

A MOTIVATED TEACHER: A TOOL FOR QUALITATIVE INNOVATION AND REFORMS IN NIGERIAN EDUCATIONAL SYSTEM

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ABSTRACT

The world is focused on series of innovations and reforms in education, in order to meet global competitiveness. The teacher has the capacity to drive the desired change because of the central position he occupies in the teaching and learning process. However, most Nigerian teachers are not driven, inspired or motivated to implement educational reforms due to poor salary structure, un-conducive learning environment and non-inclusiveness in decision making bodies. In the light of this situation, the paper examines the role of a motivated teacher as a tool for Qualitative innovations and reforms in education, the concept of motivation, theories of motivation, concept of reform and innovation. Finally, the paper recommends amongst others, that teachers should be well motivated by having a special salary scale for teachers and payment of salaries should be prompt.

Key words: Motivated Teacher, Innovation, Reforms, Education.

Introduction

Education in all human societies is regarded as a vehicle for national development and transmission of social, economic and cultural values from one generation to the other, one of the most important factors that influence reforms and innovation is the teacher, he is responsible for imparting knowledge, skills, values and attitude to the learner who is relatively inexperienced and unskilled, in a manner that is morally acceptable and pedagogically efficient (national commission for college of education, 1992 as cited by (Baba 2015.)). Teaching profession in Nigeria require re-evaluation, repositioning and restructuring, this is because whenever teaching is mentioned it conjures unfavorable feeling due to how teachers and the profession is perceived over the years. Thus, there is an urgent need to rebrand the profession for Quality education and National development.

The success and accomplishment of Educational objectives and policies depends on a motivated teacher (Atanda, Adeyemi and Adebisi in (Maduegbunam 2015)). It has been established that no educational system can be above the quality of teachers and educational program, in the same vein, Ukeje (2000) remarked that education has the capacity to improve; depending on the Quality of educational system particularly, the teacher who is central in the educational process. Absence of competent teachers could lead to detriment in nation building. In the same vein, lack of a motivated teacher could lead to national retrogression and have negative impact on the educational system. Every educational institution has goals and objectives they aim to achieve, for these goals to be achieved teachers need to be motivated in order to enhance productivity. Reforms and innovations in education require teachers for

implementation however, low morale, poor salary structure, lack of grants, un-conducive learning environment, lack of promotion and lack of salary increment to mention a few, hinder implementation of innovative ideas and reforms in the education sector.

Innovations and Reforms such as changes in the curriculum, new methodology, and change in assessment methods require teachers for effective implementation. According to Matthews (2015), lack of a motivated teacher would render innovations and reforms difficult to implement at the classroom levels, a motivated teacher has the capacity to inspire students to achieve Academic success hence a teacher is the core of Academic excellence.

The above view suggest that real value of educational polices depends on effective implementation. The teacher in the final analysis, transform theory into practice ukeje in (maduegbunam 2015). The national policy on education (2004) emphasized that teacher education shall continue to give major emphasis in all educational planning and development.

The Policy further emphasized the objectives of teacher education.asfollows;

- i. To produce highly motivated conscientious and efficient class room teacher
- ii. To help teachers cut into the social life of the community and society at large
- iii. To enhance teachers commitment to teaching profession

Therefore in order, to successfully implement reforms and innovation in Nigerian educational system government needs to motivate teachers.

The Concept of Reform and innovation

The Longman Dictionary on Contemporary English define reforms as a means to improve a system, law and organization by making a lot of changes in order forit to operate in a fair and effective way. Reforms are changes made in a system or organization in order to improve. It means transforming and to make the system better. David in Ene (2015) defined educational innovations as the deliberate identification and application of ideas, transformative, imaginative and initiative in deriving greater values and results from educational resources aid to generate useful products. Educational innovation therefore, is the process of translating an idea or invention into educational processes to create value to educational system. The primary motive of educational reform and innovation is to improvethe teaching and learning process thereby reflecting changes in that countryReforms and innovation are two words used interchangeably however; the fact remains that both are processes involved to enhance change.

The Concept of a Teacher

A teacher is an individual who is equipped with necessary skills and knowledge to transmit it to the leaner (Matthews 2015). He is a specified professional person, who impact skills and knowledge to people. He participates in developing the society by guiding leaners through selected experiences in order to bring about change in behaviour. He is not just concerned about transfer of skills and knowledge; he also modifies undesirable behavior in order for students to be found worthy in character and in learning. The Nigerian teacher shows national commitment through demonstrating pragmatic approach towards providing solutions to educational problems. Therefore the motivated teacher is the teacher that is intrinsically and extrinsically driven towards achieving goals or task attainment (Matthews 2015)

Motivating Teachers for Innovations and Reforms in Education

Educational reform is a process of effecting necessary changes, repositioning restructuring and revamping educational programmes and ideas to reflect or meet current social, economic and political development. The major challenge facing reforms and innovation in Nigeria is the process of implementation. Education is perceived as an essential instrument for developing the child cognitively, affective and psychomotor domain. The teacher is responsible for implementing new educational programs in the classroom to this end, a motivated teacher and teachers' devotion is essential for implementing innovations and reforms in education. It is the teacher who ultimately translates policies into action through teaching and learning process. Onwuliri (2009) pointed out that when management politics and practice are not favourable to the employer productivity rating is low.

