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THE IMPACT OF MOTIVATION ON TEACHERS' JOB PERFORMANCE IN OJU EDUCATION ZONE OF BENUE STATE, NIGERIA

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Motivation, Teachers, Instructional Materials, Job Performance & School.

Abstract

This study investigate impact of principals' motivation on teachers' job performance in Oju education zone, Benue State, Nigeria. The purpose of the study was to determine the impact of instructional materials on teacher's job performance in Oju Education Zone, Benue State, Nigeria. The study was guided by an objective which gave rise to one research question and hypothesis. The study adopted the descriptive survey design. The population of the study was three thousand (3,000) respondents which consisted of principals, vice principals and teachers of public secondary schools in Oju Education Zone. The sample for the study was 360 respondents comprising 300 teachers and 60 principals. The instruments for data collection were structured questionnaire titled "Teachers Motivation Survey" (TMS), and "Principal Motivation Survey" (PMS). These instruments were duly validated by three research experts in the faculty of education, Benue State University, Makurdi. The reliability of the instrument yielded 0.76 and was adequate for the study. The method of data analysis were mean and standard deviation to answer research question and linear regression analysis (inferential statistics) to the postulated hypothesis. Based on the analysis of data, the study revealed that: principals' motivation in instructional materials to a

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high extent impact job performance in Oju Education Zone Benue State, Nigeria. It was concluded that principals' motivation impact teachers' job performances in Oju Education Zone, Benue State, Nigeria. It was recommended among others that government and employers should provide teachers instructional materials which will build their capacity to do their job effectively.

Introduction

Motivation and performance are very important factors in terms of organization success and achievements. (Latt, 2018). Motivation plays an important role in the organization because it increases the productivity of employees and the goals can be achieved in an efficient way. The behavior of employees can be change through motivation in any organization. From situation to situation, the level of motivation differs with in an individual (Robbins et al 2015). Motivation also takes part in an important role for teachers because it helps to achieve the target in an efficient way. Teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the student's achievement (Mustafa, and Othman, 2016). If in schools, the teachers do not have sufficient motivation then they are less competent which directly influence the students and the education system. The teaching profession previously was accorded with respect, honor and dignity. This enviable profession was a sort of motivation to many teachers. Also not only afford life career and permanent membership but also renders services to the public. It has code of ethics; the code of ethics for teachers is contained in the handbooks of the Nigeria union of teachers. They were revealed and give pride of place in the study. But recently, the government and all its organs neglect teachers and the educational sector, while motivation can be brought about by adequate remuneration, fringe benefits and recognition. They can also be made to occupy high social status in the society. Adelabu (2015) found in Nigeria that teacher's motivation is very poor and teachers are also dissatisfied with their working environment and salary conditions. The reason behind the poor motivation of teachers is that they having low salaries as compared to other professionals, poor work environment, no decision making authority, and also not giving them opportunity of develop their career. Motivation guide people's actions and behaviours toward achievement of some goals (Analoui, 2018). In work and other contexts therefore, motivation is often described as being —intrinsic‖ or —extrinsic‖ in nature (Sansone & Harackiewicz, 2017). Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and well-being (Ryan & Deci, 2019). Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others. Teachers' job

performance is a concern of everybody in the society. Oxford Advanced Learner's Dictionary defines performance as ―the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation‖ (Hornby, 2020). In this respect, teacher performance connotes the teachers 'role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers 'participation in sports, attending school assembly and guidance and counseling. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom.

Statement of the Problem

It is important to note that teachers' activities must be compensated and rewarded as an encouragement in order for them to work harder. The absence of motivation has a negative effect on the standard of education in the country as the students are being deprived of the needed knowledge that should be imparted on them by a well-motivated teacher. However, in spite of the fact that motivation was not really there, teachers still did their work conscientiously producing desired result. There is no doubt that before now, teachers started to recognize their own worth and demand for their right when these were not forth coming. Their attitude to work began to change and this was the beginning of the downward trend in education in the country. It was also the beginning of industrial actions by teachers nationwide. From 1980 till date, the country had witnessed countless numbers of strikes as the many other establishments, strikes is a common action embarked upon by workers over the years due to demotivation. These strikes affect the academic performance of learners which results to inadequate productivity by teachers. The researcher observed that over the years in Oju Education Zone, teachers lack motivation from school, thus the need to find out the impact of motivation on teachers job performance in Oju Education Zone, Benue State, Nigeria.

