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PERCEIVED INFLUENCE OF TEACHER'S MOTIVATION FOR ENHANCED INTEREST IN VOCATIONAL AGRICULTURE AND SELF- ACTUALIZATION IN SECONDARY SCHOOLS IN TARABA SOUTH SENATORIAL DISTRICT OF TARABA STATE, NIGERIA

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Abstract

The Study investigate the perceived influence of teachers' motivation for enhanced interest in vocational agriculture and self-actualization in secondary schools in Taraba South Senatorial District of Taraba State, Nigeria. Survey research design was adopted for the study. Three objectives, three research questions and one hypothesis were used for the study. The population of the study was 332. Because the researcher was able to manage the population hence there was no sampling as such all the population was used for the study. Questionnaire was used as instruments for data collection titled: Teachers Motivation and Interest in Vocational Agriculture Questionnaire (TMIVAQ) was used to collect data from the respondents. The TMIVAQ was face and content validated by three experts, two from the Department of Agricultural Education, one from the Department of Measurement and Evaluation all from Joseph Sarwuan Tarka University Makurdi, Benue State. To ensure the reliability of the instrument it was trial tested on 15 secondary school teachers in Benue State. Cronbach Alpha method was used to analyze the data and a coefficient of .78 was obtained which shows that the instrument was reliable.

Keyword: Perceived influence, teachers' motivation, enhance interest, vocational agriculture & Self-actualization.

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332 copies of the questionnaire were administered to the respondents (secondary school teachers) in Taraba States. The instruments were filled and collected immediately. The data obtained was analysed using mean, standard deviation and chi-square at .05 level of significance. The instrument was based on four-point rating scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) as well as Highly Motivated (HM), Motivated (M), Averagely Motivated (AM) and Not Motivated (NM) rating with a corresponding value of 4, 3, 2 and 1 respectively. In testing the null hypothesis, if the P-value is less than .05 level of significance, the null hypothesis will be rejected otherwise accepted. In the other hand a mean score of 2.50 was be regarded as agree or motivated while less than 2.50 below was regarded as disagree or not motivated. Based on the findings of the research it was concluded that emotional and financial stability as well as inner drive attitude to teach are some of the motivational factors that lead to teacher's enhanced interest and self-actualization in teaching vocational agriculture in secondary schools as well as regular payment of salaries and welfare packages among others. Therefore, it was recommended that the government should consider those factors that motivate vocational agriculture in secondary schools in Taraba South Senatorial District and implement them for better delivery.

Introduction

The role of Education development to individual and the nation cannot be over emphasized due to it important to the society at large. Education as the acquisition of knowledge and skills required to adapt to and exploit the social and physical environments in the process of development Aduloju & Obademi in (William, 2017). The education sector is important in shaping future generations, and the quality of education in any society depends on the quality of teachers who impacts the knowledge and skills to their students. It on this Ogbonnaya (2020), opine that education is the process of acquiring knowledge or undergoing training in every aspect of life: physically, mentally, academically, socially, spiritually among others to enable one become self-reliant, self-sufficient as well as become a prominent member of the society that would contribute to the development of the economy. Ayoola & Ilesanmi (2020) believed that education is a silent weapon and instrument but has a great impact on a nation and it is a force that makes a nation stand out and defend itself amongst other nation. Within the educational sector, the subject of agriculture holds a particular significance especially where the backbone of Nigeria economy is agriculture. Agricultural science as a vocational subject in secondary school is a practical subject where the students are expected to put into practice what have been taught in the class as students lean better by doing which in the other hand encourage other to developed interest in vocational agriculture.

