

MOTIVATIONAL STRATEGIES OF SECONDARY SCHOOLS' PRINCIPALS AND ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

The purpose of the study was to investigate the motivational strategies of principals in administration of public secondary schools in Rivers State. The study adopted a descriptive survey design. Two research questions and two hypotheses were postulated and tested for the study. A sample of 200 made up of principals, vice principals (academic) and vice principals (administration) drawn out of a population 461 was used for the study. Stratified random sampling technique was used to compose the sample. A self-designed questionnaire called Questionnaire for Motivational Strategies of Principals in Public Secondary School Administration (QMSPSSA) was used for data collection. The instrument was validated and its reliability index of 0.82 was established using Cronbach Alpha method. Mean and standard deviation were used to answer the research questions. The research questions were analysed using Statistical Package for Social Science (SPSS). The independent t-test was used to test the hypotheses. It was found out that principals use advancement as a motivational strategy, by assigning jobs that help a teacher expand his skills set in teaching profession. Furthermore, it was found out that principals use responsibility as a motivational strategy by emphasizing on a teacher accepting personal responsibility for performance and exercise of discretion in decision making. Based on the findings, it was recommended that principals should give new responsibilities to teachers to provide opportunities for advancement in their career.

Keywords: Motivation, Strategy, Principals, Administration, Public Secondary Schools.

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INTRODUCTION

The effective administration of any school rests on the ability of the school administrator to efficiently coordinate the human and material resources for optimal performance. The principal at the secondary school level ensures that the personnel comprising of teachers and non-teaching staff are motivated to elicit high performance from them. The broad goals of

secondary school education as stated in the National Policy on Education by the Federal Republic of Nigeria (FRN, 2014) shall be to prepare the individuals for useful living within the society and higher education. In order to achieve the stated goals, highly motivated teachers and non-teaching personnel, who will reach optimal performance are required. A principal can only be effective, if he has well-motivated teachers working with him. Motivation establishes the level of energy a person will be willing to put in order to achieve a particular goal. It determines whether a teacher will give up easily when met with obstacle in the pursuit of a goal. It is motivation that will give him drive to sustain the effort to achieve a goal.

Motivation gives insight into what drives teachers to behave the way they do and spurs them to attain a goal. Motivation signifies a driving force, a kind of stimulus, an incentive or interest that spurs a teacher into action. Motivation recognises that the achievement of individual objectives is instrumental to behaviour bearing on work performance (Flippo, 1980). Unmotivated teachers contribute to the non-attainment of overall purpose of secondary school education (Hoy and Miskel, 2008). In times of financial constraint, the teachers bear the brunt with unpaid or delayed salaries. In some situations, teachers freely engage in other activities to provide for themselves and families. Ezeani (2006) asserted that no manager or administrator could succeed in achieving optimal productivity for his or her enterprise without knowing what motivates people. Principal's motivational strategy is geared towards sustaining and enhancing the teaching and learning process of the school.

The importance of employee motivation as summarized by Singla in Tayyar (2014) include:

- Improves performance level.
- Helps to change negative or indifferent attitudes of employees.
- Reduces employee turnover.
- Help to reduce absenteeism.
- Reduces resistance to change.

Tsav (2018) added that motivation creates good relations in the workplace and facilitates initiative and innovation. Motivation reduces wastages and breakages in school and improves the image of the school. He further stressed that the ability of any organization to achieve its objectives to a large extent rests on the motivation of its employees. No principal can achieve optimal productivity for his school without determining what motivates teachers. It is the principal's responsibility to create and maintain an environment in which the teachers in the school work together towards the accomplishment of common objectives of the school.

Statement of the Problem

The issue of motivation seemed to have been given insufficient attention by principals in schools. It appears principals do not assign jobs to teachers with commensurate authority or responsibility, which will elicit a feeling of achievement from the outcome. Recognition for high performance seems to be lacking. Teachers have manifested low morale in schools through indiscipline and absenteeism. Ashimole in Olawolu and Madumere (2011) identified lack of commitment of teachers to the teaching profession as lateness to school, not taking work serious among other factors as problems of school administration. Lack of motivation in teachers may manifest in teachers' unwillingness to participate in school activities, poor attendance and unexpected absence.

