

EVALUATION OF MOTIVATION OF TEACHERS OF VOCATIONAL AND TECHNICAL EDUCATION (VTE) AS THE WAY FORWARD FOR NIGERIAN EDUCATIONAL REFORM IN ADMINISTRATION AND PLANNING

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Abstract: The research was aimed at investigating the motivation of teachers of vocational and technical education (VTE) as the way forward for Nigerian educational reform in administration and planning. The research was restricted to the views of teachers in the school of vocational and technical education of the tertiary institutions in Abuja FCT and Niger State. Populations of 500 respondents were randomly selected. The instrument for data collection was questionnaires. The chi-square (X^2) method was used in explaining the questionnaires. This was followed by the chi-square test. The major findings revealed that teachers of VTE are not adequately motivated and this is responsible for the failure in other areas of educational reform programme. The researcher recommended among others that teachers' motivation should form a pillar upon which other considerations rest in order to achieve the much-desired reform of VTE in this country

Keywords: Evaluation, Motivation, Teachers, VTE, Administration and Planning.

I. INTRODUCTION

Vocational and technical education (VTE) traditionally was poorly given the recognition it deserves. It was informal in outlook (Etim and Otu, 2009). The kind of training was father to son and mother to daughter. However, vocational and technical education has been regarded as the major forces propelling modern socio-economic growth and development of most nations of the world (Ezeagu and Ezema, 2004). Vocational and technical education (VTE) are taught in schools, but the declining enrollment and cognitive achievement of VTE students at all levels of education are creating a lot of concern for educators and councilors (Igboenyisi, 2004).

Anagbaogu (2003) opined that Nigerian students are not developing good attitudes and miss-educated about vocational education because of poor or inadequate facilities, teaching strategies, among others. This explains why some researchers in the field of VTE have in recent times concentrated their research efforts on finding teaching strategies that could promote teaching and learning of VTE so as to increase achievements and enrolments of students.

Emphases have shifted from traditional methods that are more teachers centered and only encourage role memorization of facts to strategies that are more learner-centered. These innovative strategies encouraged participation by the learners and the acquisition of vocational skills, which in effect will make students the much-needed good artists, nutritionists, carpenters, and technologists of tomorrow of man power development and nation building (Nwankwo, 2000).

Despite all these teaching strategies, students' performance in VTE at all levels of education in Nigeria had consistently been reported to be poor and unimpressive (Ukpongson and Mangiri 2000). Therefore, there is an urgent need to restructure, redesign, reform, reengineer and refocus VTE in Nigeria to achieve results since it is the bedrock of nation building and for any sustainable development. This could be in the form of VTE Curriculum reform, motivation of VTE teachers or change in the leadership styles among others.

The researcher strongly advocated that this much needed reform can only be achieved by the motivation of teachers of VTE in colleges of education and universities, who are responsible for impacting knowledge to their students who are being trained as future vocational and technical teachers. Motivation is one of the key elements in employee performances and productivity. Even when people have clear work objectives, the right skills and a supportive work environment, they would not get the job done without sufficient motivation to achieve these work objectives (Abba, Anazodo and Okoye, 2004).

When workers are properly motivated, the organization will easily achieve her objectives. Every good administrator had used motivation of one kind or the other to make people take part or be involved in purposeful action that will intimately lead to the achievement of goals of the organization (Igboenyasi, 2004). Motivation is therefore, the force that pushes, propels or energizes workers for better performances. According to Anagbaogu (2003), such strategies can come in the form of promotion, salary increase, salary advance, prizes or fringe benefits provided for workers without agitations, demonstration or work to rule. Motivation of teachers of VTE could also come in the form of availability and adequacy of material resources and cordial relationships between these teachers and the school administrators.

Fringe benefits are some kind of incentive motivation that is based on the principle that the best way to get compliance and better performance from workers is through some kind of benefits and incentives. These according to Ezeliora, (2005) could be done in form of money as pay bonuses, gifts, letters of recommendations, promotion and allowances. Similarly, teachers who are aware of being rewarded are prone to work harder.

Material resources are described as information carriers designed specially to fulfill objectives in teaching learning situation (Ifeakor, 2006). Material resources can also be referred to as the wide variety of equipment and material used for teaching. They include consumable and non-consumable like computers, electricity, television, projectors, paint, chemicals etc. When material resources are available and adequate, the teacher is highly motivated to work for enhanced teaching learning process.

The type of relationship existing between the teachers of VTE and the school administration is a motivational factor, if this relationship is cordial. This could be in the form of participation in decision making, provision of staff quarters by the school administration, being interested in teachers welfare and ensuring that these teachers are carried along among others. When this relationship is cordial, the lecturers feel recognized, are proud of the institution and therefore, will work harder for its upliftment in terms of teaching and learning.

