

Re-positioning Teachers Education for National Transformation

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Abstract

Education is an agent which transforms those who pursue it. No transformation can take place without a good and standardized educational programmes in place. In Nigeria there have been call for national transformation in education sector. Education is the key for the attainment of National Transformation and the teachers hold the key. This paper investigated the place of teachers' motivation in repositioning primary school education for national transformation. A sample of 1,225 teachers were randomly selected from Delta State public primary schools. Questionnaire was the instrument for the study which was administered, collected and analysed using frequency and percentages. Findings showed that motivational factors for teachers are prompt payment of salaries, regular promotion, conducive learning environment and the provision of instructional materials for teaching and learning. Therefore, welfare of primary school teachers should be improved in Delta State public primary schools.

KEYWORDS – Teachers' Motivation, Primary Education, National Transformation, Re-positioning

Introduction

Formal Education has been seen as one of the basic way, any worthy citizen should pass through if such a citizen thinks of being socialized and to be useful member of the society. The importance of primary education cannot be over emphasized as it is the foundation of all education for every child. The restoration of quality in education system makes it useful for the all round development of the citizenry in Nigeria. Education is one of the most important factors that play the roles of the acquisition of skills development and the development of the intellectual capacities of individual to understand and appreciate their environment and also inculcation of the proper value orientation for the survival of the individual and

society. In fact, Education is a factor that distinguishes man from animals since it is one of the principal outcomes of man's rationality.

In realization of educational benefits, teachers' contribution are very importance. They contribute to political, economic and socio-cultural development of any society. Hence, it is very imperative for the teachers to be adequately encouraged to enable them discharge their duties. For the morale of teachers to be activated and in order to get the best from teachers, motivation should be utilized. Every body is a potential achiever. People look at teaching as not lucrative, when compared with other profession like medicine law, and other that are highly paid job.

Consequently, so many teachers are no longer active in their teaching work. The fact remains that many of them are very poor. Some of them, up till now are still going to their far schools with bicycle. Few that have motor-cycles cannot maintain them especially in the rural areas, and they not have conducive environment for working. Today in some areas in Nigeria lessons are taken under trees. Teachers cannot boast of good houses, cars and three good meals. Seeing all these, teachers become discouraged.

Teachers' motivation is crucial to the transformation of education in the primary schools. Only teacher's motivation could be a force that would reduce tension, stress, worries and frustration arising from a problematic situation which teachers experience in work environment. This implies that motivations of teachers are factors which could influence teachers' attitude towards greater performance thereby improving primary school education for National transformation.

Statement of Problem

For the objectives of primary education to be achieved, there is the need for highly motivated, dedicated, committed and conscientious teachers. Unfortunately, Nigerian primary school teachers are poorly motivated. Nwaokolo (1998) opined that teachers have been stigmatized with perpetual neglect and spite due to their poor

conditions of service. The poor conditions of service include poor salary, irregular payment of salary, poor fringe benefits, stagnation and poor prospects for promotion. The primary school teachers are over worked due to large classes (Ali, 2000). The conditions under which they work are poor, degrading, depressing and pathetic. They are not encouraged to do funded research and up-date themselves through staff development programmes. Nwaokolo (1998) also noted that the status of teachers is very low and this lowness is responsible for the poor job performance. Isiakpona (2013) said that the working conditions of teachers in virtually all public schools were terrible.

The average Nigerian teacher is a parent, and as such, have responsibilities to fulfill. These responsibilities more often than not require financial power, and when their occupation has failed to provide them with what to support themselves and families, there is the tendency to take work with little or no interest.

Purpose of the Study

The purpose of the study was to investigate and identify motivational factors that affect teachers' performance and the measures to be taken to ensure adequate teachers' motivation for improved teachers productivity towards repositioning primary education for national transformation.

Research Questions

1. What are the motivational factors that can influence teacher's performance which could contribute to the repositioning of primary education for national transformation?
2. What are the possible impacts of inadequate teachers' motivation on their performance which could affect the repositioning of primary education for national transformation?
3. What measures should be take to ensure adequate teachers' motivation in order to reposition primary education for national transformation?

