

**RELATIONSHIP BETWEEN MOTIVATION AND BUSINESS EDUCATION
TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN OGBOMOSO,
OYO STATE, NIGERIA**

**¹Timothy Olusegun EEBO PhD; ²Olumide Lateef SALAMI PhD:& ³Sunday
ADEAGBO PhD:**

¹Department of Business Education, Osun State University, College of Education, Ipetu
Ijesa.

Osun state, Nigeria.

²Department of Business Education, Kwara State College of Education (Technical) P. M. B. 01
Lafiagi, Kwara State, Nigeria.

³Department of Business Education, Emmanuel Alayande University
of
Education Oyo Oyo State
Nigeria

Abstract

This study investigated the relationship between motivation and teachers' job performance in secondary schools business education. Two research questions and one null hypothesis guided the study. Sixteen public secondary school in Ogbomoso South Local Government form the population of the study. A total of fifty teachers and one hundred and fifty students served as respondents. The research instrument employed was Business Education Teachers' Job Performance and Motivation Questionnaire (BETJPMQ) which was validated by experts in measurement and evaluation with the reliability coefficient alpha value of 0.72 using Pearson product moment correlation while mean and standard deviation was used to answer the research questions. The findings revealed among others that the extent to which business educators are motivated in Ogbomoso zone was not all that encouraging and that there is slide significance difference in the mean of the respondents on business education teachers' job performance and motivation according to the subject teachers. Recommendations were put forward, among which was that Government at all level should endeavor to organize seminars and workshops that will enhance the job performance of business teachers.

Keywords; Motivation, Job Performance, Business Education Teachers

Introduction

A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. Most countries have systems of formal education, which is sometimes compulsory. In these systems of education, students' progress through a series of schools. The names for these schools vary by country but generally include primary school for young children and secondary school for teenagers who have completed primary education. An institution where higher education

is taught is commonly called a university college or university. The major responsibility of the school is to bring about in students certain cherished values, norms, expectations and the development of the society (Roser, & Ortiz-Ospina, 2019).

For school to fulfill its mandate, efforts of groups in the school system namely; the principal, teachers (class teachers and subject teachers) must be geared towards attaining the goals, with the community that will provide congenial atmosphere for learning which in turn constitute a healthy relationship among these various groups to realize the set goals. A school that will realize its vision and mission must rely on the level of efficiency, productivity and the ability of the educational system to achieve its set goals through teachers performing their fundamental roles to change the society and the entire world around (Mahmud & Olayioye, 2019).

According to Saba (2023), teachers are classroom work foreman, logistics manager, guide, drill sergeant, disciplinarian, cheerleader, data entry clerk, cultural advocate or analyst. They are the pivot of any educational system and there is no gain saying that they are heartbeat of nations which needs to be nurtured. Job performance of teachers consist of the observable behaviours that people do in their jobs that are relevant to the goals of the organization. Performance is not the consequence of behaviours, but rather the behaviours itself. In other words, performance consists of the behaviours that employees actually engage in which can be observed. Job performance can be seen as a workers' effective execution of job and useful contributions to the social work environment.

The word motivation is derived from the Latin term *motivus* ("a moving cause"), which suggests the activating properties of the processes involved in psychological motivation. Psychologists study motivational forces to help explain observed changes in behaviour that occur in an individual (Hornby, 2020). It is also important to understand that motivation is primarily a performance variable. That is, the effects of changes in motivation are often temporary. An individual, highly motivated to perform a particular task because of a motivational change, may later show little interest for that task as a result of further change in motivation. Most motivational situations are in reality a combination of push and pull conditions.

According to Davis (2023) Continuous improvement is essential for a school's success, and teachers must continue to learn and grow, even in challenging times. Although a school administrator has many diverse responsibilities, one crucial task is keeping the teaching staff motivated. Inspired teachers make a more positive difference in students' lives.

