

The Skill Will Matrix: Teacher Skill Management and Involvement Rates in Co-Curricular Activities in Post-Basic Educational Programmes

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Abstract

This paper examined skill will matrix for teacher skill management and involvement rates in co-curricular activities. Gaps were identified in observed teaching-learning process as less attention is given to co-curricular activities. Low teacher participative rates limit the learning experience of students who in turn are imparted with little or no lifelong skills because programmes of studies outweigh programmes of activities. This imbalance does not allow for effective achievement of goals of education at the post-basic level of education. This is traceable to lack of application of contemporary management tools that could help school administrators detect, teacher skills, allocate teachers to activities based on skills and assess teachers' skills that promote lifelong learning amongst students. This paper proposes the teacher skill-will gap analysis template for a activities as a guide to the school administrators to improve inculcation of lifelong skills to the students. Among other recommendations is the incorporation of skills detection in the hiring process of teachers.

Keywords: Skill Will Matrix, Lifelong Skills, Co-curricular Activities

Introduction

The school administrator is responsible for functional resource mobilization and management of human, material, financial and time towards attainment of a wholesome teaching-learning experience. A wholistic teaching-learning experience must have the three domains of learning. These include the cognitive, affective and psychomotor domains of learning. All of the fields of educational administration are important. However, two of the scopes of educational administration are key as long as lifelong skills are inculcated in a teaching-learning environment. These are staff personnel administration and management of curriculum and instruction.

In staff personnel administration, staff with relevant academic qualifications and skills must be employed and assigned to duties that relate to their areas of specialisation. On the other hand, management of curriculum and instruction comes with the responsibility of ensuring that curriculum content covers programme of studies as well as programme of activities. Programme of activities cuts across the three domains of learning because knowledge, attitudes and skills are inculcated to the learners. Co-curricular activities fall under the category of programme of activities. According to Oxford World School (2020) life skills are those abilities that help promote overall wellbeing and competence in young people as they face realities in life. The National Policy on Education highlights one of the national educational goals as

acquisition of skills which develops mental, physical, social abilities and competences as equipment for individuals to live and contribute to the development of the society. From the policy, it is stated that Co-curricular activities form an essential part of child's education and should be actively encouraged. Youth clubs, organisations and school societies are important instruments for character training and shall be positively encouraged. (FRN 2013). Benefits of these activities as summarised by Atueyi (2019) include a balance between studies and social life, a strengthened self-esteem and discovery of talents. These embraces both immediate and long-term student benefits with positive connections to educational status and future ambitions.

Idoko (2021) reported that the Federal Government of Nigeria is concerned about the skill gaps in students and neglect of senior secondary education. Hence, the flag-off of the National Senior Secondary Education Commission (NSSEC) in 2021 which centres around equipping the secondary school students with quality knowledge grounded in life skills for global competitiveness. The teacher is an important factor in inculcating lifelong skills through programme of activities of which co-curricular activities comprise many skills. Today's teaching-learning experience at the post-basic level seems to be more of academic achievements and this is one of reasons why many secondary school leavers in Nigeria lack skills for global competitiveness. The skill gap may be traceable to poor teacher involvement in co-curricular activities. The school administrator will be required to carry out teacher skill management with the use of a contemporary management tool to ensure skill detection, allocation of duties based on skills and active teacher involvement in co-curricular activities.

Similar research by Hensch (2020), gathered that teacher participation in Co-curricular activities is affected by burnout, less time for extra activities due to conflict of roles in which teaching demands and the demands of co-curricular work against each other. The inability of teachers to perform both teaching and co-curricular roles may affect quality of education. Another research by Khandu (2021) examined teachers' involvement in co-curricular activities to see their interests and training aspects in co-curricular activities. The researcher discovered that 64.2% of the respondents had interest for co-curricular activities; 53.3% viewed the activities as burdensome; 2.5% not familiar with the activities; 60.9% lacked motivation; 39.3%, 34% of PGDE and B.ED teachers respectively expressed lack of adequate knowledge and skills to conduct co-curricular activities; while 86.6% were of the opinion that specialised tutors with co-curricular skills were required for those activities in schools. The findings showed that the teachers were in need of more trainings to upgrade their knowledge and skills in co-curricular activities. A number of reasons could be attributed to skill gaps from different researchers. However, this paper proffers the skill will matrix as a contemporary management tool for teacher skill management and effective impartation of life long skills from them to the students.

Concept of the Skill Will Matrix

Max Landsberg developed the skill will matrix as a management tool used in companies and corporate organisations. The universal nature of management makes the tool applicable in

educational organisations. The skill will matrix is a performance management and employee engagement tool applied in core management. It is used assess an individual's skill level and willingness to perform a specific task. Knowledge of a person's skill and will can help an educational manager to create a plan of action to them achieve desired results. The skill will assesses two dimensions; skill and will. Skill is an individual's capabilities based on experience, training, knowledge and natural ability. On the other hand, the will is an individual's desire to complete task based on attitude, motivation and personal feelings. Therefore, the skill will matrix is used to identify the person's combination of skill level and willingness to accomplish the specific task. The matrix is divided into four quadrants. Each individual fall in one quadrant depending on the combination of ability and willingness to do the task. This determines the manager's decision to fill the skills gap using any of the following: empower, motivate, guide or to direct.

