



Perceived Impact of Teachers' Motivation Towards the Implementation of Technical and Vocational Education in Rivers State, Nigeria

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ABSTRACT

This study investigated perceived impact of teachers' motivation towards the implementation of technical and vocational education in Rivers State, Nigeria. One research question and one hypothesis guided the study. The study adopted the descriptive research design. The population of the study comprised all 155 principals and teachers in the 5 technical and vocational schools in Rivers State, Nigeria. The respondents for the study were 15 principals (5 principals and 10 vice-principals) and 140 teachers. Purposive sampling technique was used for the study due to the small size of the population. A self-constructed instrument titled: Teachers' Motivation towards the implementation of Technical and Vocational Education Questionnaire (TMTVEQ) was used for data collection. The instrument has 10 items and structured on a four-point modified Likert scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME) and Low Extent (LE) respectively. The instrument was validated by experts in the Department of Educational Management and Measurement and Evaluation, University of Port Harcourt. The Cronbach alpha reliability estimate was given at 88%. Mean, standard deviation and percentage were used to analyze the research questions while t-test statistics was used to test the hypotheses at 0.05 alpha level. Based on the finding, it was concluded that the teachers are not motivated towards implementation of technical and vocational education in Rivers State. Therefore, it was recommended that, government should provide a conducive environment and better condition of service for teachers that would enhance their performance. Also, school administrators should place teachers' welfare as top on his/her priority list as this would motivate them to put in their best for the attainment of objectives of technical and vocational education..

Keywords: teacher, motivation, technical, vocational, education

INTRODUCTION

Education is an instrument par excellence for effecting national development. It is the yearning for the technological and economic advancement of the nation that bought the idea of introducing technical and vocational education in the system that would impact in young people specialize skills, knowledge and attitude for the betterment of the society. This however, requires adequate funding, adequate facilities and sufficient human resources that will enhance its effective implementation for the attainment of its goals and objectives. Technical and vocational education must be a top priority of any serious minded government that is interested in the development of her society as this kind of education would not only produce the require manpower needed in the economy but would also reduce the level of unemployment. Technical and vocational education is a structured and coordinated educational programme geared toward impartation of relevant occupational skills for meaningful economic ventures. Okoro (1993) defined technical and vocational education as "any form of education whose primary purpose is to prepare

persons for employment in recognized occupations” (p.40). He further stated that any education which is necessary for effective employment in an occupation is vocational while education is useful to an individual irrespective of his future life vocation in general. In the same line of thought, the International Labour Organization (ILO) cited in Okorie (2009) defined technical and vocational education as activities with essential aim at providing the skills, knowledge and aptitude required for employment in a particular occupation and group of related occupations or function in any field of economic activity including agriculture, industry, commerce, hotel, catering and tourist industry, public and private service.

The terms technical and vocational education is usually used interchangeably to refer to one and same type of education but they are technically not the same. American Vocational Association in Uzodinma and Obayi (2005) defined technical education as: “Education to earn a living in an occupation in which success is dependent largely on technical information and understanding of the laws of science and principles to technology as applied to modern design, production, distribution and services” (p.59). This implies that technical education unlike vocational education is rooted in the application of scientific laws and principles. It does not only provide skills but uses technological procedures in the training of students. Technical education is a special grade of vocational education distinguishable from other vocational education programmes based on the fact that technical education requires more of mathematics and science in the training programmes. However, it is completely arduous to distinguish in concrete terms vocational education from technical education. The constraints dwell in the areas of classifications based on the level of entry, level of work, proportion of theoretical and scientifically studies and emphasis on practical training.

Motivation is the blood that energizes a worker for optimum result. Without which nothing tangible can be achieved in any organization. Teachers are in the center of the successful implementation of any education programme. This explains why motivation is a very important concept and a major concern in organizational practice and management. Motivation, like most concepts in social sciences, has been defined in different ways. Appleby (1981) define “motivation” as the way in which urges, aspirations, drives and needs of human beings are directed and controlled by environmental variables to explain their behavior. This therefore implies that in any public place such as in any school environment or work place, motivation deals with the process that positively or negatively condition the behavior of workers towards higher productivity or otherwise. Adesina (2009) refers to motivation as those factors which increase and decrease the vigor of an individual activity that arouse, sustain and direct individual behaviours toward the attainment of some pre-determined objectives. In line with this, the classical proponents of motivation believe that workers are largely motivated by economic rewards driven by fear of hunger and the search for profit. Material rewards are closely knit to workers efforts as it enhances the worker’s ability to increase his/her performance.