Some teachers in public secondary schools have been observed to perform their duties with laxity while others spend a greater part of the day trading on their wares. They are hardly in the class to carry out teaching since they are not motivated to put in their best. Teachers' performance in public secondary schools due to lack of motivation has become abysmal leading to low standard of education in Rivers State. Therefore, the researcher seeks to investigate responsibility and advancement as the motivational strategies as motivational strategies for principals in public secondary school administration in Rivers State.

Aim and Objectives of the Study

The aim of this study is to investigate the motivational strategies of principals in the administration of public secondary schools in Rivers State. Specifically, the study seeks to:

- Examine how responsibility as motivational strategy by principals influence public secondary schools' administration in Rivers State.
- Identify how advancement as motivational strategy by principals influence public secondary schools' administration in Rivers State.

Research Questions

The study was guided by the following research questions:

- How does responsibility constitute motivational strategy of principals in the administration of public secondary schools in Rivers State?
- How does advancement constitute principals' motivational strategy in the administration of public secondary schools in Rivers State?

Hypotheses

H_{01} . There is no significant difference between vice principals (academic) and vice principal (administration) on responsibility as a motivational strategy in the administration of public secondary schools in Rivers State.

H_{01} There is no significant difference between male and female principals on advancement as a motivational strategy in the administration of public secondary schools in Rivers State.

THEORETICAL FRAMEWORK

This study is anchored on Two Factor Theory of Motivation propounded by Frederick Herzberg and his associates, Mausner and Synderdeman in 1958 (Peretomode, 2009). Herzberg and his research associates postulated that there are two sets of factors called motivators or satisfiers and hygiene or dissatisfiers in a work place as shown in Figure1:

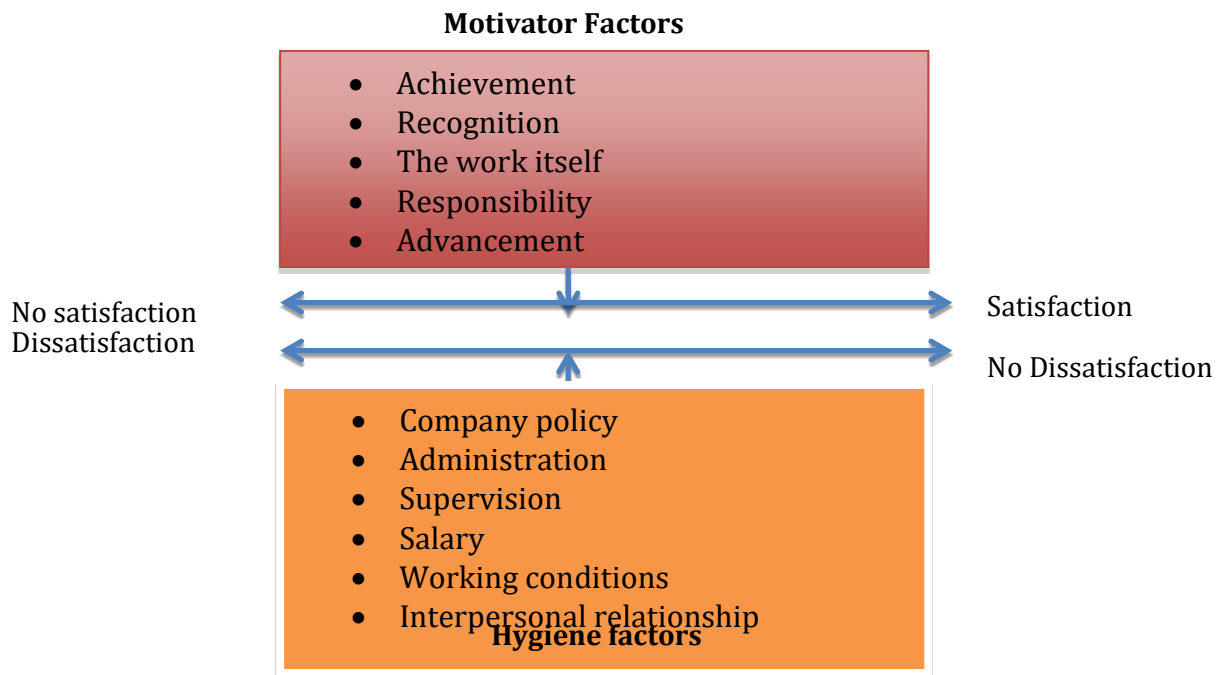


Figure 1 Herzberg Two Factor Theory of Motivation
Source: Ololube (2017)

According to Herzberg and his associates, those factors which when present in workplace tend to lead to high satisfaction and strong commitment from the workers are called motivators. They presented the motivators as achievement, recognition, responsibility and advancement and work itself. Those factors related to dissatisfaction are called the dissatisfiers or hygiene factors (Naylor in Ololube, 2017). The hygiene factors include company policy, administration, and supervision, interpersonal relations with peers, superiors and subordinates, working conditions, salary, status and job security. The motivators pertain to the job content.

The theory noted that motivators would induce an individual to put in adequate effort to accomplish the organizational goals. They are intrinsic to the job. The motivators lead to a positive job attitude because they satisfy the individual's need for self-actualization in his work. Ukeje et al. (1992) reiterated that motivators or satisfiers constitute what are referred to as intrinsic factors because they come from within the individual and encourage the growth of the individual at work. The motivators build strong levels of motivation that result in good job performance. The theory emphasized that factors (motivators) leading to positive attitudes do so because of their potential to satisfy the individual's need for self-actualization or promote psychological growth. The hygiene factors are related to the environment of the job. They are external to the individual. They do not motivate but can cause dissatisfaction when perceived deficient by employees.

