challenges as opportunities for growth and encourage creative solutions to instructional problems. This leadership approach builds resilience and adaptability within teaching teams, enabling them to maintain instructional quality even in resource-constrained environments (Leithwood et al., 2020). Furthermore, transformational leadership aligns with modern educational reforms emphasizing collaboration, innovation, and student-centered learning, all of which require motivated and empowered teachers.

Integrating transformational leadership to principals' motivational strategies and teaching effectiveness, it becomes clear that the two are deeply intertwined. Transformational principals naturally employ motivational strategies such as recognition, empowerment, participatory decision-making, and professional development to inspire teachers and improve performance. By fostering intrinsic motivation and aligning teachers' goals with the school's vision, transformational leaders create the psychological and professional conditions that lead to effective teaching. As studies have shown, when teachers feel valued, supported, and

intellectually challenged, their instructional practices improve, leading to higher student achievement and overall school effectiveness (Bush, 2020; Leithwood et al., 2020). Thus, transformational leadership serves as both the theoretical foundation and practical framework through which principals can implement motivational strategies that enhance teachers' teaching effectiveness in secondary schools.

Empirical Review

Assessing the Level of Teaching Effectiveness

Apeh, Usman, and Idris (2020) conducted a study titled "Job Stress as a Sociological Predictor of Teachers' Effectiveness in Senior Secondary Schools in Federal Capital Territory, Abuja, Nigeria." The purpose of the study was to investigate the relationship between teachers' job stress and teaching effectiveness among senior secondary school teachers. The study was guided by two research questions and two hypotheses. A descriptive survey research design was adopted. The population comprised teachers and principals in public senior secondary schools in the Federal Capital Territory, Abuja. A sample of 168 respondents was selected from the sampled schools using a multistage sampling technique. Two researcher-developed instruments, namely the Teachers' Job Stress Scale (TJSS) and Principals' Assessment of Teachers Instrument (PATEI), were used for data collection. Descriptive statistics and regression analysis were employed for data analysis. The findings revealed that the level of teachers' effectiveness was generally low and that job stress had a negative, though insignificant, relationship with teaching effectiveness. The study concluded that stress-related factors affect instructional delivery and recommended improved welfare packages and supportive working conditions for teachers.

Adeyemi (2020) carried out a study titled "Teachers' Effectiveness and Students' Academic Achievement in Senior Secondary School Civic Education in Osun State, Nigeria."

The study sought to determine the level of teachers' effectiveness and its relationship with students' academic achievement. Three research questions and two hypotheses guided the study. A correlational research design was adopted. The population consisted of Civic Education teachers and senior secondary school students in Osun State. Using a multistage sampling procedure, 40 teachers and 200 students were selected as the sample. Data were collected through teacher effectiveness assessment instruments and students' achievement records. Pearson Product Moment Correlation and descriptive statistics were used for analysis. The findings indicated that teaching effectiveness was high and significantly influenced students' academic performance. The study concluded that effective classroom instruction enhances academic outcomes and recommended regular teacher training and professional development programmes.

Saidu (2020) conducted a study titled "Teaching Effectiveness as Correlate of Academic Achievement in Senior Secondary School English Language in Adamawa State, Nigeria." The purpose of the study was to examine the relationship between teaching effectiveness and students' academic achievement in English Language. Four research questions and four hypotheses guided the study. The study adopted a correlational research design. The population comprised English Language teachers in public senior secondary schools in Adamawa State. A sample of 117 English teachers was drawn from 63 public senior secondary schools through purposive sampling. The instrument used was the English Teacher Teaching Effectiveness Evaluation Scale (ETTEFS). Data were analyzed using Pearson Product Moment Correlation. The findings revealed that lesson planning, lesson delivery, classroom management, and the use of instructional materials significantly correlated with students' academic performance. The study concluded that effective teaching practices are essential for improved student achievement and recommended continuous capacity-building programmes for teachers and adequate provision of instructional resources.

Odiaka (2020) conducted a study titled "Students' Perception on the Indices of Teaching Effectiveness among Senior Secondary School ESL Students in Ibadan Metropolis." The purpose was to examine students' perceptions of indicators of teaching effectiveness. The study was guided by three research questions and one hypothesis. An ex post facto descriptive design was employed. The population consisted of senior secondary school students in Ibadan Metropolis. Through multistage sampling, 500 students were selected from six secondary schools. Data were collected using the Questionnaire on Indices of Teaching Effectiveness (QOITE). Descriptive statistics and t-test analysis were used to analyze the data. Findings showed that teaching effectiveness was high and mastery of subject matter, effective explanation of concepts, use of instructional materials, revision of previous lessons, and teacher friendliness were major indicators of teaching effectiveness. The study concluded that students can effectively assess teacher effectiveness and recommended that teachers improve classroom interaction and instructional delivery.

Owonwami, Akinnubi, Ottan, Olokoba, and Towobola (2025) carried out a study titled "Teachers' Job Performance and School Effectiveness in Public Senior Secondary Schools in Oyo State, Nigeria." The purpose of the study was to determine the relationship between teachers' job performance and school effectiveness. Four research questions and one hypothesis guided the study. A descriptive survey design of correlational type was adopted. The population consisted of 11,430 teachers across 563 public senior secondary schools in Oyo State. Using stratified random sampling, 387 teachers were selected as the sample. Data were collected through the Teachers' Job Performance and School Effectiveness Questionnaire (TJPSEQ). Mean, standard deviation, and Pearson Product Moment Correlation were used for data analysis. Findings revealed moderate levels of teacher job performance and school effectiveness, with a strong positive relationship between teachers' performance and school effectiveness. The study concluded that teacher effectiveness remains a major determinant of

school effectiveness and recommended improved monitoring and evaluation of instructional practices.

Oniyide and Olowu (2026) conducted a study titled "Teachers' Job Performance and Public Senior Secondary School Effectiveness in Lagos State, Nigeria." The study aimed to examine the influence of teachers' job performance on school effectiveness. One research question and one hypothesis guided the study. A descriptive survey design was adopted. The population comprised principals, vice principals, and teachers in public senior secondary schools in Lagos State. A sample of 1,560 respondents was selected through stratified, purposive, convenience, and simple random sampling techniques. Data were collected using the Teachers' Job Performance Questionnaire (TJPQ) and Senior Secondary School Effectiveness Questionnaire (SSSEQ). Mean, standard deviation, and Pearson correlation statistics were employed for analysis. The findings revealed that teachers' job performance was appreciable, while school effectiveness was rated high. However, the relationship between teacher performance and school effectiveness was weak and statistically insignificant. The study concluded that teacher effectiveness alone may not account for school effectiveness and recommended strengthening other school-based factors such as leadership and learning resources.

Motivational Strategies Adopted by Public Senior Secondary School Principals

A recent study by Anachuna and Obilor (2023) titled "Motivational Strategies Adopted by Principals Towards Improved Academic Performance of Students in Secondary Schools in Enugu State, Nigeria" investigated the extent to which principals employ motivational strategies to enhance school outcomes. The purpose of the study was to determine the level of motivational strategies adopted by principals in both public and private secondary schools. The study was guided by one research question and one hypothesis and adopted a descriptive survey

research design. The population consisted of 8,362 teachers in public schools and 17,217 teachers in private schools, while a sample of 1,100 teachers was selected using proportionate simple random sampling technique. A researcher-developed questionnaire, validated by experts with a reliability coefficient of 0.72, was used for data collection. Mean scores and standard deviation were used to answer the research question, while the hypothesis was tested using the independent samples t-test at the 0.05 level of significance. The findings revealed that principals adopt motivational strategies such as awarding prizes, providing incentives, and recognizing teachers' efforts to a high extent. The study concluded that effective motivational practices enhance teacher commitment and student academic performance, and it recommended that principals sustain and improve reward systems and incentive structures to maintain teacher morale and productivity.

