



MOTIVATING TECHNOLOGY AND VOCATIONAL EDUCATION (TVE) TEACHERS FOR QUALITY WORK IN A PANDEMIC ERA

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Abstract

This paper motivating technology and vocational education (TVE) teachers for quality work in a pandemic era, discussed who a teacher is, the meaning of Technology and Vocational Education (TVE), achieving quality work through teachers' motivation in this pandemic era. Suggestions on ways of improving adequate teacher motivation were made to include: effective policy implementation, adequate funding, and promoting teacher's constant in-service training and retraining of teachers and others. Some of the challenges teachers have faced during the pandemic era ranged from a reduction in high-quality interaction with students to a lack of support and challenges with technology mostly network issues when using online gadgets.

Keywords: *Motivating, technology, vocational teachers, pandemic era*

Introduction

Education is the basis for every development; it forms the basis for literacy, skill acquisition, technological development as well as the ability to exploit the natural resources of the State (Uwameiye, 2019). Education contributes significantly to human capital development since it can give its beneficiaries a greater sense of confidence and self-esteem, as well as the power to create sustainable wealth and economic empowerment. Technology and Vocational Education (TVE) is a type of education, which operates in the school system that is capable of developing the entire nation.

TVE is education, training, and skills development involving a wide range of occupational fields, production, services, and livelihood (UNESCO, 2015). UNESCO added that TVE includes a wide range of skill development opportunities adjusted to national and local setting. Esene (2010) Technology and Vocational Education is also the education that prepares its recipients for employment in industries, commerce, and other enterprises by exposing them to practices that provide manipulative, cognitive, and attitudinal skills. Vocational Education provides experiences for adults who are already employed, and whose skills may become obsolete and then require to update their skills. Hence, the goal of vocational education is to provide training for gainful employment and retraining for progress within an occupation. (Federal Republic of Nigeria (2013). It emphasizes exposing its recipients to experiences of using real-world works and the domains of skills, which are manipulative (psychomotor), informational (cognitive), and attitudinal (affective). These domains of skill acquisition are fundamental for the success of persons in any job situation towards poverty alleviation and wealth creation.

Technology and Vocational Education in Nigeria is offered at the technical schools, colleges of Education, and Universities as trade/entrepreneurship subjects which include: metal-work and woodwork, home economics, and entrepreneurial training. These training areas are further broken down into different occupational trade areas as contained in the National Policy on Education.

A teacher is described as an experienced and educated person who is at the forefront of every student's or pupils' learning and molds the personality of students. A teacher is equally a sound professional that guides students to learn through appropriate dissemination of knowledge. The roles and responsibilities of teachers are enormous and according to Korth, Erickson, and Hall (2009), one important role of the teacher is mentoring other additional roles include teaching, supervision, evaluation, coaching, facilitating, reporting students' academic performances and achievements, among others. A teacher, in the most general terms, as described by Okokoye (2003) is a person working in educational institutes who enables students to reach the cognitive, sensory, and behavioral aims and gains within the range determined by the educational system. After the family, school is the first basic socialization institution for the child. Apart from

the parents; it is the student's teacher who is effective in the front seat in regards to his/her personality development and both academic and social performance. The teacher must therefore possess certain characteristics to enable him or her to employ quality practices in education.

The abilities and characteristics that are necessary to be a good teacher as further indicated by Okokoye (2003) are also the same factors that define a good education. A good teacher has eight basic characteristics, which are; knowledge of the material; decision making; problem-solving ability; self-understanding and self-correction; reflecting; recognizing students and knowing students learning needs; applying -new findings in education; teaching and communication ability. The fulfillment of this responsibility is only possible through the teachers being able to develop a positive attitude to build healthy personality values themselves as well as providing efficiency in their relationships with students to allow them to develop their personality freely (Okokoye, 2003). In this regard, a teacher has to portray the above-mentioned characteristics to deliver quality work in school.

Quality refers to something that has worth or good to profit others. Harvey (2006) defined quality in several ways. To Harvey, quality means excellence, consistency, fitness for purpose, value for money, and transformative. These are related to different notions of standards: academic, competence, service, and organizational. Quality is also evoked as the vehicle to ensure compliance to achieve educational objectives. The UNESCO definition of quality in the Nigerian education system as observed by Harvey (2006) is a multi-dimensional, multi-level, and dynamic concept that relates to the contextual settings of an educational model, to the institutional mission and objectives, as well as to specific standards within a given system, institution, program, or discipline. Quality issues in education, therefore, are also closely related to issues of standards that involve academic standards, service standards, organizational standards, and standards of competence. To promote quality in the Nigerian education system however is one root of ensuring the attainment of all educational goals and objectives.