Purpose of the Study

The general purpose of this study is to determine the impact of motivation on teacher's job performance in Oju Education Zone, Benue State, Nigeria. This was achieved through the following specific objective;

1. To determine the impact of instructional materials provision on teacher's job performance.

Research Questions

The study was study was conducted to answer the following question:

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1. What is the impact of instructional material provisions on teachers' job performance?

Statement of Hypotheses

The under listed null hypothesis was developed to guide the study:

1. There is no significant impact of instructional material provision on teachers' job performance

Literature Review

Theoretical Framework

This study is based on theory of motivation, namely: - Abraham Maslow's Hierarchy of Needs

Abraham Maslow's Hierarchy of Needs

Abraham Maslow's (1943, 1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include food, shelter and clothing, good and comfortable work conditions. The security needs include the need for safety, fair treatment, protection against threats, job security etc.

Affiliation needs include the needs of being loved, acceptance, and being part of a group. Whereas; esteem needs include the need for recognition, respect, achievement, autonomy, and independence. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self - development; I call it the pinnacle of one's calling. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy.

However, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. Also, studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy (Ifinedo, 2013; Lawler & Suttle, 2012), although many continue to find the hierarchy model very attractive (Naylor, 2011).

The security needs include the need for safety, fair treatment, protection against threats, job security etc.

Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self- development; I call it the pinnacle of one's calling. According to Maslow, once a need is satisfied it is no longer

a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy.

The relevant of Abraham Maslow hierarchy of need to this study:

What is the relevant Abraham Maslow hierarchy of need theory to this study? Principals will get to know the way to influence basic needs of teachers in order for them to perform their job effectively. The teachers must believe that they have a fair chance of obtaining rewards in order for it to motivate them to perform.

Conceptual Review

The Figure 1.1 shows the relationship between independent and the dependent variables of this study. The dependent variable is the influence of principals' motivation which in turn contributing in teacher job performance while independent variable based on extrinsic motivation and intrinsic motivation as shown in Figure 1. The intervening variables for the study are physical infrastructure, free meal and allowances.