Quadrant 1: High skill, high will. The person has both skill and will and looks for opportunities to develop. The manager empowers by making him take responsibilities, involvement in decision making, be accountable, autonomy to complete tasks.

Quadrant 2: High skill, low will. The person has the skill but not the will to complete the task. People in this group have lost motivation over a period of time. The manager motivates by using praise, recognition, rewards and by having discussions with them.

Quadrant 3: Low skill, low will. The person has neither the skill nor the will to complete the task. Either it is a new task that is not desired or a beginner with low confidence. The manager directs by setting clear expectations, providing training and tools, provide incentives and encourage every successful mile stone.

Quadrant 4: Low skill, high will. The person has the desire and will to complete task, but lacks necessary skills. The manager guides creating an environment that allows for learning, building the skills, reward success.

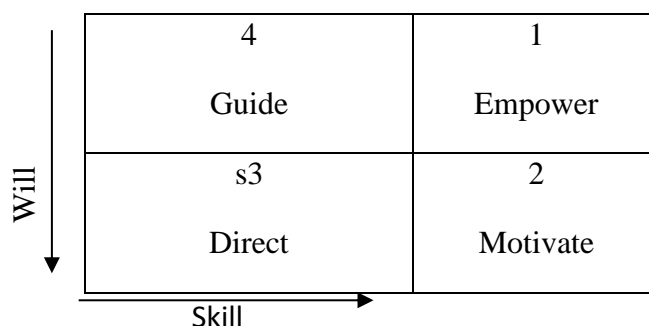


Figure 1: Skill-Will Matrix, Adopted from Harrapa Education (2021)

Teacher Skill Management for Co-curricular Activities

Lifelong skills can be viewed as skills that are essential to a person in life. UNICEF (2017) highlighted 12 core life skills as communication, resilience, self-management, decision making, negotiation, problem solving, cooperation, critical thinking, creativity, participation, empathy and respect for diversity. These prepares the students for adaptability and global competitiveness for the future. These lifelong skills are not limited to programmes of studies, they are very much part of programme of activities.

Teachers play key roles in imparting lifelong skills to their students because a teacher must give what he or she has. The school programme of activities requires skillful teachers. It is the responsibility of the school administrator to coordinate and harmonise personnel administration with the school's programme of activities. There are lifelong skills that cut across all aspects of co-curricular activities. This means that some teachers will be involved in more than one co-curricular activity and at the same time, full teacher involvement is expected. This is where teacher-skill management is required.

Co-curricular activities earlier known as extracurricular activities are components of the non-academic curriculum that helps develop various facets of the personality development of students. These activities prepare and equip learners practically for the future. Singh (2021) viewed co-curricular activities as the activities that enable to supplement and complement the curricular or main syllabi activities. They develop student personality as well as strengthen classroom learning. Co-curricular activities build lifelong skills in students through intellectual, emotional, social, moral and aesthetic developments.

Verma (2021) highlighted seven categories of Co-curricular Activities. This paper contributes to knowledge by attaching key lifelong skills which teachers are expected to impart to the seven categories of co-curricular activities.

- 1) Activities for physical development: These include drills, indoor and outdoor games, sports, exercise, athletics etc. Key lifelong skills required of teachers include collaboration skills, communication skills, interpersonal skills, team work, conflict management skills etc.
- 2) Activities for intellectual development: These include book clubs, school magazine write-ups, science club, debates, discussions, essay and story writing competition, poetry recitation, newspaper reading, organising exhibitions etc. Key lifelong skills which teachers should impart include critical thinking, problem solving, technology skills, public speaking skills, expression skills, coordinating skills etc.
- 3) Activities for social development: These include co-operative society, scouting and guiding, games and sports, school council activities, celebration of special festivals,

- conducting morning assembly etc. Key lifelong skills include leadership skills, organizational skills, work ethics, multitasking etc.
- 4) Activities for psychomotor development: These include tailoring, carpentry, soap making, toy making, candle making, embroidery, knitting, sculpture making, collage making, photography, clay work, weaving, cooking etc. Key lifelong skills include creativity, attention to detail, entrepreneurship skills etc.
 - 5) Activities for cultural development: These include music, dance, folk songs, folk dance, acting dramas in local settings, drawing, painting etc. Key lifelong skills which teachers are expected to impart include creativity, ingenuity, moral values etc.
 - 6) Activities for development of Civic values: These include celebration of world and national days of different things such as health, climate, political drive, religious festivals, AIDS awareness programmes etc. Key lifelong skills which teachers should impart include ethical values, social skills etc.
 - 7) Excursions/Tours: These include hiking, visits to places of historical and geographical importance such as museums, palaces, parks, farms, airport, career related centres, motherless homes, hospitals, zoo etc. Key lifelong skill includes time management, organising skills, communication skills, ethical values etc.

