

## **THE USE OF MOTIVATIONAL STRATEGY IN THERE-ENGINEERING OF PRIMARY EDUCATION FOR SELF EMPLOYMENT & PRODUCTIVITY IN NIGERIA**

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### **Abstract**

*This study was set to examine motivational strategy that would be adopted to re-engineer Primary Education for self productivity in Bida Local Government Area of Niger State. The study adopted a descriptive survey research design, 270 primary school teachers across the three levels (i.e. primary two, three and four) with equal number of teachers from each level were used for the study. Simple random sampling technique was used to select the teachers and pupils used for the study. The instrument for data collection was a 25 items Teacher Motivation Strategy Questionnaire (TMSQ) using modified Likert four point scale. The data collected from the administration of the instrument on the 270 respondents were analyzed using the mean, standard deviation and analysis of variance, the hypothesis were tested at 0.05 alpha level. The finding revealed that highly motivated teachers are committed to work, used appropriate teaching strategies and a reflection of substantial improvement in pupils' achievement. The study therefore recommend appropriate motivational strategies such as enhanced salaries, sponsorship to conferences and workshops, in-service training and regular promotion of staff to boost their morale.*

### **Introduction**

Researcher in education have faced many challenges, one of which is devising solution strategy that will promote teachers' enthusiasm and build skills needed to impact knowledge. Teacher's motivation is as important as the teaching itself and provide opportunity for optimal productivity. This means that a well motivated teacher is one step towards achieving success in teaching and learning especially at the primary school level. Data from the National Centre for Education Statistics (NCES, 2010) confirms that recognition of teacher, parental support, teacher participation in school decision making control in the classroom, opportunities for professional development, increased responsibility, empowerment and authority are some of the factors that will motivate primary School Teachers for self productivity (NCES, 2010).

However, re-thinking primary teacher education is to improve pupils achievement with primary motivator of teacher, motivational strategies are steps taken by government and other stakeholders in order to boost teachers' performance within and outside the classroom leading to enhanced pupils' performance. There are forms of motivational strategies currently used to gingered teacher for high productivity, this includes according to Blasé (2004) shared governance and participatory management strategies where teacher feel. (Eze 2012) stressed that well implemented teacher' motivational strategy can increase teachers' job satisfaction and engage in the teaching activity more vigorously.

Researchers of education from various disciplines stressed that primary school teachers are faced with many challenges such as poor salaries or irregular payment of salary, lack of promotion and accommodation, lack of materials and equipment in the classroom, low teacher morale and sometimes intimidation from parents or guardians (Isyaku, 2011). Because of this organizational structure, teachers required a carefully prepared scheme or framework that monitor and manage teachers attitude to work and it consequent effect on pupils performances. The quality of teaching and the degree of teacher's motivation and commitment reflect the level of understanding of other key factors that promote learning among pupils.

Primary school teachers need to be appropriately motivated because they lay the foundation for pupils who intend to be in future a doctor, a nurse, engineers and any other profession (Obilor, 2005). Primary school teachers are the only people in position to imbibe, acquired values, knowledge and skills on part of the child that will transform the society for better in future (Okoro, 2013). Re-shaping primary school teachers for self productivity through motivation is yet to be achieved despite the effort made by the government to assist them to solve some problems that might arise towards discharging their duties.

Ukeneme (2008) observed that provision of adequate teaching materials, classroom accommodation, organizing seminars and workshops, paying attractive salary and taking care staff general welfare helped to improve teacher productivity which directly or indirectly developed the attitude of learner's interest in the choice of their career

In re-engineering primary education, primary school teachers should be given more attention in their profession and motivational strategies in their jobs. Retraining teachers through in service staff development, encourage teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study and to fashion new knowledge and beliefs about content and pedagogy.

In view of the identified constraints, this study seek to examine motivational strategies that would help promote effective teaching and learning at the primary school level for optimal productivity and self-employment.

### **Objectives of the Study**

For this study, the following objectives were set:-

- (i) To determine the extent to which motivational skillful strategies (MSS) would be impact or influence re-engineering primary education for self employment and productivity.
- (ii) To find out constraints that might affect re-engineering of primary education for self productivity.
- (iii) To proffer possible solution to the indentified constraints.
- (iv) To assess motivational strategies applicable in sample schools
- (v) Determine the effect of the motivational strategies in the re-engineering of primary education.

