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EDITORIAL

This academic publication of the defunct Department of Educational Foundations has come a long way. It was almost going moribund but for the deliberate steps taken by the current Editorial Board with the cooperation of all academic staff of the former Department of Arts and Social Sciences Education. Innovative article generation and peer review programmes were initiated and doggedly implemented to enable the return of Nigerian Journal of Educational Foundations to the vibrant academic and professionally sound contributions it had always made to the advancement of knowledge.

Improving the quality of the journal and bringing an international angle and status to it has engaged the attention of the Editorial Board. Phased in stages of achieving national and international focus has produced special editions based on selected themes. These themes pay attention to current issues and needs engaging the attention of specialists in educational foundations in Nigeria and the rest of the world.

GENERAL INFORMATION AND NOTES TO CONTRIBUTORS

1. General Information

Address: Department of Social Sciences Education
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Editorial Description: The Journal publishes theoretical and empirical papers, results of original investigations (analytical, descriptive or experimental) in all areas of educational foundations-History, Philosophy, Psychology, Sociology, Comparative Education, Statistics and Methodology of Educational Research, Measurement, Evaluation and Teaching at all levels of Education.

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- iii. The next page of the manuscript should omit the author's name(s) and affiliation(s) but should include the title of the article.

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NEED FOR IMPROVING QUALITY TEACHING AND EFFECTIVE MOTIVATION FOR TEACHERS IN NIGERIA EDUCATIONAL SYSTEM

¹BADAMAS, O. L., & ²MUHAMMED, S. A

¹Department of Social Sciences Education

²Department of Counsellor Education

Faculty of Education

University of Ilorin, Ilorin, Nigeria

badamas.ol@unilorin.edu.ng, muhammed.sa@unilorin.edu.ng

Abstract

Education assists individuals to work better and can produce opportunities for sustainable and feasible economic growth for the future. Thus, every nation of the world has accepted education as the basis of societal development which Nigeria is not exceptional. Nigeria's education system encompasses three different levels. In Nigeria, there are quite a number of educational policies that were expected to ensure the growth and development of the citizen in all areas, which would in turn translate to national development. However, it is no longer news that Nigerian education has fallen over the years due to the combination of neglect, lack of implementation of policies and mismanagement. The success or failure of any educational system depends mainly on the teachers. In Nigeria today, teachers' have not been given adequate priority as stipulated in the national policy on education.

Key Words: Nigeria Education, Motivation, Quality Teachers, Teachers

Performance

Introduction

Education is the base of any societal development. It is a means by which citizens are equipped with skills, attitudes and knowledge that will enable them contribute meaningfully to national development. Education helps people to work better and can create chances for sustainable and feasible economic growth for the future. Education has also been seen to give people critical skills and tools to help provide for themselves and the whole family. However most people will agree that an educated person may get better opportunities in life and it is easier to become successful and realize dreams

compared to someone who is uneducated. Thus, every nation of the world has recognized and accepted education as the bedrock of societal development. For developing nations in particular, education remains a potent factor for eradicating poverty and changing the misfortune of under development (Olu, 2012).

Nigeria educational system is of three levels. It encompasses basic education, senior secondary education (three years), and tertiary education (four to six years, depending on the program of study). According to FME (2013), basic education covers nine years of formal (compulsory) schooling consisting of six years of elementary and three years of junior secondary education. Post-basic education includes three years of senior secondary education. At the tertiary level, the system consists of a university sector and a non-university sector. The latter is composed of polytechnics, monotechnics, and colleges of education. The tertiary sector as a whole offers opportunities for undergraduate, graduate, and vocational and technical education.

In Nigeria, there were quite a number of educational policies that were expected to ensure the growth and development of the citizen in all areas, which would in turn translate to national development. Several policies were introduced into the education sector but yet, the standard of education in Nigeria is still low. The UBE Scheme was formally launched by President Olusegun Obasanjo on September, 1999. According to the FRN (2000) UBE's Blueprint aims at equipping an individual with knowledge, skills and attitudes which would enable him: live a meaningful and fulfilling life, contribute to the development of the society, derive maximum social, economic and cultural benefits from the society and discharge civic obligations competently. However, it is no longer news that Nigerian education has fallen over the years due to the combination of neglect, lack of implementation of policies and mismanagement.