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Agriculture is one of the pillars of the national economy because of its impacts on gross domestic product, employment and income generation. Agbulu, Asogwa & Ekele (2013) posited that Agriculture is the production of crops and animals for man's use and raw materials for agro-allied industries. It involves the processing and marketing of the products of animals and crops. Similarly, Wombo & Igbabaka (2019) opine that Agricultural science as the science, art and business of cultivating the soil, producing crops (food, feeds and fiber) and the rearing of animals for man's use. It involves the processing and marketing of the products of animals and crops. Agriculture is designed to provide students with competencies of make them aware of and prepare them for the world of work. It was in a bid to provide a learning opportunity where the knowledge of agriculture can be inculcated to the youths and younger generation, that the Nigerian government through its National Policy on Education (NPE) have encouraged the teaching of agriculture at various school levels; primary, secondary and tertiary institutions (Federal Government of Nigeria, 2016). The following are the objectives of agricultural science: Provision of food, provision of raw materials for industries, provision of employment, sources of foreign exchange, income generation. Provision of facilities for recreation and tourism and many more while the Federal Republic of Nigeria (2014) spelled the objectives of vocational agriculture in secondary school as follows; to enable students acquire basic knowledge and practical skills in agriculture, to enable students integrate knowledge with skills in agriculture, to prepare students for further studies in agriculture, to prepare and expose students to occupations and opportunities in the field of agriculture. This implies that the role of a vocational agriculture teacher cuts across these objectives.

Vocational agriculture is the form of vocational education which develops student potential for success in entering and advancing through careers in the food, agriculture and natural resources, such as production agriculture, animal science, agribusiness management and marketing. Vocational agriculture is taught at secondary schools with the aim to equip students with core foundation in food production through classroom instruction, farm practical, industrial field trip, leadership training and career guidance (Wever and Obiyai (2019). Vocational Agriculture is a field of study that focuses on the practical applications of agricultural concepts and skills. It also refers to a program of instruction that prepares students for careers in agriculture, agricultural-related occupations, and related fields (National Council for Agricultural Education, 2018). In the context of this study, Vocational Agriculture is an educational approach in which trained teachers equips secondary school students with the technical skills, knowledge, and attitudes needed to make entry and succeed in various agricultural careers and occupational areas such as farming, agricultural mechanics, animal or crop production, horticulture, forestry, agribusiness and so on. All these skills are being transmitted by a teacher.

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A teacher is a professional who plays a vital role in shaping the minds of the future generations. They are responsible for planning and delivering instructions, creating supportive learning environment, assessing student progress, providing feedback and guidance, encouraging critical thinking and creativity, fostering social and emotional growth and preparing learners for success in their near future endeavors Akuto, Aduloju, & Odeh, in (Ngbongha & Akaa, 2020). Agricultural science teacher is a trained and experience person who teaches both theory and practical agriculture and also deliberately exposes untrained and less experience person(s) to a planned activity and opportunity in a vocational agriculture to enable them acquire knowledge, skills, attitude, values and habits that will make them become useful in the society. Teachers have a profound impact on students' lives inspiring and empowering them to reach their full potentials hence it is imperative for teachers to be motivated.

Motivation is an inward drive or push toward an act. Herbat & Charles (2024) explained **motivation** is a force acting either on or within a person to initiate a particular behavior. The authors further narrated that the word is derived from the Latin term *motivus* ("a moving cause"), which suggests the activating properties of the processes involved in human psychological motivation. It is also important to understand that motivation is primarily a performance variable. That is, the effects of changes in motivation which are often temporary based on interest.

Teacher's interest refers to the enthusiasm, motivation, and commitment that educators exhibit towards their teaching responsibilities and subject matter. It is a critical factor influencing both the quality of instruction and student outcomes. High (enhanced) levels of teacher interest are associated with greater job satisfaction, self-actualization, higher levels of engagement in professional development, and more effective classroom practices. Research indicates that when teachers are genuinely interested in their subject, they are more likely to create a stimulating learning environment that can ignite students' curiosity and drive academic achievement (Kunter et al., 2017). The factors that contribute the teacher's interest are multifaceted, encompassing intrinsic motivations such as a love for the subject and the job of teaching, as well as extrinsic factors like supportive work environments, professional recognition and opportunities for growth. These motivational factors need to be properly looked into understand it influence toward enhancing interest and self-actualization of teachers in teaching vocational agriculture components in schools. Adaeze (2021) Emphasized that most teachers' express fulfilment upon retirement, seeing their past students excel in their various endeavors. In a study conducted by Ojez (2022) to compare salary structure and societal recognition on teachers' motivation and self-actualization, it was found that greater percent of teachers would be self-actualized through their role model recognition than the huge salary structure. Insinuating that when teachers strive for self-actualization, they are addicted

to performing their duties without biasness, hoping that glory comes through human recognition not from financial accumulation through immoral or illegal means.