The following motivation strategies were presented by Davis (2023) as motivational factor's germane to business education teachers' job performance:

1. Offer Praise- One of the most efficient ways to motivate and inspire your teaching staff is to praise and honor them. Showing appreciation for their dedication and hard work make them feel valued. In addition, receiving recognition from the school administration reassures teachers that they are skilled at their job, and that leadership recognizes their contributions.

People need praises and affirmation from time to time, regardless of how self-confident they may appear. It is especially crucial for teachers because they often work in isolation, interact with challenging students and parents, and sometimes lack confidence in their own skills. Although some people prefer to be praised in private, for many others, public acknowledgment has a more profound effect. This affirmation shared with peers or the public indicates that you notice and support their performance enough that you want to share their talents as an example to others. Some channels you can use to boost teacher motivation by providing public approval: Faculty gatherings, Mass emails, School newsletters, School wide assemblies, Local media, Social media, Messages to the district administration

2. Recognize teachers who go above and beyond expectations - Every educational institution has teachers who exceed expectations by putting forth extra effort for their students and colleagues without complaint. However, their efforts often go unnoticed and unappreciated. Identifying and recognizing these teachers provides affirmation for them and can serve as a stimulus for other staff members.

3. Be available for the teaching staff -To make your teaching staff feel comfortable and motivated, remain as approachable as possible to address teacher's problems and questions. By merely acknowledging that administrators are available to provide support with their concerns, teachers will feel more relaxed and encouraged. The best way to remain approachable for your teaching staff is to maintain an open-door policy and remain highly visible. Despite the busy schedule of administrators, to maintaining a relaxed demeanor and being present in the current conversation is critical. Make time for the people you serve, get out in the building, and maintain focus during your interactions.

4. Create a compelling reward program for teachers -When developing reward programs for student body, do not forget to design an equally exceptional reward program for educators. While a more appreciable school environment permits teachers to carry out their tasks with joyful efficiency, scooping up some fantastic rewards along the way can truly motivate your teachers. Partnering with local businesses that can supply you with gifts and special school discounts can be mutually beneficial for both you and the businesses. Your teachers receive nice gifts, and your local businesses earn advertising and public accolades. Frequently, local businesses are major community supporters.

5. Listen to your teacher's concerns -Apart from appreciating tangible accomplishments, ensure you listen to your teacher's feedback and concerns. Although this is always an important responsibility, it is particularly necessary when you are implementing a new initiative. New initiatives involve demand extra effort as it often means a new way of performing work. There may be opposition or disgruntlement moving forward with something new. Recognizing your teachers' viewpoints is encouraging because it allows them to know their voices are heard and contributing to a collaborative and trusting work atmosphere. Acknowledge when teachers make good points and take the time to fully explain how a new initiative will improve student growth or make their own jobs easier.

6. Uplift their ideas -Create a platform for educators to share their innovative ideas and celebrate them. Teachers have enormous expertise and diverse perspectives. Providing a platform for them to share with others not only validates and supports their work, but it also provide others with learning opportunities. While it is understandable that not all ideas will be feasible, others can prove revolutionary to both students and other instructors. Supporting and integrating their ideas will motivate teachers to think outside of the box and improve the entire educational process.

7. Schedule fun events on the teacher's calendar -Although the school environment can be a highly social place, teachers who have large workloads or spend a lot of time preparing lessons and activities may feel isolated. Team-building social events with your teaching staff can allow teachers to enjoy each other while ultimately creating deeper relationships and rapport with their coworkers. Many communities have businesses that cater for group social activities, offering activities such as painting, pottery, or cooking. Leadership development (or ropes) courses, rock climbing, or a run/walk event can be fun while building health and a family atmosphere. Even a simple holiday party provides teachers a chance to de-stress with recreation. When people like each other, their work performance and planning sessions improve.

8. Give your teachers the gift of time. Time is often a stressor and free time is usually scarce. Find ways to provide your teachers extra time for their work or to take a well-needed break. At the end of every semester, you can offer every educator a voucher for one morning or afternoon day off. For this, you need to arrange a substitute for teachers for their requested time. While you may not have the autonomy and authority to provide an entire morning or afternoon off, you could instead cover the teacher's responsibilities for an hour before or after their lunch break. As professional development to support an initiative, provide teachers with a planning day to get in-depth with their learning and preparation for something new. These small gestures demonstrate you care about the well-being of your teaching staff and help them manage their work-life balance.

