

ACHIEVING SUSTAINABLE DEVELOPMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE THROUGH ADEQUATE TEACHER MOTIVATION

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Abstract

The study investigated achieving sustainable development in Anambra State Secondary Schools through teacher motivation. Two research questions and one hypothesis guided the study. Descriptive survey design was used for the study. Stratified random sampling technique was used to select 66 principals while random sampling technique was used to select 726 teachers, totaling 792 respondents. Self-structured questionnaire titled "Achieving Sustainable Development in Secondary Schools through Teacher Motivation Questionnaire" (ASDSSTMQ) was used for data collection. The instrument was validated by two experts, two experts from Education Management and one expert from Measurement and Evaluation, all from Faculty of Education, Chukwuemeka Odumegwu Ojukwu University Anambra State. The reliability co-efficient of the instrument was calculated to 0.82. Using cronbach alpha formula. Research questions were answered with mean and standard deviation while statistics were employed to test the null hypothesis. The findings revealed that there were some motivational strategies needed by teachers to achieve sustainable development which are: involving teachers in professional training, seminars, and workshops and equipping the teachers with adequate and functional ICT facilities among others, it was also revealed that three motivational strategies are: Creating effective communications in the schools, Rewarding teachers for work done, Adequate provision of instructional materials are effective on teachers when implemented. It will keep teachers abreast with current issues and innovations, it will also make teachers to be competent and enhance their performance. Based the findings, it was recommended that the government should improve in finding schools by paying teachers as at when due and purchasing and maintaining of ICT facilities and other equipment among others.

Keywords: Sustainable development, motivation, adequate teachers.

Introduction

Secondary education is a very crucial stage in education as it serves as bridge between the primary education and the tertiary education;

FGN (204) stated that secondary education is an education received after primary education and before tertiary education. Secondary education molds students and prepares them for future challenge in life. Watson (2007) identifies the dividends of secondary education as economic reforms, revival, cultural awareness, democratic government, rural i-regeneration, sustainable development and manpower development. By this, secondary education gets students ready to face the 21st century challenges and prepares them for sustainable development. UNESCO (2005) adopted a decade of education for sustainable development were education was identified as fundamental to the successful achievement of sustainable development. The adoption involves the integration of the principles, values and practice of sustainable development into all aspects of education and learning. (Ezeokeke, 2018). This could only achieved through motivated and committed teachers.

Sustainable development should be people centered, premised on the need to have conducive environment for people, individually and collectively, to develop their full potential and to have reasonable chance of leading productive lives and creature live s in accord with their needs and interests (Odowdu, 2018). Sustainable development is all about looking for better ways of handling things (critically, skillfully and technologically) both for future and the present. It prepares students to compete favorably with their counterparts globally.in secondary school education it the duty of teachers to prepare their students as they are the major implementers of curriculum and education policies. Therefore teachers are the people that will take the students to greater height which they aim and present them to the world challenges. Success of implementing curriculum and educational policies in school lies in adequate motivation of teachers. This is so because teachers who are the people that help students acquire knowledge, sufficient skill and morals

need to be well acquired and, motivated. This was noted by Oforjebe and Ezeugo (2010) when they stated that teachers can influence the teaching learning outcomes either positive or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies.

Motivation according to Manafa, Osegbue and Ohamobi (2018), is a force that propel the member of staff to move to a direction the will yield high level of performance in order to achieve the educational goals: for the purpose of this study, motivation is an action that drives an individual to perform positively for the attainment of the school goals. When teachers are motivated, they tend to improve in their performance, this is in line with Osiki (2012) who emphasized that teachers were happy, inspired and motivated when motivation related factors in the secondary school are put in place. Any school principal that wants to achieve the school goals and attain sustainable development must motivate him or her teachers especially now that teachers work is becoming more complex. Kehchinga (2019) emphasized this when he maintained that the responsibilities of teachers are more extensive now than in the past and this might be as a result of challenges bedeviling the nation, therefore, teachers play a very important roles in developing of students and inculcating knowledge in them for sustainable development. Motivation of teachers come in different forms, it can be in form of wages or innovation. Innovation in the sense that the school principal will always want the teachers to be in trend of what is happening in education sector, thereby encouraging them to develop themselves and aim higher for sustainable development.

