

The Impact of Motivation on the Job Performance of Teachers of Agricultural Science in Delta State Secondary Schools, Nigeria

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Abstract: *This study investigates the impact of motivation on the job performance of teachers of Agricultural Science in Delta State secondary schools, Nigeria. The research employed a descriptive survey research design. The population for this study consist of teachers of Agricultural Science in public secondary school in Delta State; totaling 747 respondents. The population is a manageable size, hence the census study was adopted. The instrument used for the study was a self-designed questionnaire titled "The Impact of motivation on the Job Performance of Teachers of Agricultural Science in Secondary Schools Questionnaire (IMJPTASSSQ). The face, content, and construct validity of the instrument were established through validation by three experts, including an Agricultural Educator and two test Evaluators from Niger Delta University. The reliability of the questionnaire was determined using the Cronbach alpha method, resulting in an overall coefficient of 0.91, indicating good reliability. Two research questions and a corresponding null hypotheses were raised for the study. 747 copies of the questionnaire were administered, however, 683 were retrieved and analyzed, representing 91% rate of return. Data collected were analyzed using mean and standard deviation to answer the research questions. Person Product Moment Correlation (PPMC) was used to test the two null hypotheses for the study at 0.05 level of significance. The decision for research questions was based on a criterion level of 2.50, considering mean responses of 2.50 and above as "Agree" and responses below 2.50 as "Disagree. Statistical Package for the Social Sciences (SPSS) was employed for the analysis. Results indicate that intrinsic motivation, driven by passion for teaching and personal fulfillment, plays a crucial role in fostering innovation, resilience, and commitment to excellence among educators. Additionally, extrinsic motivators such as salary, recognition, and career advancement opportunities influence teacher performance by providing external incentives and rewards. The study recommends that the Ministry of Education prioritize salary structures reflecting the contributions of teachers of Agricultural Science and allocate resources for specialized professional development programs. It also suggests that school administrators should involve teachers in decision-making processes and establish mentorship programs.*

Keywords: Motivation, Extrinsic Motivation, Intrinsic Motivation, Teacher, Teaching and Job Performance.

INTRODUCTION

Education is a cornerstone of societal development, and the quality of education is intrinsically tied to the effectiveness of educators. In Delta State, secondary education plays a pivotal role in shaping the intellectual and practical capabilities of its youth. According to the Federal Republic of Nigeria's (FGN) National Policy on Education, secondary school education follows primary education and serves as a stepping stone toward higher education (FGN, 2014). The National Policy on Education (2014) highlights the broad objectives of secondary education, which are centered on equipping individuals for practical and meaningful engagement within society. One avenue for preparing students for effective participation in Nigeria is through their involvement in the study of agricultural science during their secondary schooling.

Agricultural science is among the subjects taught in secondary schools with the aim of thoroughly preparing students with the necessary knowledge and skills for productive endeavors (FGN, 2013). As described by Nlebem (2018), agriculture encompasses the scientific practices of cultivating soil, harvesting crops, raising livestock, and the art of producing plants and animals beneficial to humans, along with the necessary preparations for their utilization and disposal. The

curriculum is designed to instill the essential skills required for effective agricultural practice, contributing to responsible citizenship and aiding the nation's food security sustainability. The objectives of teaching agricultural science in secondary schools, as outlined in the National Policy of Education (2014), encompass fostering and maintaining students' interest in agriculture, equipping them with fundamental agricultural knowledge and practical skills, and enabling their self-reliance. Agricultural science plays a pivotal role in multiple facets, including food provision, employment, rural development, raw materials, foreign exchange, technological advancement, and its fundamental status as a core subject within the Nigerian secondary school curriculum.

Teachers play a crucial role in ensuring the academic excellence of secondary school students. It's unsurprising that educators are considered among the most valuable assets within any educational institution. As highlighted by Aina, Ogundele, and Olanipekun (2013), teachers hold a pivotal position as the primary educational resource within the educational framework. The proficiency and commitment of agricultural teachers are paramount for the success of educational endeavors, especially in a state where agriculture holds a central role in the socio-economic fabric. The

agricultural science teacher is responsible for educating students about agriculture-related knowledge, abilities, and attitudes.

Ndem (2016) defines an agricultural science teacher as a person who has completed professional training in agriculture and who possesses the information, abilities, attitudes, technical know-how, and teaching strategies needed to successfully teach agricultural science to students. For successful teaching of agricultural science and attainment of its pragmatic objectives, teachers require motivation in their profession.

