

**SUPERVISOR’S JOB MOTIVATION PATTERNS AS A CATALYSTS FOR TEACHERS  
INSTRUCTIONAL DELIVERY IN IKOM EDUCATION ZONE OF CROSS RIVER  
STATE**

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**Abstract**

The study examined supervisor’s job enrichment patterns as catalyst of teacher’s instructional delivery in Ikom Education Zone of Cross River State. One research question and one hypothesis were formulated to guide the study. This study adopted descriptive design. The population of the study comprised 1536 teachers from which 320 were randomly selected. The instrument used for data collection was the questionnaire tagged “Supervisors’ Job Motivation as Catalyst for Teachers Instructional Delivery (SJMCTIDQ). Data collected for the study were analyzed using independent t-test to test the hypothesis at 0.05 level of significant. Findings of the study revealed that supervisor’s job motivation did not significantly influence teacher’s instructional delivery in Ikom Education Zone. The study concluded that supervisor’s job motivation plays a pivotal rule in the actualization of teacher instructional delivery. It was recommended that supervisor should ensure that teachers are motivated to enhance their teaching effectiveness.

**Key words: Supervisor, Job Motivation Pattern, Instructional Delivery.**

## **Introduction**

Instructional delivery through effective teaching and learning is a traditional method that cannot be achieved without physical interaction with each other, especially with learners in the lower and upper Basic levels. Effective classroom instruction is one method used to create a positive learning environment, thereby reducing negative student behaviour and improving student-teacher relationships (Hogan, Borders, Embury & Clarke, 2019). An underlying key element of effective instructional delivery of teachers is giving high rates of opportunities to teachers questioning or cueing techniques that refers to the number of times the teacher provide academics request that require students to actively respond (Miller, 2009). Effective instructional delivery is not a set of genetic practices, but instead is a set of context driven decisions about teaching, effective teachers do not use the same set of practices for every lessons, instead what effective teachers do is constantly reflect about their work, observe whether students are learning or not, and then adjust their practices. The quality of our educational system and mostly teachers instruction delivery in recent time seems not to be palatable and as such it has been bemoaned by educational stakeholders (Ezenwagu, Ezianka and Ugwu, 2023). This perceived situation as contained or described by the researchers is worrisome because of the enormous importance ascribable to quality instructional delivery in secondary schools in Ikom Education zone in the realization of the noble goals and objectives. According to Nwakpa, Okon and Ategwu (2023). Teacher's instructional delivery is aimed at ensuring that students receive instruction that is delivered effectively and in a manner that allows context mastery. This means that teachers will build on existing knowledge that differentiate instruction and incorporate them into lesson. The primary goal of instruction delivery is to ensure that educators have the skills and knowledge necessary to provide students with effective instruction, the central objectives of the instructional delivery is deferring a teacher's proficiency in effective delivery of contend knowledge, Haydon, Borders, Embing & Clarke, 2009). Ekon, Sambo & Ashiuere, (2023) observed that some of the issues that is related to teachers and students ineffective instructional delivery is associated with their inability to x-ray the adequacy and availability of instructional materials, observation from others researchers showed that there is paucity of infrastructural and instructional facilities workroom materials, uncondusive and unsupportive learning environment. Ategwu, Kenn-Akleh, Fanan & Uzoigwe (2022) attributed ineffective administration exacerbated by school administrator to be problems of teacher's instructional delivery. Sule, Ategwu,

Uzoigwe & Kenn-Aklah (2021) observed that school supervisors are confronted with variety of issues as containing teacher's instructional delivery which they provide leadership. Supervisors are saddled with the responsibility of ensuring that teachers carryout instructional delivery effectively to propel students' academic performance. Moreso, the abysmal instructional delivery is not only frustrating to students and parents alone, as it equally grievous on the nations economy Ategwu (2023). So many factors have been linked to students inability to perform as revealed in their learning outcome which has been attributed to lack of facilitating, inadequate funding, inadequate staff in area of specification and lack of motivation, though the government through the Ministry of Education has used various parameters in salvaging this issues by maintenance of obsolete facilities to boost both the teacher and students internet usage, provide motivation through rewards system, yet the problem persists.

Abubakar, Biyaminu and Muhammad (2018) conducted a study on principal leadership style towards teacher's motivation in secondary schools in Nigeria. The study adopted descriptive survey, all the teachers in secondary schools in Nigeria were the population of the study. 560 teachers were randomly selected as sample of the study, the instrument used for data collection was the questionnaire tagged (PLSTTM). The result of the analysis revealed that there is a significant relationship between principal leadership style and teacher's motivation. The study concluded that principals should motivate their to propel their teaching effectiveness.

Toylyn, Hiolin and Billiones (2019) conducted a study on principal motivational strategies and teacher's performance in Pgawayan West District. Descriptive survey design was adopted for the study, the population of the study comprises 100 school heads and teachers, the questionnaire tittle (PMSTP) was the instrument used for data collection. Mean and standard deviation standard deviation was the statistical tool used for data analysis. The result of the analysis revealed that principal's motivation strategies influences teacher's job performance. It was concluded that reward systems guided the teachers in their academic productivity.

The supervisor can encourage jobs in different dimension. The easily applicable ones are motivation and engagement, observation over the year has showed that teacher's who are motivated carried out instructional delivery effectively and proficiently without delay Ategwu (2022). Bua (2019) defined motivations as the force that energizes, stimulates, cultivate interests, directs, makes one willing, triggers, enables, propels, ignites, challenges and sustain a person's effort towards the achievement of predetermined goals. Kumar (2017) observed that motivation

is a set of active forces that originate within and beyond an individual's being, to initiate work-related behaviour and to determine its form, direction, intensity and duration. Cherry(2023) explained that motivation is the force behind our actions, he further explained that motivation is associated with teaching effectiveness, in the same vein, Betterhelp (2023) submitted that work motivation is a determinant of employees' satisfaction and commitment. Therefore, it is imperative to note that the researcher is worried to find whether supervisor's job motivation pattern is a catalyst of teacher's instructional delivery in Ikom Education Zone of Cross River State.