Motivation is the radical or measurable change in principles, processes, procedures and operations of any service delivery (Wasiu in Unachukwu & Okorji, 2014).innovation is a deliberate act that involves new things and ideas in a bid to attaining goal. School principal employ different strategies to ensure that current global practices in the innovation are used to attain sustainable development goals in school, which motivation of teachers is one of the strategies. Here the school principal provides the teachers with necessary technologies and professional training needed to project their students. The information and communication technology (ICT) facilities should be up to date with effective ICT personnel and good power supply. The teacher will be able to use technology and equipments available to produce skilled, creative and technologically inclined students that will be self sustainable. A teacher that is not motivated adequately cannot perform wonders when he or she knows what to teach but not equipped, she will be handicapped and it decreases teachers' moral and ability to produce a higher level. This affects the students negatively as they cannot perform more than what the teacher taught them. This is in line with Adeyemo, Oladipupo and Omisore (2013) who posited that quality of any educational system depends to a great extent on the quality of teachers in terms of academic and professional qualification and experience as well as the level of competence and dedication to their primary function. Teacher is the vehicle through which knowledge is generated and schools developed (Wicke, 2010), therefore the role of teacher in molding and formation of students cannot be over emphasized. This shows that teachers need to be highly motivated so that they bring out as the prospects of every individual and nationals a whole lies in the hands of the teachers.

Unfortunately, appropriate motivations of secondary school teachers have not been achieved. Allen (2004) emphasized this when he stated that the stipulated goals in the national policy of education have not been achieved as teachers are neither properly paid nor are they committed to teaching profession. It is against this background that the researcher intends to investigate the extent teachers motivation can contribute to achieving sustainable development in Anambra State Secondary Schools.

Statement of the Problem

The study was designed to investigate the achievement of sustainable development in schools through teacher motivation. The problem concern in this study is the secondary school students not being able to favorably compete with their counterparts globally; not being technologically inclined in order to be prepared in facing 21st century challenges and their poor performance in external examinations like West African Examination Council, National Examination Council and Joint Admission and Matriculation board Examination. Observation have shown that teachers are not dedicated, disciplined, devoted and enthusiastic in entering classes to teach, they no longer enjoy their work as teachers. It seem that different factors are the causes of their problems.

This study was therefore designed to investigate the extent teachers' motivation can contribute to achieving sustainable development in Anambra State Secondary Schools.

Purpose of the Study

The aim of this study is to investigate the achievement of sustainable development in schools through teacher motivation specifically, the study sought to:

- 1) Identify the motivational strategies needed by teachers for achieving sustainable development in Anambra Secondary Schools.
- 2) Examine the extent to which motivational strategies are effective in attaining sustainable development in Anambra State Secondary Schools.

Research Questions

The following research questions guided the study:

1. What are the motivational strategies needed by teachers for achieving sustainable development in Anambra State Secondary Schools?
2. To what extent are the motivational strategies effective in sustainable development in Anambra State Secondary Schools?

Hypothesis:

The following hypothesis was formulated and tested at .05 level of significance.

H01: there is no significant difference between the mean ratings of school principals and teachers on the extent motivational strategies are effective for achieving sustainable development in Anambra State Secondary Schools.

Methodology

The study adopted descriptive survey design. It was carry out in Anambra state public secondary schools. Anambra state has six educational zones, which are Aguata, Ogidi, Nnewi, Onitsha, Otuocha and Ihiala, the population of the study was 261 principals and 5827 teachers in 261 Anambra public secondary schools, data collected from planning research and statistics department (PRSD) of the post-primary school commission headquarters, Awka, (2020).

The sample for this study was 66 principals and 726 teachers selected using mutti stage sampling technique. Firstly, simple random technique was used to select three educational zones which are Onitsha, Nnewi and Otuocha zones. Secondly, stratified random technique was used to select 22 principals from each of the selected education zones, making it 66 principals. The stratification was based on the local government areas making sure that all the local government areas in three selected education zones were represented. Finally, simple random sampling technique was used to select 11 teachers from each of the 66 schools, summing up to 726 teachers. This brings the total to 792 respondents.

