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Sub-Theme

**"STAFF MOTIVATION AND DEVELOPMENT-
A WAY OF ACHIEVING OPTIMUM PERFORMANCE
IN THE NEW SECONDARY SCHOOL CURRICULUM
BY
DR VERA UDE**

Sub -Theme

**CONTEMPORARY SECURITY CHALLENGES AND THEIR
IMPLICATIONS FOR THE IMPLEMENTATION OF THE
NEW SENIOR SECONDARY SCHOOLS
CURRICULUM IN NIGERIA
BY
DR. ALPHONSUS O. NJOKU**



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**STAFF MOTIVATION AND DEVELOPMENT -
A WAY OF ACHIEVING OPTIMUM PERFORMANCE IN THE
NEW SECONDARY SCHOOL CURRICULUM
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ABSTRACT

In this paper, an attempt is made to discuss the staff motivation and development as a way of achieving optimum performance in the new secondary school curriculum. The introductory part of the paper is a brief account of Nigeria education reform agenda for secondary schools. This is followed by the discussion of concepts of staff development and motivation, secondary school curriculum and the rationale for a reform. The paper also discussed the interaction effect of staff development and motivation on their performance. The author made recommendations to all the stake holders in education on ways of motivating teachers for optimum performance and subsequent high achievement by students. In conclusion, the author prays God to help the "Guinea pigs" of the new curriculum implementation for secondary schools.

INTRODUCTION

Education is the bedrock of civilization and any country that tries to neglect this fact will have uninformed citizen). Nigeria as a nation in its quest to be among the first 20 countries of high economy has engaged in different educational reformations, including NEEDS and MDGS. There are flaws in curriculum development which kept drawing the nation below its target hence the education for all by the year 2000, 2015 after which we still have about 10.5million children out of school. Now we talk about vision 20:2020. It is believed that all the children of school age must acquire basic education hence the implementation of the Universal Basic Education it is also believed that education will be able to produce resourceful and global competitive individuals. It is therefore pertinent to add that the promotion of quality assurance practice in Nigeria is particularly essential in improving the quality of education at all levels of the Nigeria education system in order

to continue to meet the demands for growth and development in all other fields of human endeavour .

In this paper, we are limited to secondary education system.

Secondary education is described by the National Policy on Education as the education children receive after primary education and before the tertiary stage (FRN, 2004). This policy document emphasized the broad goals to include the preparation of the individuals for useful living within the society as well as for higher education. The document prescribed six years duration which consist of 3years JSS and another 3years for (SSS) Senior Secondary School. With the introduction of Universal Basic Education, the educational system was changed from 6-3-3-4 to 9-3-4, a confusing situation where Education boards struggle for the rightful owner of the JSS. These changes in the secondary educational system brought about the change in curriculum all gearing towards the reformation agenda, of vision 20:2020.

Keeping in tune with the dynamic nature of the society, the National Policy on Education of the 4th edition was necessitated by some policy innovations which include "Repositioning science, technology and vocational education in the scheme of National education for optimum performance and general contextual change to reflect the state of professional practice in education, among others. (FRN, 2004 p5)

In view of these changes, it becomes apt for the discussion of this sub theme, Staff motivation and development – A way of achieving optimum performance in the new secondary school curriculum".

STAFF MOTIVATION AND DEVELOPMENT

Motivation is a psychological feature that arouses an organism to act towards a desired goal and elicit control and sustains certain goal directed behaviours. It is a driving force which compels or reinforces an action towards a desired goal. Motivation is a purpose or psychological cause of an action and research has shown that, it has roots in psychological, behavioural, cognitive and social areas. It is all rooted in a basic impulse to optimize well-being, minimize physical pain and maximize pleasure. Motivation can therefore be defined as the process that initiates, guides and maintains goal-oriented behaviours.

COMPONENTS OF MOTIVATION

Three components of motivation include: activation, persistence and intensity. Activation involves the decision to initiate a behavior such as enrolling in a biology class. persistence is the continued effort towards a goal even though obstacles may exist such as taking more biology courses in order to earn a degree although it requires a significant investment of time, energy and resources. Finally, intensity can be seen in the concentration and vigor that goes into pursuing the goal. For example, one student might cross by without much effort, while another student will study regularly, participate in discussions and take advantages of research opportunities outside of class.

TYPES OF MOTIVATION

Different types of motivation are frequently described as being either extrinsic or intrinsic. Intrinsic motivation: This refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal, behavior. In these studies, it was evident that the organisms would engage in playful and curiosity driven behaviours in the absence of reward. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social and physical development student who are intrinsically motivated are more likely to engage in the tasks willingly as well as work to improve their skills which will increase their capabilities.