Motivation is a complex concept that drives an individual's behavior, actions, and willingness to pursue goals or fulfill needs. It is the force that initiates and sustains behaviours towards achieving desired outcomes. George (2018) defines motivation as any influence that shapes, directs, or maintains people's goal-directed behaviors. It is an inner drive that prompts individuals to act in specific ways. Hemakumara (2020) suggests that motivation induces individuals to exert effort towards accomplishing tasks and determines their level of enthusiasm for specific behaviors, depending on their ambitions, needs, and desires. Motivation also involves mental processes that guide an individual's actions in response to stimuli over both short and long periods.

Motivation serves as the internal drive that propels individuals to act and is a crucial factor in driving individuals to achieve personal and professional goals (Mbwana, 2015). It can be viewed as the psychological rationale within an individual that influences either positive and negative dynamics such as frustration, excitement or team building (Raya, 2015). Motivation, comprising intrinsic and extrinsic factors, significantly impacts the attitudes and behaviors of educators. Intrinsic motivation stems from personal satisfaction, curiosity, or genuine interest in an activity, while extrinsic motivation is driven by external rewards or punishments (Legault, 2016).

Extrinsic motivation is when actions are driven by external rewards like money, fame, grades, or praise, as opposed to intrinsic motivation, which stems from internal rewards such as enjoyment or personal satisfaction. It's influenced by external factors and can be a strong driver of behavior, especially when tangible rewards are involved. Ellis (2006) noted that extrinsic motivators, such as grades, salary, recognition, and approval from others, come from outside the individual and usually involve tangible rewards or consequences.

Extrinsic motivation can be manipulated to shape behavior. For instance, businesses use financial incentives like bonuses or commissions to motivate employees to meet or exceed performance targets. Similarly, teachers might use grades or other rewards to push students to study harder and perform better. Financial rewards, such as salary increases and bonuses, are significant extrinsic motivators for teachers, tied to metrics like student test scores or professional development goals. These rewards encourage teachers to focus on areas

crucial for improving student outcomes. Additionally, recognition and praise can motivate teachers, including those in Agricultural Science, by boosting morale and making them feel valued, leading to higher job satisfaction and performance.

While extrinsic motivation can drive short-term behavior, it has limits over the long term. Relying too much on external rewards can diminish intrinsic motivation, a phenomenon known as the over justification effect, where interest wanes once external rewards are removed. Despite its drawbacks, extrinsic motivation can be useful, especially when intrinsic motivation alone isn't enough.

Intrinsic motivation, as described by Legault (2016), refers to engaging in activities that inherently bring satisfaction or joy. It occurs when individuals are driven internally to pursue something for the sheer pleasure and fulfillment it brings, rather than for external rewards or outcomes. Ellis in Hacettepe (2006), characterizes intrinsic motivation as the sense of achievement and personal development originating from within. It denotes a drive or inclination arising from an individual's inner desires and values, rather than external inducements like rewards or punishments. Such motivators are rooted in personal interests, values, and the intrinsic satisfaction derived from the activity itself. Examples include feelings of accomplishment, curiosity, enjoyment, personal growth, autonomy, and control. These factors often drive individuals to engage in activities they find inherently fulfilling or rewarding, thereby influencing their behavior and performance.

Intrinsic motivation involves a personal dedication to an activity fueled by the belief in its importance for personal growth rather than material gain. For example, some educators may pursue further education to enhance their knowledge and, consequently, their ability to educate students. These individuals are intrinsically motivated, finding fulfillment in the opportunity for self-improvement. Similarly, intrinsically motivated teachers may persist in their careers despite adverse working conditions due to multiple reasons and a deep-rooted commitment to their profession. Although teachers with such high levels of intrinsic motivation are rare in practice, fostering intrinsic motivation among educators can be achieved through acknowledgment, respect, and recognition from students, the community, and fellow educators (Nnachi, 2009).

Motivation and performance are pivotal factors in academic success and student achievements. Motivation significantly influences teachers' performance both inside and outside the classroom. Motivated educators possess a clear sense of purpose and direction in their work, which informs their teaching practices, fosters student engagement, and ultimately enhances academic outcomes. Matsson and Dahlqvist (2013) emphasize the indispensable role of motivation in enhancing and retaining employee performance within organizations.