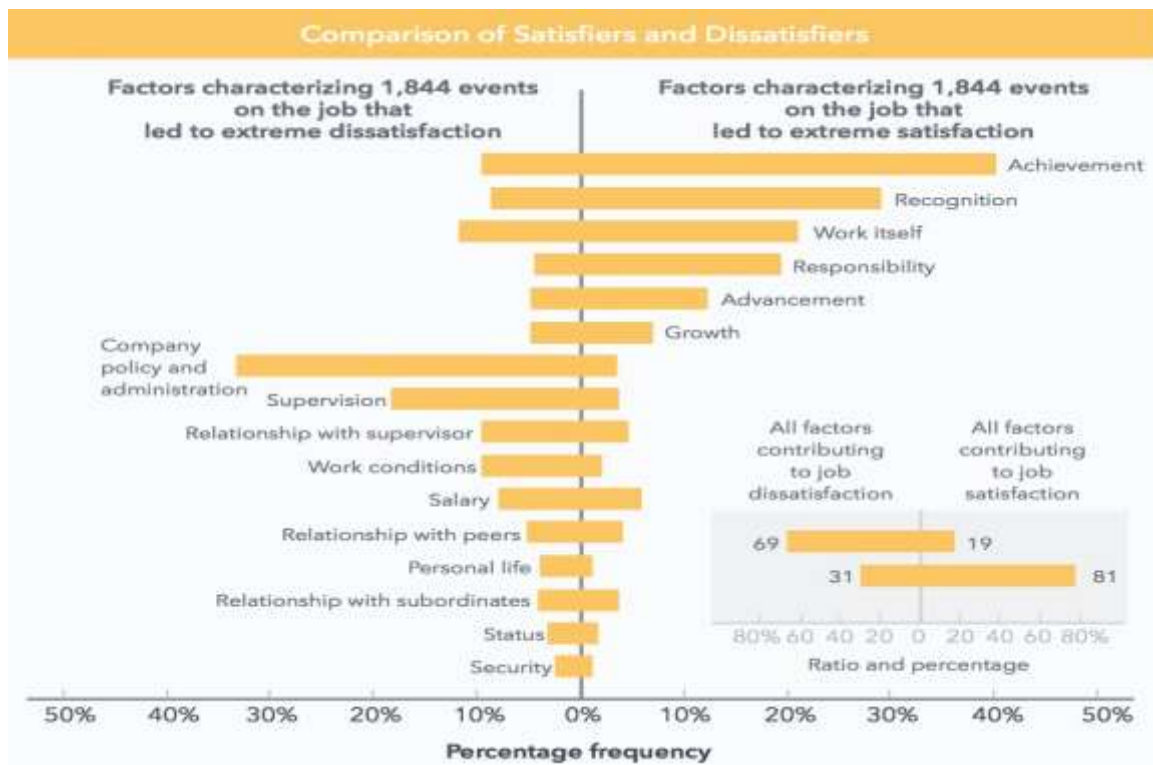


Figure 2 Comparison of Satisfiers and Dissatisfiers
Source: Adapted from Robbins and Judge (2010)

Figure 2. reveals that there is a relationship between the hygiene factors and motivating factors. Herzberg found out that the motivating factors are related to job content and are substantial reasons workers need to work intensely. The hygiene factors as indicated in the above figure 2 do not motivate the employees but cause dissatisfaction when perceived to be deficient by employees. The hygiene factors do not promote job satisfaction but prevent job dissatisfaction, just as good hygiene does not in itself produce good health but lack of it will cause disease. The absence of hygiene factors in a work place could lead the employees into being less productive.

The hygiene factors are perceived as necessary but not sufficient conditions for satisfaction of workers. Hygiene or dissatisfier factors are referred as extrinsic factors because they are external to the individual. Okorie (2009) affirmed that hygiene factors are referred to dissatisfiers since the absence or the adequacy such factors cause dissatisfaction. Workers become dissatisfied with their jobs when deprived the positive aspects of the factors but the presence of positive aspects of hygiene in their work does not result to their satisfaction or motivation.

Pillay et al. (2015) studied the relationship between career development and staff motivation in the South African Petroleum sector: A case study of Durban Refinery. Data was collected from 90 employees using self-administered questionnaire. The study adopted stratified random sampling. Findings of the study include that training is significant in career advancement of employees. It was also found out that employees have low chances of advancement after training and there has been no change in the nature of job after training. The study further revealed that employees were not highly motivated after training due to the fact that training did not lead to career advancement.

Islam and Ali (2018) conducted research on Motivation Hygiene Theory: Applicability on Teachers. The research adopted a case study design. Data was collected

from 170 teachers using questionnaire. The study revealed that most teachers showed satisfaction with motivators like responsibility, advancement, achievement, recognition and work itself. Majority of the teachers expressed satisfaction with the hygiene factors except for policy of the university, pay and opportunities for growth.

CONCEPTUAL CLARIFICATION

Concept of Motivation

Motivation is derived from the word motive, which means, the will within an individual driving or prompting the person to action (Babalola & Ayeni, 2009; Buchman & Huczynski, 2004). Motives are major determinants of an individual's behaviour. Hoy and Miskel (2008) defined motivation as complex forces, drives, needs, tensions, states or mechanism that start and maintain activity towards the achievement of personal goals. Buchman and Huczynski (2004) viewed motivation as a broad concept, which includes preferences for particular outcomes, strength of effort and persistence in the face of barriers. Motivation can be defined as that inner drive that energizes an individual towards an activity to achieve a goal.

Motivation is used in education to elicit positive behaviours from teachers for the purpose of achieving optimal performance. Motivation is employed in school administration to energies all employees maintain behaviour geared at fulfilling personal objectives, which impacts on job performance. Nwachukwu (2007) stated that motivated behaviour has three basic characteristics, which includes that motivation is sustained, goal directed and results from a felt need.

Motivational Strategies of Principal

Motivational strategies are considered as methods that encourage an individual's goal related behaviour. Motivational strategies refer to those motivational stimuli consciously used to achieve some systematic and lasting positive effect. Factors that motivate teachers can be intrinsic or extrinsic.