### **Research Questions**

The following research questions were developed to guide the study:-

- (i) What are the motivational skillful strategies adopted by primary school teachers to re-engineer primary education for self employment and productivity?
- (ii) What are the likely constraints that may lead to effective re-engineering of primary education for self employment and productivity?
- (ii) What are the possible solutions that would help to reengineer primary education for self productivity?

### **Research Hypothesis**

There is no significant difference between the mean scores of all primary school teachers and skilful motivational strategies for re-engineering primary education for self productivity.

### **Research Methodology**

The research method adopted was descriptive survey study. The population of the study consists of all primary school teachers in Bida Local Government Area of Niger State based on the 2014 data census of teachers taken in the state. There are 1152 primary school teachers in Bida Local Government. A sample of 270 teachers were randomly selected from 12 primary schools. Three different class levels were used i.e. primary II, III and IV respectively. 9 primary school teachers were selected from each class giving a total of 27 teachers per schools. The simple random sampling technique (Hat and Drawn) was used in selecting the sample size.

Modified 25 items teacher motivational strategy questionnaire (TMSQ) was used for data collection. (TMSO) was measured on a 4 point likert – type format of Strongly Agree (SA) Agree (A) Disagree (DA) and Strongly Disagree (SD) with their corresponding numerical values 4,3,2 and 1.

A total of 270 questionnaires were distributed and collected personally by the researchers and the assistants. Mean and standard deviation scores were used to analyzed the data for the research questions. There was no hypothesis.

Face and content validity of the instrument were re-examined by two senior lecturers who are experts in Psychology and Educational Curriculum. Based on their corrections, suggestions and modifications, the instrument was considered valid, reliable, consistent and helped to improve the quality of the contents. A reliability co-efficient value of 0.81 and 0.85 was obtained using 24 primary school teachers selected from three (3) schools. These values are suitable enough to be used for the instrument in the study.

### Presentation of Results and Analysis of Data

The results of the study obtained from research questions are presented in the table below:-

#### Research Question 1

What are the motivational skillful strategies that would be adopted by primary school teachers for re-engineering primary education for self employment and productivity?

Table 1: Mean and standard deviation of Motivational Strategies that would be adopted for Re-engineering Primary Schools for Self Employment and Productivity?

**Table 1: Mean and Standard Deviation of MSS**

Items	Items Description	Mean X	S.D.	Remarks
(i)	Adequate supervision and inspection.	3.485	0.7201	Accepted
(ii)	Teacher participation in school decision making.	3.654	0.862	Accepted
(iii)	Nominating teachers for awards and competition.	3.523	0.950	Accepted
(iv)	Supporting teachers through scholarship competition.	3.453	0.852	Accepted
(v)	Parental support through PTA.	3.764	0.792	Accepted
(vi)	Training and retraining of teachers through conferences and seminars.	3.481	0.854	Accepted
(vii)	Providing opportunities for professional development of staff.	3.752	0.923	Accepted
(viii)	Providing good salary and security.	3.682	0.792	Accepted
(ix)	Providing teaching materials and equipments.	3.567	0.798	Accepted

Table 1 above shows that all items are rated above the agreeable mean of 2.7. This implies that all these skillful strategies can be used to motivate primary school teachers for the attainment of self employment and productivity.

#### Research Question 2

RQ2: What are the likely constraints that may lead to poor motivational strategies towards re-engineering primary education for self productivity?

Table 2: Showing the mean and standard deviation of the likely constraints that may lead to poor motivational skillful strategies towards re-engineering primary education for else employment.