In education, teachers' work is commonly associated with the exercise of an occupation or profession. However, teachers are quite known for improving quality teaching and learning through quality works. Therefore, to improve the quality of teaching and learning at all levels in the Nigerian education system,

teachers are supposed to adopt positive attitudes through the demonstration of quality work (Asiyai, 2015). Aglazor (2017) opined that for teachers to promote quality work in the school, this will require teachers to observe the following practices: plan and deliver instruction that meets the learning needs of all students regardless of their learning styles, developmental and cognitive levels: Organize and manage the classroom environment for maximum academic performance. Manage classroom interactions and student's behaviour to create a safe, conducive learning atmosphere for student academic success. Work cooperatively and collaboratively with students, parents, and other members of the school community for the benefit of students learning. Exercise decision-making in identifying and using age, content, and grade-level appropriate instructional strategies in lesson delivery. Aglazor (2017) added that using appropriate assessment tools and methods to determine students' learning is important to create a dynamic classroom environment that fosters effective communication among students, teachers, parents, and other members of the school community. Demonstrate self-confidence and knowledge of your content and the importance of your curriculum to students' everyday life. Understand the role and operation of the school. Other works include, respect and work effectively with students of varying backgrounds and cultures, plan instruction and learning experiences that recognize the individual needs and differences of students, organize and manage the classroom environment to maximize learning, manage classroom interactions and students conduct to create a positive environment for learning, identify and use appropriate instructional techniques, methods, and resources, evaluate learning to determine the extent to which instructional objectives are achieved by students, establish positive and effective communication with students, parents, colleagues, administrators, and community members. (Aglazor, (2017) suggested that teachers should be motivated to enable them to deliver quality work in schools. Teachers need to be motivated most especially in this pandemic era.

Motivation can be described as goal-directed behaviour. People are motivated when they expect that a course of action- is likely to lead to the attainment of a goal and a valued reward - one that satisfies their needs; Teacher motivation has to do with teachers' attitude to work. Teacher motivation refers to those variables and factors that influence teachers to do things (Azakpe, 2015). According to Dembo (2004), motivation is the internal process that gives behaviour its energy and

direction. These goals include one's goal, beliefs, perception, and expectation. He further asserted that the individual beliefs about the causes of one's failure and success on a present task influence his/her motivation and behaviour on a future task. Motivation causes people to make choices from available alternatives about how best to allocate their energy and time. People normally tend to be more motivated in activities or relationships that offer the greatest perceived reward. Motivation has much to do with desire and ambition, and if they are absent, motivation is absent too. Often, a person has the desire and ambition to get something done or achieve a certain goal but lacks the push, the initiative, and the willingness to take action. This is due to a lack of motivation and inner drive. Motivation strengthens ambition, increases initiative, and gives direction, courage, energy, and the persistence to follow; one's goals. Lack of motivation shows a lack of enthusiasm and ambition. A motivated person is a happier person, more energetic, and sees the positive result in his/her mind (Mullins, 2002). Velez (2007) has perceived teacher motivation as an inspiration or encouragement of teachers to do their best in the classroom. Amaele (2020), has conceptualized teacher motivation as located in the forces that bring about the arousal, selection, direction, and continuation of behaviour in the teacher. The author further described motivation as an embracing factor in an employee's development to accomplish personally as well as organizational goals. However, several motivational theories like those of Abraham Maslow Hierarchy of Needs Theory of 1943 and the Herzberg Two-Factor Theory of Motivation by Fredrick Herzberg of 1959, among others, are important theories that identified the importance of teacher motivation for quality work.

Importance of Teacher Motivation in the Nigerian Education System

Teachers are the chief custodians of teaching and learning, as regards, their motivation is crucial for effective performances in their work practices. Teacher motivation, therefore, is one of the most important keys to academic success likewise achievement of educational goals and objectives in the Nigerian education system. Randhawa (2007) cited in Azakpe (2015) argues that motivation is very significant in many ways. The author suggests that the importance of motivation can be described in the following ways:

1. **Higher performance level:** performance of a teacher in the organization is very important.

