



**NIGER DELTA UNIVERSITY**  
WILBERFORCE ISLAND, BAYELSA STATE.

**42nd Inaugural Lecture**

# **Teacher Motivation:**

## **A Recipe for Effective Curriculum Implementation at the Classroom Level.**

**By**

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## **Dedication**

This inaugural Lecture is dedicated to God Almighty, from whom I have my being, from whom I draw strength, knowledge and wisdom. He is my All in All.

To Him be the Glory for His unfailing love and mercy upon my life and for making this day a reality.

**NIGER DELTA UNIVERSITY**  
Wilberforce Island, Bayelsa State, Nigeria

**Motto**

Creativity, Excellence, Service

**Vision**

To be a centre of excellence defined by well articulated programme that will produce creative and innovative minds

**Mission**

To strive to maintain an international reputation for high quality scholarship, research and academic excellence for the promotion of the socio-cultural and economic well-being of mankind

**NIGER DELTA UNIVERSITY ANTHEM  
(THE BRIGHTEST STAR)**

Like the brightest star we are, to lead the way  
To good education that is all our due,  
The dream of our fathers like the seed has grown;  
Niger Delta University if here to stay.

In all that we do, let us bring to mind  
Our duty as staff and students of N.D.U  
Ev'rywhere to promote peace towards mankind.  
Creativity, Excellence and Service

Let us build on this noble foundation  
And with love, let our dedication increase,  
To rise and uphold this noble vision  
Ev'ry passing moment let our zeal never decrease.

**CHORUS**  
Rejoice, great people old and new, rejoice  
For the good fruit through us is shown;  
Be glad in our worthy contribution  
To the growth of humanity (x2)

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**Protocol**

The Vice-Chancellor

Deputy Vice-Chancellor (Administration)

Deputy Vice-Chancellor (Academic)

The Registrar

The Bursar

University Librarian

Provost of the College of Health Sciences

Dean, Faculty of Education

Dean, School of Postgraduate Studies,

Deans of other Faculties and Directors of Institutes & Centres

Heads of Departments

Academic and Non-Teaching Staff

My family members/relatives

My Spiritual fathers and brethren in the Lord

NDUWA members

My friends and well wishers

Distinguished Ladies and Gentlemen.

## **Preamble**

Vice Chancellor Sir, I very much appreciate and thank you for giving me this opportunity to stand before you, the members of the high table, the Professors, the academias, members of the University Community, all my visitors, who formed this mammoth crowd that have come to listen to me on this special occasion.

When I was thinking of the particular topic to write on, a topic that will be suitable and captivating as an inaugural lecture topic, so many researchable topics in my area of specialization flooded my mind. I actually jotted all down, but could not settle for any. At this juncture, I decided to table all the topics before the Holy Spirit who has always been my director, consultant and counsellor in all my research work. I implored that He should choose for me among all the lots. Eventually, I got a ministration to write on this topic. I then had peace of mind. I got convinced that it will come out excellently and will be well presented to the Glory of God's name!

I therefore crave your indulgence to be patient and listen attentively on the topic - Teacher Motivation: A Recipe for Effective Curriculum Implementation at the Classroom Level.

## **Introduction**

Education is popularly known as an agent of change. It is globally seen as the foundation and corner stone for national growth and development. Education is the greatest bulwark for a democratic social order. Education makes a people easy to rule but impossible to enslave. It is the antidote to tyranny.

Education has been acknowledged by all and sundry as a major agent of all emancipation and development of any nation. Education has been recognized by Nelson Mandela as a great weapon to change the world.

Emenyonu in Anwukah (2005), asserts, “Every ill in the life of any nation can almost invariably be traced to a laps in an essential aspect of its educational process. Consequently and invariably also the cure to the ailment if properly diagnosed, exists with the educational system itself”. (Anwukah 2005:6).

This saying illustrates that education is the mainstay of any nation. For the fact that the quality of the educational system depends on the quality of its curriculum, there must be responsiveness in curriculum implementation in order to ensure that it meets diverse human needs.

Ukeje in Akpotu and Nwaham (2005), declares that education unlocks the door to modernization, it is the teacher who holds the key to that door. This therefore goes to say that teachers are indispensable in the entire educational system of any nation.

Mbachu (2018), agrees that the teacher is the central factor in the process of quality education and quality curriculum implementation at the classroom level.

We all know that Nigeria like other countries of the world is going through social, political and economic challenges that require radical and urgent solution. Obviously, it is through quality education programme when effectively implemented at the classroom level that such challenges could be tackled.