Performance refers to the effectiveness and competency of teachers in various aspects such as delivering instruction,

classroom management, facilitating learning, and evaluating student progress. Teachers are the backbone of any school, thus their performance may decline dramatically when they are not happy in their positions. Aluko (2014) defines performance as the quantifiable output achieved within a specific time frame using available resources. Similarly, Giancola (2014) asserts a strong correlation between employee performance and the inputs and outputs of well-defined processes.

The performance of teachers is a matter of concern for society as a whole (Mbwana, 2015). This encompasses the teacher's role in educating students both within and beyond the classroom setting. Use of educational resources, application of successful teaching strategies, regular student assessments, creation of lesson plans, evaluation of student progress, planning fieldwork, involvement in extracurricular activities, attendance at school events, and provision of guidance and counselling are all essential components of teaching.

Teacher job performance hinges on their ability to seamlessly integrate experience, teaching methodologies, instructional resources, and knowledge and skills to effectively deliver subject matter to students, whether in traditional classrooms or alternative settings. Assessing teacher performance typically considers factors like timely and thorough reporting, engagement in extracurricular activities, oversight of school events, meticulous teaching preparation involving the creation of work schemes and lesson plans, grading, and consistent punctuality, among other criteria. Within the context of this study, teacher performance denotes the effectiveness and efficiency with which educators deliver instruction and facilitate learning. This encompasses the ability to actively engage students, communicate proficiently, and deploy diverse teaching strategies to achieve educational objectives.

The importance of motivation in enhancing job performance among teachers, especially in the Agricultural Science sector, is a subject that merits significant attention. In Delta State, Nigeria, where educational standards and agricultural development are central, understanding the impact of motivation on the job performance of teachers in this discipline is of utmost importance. Despite various initiatives aimed at improving the educational system, there remains a gap in comprehensively assessing how motivational factors influence the effectiveness of teachers in delivering Agricultural Science curriculum in secondary schools. Therefore, this study seeks to explore and evaluate the relationship between motivation and the job performance of teachers of Agricultural Science in secondary schools in Delta State, Nigeria.

PURPOSE OF THE STUDY

The main purpose of this study is to examine the impact of motivation on the job performance of teachers of Agricultural Science in secondary schools in Delta State, Nigeria.

The study specifically intend to:

1. ascertain the impact of intrinsic motivation on the job performance of teachers of Agricultural Science in Delta State secondary schools, Nigeria.
2. determine the impact of extrinsic motivation on the job performance of teachers of Agricultural Science in Delta State secondary schools, Nigeria.

RESEARCH QUESTIONS

The Following research questions were formulated to guide the study:

1. What is the impact of intrinsic motivation on the job performance of teachers of Agricultural Science in Delta State secondary schools, Nigeria?
2. What is the impact of extrinsic motivation on the job performance of teachers of Agricultural Science in Delta State secondary schools, Nigeria?

HYPOTHESES

The following null hypotheses will be tested at 0.05 level of significant.

HO1: There is no significant relationship between intrinsic motivation and job performance among teachers of Agricultural Science in Delta State secondary schools, Nigeria.

HO2: There is no significant relationship between extrinsic motivation and job performance among teachers of Agricultural Science in Delta State secondary schools, Nigeria.

METHODOLOGY

The research employed a descriptive survey research design. The target population comprised teachers of Agricultural Science in Delta State secondary schools, Nigeria. The study population comprises 747 respondents, including 253 male and 494 female teachers of agricultural science in public secondary schools within Delta State. Due to the manageable size of the population, a census approach was employed. A self-created questionnaire titled "The Impact of Motivation on the Job Performance of Teachers of Agricultural Science in Secondary Schools (IMJPTASSS)" served as the research instrument. This questionnaire employed a modified Likert scale featuring four-point response options: Strongly Agree (SA) scored as 4, Agree (A) as 3, Disagree (D) as 2, and Strongly Disagree (SD) as 1. Face, content, and construct validity of the instrument were established through validation by three experts, including an agricultural educator and two test evaluators from Niger Delta University. Corrections and additions suggested by these experts were incorporated into the final draft of the RAEDFPTSFP. The reliability of the questionnaire was determined using the Cronbach alpha method, resulting in an overall coefficient of 0.91, indicating good reliability. 747 copies of the questionnaire were administered, however, 683 were retrieved and analyzed, representing 91% rate of return. The collected data underwent analysis utilizing mean and standard deviation to address the research questions. Person Product Moment Correlation

(PPMC) was employed to analyse the two null hypotheses within the study, adhering to a significance level of 0.05. Any null hypothesis whose p-value is less than 0.05 will be rejected but otherwise accepted. The decision for research questions was based on a criterion level of 2.50, considering mean responses of 2.50 and above as "Agree" and responses

below 2.50 as "Disagree." Statistical Package for the Social Sciences (SPSS) was employed for the analysis.