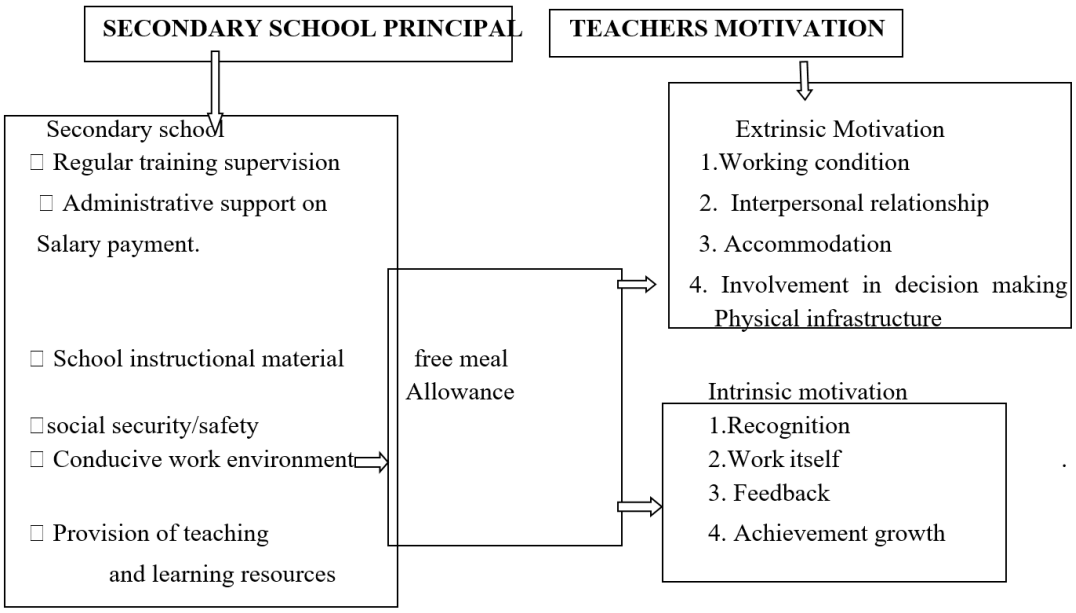

Figure 1: Inter-influence between Principals and Teachers in School
Source: Belle, (2017).

Concept of Motivation

One of the difficulties in the study of motivation is that there is no over searching or single theoretical model which clearly explains motivation. This is because of the different viewpoints to motivation pertaining to the various behavioural, humanistic, cognitive, and socio-cultural approaches.

The etymological root of the term motivation is the Latin word *movere*, which means 'to move.' But, in the vast field of education management, this simple definition is inadequate. This etymological root is only a point of departure for the many nuances associated with motivation. Different definitions focus, in varying degrees, on a number of facets which constitute motivation. According to Crawford (2017) these aspects are goal-setting and need-fulfillment

Motivation as Goal-Setting

Goal-setting as a motivational process establishes standards of performance that relate to self-efficacy and outcome expectations (Betchoo, 2015). Heightened self-efficacy, which entails a set goal and anticipating outcomes for one's actions are what drive people to act (Woolfolk, 2011).

Motivation as Fulfilling Needs

Motivation may also be defined in terms of needs. An awareness of "needs" as a concept is important for understanding teachers' behaviour and that of others with whom they work (Drafke and Kossen, 2018). Crawford (2017) cites Betts (2013) who defines a need as one aspect of internal human pressure. It refers to an internal state that makes certain outcomes appear attractive (Betchoo, 2015). In simple terms, a need refers to a lack of some aspect in life.

The aspects that may be missing may be physiological, social or psychological. Some of the needs of teachers in schools may be food and drink, job security, relationship building, self-esteem, professional and social status, a feeling of achievement and recognition. The unsatisfied need stimulates drives within an individual toward the particular goals that will satisfy the need if achieved. In this regard, needs indicate motives because needs move or motivate people to act (Drafke & Kossen, 2018). Coleman (2018) stresses the influence of a motive as a driving force behind a person's actions. Motivation is therefore a process rather than a product. This process is illustrated in figure 2.1 below.

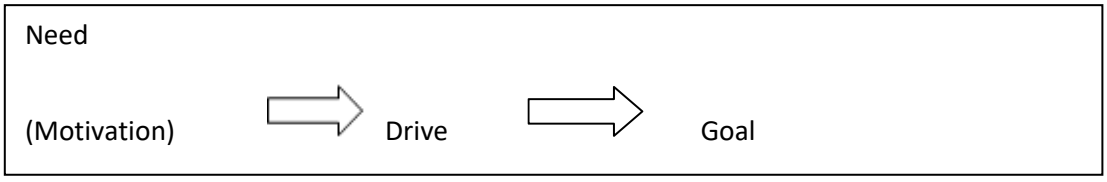

Figure 2: Motivation as Fulfilling Needs
Source: Smit and Cronje (2019)

From the figure it is clear that a persistent need may develop into a drive to satisfy the need through achieving certain goals. Similarly, a teacher might also perceive a need and

be driven to satisfy it. According to Maslow's Hierarchy of Needs, the physiological need for food, clothes and shelter is satisfied by a reasonable salary (Sookaree, 2017). The achievement of the goal which the teacher is motivated to attain, namely obtaining a higher qualification would result in the teacher earning a better salary which should restore the teacher's psychological balance. The teacher will thus strive to do his/her best to attain that goal. Motivation is therefore a need-satisfying process.