Obanya (2010), emphasizes that what happens within schools and classroom is where the benefits of education lie, and that is the major reason for investment in education by Governments, families and individuals. The major operators here, that is, those who make things happen are not researchers, they are not policy makers, they are not education ministry technocrats, they are TEACHERS. These professionals in their various fields are central to the success of a nation's investment in education.

Education policies no matter how well crafted, cannot (on their own) ensure that learning does take place neither can the most scientifically constructed curriculum be an automatic guarantee that schools and classroom would bring about transformational change in learners.

Teachers apply policies and interpret the curriculum at the educational operating theatre..... the school (the classroom, the laboratory, the workshop, the demonstration arena, the playground). In reality, it is what teachers who are regarded as the essential drivers of a good quality education system do or fail to do that determine the bottom line index of the success of educational policies. This further goes to illustrate and consolidate the saying that “No educational; system can rise above the quality of its teachers”.

Education is the very foundation for the development of every other sector,it should be the very priority of priorities in all societal development endeavours.

Obanya (2014), asserts that any continued neglect of or inattention to the real issues in education would amount to sowing the seeds for the eventful bursting of political, economic, social and technical bubble that trigger off

insecurity. For this reason, it is advised that every nation including Nigeria invest in education and motivate teachers – the implementers of educational programmes.

### **Origin/Concept of Curriculum**

The term Curriculum is derived or originated from a Latin word – “Curere” which literally means “to run a race” or “race” course”.

It means a standardized ground covered by athletes when running a race. When athletes are subjected to sports activities, they are expected to run the race successfully to the end in order to win a medal, prize or award. This race is likened to academic activities or studies the learners are subjected to at the classroom level. Except they successfully complete their academic studies successfully, they will not be awarded certificate or degree.

In sports or race, the coach and referee dictates or determines the rules and regulations of the game, how the game should be played in the field to achieve success. So also, in learning activities, the teacher determines how the learning will take place at the classroom. When the teacher implements the curriculum on the learner, and the learner performs well in the examination, he will be awarded with a certificate or a degree at the end.

## **Concept of Curriculum**

The term or concept curriculum is defined in different ways by different scholars. For example, Tanner and Tanner in Apeji (2017), defined Curriculum as a planned sequence of instruction and totality of students' experiences that occur in the educational process. It is the planned and guided learning experiences and intended learning outcomes formulated through the systematic reconstruction of knowledge and experiences under the guidance of the school for learners and continuous and willful growth in personal social competencies. Curriculum is defined by Mkpa in Mbachu and Nemine (2018) as a vehicle through which the school strives towards the achievement of educational goals, be they those of the nation, state or local Governments.

Anwukah (2005), defined Curriculum as the totality of the environment in which education takes place, that is, the learner, the teacher, the content, the method, the physical and psychological environment. He likened Curriculum to the computer, and says Curriculum is the hardware and software of education, the input, the process and the output. Edozie (2008), defined Curriculum as organized learning experiences guided by the school system to develop individuals proportionately in the three domains of learning: namely – the cognitive, Psychomotor and affective domains. It is seen as the heart of

formal schooling and mechanism through which a society shapes its citizenry to respond adequately to look at global currents.

Offorma (2005), sees Curriculum as an instrument through which the school seeks to translate the hope of the society in which they function into concrete reality. Rufai (2018), sees curriculum as the means and materials with which students will interact for the purpose of achieving identified educational outcomes. Curriculum is an educational instrument through which the school transforms the society and the learner. The success or failure of any educational system depends to a large extent on the successful planning and execution (implementation) of the instrument called “Curriculum”.

Curriculum is the life programme of the school. Gbamanja in Mbachu and Theophilus (2013), explains that the wealth or poverty of a nation depends to a large extent on the content of the curriculum. This is because it is primarily through the school curriculum that the values, the dreams and the desires of a nation are better interpreted. Curriculum is an instrument through which the learner is transformed to become a responsible member of the society. It is an instrument through which societal challenges are being tackled and solved. It is an instrument through which societal accumulated cultural heritage is transmitted to the learner.

In a nut shell, curriculum is seen as all the learning experiences the learner acquires or gains under the auspices or guidance or umbrella of the school.

### **Types of Curriculum**

Mkpa in Okebukola (2017), classified Curriculum into two:

1. Planned or formal or official or guided Curriculum. The planned Curriculum are the planned learning experiences which are offered to the learners under the auspices or direction of the school.