9. Identify periods of key stress -There are many time periods throughout the school year that carry a larger work burden for your staff. Be cognizant of those times and avoid adding unnecessary work during those situations. For example, do not overload your teaching staff with other work during report card season. Also, it is better not to implement new initiatives at the end of the school term, major exam periods, or during student essays. Adding unnecessary task or tasks that could be scheduled during reduced stress times demonstrates a lack of appreciation and awareness of what teachers are doing. Instead, look for ways you can lend a helping hand during these challenging times.

10. Empower each teacher's strengths - Every educator has strengths and areas of opportunity. When teachers are given autonomy to utilize their teaching strengths in their classes, students become immersed and motivated in learning. Sometimes, it is challenging for educators to identify their strengths. Administrators can motivate and support teachers by helping them make these discoveries. Observe and reflect with your teachers about any strategies that worked well and any means or methods that the teacher enjoys such as

combining music into a lesson. A "one-size fits all" approach does not work for students, and it certainly does not work for teachers. Having overly rigid teaching requirements that limit autonomy and individual strengths can limit teacher and student success. Empower every teacher with the ability to enjoy their subject, as their unique passions will motivate students as well.

11. Encourage collaboration - Providing time and support for your teaching staff to work collectively as a team can significantly affect and boost their motivation. Through collaboration, teachers gain recognition and support for their effective teaching strategies. In addition, more experienced mentors can validate good strategies that beginning teachers offer, which will build self-confidence and help them see themselves as an equal participant in their departments. As a school administrator, consider building skilled learning communities within your educational institute to create a system for collaboration and support. In a Nutshell, to keep teachers motivated can be a challenging task. However, motivated teachers are essential and in the best interests of students and educational institution. Teachers who are motivated are less likely to consider their job a burden and are willing to put forth extra effort to help students achieve success.

The term teachers' performance is defined as the observable outcomes in the classroom of this training and development or lack of it. That is, it is the set of actions, attitudes, and behaviors in the teaching-learning environment that results in achieving educational goals for students. Simply put, what a teacher does, or does not do, in the classroom impacts hugely on how effectively students advance in their learning process. Therefore, we cannot stress enough the immense influence that a teacher's performance has on students' academic success or failure. Omolara (2022) asserts that teacher's performance could be described as "the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes". Ayedun (2023) also submits that job performance is determined by the workers' level of participation in the day to day running activities of the organization. There are some factors which contribute to teacher's performance. Some of such factors includes (i) Satisfying the learners through his teaching style and quality, (ii) Apart from teaching, performance of other assignments as assigned by the Principal and the department, (iii) Management of class discipline, students' motivation and improvement of their achievement, (iv) Performance of his duties in a regular way, (v) Interaction with students, parents, colleagues and high officials.

Dauda (2021) puts forward that the goal of such assessment is the determination of the presence and extent of learning among students, for which teachers are held responsible. Goddy (2021) opines that the assessment of teachers' performance is as important as the assessment of students. Describing the need and use of assessment of teachers' job performance, Adebayo (2021), opined that teachers' performance is assessed for monitoring and evaluation purposes. However, in education sector there is great apprehension for the matters like who should be evaluated. Discussing the purpose of assessing teachers' performance, the researcher identifies the following purposes; (i) Teachers performance is conducted for making decisions for permanency or promotion of teachers, (ii) Collection of information about the strengths and weaknesses of teachers, so as to improve their capacity

and the conditions of school. (iii) Through collection of data, one can find out a clear picture of the condition of education, and finally, it determines the standards of an institution to meet future challenges.