Instructional Materials and Teacher Job Performance

Belle (2017) conducted a study on the role of secondary school principals in motivating teachers in the Flacq district of Mauritius. An empirical investigation based on qualitative research was conducted following the literature study on two themes; motivational factors pertaining to the school based personal and professional needs of the teacher. By using a qualitative research design, the researcher was able to gain a deep understanding of teacher motivation through interaction with teachers. The principals who gave him their views, meaning, options and perceptions of teachers used two types of interviewing for the purpose of this research, namely focus group interviewing and individual interviewing.

Belle (2017) found that teachers are very discouraged by too much paperwork and administrative tasks that are imposed on them by the Ministry. The study also found that teachers are proud to work in very attractive surroundings with well-maintained facilities and impressive infrastructure. Collaboration, communication and collective problem solving generate a sense of professionalism, mutual care and support amongst teachers. The researcher adds that recognition and praise by the principal for devotion, commitment and to stay enthusiastic. Teachers are motivated by principals who are personal oriented and who practice democratic leadership styles; autocratic and purely task – oriented principal approaches de-motivate them.

Accordingly, Belle (2017) found that the principal as a visionary leader communicates the school vision, mission and goals through a school hand book or a school development plan that provides a framework for short and long term strategic planning. He adds that principals of the Flacq district in Mauritius empower teachers by involving them in the setting up and organizing extra – curricular activities by giving them the authority to take opportunities for collegiality among the teachers within and between subject departments, by delegating the monitoring of teachers' instruction to the heads of department and by giving opportunities to the school management team to take decision regarding school pedagogy.

Belle (2017) recommended that the principal should monitor learners' academic progress and learners' attitudes to learning. This can be done by developing learner monitoring system where all the major stakeholders, namely the principal, teachers, prefects and

students' councils collaborate effectively. Also principals cannot escape their roles as resource providers since teachers need to be well equipped with instructional resources and materials. Principals should encourage the sharing of available resources between and among the various subject departments to ensure the efficient use. It was also recommended that a democratic leadership style enhances teacher empowerment. The principal should not hesitate to delegate responsibilities to any teacher. Indeed, delegation of power and authority should not only be given to senior teacher and the heads of departments. Finally, the researchers recommend that principals should be responsible to inform teachers about the value, purpose and importance of the monitoring instructional practices.

Nyakundi (2012) did a study on factors affecting teacher motivation in public secondary schools in Thika, West District in Kiambu County, Kenya. The study targeted the principals and teachers of public secondary schools in the district. Random sampling technique was used to select teachers while purposive sampling technique was used to select principals. A total of 126 respondents participate in the study. She used both qualitative and quantitative research design. Questionnaires were used to collect data from teachers while interview schedules were used to collect data from the principals.

The study recommended that school management should ensure transparent and transformational leadership which will motivate teachers to work hard in their service delivery. It was also recommended that schools should ensure that the school environment is conducive for teachers to increase their motivation and satisfaction with their job. This can be achieved by ensuring that there are adequate teaching and learning resources. Nyakundi also provides recommendation to teachers' service commission (TSC) to promote teachers on merit and endeavor to improve teachers' standards, promoting teachers on the merits and paying them well, increase teachers' recommendation, review teacher pay in relation to the teacher to release their load as a motivational strategy for them to ensure quality for them to ensure quality curriculum delivery.

Onuma (2016) investigated principal's management support practices for enhancing teachers' performance in schools in Nigeria. The study adopted the survey research design, the population totaled 5,083 principals and teachers with a sample of 1803 selected using proportionate random sampling techniques. Two sets of questionnaire "Principals' Management Support Practice for principals and teachers were instruments used for data collection. Four research questions were answered using mean score statistics while the hypotheses were tested at 0.05 alpha level using Z-test. The result showed that school principals lacked supervisory skills and as a result entrusted academic supervision in the hands of external supervisors. Most principals' feel reluctant to endorse in-service training for their teachers and teachers in turn hid their pursuit for higher

degree from principals for fear of victimization. The result on motivation and welfare of teachers showed no significant difference in the mean ratings of both the principals and teachers.