Statement of the Problem

The indispensable and noble profession of teaching is confronted with the problem of poor morale attributed to low and late payment of salary, infrastructural deficit (like poor equipped laboratories, absence of school farms, poor libraries among others, incommensurate reward for the extent of work, low budget or funding of school operations, constant agitation for salary increase, haphazard implementation of reports or goals, incentives, and better working conditions. This situation leads to poor planning and disillusionment of teachers (including teachers of Agricultural Science). Also, it further translates into inefficient professional conducts and students' underachievement in secondary school subjects.

The researcher observed that in Taraba State, there seem to be laxity among the agriculture science teachers in preparing professional and the necessary teaching documents such as scheme of work, lesson/ plans and conducting agriculture practical on the school farms. Students are literally left on their own which seem to affect the quality of education in secondary schools. This was confirmed by previous studies which shows teacher motivation is a major determinant of job performance in secondary schools. Poor motivation of agricultural science teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines are not kept, resistance to putting extra efforts on assignment and unnecessary development of arguments between colleagues, thus poor self-actualization. It on these notes the researcher investigates the perceived influence of Teachers motivation for enhanced interest and self-actualization in vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State, Nigeria.

Objectives of the Study

The main objective of this study is to assess teacher's motivation for enhanced interest and self-actualization in vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State, Nigeria.

Specifically, the study seeks to:

1. identify motivational factors that can lead to teacher's enhanced interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State.

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2. Investigate the extent to which regular payment of salaries enhances teachers' teachers' interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State.
3. Ascertain the extent to which welfare packages enhances teachers' interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State.

Research Questions

The following research questions were raised and answered by the study.

1. What are the motivational factors that can lead to teacher's enhanced interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of State?
2. To what extent do regular payment of salaries enhance teachers' interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State?
3. To what extent do welfare packages enhance teachers' interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State?

Research Hypotheses

The following null hypothesis were formulated and tested at 0.05 level of significance.

1. Regular payment of salaries does not significantly enhance teachers' interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State.

METHODOLOGY

Survey research design was used for this study. Survey. Data were collected from a representative sample of teachers using questionnaire. The population of the study was 332. Because the researcher was able to manage the population hence there was no sampling as such all the population was used for the study. Instruments titled: Teachers Motivation and Interest in Vocational Agriculture Questionnaire (TMIVAQ) was used to collect data from the respondents. The instrument had a four-point rating scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) as well as Highly Motivated (HM), Motivated (M), Averagely Motivated (AM) and Not Motivated (NM) f rating with a corresponding value of 4, 3, 2 and 1 respectively. The respondents were required to rank the responses to an item based on the level which each item was high by secondary school teachers in vocational agriculture in the study area. The TMIVAQ was face and content validated by three experts, two from the Department of Agricultural

Education, one from the Department of Measurement and Evaluation all from the Joseph Sarwuan Tarka University Makurdi, Benue State. To ensure the reliability of the instrument it was trial tested on 15 secondary school teachers in Benue State. The instrument was retrieved immediately. Cronbach Alpha method was used to analyze the data and a coefficient of .78 was obtained which shows that the instrument was reliable. Two (2) trained research assistants who are familiar with the study area assisted the researcher in distribution and collection of the instrument from the respondents. 332 copies of the questionnaire were administered to the respondents (secondary school teachers) in Taraba States. The instruments were filled and collected immediately. The data obtained was analysed using mean, standard deviation and chi-square. Each item was assigned a (4) rating scale with a value of 4, 3,2 and 1respectively. One null hypothesis formulated was tested at .05 level of significance using chi-square. In testing the null hypothesis, if the P-value calculated is less than .05 level of significance, the null hypothesis will be rejected otherwise accepted. In the other hand a mean score of 2.50 was be regarded as agree or motivated while less than 2.50 below was regarded as disagree or not motivated.