According to Mordy, (2022) teachers' characteristics or performance that students respond positively to could be summarized as:

1 **Being positive:** a positive attitude about teaching and students themselves is key to keeping them engaged and focused. Also, being enthusiastic about subject matter motivates students to wish to learn what is interesting about it. Usually, if a teacher shows commitment and keenness, students do the same in return. Certainly, fostering a positive and healthy environment is hugely beneficial for the adequate development of the teaching-learning process.

2 **Being patient:** teachers must try to walk in their students' shoes and remember that learning requires hard work. Let students know that mistakes are part of the process and they should not worry if they don't get it right at first. Take into account that students need time to assimilate new information, so don't blame them when they get something wrong. Give them time to fully understand, and if they don't, find new approaches to reach them more effectively.

3 **Being clear:** Keep the message simple and clear even if the subject matter is complex. Do not forget that those ideas and concepts are new to students, so do your best to help them get familiar with the information. Make use of visual aids, like presentations, charts, diagrams, or other interactive online resources that allow students to grasp the concepts more easily without an overwhelming feeling.

4 **Being innovative:** being inventive in the classroom goes a long way toward keeping students on task and focused. Discover innovative teaching methods that fit your students' learning needs. Teacher should try to find creative resources that ensure the best learning experience possible.

5 **Being flexible:** an efficient teacher knows how to adapt to every student's learning needs. Using only one teaching method is counterproductive since it might not work well for everyone. Addressing students' individual needs is key to giving everyone the opportunity to achieve academic success.

6 **Being a motivator:** a teacher must provide encouragement and stimulation for learning. Fostering an atmosphere of active participation inspires students to become more engaged and interested in the subject matter. Moreover, a motivating educator promotes self-confidence along with a goal-oriented behavior that will result eventually in academic success.

7 **Being approachable:** being approachable and easy to talk to helps break down communication barriers between an educator and their students. Creating a meaningful

connection to pupils' results in the elimination of hierarchies that might hinder the effectiveness of the teaching-learning process. Certainly, teachers will be able to address problems more accurately when students have the confidence to express freely their questions, doubts, and concerns.

8 Showing your love for teaching: When a teacher loves what they do, it clearly shows in the classroom dynamics. As a role model that sets the tone for the class, a teacher's attitude will reflect on their students'. If you show a gloomy disposition or a demotivated, uninterested behaviour, don't expect your students to feel motivated themselves. The contrary will happen if you spread positive energy. Students will feel inspired and get the most of what you are teaching them because enthusiasm can be very contagious. To create a positive learning environment, educators must leave negative qualities outside the classroom. Lessons will be more efficient if teachers promote positive, active participation.

9 Admitting mistakes: Admit it when you are wrong and set an example for your students. Tolerance and understanding towards one's mistakes and others' fosters a more empathic learning environment. Therefore, students will no longer be afraid of getting things wrong and will participate more actively. Promoting a natural attitude towards mistakes allows students to learn from them in a practical way and move on without a crippling sense of failure. Furthermore, when students point out errors, omissions, or inaccuracies, be quick to make adjustments, correct what is necessary and go on with the lesson naturally. That way, students see that we must handle and rectify mistakes to continue effectively with the learning process.

All these are easy said than done. Law of use and disuse of Pavlov in learning theories asserted that teachers' poses these characteristics deserve motivation to do more. Therefore, teachers' performance can be better improved through the following ways (Mathew, 2021):

1. Knowledge of the subject matter refers to the actual contents or amount of information that an educator is expected to teach to their students. However, though a teacher must have a deep understanding of the subject matter, there is more to it than accumulating knowledge and transferring it to students. What should a teacher do to assist students to achieve high learning outcomes? Master the structure of the particular subject matter they are imparting: facts, theories, principles, concepts, procedures, rules, etc. Deeply understand their ultimate purposes of the course, transform this knowledge into the most useful forms of presenting and communicating it, so that it is accessible to students. A teacher should adapt the material to the characteristics of their students. Also, they should find diverse methods to help learners relate ideas and fully grasp the new information (Mathew, 2021).