Hiolin and Billones (2019) determined the principals' motivational strategies and teachers' performance among schools of Pigcawayan West District. The descriptive survey design was used to collect the data from a representative sample of the population using questionnaires for teachers and principals of Pigcawayan West District. It was conducted at both public elementary and secondary schools of Pigcawayan West District at Pigcawayan, North Cotabato. The respondents of the study were the principals and teachers of elementary and secondary public school of Pigcawayan West District with a total number of 100 school heads and teachers participated in the study. The results revealed the following: First, the motivational strategies utilized by the principal among schools in Pigcawayan West District is that positive leadership and was ranked first with 4.31 mean and interpreted as highly motivated. Rewards were ranked second with 3.52 mean and interpreted as moderately motivated, and guided counselling ranked third with 3.35 mean interpreted as fairly motivated among the motivational strategies utilized by principals in Pigcawayan West District. Second, the level effectiveness of teachers' performance in terms of teaching and learning process,

students' outcomes and community involvement. The data shown that teaching and learning process ranked first with 3.48 mean. Community involvement ranked the second with 3.45 mean and interpreted as fairly effective. The third was students' outcome with the mean of 3.37 and interpreted as fairly effective. As a whole the major findings of the study, it is concluded that motivational strategies utilized by principal has significant relationship to teachers' performance among schools in Pigcawayan West District respondents. The guided counselling and rewards are highly significant with teachers' performance. Hence, the result suggested the rejection of null hypothesis and shown that the rewards and guided counselling were the best predictors of teachers' performance.

Ezema and Ogunshola (2020) investigated the impact of principals' motivational techniques on students' academic performance in Federal Capital Territory (FCT) junior secondary schools, Abuja, Nigeria. Two research questions were raised while one null hypothesis was tested. The study adopted descriptive survey and ex-post facto research designs. A sample of 20 out of 44 junior secondary schools (including public and private) in Kuje Area council, FCT was used. The data for the study were gathered through the copies of the questionnaire that were administered to 300 teachers, and the results of 9963 students in Junior Secondary Certificate Examination (JSCE) in nine subjects including English Language and Mathematics from 2012 to 2017. The method of selection was through disproportionate sampling technique. The Principals' Motivational Techniques Questionnaire (PMTQ) was pilot tested and gave reliability coefficient of 0.85 using Cronbach's alpha. Also, the frequency, percentage, mean and standard deviation were used to answer the research questions while Pearson's product-moment correlation coefficient was used to test the hypothesis at 0.05 significance level. The findings of this study revealed that there was a high and significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools. The findings led the researcher to conclude that principals'

motivational techniques could enhance students' academic performance in FCT junior secondary schools

Agu, Oputa and Umeh (2021) examined Principals' motivational techniques for effective teacher job performance in public secondary schools in Awka South L.G.A. 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 public secondary schools in Awka 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 Awka. The reliability coefficient was 0.82 and the data was analyzed through mean rating. The study found out among other things that principals' motivational strategies was high and the use of provision of welfare packages, conducive environment, adequate teaching materials and leadership behaviours as motivational techniques influenced teacher job performances in Awka South L.G.A

Similarly, Musa, Ibrahim, and Jibril (2024) conducted a study titled "Influence of Principals' Motivation Strategies on Teaching/Learning Process of Teachers' Job Satisfaction in Public Senior Secondary Schools in FCT-Abuja, Nigeria." The purpose of the study was to examine how principals' motivational strategies influence teachers' job satisfaction and the teaching–learning process. The study was guided by two research questions and two hypotheses and employed a descriptive survey design. The population included all 74 principals and 4,275 teachers in public senior secondary schools in Abuja, while a sample of 120 teachers was selected using a purposive sampling technique. Data were collected using a 20-item structured questionnaire (PMSTJSQ). The data were analyzed using frequency counts, percentages, mean scores, and standard deviation to answer the research questions, while the hypotheses were tested using t-test statistics at the 0.05 level of significance. The findings indicated that although principals adopt motivational strategies such as recognition and

provision of facilities, these strategies were insufficient, leading to low teacher satisfaction. The study concluded that inadequate motivation negatively affects teaching and learning processes, and it recommended improved welfare packages, adequate facilities, and recognition systems to enhance teacher motivation and effectiveness.

In another empirical study, Adam (2024) examined "Principal Motivational Strategies and Teachers' Job Performances." The purpose was to determine the relationship between principals' motivational strategies and teachers' job performance. The study was guided by four research questions and four hypotheses and adopted a correlational survey research design. The population consisted of 5,596 teachers in 161 public secondary schools, from which a sample of 360 teachers was drawn using appropriate sampling techniques. Data were collected using validated scales on motivational strategies and teachers' job performance. Descriptive statistics such as mean and standard deviation were used to answer the research questions, while Pearson Product Moment Correlation (PPMC) and Analysis of Variance (ANOVA) were employed to test the hypotheses. The findings revealed that principals widely adopt strategies such as professional development, promotion, recognition, and participatory leadership, and that these strategies significantly influence teachers' job performance. The study concluded that motivational strategies are strong predictors of teachers' effectiveness and commitment, and it recommended continuous training of principals on effective motivational practices and the promotion of supportive school environments.

Relationship Between Principals' Motivational Strategies and Teaching Effectiveness

A study by Iwuanyanwu (2022) titled "Principals' Motivational Strategies as Correlates of Teachers' Work Attitude and Effectiveness in Secondary Schools in South-East Nigeria" investigated the relationship between principals' motivational strategies and teachers' effectiveness. The purpose of the study was to determine the extent to which principals'

motivational strategies correlate with teachers' work attitude and instructional effectiveness. The study was guided by eight research questions and eight hypotheses and adopted a correlational research design. The population consisted of 29,445 principals and teachers, while a sample of 678 respondents was selected using a multi-stage sampling technique involving stratified and simple random sampling. The instrument used for data collection was a set of structured questionnaires developed by the researcher, with reliability coefficients above 0.80. Mean and standard deviation were used to answer the research questions, while Pearson Product Moment Correlation (PPMC) and multiple regression analysis were used to test the hypotheses at the 0.05 level of significance. The findings revealed a strong positive relationship between principals' motivational strategies such as recognition, participatory leadership, and welfare support and teachers' effectiveness in lesson delivery, classroom management, and student assessment. The study concluded that effective motivational strategies significantly enhance teaching effectiveness and recommended that principals adopt a balanced mix of intrinsic and extrinsic motivational techniques to sustain teacher performance.

Similarly, Obidile (2023) conducted a study titled "Principals' Motivational Strategies and Teachers' Commitment and Instructional Effectiveness in Public Secondary Schools in South-East Nigeria." The purpose of the study was to examine the relationship between principals' motivational strategies and teachers' instructional effectiveness. The study was guided by three research questions and three hypotheses and adopted a correlational survey design. The population comprised 39,527 teachers across 1,471 public secondary schools, while a sample of 1,536 teachers was selected using a multi-stage sampling technique. The research instrument was a validated questionnaire with a reliability coefficient of 0.81. The data were analyzed using mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation was used to test the hypotheses at the 0.05 level of significance. The findings showed a significant positive relationship between motivational

strategies such as promotion, recognition, and professional development and teachers' instructional effectiveness. The study concluded that teachers who are adequately motivated demonstrate higher levels of commitment and effectiveness in their instructional practices, and it recommended that school administrators strengthen incentive systems and provide regular opportunities for professional growth.

In another related study, Adam (2024) examined "Principal Motivational Strategies and Teachers' Job Performance in Public Secondary Schools in Abuja, Nigeria." The purpose of the study was to determine the relationship between principals' motivational strategies and teachers' job performance. The study was guided by four research questions and four hypotheses and employed a correlational survey research design. The population consisted of 5,596 teachers in 161 public secondary schools, from which a sample of 360 teachers was selected using appropriate sampling techniques. Data were collected using a structured questionnaire validated by experts. Descriptive statistics, including mean and standard deviation, were used to answer the research questions, while Pearson Product Moment Correlation (PPMC) and Analysis of Variance (ANOVA) were employed to test the hypotheses. The findings revealed a statistically significant positive relationship between principals' motivational strategies and teachers' job performance, indicating that improved motivation leads to enhanced teaching effectiveness. The study concluded that motivational strategies are key determinants of teachers' productivity and effectiveness, and it recommended continuous leadership training for principals to improve their motivational capacity.