Mark and Printy (2013) focused on school leadership relations between principals and teachers their study examined the potential of their active collaboration around instructional matters to enhance the quality of teachers and students' performance. The sample comprises 24 nationally selected restructured schools. The primary analysis technique is hierarchical linear modeling.

They found that transformational leadership was a necessary but insufficient condition for instructional leadership. When transformational and shared instructional leadership coexisted in an integrated form of leadership the influence on school performance measured by the quality of its pedagogy and the achievement of its students was substantial. They suggested that the schools would be promising sites for finding transformational leadership because a central goal of school restructuring is improved students achievement; also they expected instructional leadership to be prevalent.

Marks & Printy (2013) add that where integrated leadership was normative, teachers provided evidence of high – quality pedagogy and students performed at high levels on authentic measures of achievement. They also suggested that strong transformational leadership by the principal is essential in supporting the commitment of teachers. Teachers have both desire and the expertise to teach, that means it is necessary to demonstrate the importance of cultivating teacher leadership for enhanced school performance.

The study demonstrates the effectiveness of integrated leadership both transformational and instructional in eliciting school performance leadership of teachers for improving school performance. Arguably, principals who share leadership responsibilities with others would be less subject to burnout than principal 'heroes' who attempt the challenges and complexities of leadership alone.

At school level motivation is important aspect which can improve school performance. Participation in decision-making depicts recognition of intellectual power and when teachers' intellectual power is acknowledged, they become more participative, creative and satisfied. Therefore, head teachers should demonstrate respect for teachers' ingenuity, ideas, decision making, knowledge and growth, maintain friendship and collegiality.

Dhryana & Hussain (2018) carried out a study on the relationship between job security and workload factors and teachers job satisfaction. This study has used SMART-PLS-SEM to analyze the data using quantitative research method. The research was conducted among 266 teachers. The teachers' job satisfaction were determined by two separate measures namely the teacher's job security and work load influencing teacher's job satisfaction. This

study was triggers as teachers in higher education institutions were facing challenges regarding their job security and workload. The finding revealed that there is a significant association between teachers job security, workload and teachers job satisfaction. The influence of these factors calls for the further research. There is also need to carry out a similar but comparative study in rural settings. In addition it is very important to realize the importance of teachers' job satisfaction where the industry is so uncertain. There is a need to address job satisfaction and work load stress with appropriate assessment such as rating system and teachers' satisfaction index evaluation according to the tasks and work pressure allocated to each and every teacher. This reach adds value to knowledge by making universities, institutes and colleges administration to know the causes of teachers' uncomfortable zone regarding their job security and workload. Conversely, it is also important for the administration in these institutes to better understand the needs and demands of their teachers and what factors will contribute to their satisfaction.

Umuezor (2019) study investigated the extent of educational resources utilization for teacher job performance in secondary schools in Anambra State. Three research questions and three null hypotheses guided the study. The study adopted the descriptive survey research design. Population of the study comprised 5,976 teachers from 258 public secondary schools located in urban and rural areas in Anambra State. The sample size for this study was made up of 1,195 teachers from 133 secondary schools drawn using proportionate random sampling technique. A questionnaire titled: "Extent of Utilization of Available Educational Resources for Teacher Job Performance Questionnaire (EUAERTJPQ)" was used in eliciting information from the teachers in this study. Data gathered from the pilot test were analyzed using Cronbach Alpha method. This yielded an overall coefficient of internal consistency of 0.82. Data collected and collated were quantitatively analyzed using descriptive statistics of mean scores and standard deviation in order to answer the research questions, while hypotheses were tested at 0.05 level of significance using t-test statistics. Findings of the study indicated among others that: the available physical plant, printed and non-printed resources for teacher job performance in secondary schools were utilized to a moderate extent in Anambra State and a significant difference was found between the mean ratings of teachers on the extent of utilization of available physical plant resources for teacher job performance in rural and urban secondary schools in Anambra State. Based on the findings, recommendations were proffered and among these included that: the Anambra State government and Post Primary Schools Service Commission should constantly audit, up-grade and maintain the available physical plant resources in secondary schools in order to ensure that they are properly utilized for teacher job performance.