Having seen the importance of motivation of teachers of vocational and technical education as the key to reform, and the various ways by which these teachers can be motivated, the question now is; to what extent are vocational and technical education teachers are provided with fringe benefits for enhancement of their teaching? Are the available material resources adequate for the teaching and learning of VTE? What type of relationship exists between the vocational and technical teachers and the school administration? What bottlenecks are envisaged to hinder the motivation of teachers of vocational and technical education? The answers to these questions underscore the need for this study.

II. OBJECTIVES OF THE STUDY

The broad Objective of the study is to ascertain the extent to which teachers of VTE are motivated as this is the way forward in reforming education in Nigeria. Specifically, the study intends to:

1. Ascertain the extent to which teachers of VTE are provided with fringe benefits for the enhancement of teaching and learning.
2. Assess the adequacy of available material resources for the teaching and learning of VTE
3. Ascertain the relationship between the teachers of VTE and the school administration.
4. Examine the envisaged bottlenecks to motivation of teachers of VTE

Research Hypotheses:

1. The provision of fringe benefits for teachers improves teaching and learning.
2. Adequacy and availability of material resources does not promote teaching and learning of VTE
3. Cordial relationship between teachers of VTE and school administration is a motivational factor.

III. METHODOLOGY

The data for this study were drawn from the primary source. Accordingly, populations of 500 respondents were randomly selected. The questionnaires were prepared and sent to the population of 500 literate respondents who are currently serving as teachers in the schools of vocational and technical education in all the tertiary institutions in FCT Abuja and Niger State.

A frequency count of all the responses derived from each specific question relating to the hypothesis was made. They were tallied under the following headings: a. Strongly Agree b. Agree c. Strongly Disagree d. Disagree e. Undecided. After this, a scientific analysis of the data was carried out.

The chi-square (X^2) method was used in explaining the questionnaires. This was followed by the chi-square test that attempts a comparison between the obtained and observed sample frequencies. The chi-square test deals with the application of data that are not on a continuous scale of measurement. It is denoted by the symbol (X^2) and the formula for computing (X^2) is:

$$X^2 = \frac{\sum (f_o - f_e)^2}{f_e}$$

Where f_o = Number of times that the variable under study was observed in the sample

f_e = Number of times that the variable under study was expected to occur in the sample

$(f_o - f_e)^2$ = The square of $f_o - f_e$

$(f_o - f_e)^2$ = Average number of the difference in the observed frequency

Test of hypotheses:

The characteristics listed below are used for rejecting or accepting the hypotheses when the least possible value $X^2 = 0$

- a. X^2 will have positive which increases as the difference between f_o and f_e increases
- b. In taking a decision for X^2 test, if X^2 computed is greater than the X^2 table value that is critical value, then the Null hypothesis (H_o) will be rejected and if X^2 is less than the critical value (X^2), then Null hypothesis will be accepted.
- c. In determining the critical value (X^2 value), the appropriate number on degree of freedom is given as follows:-

$$Df = (r - 1)$$

Where Df = Degree of freedom

r = Number of Rows which the data are tabulated.

For this study, the $Df = (5 - 1) = 4Df$

Checking in the X^2 value table, the critical value is 9.49 which are used in accepting or rejecting hypotheses tested in this work. All the tests were conducted at significance level, $\alpha = 5\%$

$$H_o = f_o - f_e \text{ or } f_o - f_e = 0 \quad \text{ie}$$

H_o : There is no significant difference in the number of respondents tending to agree or disagree that the provision of fringe benefit improves teaching and learning of VTE.

H_1 : There is a significant difference in the number of respondents tending to agree or disagree that the provision of fringe benefits improves teaching and learning of VTE.

IV. RESULTS AND DISCUSSION

Table 1: Impact of the Fringe Benefits for Teachers of Vocational and Technical Education

ITEM	SA	A	U	D	SD	Total
The provision of fringe benefits improve teaching and learning of VTE	100	167	22	133	78	500
Percentage	20%	33.4%	4.4%	26.6%	15.6%	100%

Table 2: Chi – square Analysis of Respondents’ views on the Impact of Fringe Benefits for Teachers of VTE

Responses	f _o	f _e	(f _o -f _e) ²	$\frac{(f_o-f_e)^2}{f_e}$	X ²	Df	p
SA	100	100	0.00				
A	167	100	4489.00	44.89			
U	22	100	6084.00	60.84			
D	133	100	1089.00	10.89	121.46	4	<0.05
SD	78	100	484.00	4.84			
Total	500	500		121.46			

Level of significance a = 5%

Decision Rule: Reject H₀ if X² observe > X² critical

X² critical = 9.49 at a = 0.05, Df = C – 1 = 5 – 1 = 4

C = N₀ of cells (Rows) = 5

X² observed (computed) = 121.46

Since X² observed = 121.46 > X² critical = 9.49, we reject H₀ and conclude in favour of H₁ that is; provision of fringe benefits improve teaching and learning of VTE. This is in agreement with Onwuachu (2007). Large proportion of respondents (53.4%) agreed to this fact.

