Administrative Strategies for Motivating Teachers and Students of Agricultural Science towards Academic Performance in Senior Secondary Schools in Abia State, Nigeria

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The study identified administrative strategies for motivating teachers and students of agricultural science towards academic performance in Senior Secondary Schools in Abia State. The study was guided by two specific objectives with corresponding research questions and hypothesis. It adopted a survey research design. The target population for the study comprised 780 persons made up of 513 teachers of agricultural science and 267 principals in all the 267 public senior secondary schools. The sample size of the study was 385 persons made up of 225 teachers and 160 school principals. This was determined using Taro Yamane formula (1967). Simple random sampling technique (SRST-without replacement) was used to select the sample size. A researcher-developed structured questionnaire titled: “Administrative Motivation Strategies for Teachers and Students Questionnaire (AMSTSQ)”, validated by 3 experts was used as instrument for data collection. The reliability of AMSTSQ was determined at .87 using Cronbach Alpha Reliability Coefficient Test. Descriptive statistics such as mean and standard deviation were used to analyze the data collected for the study. Hypotheses were tested at 0.05-level of significance using Independent Sample t Test. The study identified 13 administrative strategies for motivating teachers and 10 administrative strategies for motivating students of Agricultural Science towards academic performance in Senior Secondary Schools. Thus, researchers recommended among others that school administrators should adopt the administrative strategies identified by this study to motivate teachers and students of Agricultural Science for improved academic performances in Senior Secondary Schools in Abia State.

Keywords: Academic performance, Academic achievement, Motivation, Administrative Strategy

INTRODUCTION

Effective school administrative strategy is essential for proper management of material and non-material educational resources to accomplishing aims of education in Nigeria. In order to provide qualitative education in Nigeria, Agih (2015) posited that it would require effective and efficient utilization of the educational resources through a goal-oriented school administration. The author further stated that school administration ensures working with and through teachers, non-teaching staff and pupils or students to get things done effectively and efficiently.

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and to accomplish educational objectives. The degree to which teachers, students and schools have achieved goals and objectives education is regarded as academic performance. The utmost priority of a school administration is improving academic performances through effective administrative strategies. In addition, to improve academic performances in secondary schools, school administrators should be more concerned with coordinating, communicating and motivating staff and students to accomplishing objectives (Agih, 2015). This implies that motivating teachers and students is one of the administrative strategies to achieving stated school goals and objectives. Thus, administrative strategies adopted by secondary school principals in motivating teachers and students would go a long way in accomplishing school goals.

Administrative strategy in Omemu (2017) means shaping a group of people in the right path towards achieving a particular goal. According to Ukpong (2003), motivation is an administrative process strategy that enables the administrator to inspire teachers and students to achieve their maximum potential productivity. Thus, the extent of accomplished objectives in education will likely depend on the level of motivation of teachers and students. If teachers and students are not motivated, they might perform at a moderate level. As a result, the schools will not perform efficiently or be responsive to the needs of its program clients. Terrell in Carole (1990) asserted that “there are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation”. This emphasizes how salient motivation is in education. Audra (2017) noted that motivation is vital in organizations’ strategic planning and accomplishment of stated objectives. Notably, motivation helps to energize, direct and sustain positive behavior of teachers and students over a very long time. It involves working towards goals and tailoring activities to achieving this purpose. It also helps drives creativity and curiosity, sparking the desire needed for students learns (“Impact Teachers”, 2015). Ukpong and Uchendu (2012) in a study found that there was a significant influence of motivational strategies on teachers’ work performance in secondary schools. Therefore, teachers and students of agricultural science need to be motivated in order to accomplish the goals and objectives of Education.

Agricultural science teachers in secondary schools require adequate motivation to train and also stimulate potential agriculturists and policy makers of the nation to effectively boost the food basket of the nation (Bosompem, Kwarteng & Obeng-Mensah, 2012). This statement points out that teachers of agricultural science play vital roles in motivating students to learn. In agreement, Koca (2016) stated that the teacher is one of the most important stakeholders in education, who relates directly to students and to an extent stimulates them to learn. The author further explained that student’s motivation by the teacher is a competence acquired through general experience that is predominantly stimulated through effective communication, modeling, and direct instruction or socialization. A motivated teacher is crucial to a successful classroom (“Impact Teachers”, 2015) because teachers have a lot to do with their students’ motivational level. A student may possess a certain level of motivation but the teacher’s behavior and teaching style, the structure of lessons, nature of assignments and information interactions with students all have a large effect on students’ motivation (Karin, 2019). Koca (2016) in agreement explained that teachers may operate as social agents, and they can affect students’ intellectual and socio-emotional experiences by creating a classroom setting that stimulates both student motivation and learning. Therefore, to uplift the quality of education and of students’ learning experience, motivation from teachers can be really influential. It affects cognitive procedures and psychological states of students, academic achievements, determination, effort and energy, students’ behavior and values (Borderless, 2017). In the view of Ukpong and Uchendu (2012), the teacher is the one who translates educational objectives specified in the National Policy on Education, into knowledge and skill and systematically transfer them to students in the classroom.