**Table 2: Means and Standard Deviation of Constraints**

Items	Items Description	Mean X	S.D.	Remarks
(x)	Teachers will abandon their jobs and look for more attractive jobs.	3.741	0.892	Accepted
(xi)	Teachers will not grow professionally and this would adversely affect learning.	3.841	0.752	Accepted
(xii)	The children will have inadequate learning and acquire less skills from their teachers and unemployment would be on the increase.	3.652	0.812	Accepted
(xiii)	The teachers will be inefficient to set out the foundation for the future.	3.701	0.78	Accepted
(xiv)	Pupils will not learn the proper skill for preparing them for employment.	3.581	0.793	Accepted
(xv)	There will be less trained teachers that will impact knowledge and skills for the growing children.	3.781	0.692	Accepted
(xvi)	Government and other stake holders will not recognize teachers' effort.	3.781	0.692	Accepted
(xvii)	Illiteracy rate will be on the increase or be greater/ higher.	3.68	0.592	Accepted
(xviii)	A lot of strike will be observed.	3.781	0.876	Accepted
(xix)	There will be juvenile delinquency in the society.	3.581	0.678	Accepted
(xx)	Pupils will no longer learn proper skills.	3.653	0.758	Accepted

Table 2 above shows that the mean of each questionnaire items is above the acceptable mean. This implies that all the items listed above are likely constraints that will affect re-engineering of primary education in Nigeria. This view was supported by Ibrahim (2013) who believes that if teachers are not properly motivated then Nigeria will be gradually destroyed. The teaching profession that tend to give them economic, social and political development, thereby affecting the transformation of the children in their future.

RQ3: What are the possible solutions that would help to re-engineer primary education for self productivity?

**Table 3: Shows the Mean and Standard Deviation of possible solutions to the constraints that can helped to re-engineer primary education for self productivity**

Items	Items Description	Mean X	S.D.	Remarks
(xxi)	Recognizing and rewarding teachers effort in re-thinking the future of the children.	3.781	0.891	Accepted
(xxii)	Provide medical services, accommodation and job security for teachers and their families.	3.754	0.793	Accepted
(xxiii)	Supporting and encouraging teachers through training and re-training.	3.752	0.541	Accepted
(xxiv)	Reviewing their salaries and prompt payment of salaries.	3.741	0.592	Accepted
(xxv)	Organizing seminars and workshops to update their knowledge.	3.571	0.671	Accepted

Table 3 above revealed that welfare of teachers, recognizing teacher effort, funding conferences and workshops for training and re-training of teachers may be adequate solution to the problem of re-engineering primary education. This view was supported by Ali (2011) who stressed that primary school teachers need to be properly motivated because they lay the foundation for pupils.

### Research Hypothesis

HO<sub>1</sub>: There is no significant difference between the mean scores of all primary school teachers and skillful motivational strategies for re-engineering primary education for self productivity. The skillful motivational strategies for re-engineering primary education for self productivity.

**Table 4:** Shows the analysis of variance on the mean scores of primary two, three and four teachers on the skillful motivational strategies that would be adopted for re-engineering primary education for sustainable development.

Source	df	Sum of Square	Mean Square	F	P	Remark
Between group	3	10842	5421	2.34	0.40	Accepted
Within groups	267	56337	211			

Table 4 above revealed ANOVA analysis of motivational skillful strategies adopted for re-engineering primary school for self productivity. An examination of figures on the table shows that all items rated above the acceptable mean of 2.7 and F ratio of 2.34 is less than the table value at 0.05 level of significance. Thus, the null hypothesis is accepted. This implies that there is no significant difference in the ratings of primary two, three and four teachers on the motivational skillful strategies that would be adopted for re-engineering primary education for self employment and productivity.

### Conclusion and Recommendations

Based on the findings, the following conclusions were drawn:-

Re-engineering of primary education may likely be faced with challenges, if teachers are not properly motivated with skillful strategies. Such challenges are:-

- (i) Teachers will abandon their jobs and look for more attractive jobs
- (ii) Pupils will not learn the proper skills for preparing them for their future
- (iii) Illiteracy rate will be increased

Therefore, the study recommends that:-

- (i) Government and other cooperate bodies should encourage and motivate primary school teachers, so as to re-shape the teachers job for self employment and productivity.
- (ii) Reviewing teachers salaries and prompt payment of salaries as well as issuing merit award to some teacher who performed well.
- (iii) Government should organize workshops and seminars from time to time so as to update their knowledge and discuss most of their problems.
- (iv) Teachers should be given parental supports and encouragement through PTA.
- (v) Teachers should be given the full opportunities to participate in the school decision making.
- (vi) Funding of in-service training to the teachers.

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