In agreement with the classical idea, Hoy and Miskel (1987) define motivation as the complex forces, drives, needs, tension state, or other mechanisms that start and maintain voluntary activity directed toward the achievement of personal goals. The implication therefore is that workers go to any organization with expectations of their personal needs to be met by the organizations. In the same vein, teachers as workers have expectations that possibly affect their ability to perform their job effectively. To achieve the goals and objectives of technical and vocational education in Rivers State, teachers have to be respected, appreciated, rewarded and their contributions to education recognized. Therefore, the importance of motivation in educational enterprise cannot be undermined. Motivation channels, causes and sustains people’s behaviours. It helps the school leadership to have firm grip of teachers positively.

Motivation is necessary to incite a worker to action because it serves as an inducement, incentive, inspiration, and encouragement for job satisfaction. Motivation enables school teachers to discharge their responsibilities effectively without undue supervision. The teachers’ effectiveness can be determine through students’ academic performance, preparation of lessons and its delivery, punctuality to school, effective classroom management, attention to students’ needs, maintenance of discipline, proper evaluation of classroom activities, prompt marking of scripts and preparation of results and acceptance of other school responsibilities among others. Ukeje (2010) revealed that highly motivated teachers perform optimally on their job while Arihen (2014) revealed that there is a high positive correlation between

dimensions of motivation such as prompt payment of salaries, support for teachers' development, fringe benefits, prompt promotion of teachers and their effectiveness. It is important to note that it is only a highly motivated teacher that can facilitate students' learning. When teachers are well motivated, they will be enthusiastic to deliver their job and better results will be achieved. Harrison (2014) observes that in schools where the principals were able to reconcile the needs and aspirations of the teachers with the needs of the school, students tended to achieve better in their academics than those schools where principals did not show enough concern for both the welfare of teachers and the needs of the school.

Agbarero (2015) states that good salaries and allowances, condition of service which include sponsorship of staff development programmes are factors that motivate teachers in the education industry. Enaighe (2009) maintains that the degree of commitment of any teacher to the attainment of effective service delivery is directly and indirectly rooted in the motivation and satisfaction he or she derives from the job. Therefore, it is against this backdrop that the researcher carried out this study to determine the perceived impact of teachers' motivation towards the implementation of technical and vocational education programmes in Rivers State, Nigeria.

Statement of problem

The agitation for better funding of education and workers welfare in Rivers State and indeed Nigeria is no small measure a burning issue in recent times. Trade disputes and consequently strike actions have become a common trend and which may not likely end in the foreseeable future. Teachers at all levels together with their counterparts in other fields of endeavor appear to be unsatisfied with their conditions of service. The education industry, especially technical and vocational education is worst hit.

Technical and Vocational education is not only vital for production of quality skilled manpower needed for the labour market but also for providing technical skills required for re-engineering the economy through technological development. However, to achieve a high level of implementation of technical and vocational education in Rivers State and Nigeria at large, attention must not only be paid to infrastructure alone, but also on teachers who actually transmit these technical skills to students, which unfortunately seem to be the least of government concern and priority.

It is against this background that the researcher carried out this study to investigate the perceived impact of motivation of teachers towards the implementation of technical and vocational education in Rivers State, Nigeria.

Aim and objective of the study

The aim of the study is to determine the perceived impact of teachers' motivation towards the implementation of technical and vocational education in Rivers State, Nigeria. Specifically, the study sought to:

1. determine the perceived impact of teachers' motivation towards the implementation of technical and vocational education in Rivers State, Nigeria.

Research Question

This research question guided the study.

1. What is the perceived impact of teachers' motivation towards the implementation of technical and vocational education in Rivers State, Nigeria?

Research Hypothesis

The null hypothesis was tested at 0.05 alpha level.

1. There is no significant difference between school principals and teachers on the perceived impact of teachers' motivation towards the implementation of technical and vocational education in Rivers State, Nigeria.

METHODOLOGY

The study adopted the descriptive research design. The population of the study consists of all 5 technical and vocational secondary schools in Rivers State, Nigeria. The Sample size of the study comprised 15 principals (5 principals and 10 vice-principals) and 140 teachers. A self-designed instrument titled: Teachers' Motivation towards The Implementation of Technical and Vocational Educational Questionnaire (TAIVEQ) was used for data collection. The instrument has 10 items and structured on a

four-point modified Likert scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME) and Low Extent (LE) respectively. The instrument was validated by experts in Educational Management and Measurement and Evaluation, University of Port Harcourt. The Cronbach alpha reliability estimate was given at 88%. Mean, standard deviation and percentage were used to analyze the research questions while t-test statistics was used to test the hypotheses at 0.05 alpha level.

RESULT

Research Question 1: *What is the perceived impact of teachers’ motivation towards the implementation of technical and vocational education in Rivers State, Nigeria?*

Table 1: weighted mean of school principals and teachers on the perceived impact of teachers’ motivation towards the implementation of technical and vocational education in Rivers State, Nigeria.