Responsibility

This refers to responsibility in the teaching job. Igwe (2000) defined responsibility as a display of moral integrity, loyalty to one's employer, and a sense of professional maturity in carrying out one's duties. Feeling of responsibility for outcomes of work is the degree of an individual's feeling that he is personally accountable for the result of the work he performs. Abraham (2003) asserted that this feeling of responsibility is created by some measure of independence of the teacher and the exercise of discretion in decision making. It involves the dimension of freedom the teacher has to make his own decisions and implement his own ideas.

If the teacher has more opportunities to take responsibility, the more disposed he may be to work harder on a particular job and be more satisfied with the result. It largely entails the practice of allowing teachers greater responsibility in planning and executing their jobs. Teachers should feel that they have opportunity to express their opinions even in the way they carry out their assignments, when necessary, without fear of being ignored. A principal need to welcome suggestions from his teachers whenever possible and instill in them the feeling that their opinions matter. Teachers are motivated when their responsibilities are meaningful and engage their abilities and values. The teachers have the tendency to be motivated if they feel that their capabilities are being engaged. The principal assigns jobs to teachers in the school and when a teacher is assigned well defined tasks that are challenging to him, he feels happy and this serves as a source of motivation for the employee. The teacher

also realizes that his contribution means a lot towards the achievement of the schools' goals and purposes (Ukeje, 1992). It is important that teachers are allowed by the principals to express themselves within their work in order to bring out the best from the students and be satisfied with the outcome of performing of a job.

Advancement

Teachers' advancement is central to motivation because it positions them to show high performance in their jobs. A teacher would consider advancement as personal growth, which involves change in an individual's status or position in organization. Lester (1987) asserted that advancement increases worker's social standing and can lead to personal growth. It is not only an official movement from one position to a higher one. What would constitute essential components of an effective advancement plan of a teacher include expanding his skill sets, giving additional responsibilities that lead to a change in their roles, acknowledging accomplishments and offering a coordinated career plan that affiliates with his professional goals. Advancement forces performance and engenders teachers to prove they are worthy of promotion or change in status.

Principals are to ensure that teachers get resources to add and change their roles as well as take more responsibilities. Most teachers would prefer to learn new things in their jobs and would put in more efforts if inspired by their principals with roles, which its accomplishment will lead to advancement. The principal also through this promotes the capabilities of the teacher. A teacher can be encouraged by a principal to further his education as a step for bringing advancement. Permitting the teacher to enroll for masters and doctoral programs will pave way for him to be eligible for consideration to higher positions. Chiemeka-Unogu (2018) asserted that education for a teacher fosters atmosphere, which facilitates personal fulfillment, institutional effectiveness, human creativity and system renewal. Programmes available to teachers for further teacher education could be categorized into on-the-job training and off the job training.

The on -the- job training would include providing refreshers courses and off -the - job refers to the teachers or lecturers taking off the job to attend workshops, courses, conferences and seminars. Emechebe in Babalola and Ayeni stated that a trained teacher has more confidence in his ability to work and enjoys his work and is motivated towards high productivity. Reem (2011) agreed that training plays a critical role in the motivation of employees in an organization like a school because it helps them to acquire skills and prevents them from failing. Principals should offer teachers training in order to increase their chances of being competent on the job. Growth refers to opportunities in the work situation for an individual to advance and improve his skills and abilities.

Public School Administration

Administration is the careful and systematic arrangement of resources for the realization of the objectives of a given organization (Igwe, 2000). It is concerned with the implementation of predetermined policies and decisions in the day to day running of an organization towards realization of the stated goals. According to Peretomode (2008), administration is concerned with performance of executive duties, the carrying out of policies and decisions to fulfill a purpose and the controlling of day to day running of an organization. Simply put, administration is the act of carrying out instructions towards realization of organizational goals. Administration involves the leader at the helm of affairs executing stated objectives through people. The main role of an administrator is to ensure that the efficient performance of all sub units of an organization. It would be difficult for any organization to function

without an administrator. The administrator acts as link between the top management and employees. The administrator provides motivation to the work force towards achieving the objectives of the organization.