Furthermore, Eze and Bello (2023) conducted a study titled "Motivational Leadership and Teaching Effectiveness in Public Secondary Schools in Lagos State, Nigeria." The purpose of the study was to examine the relationship between principals' motivational leadership practices and teaching effectiveness. The study was guided by three research questions and two hypotheses and adopted a descriptive correlational design. The population consisted of 5,200

teachers, while a sample of 400 teachers was selected using a stratified random sampling technique. The instrument used was a structured questionnaire with a reliability coefficient of 0.86. Mean and standard deviation were used to answer the research questions, while Pearson Product Moment Correlation (PPMC) was used to test the hypotheses at the 0.05 level of significance. The findings indicated a strong positive correlation ($r = 0.71$, $p < 0.05$) between principals' motivational strategies and teaching effectiveness. The study further revealed that teachers who received recognition, support, and professional development opportunities demonstrated higher levels of instructional effectiveness. The study concluded that motivational leadership plays a significant role in enhancing teaching effectiveness and recommended that principals adopt participatory leadership styles and prioritize teacher welfare.

Gender and motivational strategies

Anho, Okorugbo, Ojabunor, and Anho (2022) carried out a study titled "Gender Variables and Management of Human Resources among Public Secondary School Principals in Delta State, Nigeria." The purpose of the study was to determine whether differences exist between male and female principals in the management of human resources. The study was guided by three research questions and three hypotheses. The researchers adopted a descriptive survey design with an ex-post facto approach. The population consisted of 9,361 teachers from 466 public secondary schools in Delta State. A sample of 936 teachers, representing 10 percent of the population, was selected through stratified random sampling. Data were collected using a self-constructed questionnaire titled Gender Variables and Secondary School Principals' Human Resources Management Questionnaire (GVSSPHRMQ). Mean scores and standard deviations were used to answer the research questions, while t-test statistics were employed to test the hypotheses. The findings showed that gender variables influenced principals' management of human resources; however, there was no significant difference between male

and female principals in most administrative task areas. The study concluded that both male and female principals possess comparable managerial capacities. It recommended that appointment into principalship positions should be based on competence rather than gender considerations.

Nwonkwo (2025) conducted a study titled "Gender, Principals' Management Behaviour and Administrative Competences in Public Secondary Schools in Rivers State." The purpose of the study was to investigate differences in administrative competence between male and female principals. Two research questions and two hypotheses guided the study. An ex-post facto research design was adopted. The population comprised 520 principals in public secondary schools in Rivers State. A sample of 220 teachers was selected through simple random sampling. Two instruments, namely the Principal Management Behaviour Questionnaire and the Principal Administrative Competences Questionnaire, were used for data collection. Mean, standard deviation, and Analysis of Variance (ANOVA) were employed for data analysis. The findings revealed significant differences in the administrative competences of male and female principals based on management behaviour. The study concluded that gender influences principals' administrative approaches and effectiveness. It recommended continuous professional development programmes aimed at improving leadership competencies among principals irrespective of gender.

Ogechukwu (2023) also conducted research titled "Principals' Motivational Strategies and Teachers' Commitment in Secondary Schools in South-East Nigeria." The purpose of the study was to investigate the relationship between principals' motivational strategies and teachers' commitment in the area. Two research questions were formulated to guide the study and two corresponding null hypotheses. The research design was correlational. It comprised 39,527 teachers in 1,471 public secondary schools in South-East Nigeria. A sample of 1,536 teachers was selected using multistage random sampling technique. Data were collected by

using a structured questionnaire developed by the researcher. Reliability of the instrument was measured by Cronbach Alpha. The data were subjected to mean statistics and correlation analysis. The results showed significant positive relationship between principals' motivational strategies and teachers' commitment. The study concluded that principals' use of effective motivational practices leads to greater dedication of teachers to their work. The study recommended that teachers' achievement be recognised regularly, involving staff in decision making and providing professional development opportunities.

Musa, Ibrahim and Jibril (2024) conducted a study titled "Influence of Principals' Motivation Strategies on Teaching/Learning Process and Teachers' Job Satisfaction in Public Senior Secondary Schools in FCT-Abuja, Nigeria". The study sought to examine the effect of the principals' motivational strategies on the teachers' job satisfaction and instructional effectiveness. The study was driven by two research questions. Descriptive survey research design was adopted. The population for the study consisted of 4,275 teachers from 74 public senior secondary schools in the Federal Capital Territory, Abuja. We used a purposive sampling technique to select a sample of 120 teachers from 12 schools. The data were collected through a 20-item questionnaire called Principals' Motivation Strategies and Teachers' Job Satisfaction Questionnaire (PMSTJSQ). Descriptive statistics of frequencies, percentages and mean scores were used for data analysis. The findings indicated that teachers' job satisfaction was negatively affected by inadequate motivation, lack of recognition and poor working conditions. It was concluded from the study that principals' motivational strategies have a significant effect on teachers' morale and instructional effectiveness. The researchers called for adequate teaching facilities, recognition of teachers' efforts and improved welfare packages.

A study was conducted by Ogechukwu (2023) on the "Principals' Motivational Strategies and Teachers' Commitment in Secondary Schools in South-East Nigeria". The purpose of the study was to find out the relationship between principals' motivational strategies

and teachers' commitment. The study was guided by two questions and two null hypotheses. The research design was correlational. It comprised 39,527 teachers in 1,471 public secondary schools in South-East Nigeria. A sample of 1,536 teachers was selected using multistage random sampling technique. Data were collected by using a structured questionnaire developed by the researcher. Reliability of the instrument was measured by Cronbach Alpha. The data were subjected to mean statistics and correlation analysis. The results showed significant positive relationship between principals' motivational strategies and teachers' commitment. The study concluded that principals' use of effective motivational practices leads to greater dedication of teachers to their work. The study recommended regular recognition of teachers' achievement, staff involvement in decision making and providing professional development opportunities.

Gender and Teaching Effectiveness

Pathak and Saxena (2020) did a study, "Comparative Study of Teacher Effectiveness of Male and Female Teachers at Secondary Level". The study was to determine whether or not there exist significant differences on the teaching effectiveness of male and female secondary school teachers. Four research questions and four hypotheses guided the study. The descriptive survey research design was used. The population consisted of secondary school teachers of Mathura District of India. A sample of 125 teachers was selected from government and private secondary schools in rural and urban areas using stratified random sampling techniques. Data were collected through self-developed Teacher Effectiveness Questionnaire. Data analysis was performed using mean scores, standard deviation and t-test statistics. The results showed that there was no significant difference between male and female teachers in terms of effectiveness in teaching, although there were differences between teachers in rural and urban areas. The study found that gender does not significantly determine the effectiveness of teachers in secondary schools. The researchers recommended that the educational authorities should pay

more attention to professional competence and on-the-job training rather than gender considerations in assessing teachers.

Sehjal (2021) carried out a study titled "A Study of Teacher Effectiveness of Secondary School Teachers in Relation to Their Gender, Location and Type of School". The study explored the differences in teacher effectiveness with respect to gender, location and type of school. The study was guided by three research questions and three hypotheses. The study design was survey research design. Population: The population was all secondary school teachers of Jalandhar District, Punjab, India. A sample of 130 teachers was chosen using random sampling techniques. The tool used for data collection was Teacher Effectiveness Scale developed by Puri and Ghakhar. The data were analysed using mean scores, standard deviation and t-test statistics. The results indicated that the effectiveness of male and female teachers was not significantly different. There were, however, considerable differences between urban and rural teachers and between teachers from different school types. The study concluded that gender was not a strong predicator of teacher effectiveness. It called for all teachers, regardless of gender, to participate in regular professional development programs.

Alao (2020) carried out a study titled "Teacher Effectiveness among Female Teachers in Primary and Secondary Schools in Southwestern Nigeria". The purpose of the study was to ascertain the level of effectiveness among female teachers and to identify the factors associated with their effectiveness. The study was guided by four research questions and four hypotheses. A descriptive survey design was used. The population was made up of female teachers in primary and secondary schools in Southwestern Nigeria. Multistage sampling techniques were used to select two thousand four hundred female teachers. Data were collected through the Teacher Effectiveness Rating Scale. Data were analysed using chi-square and t-test statistics. The results showed that 75.1% of female secondary school teachers were rated as effective. Workload and responsibilities of multiple roles greatly influenced the levels of effectiveness.