Research Question One

What is the impact of intrinsic motivation on the job performance of teachers of Agricultural Science in Delta State secondary schools, Nigeria?

Table 1: Mean and standard deviation scores of respondents on impact of intrinsic motivators on the job performance of teachers of Agricultural Science in Delta State secondary schools.

Item	Statement	Teachers of Agric. Sci.		Decision
		(n = 683)		
		\bar{X}	SD	
1	Intrinsically driven educators are genuinely passionate about what they do and possess an intense hunger to change the lives of their learners for the better.	3.32	0.88	Agree
2	Educators who believe in the importance of their role as educators are more likely to be committed to their work and demonstrate high levels of job performance.	3.48	0.78	Agree
3	Intrinsic motivation thrives in environments that offer teachers autonomy and the freedom to make decisions about their teaching practices.	3.19	0.92	Agree
4	Intrinsically motivated teachers are committed to their own personal growth and development as educators.	3.31	0.83	Agree
5	Teachers who are intrinsically motivated are deeply engaged in the learning process, both for themselves and their students.	3.16	0.89	Agree
6	Intrinsic motivation fosters resilience and persistence in the face of challenges.	3.34	0.87	Agree
7	Intrinsically motivated teachers derive satisfaction from the impact they have on their students' learning and development.	3.38	0.86	Agree
8	Intrinsic motivation fuels innovation and creativity in teaching practices.	3.26	1.00	Agree
Grand Mean and Standard Deviation		3.31	0.88	

Key: \bar{X} = Mean, SD = Standard Deviation

The data provided in Table 1 indicates that the mean rating scores for all items surpassed the cut-off mean score of 2.50. The mean scores ranged from 3.16 to 3.48, with corresponding standard deviation scores ranging from 0.78 to 1.00. These results suggest a consensus among respondents regarding the significant impact of intrinsic motivators on the job performance of Agricultural Science teachers in Delta State secondary schools, Nigeria. Specifically, the mean scores reflect the perceived importance of factors such as having a genuine passion for teaching, believing in the significance of their role, thriving in environments that offer

autonomy, being committed to personal growth and development, being deeply engaged in the learning process, fostering resilience and persistence, deriving satisfaction from impacting students' learning, and fueling innovation and creativity. These factors are viewed as internal drives and sources of personal satisfaction that influence teachers' behavior and performance in their professional roles.

The grand mean score of 3.31, along with its standard deviation score of 0.88, further supports the overall agreement among respondents regarding the relevance of intrinsic motivators in shaping teacher performance. This implies that

the surveyed teachers generally acknowledge the importance of these internal factors in driving their behavior and performance within the educational context of Delta State, Nigeria. In summary, the findings from Table 1 suggest that intrinsic motivators play a crucial role in enhancing teacher engagement and effectiveness, highlighting the significance

of personal satisfaction and internal drives in driving teacher performance within the educational system.

Research Question Two

What is the impact of extrinsic motivation on the job performance of teachers of Agricultural Science in Delta State secondary schools, Nigeria?

Table 2: Mean and standard deviation scores of respondents on impact of extrinsic motivation on the job performance of teachers of Agricultural Science in Delta State secondary schools

S/N	Item Statement	Teachers of Agric. Sci.		Decision
		(n = 683)		
		\bar{X}	SD	
9	Competitive salaries and financial incentives can serve as extrinsic motivators for teachers.	3.28	0.92	Agree
10	Bonuses or merit pay linked to performance evaluations or student outcomes can incentivize teachers to strive for excellence in their teaching practices.	3.32	0.75	Agree
11	External recognition and awards for teaching excellence can serve as powerful motivators for educators.	3.45	0.80	Agree
12	Opportunities for career advancement, such as promotions to leadership roles or opportunities to take on additional responsibilities, can motivate teachers to excel in their current positions.	3.34	0.90	Agree
13	Incentives for participating in professional development activities, such as workshops, conferences, or advanced degree programs, can motivate teachers to enhance their knowledge and skills.	3.16	0.97	Agree
14	Comparisons with peers or benchmarking against industry standards can serve as extrinsic motivators for teachers.	2.99	0.95	Agree
15	Positive feedback from parents and students can act as extrinsic motivators for teachers.	3.43	0.91	Agree
16	Public accountability measures, such as school ratings or performance metrics, can influence teachers' job performance.	3.22	0.99	Agree
Grand Mean and Standard Deviation		3.27	0.90	