National Transformation And Teachers Motivation

No nation in the world that wants to progress will take for granted the education of its citizens. . Nobody can deny the fact that education is the bedrock of any developed nation, as no development can take place in a country the education system is not viable. The recent technological advancement in the world today is attributed to the breakthrough experienced in the field of education. So any country yearning for any meaningful progress must accord education a special place in the scheme of its business. Education, as they say, is an agent of change which transforms those who pursue it. (Suleiman 2012) It is a known fact that no transformation can take place without a good and standardized educational programme in place. For years now, those in authority have been singing the chorus of transforming Nigeria. The present administration came up with a new song called 'Transformation Agenda'. The President said education sector is the key for the attainment of his transformation agenda. If there as no transformation without education, therefore the providers and pilots of the education system must be motivated.

Motivation is a driving force that enhances performance. Still and Fink (1999) defined motivation as anything done to make teachers happy, satisfied, dedicated and committed in a way that they bring out their best in their places of work in such a way that it will be beneficial to the society. Teacher's motivation could be seen as an instrument for improved productivity.. Tracy (2000) sees motivation as all those inner striving conditions like wishes, desires, urges, to stimulate interest of a person in activity. When teachers are motivated adequately, they will give their best. Emeghera (2002) opined that motivation of teachers goes beyond salaries or pecuniary rewards; classroom environment and instructional

materials are inclusive. The textbooks required by the teachers and pupils are scarce and also unaffordable. Nwanebu (2001) concludes that the Nigerian educational infrastructure, where available, is not adequate. The working environment is also a major factor for the motivation for teachers.

However, motivation can make teaching profession attractive. It can be the best way of stimulating the interest of those in it and those who may wish to take teaching as a profession. Motivation is the only incentive that can enhance teacher's productivity and transform primary education in Nigeria. Motivations as seen by Uwaoma (2002) are tangible things or extrinsic rewards. Teachers' Motivation consists of tangible things such as bonus payment or promotion which may of course mean a rise in salary and lead to attainment of personal intangible attitudes such as recognition, prestige, power and desirable working condition which includes good classroom, and clean school environment.

Motivation can take many forms. It can be in form of regular payment of teachers salaries, all allowances and other entitlements when due. It can be inform of in-service training this will enable the teacher's up-grade their knowledge in order to cope with changes in the trend of education. It can also be in form of good working environment. This has to do with providing enough offices with facilities like electricity, good seats, fans, air-conditioners, fridges and any other needed equipment that will make it comfortable and conducive for teachers. Provision of enough classrooms with normal number of pupils for proper control by teachers can be motivational. With all these in place, teachers can be motivated. Through the provision of teaching aids/instructional materials like textbooks, chalk, chalk board, stationary and well equipped laboratories and library, teachers will put in their best. Productivity will be enhanced and primary education will be transformed.

Primary Education In Contemporary Nigeria

Primary education is the base of the formal education ladder. Primary school has been described as "the embryo of the whole educational system". Therefore, on its quality depends the standard and quality of other levels of education. Primary education is the education given in institutions for children aged 6-11 plus. Since the rest of the education system is built on it, the primary level is the key to the success or failure of the whole system. (NPE, 2004) The duration of primary education is 6yrs. Since the introduction of the 6-3-3-4, now 9-3-4 system of education in Nigeria, the responsibility for developing permanent literacy and numeracy in pupils has been entrusted to primary education. Other purposes of primary education include the development of effective communication skills, sound character, adaptive ability in changing environment, desirable social norms and some manipulative skills (NPE 2004).

In accomplishing the above, human and physical resources are needed in the primary schools. But in most primary schools in Nigeria, infrastructural facilities are grossly inadequate, libraries are almost non-existent, and instructional facilities are not available. As buttressed by Nwadiani (1998) schools in Nigeria are fast decaying. The "rot" in the system ranges from shortage of all teaching and learning resources except students, to lack of effective leadership and proper motivation of teachers. Teachers in primary schools are demoralized and disenchanted due to the un-conducive environment in the primary schools.

Methodology

The study was a survey research. The area of the study was Delta State. All the primary schools in the state were used for the study. The teachers were the population for the study. A sample of one thousand, three hundred and seventy primary schools teachers were used for the study. A Questionnaire designed by the researcher was the instrument used for data collection. The questionnaire had four sections: Section A sought information on the teachers' biographical information. Section B contained 15 items on the factors of teachers' motivation. Section C

contained 5 items which sought to find out the impact of inadequate motivation on the performance of teachers while section D also contained 5 items of measures that should be taken to ensure adequate motivation of teachers in primary schools. The respondents were requested to indicate their agreement or otherwise with the items on sections B, C & D. the draft instrument was validated by three lecturers in the college in school of Education. The instrument was exposed to a pilot study group of teachers in two primary schools in Agbor town Ika South Local Government which was not part of the study population. The test-retest results after fourteen days were collected. The two sets of scores obtained were correlated using Pearson product moment correlation co-efficient and a high positive reliability value of 0.86 was obtained, implying that the instrument could be used to collect valid and reliable data from the sample under study.