Identifying administrative strategies or guide through factors that affect teachers would help improve agricultural science teachers’ motivation and performance and consequently students’ academic achievement is essential (Bosompem, Kwarteng & Obeng-Mensah, 2012). To motivate teachers of agricultural science in secondary school, Bosompem, Kwarteng and Obeng-Mensah (2012) specifically recommended that issues of recognition and work conditions should be addressed, various aspects of work conditions of the teachers such as salary, health insurance, accommodation and other facilities need to be improved, adequate provision should also be made for annual leave of teachers and careful consideration should be given to verbal recognition for good performance from supervisors. In a study by Ukpong and Uchendu (2012), it was recommended that school administrators should adopt the following motivational administrative strategies in the day-to-day administration of schools so that teachers would show high commitment to teaching. These strategies included; praise and commendation, regular pay, regular promotion/in-service training and provision of teaching facilities. Also, he identified that these variables have significant influence on teachers’ teaching performance. Sidho (2002) pointed out some administrative strategies that can help in improving academic performances in schools. These include consistency with the philosophy of education, democratic approach, optimum contribution by all, respect for individualities, due importance to different programmes, and optimistic outlook.

School administrators must understand the complex nature of human behaviours with a view to using such knowledge to solve problems that may emerge
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The following specific research objectives were formulated to guide the study. To;
1. identify administrative strategies for motivating teachers of agricultural science towards academic performance in senior secondary schools; and
2. find out administrative strategies for motivating students of agricultural science towards academic performance in senior secondary schools.

Research Questions
The following research questions were raised in line with the objectives to guide the study.
1. What are the administrative strategies for motivating teachers of agricultural science towards academic performance in senior secondary schools?
2. What are the administrative strategies for motivating students of agricultural science towards academic performance in senior secondary schools?

Hypotheses:
H01: There is no significant difference between mean responses of teachers of agricultural science and school principals on administrative strategies for motivating teachers of agricultural science towards academic performance in senior secondary schools
H02: There is no significant difference in mean responses of teachers of agricultural science and school principals on administrative strategies for motivating students of agriculture towards academic performance in senior secondary schools

RESEARCH METHODOLOGY
Design and Area of the Study
The study adopted a survey research design. The area of study was Abia State. Abia State is located in Southeast geopolitical zone of Nigeria between the latitudes 5°25'N and longitudes 7°30'E. It is made up of three senatorial zones which include Abia South, Abia North and Abia central. There are three main educational zones in Abia State namely, Aba zone in Abia South, Ohafia zone in Abia North and Umuahia zone in Abia Central. Abia state has many senior secondary schools offering agricultural science in which the researcher made his observations, hence was suitable for the study

Population and Sample for the Study
The target population for the study comprised 780 persons made up of 513 teachers of agricultural science and 267 principals in all the 267 public senior secondary schools in Abia State (Secondary Management Education Board, 2019). The sample size of the study was 385 persons made up of 225 teachers and 160 school principals. This was determined using Taro Yamane formula (1967). Therefore, 225 teachers of agricultural science and 160 school principals were selected through simple random sampling technique (SRST-without replacement).
Instrument for Data Collection

A structured questionnaire titled Administrative Motivation Strategies for Teachers and Students Questionnaire (AMSTSQ) was used as instrument for data collection. This instrument was developed by the researcher from review of related literatures. The AMSTSQ was structured on four-point scale of Agreed, Strongly Agreed, Disagreed and Strongly Disagreed with a corresponding value of 4, 3, 2, and 1 respectively. The instrument had two sections, section A and B. The first section (A) comprised the status of respondents (Agricultural science teacher and school principal). The second section comprised 2 clusters on administrative strategies for motivating teachers and students of agriculture towards academic performance in senior secondary schools. The instrument had a total of 23 items made up of 13 items on administrative strategies for motivating teachers and 10 items on administrative strategies for motivating students of agriculture towards academic performance in senior secondary schools. The questionnaire items were validated by 3 experts in Agricultural Education, all in Michael Okpara University of Agriculture, Umudike, Abia State. A pilot study was conducted with 20 respondents made up of 10 teachers of agricultural science and 10 school principals in Akwa Ibom and the reliability index of the instrument was determined at .87 using Cronbach Alpha Reliability Coefficient Test.