Key: X = Mean, SD = Standard Deviation

The data provided in Table 2 illustrates that the mean rating scores for all items exceeded the established cut-off mean score of 2.50. The mean scores ranged from 3.16 to 3.45, with corresponding standard deviation scores ranging from 0.75 to 0.99. These findings indicate a consistent agreement among respondents regarding the positive impact of various extrinsic motivation on the job performance of Agricultural Science teachers in Delta State secondary schools, Nigeria. Specifically, the mean scores suggest that factors such as competitive salaries, financial incentives, bonuses or merit pay linked to performance evaluations, external recognition

and awards, opportunities for career advancement, incentives for participating in professional development, comparisons with peers or industry standards, positive feedback from parents and students, and public accountability measures are perceived as influential factors in motivating teachers' behavior and enhancing their performance in their professional roles.

The grand mean score of 3.27, along with its standard deviation score of 0.90, further supports the consensus among respondents regarding the significance of extrinsic motivators

in shaping teacher performance. This implies that the surveyed teachers generally agree that these external incentives play a crucial role in driving their behavior and performance within the educational context of Delta State, Nigeria. Overall, the findings suggest a strong alignment among respondents regarding the importance of extrinsic motivation in promoting teacher engagement and effectiveness, highlighting the relevance of these factors in the educational setting.

**TESTING
HYPOTHESES**

OF

Hypothesis One

There is no significant relationship between intrinsic motivation and job performance among teachers of Agricultural Science in Delta State secondary schools, Nigeria.

Table 3: Person Product Moment Correlation (PPMC) Analysis of relationship between intrinsic motivation and job performance among teachers of Agricultural Science

		Intrinsic Motivation	Job Performance
Intrinsic Motivation	Pearson Correlation	1	.891**
	Sig. (2-tailed)		.001
	N	683	683
Job Performance	Pearson Correlation	.891**	1
	Sig. (2-tailed)	.001	
	N	683	683

The result presented in Table 3 revealed a correlation coefficient (r) of .891 which is positive and very strong. This suggests that there is a very strong positive significant relationship between intrinsic motivation and job performance among teachers of agricultural science in Delta State secondary schools. The p-value (0.001) which is less than 0.05 level of significance indicates a significant relationship. Hence the null hypothesis which state that there is no significant relationship between intrinsic motivation and job performance among teachers of agricultural science in Delta State secondary schools is rejected on the ground that

there is a significant relationship between significant relationship between intrinsic motivation and job performance among teachers of agricultural science in Delta State secondary schools.

Hypothesis Two

There is no significant relationship between extrinsic motivation and job performance among teachers of Agricultural Science in Delta State secondary schools, Nigeria.

Table 4: Person Product Moment Correlation (PPMC) Analysis of relationship between extrinsic motivation and job performance among teachers of Agricultural Science

		Extrinsic Motivation	Job Performance
Extrinsic Motivation	Pearson Correlation	1	.865**
	Sig. (2-tailed)		.002
	N	683	683
Job Performance	Pearson Correlation	.865**	1
	Sig. (2-tailed)	.002	
	N	683	683

The result presented in Table 4 revealed a correlation coefficient (r) of .865 which is positive and very strong. This suggests that there is a very strong positive relationship between significant relationship between extrinsic motivation and job performance among teachers of agricultural science in Delta State secondary schools. The p-value (0.002) which is less than 0.05 level of significance indicates a significant correlation. Hence the null hypothesis which state that there is no significant relationship between extrinsic motivation and job performance among teachers of agricultural science in Delta State secondary schools is rejected on the ground that

there is a significant relationship between significant relationship between extrinsic motivation and job performance among teachers of agricultural science in Delta State secondary schools.

DISCUSSION OF THE FINDINGS

The data provided in Table 1 indicates that the mean rating scores for all items surpassed the cut-off mean score of 2.50. The mean scores ranged from 3.16 to 3.48, with corresponding standard deviation scores ranging from 0.78 to 1.00. These results suggest a consensus among respondents

regarding the significant impact of intrinsic motivation on the job performance of Agricultural Science teachers in Delta State secondary schools. The grand mean score of 3.31, along with its standard deviation score of 0.88, further supports the overall agreement among respondents regarding the relevance of intrinsic motivation in shaping teacher performance. The findings from Table 1 suggest that intrinsic motivators play a crucial role in enhancing teacher engagement and effectiveness, highlighting the significance of personal satisfaction and internal drives in driving teacher performance within the educational system.