S/N	Teachers’ motivational Variables	Principals Mean	Decision	Teachers Mean	Decision
1.	Poor and irregular Remuneration/fringe benefits.	4.00	Very High extent	3.61	High extent
2.	Lack of welfare packages.	3.93	High extent	3.64	High extent
3.	Lack of incentive scheme, such as merit award.	3.80	High extent	3.57	High extent
4.	Lack of or irregular promotion.	3.73	High extent	3.55	High extent
5.	Poor condition of teaching and learning.	3.47	High extent	3.38	High extent
6.	Attitude of students towards learning.	3.00	High extent	3.20	High extent
7.	Poor medical services	2.42	Low extent	2.38	Low extent
8.	Irregular sponsorship to conferences	2.67	Moderate extent	2.75	Moderate extent
9.	Lack of workshops	2.54	Moderate extent	2.52	Moderate extent
10.	Irregular seminars	2.86	Moderate extent	2.67	Moderate extent
Grand Mean		3.24	High extent	3.13	High extent

Legend: from 2.49 and below low level, 2.50 and above high level

Table 1 revealed that the principals and teachers have aggregate mean values of 3.24 and 3.13 respectively, which is above the criterion mean value of 2.50 and were therefore agreed by the respondents that poor and irregular remuneration/fringe benefits (4.00, 3.61), lack of welfare packages (3.93, 3.64), lack of incentive scheme, such as: merit award (3.80, 3.57), lack of irregular promotion (3.73, 3.55), poor condition of teaching and learning (3.47, 3.38), attitude of students towards learning (3.00, 3.20), poor medical services (2.42, 2.38), irregular sponsorship to conferences (2.67, 2.75), lack of workshops (2.54, 2.52) and irregular seminars (2.86, 2.67) respectively. With the grand mean of 3.24 and 3.13 respectively, it reveals a negative or low extent of teachers’ motivation towards the implementation of technical and vocational education in Rivers State, Nigeria.

Hypothesis 1

There is no significant difference between school principals and teachers on the perceived impact of teachers’ motivation on teachers towards the implementation of technical and vocational education in Rivers State, Nigeria.

Table 1: Summary of t-test mean difference between schools principals and teachers on the perceived impact of teachers' motivation towards the implementation of technical and vocational education in Rivers State, Nigeria.

Respondents	n	X	Sd	Df	t-value	2-tail value sig.	Remarks
Principals	15	1.34	.27				Not Rejected
Teachers	140	1.51	.27	153	-1.36	.18	

P>0.05

Table 1 showed that principals have mean and standard deviation scores of 1.34 and .27 while teachers have mean and standard deviation scores of 1.51 and .47 respectively. With a degree of freedom of 153, the obtained t-value of 1.36 is significant at 0.18 which is tested at the alpha value of 0.05 used in testing the hypothesis. Consequently the null hypothesis was not rejected. Therefore, there is no significant difference between school principals and teachers on the perceived impact of teachers' motivation towards the implementation of technical and vocational education in Rivers State, Nigeria.

DISCUSSION

The result of this survey revealed poor and irregular payment of remuneration/fringe benefits, lack of welfare packages, lack of incentive scheme such as merit award, lack of or irregular promotion, poor condition of teaching and learning, attitude of students towards learning, poor medical services, irregular sponsorship to conferences, lack of workshops and irregular seminars hinders teachers' motivation towards the implementation of technical and vocational education in Rivers State, Nigeria. The finding support earlier study by Enaighe (2009) maintains that the degree of commitment of any teacher to the attainment of effective service delivery is directly and indirectly rooted in the motivation and satisfaction he or she derives from the job. It is important to note that it is only when teachers are highly motivated that students' effective learning can be guaranteed. If teachers are well motivated, they will be happy to put in more efforts on their job and better results will be achieved. After all, it justifies the saying; a happy worker is a productive worker. But, the study shows a negative trend which is detrimental to the attainment of the goals and objectives of technical and vocational education in Rivers State and Nigeria at large.

CONCLUSION

Based on the findings of the study, the following conclusions were made. Teachers should enjoy better condition of service, prompt and regular payment of salaries, good welfare packages, regular promotion as at when due, quality medical services and regular in-service training as these would boost their morale and facilitate the successful implementation of technical and vocational education programme for the attainment of its goals and objectives.

RECOMMENDATIONS

- 1). Government should provide a conducive environment and better condition of service for teachers that would enhance their performance.
- 2). School administrators should place teachers' welfare as top on his/her priority list as this would motivate them to put in their best for the attainment of objectives of technical and vocational education..

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