According to the Nigerian President (Afolabi, 2017), "The state of education in Nigeria calls for a serious concern. The problem is no longer a secret that the quality of education in Nigeria requires greater attention and improvement. Teachers represent, among other things, the value of learning, transmission of important values, traditions, knowledge, skills, and secrets for surviving. In Nigeria, teachers have been grossly neglected with dire effect on teachers' morale and its consequence – low quality education. The government, at all levels have not demonstrated enough commitment to invest in teacher's welfare, maintenance and recognition. Teachers are not provided with an enabling environment to do their work efficiently and effectively. Even in the universities most departments are under-staffed and the teacher-student

ratio is on the high side. The workload is too much on the teachers. Teachers are dedicated professionals who have a lasting impact on pupils/students. As a mentor and role model, students will be inspired by the teachers' commitment in helping them develop their unique talents and intellect.

Teaching learning is continuous processes that promote teachers teaching skills, master new knowledge, develop new proficiency, which in turn help student in learning. Study conducted by Omoteso and Samudara (2011) indicated that when teachers are effective classroom managers, the students achieve at a higher level. In Nigeria today, teaching profession has become a dumping ground for any-one who fails to meet the requirements of other professions. Similarly, there are several problems affecting the teaching profession. These may include; under supply of specialist teachers, undervalued of the teaching profession, teachers working outside their expertise etc.

Teachers Quality, Effective Teaching and Condition of Teaching

Teachers quality is the most important school variable that affect pupils/students' academic performance. Effective teaching is the single most important aspect in an effective school that contributes to the lifelong learning of a child. There are massive economic returns to having and retaining a quality teacher. Hanushek (2011) found that quality teacher can raise the present value of each student's lifetime earnings. This suggests the quality of teacher's teaching can have positive influence on the students and thus, generates economic profits to the growth of the society. Teachers with good quality tend to do and find out more about their own craft, pushing out the boundaries of their teaching and learning, looking for new ways to teach or impact knowledge to the students. Teachers provided with proper training on up-to-date information and new research on classroom practices, emerging technology tools for the classroom, new curriculum resources, and more, could become a successful factor to their schools. Teachers play a valuable role in moulding and shaping the behaviour of a child. It begins from the time a child enters school to the time they graduate from higher institution as an adult. At a very young age, a child is groomed and guided on a path towards contributing to the development of the society.

Effective teaching is grown from the trials and tribulations in the classroom. What should educators be doing to become an effective teacher? Findings drawn from the research of Gurney (2007) and 29 years of teaching experience, shows five key factors that provide a foundation for good teaching:

- a. Teacher knowledge, enthusiasm and responsibility for learning

- b. Classroom activities that encourage learning
- c. Assessment activities that encourage learning through experience
- d. Effective feedback that establishes the learning processes in the classroom
- e. Effective interaction between teacher and the students, creating an environment that respects, encourages and stimulates learning through experience

These five key factors by Gurney provide future educators a guideline on how to mould their teaching efforts around becoming an effective teacher. These factors provide schools with possible teacher assessment criteria for conducting evaluations that can lead to positive results from students' performance. If a teacher is inadequate to meet certain performance objectives, they can conduct a self-assessment and see where they can improve in accordance with the five foundational guidelines. In addition to hiring of good teachers, attention need to be focused on the conditions of teaching. In some part of Nigeria, students sit under the tree to learn. Even when they have classrooms, you find some students standing all through the lesson. However, students tend to learn better when the condition of teaching and learning is good. Three conditions of classroom life can diminish teaching quality: teachers' dependence on lesson, unnecessary interruptions; and disruptive student behaviour. An understanding of how these daily complications influence teaching can help us imagine many ways in which schools can foster better teaching (Kennedy, 2006).