School administration is the process of getting things done through or with people in a school towards the achievement of stated educational goals. Okoroma (2016) viewed school administration as a process concerned with using methods, principles and practices to establish, develop and execute goals, policies, plans and procedures necessary to achieve the objectives of education. Public secondary schools in Rivers State refer to schools that are publicly funded by the Rivers State Government, which excludes schools that are privately operated by churches and individuals. Public schools in Rivers State are those secondary schools, which are owned, managed and controlled by the state government through the State Ministry of Education.

METHODS

The design of the study is a descriptive survey design. Two hundred (200) administrators were used as sample for the study. The stratified random sampling technique was used to derive the sample from the population of four hundred and sixty-one (461) administrators drawn from public secondary schools in Rivers State. It comprises of two hundred and fifty-eight (258) principals, eighty-seven (87) vice principals (academic), and one hundred and seventeen (117) vice principals (administration) in two hundred and fifty-seven (257) public secondary schools in Rivers State. The instrument for this study was a self-designed questionnaire titled Questionnaire for Motivational Strategies of Principals in Public Secondary School Administration (QMSPSSA). The Questionnaire for Motivational Strategies of Principals in Public Secondary School Administration (QMSPSSA) was made up of two parts. Part A sought information on personal data. Part B was designed to elicit information on variables of principals' motivational strategy in public secondary schools. It had a modified four-point likert rating type scale with assigned weights of strongly agree (S/A) =4points, agree (A) =3points, disagree (D)=2 and strongly disagree (S/D)=1point. Mean and standard deviation were used to analyse the response on research questions while t-test statistics was used to test the hypotheses. The criterion mean of 2.50 was chosen for decision-making. Therefore, item mean scores of 2.50 and above were accepted, while those less than 2.50 were rejected. Mean was used for data analysis because it is a better measure of dispersion with direction of spread from the centre of distribution. The t-test statistics was used because the variables were homogenous (male and female\rural and urban) to compare two means to determine the probability that the difference between the means is a real difference rather than a chance. All the scores on the questionnaire were entered in the Statistical Package for Social Science (SPSS) according to the objectives of this research.

RESULTS

Results of the data analysis is shown on the following tables:

Research Question 1: How does responsibility constitute principals' motivational strategy in the administration of public secondary schools in Rivers State?

Table 1: Mean scores of responsibilities as a motivational strategy of principals in public secondary school administration

S/N	Variables	A	D	N	Mean	Remark
1	Responsibility as a motivational strategy of principals supports the display of a sense of professional maturity in carrying out duties by a teacher.	185	15	200	2.93	Agree
2	Responsibility as a motivational strategy of principals' places emphasis on a teacher accepting personal responsibility for performance.	175	25	200	2.88	Agree
3	Responsibility as a motivational strategy of principals supports the exercise of discretion in making decisions by teachers.	172	28	200	2.86	Agree
4	Responsibility as a motivational strategy of principals encourages that a teacher realises his contribution means a lot in the achievement of schools' goals.	169	31	200	2.85	Agree
5	Responsibility as a motivational strategy of principals endorses assigning jobs which are meaningful and engage abilities and values of the teacher.	172	28	200	2.86	Agree
6	Responsibility as a motivational strategy of principals approves assigning jobs that stretch and develop teachers' skills.	165	35	200	2.83	Agree

The data in table 1 indicates that the respondents accepted items 1, 2, 3, 4, 5 and 6 that responsibility as a motivational strategy of principals in public secondary school administration. This is because they had mean scores above the benchmark of 2.50. Item 1 had a mean score of 2.93. This means that the respondents agreed that responsibility as a motivational strategy of principals supports the display of a sense of professional maturity in carrying out duties by a teacher. Item 2 had a mean score of 2.88. This means that respondents agreed that responsibility as a motivational strategy of principals' places emphasizes on a teacher accepting personal responsibility for performance. Item 3 had a mean score of 2.86.