The study found that while female teachers generally are highly effective, they do face the challenge of balancing work and family. It further recommended improved welfare packages and a conducive working environment for female teachers.

Fakunle, Togunloju & Ajayi (2022) on their part carried out research on "Inspection and Evaluation Services as Determinants of Teacher Effectiveness in Public Secondary Schools in Southwest Nigeria". The study investigated the factors that influences teacher effectiveness in public secondary schools. Two research questions were formulated for the study with two corresponding hypotheses. A descriptive survey design was adopted for the study. The population of the study was 1,800 teachers and 90 principals in public secondary schools in South-West Nigeria. A multistage sampling was used for the study. Data were obtained using structured questionnaires validated by experts in educational management. Data were analysed using mean statistics and regression analysis. Results indicated that inspection and evaluation services significantly influenced teacher effectiveness and not demographic variables like gender. The study found that effective supervision improves teachers' instructional performance. Researchers called for improvement of school inspection systems and feedback mechanisms to improve teaching effectiveness.

Summary of Literature Reviewed

This chapter began with the conceptual framework and the conceptual diagram, indicators of effective teaching, factors influencing teaching effectiveness: a multilevel perspective, a comparative analysis of effective and non-effective teaching practices, teaching effectiveness as a foundation for student and societal development, improving teaching effectiveness, concepts of principals motivational strategies, motivating teachers for improved instruction, principals' motivational leadership and its role in strengthening teaching and learning in secondary schools, the impact of principals' motivational strategies on teacher performance, school capacity, and student outcomes in secondary schools and contextual

moderators of principals' motivational strategies and their impact on teaching effectiveness in secondary schools.

The study was grounded on the transformational leadership theory conceptualized by James MacGregor Burns (1978) and was later developed by Bernard Bass (1985). The focus of transformational leadership theory is transforming both individual and organization through vision, inspiration, and a shared purpose. It also enhances teachers' sense of empowerment, providing autonomy and opportunities for professional growth. This theory posits that, when principals engage teachers in decision-making and support continuous learning, they stimulate intellectual engagement and innovation in the classroom.

There were empirical studies on principals' motivational strategies on teaching effectiveness, assessment of the level of teaching effectiveness among public senior secondary schools, motivational strategies adopted by public senior secondary principals, differences in the motivational strategies adapted by male and female principals in public senior secondary schools, difference in the level of teaching effectiveness between male and female teachers in public senior secondary schools, and relationship between principals' motivational strategies and teaching effectiveness in Public Senior Secondary Schools were all reviewed. From the empirical reviews within the reach of the researcher, though there are some related studies however, it was observed that there is a dearth of literature in this aspect of studies and none of the studies were carried out to investigate the between principals' Motivational Strategies and Teaching Effectiveness in Secondary Schools in Edo South Senatorial District of Edo State. This is the gap filled by this study.

CHAPTER THREE

METHODOLOGY

This chapter describes the procedures that was used in carrying out this research. These is arranged under research design, population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

Research Design

A correlational survey research design was adopted for the study. It is considered most appropriate because the study seeks to determine the relationship between principals' motivational strategies and teaching effectiveness among teachers of public senior secondary schools in Edo South Senatorial District. It allows for the collection of quantitative data froma representative sample so as to examine how variation in one variable (rincipals' motivational strategies) relate to variation in another (teaching effectiveness) without manipulating any variable (Creswell & Creswell, 2018).

Population of the Study

The population of the study consists of 1,726 teachers and 126 principals of public senior secondary schools within Edo South Senatorial District, Edo State. There are seven (7)

Local Government Areas with 126 public senior secondary Schools in Edo South Senatorial District.

Sample and Sampling Techniques

The sample consists of 325 respondents, comprising of 297 teachers and 28 principals from public senior secondary schools in Edo South Senatorial District, Edo State.

The study adopts a multistage sampling technique. Stratified sampling was used for groping the schools according to their Local Government Area to ensure adequate representation of schools across the district at the first stage. At the second stage, simple random sampling was adopted to select the twenty-eight (28) public senior secondary schools from the district. Proportionate sampling was employed at the third stage in order to allocate the sample of 297 teachers to the selected schools based on the number of teachers in each school. Simple random sampling technique was finally used to select required number of teachers from each of the selected school.

Purposive sampling was used to select the twenty-eight (28) principals of the selected schools since each principal serve as the administrative head of the selected school.

Research Instrument

The research instrument used for data collection is a structured questionnaire divided into two parts. The tittle of the instruments is "Principals' Motivational Strategies Questionnaire (PMSQ) and Teaching Effectiveness Questionnaire (TEQ)". The contents of the Instruments were adopted from previous empirical studies. Using a questionnaire was considered more appropriate because it allows for the collection of data from a large number of respondents within a relatively short time and ensures uniformity in responses (Taherdoost, 2017). The instruments were constructed in a four-point Likert scale with options Strongly Agree 4points, Agree 3points, Disagree 2points and Strongly Disagree 1point. The instrument

has two sections- A and B. While section focuses on the demographic information of the respondents, section B contained items raised in line with the purpose of the study. PMSQ was designed for teachers while TEQ was designed for principals.

Validity of the Instrument

To ensure content and face validity, the draft copies of the questionnaire were submitted to experts, two in Educational Planning and Management, and the other in the field of Measurement and Evaluation, all at Benson Idahosa University, to ascertain its validity. Suggestions by the three experts was included into the final draft of the instrument, and this ascertained the instrument's face and content validity.

Reliability of the Instrument

A pilot study was conducted in order to establish the reliability of the instrument by administering the questionnaire to 30 teachers and principals of public secondary schools outside the study area but with similar characteristics. The data were analysed using Cronbach's Alpha statistics to determine the internal consistency which are 0.91 for PMSQ and 0.92 for TEQ, indicating a high level of consistency among items.

Method of Data Collection

The questionnaires were administered to the respondents by the researcher with the help of a research assistant after obtaining permission from the school authorities. The research explained the purpose of the study to the respondents and assure them of confidentiality. The questionnaires were retrieved immediately or within an agreed period to ensure a high response rate.

Method of Data Analysis

The study adopted descriptive statistics which was used to summarize and organize the data. Measures such as mean and standard deviation were used to answer research questions 1,2,4and 5 while the Pearson correlation coefficient was used to answer research question 3. A mean score less than 2.50 is disagreed, between 2.50 and 3.49 is considered agreed, while mean score equal or greater than 3.50 is considered strongly agreed.

Inferential statistics such as one sample t-test was employed to test hypotheses 1 and 2, Pearson Product-Moment Correlation Coefficient**(r)**, was employed to test hypothesis 3, while independent t-test was used to test hypotheses 4 and 5. All hypotheses were tested at 0.05 alpha level of significance.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

In this chapter, the presentation and analysis of results based on the data collected are discussed. The presentation of results is followed by the summary of findings and discussion of the findings.

Analysis of Research Questions

Research Question 1: What is the mean level of teachers' teaching effectiveness in public senior secondary schools in Edo South Senatorial District?

Table 1: Descriptive statistics showing the level of teachers' teaching effectiveness among public senior secondary school teachers in Edo South Senatorial District

LTE	Freq.	%	Valid %	Remark
Very Low	05	1.7	1.7	
Low	44	14.8	14.8	
High	102	34.3	34.3	
Very high	145	49.2	49.2	
Total	297	100.0	100.0	High.

The data in Table 1 shows the level of teaching effectiveness among public senior secondary school teachers in Edo South Senatorial District. It is observed that out of two hundred and ninety-seven (297) respondents used for the study, 5 comprising 1.7% were of very low level of teaching effectiveness while 44 constituting 14.8% fall on low level of teaching

effectiveness. 102 comprising 34.3% were of high level and finally, 145 constituting 49.2% were of very high level of level of teaching effectiveness among public senior secondary school teachers in Edo South Senatorial District. It can be concluded therefore that majority (49.2%) of the teachers were of very high level while 34.3% were of high level of teaching effectiveness among public senior secondary school teachers in Edo South Senatorial District.

Research Question 2: What are the mean level of motivational strategies adopted by principals of public senior secondary school in Edo South Senatorial District?