The guided or planned curriculum is further classified into three:

- (a) The intended Curriculum
  - (b) The implemented Curriculum
  - (c) The achieved Curriculum
- (a) The Intended Curriculum: Is what the school intends or wants the students to learn.
  - (b) The Implemented Curriculum is what the students learn which at most times may not conform to the intended curriculum because of the gaps between the intended and what the teacher gives out during the implementation/teaching process.
  - (c) The achieved curriculum is what the students actually take or benefit from the implemented curriculum.

## 2. The Hidden Curriculum

They are the aspects of the curriculum which are unplanned, unintended, unofficial or informal, they are often overlooked and not considered in the school time table. They are things which learners learn in school unconsciously either from teachers' attitude/behaviours. They are the aspects of the curriculum, that lie exclusively outside the boundaries of the School International efforts. They are not taught officially to the learners. Examples of hidden Curriculum include:

- Developing spirit of tolerance when offended or provoked or ability to tolerate nasty behaviour for the interest of peace
- Punctuality to school
- Neatness
- Politeness and respect to people
- Being very friendly and socially stable
- Learning to exercise patience
- Mannerism etc

Hidden Curriculum could be imparted to the learners either positively or negatively. The teacher is therefore expected to be a role model and influence and inculcate desirable moral values, he is expected to influence the learners positively. The learners most often learn through imitation and observation.

## **Components of Curriculum**

Curriculum as an educational instrument or programme is classified by curriculum experts into three components or parts namely:

1. Programme of Studies
2. Programme of Activities
3. Programme of Guidance

These three components represent the three domains of learning

- The Cognitive domain
- The Psychomotor domain
- The Affective domain

The three components or the three domains also represent the “three H” (H<sub>3</sub>) which stands for: -

- The Head
- The Hand
- The Heart

For a child or learner to be called “A total child”, these three “components” or “Three domains” or “Three H” must be fully developed with quality educational curriculum.

### **1. Programme of Studies**

Programme of studies refer to all the school subjects offered at the three levels of education – The primary, secondary and Tertiary levels. Examples: Mathematics, English Language,

Biology, Chemistry, Economics, Agric etc. Aims and objectives for teaching the subjects, teaching contents, teaching strategies and teaching methods are part of programme of studies.

## **2. Programme of Activities.**

They are those schools or out of class activities, they have the potentials of enhancing the academic potentials of the learners.

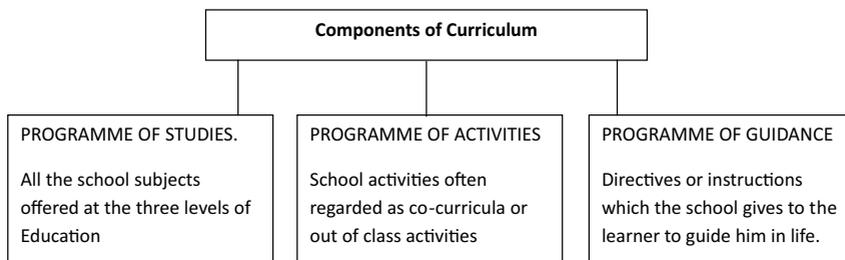
They can be physical, mental, overt or covert.

They include:- excursion, field trip or research, various school clubs, debate, boys scout, Girls guide, boys and girls brigade, Man O' war etc.

## **3. Programme of Guidance**

Programme of guidance refers to the directives or instructions which the school offers to the learners which will go a long way to inculcate moral values and etiquette. This aspect of the curriculum helps to direct the learners on proper choice of life career and to solve his/her academic challenges and pressures within and outside the school. The learners need to be counseled on peer influence, interaction with the opposite sex, study habit, wise use of leisure etc.

Below is the diagram of the three components of Curriculum.



Extract from (Akuma 2011:21)

### **Relationship between Society and School**

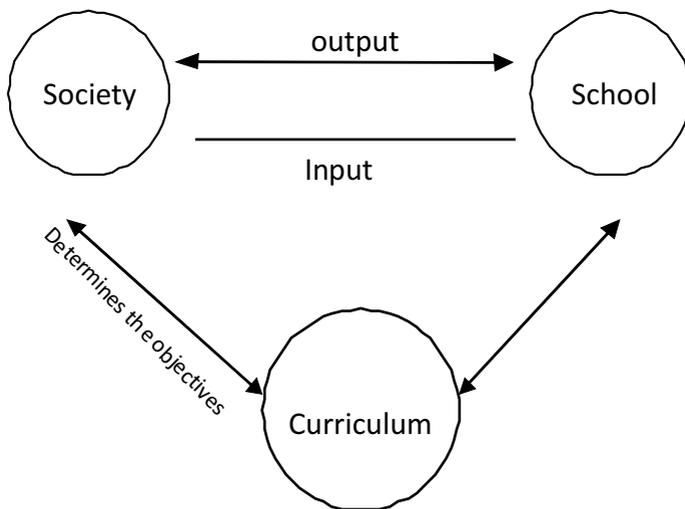
Having defined Curriculum as all the learning experiences the learner acquires while still under the guidance of the school, it is therefore worthy to note that the school cannot exist in isolation from the community. Akpotu and Nwaham in Mbachu and Nemine (2018), defined school as an institution established by members of the society to prepare the children for their useful growth and development and to transmit the culture of the society from generation to generation in order to ensure its continuous existence.