Extrinsic Motivation: This refers to the performance of an activity in order to attain an outcome whether or not that activity is also intrinsically motivated.

Extrinsic motivation comes from outside of the individual. Common extrinsic motivation are rewards such as money or grades, for showing the desired behavior, and the threat of ~~pediment~~ ^{punishment} following misbehavior.

THEORIES OF MOTIVATION

There are varied theories of motivation but this paper will discuss Maslow's hierarchy of needs.

Maslow's Hierarchy of Needs:-

Content theory of human motivation includes both Abraham Maslow's

hierarchy of needs and Herzberg's two factor theory. Maslow, the American motivation psychologists developed the hierarchy of need consisting of five hierarchical classes. According to Maslow, people are motivated by unsatisfied needs. The needs listed from basic (lowest-earliest) to most complex (highest – latest) are as follows:-

1. Physical needs such as the need for food, water, sleep;
2. Safety/security /shelter/health;
3. Belongingness /love/friendship, ie need for social interaction;
4. Self-esteem/Recognition/Achievement;
5. Self – actualization – This is realizing full potential

Maslow believed that people pay attention to higher needs only when lower needs are satisfied.

Motivation in Education:-

Motivation is of particular interest to educational psychology because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general forms of motivation studied by psychology students in other fields.

Motivation in education can have several effects on how students learn and how they behave towards the subject-matter. It can

1. Direct behavior towards particular goals;
2. Lead to increased effort and energy;
3. Increase initiation of and persistence in activities;
4. Enhance cognitive processing ;
5. Determine what consequences are reinforcing ;
6. Lead to improved performance.

EMPLOYEE MOTIVATION

Workers in any organization need some incentives to keep them working. Often times, the salary of the employee is not enough to keep him or her working for a company or organization. An employee must be motivated to work or else the quality of work will deteriorate. Teachers as employees must be motivated as no educational system can rise above the level of its teachers.

STAFF DEVELOPMENT

Staff development is a process that focuses on the professional growth of

teachers. It can be viewed as the activities and programmes (formal and informal and on or off campus) that help staff members learn about responsibilities, develop required skills and competencies necessary to accomplish institutional and divisional goals and purposes, and grow personally and professionally to prepare themselves for advancement in the institution or beyond the campus. This requires identifying the competences needed by staff members to perform one's job and ensuring that development activities are geared towards enhancing these competences. This can take the form of professional conferences, on the job training, new employee orientation, on-site workshops and programmes.

The interrelationship of staff (teacher) motivation and implementation of the new secondary school curriculum has been addressed through the issue of staff development. Traditionally, staff development has meant encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at the graduate level, providing funding for conferences and workshops, and developing other training opportunities, including in-service programmes.

Darling-Hammond and Mc Laughlin (1995) suggested that staff development also means "providing occasions for teachers to reflect critically on their practice and to fashion new knowledge and beliefs about content pedagogy, and learners."

Monahan (1996) describes a new concept. Comprehensive Professional Development (CPD), that focuses on strategies for facilitating teacher growth through professional dialogue with colleagues, collaborative curriculum development, peer supervision, peer coaching and action research leading to schoolwide change.

WHAT IS CURRICULUM?

Curriculum is broadly defined to include four basic components:

1. **The goals** which are the expectations or benchmarks for teaching and learning, often made explicit in the form of a scope and sequence of skills to be addressed.

2. **Methods:** These are the specific methods for the teacher, often described in a teacher edition.

3. Material: These are the media and tools that are used for teaching and learning .

4. Assessment: The reasons for and methods of measuring students' progress are addressed here.

The term **curriculum** is often used to describes only the goals, objectives or plans, something distinct from the “means” of methods, material and assessment. Yet since each of these components are essential for effective learning – and since each includes hidden barriers that undermine students' effort to become master learners- curriculum design should consider each of them as a piece.

These guidelines apply to the general education curriculum which, when universally designed, should meet the educational needs of most students, including those with disabilities. This document can help guide the design of expectations, content, methods, and outcome across differing classrooms in each school or system. Curriculum therefore, according to Ada (2013) is “the sum total of human endeavour geared towards the realization of the applications of the society through the institution of the school.”

The stakeholders, in curriculum planning and implementation included:

- (i) the planners who are experts that design the curriculum and evaluate the extent of achievability of the curriculum.
- ii) The teacher who is the implementer of the curriculum.
- iii) The students who are the learners.
- iv) Government
- v) The Non-governmental organization and communities.