Concept and Theories of Motivation

According to Huitt (2011), motivation is referred to as the condition that activates behavior and gives it direction or want that energizes and directs goal-oriented behaviour. It can further be defined as the factor that sustains and direct individual's behaviour towards a specific goal. Several theories have been propounded to explain motivation, some of which are; Hertzberg's Two-factor theory which was established by psychologist Frederick Herzberg in the 1950s. Herzberg establish 2 factors that influence teachers motivation and satisfaction, they are: Motivator factors – these are factors that lead to contentment and motivate teachers to work harder (Examples are; enjoying your work, feeling recognised and career advancement). The second factor is Hygiene factors – These factors can lead to displeasure and a lack of motivation(Examples include; non- payment of salary, negative relationships with management and other staffs, rigid policies etc). This theory indicates that

for the pleased and most productive workforce, you need to work on improving both motivator and hygiene factors. Teachers should feel appreciated and supported, give plenty of feedback and allow for career progression. To prevent job dissatisfaction, teachers should feel that they are treated right by offering them the best possible working conditions and regular payment of salary.

Maslow's Hierarchy of Needs - The theory was coined by psychologist Abraham Maslow in his 1943 paper "A Theory of Human Motivation". The focus of the theory is that individuals' most basic needs must be met before they become motivated to achieve higher level needs. The hierarchy is made up of 5 levels: Physiological – these needs must be met in order for a person to survive, such as food, water and shelter; Safety – including personal and financial security and health and wellbeing; Love/ belonging – the need for friendships, relationships and family; Esteem – the need to feel confident and be respected by others; and Self-actualisation – the desire to achieve everything you possibly can and become the most that you can be. According to the hierarchy of needs, you must be in good health, safe and secure with meaningful relationships and confidence before you are able to be the most that you can be. In order to get the most out of your team, you should also make sure you support them in other aspects of their lives outside work. Offer flexible working hours to give employees time to focus on their families and make sure they are paid fairly to help them feel financially stable (Zilla, 2014).

Hawthorne Effect theory was first described by Henry A. Landsberger in 1950 who saw the tendency for some individuals to labour harder and do better when they are being observed by superiors. The Hawthorne Effect studies suggest that employees will work harder if they know they're being observed. , you could try providing regular feedback, letting your team know that you know what they're up to and how they're doing. **Expectancy theory** – this theory proposes that people will choose how to behave depending on the outcomes they expect as a result of their behaviour. In other words, we decide what to do based on what we expect the outcome to be. At work, it might be that we work longer hours because we expect an increment in salary. Expectancy Theory is based on three elements: Expectancy – the belief that your effort will result in your desired goal. This is based on your past experience, your self-confidence and how difficult you think the goal is to achieve. Instrumentality – the belief that you will receive a reward if you meet performance expectations.

Valence – the value you place on the reward. Therefore, according to Expectancy Theory, people are most motivated if they believe that they will receive a desired reward if they hit an achievable target. They are least motivated if they don't want the reward or they don't believe that their efforts will result in the reward (Zilla, 2014).

Effective Motivation and Teachers Performance

The success or failure of any educational system depends mainly on the teachers. This is where effective motivation of teachers' comes to play. It is a well-known fact that a well-motivated teacher, who is provided with working incentives, good working conditions and adequate remuneration is bound to be dedicated to his/ her teaching so as to bring about the needed learning on the part of students (Imo, 2013). Study conducted by Ibechukwu (2017) shows that there is positive relationship between motivation and performance. Motivated persons have positive attitudes towards learning because they approach tasks willingly and still keep on despite the challenges. According to Goldman (2000) teachers motivation has direct implication for the consequences of the performance and their satisfaction. Similarly, when teachers are properly motivated their productivity in the school system will be increased and this in turn positively affect the national development. In Nigeria today, teachers' have not been given adequate priority (Federal Republic of Nigeria, 2013). Teachers are expected to earn both intrinsic and extrinsic reward from work (Imo, 2013). It is believed that if teachers' salary, working conditions and fringe benefits given to teachers are judged to be good and effective in implementation by the teachers, they will put in more effort at work.