It is the society that builds the school for the purpose of inculcating its culture into the young ones who eventually become integrated adult members of the society. They go to the school to acquire knowledge and skills, thereafter return back to the society. Mbachu and Nemine (2018) see the school as an educational institution with a definite goal.

Curriculum on the other hand is an educational instrument that is being used to tackle societal challenges. It is an educational instrument used in transforming both the learner and the society. Because the society establishes or builds the school, it is not just aware of what goes on in the school, but always tries to determine or greatly influence its programme activities and content of learning. At the end, the school produces the following caliber of learners for the society: -

- A critical mass of high level thinkers, researchers, scientists, engineers, innovators and inventors.
- A strong and committed liberal professionals fully involved in different aspects of national life
- Inventors, entrepreneurs, technocrats, managers, technicians, service support personnel in various fields

The diagram below illustrates the relationship between the school and the society.



Source: (Mbachu and Nemine 2018: 224 – 225)

It is worth noting that for curriculum to achieve the purpose for which it was developed, it must be effectively delivered at the classroom level by no other person than the “TEACHER”. He is the channel through which these school activities are imparted or transferred to the learner. The process of transferring or imparting knowledge and skills from the TEACHER to the LEARNER is called IMPLEMENTATION.

CURRICULUM → LEARNER → IMPLEMENTATION

## **What is Curriculum Implementation?**

Curriculum Implementation is defined by Offorma (2016) as the interpretation of planned Curriculum by the teacher who is the implementer. It is the actual putting into practice the curriculum planned and developed. Mkpa in Mbakwem (2005), defined curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined effort of the teachers, students and others concerned. Muruwei and Young (2018), define curriculum implementation as the ability of the teacher to put the content and his instructional guidelines into practice in the classroom. The teacher is the closest to the learner among those concerned with curriculum implementation. This therefore means that when ever a teacher is seen standing before the students at the classroom teaching, he is implementing the developed curriculum.

Offorma (2016), asserts that good quality education depends on the curriculum and how it is implemented.

The essence of implementing the curriculum is for the actualization of national and educational goals and objectives. It is implemented to ensure that desirable positive changes take place in the life of the learner. It is implemented to ensure the learner acquires knowledge and skills that will help him/her be useful to himself/herself, his family, community and eventually

contribute his quota to the development of the society of which he is a member.

### **The role of the teacher and qualities of the teacher for effective curriculum implementation.**

It is an undisputable fact that a substantial part of a child's learning takes place in the classroom, and the teacher is the key figure in facilitating this learning.

Basically, the teacher's role is to communicate valuable information and inspire learners to learn. The teacher communicates the subject matters needed by the learners, he does this by employing a variety of teaching methods and strategies. Teachers play very crucial roles to ensure the curriculum is delivered at the classroom across all levels of education. According to Afangideh in Mbachu (2018), the teacher is the dominant figure in curriculum implementation. He is the final decision maker concerning the actual learning opportunities to be provided to his learners, how they are to be presented, guided and evaluated for the particular learners involved. He translates the curriculum into real classroom operation. Teachers are essential drivers of a good quality education system.

Nworgu (2006), adds by saying that in the productive sector (industries), it is strongly believed that production cannot be complete unless the products reach the final destination – consumer. The education industry is a production centre. He informs that while industries produce goods and services for the consumers, the education industry refines illiterate citizens to be literate and educated citizens for the society. The teacher therefore is the instrument for refining the raw materials to finished products. He is the most potent instrument for ensuring the fullest, possible development of the total child who in turn maximizes his potentials in the development of the society.

Quoting Nigeria Union of Teachers' slogan in Mbachu and Soberekon (2017), “If you can write your name – thank your teacher”. He is the embodiment of knowledge, a reformer and refiner of raw materials.