The New secondary school curriculum – Why the reform?

Nigerians were surprised when Nigerian Educational Research and Development Council (NERDC) started the review of the 9-year Basic Education Curriculum (BEC) barely three years after the implementation of the curriculum started in primary and secondary schools nationwide.

As a matter of fact, some stakeholders in the education industry, especially the teachers, complained that the nine-year Basic education curriculum was overloaded with contents and should be reduced for effective teaching and learning.

In as much as there was sensitization of these stakeholders by NERDC for the past four years, teachers still complained that students are being over-labored with so many subjects – about 20 subjects. They opined that in line with global best practices, the maximum subjects should not exceed 10 as in other countries of the world like the United States of America, Kenya, Ghana etc. Also, the Presidential Task Team force on Education (PTTE) set up by Mr President, Dr Goodluck Ebele Jonathan, reported that the Nine-year BEC should be revised in terms of reduction of the content overload.

The Revised National Policy on Education and the Presidential 9-point Agenda emphasized the areas of self-reliant and wealth and job creation by Nigerians. It therefore becomes imperative that the BEC should be revised to accommodate and emphasize vocational and entrepreneurial studies. According to NERDC Boss, Prof, Obioma, by the time every Nigerian child goes through the new programme and comes out of secondary school, he or she would have learnt prevocational study through Agriculture, Home Economics and other entrepreneurial studies. The new curriculum also captured reading as a teachable content to enable our students to acquire the culture of reading which has almost eluded them but for the intervention of Enugu State government through the reading competition programme.

The implementation of the new curriculum took effect from September, 2013 and it is expected that the present SS3 students will sit for their SSCE for WASSCE and NECO based on this new curriculum. The question now is, how is this new curriculum going to be implemented by the stake holders for optimum performance?

THE INTERACTION OF STAFF MOTIVATION AND DEVELOPMENT WITH OPTIMUM PERFORMANCE

According to sociologists, current school environments are a reward-scarce setting for a professional work and often seem to work against teachers' best efforts to grow professionally and improve students' learning (Peterson, 1995). Educationists as well as other stakeholders should find ways to keep teachers in the profession, and motivated because a motivated

teacher not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice. The principal should always carry out internal supervision of the staff both in and out of the classroom as some are there to cheat the students either because of lack of knowledge or merely because they are busy with private practice.

RECOMMENDATIONS

For the New secondary school curriculum to be effectively implemented by teachers who are the main stakeholders, the following recommendations have been offered for the establishment of professional development programmes that will result in teacher growth and motivation:-

1) There should be enough time to build professional development into the life of the school. The principal should re-organize the school day to enable teachers to work together as well as individually, both daily and weekly, and throughout the year. Teaching job should be redefined to include blocks of extended time for teachers' professional development.

2) Teachers should be helped to assume responsibility for their own professional development, based on an analysis of the needs of students in their own schools. Staff development goals, standards for student learning, and standard for professional practice should be decided locally by the school community of teachers, administrators and parents. In addition, teachers and administrators should collaborate in each zone to create peer assistance and review to nurture the practice of all teachers.

3) The government should provide high-quality professional development and motivation through (a) enhancement of teachers' salary (b) provision of regular workshops and seminars (c) Incentive packages for on the job training for teachers. (d) Job security for experienced teachers for effective teaching and learning in schools.

CONCLUSION

The new secondary school curriculum is a welcome reform and requires concerted effort from the planners, implementers and government for its workability. Obanya (2002) stated that "the new way of looking at the secondary level curriculum would require a new type of teacher. The issue is not simply recruiting more teachers, not merely training more of the

conventional type of teachers, but making teaching an integral part of profound reforms through recruiting, re-educating, motivating and retraining a critical mass of the revolutionary type of teacher.

The entrepreneurial studies introduced into the curriculum are a laudable development, but there are no teachers for its implementation because of lack of adequate preparation by NERDC and government as a whole. In spite of these shortcomings, both WAEC and NECO are ready with their questions to examine candidates in the new curriculum in 2014.

Hence, Aruwa (2007) in search of recommendation suggested that "the National Youth Service Corps will be reviewed with a view to using a good part of the service year to develop entrepreneurial skills in the corps members. The orientation period should be extended to include a one month period for formal training on entrepreneurship".

While praying for the SS3 students nationwide who are the "guinea pigs" for the new curriculum, the government should put machinery in motion towards retraining of teachers, recruiting of qualified teachers, providing conducive environment in schools for effective teaching and learning, enhanced remuneration and incentives, etc; and stop undue retirement of teachers with recklessness and insensitivity.

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