According to him, when employers fail to reward employees productivity rating is low. To this end, teachers need to be motivated to bring about the desired behaviour that will facilitate implementation of reforms in Nigerian education system. Teachers as employees of government, they have various needs to meet like every other individual therefore motivation to enhance effectiveness and efficiency is critical in the education sector. Effective Implementation of educational reforms and innovation should be directed towards training and re-training of teachers in order to meet global competitiveness in education. Teachers need to be equipped with professional knowledge, curriculum development and planning, teaching methodology, current assessment method and use of technology. Such training will broaden teachers' knowledge and update them about current classroom management techniques that will facilitate the implementation of reforms and innovation.

Another approach that will facilitate reforms implementation is by integrating and giving teachers a voice in making decisions that affect educational programs and policies. Teacher's engagement will give them a sense of belonging and enable them to provide background information about areas that need reforms and innovations.

Also, their involvement in policy making will give the teacher a sense of belonging, improve teachers self-esteem and motivate them to ensure that such reforms are fully implemented (Matthews 2015). the teacher is major stakeholder in education, policies should not be handed down to him like an instruction rather teachers should be involved in the process such as identifying problem area, generate specific policy recommendation, advocacy campaign, bringing it to the knowledge of government officials, political leaders and the society. Teachers morale and motivation can be boosted through salary progression based on growth on career ladder, monetary benefits such as salaries, allowances and pension should be paid as at when due. The Environment where learning and teaching takes place should be conducive for learning. Nwankwo (2001) describe a conducive learning environment as an environment that is well ventilated, adequate seating arrangement, light and cleanliness of the environment also classroom equipment and adequate accommodation for teacher.

These are some conditions that can boost teacher's morale for effective implementation of reforms and innovation in Education. However, what is obtainable is abysmal condition of learning which has demotivated intellectuals that have the needed skill and knowledge to seek for greener pasture by travelling abroad. Most Nigerian youths don't want to become teachers due to the pathetic salary structure which does not meet the demand of current inflation rate in Nigeria. The point this paper wants to highlight is, if

teachers are not motivated intrinsically and extrinsically reforms will not be implemented or at best poorly implemented.

In the same vein, government should administer reinforcement such as praise, reward and honors to teachers that have shown exceptional qualities, this would make teachers feel appreciated that government recognizes their effort in education. ofoegbu (2011) stated that teachers motivation is a factor for classroom effectiveness and school improvement. Apart from recognition it is crucial for government to listen to teacher concerns particularly, when there is need to implement new reforms and innovation. Most new initiative requires extra effort and a new method of executing task. government should listen to the challenges of the new initiative, letting teachers voice to be heard, will lead to a collaborative and trusting work atmosphere., based on the forgoing, government should motivate teachers who are critical in education sector for effective and efficient implementation of reforms and Initiatives in education.

The Concept of Motivation

The word motivation is derived from a Latin verse “movere” which mean to move, there is an element of motivation in what we do and it varies in degrees which is dependent on the individual and the task presented, motivation is connected to how we act and how we do things. It refers to dynamics of behavior, the way in which our actions are motivated, structured, directed and terminated. Some motives are generated to satisfy physiological needs, once there is a need it generates drive, the drive in turn activate a response or action designed to satisfy the need which leads to need reduction. The term motivation has been ascribed different interpretations by different schools of thought in psychology.

Sigmund Freud sees motivation as an inner drive in man gingered by both human instincts (the eros and thanatos). According to Freud, the human sexual drive is embedded in it. Victor Franklin, the founder of Logo Therapy defined motivation as man’s will to meaning, Carl Rogers a humanistic psychologist, see motivation as an inner propensity or energetic propeller which propel men to a greater height, Rogers equally consider motivation as the innate force which cannot be determined by psychological forces and he described it as “The Energetic Organisms”. Abraham Maslow defined motivation as man’s quest for self-actualization embedded and established in their hierarchy of needs. To this effect motivation, can be defined as a push or drive which energizes man into action or towards accomplishment of a task is goal. (Uzoeshi and Iwundu, 2002).

Motivation is classified into two categories namely intrinsic motivation and extrinsic motivation. Intrinsic motivation stands for motives that are generated within an individual based on interest, aptitude, intelligence and meaningfulness while extrinsic motivation are motives that come from outside. They are generated based on extraneous or environmental factors. An effective teacher needs to be intrinsically and extrinsically motivated.