Method of Data Collection and Analyses

Three hundred and eighty-five copies of the AMSTSQ were administered by the researchers, 374 copies were retrieved resulting to an acceptable retrieval rate of 97.14% recorded. Descriptive statistics such as mean and standard deviation were used to analyze data collected for the study. Hypotheses were tested at 0.05-level of significance using Independent Sample t Test. Decision rules were based on the following; mean scores ≥ 2.5 average on 4-point scale were described as "Agreed" while mean scores < 2.5average on 4-point scale were described as "Disagreed". Also, t-cal. values less than ± 1.96 were taken as not significant (NS). Excel was used to organize data and SPSS -version 22 for data analysis by the researchers.

RESULT

The results for the study are presented in the Tables below.

Research Question 1: What are the administrative strategies for motivating teachers of agricultural science towards academic performance in senior secondary schools?

H01: There is no significant difference between mean responses of teachers of agricultural science and school principals on administrative strategies for motivating teachers of agricultural science towards academic performance in senior secondary schools.

Data for answering research question 1 and testing hypothesis 1 are presented in Table 1 below.

Table 1: Descriptive Statistics and Independent Sample Test of respondents on administrative strategies for motivating teachers of agriculture towards academic performance in senior secondary schools (n = 374)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item Statement</th>
<th>X</th>
<th>S</th>
<th>t-cal.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establishing good administrator-teacher relationship</td>
<td>2.94</td>
<td>.395</td>
<td>.020</td>
<td>A, NS</td>
</tr>
<tr>
<td>2</td>
<td>Involving teachers in all decision making and planning process</td>
<td>3.38</td>
<td>.608</td>
<td>.386</td>
<td>A, NS</td>
</tr>
<tr>
<td>3</td>
<td>Integrating teachers in school administrative roles</td>
<td>3.20</td>
<td>.655</td>
<td>.356</td>
<td>A, NS</td>
</tr>
<tr>
<td>4</td>
<td>Ensuring good working conditions in the physical environment of schools</td>
<td>3.02</td>
<td>.557</td>
<td>.867</td>
<td>A, NS</td>
</tr>
<tr>
<td>5</td>
<td>Encouraging good social relationships amongst teachers</td>
<td>2.99</td>
<td>.636</td>
<td>.343</td>
<td>A, NS</td>
</tr>
<tr>
<td>6</td>
<td>Awarding excellent academic performances of teachers</td>
<td>3.31</td>
<td>.632</td>
<td>.305</td>
<td>A, NS</td>
</tr>
<tr>
<td>7</td>
<td>Ensuring regular remuneration</td>
<td>3.43</td>
<td>.623</td>
<td>.944</td>
<td>A, NS</td>
</tr>
<tr>
<td>8</td>
<td>Motivating teachers through incentives or fringe benefits</td>
<td>2.88</td>
<td>.636</td>
<td>.981</td>
<td>A, NS</td>
</tr>
<tr>
<td>9</td>
<td>Identifying the needs of teachers and convenient ways of meeting them</td>
<td>3.28</td>
<td>.679</td>
<td>.103</td>
<td>A, NS</td>
</tr>
<tr>
<td>10</td>
<td>Developing good communication patterns between administrators and teachers</td>
<td>3.15</td>
<td>.665</td>
<td>.891</td>
<td>A, NS</td>
</tr>
<tr>
<td>11</td>
<td>Provision of adequate teaching facilities to meet stated objectives</td>
<td>3.04</td>
<td>.832</td>
<td>.821</td>
<td>A, NS</td>
</tr>
<tr>
<td>12</td>
<td>Ensuring the good health and safety of teachers</td>
<td>3.23</td>
<td>.768</td>
<td>.573</td>
<td>A, NS</td>
</tr>
<tr>
<td>13</td>
<td>Establishing reward systems for teachers</td>
<td>3.10</td>
<td>.923</td>
<td>.234</td>
<td>A, NS</td>
</tr>
</tbody>
</table>

X = sample mean, S= standard deviation for the sample population, A = Agreed, NS = Not Significant, n = number of respondents, t.cal is significant at 0.05 (± 1.96), df=372