### **Qualities of the Teacher for Effective Curriculum delivery**

For a teacher to implement the curriculum effectively, he is expected to know his onus by possessing the following teaching qualities as listed by Gbamanja in Mbachu (2011), Mbachu and Soberekon (2017), Iwuagwu (2006):

1. Knowledge of Subject Matter: The teacher must have good knowledge of what to teach and how to teach it. You cant give out what you don't have.
2. Knowledge of the pupils (learners): Ability to understand the

- learners, their interests, abilities, characteristics, address them by their names when teaching is very important.
3. Knowledge of the various teaching methods: A professional teacher is expected to use different methods in teaching different topics while considering their age levels.
  4. Learner Motivation: A good teacher must be able to know how to motivate and arouse the interest of the learners to learn.
  5. Friendly attitude and comportment: The teacher must have a friendly attitude, he must demonstrate love and patience with the learners.
  6. He must be emotionally stable and good disposition, not losing his temper at the slightest provocation and transfers anger to the learners.
  7. He should be able to create conducive/friendly environment for learning to thrive.
  8. He must be a 21<sup>st</sup> century teacher who knows that learning is a continuous process, ready to be learning to update his knowledge.
  9. He should be very resourceful by knowing how to improvise in the absence of ready-made instructional materials.
  10. Good personality: He must be peaceful, humorous, humble, sympathetic, neat, decent, trustworthy, selfless, modest in dressing, cheerful but firm.

Gbamanja in Mbachu (2011), summarizes the qualities of a teacher by saying:

- A non-teacher cheats
- A poor teacher tells stories
- A average or mediocre teacher informs
- A good teacher teaches
- An excellent professional teacher inspires and guides.

I implore you assess yourself as a teacher and know where you belong!

It is worthy to note that for a teacher to possess such qualities, it is advisable that such teacher should undergo training in a recognized educational institution in either Faculty of Education in a University or College of Education in order to acquire pedagogical teaching skills.

### **Concept of Motivation**

Motivation is defined by Edem and Efanga (2011) as reason, cause and justification for doing something or taking some actions. Motivation is a reward either in cash or in kind to encourage for greater achievement or greater productivity. It is what prompts or causes one to act in a certain way.

Efebo (2005), sees motivation as the choice of activity one makes plus the persistence and intensity with which the activity

is pursued. It is defined as a driving force that compels an individual to take some actions in order to achieve certain goals. Employees motivation means the process in which organizations inspire the employees with rewards, bonus etc for achieving the organizational goals. Motivation is an important element in every organization, public or private sector. Motivation is the main factor that affects the human resources of any organization including the education sector. Motivation or rewards are those items given to individuals that are designed to influence job performance. They serve as rewards for behaviour to be accomplished or for better productivity. Motivation transforms or changes the employees thinking or perception from “employees” to “partners”. In essence, it is the best tool for best performance.

Agreeing with Ajuonuma and Ogugua (2015), for the success of any organization, motivation plays an important role and paves way for productivity.

### **Levels of Motivation**

For the purpose of this lecture, two levels of motivation will be focused on. They are:

1. Intrinsic Rewards or motivation – These are rewards or motivations that come from within or from inside (oneself), and are personally satisfying for emotional reasons.

Example, a professional born teacher who derives pleasure in

his or her teaching career. He or she is always happy and is always desiring to be with the students teaching, come what may, under any circumstance or condition. Such teacher derives joy to teach or being called a “teacher”.

2. Extrinsic Rewards or Motivation: These are rewards or motivations that come from the outside, such as job satisfaction and security. They are rewards or motivations that are very common among society made teachers. Teachers that can not deliver except they are motivated or rewarded fall under this category. Such teachers are not born teachers. They find themselves in the teaching job as the only option or the last resort or as a stepping stone to a more lucrative job. Students under such teachers will not assimilate much in a school where there is poor motivation.

### **Importance of Motivation**

- Motivation brings out the best from inside someone
- Motivation inspires someone to go extra miles, to work harder
- Motivation makes one to work and work without getting tired.
- High level motivation can even make one forget that his or her life is being endangered.

Motivation in essence is driving force that propels one to give or put in his or her best in totality.

## **Perception of teaching and why teachers need to be motivated.**

There can be no genuine societal transformation and development without genuine transformation of the education sector, and there can be no genuine transformation in the education sector without a genuine transformation of society's perception of teachers and a revaluing of the work that teachers do.