- Motivating teachers make them give their best performance in the production process which helps in increasing productivity. Therefore, with a high-performance level, both the school goals and teachers' goals may be achieved.
2. **Low absenteeism and teacher turnover:** a motivated teacher remains on the job for longer duration and his/her rate of absenteeism are also very low. When teachers are properly motivated, they normally prefer to remain in the organization thus bringing the labour turn-over to a minimum.
 3. **Optimum utilization of resources:** a motivated teacher will make the best possible use of different factors of production. By this, wastage is minimized and the cost is reduced.
 4. **Job satisfaction:** motivation helps in satisfying individual teacher as well as group needs of teachers. This motivates them to be committed to achieving the goals of the school. When the teachers are properly motivated, they are likely to use their skills and knowledge up to their maximum ability, and deliver better results.
 5. **Improved industrial relations:** when teachers are motivated, the friction among themselves and between them and management is decreased. Teacher motivation can potentially improve teamwork spirit, communication, and cordial co-existence at the workplace (Armstrong, 2007). Ezugoh (2017) further identified other benefits as follows:
 6. **Puts human resources into action:** Every concern requires physical, financial, and human resources to accomplish the goals. It is through motivation that human resources can be utilized. This can be done by building willingness in teachers to work.
 7. **Improves the level of efficiency of employees:** The level of a teacher does not only depend upon his or her qualifications and abilities. For getting the best of his or her work performance, the gap between ability and willingness has to be filled which helps in improving the level of performance of subordinates.
 8. **Leads to the achievement of organizational goals:** The goals of an enterprise like the school can be achieved only when the following factors take place: there is best possible utilization of resources, there is a cooperative work environment, the teachers are goal-directed and they act in a purposive manner, and goals can be achieved if co-ordination and co-operation take place simultaneously which can be effectively done through motivation.

9. **Builds a friendly relationship:** Motivation is an important factor that brings teachers job satisfaction. This can be done by keeping into the mind and framing an incentive plan for the benefit; of the teachers. This could initiate the following things: monetary and non-monetary incentives, promotion opportunities for employees, and disincentives for inefficient employees. To build a cordial, friendly atmosphere in a school, the above steps should be taken by the school head.
10. **Leads to the stability of workforce:** Stability of workforce is very important from the point of view of reputation and goodwill of a concern. Teachers can remain loyal to the enterprise only when they have a feeling of participation in the management. The skills and efficiency of teachers will always be of advantage to teachers as well as, to their employers. This will lead to a good public image in the market which will attract competent and qualified people into a concern.

In this case, motivation, therefore, is a continuous process since the motivation process is based on unlimited needs. The process has to be continued throughout. In summary, there is gain in saying that teacher motivation is important both to teachers and the school as pointed out by Ezugoh (2017) and Azakpa (2015), motivation is important to teachers as it will help teachers achieve his personal goals; If an individual is motivated, he or she will have job satisfaction; motivation will help in self-development of the individual, and an individual would always gain by working with a dynamic team.

WAYS OF MOTIVATING TVE TEACHERS FOR QUALITY WORK

In a study carried out by Ezeugoh (2017) it was confirmed that there are several ways in which teachers can be motivated 'and they include the use of effective reward system, co-ordination of On-the-job and off-the-job training of teachers, adequate, provision of teaching resources, promoting active teachers' participation in decision making in the school, Teacher reward system Ezugoh,(2017) further explained the ways as follows:

In-service training: Training is the process of changing the skills, attitudes, and knowledge of teachers to improve their level of competence. It is a planned process, usually involving series of stages where incremental improvements can

be identified. Staff continuous in-service professional training and development is another type of teacher motivation that mostly influences teaching and learning. According, to Udeozor (2004) staff training and retraining are efforts made by any institution to, boost the competencies of their employees, and where the required teachers are not available, governments should sponsor teachers for both national and international conferences, seminars, and workshops. High productivity depends on the training each teacher receives. Staff training is an indispensable strategy for motivating workers. The organization must have a good training program. This will provide the employee information on professional opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task.

Provision of Adequate Teaching Resources: Nwaharn, (2011) described teaching resources as materials, such as equipment, facilities, amenities, instructional materials, buildings, or finance (money) available in the school which aids to improve effective teaching and learning. Ofodu (2012) noted that teaching resources which include printed materials, projected materials, real objects, audio-visual aids, and instructional facilities function as stimuli and support for both teacher and student during the teaching-learning process. The adequacy of teaching resources in the Nigerian education system will also create an impact, as well as determine positive teacher attitudes towards quality work for the enhancement of teaching and learning effectiveness.