Data in Table 1 indicates that the mean scores of all the 13 items range from 2.88 to 3.43 which are above 2.50 on 4-point scale. This means that respondents agreed to the information represented by all the items as administrative strategies for motivating teachers of agriculture towards academic performance in senior secondary schools. The standard deviation of all items ranged from .395 to .679, this reveals that their responses were close to the mean and to one another in degrees of responses. The Table also showed that the t-cal values of all items ranged from .020 to .981 which is less than ±1.96. This implies...
that there was no significant difference between the mean responses of both teachers of agricultural science and school principals on administrative strategies for motivating teachers of agriculture towards academic performance in senior secondary schools. Therefore, we do not reject the hypothesis of no significant difference between the mean responses of teachers of agricultural science and school principals on administrative strategies for motivating teachers of agriculture towards academic performance in senior secondary schools.

**Research Question 2:** What are the administrative strategies for motivating students of agricultural science towards academic performance in senior secondary schools?

**H₀₂:** There is no significant difference between mean responses of teachers of agricultural science and school principals on administrative strategies for motivating students of agricultural science towards academic performance in senior secondary schools. Therefore, the hypothesis of no significant difference between the mean responses of teachers of agricultural science and school principals on administrative strategies for motivating students of agriculture towards academic performance in senior secondary schools is upheld.

Data for answering research question 2 and testing hypothesis 2 are presented in Table 2 below.

**Table 2: Descriptive Statistics and Independent Sample Test of respondents on administrative strategies for motivating students of agriculture towards academic performance in senior secondary schools (n = 374)**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item Statement</th>
<th>X</th>
<th>S</th>
<th>t-cal</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Encouraging good teacher-student relationship</td>
<td>2.93</td>
<td>0.691</td>
<td>1.015</td>
<td>A, NS</td>
</tr>
<tr>
<td>2</td>
<td>Ensuring good school and classroom environment conducive for learning</td>
<td>3.01</td>
<td>0.955</td>
<td>4.97</td>
<td>A, NS</td>
</tr>
<tr>
<td>3</td>
<td>Providing adequate learning facilities</td>
<td>3.27</td>
<td>0.611</td>
<td>3.28</td>
<td>A, NS</td>
</tr>
<tr>
<td>4</td>
<td>Awarding excellent students for academic performances</td>
<td>3.13</td>
<td>0.449</td>
<td>2.37</td>
<td>A, NS</td>
</tr>
<tr>
<td>5</td>
<td>Good administrator-student relationship</td>
<td>3.14</td>
<td>0.528</td>
<td>4.02</td>
<td>A, NS</td>
</tr>
<tr>
<td>6</td>
<td>Identifying students’ needs and ways of meeting them</td>
<td>3.29</td>
<td>0.659</td>
<td>9.40</td>
<td>A, NS</td>
</tr>
<tr>
<td>7</td>
<td>Integrating students in decision making process in schools</td>
<td>2.87</td>
<td>0.646</td>
<td>9.50</td>
<td>A, NS</td>
</tr>
<tr>
<td>8</td>
<td>Ensuring learning is relevant to the needs of students</td>
<td>3.23</td>
<td>0.245</td>
<td>8.56</td>
<td>A, NS</td>
</tr>
<tr>
<td>9</td>
<td>Ensuring the good health and safety of students</td>
<td>2.89</td>
<td>0.545</td>
<td>6.77</td>
<td>A, NS</td>
</tr>
<tr>
<td>10</td>
<td>Establishing reward systems for students</td>
<td>3.30</td>
<td>0.489</td>
<td>4.29</td>
<td>A, NS</td>
</tr>
</tbody>
</table>

X = sample mean, S = standard deviation for the sample population. A = Agreed, NS = Not Significant, n = number of respondents, t-cal is significant at 0.05(± 1.96), df = 372

Data in Table 2 revealed that the mean response of all the 10 items range from 2.87 to 3.29 which are above 2.50 on 4-point scale. This shows that respondents agreed to the information represented by all the items as administrative strategies for motivating students of agriculture towards academic performance in senior secondary schools. Also, the standard deviation of all items ranged from .449 to .995, this reveals that their responses were close to the mean and to one another in degrees of responses. The Table also showed that the t-cal values of all items on administrative strategies for motivating students of agriculture towards academic performance in senior secondary schools ranged from .237 to 1.015 and were less than ±1.96. This means that there was no significant difference between the mean responses of teachers of agricultural science and school principals on administrative strategies for motivating students of agriculture towards academic performance in senior secondary schools.