The questionnaire was directly administered to the subjects by the researcher, with the help of five research assistants trained by the researchers for the purpose of the exercise. The respondents were requested to indicate their agreement with or otherwise with the questionnaire items by ticking on the options. Out of the one thousand, three hundred and seventy questionnaires administered, one thousand two hundred and twenty-five copies were retrieved. Data collected in sections B, C and D were analyzed using simple frequency and percentage.

Results of the Study

Research Question One: What are the motivational factors that can influence teachers' performance which could contribute to the repositioning of primary education for national transformation?

Table I: Motivational factors that will influence teachers' performance which would contribute to the repositioning of primary education for National transformation.

S/N	ITEMS	TOTAL	YES	% YES	NO	% NO	TOTAL
1.	Can teachers perform better with improved condition of service?	1225	1204	98.2	21	1.8%	100%
2.	Will increased motivational package increase teachers' performance	1225	1118	91.3	107	8.7%	100%
3.	Can the provision of instructional materials enhance teachers' performance?	1225	909	74.2	316	25.8	100%
4.	Do you think that improved learning environment will increase teachers' output positively?	1225	1210	98.8	15	1.2%	100%
5.	Do you think that being a part of the decision making body of SUBEB will increase dedication on the job?	1225	1105	90.2	120	9.8	100%

From table 1, 1225 respondents or 100% were of the view that regular promotion of teachers is a vital motivational factor. The same number of respondents expressed that prompt and regular payment of salaries is also an important motivation to teachers. 920 or 75.1% respondents agreed that teachers can be motivated by the provision of housing and car loans and other allowances but 305 or 24.9% disagreed. On the provision of instructional materials for teaching/learning as a motivational factors 8089 or 70% respondents agreed with 417 or 30% disagreeing. 1012 or 82.6% accepted conducive learning atmosphere as a motivating factor with 213 or 17.4% refusing to accept this view.

Research Question Two: What are the possible impacts of inadequate teachers' motivation on their performance which could affect the repositioning of primary education for national transformation?

Table II: Possible impacts of inadequate teachers' motivation on their performance which could affect the repositioning of primary education for national transformation.

S/N	ITEMS	TOTAL	YES	YES %	NO	NO %	TOTAL
1.	Do delayed salaries and fringe benefits demoralize teachers?	1225	1010	82.5	215	17.5	100%
2.	Do non-promotion of teachers affect the performance of their duty?	1225	1017	83	108	17%	100%
3.	Will the productivity of teachers increase without proper motivation?	1225	1106	90.2	119	9.8	100%
4.	Does inadequate motivation of teachers reduce their interest on the performance of their duty?	1225	933	81.1	232	18.9	100%
5.	Does inadequate motivation create good atmosphere for teaching/learning.	1225	325	26.5	900	73.5	100%

From table Two; 1010 respondents or 82.5% were of the view that delayed salaries and fringe benefits would hinder the performance of teachers in their duty which would have negative impact on repositioning primary education for national transformation, while 215 or 17.5 respondents were on the contrary. 1017 respondents or 83% confirmed that non-promotion of teachers affect that performance with 108 or 17% disagreeing on the view. Again 1106 respondents or 90.2% agreed that without proper motivation, teachers productivity will not increase as only 119 or 9.8% respondents disagreed. 933 or 81.1% of the respondents confirmed that inadequate motivation will reduce teachers' interest in the performance of their duty while 232 or 18.9% opined on the contrary. Also 325 or 26.5% respondents were of the view that inadequate motivation cannot affect the

conducive atmosphere for teaching and learning but 900 or 73.5% agreed that inadequate motivation cannot create a good atmosphere for teaching and learning.

Research question Three: What measures should be taken to ensure adequate teacher's motivation in order to reposition primary education for national transformation?

Table III: Possible measures to be taken to ensure adequate teacher's motivation in order to reposition primary education for National transformation.