This paper is therefore advocating that the societal perception on teaching should change. Teaching should be seen as a profession not as an occupation, it should not be seen as just for anybody but for the well educated and interested persons. It should not be seen as the last choice – low option, but first order choice, not as low pay but high pay, not as low on social scale, but high on social scale, not as unfulfilling but as fulfilling, not as non-specialist/unskilled but highly specialized/highly skilled, not as low socio-economic status but as liberal profession status, not as docile but as creative – imaginative, not as those who can't influence and make things happen but as those who can guide and be good mentors.

Obanya (2010), opines that until the societal mentality for teaching is changed, teacher motivation will remain an issue of continuous debate. It is very obvious that the negative

perception of teaching and lack of adequate teacher motivation will invariably affect the way they implement the curriculum at the classroom level.

### **Why Teachers need to be adequately motivated**

It is worthy to note that an important goal in personal management in any organization, school inclusive is to have satisfied workers who will remain happily on the job to give out their best in order to achieve organizational goals at minimum discomfort. Nwagbara (2005), opines that it should be the duty of management to adopt a management style that will enhance efficiency.

Ogunleye in Azubuike (2006), rightly observes that task forces may be created, the National Council of education may work like Council of War, boys and girls may be mobilized into the school, but if nothing is done to raise the morale of teachers and increase their dedication, the curriculum will be badly implemented. The amount and quality of learning that takes place in the school depends to a large extent on the competence of the teachers in the school.

Olatunji in Azubuike (2006), asserts that lack of interest on the part of most teachers is reinforced by salaries which do not compare with the levels elsewhere. Consequently, most

ambitious and intelligent young men and women do not want to remain or become teachers at any level. Majority of them are there because of circumstances rather than interest or aptitude for the job and are ready to live any moment a more lucrative job comes their way, thereby causing brain drain in the teaching profession. He advises that if teachers should be convinced to show willingness to remain on the noble profession, then improved conditions of service should affect the teaching profession and full professionalization of teaching pursued with extra vigour, with the seriousness that it deserves. This will enable the real professionals to be held accountable and responsible when the learners have not learnt what they are supposed to learn.

A popular saying has it that “when the learner has not learnt, then the teacher has not taught”. Thus, it is very obvious that when a well motivated teacher is privileged to teach in an ideal friendly environment, the aim of using educational curriculum in transforming, refining the learner and tackling societal challenges becomes realistic.

John Locke in Mbachu (2018), has this to say; “Give me a child and I will make him what you want”. Invariably, it takes a well motivated qualified teacher to make this happen.

## **How can teachers be motivates?**

This paper classified the types of motivation that can serve as a recipe for effective curriculum implementation at the classroom across the three levels of education into three. They are:

1. Financial Motivation
2. Material Motivation
3. Psychological Motivation

### **1. Financial Motivation:**

Under financial motivation, you have salaries and wages/bonus. It is of great importance that staff and teachers salaries and wages be paid regularly and on time. Ajuonuma and Ogugua (2015), agree that it is the main and very important motivational factor that affect the employees performance in an organization or institution.

Edem and Efenga (2011), agree that salaries form a unique competent factor of teachers' work behaviour. They inform that teachers' poor pay, or worse-no pay, means much cannot be expected of them in terms of performance. The Bible approves and recommends staff rewards by saying; “Thou shalt not muzzle the ox that treadeth out the corn. And the labourer is worthy of his rewards”. (1<sup>st</sup> Tim. 5:18 KJV).

- Bonus – It is of great importance and a great motivational factor that can boost productivity in a working environment. Staff in an organization and institution are to be encouraged/motivated with bonus at least once a year.
- Promotion and promotion implementation with arears: employment guide line or condition of service clearly stated that a staff is entitled to be promoted to the next grade level every three years after meeting the stated/necessary requirements. If this should be sincerely adhered to and graciously implemented, it will go a long way to enhance effective curriculum implementation from the teachers.
- Edem and Efenga (2011), agree that a good promotion policy ensures an efficient organization, boosts the morale of employees and enhances professional satisfaction.
- Allowances: It could be in the area of medical, transport/travel and house allowances.
- Incentives: Incentives can be said to be payments made to an employee or group of employees based on the amount of output or results achieved or payment made for the purpose of motivating employee performance towards higher target.

## **2. Material motivation –**

The motivation here includes:

- Provision of transport (car loan), buses to be conveying staff to and fro school.
- Scholarship grant/study fellowship, conference sponsorship.
- Organizing seminars and workshop for staff. Mbachu (2018), is of the opinion that teachers must be sufficiently trained and capable of imparting and modeling desired knowledge, skills and attitudes to the learners. Teachers should be given the opportunities for continuing professional development, advancement and improvement in their chosen career. Teachers like other professionals should be given the opportunity to update their knowledge and skills if they are to remain relevant in a rapidly changing world. This should be done in form of quality conferences and workshops attendance which should be organized or sponsored by the Government and University management.
- Conducive/Friendly learning environment:  
When the school environment is very conducive and favourable – sufficient comfortable lecture halls, classrooms, office spaces with constant electricity and water supply, such facilities and amenities will go a long way to enhance staff productivity and efficiency.