Contribution to Knowledge

The article proposes a contemporary **Teacher Skill-Will Gap Analysis Template** that is applicable to different aspects of teaching-learning experience. The area for analysis, determines the indices for gaps assessment. The following information is required: -

Teacher Skill-Will Gap Analysis Template

School:

Name of Teacher:

Area of specialization:

Subject taught:

Area for Analysis: Co-curricular Activities

Tick ✓ for category or categories of interest.

Circle the skills you have for each category of activities.

{ } Physical Development: collaboration, sports skills, team work.....

{ } Intellectual Development: problem solving, critical thinking, writing skills.....

{ } Social Development: leadership, work ethics.....

{ } Psychomotor Development: creativity, entrepreneurship skills.....

{ } Cultural Development: ingenuity, creativity.....

{ } Civic values: ethical values, social skills.....

{ } Excursion and Tours: time management, organizing skills.....

Recommended Co-curricular Activity/Activities.....

Administrative Decision.....

Information gathered reveal teachers' high/low skills and interests for different activities. This places teachers in the quadrants they belong. This further guides the school administrator on what aspects of managerial skills to apply in assigning duties and functional abilities of teachers. The aim is to ensure that teachers effectively impart lifelong skills to the students through co-curricular activities. Once this is achieved, the school administrator focuses on teacher involvement.

Teacher Involvement Rates

Khandu (2021) opined that the involvement of teachers in any school co-curricular activity is crucial for possibility of education reforms. Low teacher involvement in co-curricular activities may be attributed to their perceptions that conditions of employment is based on cognate duties only. They also view the activities as waste of time, energy draining programmes, with no additional bonuses or promotions for extra work etc. From the concept of this paper, the direction of the will on the skill-will matrix determines teacher involvement rates in co-curricular activities.

Hensch (2020) highlighted reasons for teacher involvement in co-curricular activities. One reason is that the teaching profession should be viewed as providing the best learning environment and experience for students. Another reason is the benefits to students from adult participation can also have positive effects on teachers as well. Thirdly, teacher-student relationship through co-curricular activities makes for students' success because being able to motivate students is an important dimension of teacher identity. In addition to these, teachers could use their connections from co-curricular activities to promote school culture that positively impacts the students and teachers as well. The teacher involvement rate is calculated as: $(\text{Number of teachers involved in activities} \div \text{Total number of teachers}) \times 100$. If involvement rate is less than 50%, the school administrators must devise ways to engage all teachers.

Relevance of Teacher Skill Management to Sustainable Development

1) Sustainable development meets the needs of the present without compromising the ability of future generations to meet their own needs (Imeh, 2019). Teacher skill

- management promotes functional education because the co-curricular activities are learner-centred, practical and the resulting lifelong skills relate to today's world needs.
- 2) Teacher skill management builds lasting developments in the fields of educational administration and management. Contemporary research in management and the application in areas of educational administration engenders sustainable developments that improves the administrator's managerial roles in theory and in practice.
 - 3) Teacher skill management sharpens teachers' abilities to develop life long skills and competencies that will enable the students have self-fulfillment and confidence to contribute positively to the society and global competitiveness.
 - 4) Teacher skill management improves teacher work performance and overall engagement in school activities. This creates a foundation for speedy implementation of education reforms

Conclusion

A balance of learning experiences must be achieved in educational settings. Programme of studies is complemented by programme of activities. A good number of lifelong skills are learnt in co-curricular activities; hence, the teacher skill level is an important factor. School administrators are required to manage teacher skills using the Skill-will matrix for better performance and involvement rates in co-curricular activities. Products of post basic educational programmes equipped with lifelong skills contribute to sustainable development from local to global levels.

Suggestions

The following suggestions are offered:

- 1) The National Senior Secondary Education Commission (NSSEC) should prescribe minimum standards in the hiring process of secondary school teachers. Subject areas and lifelong skills should be criteria for teacher employment. Conditions of employment should include one or two co-curricular activities as primary duties. This will enable schools to participate in all categories of co-curricular activities, build a wide range of life long skills that will engender a lasting future development.
- 2) It is suggested that education boards that govern secondary educational institutions give directives to schools to allot the last two periods on Thursdays and Fridays for co-curricular activities. This will bring about a balance in different aspects of learning experiences with lifelong skills inclusive.
- 3) The researcher suggested that schools adopt the Teacher Skill-will administrators conduct annual skill gap analysis for teachers in order to keep track of teachers' skill level or create a plan of action for those with low skills and low will.

- 4) Recognition, praise, rewards, incentives are suggestions for the school administrator to consider for teacher motivation so as to maintain optimum teacher involvement rates in co-curricular activities.

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