The authors review above in the course of carried out theirs work does not mention instructional material as one the motivation on teacher's job performance. The present

study discussed instructional material as a variable in motivation factor for job performance.

Teachers' Motivation Needs

Teachers are each unique and have differing needs. Consequently, they have different levels and types of motivation. Their needs which vary in content, priority and importance, need to be known because they are motivating factors for their professional development and performance (Gullat and Bennett, 2015). It is important to recognise the specific needs and motives of teachers and to treat them on their own merits. Hindle (2011) suggests that the following are needs of people in an organisation:

i. Good basic rates of pay
ii. High level of job satisfaction
iii. Promotion
iv. Recognition for good work and reward in the form of a bonus
v. Responsibility for tasks
vi. Job advancement
vii. Job security
viii. Status within a team.

Within the school context, Smith (2014) gives two categories of teachers' needs: basic needs and motivational needs. Their basic needs include being able to maintain a reasonable standard of living with a sense of stability and reassurance for the future as well as being able to obtain housing of some kind, food, warmth and clothing. On the other hand, motivational needs are associated with achievement, friendship and power.
From the above attempt to define motivation, it can be found that motivation has three components according to (Steyn, 2012) which are:

i. Energising human behavior
ii. Directing behaviour by creating a goal orientation for the individual
iii. Maintaining and supporting behaviour.

From this perspective, most motivational theories propose constructs, such as, instincts, drives, habits, needs or goals that provide the engine to move people to act and also the direction in which to act. Therefore, the study of motivation focuses on how and why people initiate actions directed towards specific goals; how intensively they are involved in the activity; how persistent they are in their attempts to reach their goals and what they are thinking and feeling.

Research Methodology

This study adopted the descriptive survey design. The study was carried out in Oju Education Zone. The zone comprise of Oju/ Obi Local Government Areas of Benue State

with twenty secondary school (20) from Oju and seven (7) secondary school from Obi, total of twenty seven (27) secondary school one of the ancient city in Benue south which extended from far South, Benin ity, to the area known as Cross River in the South of Nigeria. The population of the study therefore consists of all three thousand (3000) secondary school Principals, vice principals and teachers. The researcher therefore used a population of three thousand (3000) principals and teachers for the study. The target population for the study consisted of Sixty (60) principals of secondary schools and three hundred (300) teachers of public secondary schools in Oju Educational Zone. The sample size of this study was three hundred sixty principals and teachers (360) obtained using simple random technique for teachers while purposive sampling technique was used to obtain the sample size for Principals. Twenty (20) out of Twenty seven (27) public secondary schools in the zone were sampled through simple random sampling to select sampled schools for the purpose of this study. Basing on schools located in Oju Education Zone, that is, Oju Urban, and Oju Rural. The instruments for data collection are questionnaire titled "Teachers Motivation Survey" (TMS), and "Principal Motivation Survey" (PMS). The instrument was face and content validated by three research experts; two from Educational management, and one from Measurement and Evaluation, all from the Department of Educational Foundations, Faculty of Education Benue State University Makurdi. A pilot test was carried out in Government Day Secondary School Apir behind Federal Medical center Makurdi, whose purpose was to determine the reliability of "Principals' Motivation Survey" (PMS) and Teachers' Motivation Survey (TMS). Reliability test was carried out using Cronbach Alpha method. The results of the reliability analysis revealed a reliability coefficient of 0.76 which mean it is acceptable (Ajai and Amuche, 2020). Two research assistants were educated on the objectives of the study and the procedure for administration and retrieval of instrument. Specifically, two research assistants were engaged to assist the researcher. This activity last for 5 weeks. The percentage rate of return was 83.3%. Descriptive statistics such as mean scores and standard deviation were used to answer the research questions.

Research Question:

To what extent does the impact of motivation in instructional materials provision on teachers' job performance?

Answer to the research question shown in the Table 1 below.

