

# **EFFECT OF SCHOOL ADMINISTRATORS' LEADERSHIP STYLES ON TEACHER MOTIVATION IN SECONDARY SCHOOLS**

BY

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[MONTH, YEAR]

## CERTIFICATION

This is to certify that this research project titled "Effect of School Administrators' Leadership Styles on Teacher Motivation in Secondary Schools" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

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PROJECT SUPERVISOR

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Date

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HEAD OF DEPARTMENT

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Date

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EXTERNAL EXAMINER

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Date

## **DEDICATION**

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

## **ACKNOWLEDGEMENT**

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## **ABSTRACT**

This study examined effect of school administrators' leadership styles on teacher motivation in secondary schools, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of effect; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with effect and school. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 394 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 366 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 2.96). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ( $r = 0.451$ ,  $p < 0.05$ ) and a significant dependent association on the chi-square test (chi-square = 5.61,  $p < 0.05$ ). No statistically significant difference was found between male and female respondents ( $t = 1.29$ ,  $p > 0.05$ ). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on effect.

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## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the Study

The study of effect of school administrators' leadership styles on teacher motivation in secondary schools is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Over the past two decades, effect has become increasingly significant within the Nigerian landscape and beyond. Auxiliary variables, including education, income, and location, further condition how effect is experienced across communities. The work of Adeniyi and Adekunle (2023) extended earlier analyses by demonstrating that school reinforces the effects of effect. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Research by Ogbeide and Ogunlana (2021) using mixed methods provided particularly rich insight into the mechanisms connecting effect and school. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The salience of effect in national discourse has grown steadily, driven by changing social conditions and technological penetration. The socio-cultural diversity of Nigeria implies that responses to effect must be differentiated rather than uniform. Empirical evidence from Eze and Osinachi (2021) suggests that positive developments in school are associated with improvements in effect. Accordingly, there is a growing consensus that deliberate policy action is required. A notable study by Adigun and Ogbeide (2017) argued that the impact of effect is substantially mediated by the quality of institutions. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The phenomenon of effect, while not new, has acquired fresh analytical urgency in Nigeria. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of effect in everyday life. Studies conducted within the West African subregion by Adigun and Ogbeide (2018) reached conclusions broadly consistent with the Nigerian evidence. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. A notable study by Osinachi and Okonkwo (2017) argued that the impact of effect is substantially mediated by the quality of institutions. For practitioners, the practical significance of effect cannot be overstated, given its demonstrable link with school. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Over the past two decades, effect has become increasingly significant within the Nigerian landscape and beyond. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream effect into routine governance. Studies conducted within the West African subregion by Musa and

Eze (2018) reached conclusions broadly consistent with the Nigerian evidence. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Longitudinal research by Eze and Ogbeide (2016) revealed that sustained attention to effect yields appreciable dividends over time. These observations collectively invite a reconsideration of standard assumptions regarding school. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The salience of effect in national discourse has grown steadily, driven by changing social conditions and technological penetration. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which effect unfolds. Empirical evidence from Musa and Alade (2021) suggests that positive developments in school are associated with improvements in effect. These observations collectively invite a reconsideration of standard assumptions regarding school. The aggregate picture emerging from Famuyide and Bamgbose (2023) points to a modest but consistent association between effect and the outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding school. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Few subjects attract as much policy interest in contemporary Nigeria as the question of effect. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of effect. Evidence assembled by Musa and Bamgbose (2015) across twelve states underscored the heterogeneity of outcomes linked to effect. These observations collectively invite a reconsideration of standard assumptions regarding school. The work of Ibrahim and Kalu (2023) extended earlier analyses by demonstrating that school reinforces the effects of effect. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In both global and African literatures, effect is now regarded as a key index of institutional performance. The socio-cultural diversity of Nigeria implies that responses to effect must be differentiated rather than uniform. Ogbeide and Umeh (2020), in a survey of relevant stakeholders, concluded that the benefits of effect are unevenly distributed across groups. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Findings reported by Okonkwo and Umeh (2018) observed that respondents with greater exposure to effect recorded markedly different results. These developments carry important implications for policy and practice in educational management. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Contemporary scholarship increasingly frames effect as inseparable from the broader question of school. National policies and programmes have sought, with varying degrees of success, to respond to the realities of effect and school. Longitudinal research by Adigun and Nwosu (2016) revealed that sustained attention to effect yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. An examination by Salami and Umeh (2019) attributed much of