- a. **Provision of Adequate Incentive:** This is one of the types of motivation used by teachers for teaching-learning effectiveness as identified by most authors and writers. This generally involves the use of promotions, compensations, incentives, such as car allowance, building allowance, transportation allowance, dressing allowance end of the year stipends among others. The rewarding of teachers is an important factor in teacher motivation. The motivation of teachers and their products can also be enhanced through providing the teachers' officials cars, especially the high-ranked ones also living soft loans to buy cars.
- b. **Providing a conducive physical work environment in the school:** The role of the physical environment is to support the teaching and learning activities and needs of the users. For instance, school buildings should enable the teachers and the students to carry out their work with less stress

placed on them by the environment as possible. The conduciveness of the physical work environment of any education system will also influence the quality or effectiveness of teaching and learning. The conducive physical work environment includes an overall appearance of everything inside and within the school, air-conditioned offices, spacious classrooms, with a good arrangement of seats, the lighting overhead or softer side lighting, the temperature in the room, internet-connected offices, good road network in and outside the school among other.

- c. **Involving teachers in active participation in decision-making:** Teachers should be involved in formulating educational policies. This serves as teacher motivation because it will make the teachers have a feeling of sense of belonging in the school.
- d. **Proper Remuneration of Teachers:** This should be achieved by providing adequate funds in the Nigerian education system as it is a crucial factor for the attainment of educational goals and objectives. The fund would be used in paying robust salaries to teachers in the middle of every month and giving them scholarships for further studies abroad to enhance teaching and learning.

Teaching and learning during the pandemic (COVID 19)

The teaching and learning process had a big revolution since coronavirus disease (COVID 19) has spread to the world. Education is one of the sectors that have had the biggest impact on this pandemic condition, since the announcement of the global pandemic in Nigeria on the 12th of March 2020 according to data from the COVID-19 Dashboard by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University (JHU), more than 4.3 million cases of the disease in more than 212 countries with more than 292,000 deaths.

This brought a cause plan to have social distancing leading to school closure all over the globe. The teaching and learning which was usually done face to face now changed to the online system of learning and this came with a lot of barriers for teachers. Faced with such exceptional circumstances caused by the pandemic as a result of COVID-19, in a context in which schools have closed their doors in 185 countries and government administrations have ordered the transition to the tele-training of students, which has shown the need to train teachers in the use of the different technological tools, to familiarize the different elements of

the curriculum to the new context of a pandemic. We are facing a change in the educational paradigm in which online training through ICT has ceased to be an option in the teaching methodology and has become a necessity in these times of pandemic to continue with the students' teaching and learning process. (UNESCO 2020).

COVID 19 is an infectious disease caused by a newly discovered virus, “Novel Corona Virus” (Dhawan, 2020). This virus has now become an unparalleled worldwide sensation due to three major reasons: widespread contamination of elevated mortality rate and considerable delay in the formulation of the vaccine. All this has led the government to implement mammoth measures (Chaturvedi et al., 2020).

Teacher motivation has not received attention during the pandemic. Teachers themselves sometimes overlook the importance of their motivation in the profession. The pressures of the pandemic may have worsened the factors which cause teachers to lose motivation and canceled the aspects that teachers find motivating.

Teacher motivation is closely linked to student motivation, and teachers who are motivated to teach can trigger students' motivation to learn. Teachers can have an impact on students for better or for worse but if teachers are motivated, this influence will be more positive.

The factors that might lead to teachers losing passion for their work will sound familiar to many. Teachers are often said to not receive enough social recognition for the work they do and are understood to carry a heavy workload which leads to stress and demotivation. COVID-19 may have accentuated well-known demotivators, such as the lack of support teachers receive from administration and the work overload they can face, which may harm their work-life balance and their wellbeing. Some of the challenges teachers have faced during the pandemic era ranged from a reduction in high-quality interaction with students to a lack of support and challenges with technology mostly network issues when using online gadgets.

Conclusion

Teachers are the major backbone of all levels of the Nigerian education system. They are one of the important machinery whose efforts and contributions aids

to sustain the Nigerian education system. Teachers as one of the important human resources in the Nigerian education system implement the education policy at the classroom level, hence, the trite statement which says that 'no education system can rise above the quality of their teachers. Therefore, improving teachers' quality also relies so much on their abilities towards providing quality practices at work in all educational institutions. Besides, quality work among teachers in the Nigerian education system will require that teachers are adequately motivated towards this course. Adequate teacher motivation is however one sure root of ensuring that teachers deliver quality and render effective services for the achievement of the goals and objectives of the Nigerian education system mostly in this pandemic era.

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