2. A lesson plan is a detailed description of: What students need to learn; how it will be done; what the specific goals are; how to assess those goals. That is, it identifies the course of actions that the teacher will take to help learners reach their academic objectives. Moreover, a lesson plan helps teachers organize content, materials, activities, strategies, and time. Wellplanned lessons are conducive to well-run classrooms and consequently, a successful teaching-learning process. Failure to plan a lesson usually leads to disorganization and improvisation, which results in a loss of focus and interest. Conversely, students respond

positively to well-prepared teachers by feeling respect for them and staying on task. Generally, preparing lessons in advance allows teachers to feel more confident and in control. Once they have thoroughly established all the steps to follow and anticipated potential student struggles, they feel free to do their best. Benefits of lesson planning. (Mathew, 2021). As a result of thoughtful lesson planning, teachers are less stressed, behave confidently, and are able to manage the room more effectively because they are ready for anything that might come up.

3. Student /Teacher relationship Learning is a two-way process. While students learn a particular subject from their teacher, teachers observe how students respond to their didactic methods. This way they learn if their teaching skills need improvement. Therefore, we can logically infer that an effective learning environment is where both students and teachers learn from each other and together successfully achieving academic goals. How can we create an effective learning environment? The student-teacher relationship is the foundation on which an effective learning environment is built.

A positive, powerful relationship with students involves good communication, trust, mentoring, and effective classroom management with adequate teaching-learning tools, resources, and materials which are the means used by teachers to present the knowledge and skills that must be acquired in order to reach academic goals. The purpose of these teaching aids is to facilitate the adequate development of the teaching-learning process. They are available in many forms; books, textbooks, workbooks, worksheets, audio-visual aids, webs, online apps and tools, multimedia materials, (online) libraries, learning communities, online platforms, etc. Therefore, assessing and selecting appropriate tools, materials, and resources is essential. Ogundare (2018) asserted that science teachers are better motivated by government than commercial teachers in terms of good laboratory and its equipment, time to time government financed workshops and seminars to facilitate and achieve effective learning and increase significantly students' academic accomplishments. These call for empirical verification and in-depth study to know the state of business education teachers in Oyo state too.

Statement of the problem

To motivate and enhance teachers' performance stakeholders in education must come together to align things into proper position, though the teachers have come up with all it requires to teach effectively, but major tools, materials, and resources for teaching are not in place. Incentives from parents and government at all levels are nothing to write home about. There have been many studies on motivation and job performance of teachers but not specifically on business education teachers. However, most of the studies were conducted outside Oyo state, precisely Ogbomoso zone. The study is concerned with motivation and business education teachers' job performance in secondary schools in Ogbomoso, Oyo State, Nigeria which is the gap left in the body of knowledge and the present study intended to fill by critical examination of its relationship.

Research Question

The following research questions were answered in the study.

- 1 What is the extent to which business educators are motivated in Ogbomoso zone, Oyo state?
- 2 What is the level of job performance of business educators in secondary schools?

Research Hypothesis

The hypothesis below was tested in the study

H₀₁ There is no significant relationship between motivation and business education teachers' job performance in secondary schools in Ogbomoso, Oyo State.

Methodology

In order to investigate the teachers' job performance and motivation, a descriptive research design of the survey type was developed to gather the necessary data and to answer the research questions. The population of this study comprised sixteen public secondary school business education teachers in Ogbomoso South Local Government. Each school has a minimum of two business educators and maximum of five. For this study, random sampling technique was adopted to obtain a sample of fifty business education teachers and one hundred and fifty students served as respondents from 16 secondary schools in Ogbomoso South Local Government. However, from each school, list of all the business educators working in these schools were obtained from the relevant offices (Education) and those teachers were selected who have at least two years' working experience with commercial students alike. The questionnaire on Business Education Teachers' Job Performance and Motivation Questionnaire (BETJPMQ) was developed to measure teachers' motivation and job performance. The questionnaire was validated by experts from department of arts and social science education and the reliability coefficient alpha value of 0.72 was obtained using Pearson product moment correlation.