S/N	ITEMS	TOTAL	YES	YES %	NO	NO %	TOTAL
1.	Regular promotion of primary school teachers	1225	1225	100%	-	-	100%
2.	Prompt and regular payment of salaries	1225	1225	100%	-	-	100%
3.	Provisions of Housing and car loans and other allowances	1225	920	75.1	305	24.9	100%
4.	Provision of adequate instructional materials for teaching and learning.	1225	808	70	417	30	100%
5.	Conducive School environment.	1225	192	82.6	213	17.4	100%

Table three provides answers to the measures that could be taken to ensure adequate motivation of teachers in the primary schools in order to reposition primary education for material transformation. 1204 or 98.2% of the respondents agreed that improved conditions of teachers will make the teacher perform better on the job and 21 or 1.8% did not agree. Again 1118 or 91.3% respondents responded positively that increased package will increase the performance of teachers with 107 or 8.7% disagreeing. On the provision of instructional materials for teaching and learning,

909 or 74.2% were of the opinion that this could enhance the performance of teachers while 316 or 25.8% did not accept. 1210 or 98.8% reaffirmed that improved learning environment will affect and increase teacher's output positively. However 15 or 1.2% respondents did not agree on this. 1105 or 90.2% agreed that teachers being part of the decision making body of the SUBEB will increase their dedication to duty. But 120 or 9.8% respondents disagreed.

Discussion

The result of the study with respect to the research questions showed that teachers need motivation to enhance their performance. They all agreed that regular promotion and prompt and regular payment of salaries are the motivational factors that influence their performance thereby contributing to repositioning primary education for national transformation. This is confirmed by Maduwesi (2005) where he stated that teachers are the least paid among other workers. The findings are also in agreement with Mgbor and Omoifo (2009) that adequate teachers' welfare were necessary in the implementation of Universal Basic Education programme.

Motivation can take many terms. It can be in form of regular payment of teachers' salaries, wages, all allowances and the provision of loans for building houses and buying car. It can be in form of good working environment and provision of teaching aids or instructional materials. When all these are provided teachers will put in their best and their productivity will be enhanced. Then the challenge of achieving educational goals which focus on transforming the society will be easy since teachers remain the main players that will ensure that government transformation programme is achieved via education.

In research question two, the respondents views showed that delayed salaries, non-promotion of teachers had negative impact on their performance. They agreed that the productivity of teachers will not increase without adequate motivation. This is in line with Fafunwa's (1998) opinion that motivation is the major weapon that can

help a school administrator to make teachers perform well. When adequate motivation is provided, teachers performance will likely increase and this will lead to improvement in productivity resulting in repositioning of primary education for national transformation.

In research question three, it was shown that teachers are the catalysts for national education transformation. In the opinion of the respondents, improved conditions of service, increased motivational package, being a part of the decision making body of SUBEB and improved learning environment and the provision of instructional materials are necessary measures to be taken to motivate teachers in order to reposition primary education for national transformation. This view agreed with Nwosa's (2008) that motivation is a tool for achieving educational goals.

Findings

The following findings were obtained from the study.

1. Teachers in primary schools are not receiving any motivation from the government.
2. The regular and prompt payment of salaries and regular promotion are the most motivational factors for teachers.
3. Improved working conditions would increase teachers productivity.
4. Teachers should be part of the decision making body of State Universal Basic Education Board (SUBEB) where decision which affect teachers are taken.
5. Transforming the nation using teachers as a tool requires repositioning the position of 'the teachers' through motivation.

Conclusion

Teachers are catalysts for national transformation. A teacher is an educator who determines the future of our children and that of our country. Teachers determine the success of any transformation plan for the nation since education remains the only avenue for transformation. Therefore, teachers should be given

necessary attention especially at the primary school level which is the bedrock of our educational system. Teachers must be motivated.

Recommendations

Based on the findings, the following recommendations are made:

1. Teachers' welfare in Delta State especially at the primary school should be improved.
2. Promotion should be given as at when due. Government should create good promotion avenue for teachers by upgrading them to the next rank the moment they are due or when they merit it.
3. Conducive teaching and learning environment with all necessary instructional materials should be put in place at primary school level.
4. Housing and car loans should be provided primary school teachers to enhance their status like other government workers.
5. Teachers should be part of the decision making body of the State Universal Basic Primary Education Board of Delta State.

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SPECIAL EDITION



AFRICAN JOURNAL OF STUDIES IN EDUCATION

VOL. 9, NO. 2, NOVEMBER 2013

ISSN: 0189 - 241 X