A self structured questionnaire titled "Achieving Sustainable Development in Secondary Schools through Teacher Motivation Questionnaire (ASDSSTMD)" was used for data collection, the instrument had two sections, section A and B. section A elicited personal information from the respondent while, section B solicited information from the two research questions. The instrument was scored on four point scale of Strongly Agreed (SA)/ Very High Extent (VHE) = 4 points, Agree (A), High Extent (HE) = 3 points, Disagree (D)/ Low Extent (LE) = 2 points and Strongly Disagree (SD)/ Very Low Extent (VLE) = 1 point. The instrument was face validated by three experts. Two experts from Educational Foundational Unit and one expert from Measurement and Evaluation unit, all from Faculty of Education in Chukwuemeka Odumegwu Ojukwu University, Anambra state, Nigeria. Their corrections were used for the final draft of the instrument. The reliability of the instrument was established using Cronbach alpha method, the reliability coefficient gotten was 0.82 and was considered reliable for the study. The researcher made use of four research assistants who were instructed on what to do in the administration and collection of the instrument. The copies of instruments collected and used finally for the study was 60 copies from the principals and 640 copies from the teachers that is 700 copies which is 88% return rate. Mean and standard deviation were used to answer the research questions while Z-test was used to analyze the null hypothesis at 0.05 level of significance. In view of the fact the four point scale was used for the research questions, the decisions rule was based on the midpoint of the scale which is 2.50. Therefore, the criticism mean of 2.50 and above was accepted as indicators of agreement on high extent while mean scores below the Cartesian mean indicated disagreement or low extent.

Result

Research question 1: what are the motivational strategies needed by teachers for achieving sustainable development in Anambra state secondary schools?

Table 1: mean rating and standard deviation scores of principals and teachers on the motivational strategies needed by teachers for achieving sustainable development in Anambra secondary schools.

s/n	Item description	X	SD	Principal = 60 Teachers = 640		
				X	SD	decision
1	Creating effective communication in the school	2.58	1.04	2.06	1.02	A
2	Rewarding teachers for good work done	3.10	0.94	3.50	0.78	A
3	Adequate provision of instructional materials	2.52	0.98			A
4	Engaging teachers in professional training	3.06	0.98	2.89	1.07	A
5	Organizing periodic seminars, workshops and conferences for teachers.	3.34	0.80	3.45	0.84	A
6	Adequate provision modern equipment and ICT facilities.	2.70	1.08	2.80	0.89	A
7	providing conducive working environment for teachers.	2.82	1.06	2.52	1.01	A
8	Including teachers in decision making	2.50	1.00	2.51	1.04	A
9	prompt payment of salary	2.99	1.10	3.65	0.87	A
10	Recognition of the value of teachers work	3.20	0.87	2.72	1.04	A
11	equity in dealing with teachers and sharing responsibility ie among them	2.82	1.02	2.65	1.00	A
	Grand mean	2.96	1.00	2.81	0.98	A

The data in table 11 shows that all the items in the table are with mean value, ranging from 2.52 to 3.34 for principal and 2.52 to 3.45 for teachers. This indicates that the respondents agreed that all the items are motivational strategies need by teachers for attainment of sustainable development in secondary schools in Anambra state. The standard deviation of 1.00 and 0.98 for principals and teachers respectively shows that their opinions are similar.

Research question 2: to what extent are the motivational strategies effective in achieving sustainable development in Anambra state secondary schools?

Table 2: mean rating and standard deviation scores of principals and teachers on the effectiveness of the motivational strategies on teachers' achieving sustainable development in Anambra state secondary schools

s/n	Item Description	X	SD	Principal = 60 Teachers = 640		
				X	SD	Deviation
12	It upgrades teachers competence and enhance job performance	2.75	1.08	3.01	0.99	HE
13	Motivated teachers will focus on education improvement of student and achievement of learning outcomes.	2.61	1.10	2.54	1.16	HE
14	It reduces teachers bad attitude to work	2.54	1.16	2.71	1.10	HE
15	Teachers – students' interpersonal relationships Increases	2.68	1.01	2.87	1.12	HE
16	It increases teachers' commitment to work	2.75	1.08	2.62	1.01	HE
17	Professional development and seminars keep teachers abreast with current issues and innovations	3.06	1.10	3.32	0.88	HE
18	Motivation makes teachers to contribute action towards the achievement of sustainable development	2.94	1.11	3.06	1.00	HE
19	Their teaching is efficient and thorough	2.87	1.12	2.62	1.01	HE
20	They have job satisfaction	2.75	1.08	2.60	1.06	HE
21	Motivation of teachers brings about quality Education	2.71	1.10	3.00	0.99	HE
22	Motivation makes teachers inspired and happy	2.52	1.14	2.70	1.08	HE
	Grand mean	2.68	1.01	2.60	1.06	HE