The data collected to answer the research questions were analyzed using mean and standard deviation. The null hypothesis was tested using t-test at an alpha level of 0.05 the decision rule was that any item with a mean score of 2.50 and above was taken as agreed while items with a mean score below 2.50 were regarded as disagreed for the research questions. The decision rule for testing the hypothesis was that, if the observed probability value is less or equal to the fixed p-value, then the hypothesis was rejected and if otherwise, the null hypothesis was not rejected at the 0.05 significance level.

Research Question one: What is the extent to which business educators are motivated in Ogbomoso zone, Oyo state?

Table 1: Mean and Standard Deviation of response on extent to which business educators are motivated in Ogbomoso zone, Oyo state

S/N	Statements	Mean	Std.	Remark
1.	I use to involve in school decision making process.	2.14	0.88	Disagreed
2.	I am being appreciated for a job well done.	2.11	0.91	Disagreed

3. I am given autonomy to perform my duties as expected.	2.92	1.00	Agreed
4. I have enough equipment to work with as per the subject.	1.06	0.88	Disagreed
5. I experience chances to be creative.	2.96	0.90	Agreed
6. I have enough resent text books and other materials	1.01	0.83	Disagreed
7. There is opportunity to attend workshop/seminars	1.88	0.84	Disagreed
8. The condition of service is very good.	2.87	0.96	Agreed
9. Salary is paid promptly and regularly	3.77	0.93	Agreed
10. There is provision for bonuses like leave, sick etc.	2.52	1.04	Agreed
11. Promotions are very regular	2.91	0.97	Agreed
12. Access to good job security.	2.07	0.87	Disagreed
13. There are provisions for various loans.	1.92	0.92	Disagreed
14. There is access to free medical care.	1.88	0.92	Disagreed
15. Provision for extra teaching allowance.	1.95	0.93	Disagreed
Grand mean	2.34	0.86	Disagreed

Source: Field survey, 2023

The data presented in Table 1 reveals the level of extent to which business educators were motivated was rated disagreed except items 3, 5, 8, 9, 10 and 11 which rated agreed, the remain nine items were not agreed with by respondents. The standard deviation of the items was ranging from 0.83 to 1.04 indicating that their responses were not too widespread. Summarily, Business educators were not motivated enough in Ogbomoso zone, Oyo state ($\bar{x} = 2.34$; $SD = 0.86$).

Research Question Two: What is the level of job performance of business educators in secondary schools?

Table 2: Mean and Standard Deviation of response on level of job performance of business educators in secondary schools

S/N	Statements	Mean	Std.	Remark
1.	My commercial teachers attend class regularly	2.55	0.88	Agreed
2.	He/ She always mark our books as at when due.	3.10	0.91	Agreed
3.	He/ She encourage students' participation in lesson	3.12	0.65	Agreed
4.	He/ She allow students to work with equipment in lab	1.55	0.46	Disagreed
5.	He/ She speaks loudly when teaching	2.60	0.78	Agreed
6.	He/ She ensure orderliness in the class	3.43	0.63	Agreed
7.	My Commercial teachers always clarifies difficult concepts	3.47	0.68	Agreed
8.	He/ She allow students to ask reasonable questions when teaching	3.51	0.69	Agreed
9.	He/ She responds to students' questions promptly	3.55	0.65	Agreed
10.	He/ She uses classroom time table effectively	3.42	0.51	Agreed
11.	He/ She sets rules and regulations for the class with strictness	2.56	0.54	Agreed

12	He/ She use to cover syllabus meant for the term	3.34	0.65	Agreed
13	He/ She is firm on decision making	2.88	0.55	Agreed
14	He/ She teaches with past questions Agreed	3.40	0.76	
15	He/ She always dress cooperate	3.00	0.88	Agreed
Grand mean		3.03	0.68	Agreed

Source: Field survey, 2023

In Table 2, all the items on level of job performance of business educators in secondary schools were rated agreed except item 4 which was rated disagreed. Generally, the table shows that respondents agreed with nearly all the constructs in relation with level of job performance of business educators in secondary schools. The standard deviation of the items was ranging from 0.51 to 0.91 indicating that their responses were not too widespread. This is evident in the average mean and standard deviation scores of 3.03 and 0.68.