Furthermore it was also observed from Table 3 that the p-value (0.001) which is less than 0.05 level of significance indicates a significant relationship. Hence the null hypothesis which state that there is no significant relationship between intrinsic motivation and job performance among teachers of agricultural science in Delta State secondary schools is rejected on the ground that there is a significant relationship between significant relationship between intrinsic motivation and job performance among teachers of agricultural science in Delta State secondary schools. The study is consistent with the study of Mary's (2010), investigation into how intrinsic motivation affects teachers' job performance. Mary's findings indicated a notable positive correlation between intrinsic motivation and the performance of teachers, suggesting that an increase in intrinsic motivation corresponds to an improvement in teachers' job performance.

The data provided in Table 2 illustrates that the mean rating scores for all items exceeded the established cut-off mean score of 2.50. The mean scores ranged from 3.16 to 3.45, with corresponding standard deviation scores ranging from 0.75 to 0.99. These findings indicate a consistent agreement among respondents regarding the positive impact of various extrinsic motivation on the job performance of Agricultural Science teachers in Delta State secondary schools. The grand mean score of 3.27, along with its standard deviation score of 0.90, further supports the consensus among respondents regarding the significance of extrinsic motivation in shaping teacher performance. The findings suggest a strong alignment among respondents regarding the importance of extrinsic motivation in promoting teacher engagement and effectiveness, highlighting the relevance of these factors in the educational setting.

RECOMMENDATIONS

Based on the findings of the study on the impact of motivation on the performance of teachers of Agricultural Science in Delta State secondary schools, the following recommendations are proposed to enhance the motivation and, consequently, the overall performance of these educators:

1. The Ministry of Education needs to ensure that salary structures adequately reflect the significant

Furthermore it was also observed from Table 4 that the p-value (0.002) which is less than 0.05 level of significance indicates a significant relationship. Hence the null hypothesis which state that there is no significant relationship between extrinsic motivation and job performance among teachers of agricultural science in Delta State secondary schools is rejected on the ground that there is a significant relationship between significant relationship between extrinsic motivation and job performance among teachers of agricultural science in Delta State secondary schools.

The results of this study are consistent with the research conducted by Spector (2015), which showed that motivational elements including pay, benefits, recognition, and training affect how satisfied teachers are with their jobs. Similar to this, Nyam (2014) asserted that a sizable pay boost for teachers will immensely strengthen their devotion to and drive to work more for the sake of their students, the environment, and their workspaces at work.

CONCLUSION

The impact of motivation on the job performance of teachers of Agricultural Science in Delta State secondary schools, is significant and multifaceted. Through this study, it becomes evident that both intrinsic and extrinsic forms of motivation play crucial roles in shaping the effectiveness and dedication of educators in their roles. Intrinsic motivation, driven by passion for teaching, sense of purpose, and personal fulfillment, inspires teachers to engage deeply in their profession, pursue continuous growth, and innovate in their teaching practices. This intrinsic drive fosters resilience, creativity, and a commitment to excellence, ultimately enhancing the quality of education delivered to students. On the other hand, extrinsic motivation, including factors such as salary, recognition, and career advancement opportunities, serves as external incentives that complement intrinsic motivation and further influence teacher performance. Competitive compensation, recognition for achievements, and opportunities for professional development can incentivize teachers to excel in their roles, contribute positively to the school community, and remain dedicated to their profession over the long term.

role agricultural teachers play in advancing agricultural education.

2. School Administrators should actively involve Agricultural Science teachers in decision-making processes concerning curriculum development and school policies to ensure their expertise is leveraged effectively.
3. Parent-Teacher Associations (PTAs) must emphasize the crucial role teachers play in shaping the future of agriculture and underscore the societal significance of their contributions.

4. Teachers are encouraged to actively seek out professional development opportunities. It is important for educators to participate in ongoing learning and remain informed about the latest practices in Agricultural Science education to foster personal and professional advancement.
5. It is essential for the Ministry of Education to allocate resources specifically for tailored professional development programs designed for Agricultural Science teachers. These programs should aim to enhance subject-specific pedagogical skills and keep educators abreast of advancements in agricultural education.

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