Table 2: Mean response showing the motivational strategies adopted by principals of public senior secondary school principals in Edo South Senatorial District

S/N	ITEMS	MEAN	SD	REMARKS
1	Principal acknowledges and appreciates teachers' effort and achievements	3.62	0.49	Strongly Agree
2	Principal provides opportunities for professional development and growth	3.44	0.50	Agree
3	Principal communicates a clear vision and clear goals for the school	3.36	0.51	Agree
4	Principal fosters a positive and supportive school environment	3.44	0.54	Agree
5	Principal encourages collaboration and team work among teachers	3.43	0.52	Agree
6	Principal offers incentives or rewards for outstanding performance	3.05	0.68	Agree
7	Principal provide feedback and constructive criticism	3.21	0.46	Agree
8	Principal advocates for resources and support to meet teachers need	3.08	0.67	Agree
9	Principal promotes a sense of belonging and ownership among teachers	3.42	0.54	Agree
10	Principal lead by example and demonstrates commitment to the school's mission	3.63	0.49	Strongly Agree
11	Principal promotes healthy interpersonal relationship within the school	3.22	0.58	Agree
12	Principal motivates teachers through supervision that is supportive rather than punitive	3.39	0.52	Agree
13	Principal encourages participatory decision-making among teachers	3.41	0.53	Agree
14	Principal supports teachers when work-related challenges arise.	2.92	0.67	Agree
15	Principal ensures teachers' welfare and needs are adequately provided	2.92	0.68	Agree

Data in Table 2 shows the motivational strategies adopted by public senior secondary school principals in Edo South Senatorial District. It is observed from the Table that all the

respondents agreed with the 15 items used to measure the variable under study. In other words, the strategies adopted by principals include acknowledgement and appreciation of teachers' effort and achievements, providing opportunities for professional development and growth, communicating a clear vision and clear goals for the school, fostering a positive and supportive school environment, encouraging collaboration and team work among teachers, offering incentives or rewards for outstanding performance, providing feedback and constructive criticism, advocating for resources and support to meet teachers need, promoting a sense of belonging and ownership among teachers, leading by example and demonstrating commitment to the school's mission, promoting healthy interpersonal relationship within the school, motivating teachers through supervision that is supportive rather than punitive, encouraging participatory decision-making among teachers, supporting teachers when work-related challenges arise and ensuring teachers' welfare and needs are adequately provided. However, acknowledging and appreciating teachers' effort and achievements and leading by example and demonstrating commitment to the school's mission are the most strategies adopted by public senior secondary school principals in Edo South Senatorial District.

Research Question 3: What is the relationship between principals' motivational strategies and teaching effectiveness in public senior secondary schools in Edo South Senatorial District?

Table 3: Pearson Product Moment Correlation showing the relationship between principals' motivational strategies and teaching effectiveness in public senior secondary schools in Edo South Senatorial District

N=297

Variable	Mean	SD	r	r^2	%	Remark
PMS	49.60	4.57				
			0.12	0.01	1%	Very Low
TTE	51.07	2.74				

The data in Table 5 showed the relationship between principals' motivational strategies and teaching effectiveness in public senior secondary schools in Edo South Senatorial District. The information showed that principals had motivational strategies mean score of 49.60 and standard deviation of 4.57 while teachers had teaching effectiveness mean score of 51.07 with standard deviation of 2.74. It was observed from the data in the Table that there is a low positive relationship (0.12) between principals' motivational strategies and teachers' teaching effectiveness. The coefficient of determination (r^2) associated with the correlation coefficient of 0.12 was 0.01 implying that principals' motivational strategies had 01% relationship with teachers' teaching effectiveness. It is therefore concluded that principals' motivational strategies had 01% relationship with teachers' teaching effectiveness in public senior secondary schools in Edo South Senatorial District.

Research Question 4: What are the differences in the motivational strategies adopted by principals of public senior secondary school in Edo south Senatorial District based on gender?

Table 4: Descriptive statistics showing the difference in the motivational strategies adopted by principals of public senior secondary school in Edo south Senatorial District based on gender.

GENDER	N	Mean	SD	Mean Diff
Male	13	51.07	3.20	
				0.01
Female	15	51.06	2.40	

The information in Table 3 showed the difference in the motivational strategies adapted by male and female principals in public senior secondary schools in Edo south Senatorial District. It was observed from the data in the Table that the male principals had motivational strategies

mean score of 51.07 with standard deviation of 3.20 while the female principals had the motivational strategies mean score of 51.06, standard deviation of 2.40 with mean difference of 0.01 in favour of the male principals. It can be concluded from the table therefore that there is a difference in the motivational strategies adapted by male and female principals in public senior secondary schools in Edo south Senatorial District with the male principals having the higher motivational strategies mean score.

Research Question 5: What is the difference in the level of teachers' teaching effectiveness between public senior secondary school teachers in Edo South Senatorial District based on gender?

Table 5: Descriptive statistics showing the difference in the level of teachers' teaching effectiveness between public senior secondary school teachers in Edo South Senatorial District based on gender.

GENDER	N	Mean	SD	Mean Diff
Male	155	51.01	4.85	
				1.87
Female	142	49.14	4.22	

The information in Table 4 showed the difference in the level of teaching effectiveness between male and female teachers in public senior secondary schools in Edo South Senatorial District. It was observed from the data in the Table that the male teachers had teaching effectiveness mean score of 51.01 with standard deviation of 4.85 while the female teachers had teaching effectiveness mean score of 49.14, standard deviation of 4.22 with mean difference of 0.87 in favour of the male teachers. It can be concluded from the table therefore that there is a difference in the level of teaching effectiveness between male and female teachers in public senior secondary

schools in Edo South Senatorial District with the male teachers having the higher teaching effectiveness mean score.

Testing of Hypotheses

Hypothesis One: The mean level of teachers' teaching effectiveness in public senior secondary school teachers in Edo South Senatorial District is not significant

Table 6: One sample t-test showing the mean level of teachers' teaching effectiveness in public senior secondary school teachers in Edo South Senatorial District

Variable	N	Mean	SD	df	t	Sig.(2-tailed)	Decision
LTE scores	297	49.60	4.57	296	186.73	0.00	Reject Ho

The data in table 6 shows the observed difference in the level of teaching effectiveness among public senior secondary school teachers in Edo South Senatorial District is significant at 0.00 (t = 186.73, df = 296). Since 0.00 is less than 0.05 alpha level of significance, the observed difference in the level of teaching effectiveness among public senior secondary school teachers in Edo South Senatorial District is significant. Therefore, the hypothesis which says the difference in the level of teaching effectiveness among public senior secondary school teachers in Edo South Senatorial District is not significant is rejected.

Hypothesis Two: The mean level of adoption of motivational strategies by principals of public senior secondary schools in Edo South Senatorial District is not significant

Table 7: One sample t-test showing the mean level of adoption of motivational strategies by public senior secondary school principals in Edo South Senatorial District

Variable	N	Mean	SD	df	t	Sig.(2-tailed)	Decision
PMS scores	28	51.07	2.74	27	98.35	0.00	Reject Ho

The data in table 7 showed the observed difference in the level of adoption of motivational strategies by public senior secondary school principals in Edo South Senatorial District is significant at 0.00 (t = 98.35, df = 27). Since 0.00 is less than 0.05 alpha level of significance, the observed difference in the level of adoption of motivational strategies by public senior secondary school principals in Edo South Senatorial District is not significant is significant. Therefore, the hypothesis which says the difference in the level of adoption of motivational strategies by public senior secondary school principals in Edo South Senatorial District is not significant is rejected.

Hypothesis Three: There is no significant relationship between principals' motivational strategies and teaching effectiveness in public senior secondary schools in Edo South Senatorial District.