RESULTS OF FINDINGS

Research question 1: What are the motivational factors that lead to teacher's enhanced interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State?

Table 1: Mean and Standard deviation on motivational factors that lead to teacher's enhanced interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State

SN	Items	Mean	SD	Remark
1	Regular payment enhances Commitment to work	2.73	1.11	Agree
2	Increase the rate of punctuality to work	2.97	1.03	Agree
3	Inner drive attitude to teaching	2.86	1.10	Agree
4	Regular payment motivates teachers to discharge their professional responsibilities.	2.81	1.09	Agree
5	Regular payment increase productivity	3.02	1.00	Agree
6	learning disposition can be aroused due to regular payment	2.68	1.07	Agree
7	Regular payment promotes better focus and classroom delivery	2.96	1.02	Agree
8	It helps teachers to remain on the profession	2.61	1.09	Agree
9	Builds a culture of professionalism and trust	2.44	1.13	Disagree
10	Emotional and financial stability	3.00	.000	Agree

Table 1 revealed that all the respondents agreed on the motivational factors that lead to teacher's enhanced interest and self-actualization in teaching vocational agriculture in secondary schools with a mean score ranging from 2.61 to 3.02 above the cut off point of for agreed except for item 9 which score below the bench mark of 2.50 with a standard deviation of .000 to 1.13 which is not too far from the mean. This indicated that secondary school teachers need motivation in all the items except for items for item 9 which does not required motivation.

Research question 2: what is the extent to which regular payment of salaries enhances teachers' interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State?

Table 2: Mean and Standard deviation on the extent to which regular payment of salaries enhances teachers' interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State

SN	Items	Mean	SD	Remark
1	Commitment to work	2.85	1.06	Agree
2	Increase the rate of punctuality to work	2.97	.959	Agree
3	Inner drive attitude to teaching	3.11	.893	Agree
4	Motivates teachers to discharge their professional responsibilities.	3.17	.888	Agree
5	Increase productivity	3.14	.875	Agree
6	learning disposition can be aroused due to regular payment	2.91	.994	Agree
7	Promotes better focus and classroom delivery	3.07	1.02	Agree
8	It helps teachers to remain on the profession	2.79	1.02	Agree
9	Builds a culture of professionalism and trust	2.63	1.04	Agree
10	Ensures emotional and financial stability	2.88	.825	Agree

Table 2 shows that all respondents agree with the items a mean score of ranging from 2.63 to 3.11 and a standard deviation of .825 to 1.06 showing that the responses were not too far from each other from the mean. This shows that regular payment of salaries enhances teachers' interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District.

Null Hypotheses 1: Regular payment of salaries does not significantly enhance teachers' interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State.

Table 3: Chi-Square Test of Goodness-of-Fit on how regular payment of salaries does not significantly enhance teachers' interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State.

Response option	Fo	Fe	Alpha level	Df	χ2α	Asymp. Sig	Remark
SA	36	83.0					
A	57	83.0	0.05	3	67.349[a]	.000	S, R
D	115	83.0					
SD	124	83.0					
Total (N)	332						

Keys: N-total number of respondents, Fo- observed frequency, Fe- expected frequency, df- degree of freedom, χ2α- chi-square calculated value, Asymp. sig- asymptotic significance value (p-value), S-significant, R-rejected.

Data presented in Table 3 shows a p-value of .000 which is less than the alpha value of 0.05 at 3 degrees of freedom. This implies that the test is significant, meaning that regular payment of salaries significantly enhances teachers' interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State. The null hypothesis is therefore rejected.

Research question 3: To what extent do welfare packages enhance teachers' interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State?