Table 1:

Mean ratings and standard deviation of responses of extent impact of motivation in instructional materials provision on teachers' job performance

S/No.	Item description	Responses							
		VHE	HE	VLE	LE	**Sum**	**X**	**Std.D**	**Rem.**
7	My principal provides me with the feeling of recognition	134	98	53	15	300	3.17	.89280	**HE**
8	I am motivated by instructional materials provision	52	172	73	3	300	2.91	.67087	**HE**

9	The teaching aids are impactful	166	89	15	30	300	3.30	.95623	**HE**
10	The management provides me with the needed teaching and learning materials	138	101	47	14	300	3.1	.87280	**LE**
11	Instructional materials boost my productivity	52	170	77	1	300	2.91	.66082	**HE**
12	We are encouraged to improvise learning materials	171	89	18	22	300	3.36	.89105	**HE**
	Cluster Mean						**3.14**		**HE**

Source: Field Survey, 2022

The data in Table 1 above shows the extent to which principals' motivation in instructional materials provision relates to teachers' job performance in Oju Education Zone Benue State, Nigeria. The items by items mean rating are 3.17, 2.91, 3.30, 3.21, 2.91, 3.36 and a cluster mean of 3.14 which indicate is above the cut-off point of 2.5 and high extent. The respondents agreed to most of the items indicating that there is a general agreement that principals' motivation in instructional materials provisions to a high extent influence teachers' job performance.

Research Hypothesis

H01: There is no significant impact of principal's motivation instructional materials provision on teachers' job performance.

Table 2:

Linear regression analysis of motivation in instructional materials provision and teachers' job performance

LRA

Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	59.653	1	59.653	667.792	.000[b]
	Residual	26.620	298	.089		
	Total	86.272	299			

a Depended variable: jobperformance

b predictors: (constant), instructional material

The F-ratio in Table 2 indicates that the model is a good fit for the data. With F (1, 298) = 59.653, P< 0.05. The null hypothesis that there is no significant influence of principal's

motivation in instructional material provision on teachers' job performance in Oju Education Zone, Benue State, Nigeria is hereby rejected. Therefore, principal's motivation in instructional material provision influences teachers' job performance in Oju Education Zone, Benue State, Nigeria. Further result showed that the R sq. of .691 which indicates that principal motivation instructional materials provision explains 69.1% of the variability on teacher's job performance.

Discussion of Finding

Principals' motivation in instructional materials provisions on teachers' job performance

The study found out that instructional material to a high extent impact teachers job performances in Oju Education Zone Benue State. This study agrees with Umeozor (2019).Umeozor study found a moderate effect of instructional resources on teachers' job performances. Also, Nyakundi (2012) also confirmed that physical plant facilities in the schools were overstretched and thus affected quality education in the schools. Whereby the physical plant resources are not effectively utilized by the teachers in the rural and urban secondary schools in Anambra State, such situation will affect teacher job performance and has negative consequences on accomplishment of instructional task and students' academic achievements will be put in jeopardy in school. However, scholars have argued low use of instructional materials thereby affecting instructional delivery in schools. For example, Onuma (2016) study reported that the instructional materials available in schools were not adequate for instructions and students were not always exposed to the use of the available instructional materials during instructions. The finding of Dhryana and Hussain (2018) also confirmed that instructional materials were found in schools to an extent. However, teachers were not putting the materials into good use in teaching of some subjects. Belle (2017) finding showed that there was low frequency in teachers' use of the available resource materials.

Summary of the Study

The result of the study revealed that Principals' motivation on instructional materials provisions to a high extent impact teachers' job performance

Conclusion

Based on the findings of the study, it was concluded that principals' motivation impact teachers' job performances in Oju Education Zone, this is because when teachers are provided opportunity for training and upgrading of themselves they put in their best at work. This suggests that principals and employers should work towards motivating their staff to get the best performance from them. This is important because of the challenges teachers face in the work place.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government and the Ministry of Education should constantly up-grade, audit and maintain the available instructional facilities and materials in secondary schools in order to ensure that they are properly utilized for teacher job performance.
2. Government and school management should constantly provide teaching aids to teachers to enhance their productivity
3. Modern teaching aids should be give

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