Table 8: Pearson Product Moment Correlation showing the relationship between principals' motivational strategies and teaching effectiveness in public senior secondary schools in Edo South Senatorial District

N=297

Variable	Mean	SD	r	r^2	P-value	Decision
PMS	31.63	7.32				
			0.30	0.09	0.00	Reject Ho
TTE	27.35	5.61				

The data in Table 10 shows the relationship between principals' motivational strategies and teaching effectiveness in public senior secondary schools in Edo South Senatorial District. The information shows that principals had motivational strategies mean score of 49.60 and standard deviation of 4.57 while teachers had teaching effectiveness mean score of 51.07 with standard deviation of 2.74. It is observed from the data in the Table that there is a low positive relationship (0.12) between principals' motivational strategies and teachers' teaching effectiveness. The coefficient of determination (r^2) associated with the correlation coefficient of 0.12 was 0.01 and the correlation is not significant at 0.51. Since 0.51 is higher than 0.05 of

Alpha level of significance, the hypothesis which says there is no significant relationship between principals' motivational strategies and teaching effectiveness in public senior secondary schools in Edo South Senatorial District is rejected. This implies that there is a significant relationship between principals' motivational strategies and teaching effectiveness in public senior secondary schools in Edo South Senatorial District.

Hypothesis Four: There is no significant difference in the motivational strategies adopted by principals of public senior secondary schools in Edo South Senatorial District based on gender.

Table 9: Students' independent t-test statistics showing the difference in the motivational strategies adopted by principals of public senior secondary school in Edo South Senatorial District based on gender.

GENDER	N	Mean	SD	df	t	P-value	Decision
Male	13	51.07	3.20				
				26	0.01	0.99	Accept Ho
Female	15	51.06	2.40				

The information in Table 8 showed the difference between the motivational strategies adopted by male and female principals in public senior secondary school in Edo South Senatorial District is not significant at 0.99 (t=0.01, df= 26). Since the significant value of 0.99 is higher than 0.05 alpha level of significance, the hypothesis which says there is no significant difference between the motivational strategies adopted by male and female principals in public senior secondary school in Edo South Senatorial District is accepted. This implied that there is no significant difference between the motivational strategies adopted by male and female principals in public senior secondary school in Edo South Senatorial District.

Hypothesis Five: There is no significant difference in the level of teachers' teaching effectiveness between public senior secondary schools teachers in Edo South Senatorial District based on gender.

Table 10: Students' independent t-test statistics showing the difference in the level of teacher teaching effectiveness between public senior secondary school teachers in Edo South Senatorial District based on gender.

GENDER	N	Mean	SD	df	t	P-value	Decision
Male	155	50.01	4.85				
				295	1.64	0.10	Accept Ho
Female	142	49.14	4.22				

The information in Table 9 showed the difference in the level of teaching effectiveness between male and female teachers in public senior secondary schools in Edo South Senatorial District is not significant at 0.10 (t=1.64, df= 295). Since the significant value of 0.10 is higher than 0.05 alpha level of significance, the hypothesis which says there is no significant difference in the level of teaching effectiveness between male and female teachers in public senior secondary schools in Edo South Senatorial District is accepted. This implied that there is no significant difference in the level of teaching effectiveness between male and female teachers in public senior secondary schools in Edo South Senatorial District.

Summary of Findings

Five findings were obtained from this study and these include that:

1. the level of teachers' effectiveness in public senior secondary school in Edo South Senatorial District is significant
2. the level of adoption of motivational strategies by public senior secondary school principals in Edo South Senatorial District is significant

3. there is a significant relationship between principals' motivational strategies and teaching effectiveness in public senior secondary schools in Edo South Senatorial District
4. there is no significant difference in the motivational strategies adopted by male and female principals in public senior secondary school in Edo South Senatorial District.
5. there is no significant difference in the level of teaching effectiveness between male and female teachers in public senior secondary schools in Edo South Senatorial District.

Discussion of Findings

The first finding in this study revealed that the level of teaching effectiveness among public senior secondary school teachers in Edo South Senatorial District is significant. This could be as a result of the fact that the teachers are effective and effective teachers could transform complex concepts into accessible lessons, creating safe learning environments that build student confidence and critical thinking skills. This finding is in line with that Adeyemi (2020) who carried out a study titled "Teachers' Effectiveness and Students' Academic Achievement in Senior Secondary School Civic Education in Osun State, Nigeria and obtained that teaching effectiveness was high and significantly influenced students' academic performance. In the same vein, the finding supported that of Odiaka (2020) who conducted a study titled "Students' Perception on the Indices of Teaching Effectiveness among Senior Secondary School ESL Students in Ibadan Metropolis and the outcome showed that teaching effectiveness was high and mastery of subject matter, effective explanation of concepts, use of instructional materials, revision of previous lessons, and teacher friendliness were major indicators of teaching effectiveness. Similarly, the finding aligned with that of Oniyide and Olowu (2026) who conducted a study titled Teachers' Job Performance and Public Senior Secondary School Effectiveness in Lagos State, Nigeria and the result revealed that teachers' job performance was appreciable, while school effectiveness was rated high. However, the finding disagreed

with that of Apeh, Usman, and Idris (2020) who conducted a study titled "Job Stress as a Sociological Predictor of Teachers' Effectiveness in Senior Secondary Schools in Federal Capital Territory, Abuja, Nigeria and the outcome showed that level of teachers' effectiveness was generally low and that job stress had a negative, though insignificant, relationship with teaching effectiveness and also, the finding did not align with that of Owonwami, Akinnubi, Ottan, Olokoba, and Towobola (2025) who carried out a study titled "Teachers' Job Performance and School Effectiveness in Public Senior Secondary Schools in Oyo State, Nigeria and found moderate levels of teacher job performance and school effectiveness, with a strong positive relationship between teachers' performance and school effectiveness.

The second finding of this study showed that the level of adoption of motivational strategies by public senior secondary school principals in Edo South Senatorial District is significant. This could because it directly dictates workforce productivity, engagement, and retention and by successfully integrating methods like performance incentives, career development and a positive environment. This finding is in line with that of Hiolin and Billones (2019) who determined the principals' motivational strategies and teachers' performance among schools of Pigcawayan West District and obtained motivational strategies utilized by the principal among schools in Pigcawayan West District is that positive leadership and was ranked first with 4.31 mean and interpreted as significantly motivated. Similarly, the finding supported that of Ezema and Ogunshola (2020) who investigated the impact of principals' motivational techniques on students' academic performance in Federal Capital Territory (FCT) junior secondary schools, Abuja, Nigeria and obtained that there was a high and significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools. In the same vein, the finding corroborated that of Agu, Oputa and Umeh (2021) who examined the Principals' motivational techniques for effective teacher job performance in public secondary schools in Awka South L.G.A. of Anambra State and finding

showed that principals' motivational strategies was high and the use of provision of welfare packages, conducive environment, adequate teaching materials and leadership behaviours as motivational techniques influenced teacher job performances in Awka South L.G.A.

The third finding in this study indicated that there is a significant relationship between principals' motivational strategies and teaching effectiveness in public senior secondary schools in Edo South Senatorial District. This could be traceable to the fact that principals' motivational strategies could directly influence teacher morale, job satisfaction, and emotional commitment. When principals create a supportive and rewarding environment, teachers are more resilient, creative, and dedicated to delivering high-quality instruction and engaging their students. This finding is in line with that of Iwuanyanwu (2022) who conducted a study titled "Principals' Motivational Strategies as Correlates of Teachers' Work Attitude and Effectiveness in Secondary Schools in South-East Nigeria and obtained a strong positive relationship between principals' motivational strategies such as recognition, participatory leadership, and welfare support and teachers' effectiveness in lesson delivery, classroom management, and student assessment. The study concluded that effective motivational strategies significantly enhance teaching effectiveness. Similarly, the finding corroborated that of Similarly, Obidile (2023) who conducted a study titled "Principals' Motivational Strategies and Teachers' Commitment and Instructional Effectiveness in Public Secondary Schools in South-East Nigeria and discovered a significant positive relationship between motivational strategies such as promotion, recognition, and professional development and teachers' instructional effectiveness. The study concluded that teachers who are adequately motivated demonstrate higher levels of commitment and effectiveness in their instructional practices. The finding also supported that of Adam (2024) who examined "Principal Motivational Strategies and Teachers' Job Performance in Public Secondary Schools in Abuja, Nigeria and obtained a statistically significant positive relationship between principals' motivational strategies and

teachers' job performance, indicating that improved motivation leads to enhanced teaching effectiveness.