### **3. Psychological Motivation –**

This is likened to intrinsic motivation. It is the type of motivation that comes as a result of the teachers' ability to naturally and passionately perform excellently well.

It is the type of motivation that the teacher receives when he/she has exhibited his or her professional skills to attract appreciation, praises, applause, positive comments from the students, organizational/institutional managements, parents, university community and even Government authorities. When such praises, words of appreciations are showered on such teachers, they go a long way to boost the teacher's morale and encourage him or her to do more.

We should not forget that our students are very observant and can easily perceive and deduce when we are actually doing the right teaching at the classroom level. When we do well, they will comment and praise us before and behind us.

Please carefully read the letters below written by group of students from a secondary school in USA to their class teacher. It reads:

LETTER ONE: *“Thank you for all you have done for us and for all the wonderful things that you taught us. You are truly an amazing teacher. Thank you again”.*

LETTER TWO: *“I want to think of some creative way to thank you for being the best teacher I ever had. I just want to say thanks for teaching me how to really prepare for life in the years to come. Everyday I looked forward to coming to your class. I always enjoyed your class because there was a hidden message about life. My very favorite teacher, and you have taught me of the best lessons in life I could ever learn. Thank you so much. Please note I didn't write this to raise my grade!”*

This is indeed a heart of appreciation to a teacher for a job well done, for a lesson well taught!

Hear what Mary Schleider, the 2008 teacher award of the year, Nebraska said:

*“The main reason I teach is for the students.....*

*I teach because I can help people.... But I never knew how rewarding, how creative or important it would be. That's why I teach. I can't imagine any other life”.*

(Kauchak and Eggen 2011: 284)

Hear Denise Cannon, The Mexico Teacher of the year 2011 said. *“I want to be one who makes children believe that they can be anything they want. I teach because long after I'm gone, I want my life to count for something, I want it to matter”*

Denise Cannon (in Kauchak&Eggen (2011): 32). These of course are words of born professional teachers who teach with passion, whether motivated financially or materially does not bother or stop them from doing what they know how to do best – “Making, helping children to be what they want to be in life.”

Dedicated/ committed teachers can as well be rewarded or motivated by parents during PTA meetings, by community members where the school is located, by University management. This can be done during end of year activities, such teachers can be called out and recognized and be appreciated either with gifts such as plaque or any other gifts.

It is very obvious that motivation either financial, material or psychological is the energizing force behind staff productivity. It is the real recipe for effective curriculum delivery at the classroom.

## **Conclusion**

We teachers reform lives, we produce the individuals who rule the world. What we teach them today will determine what they will be tomorrow. As earlier pointed out, teachers are the pilots on which educational wheels revolve. The products of educational institution actually determines the level of functionality of that society. The quality of their learning and behaviour reflects the level of efficiency one can expect in the society.

It is always said that; *“To whom much is given, much is expected”*. But in the case of the teacher, the reverse should be the case, it should be; *To whom much is expected, much should be given”*.

Since much is expected of the teachers as the refining instruments, producers of the workforce for other sectors of the economy for the growth and development of the nation, much therefore is expected to be given to them in order to motivate and encourage them for effective curriculum delivery at the classroom across all levels of education.

## **Suggestions**

Based on the discussions so far and interview I had with teachers at the two lower levels of education, the following suggestions are made:

1. When the economy improves, the Government and University Management should please look into and start thinking and planning towards making NDU a resident University. This will make lecturers to stay much longer in their offices and do proper academic research after lecture hours instead of rushing home after lecture hours to avoid driving home late.
2. Management should look into the plight of lecturers by providing buses that will be conveying them to and from school so that they will no longer be pushed around by students and other persons who board the same vehicles to Amassoma while struggling to enter a bus at the bus park.
3. Car loans should be given to lecturers which should be deducted gradually from salaries
4. Enough lecture halls to be provided to avoid clash of lectures that is being experienced.
5. Sponsorship for conferences both local and international should be intensified.

For the teachers at the other two levels of education, (primary and Secondary).