Table 3: Impact of Adequacy and Availability of Material Resources on the Teaching and Learning of VTE

ITEM	SA	A	U	D	SD	Total
Adequacy and Availability of Material Resources Promote Teaching and Learning of VTE	44	178	11	189	78	500
Percentage	8.8%	35.7%	2.2%	37.8%	15.5%	100%

H₀: There is no significant different in the number of respondents tending to agree or disagree that the provision of adequate and availability of material resources promote teaching and learning of VTE.

H₁: There is a significant different in the number of respondents tending to agree or disagree that the provision of adequacy and availability of material resources promote teaching and learning of VTE.

Table 4: Chi - Square Analysis of Respondents’ view on whether or not, the adequacy and availability of Material Resources Promote Teaching and Learning of VTE

Responses	f _o	f _e	(f _o -f _e) ²	$\frac{(f_o-f_e)^2}{f_e}$	X ²	Df	p
SA	44	100	3136	31.36			
A	178	100	6064	60.64			
U	11	100	7921	79.21			
D	189	100	7921	79.21	255.46	4	<0.05
SD	78	100	848	8.48			
Total	500	500		255.46			

Significant at a = 5%

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Since X^2 observed = 255.46 > X^2 critical = 9.49, we reject H_0 and accept H_1 . The analysis reveals that 267 out of 500 respondents ie 53.4% of them disagree with the assertion that adequacy and availability of material resources do not of promote teaching and learning of VTE. It means teaching and learning of VTE can be promoted when these material resources are adequate and available (Onwuachu, 2007)

Table 5: Impact of Cordial Relationship between Teachers of VTE and School Administration

ITEM	SA	A	U	D	SD	Total
Cordial Relationship Between Teachers of VTE and School Administration is a Motivational Factor	156	133	22	133	56	500
Percentage	31.2%	26.6%	4.4%	26.6%	11.2%	100%

The table 5 above shows that a larger proportion of the respondents (57.8%) tend to agree that a cordial relationship between teachers of VTE and school administration is a motivational factor which can increase productivity on the part of teachers

Table 6: Chi - Square Analysis of Respondents' View on the Impact of Cordial Relationship between Teachers of VTE and School Administration.

Responses	f_o	f_e	$(f_o-f_e)^2$	$\frac{(f_o-f_e)^2}{f_e}$	X^2	Df	p
SA	156	100	3136	31.36			
A	133	100	1089	10.89			
U	22	100	6084	60.84			
D	133	100	1089	10.89	133.34	4	<0.05
SD	56	100	1936	19.36			
Total	500	500		133.34			

The computed value of $X^2 = 133.34$ greater than the critical value of 9.49 at a significance level of 0.05 and 4 degree of freedom. We therefore reject the H_0 and accept H_1 we pursue the analysis further by a critical examination of the cell observation and find out that there is a tendency for the majority of the respondents (57.8%) to agree that cordial relationship between teachers of VTE and school administration promotes teaching and learning (Igboenyasi, 2004). While a smaller proportion (37.8%) tends to disagree that it had no significant impact on the teaching and learning, 4.4% of the respondents were uncertain as to the significance of its impact on the teaching and learning.

V. CONCLUSION AND RECOMMENDATIONS

The study reveals that for any meaningful change or reform in VTE to take place, teachers of VTE at all levels of education must be adequately motivated so as to stimulate their interest as well as spur them into action to ensure that other areas of reform succeed for complete systems to change so as to achieve sustainable development.

Based on the findings, the following recommendations are made:

1. Motivation of teachers of VTE should form a pillar upon which other considerations rest.
2. Funds and material resources should be provided adequately for proper teaching and learning.
3. Teachers of VTE should be involved in decision making especially when they are directly involved.
4. Special salary structures should be put in place for VTE teachers at all levels of education.
5. Hardworking teachers of VTE should be rewarded.
6. There should be regular training and re-training of VTE teachers (seminars, conference and workshop).

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