The fourth finding in this study revealed that there is no significant difference between the motivational strategies adopted by male and female principals in public senior secondary school in Edo South Senatorial District. This could be because both genders operate within the same regulatory frameworks and rely on universal psychological principles. Regardless of gender, school leaders use the same proven methods such as providing regular praise, involving teachers in decision-making, and supporting professional development. This finding supported that of Anho, Okorugbo, Ojabunor, and Anho (2022) who carried out a study titled "Gender Variables and Management of Human Resources among Public Secondary School Principals in Delta State, Nigeria and found no significant difference between male and female principals in most administrative task areas. The study concluded that both male and female principals possess comparable managerial capacities. However, the finding negated that of Nwonkwo (2025) who conducted a study titled "Gender, Principals' Management Behaviour and Administrative Competences in Public Secondary Schools in Rivers State." and obtained significant differences in the administrative competences of male and female principals based on management behaviour. The study concluded that gender influences principals' administrative approaches and effectiveness.

The fifth finding in this study confirmed that there is no significant difference in the level of teaching effectiveness between male and female teachers in public senior secondary schools in Edo South Senatorial District. This could be because of the sameness in pedagogical skills such as subject-matter mastery, lesson planning, and classroom management which are products of professional training, experience, and individual personality rather than inherent biological traits of gender differences. This finding supported that of Pathak and Saxena (2020) who conducted a study titled "Comparative Study of Teacher Effectiveness of Male and Female

Teachers at Secondary Level and confirmed no significant difference between male and female teachers in terms of teaching effectiveness, although differences existed between rural and urban teachers. The study concluded that gender does not significantly determine teacher effectiveness at the secondary school level. The finding supported that of Sehjal (2021) who carried out a study titled "A Study of Teacher Effectiveness of Secondary School Teachers in Relation to Their Gender, Location and Type of School and obtained no significant difference between male and female teachers in their level of effectiveness. Similarly, the finding aligned with that of Fakunle, Togunloju, and Ajayi (2022) who conducted a study titled "Inspection and Evaluation Services as Determinants of Teacher Effectiveness in Public Secondary Schools in Southwest Nigeria and found that teacher effectiveness was significantly influenced by inspection and evaluation services rather than demographic variables such as gender. However, the finding negated that of Alao (2020) who carried out a study titled "Teacher Effectiveness among Female Teachers in Primary and Secondary Schools in Southwestern Nigeria and discovered that 75.1% of female secondary school teachers were rated effective. The study concluded that female teachers generally demonstrate high effectiveness despite challenges associated with balancing work and family responsibilities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The study investigated principals' motivational strategies and teaching effectiveness in public secondary schools in Edo South Senatorial District. The study specifically examine the level of teaching effectiveness among public senior secondary schools in Edo South Senatorial District; the motivational strategies adopted by public senior secondary school principals in Edo South Senatorial District; the differences in the motivational strategies adopted by male and female public senior secondary school principals in Edo South Senatorial District; the differences in the level of teaching effectiveness between male and female teachers in public senior secondary schools in Edo South Senatorial District; and the relationship between principals' motivational strategies and teaching effectiveness in public senior secondary schools in Edo South Senatorial District.

Research Question

Five research questions were raised to guide the study. These include;

To achieve the objectives of this study, the following research questions were raised;

1. What is the mean level of teachers' teaching effectiveness in public senior secondary school teachers in Edo South Senatorial District?
2. What is the mean level of motivational strategies adopted by principals of public senior secondary school in Edo South Senatorial District?
3. What is the relationship between principals' motivational strategies and teaching effectiveness in public senior secondary schools in Edo South Senatorial District?
4. What is the difference in the motivational strategies adopted by principals public senior secondary school in Edo south Senatorial District based on gender?

5. What is the difference in the level of teaching effectiveness between public senior secondary school teachers in Edo South Senatorial District based on gender?

Hypotheses

1. The mean level of teachers' teaching effectiveness in public senior secondary schools in Edo South Senatorial District is not significant
2. The mean level of adoption of motivational strategies by principals of public senior secondary school in Edo South Senatorial District is not significant
3. There is no significant relationship between principals' motivational strategies and teachers' teaching effectiveness in public senior secondary schools in Edo South Senatorial District.
4. There is no significant difference in the motivational strategies adopted by principals of public senior secondary school in Edo South Senatorial District based on gender.
5. There is no significant difference in the level of teaching effectiveness between public senior secondary school teachers in Edo South Senatorial District based on gender.

A correlational survey research design was adopted to examine the relationship between principals' motivational strategies and teaching effectiveness in Edo South Senatorial District of Edo State. The population of the study was One thousand, seven hundred and twenty-six (1,726) teachers and one hundred and twenty-six (126) principals in the 126 public senior secondary schools in Edo South Senatorial District. The sample size of the study was 325 consisting of 297 teachers and 28 principals of public senior secondary school in Edo South Senatorial District. A multi-stage sampling technique was employed for adequate representation of population from the seven (7) local government area of Edo South Senatorial District. Stratified sampling was used to group schools according to the local government area to ensure that all local governments are represented in the study in order to reduce bias, simple random sampling was employed at the second stage to select 28 public senior secondary

schools from the 126 public senior secondary schools in Edo South Senatorial District, a purposive sampling was adopted at the third stage to include all principals from the selected schools, and at the final stage, a proportionate random sampling was used to select teachers from each schools. The main instrument that was used is a structured questionnaire which was divided into two; the first was titled Principals' Motivational Strategies Questionnaire (PMSQ) and Teaching effectiveness Questionnaire (TEQ). The instrument was validated by three experts in the department of education, Benson Idahosa University, Benin City. The reliability of the instrument was conducted through a pilot test conducted among 30 public senior secondary school teachers and principals outside the area of study with similar characteristics. A reliability coefficient of 0.91and 0.92 were obtained respectively using Cronbach alpha which indicates the instrument have a high level of internal consistency. The instrument was administered to the respondents and retrieved after completion and data collected were analysed using PPMC and linear regression statistics and findings shows that;

1. The mean level of teachers' teaching effectiveness in public senior secondary school teachers in Edo South Senatorial District is significant.
2. The mean level of adoption of motivational strategies by principals of public senior secondary school in Edo South Senatorial District is significant.
3. There is a significant relationship between principals' motivational strategies and teachers' effectiveness in public senior secondary schools in Edo South Senatorial District.
4. There is no significant difference in the motivational strategies adopted by principals of public senior secondary schools in Edo South Senatorial District based on gender.
5. There is no significant difference in the level of teachers' teaching effectiveness between public senior secondary school teachers in Edo South Senatorial District based on gender.

Educational Implication

The findings of the study show that in order to sustain a high level of teaching effectiveness, there will be need for continuous support through professional development, instructional supervision, and also, the provision of enough teaching resources. The importance of effective school leadership in promoting teachers' commitment and productivity is highlighted in the significant adoption of motivational strategies by the principal. Also, the observed positive relationship between principals' motivational strategies and teaching effectiveness suggest that the improvement in teacher performance is solely depends on the principals motivational and supportive ability for their staff.

Leadership training for principals should therefore be strengthened by educational authorities and as well implement policies that will promote teacher motivation, recognition, welfare and professional growth to8 enhance teaching effectiveness as well as improving students' learning outcome

Conclusion

The study concludes that principals' motivational strategies constitute an important factor associated with teachers' teaching effectiveness in public senior secondary schools in Edo South Senatorial District. Although teachers' and principals' gender did not produce significant differences in the variables examined, the significant relationship between motivational strategies and teachers' effectiveness highlights the need for school principals and relevant educational authorities to sustain and strengthen effective motivational practices.

Consequently, improving principals' capacity to motivate and support teachers may contribute to the continued improvement of teaching effectiveness and the achievement of educational objectives in public senior secondary schools in the study area.

Contribution to knowledge

The study has contributed to literature on educational management by providing empirical evidence that principals' motivational strategies have positively relationship with teachers' teaching effectiveness in public senior secondary schools.

It points out the important motivational practices that enhance teachers' performance. It shows that gender is not a significant factor in principals' motivation practices or teachers' performance.