Improving Teaching Quality

The success or failure of any educational system depends mainly on the teachers. By improving teachers' quality, the quality of teaching will equally improve and this will naturally improve student learning outcomes. Good teaching as instruction that leads to effective learning, which in turn means thorough and lasting acquisition of the knowledge, skills, and values the instructor or the institution has set out to impart. Therefore improving teacher's quality of teaching is an important component of effective teaching and learning process and overall school success. There are many ways through which teaching quality can be improved. Some of the ways are discussed below:

Regular Assessment of Teaching Quality

An important strategy of improving teaching quality in Nigerian education system is the conduction of regular evaluation of teaching quality in teaching learning process. School administrators are often times overwhelmed with all their duties and evaluations are commonly not given priority. According to Derric (2018) evaluations are the single most crucial aspect when improving teacher quality. Derric further asserted that school administrators should observe and evaluate a teacher's classroom to identify areas of needs and weaknesses and to create an individual plan for that teacher to improve in those areas. An evaluation should be regular and thorough, especially for those teachers who have been identified as needing significant improvement. Assessment techniques should be designed to drive a school head's plan of the resources, suggestions, and professional development that is required to improve individual teacher quality Derric (2018). Measures that may be used to obtain an accurate picture of teachers teaching quality include student survey, student test and examination performances, routine check of lesson delivery, and assessment of lesson plan and note among others.

Provision of Constructive Feedback

After assessment, teachers should be provided with immediate feedback on their teaching quality. A medium should be designed to provide information on any weaknesses which they find during the evaluation. According to Derric (2018) a school leader should also give detailed suggestions to guide teacher improvement after discovering any weakness in the course of evaluation. Feedback can be provided formally and informally and may not be limited to what is in the evaluation. Formally, the teacher can be communicated through a formal letter or assessment record inform of grading sheet. Informally, the teacher could be communicated through discussion and briefing.

Training for Professional Development

Regular training and retraining of teachers is an essential ingredient for improving teaching quality. Engaging teachers in regular training and retraining will foster dynamic changes for the teachers, motivate, provide innovative ideas and gives a fresh perspective from an outside source Derric (2018). Therefore a school administrators need to consider the professional development programmes they are scheduling for teachers and determine if it will produce the intended results. The training programme should however cover areas identified as teachers weaknesses during evaluation process and

the outcome of the training on the teacher's effectiveness should be further evaluated for purpose of decision taking.

Provision of Adequate Teaching Resources

Teachers need the appropriate tools to improve teaching quality. School administrators must be able to give their teachers the resources they need. Though in this era where educational funding is an important issue, meeting this need can be very challenging. However, with the opportunities the Internet, there are numerous tools available to teachers to improve teaching quality. According to Derric (2018) teachers must be trained to use the Internet, media resources and other technologies as an educational resource in their classroom. Teachers should be trained on how to use innovative techniques and resources to improve teaching. Also, school administrators should ensure that teachers are provided with the best resources in order to enhance improved teaching and to use the available resources effectively.

Conclusion

It is a known fact that education is an integral part of an individual's life and allows for societal development. Teachers must be well motivated in order for them to perform better and live up to their responsibilities.

Recommendations

Based on the discussion above, the following recommendations were made;

1. When teachers are motivated, they tend to perform better. Thus, Nigeria government should put in more effort in making provision of free accommodation, free medical care, and advance payment in case of financial problems as well as extra teaching allowances for the teachers.
2. Teachers who perform better should be rewarded for his/her effectiveness in contributing to the students overall achievement and performance in the classroom.
3. Training and retraining of teachers should be done at regular interval in other to increase their quality for better performance of the students in other to contribute positive to the development of the nation.
4. For effective motivation of teachers, salary and other remuneration should be paid as at when due.
5. Nigerian schools should be supervised regularly as this may put teachers to work harder and better.

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