H₀₁ There is no significant relationship between motivation and business education teachers' job performance in secondary schools in Ogbomosho, Oyo State,

Table 3: Summary of t-test of the difference in the mean ratings of motivation and job performance business education teachers in secondary schools in Ogbomosho, Oyo State

Group	N	Mean	Std.	t	Df	P-value	Decision
Teachers	50	2.34	0.86	2.05	198	1.96	Not-Accepted
Students	150	3.03	0.68				

Source: Field survey, 2023

Table 3 shows that the t-calculated table value of 2.05 is greater than the t-critical table value of 1.96 at 0.05 level of significance. The findings suggest that there is slide significance in the mean of the responses on business education teachers' job performance and motivation accorded to the subject teachers. The hypothesis thus not accepted.

Discussion of findings

The tables show that business education teachers are expected to perform their job satisfactorily but adequate motivation are not in place. Table 1 simply reveals that respondents were in agreement with only six (6) items out of fifteen and disagreed with nine items. This shows that business teachers were not carried along in decision making in schools, no enough text book for both teachers and students, sitting arrangement of the students is nothing to write home about, hardly do we have a school that can boast of standard computer laboratory. Security wise, some schools are not secure to be loaded with equipment and machine needed for survival of the program. Less or no special package for teachers in term of loan facilities and other packages that can boost commercial teacher morale. In arts and sciences, government use to organize workshop and seminars which are not in place for business educators in Oyo State.

The data analysis in Table 2 shows that business teachers are more committed to their duties than the respondents agreed with nearly all the construct in relation with level of job performance of business educators in secondary schools; attend class regularly, always mark students' books as at when due, encourage students' participation in lesson, speak loudly when teaching, allow students to ask reasonable questions when teaching, use to cover syllabus meant for each term, teaches with past questions, always dress cooperate and the like only that the teacher did not allow students to work with equipment in laboratory for those equipment were not in place.

Table 3 shows that the t-calculated table value of 2.05 is greater than the t-critical table value of 1.96 at 0.05 level of significance. The findings suggest that there is significant difference in the mean of the responses on business education teachers' job performance and motivation accorded to the subject teachers. The hypothesis thus rejected. This agreed with Ogundare (2018) who established that science teachers are better motivated by government than commercial teachers in terms of good laboratory and its equipment, time to time government financed workshops and seminars.

Conclusions

The study established that business education teachers' job performance and motivation is not incommensurate proportion in Oyo State. Government is trying to build good education policy, putting to mind the learner and the contents to be learnt and no appropriate motivation for teachers. In this economic instability where salary cannot sustain worker till the end of the month with persistent inflation. Increase in the cost of everything can result to depression for teachers and the job performance will be betrayed. However, the study reveals that special package for teachers in term of loan facilities and other packages that can boost commercial teacher morale should be incorporated so as not to water their spirit of hard working.

Recommendations

Based on the conclusion of the study, the following recommendations were made;

- 1 Government at all level should endeavor to organize seminars and workshops that will enhance the job performance of business teachers.
- 2 Well-equipped laboratory should be made available for business education in term of computers with its accessories and other related equipment that can facilitate learning.
- 3 Government and non-governmental organization should sponsor programmes that can enhance and boost the morale of commercial subjects teachers at all levels on television, magazine, internet and the like.
- 4 All education stake holders should jointly ensure maximum security in our schools' environment so that teachers can stand abreast in their place of primary assignment. To prevent both students and teachers from kidnapers, banditry, area boys and the like from disturbing schools' peace.
- 5 Special package for teachers in term of loan facilities and other packages that can boost commercial teacher morale should be put in place to ensure all round wellbeing for them.

- 6 Business education teachers at all levels must also ensure to reciprocate in discharging duties expected of them to students and community around

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