6. There should be continuous professional re-training of teachers in form of organization of workshops and seminars for development and improvement in their professional career until they retire, this will help them to update their knowledge and be abreast in their subjects areas.
7. Teachers should be promoted as at when due and their salaries be paid regularly and on time.
8. Teacher/students ratio should be reduced to 1:40 or 1:50
9. Retired teachers should be paid their retirement benefits early enough.
10. More teachers should be employed to reduce the workload of the teachers on ground.
11. Allowances and incentives should be given to teachers on transfer to rural/riverine areas of the state.
12. Deductions from teachers' meager salaries should stop.

Before I drop the Mic, kindly listen to this poem on Teachers:

*Behind all professionals in all sectors of economy including politics, it is the teacher. Despite all odds in the teaching profession, I am a teacher and will continue to love to teach. Despite all odds, I derive pleasure and satisfaction when I see*

*them grow and succeed in life.*

*It doesn't matter how they look at me, how much money they earn than I do, one thing is sure and certain, all they have is through me – A Teacher.*

*Thanks and God bless you for listening.*

## **Acknowledgement**

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- Our digital Vice Chancellor Sir, I cannot forget in a jiffy the role you played, the exceptional help you rendered to me in 2017 when our department which I was heading went through accreditation. You temporarily deployed your personal Secretary in your former office when you were the DVC to be our temporary secretary along with the desktop computer after discovering that we had none. Among all the departments in Faculty of Education, only my department went through accreditation in 2017, thus, you instructed that one of the photocopiers in your general office - the VC's general office be released to us. All these, you did to ensure we got full accreditation, and indeed we got it to the Glory of God's name. You were as well part of my success story as HOD then. God bless you sir.
- Prof. Agnes Maliki - Our dynamic, quiet looking, diplomatic action Dean. You were part of my success story, especially during my tenure as Head of Department.
- I also want to appreciate Prof. Humphrey Ogoni, the former Vice-Chancellor, Niger Delta University, it was during his administration that I was appointed Head of Department.

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- Prof. Comfort Zuofa - My name sake, my aunty and sister. You have always been there to advise and encourage me. Prof. NnennaBenwari, you are a wonderful sister and a

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Infact, the list of those to be acknowledged and thanked are quite inexhaustible. Please find a space in your heart to forgive me if I have by omission or commission failed to mention your name verbally or in writing. I love you all and you are all important. May the good Lord bless you all for finding time to grace this special occasion despite your tight schedule.

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**42ND INAUGURAL LECTURER**



**Prof. Comfort Ebere Mbachu**

B.Ed, M.Ed, Ph.D

*Professor of Curriculum Studies*

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## **ABOUT THE INAUGURAL LECTURER**

Prof. Comfort Ebere Mbachu is a seasoned academia who has spent greater part of her life in the teaching profession. Prof. Mbachu obtained her 1st Degree in 1993, (English Language Education/Curriculum Studies), Masters in Education (M.Ed) Curriculum Studies in 1997, (P.hd) Curriculum Studies in 2005. All from University of Port Harcourt. She is an academia par excellence in her area of specialization- Curriculum Studies & General Education. She has sterling teaching qualities that have endeared her to her students. She derives pleasure & joy in teaching. She was the pioneer HOD & immediate past HOD of the Dept of Arts Education, Faculty of Education, Niger Delta University.

Prof. Mbachu has won some awards as a result of her quality curriculum delivery, dedication to her job & outstanding research & publications both local & international. Some of such awards include: (1) Students' award for excellent curriculum delivery & the most friendly female lecturer in the Faculty for two consecutive years. (2) Departmental Students' award. (3) International award by Ontario College for Research & Development, Canada. The award was given in recognition of her research article that was found as one of the best three papers which she presented during the International

Conference in New York, USA in April, 2017. Prof. Comfort Mbachu has written & published over Sixty academic papers in reputable Journals both local & international .

Prof. Mbachu is an advocate for the girl child education & believes in gender equality & equity & advises that both the boy child & the girl child should be given equal educational opportunity. She believes in the adage that says "when u educate the girl child, u educate a nation". She is a member of some academic associations, such as : CON(Curriculum Organization of Nigeria), GESAN(Gender Studies Association of Nigeria, WCCI(World Council for Curriculum & Instruction. She is presently the Bayelsan President of Gender Studies Association if Nigeria.

Prof Mbachu is a devoted Christian, a Church worker, a member of Full Gospel Business Men Fellowship (FGBMF). She is a member of Prison Evangelism Fellowship, with passion for soul winning. Prof Mbachu believes in hard work, determination, dogged spirit, full trust & absolute dependence in God for success & lofty achievements.

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Professor of Managerial Economics of Adult Education  
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