Table 4: Mean and Standard deviation on the extent to which welfare packages enhances teachers' interest and self-actualization in teaching vocational agriculture in secondary schools in Taraba South Senatorial District of Taraba State

S/N	Items	Mean	SD	Remark
1	It brings out optimum teachers' commitment	3.03	.734	Agree
2	It helps to improved teachers' effectiveness.	3.03	.758	Agree
3	Teachers' welfare reduces absenteeism	3.05	.737	Agree
4	Increases job satisfaction and performance	3.05	.733	Agree
5	Strengthens social interaction among teaching staff	3.02	.759	Agree
6	Helps teachers cope with personal and professional challenges	1.50	.500	Disagree
7	Good welfare ensures mental and emotional well-being of teachers	2.74	1.08	Agree

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S/N	Items	Mean	SD	Remark
8	Teachers' welfare increase productivity	2.63	.987	Agree
9	Teachers' welfare determines the success a school	2.69	.929	Agree

Table 4 indicate that all respondents agree with the items on the table with a mean score of 2.63 to 3.05 above the bench mark for agree except item 6 which had a mean score of 1.50 below the cutoff point for agree with a standard deviation of .500 to 1.08 indicating that the responses are not too far apart from each other.

DISCUSSION OF RESULT

The result of table 1 shows that one of the motivational factors the lead to teacher's enhanced interest and self-actualization in teaching vocational agriculture in secondary schools include Inner drive attitude to teaching, emotional and financial stability among others. This is in agreement with the finding of Adesokan *et al*, (2020) who opine that a teacher who has the inner derived to teacher does not consider financial aspect first although is one of the motivational factors. The author added that a teacher who has the inner derive to teach added to regular payment would do better because such an individual think less and focus more attention to the job. Teachers who have the inner derived are less compared to those with financial motive due to economic situation of the state (Adelabu, 2015). While on the other hand Akubia, (2015) argued that inner derived attitude alone does not motivate teachers' interest in vocational agriculture but the ability of such teacher to be emotional and financially stable. that the ability of the salary paid to be able to meet the needs of the teacher concerned. The author added that the interest vanished when the teacher is unable to meet its personal and family needs.

Table 2 Reveal that the extent to which regular payment of salaries enhances teachers' interest and self-actualization in teaching vocational agriculture in secondary schools include: Commitment to work, increase the rate of punctuality to work motivates teachers to discharge their professional responsibilities, increase productivity, promotes better focus and classroom delivery among others. According to Ali, Zaman & Iqbal, (2015) regular payment of salaries not only improve the performance of teachers but also enhances their interest and self-actualization in teaching vocational agriculture in secondary schools. Regular payment of salaries also promotes help teachers to be more focus and assist in better classroom delivery as part motivational factor (Ali & Ahmed 2019).

Table 3 indicates that the extent to which welfare packages enhances teachers' interest and self-actualization in teaching vocational agriculture in secondary schools are as follows: Increases job satisfaction and performance, reduces absenteeism, brings out optimum teachers' commitment, increase productivity and many more. This was in

agreement with Asumah, Kuranchie & Mensah, (2019) who said that when teachers' welfare is properly taking care of their level of productivity would improve naturally thereby reducing the rate of absenteeism. The author added that when teacher welfare is well taken care of the teacher is force with the inner derived to put extra effort in ensuring the success of the job. The optimum commitment of any teacher is depended on the level of welfare packages received. The higher the welfare package, the higher the commitment to the profession while on the other hand the lower the welfare package the lower the commitment to the job (Hannah, *et al,* 2023).

CONCLUSION

Based on the findings of the research study, the researcher concluded emotional and financial stability as well as inner drive attitude to teach are some of the motivational factors that lead to teacher's enhanced interest and self-actualization in teaching vocational agriculture in secondary schools as well as regular payment of salaries and welfare packages among others.

RECOMMENDATIONS

The following recommendations were made based on the findings of the research study:

1. The government should consider those factors that motivate vocational agriculture in secondary schools in Taraba South Senatorial District and implement them for better delivery.
2. Teachers of vocational agriculture in the study area should always be paid on time no mater how little the pay may be as this would serve as encouragement for them.
3. Welfare packages should always be made available for teachers from time to time for better commitment to the job and reduce absenteeism.

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