The data on table 2 shows that principals and teachers agree to high extent on all the items, showing that motivational strategies are effective in attaining sustainable development in secondary schools in Anambra

state. This was indicated in table 2 where all the items in the table are with mean values ranging from 2.52 to 3.06 for principals and 2.52 to 3.32 for teachers. The standard deviation from 1.01 and 1.06 for principals and teachers respectively show that their responses are clustered.

Hypothesis: there is no significant difference between the mean ratings of school principal and teachers on the extent motivational strategies are effective in achieving sustainable development in Anambra state secondary schools.

Group	N	X	SD	Z-crt	Z-cal	Decision
Principals	60	2.96	1.00	1.96	0.74	0.05
Teachers	640	2.81	0.98			NS

The results in table 3 shows that Z-critical value of 1.96 is greater than Z-cal value of 0.74 at 0.5 level of significance. Therefore the null hypothesis is accepted. Indicating that there is no significant difference between the mean responses of principals and teachers on the extent motivational strategies are effective in achieving sustainable development in Anambra state secondary schools.

Discussion

The result in table 1 shows that principals and teachers agreed that the following are the motivational strategies needed by teachers to achieve sustainable development in Anambra state secondary schools, they are: creating effective communications in schools, rewarding teachers for good work done, engaging teachers in professional training, organizing periodic seminars, workshops and conference for teachers, adequate provision of modern instructional materials, equipment and ICT facilities, providing conducive working environment teachers, including teachers in decision making, prompt payment of salary, recognition of the value of teachers' work and equity in dealing with teachers and sharing responsibilities among them. This is in line with Adeyemo, Oladipupo Omisore (2013) who posited that when teachers are promoted, offered in service training, attended conference, seminar and refreshers course, it tends to increase their growth and morals to provide at higher level. The findings is also in accordance with Ezeokeke (2018) who posited that motivation which includes improvement of working conditions, payment of salaries as when due, promoting teachers as when due, provision of in-service training and payment of allowance affect teachers' morale. Teachers deserve to be motivated by principals and government by utilizing their motivational strategies.

The findings of table two showed that motivational strategies are effective in achieving sustainable development in secondary schools to high extent. In other words it showed that motivation of teachers leads to successful achievement of sustainable development in schools, because motivation upgrade teachers competence, enhances teachers' job performance, makes teachers bad attitude to focus on educational improvement of students, reduces teachers' bad attitude to work, increases teachers-student interpersonal relationship, increases teachers commitment to work, keeps teachers abreast with current issues and innovation, makes teachers contribute action towards the achievement of sustainable development, brings efficient and thorough teaching, brings about education and makes teachers inspired and happy. This finding agree with Osiki (2012) who noted that teachers are happy, inspired and motivated when motivation related factors in the secondary schools are out in place. Again the findings is in line with Ezeokeke (2018) who emphasized that the right thing in teaching process could only be done if teachers are motivated to discharge their duties well. Hypothesis 1 tested showed that there is no significant difference between the mean scores of principals and teachers achieving sustainable development in Anambra state secondary schools.

Conclusion

The study discussed that motivational strategies are needed by teachers in secondary schools and since Creating effective communication in the school, Rewarding teachers for good work done and Adequate provision of instructional materials are effective, it will lead to achievement of sustainable development in secondary schools. Motivation is very essential for quality education, as education is identified as fundamental to the successful achievement of sustainable development.

Recommendations

Based on the findings, the following recommendations are made:

1. Government should do their own part in motivating teachers that is paying teachers salary as when due, providing adequate instructional materials, equipment and ICT facilities and realizing of adequate fund for professional training and seminars.
2. Principals on their own part should try to motivate their teachers as much as they can.

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