**DISCUSSION OF FINDINGS**

The study found that administrative strategies for motivating teachers of agricultural science towards academic performance include establishing good administrator-teacher relationship, integrating teachers in school administrative roles, involving teachers in all decision making process, ensuring good working conditions in the physical environment of schools, encouraging good social relationships amongst teachers, awarding excellent academic performances of teachers, ensuring regular remuneration, motivating teachers through incentives or fringe benefits, identifying the needs of teachers and convenient ways of meeting them, developing good communication patterns between administrators and teachers, provision of adequate teaching facilities to meet stated objectives, ensuring the good health and safety of teachers and establishing reward systems. In line with these findings, Omulu (2017) stated that clearly communicating goals, emphasizing the value of achievement, establishing systems of incentives and rewards that encourage excellence, establishing and maintaining a supportive and orderly environment and also actively involving staff and parents in planning, development and improvement efforts can motivate teachers. Mezieobi (2006) and Omulu (2017) agreed that school administrators should give regards to reinforcement of every kind, satiation, role shifts, which assists both teachers in overcoming indiscipline for greater academic performances. Ukpong and Uchendu (2012), in line with the findings of the study recommended that strategies such as praise and commendation, regular pay, regular promotion/in-service training and provision of teaching facilities should be ensured by school administrators to influence teachers’ teaching performance.
recognition and work conditions should be addressed, various aspects of work conditions of the teachers such as salary, health insurance, accommodation and other facilities need to be improved, adequate provision should also be made for annual leave of teachers and careful consideration should be given to verbal recognition for good performance from supervisors.

The findings of the study also reveal that encouraging good teacher-student relationship, ensuring good school and classroom environment conducive for learning, providing adequate learning facilities, awarding excellent students for academic performances, good administrator-student relationship, identifying students’ needs and ways of meeting them, integrating students in decision making process in schools, ensuring learning is relevant to the needs of students, ensuring the good health and safety of students and establishing reward systems for students can motivate students towards academic performances in senior secondary schools. Some of these findings are in line with Koca (2016) when he stated that the behavior of students must be understood in line with their needs, interests, challenges, strength and weaknesses in order to assist them in overcoming their challenges, thus stimulating them to learn. Also, Omenu (2017) identified reinforcement, establishing reward systems, orderly environment, and involvement in planning and improvement efforts as factors that can motivate actions in students.

The findings of the study also revealed that there was no significant difference between the mean responses of respondents on administrative strategies for motivating teachers and students towards academic performances in senior secondary schools in Abia State. This means that there was no significant difference in the views of the two groups of respondents for the study.

**CONCLUSION**

School administrative strategies play irreplaceable roles in motivating teachers and students for greater academic performances in schools. Motivation is one of such administrative process strategies and a crucial driving force that could be leveraged by school administrators to accomplishing stated educational goals in senior secondary schools. To actualize the goals and objectives of education stipulated in National Policy on Education through Agricultural Sciences in senior secondary schools in Abia State, the following motivational administrative strategies would be helpful to improve Agricultural Science teachers’ academic performances; establishing good administrator-teacher relationship, integrating teachers in school administrative roles, involving teachers in all decision making process, ensuring good working conditions in the physical environment of schools, encouraging good social relationships amongst teachers, awarding excellent academic performances of teachers, ensuring regular remuneration, motivating teachers through incentives or fringe benefits, identifying the needs of teachers and convenient ways of meeting them, developing good communication patterns between administrators and teachers, provision of adequate teaching facilities to meet stated objectives, ensuring the good health and safety of teachers and establishing reward systems.

To adequately motivate students of Agricultural Science for improved academic performances, school administrators should apply the following strategies; encouraging good teacher-student relationship, ensuring good school and classroom environment conducive for learning, providing adequate learning facilities, awarding excellent students for academic performances, good administrator-student relationship, identifying students’ needs and ways of meeting them, integrating students in decision making process in schools, ensuring learning is relevant to the needs of students, ensuring the good health and safety of students and establishing reward systems.

**RECOMMENDATIONS**

The following were recommended based on the findings of the study.
1. School administrators should adopt the administrative strategies identified by this study to motivate teachers and students of Agricultural Science for improved academic performances in senior secondary schools.
2. Government and school administrators should establish realistic reward systems to motivate teachers and students of Agricultural Science towards greater academic performances in senior secondary schools.
3. Government and school administrators should ensure adequate teaching and learning materials, and conducive working and learning environment to fast track Agricultural Science teacher productivity and improved students’ academic performance.
4. School administrators should ensure that Agricultural Science teachers and students’ needs are identified on time so as to develop ways of meeting them for improved academic performances in senior secondary schools.

**REFERENCES**


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