The study further bridges research gap by providing empirical data from Edo South Senatorial District and contributes to knowledge by providing useful information to policymakers, school administrators and researchers who are interested in improving teachers' teaching effectiveness and school performance.

Recommendations

Based on the findings, the following recommendations are made;

1. School principals should sustain and strengthen motivational strategies such as recognizing teachers' achievements, providing professional development opportunities, encouraging participatory decision-making, and fostering a supportive school environment; as these were found to be widely adopted and positively relate to teachers' teaching effectiveness.
2. Educational authorities should organize regular leadership and management training for principals to enhance their capacity to implement effective motivational strategies that improve teacher performance and school outcomes.
3. Government and school management boards should improve teachers' welfare packages, including incentives, rewards, and adequate teaching resources, to maintain and further enhance the high level of teaching effectiveness observed among teachers

4. Principals should increase support for teachers facing work related challenges by providing mentorship, counselling, and professional assistance since supportive leadership contributes to teachers' commitment and effectiveness.
5. Policymakers should develop policies that promote positive school leadership practices, including recognition, collaboration, supportive supervision and staff involvement in decision-making, as these practices can enhance teachers' teaching effectiveness.

Suggestions for further Studies

The study was limited to Edo South Senatorial District of Edo State. Consequently, its findings will not be generalizable on teachers and principals outside this scope. It is therefore suggested that this study should be conducted in other senatorial district, Edo State as well as other states.

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APPENDICES

Appendix I

QUESTIONNAIRE FOR THE STUDY

Title: Principals' Motivational Strategies and Teaching Effectiveness Among Public Secondary Schools in Edo South Senatorial District

Principals' Motivational Strategies Questionnaire (PMSQ)

Introduction

This questionnaire is designed to collect data for a Master's dissertation on the Principals' Motivational Strategies and Teaching Effectiveness in Public Secondary Schools in Edo South Senatorial District. The purpose is to understand how principals' motivational practices

influence teachers' effectiveness, taking into account factors such as teachers' qualifications, years of experience, school location, and resource availability.

Your responses will be treated with utmost confidentiality and used strictly for academic purposes. Kindly respond honestly to all items.

Section A: Teachers' Demographic Information

(Please tick ✓ the option that best applies to you.)

1. **Gender:**

   Male ☐ Female ☐

2. **Highest Educational Qualification:**

   NCE☐ B.Ed/B.Sc (Ed) ☐ M.Ed/M.Sc (Ed) ☐ PhD ☐ Others (specify)_____

3. **Years of Experience:**

   1–5 years ☐ 6–10 years ☐ 11–15 years ☐ Above 15 years ☐

Section B: Research Variables

Instruction:
Please indicate the extent to which you agree or disagree with the following statements about your principal's motivational strategies.

Response Key:
4= Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

S/N	ITEMS	SA	A	D	SD
1.	Principal acknowledges and appreciates teachers' effort and achievements				
2.	Principal provides opportunities for professional development and growth				
3.	Principal communicates a clear vision and clear goals for the school				
4.	Principal fosters a positive and supportive school environment				
5.	Principal encourages collaboration and team work among teachers				
6.	Principal offers incentives or rewards for outstanding performance				
7.	Principal provide feedback and constructive criticism				
8.	Principal advocates for resources and support to meet teachers need				

9.	Principal promotes a sense of belonging and ownership among teachers				
10.	Principal lead by example and demonstrates commitment to the school's mission				
11.	Principal promotes healthy interpersonal relationship within the school				
12.	Principal motivates teachers through supervision that is supportive rather than punitive				
13.	Principal encourages participatory decision-making among teachers				
14.	Principal supports teachers when work-related challenges arise.				
15.	Principal ensures teachers' welfare and needs are adequately provided				

Appendix II

QUESTIONNAIRE FOR THE STUDY

Title: Influence of Principals' Motivational Strategies on Teaching Effectiveness Among Public Secondary Schools in Edo South Senatorial District

Teachers' Effectiveness Questionnaire (TEQ)

Introduction

This questionnaire is designed to collect data for a Master's dissertation on Principals' Motivational Strategies and Teaching Effectiveness in Public Secondary Schools in Edo South Senatorial District. The purpose is to understand how principals' motivational practices influence teachers' effectiveness, taking into account factors such as teachers' qualifications, years of experience, school location, and resource availability.

Your responses will be treated with utmost confidentiality and used strictly for academic purposes. Kindly respond honestly to all items.

Section A: Teachers' Demographic Information

(Please tick ✓ the option that best applies to you.)

1. **Gender:**

   Male ☐ Female ☐

2. **Highest Educational Qualification:**

   NCE ☐ B.Ed/B.Sc (Ed) ☐ M.Ed/M.Sc (Ed) ☐ PhD ☐ Others (specify)_____

3. **Years of Experience:**

   1–5 years ☐ 6–10 years ☐ 11–15 years ☐ Above 15 years ☐

Section B: Research Variables

Instruction:
Indicate your level of agreement with each statement as it reflects your teaching practice and performance.

Response Key:
4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

S/N	ITEMS	SA	A	D	SD
	Lesson Planning and Delivery				
1.	Teachers' lesson plans are well-structured and organized				
2.	Teachers effectively utilize different teaching strategies to cater to students' needs				

3.	Teachers effectively communicates learning objectives to students				
4.	Teachers engage students actively during lessons				
	Instructional Performance				
5.	Teachers effectively use instructional technology to enhance learning				
6.	Teachers demonstrate deep knowledge of the subject matter				
7.	Teachers effectively communicate complex concepts to students				
8.	Teachers provide clear and constructive feedback to students				
	Classroom Management				
9.	Teachers effectively manage student behaviour				
10.	Transitions between activities are smooth and minimize disruptions				
11.	Teachers establish and enforce clear classroom rules and expectations				
12.	Teachers ensure safe and supportive learning environment				
	Students' Assessment and Evaluation				
13.	Assessments administered by teachers align with learning objectives				
14.	Teachers provide timely and meaningful feedback on student assessments				
15.	Teachers use assessment results to adjust instructional strategies				

APPENDIX III

RELIABILITY TEST

```
Warning # 849 in column 23.  Text: en_NG
The LOCALE subcommand of the SET command has an invalid parameter.  It
could
not be mapped to a valid backend locale.
RELIABILITY
  /VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007
VAR00008 VAR00009
    VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015
  /SCALE('PMSQ') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE.
```

Reliability

Scale: PMSQ

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.914	15

Item Statistics

	Mean	Std. Deviation	N
VAR00001	3.4000	.67466	30
VAR00002	3.5000	.62972	30
VAR00003	3.6000	.56324	30
VAR00004	3.5000	.62972	30
VAR00005	3.5000	.62972	30

VAR00006	3.4333	.62606	30
VAR00007	3.6000	.62146	30
VAR00008	3.5667	.56832	30
VAR00009	3.5667	.56832	30
VAR00010	3.5667	.62606	30
VAR00011	3.6000	.56324	30
VAR00012	3.6000	.56324	30
VAR00013	3.5333	.62881	30
VAR00014	3.6000	.56324	30
VAR00015	3.6000	.56324	30

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
53.1667	37.040	6.08607	15

APPENDIX IV

RELIABILITY TEST

```
Warning # 849 in column 23.  Text: en_NG
The LOCALE subcommand of the SET command has an invalid parameter.  It
could
not be mapped to a valid backend locale.
RELIABILITY
  /VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007
VAR00008 VAR00009
    VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015
  /SCALE('TEQ') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE.
```

Reliability

Scale: TEQ

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.920	15

Item Statistics

	Mean	Std. Deviation	N
VAR00001	3.4000	.67466	30
VAR00002	3.5333	.62881	30
VAR00003	3.6000	.56324	30
VAR00004	3.5000	.62972	30
VAR00005	3.5000	.62972	30

VAR00006	3.5667	.56832	30
VAR00007	3.6000	.62146	30
VAR00008	3.5000	.62972	30
VAR00009	3.5333	.62881	30
VAR00010	3.5667	.56832	30
VAR00011	3.5667	.62606	30
VAR00012	3.5333	.62881	30
VAR00013	3.5333	.57135	30
VAR00014	3.5667	.62606	30
VAR00015	3.6000	.62146	30

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
53.1000	40.093	6.33191	15