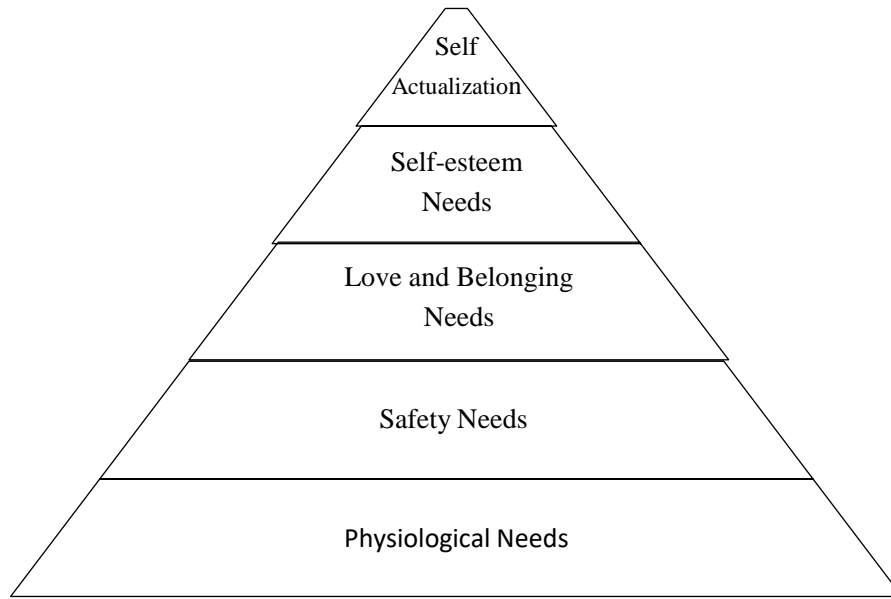
Theory of Motivation

Abraham Maslow “Need Hierarchy Theory”

The term “needs” applies to deficiencies which are based on specific bodily or learned requirements; this implies lack of what the body requires. All the requirement both physical, psychological and physiological constitute “needs’ these needs arise and sustain behavior, humanistic theorist like Abraham Maslow classified human needs in a hierarchical order

starting with the most potent needs (the physiological needs) which falls at the bottom of motivational priorities, the next category of needs up the hierarchy are safety needs, followed by the need for love and belonging then self-esteem needs and finally need for self-actualization which is the highest on the hierarchy.

Maslow Hierarchy of Needs is Schematically Presented Below



The hierarchy so developed goes to testify that some needs are more important than others, especially the physiological needs for food, air and water. Self-actualization is the highest goal among human needs.

Hertzbergs Two-Factor Theory

This theory was propounded by psychologist Fredrick Herzberg in the 1950s. According to Fredrick Herzberg, two factors influence employee motivation and satisfaction which are; motivator and hygiene factor.

1. **Motivator Factors:** These refers to factors that profit workers to higher productivity examples are feeling appreciated, recognition, being passionate about their jobs, enjoying their job and career progression.
2. **Hygiene Factors:** These are factors that lead to classification and lack of motivation. These include Salary, Company policies, benefits, relationship between manager and co-workers.

The theory states that in order to have effective and most productive work force, there is need to improve both motivation factor and hygiene factor, workers should be motivated by ensuring that they are appreciated, provide feed-back, let them aware that there are possibilities of growth through the ladder, provide a favorable working condition also reasonable pay and be a support system to them. Based on Hertzberg Findings, he noted that motivator and hygiene factors function independently.

Expectancy Theory of Motivation

This theory states that individuals will behave in a specific way due to their expectation. The theory was proposed by Victor vroom, the theory stresses on outcome as opposed to needs. The theory noted that the intensity to perform in a particular way is dependent on intensity of an expectation.

Valence: This refers to the importance associated with the expected outcome; this is expectation not the actual satisfaction that an employee receive after achieving a goal.

Expectancy: This is the hope that better effort yield better performance. Instrumentality: It is the hope that if you perform well then a valid outcome or reward will be there in other words good performance leads to positive outcome.

Thus this theory concentrates on the likelihood of an individual's effort being recognized by the employer. Good appraisals bring about reward and the attractions of the reward to the individual.

Conclusion

From the foregoing discussion, the study examined motivated teacher as a tool for reform and innovation in education, the paper discussed the concept of innovation and reform, theories of Motivation and valuable recommendations were made. If government could co-operate with teachers and ensure that they are properly motivated reforms and innovation will be effectively implemented which will lead to quality and standard education.

Recommendations

1. Teachers should be well motivated by having a special salary scale for teachers and payment of salaries should be prompt.
2. Government should organize training programs to upgrade teachers' skill by collaborating with international agencies such as UNESCO and UNICEF to keep them abreast with current innovations and reforms.
3. Seminars and Conferences should be organized to update teachers' knowledge for comparative, innovative and corrective purpose.
4. The school environment should be suitable for learning, so as to create enthusiasm for both teachers and students.
5. Government should provide all necessary materials that will make teachers more effective in their profession.
6. Continuous and effective supervision should be carried out to make teachers live up to their responsibilities.
7. Teachers should be given some measure of autonomy to make decisions based on professional experience.
8. There should be salary progression for teachers as they climb through the ladder of their chosen career.
9. Finance is a requirement for teachers motivation, inadequate funds is bound to affect the reforms and innovation as such government needs to inject a lot of funds into the educational system.

10. Teachers should be consulted and carried along anytime innovation or reform is being introduced, effective implementation of reforms at the classroom level lies with the teachers.
11. Professionalism in teaching is critical qualified teachers that are passionate and have the intellectual capacity to drive the desired change should be employed.

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