### **Statement of the problem**

Teacher's ineffective instructional delivery is linked to supervisor's poor job motivation patterns. This is demonstrated in their inability to motivate their teachers in various capacities such as rewards system. The persistent decline in teacher's instructional delivery in Ikom Education Zone has become a serious concern to educational stakeholders. This is attributed to ineffective administration exacerbated by incompetent schools supervisors over the years. Studies from various researchers over the globe have demonstrated that effective supervisor's job motivation pattern translates to enhance instructional capacity of teachers which leads to improved quality of education.

However, from a global point of view, efforts towards effective instructional delivery have not fully yielded the much envisaged high quality education. This is seen in the decline of students' performance in public examination. In order to achieve more effective and promising teaching and learning in our schools particularly in Ikom Education Zone, therefore there is need to carry out an investigation in order to find out supervisor's job motivation patterns as catalyst of teacher's instructional delivery in Ikom Education Zone of Cross River State.

### **Purpose of the study**

The purpose of the study is to investigate supervisor's job motivation patterns as a catalyst of teachers' instructional delivery in Ikom Education Zone. Specifically the study sought to find out the influence of supervisor's job motivation pattern and teacher's instructional delivery in Ikom Education Zone.

### **Research question**

One research question guided the study

- i. To what extent does supervisor's job motivation influence teacher's instructional delivery?

### **Research hypothesis**

The study adopted one hypothesis.

- i. Supervisor’s job motivation pattern has no significant influence on teacher’s instructional delivery in Ikom Education Zone

### **Methodology**

The study adopted descriptive research design. The population of the study comprised 1536 teachers in 6 secondary schools in Ikom Education Zone of Cross River State. The simple random sampling was used to select the sample size of 320 teachers. The instrument used for data collection was the questionnaire tagged: Supervisor’s Job Motivation Pattern and Teachers Instructional Delivery (SJMPTID). The questionnaire was divided into two sections A and B. section A contained the demographic information of the respondent while section B contained the items measuring motivation. The supervisor’s job motivation pattern questionnaire (SJEPTIDQ) was structured to have the level of extend, Strongly Agree, Agree, Disagree and Strongly Disagree. The instrument was face validated by experts in measurement and evaluation and educational management department, University of Calabar. The internal consistency reliability coefficients of 0.79 and 0.87 were obtained through Cronbach alpha method. The instrument used for data analysis was the independent t-test at 0.05 level of significant. Mean and standard deviation were used to analysed the data for the purpose of answering the research question.

### **Results**

Research question 1: To what extend does supervisor’s job motivation influence teachers instructional delivery

**Table 2: Mean and standard deviation of the influence of supervisor’s job motivation on teacher’s instructional delivery**

<b>S/N</b>		<b>M</b>	<b>SD</b>	<b>Decision</b>
1	Welfare packages are provided	2.66	1002	Agree
2	My principal does not provide allowance	2.71	1.61	Agree
3	My principal provides training facilities	2.73	0.92	Agree

4	My principal demonstrate inconclusive attitude towards the teachers	2.62	1.12	Agree
5	There is pep talk from the principal	2.14	6.96	Disagree
6	There is inclusivity in decision making	2.66	1.70	Agree
7.	No provision of healthcare services	2.56	16	Agree
Grand means		2.58	1.06	Agree

In Table 1 a grand mean of 2.58 revealed that the subjects agreed on the items of the influence of motivation on teachers instructional delivery. Two grand means were above the benchmark of 2.50. Although item 5 on the motivation was disagreed as the influence of motivation on teacher’s instructional delivery in the study area. These items have means below the benchmark of 2.50.

**Research hypothesis**

Independent t-test analysis of influence of motivation on teacher’s instructional delivery

N = 320

N	$\bar{X}$	SD	t-value
75	29.68	4.24	6.22
85	5.46	2.62	

Significant at 0.05 level, D/f = 318, critical t-value of 6.22

The summary of the results presented in Table 2 shows that the calculated t-value of 6.22 is greater than the tabulated t-value of 1.968 at 0.05 level of significant with 2 and 318 degree of freedom. On this note, the null hypothesis was rejected while the alternate hypothesis was upheld. This means that motivation significantly influences teachers instructional delivery in Ikom Education Zone of Cross River State.

**Discussion of findings**

With the evidence of the analysis conducted, the study revealed that there is a significant influence of supervisor’s job motivation and teacher’s instructional delivery in secondary schools in Ikom Education Zone of Cross River State. The finding is in tandem with the report of Toylyn,

Hioln and Billiones (2019) who conducted a research on principal motivational strategies and teacher's performance in Pigcawayan West District. Descriptive survey design was adopted for the study, the population of the study comprises 100 school heads and teachers, the questionnaire title (PMSTP) was the instrument used for data collection. Mean and standard deviation standard deviation was the statistical tool used for data analysis. The result of the analysis revealed that principal's motivation strategies influences teacher's job performance. It was concluded that reward systems guided the teachers in their academic productivity.

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### **Conclusion**

Based on the findings of the study, it was concluded that supervisor's job motivation pattern plays a pivotal role in the actualization of teacher's instructional delivery in secondary schools in Ikom Education Zone of Cross River State.

### **Recommendation**

The study recommended that supervisors should ensure that teacher's are motivated to boost their productivity in terms of instructional delivery.

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