This shows that respondents agreed that responsibility as a motivational strategy of principals supports the exercise of discretion in making decisions by teachers. Item 4 had a mean score of 2.85. This shows that respondents agreed on the teacher's that responsibility as a motivational strategy of principals encourages that a teacher realizes his contribution means a lot in the achievement of school goals. Item 5 had a mean score of 2.86. This means that respondents agreed that responsibility as a motivational strategy of principals endorses assigning jobs that are meaningful, which engage abilities and values of the teacher. Item 6 had a mean score of 2.83. This means that respondents agreed that responsibility as a motivational strategy for principals approves assigning jobs that stretch and develop teachers' skills. Therefore, it is evident from the result that responsibility serves as motivational strategy of principals in public secondary schools' administration in Rivers State.

Research Question 2: How does advancement constitute motivational strategy of principals in the administration of public secondary schools in Rivers State?

Table 2: Mean scores of advancements as a motivational strategy of principals in public secondary school administration

S/N	Variables	A	D	N	Mean	Remark
7	Advancement as a motivational strategy of principals endorses assigning jobs that provide career advancement opportunities for the teachers.	186	14	200	2.93	Agree
8	Advancement as a motivational strategy of principals encourages assigning jobs that help a teacher expand his skills set in teaching profession.	183	17	200	2.92	Agree
9	Advancement as a motivational strategy of principals encourages teachers to further their education.	172	22	200	2.89	Agree
10	Advancement as a motivational strategy of principals supports offering teachers new responsibilities to provide opportunities for advancement.	176	24	200	2.88	Agree
11	Advancement as a motivational strategy of principals emphasises that teachers be offered jobs that will increase their skills in teaching methodology.	177	23	200	2.89	Agree
12	Advancement as a motivational strategy of principals insists that teachers be assigned jobs that will help them improve their performance.	178	22	200	2.89	Agree

The data in table 2 indicates that the respondents accepted items 7, 8, 9, 10, 11 and 12. This is because these items fall above the criterion mean 2.50. Item 7 had a mean score of 2.93. This means that respondents agreed that advancement as a motivational strategy of principals endorses assigning jobs that provide career advancement opportunities for teachers. Item 8 had a mean score of 2.92. This shows that respondents agreed that advancement as a motivational strategy of principals encourages assigning jobs that help a teacher expand his skill set in teaching profession. Item 9 had a mean score of 2.89. This shows that respondent agreed that advancement as a motivational strategy of principals encourages teachers to further their education. Item 10 had a mean score of 2.88.

This means that respondents agreed that advancement as a motivational strategy of principals supports offering teachers new responsibilities to provide opportunities for advancement. Item 11 had a mean score of 2.89. This means that respondents agreed that advancement as a motivational strategy of principals emphasizes that teachers be offered jobs that will increase their skills in teaching methodology. Item 12 had a mean score of 2.89. This means that respondents agreed that advancement as a motivational strategy of principals insists that teachers be assigned jobs that will help them improve their performance. All the items under advancement had mean scores above the criterion of 2.50. Therefore, the result shows that advancement serves as a motivational strategy of principals in public secondary school administration in Rivers State.

Hypothesis 1: There is no significant difference between vice principals (academic) and vice principal (administration) on responsibility as a motivational strategy in the administration of public secondary schools in Rivers State.

Table 3: t- test analysis on the difference in mean ratings of vice principals (academic) and vice principal (administration) on responsibility as a motivational strategy in the administration of public secondary schools

Position	N	Mean	SD	df	t	Sig	Remark
Vice principal (academic)	122	17.63	1.17	198	-0.326	.744	Accepted
Vice Principal (administration)	88	17.22	1.23				

The data in table 3 indicated that t-calculated – 0.326 is less than t-tabulated 1.96 with degree of freedom of 198 at 0.05 alpha level. The null hypothesis was therefore upheld. Hence, there is no significant difference between the mean ratings of vice principals (academic) and vice principal (administration) on responsibility as a motivational strategy in the administration of public secondary schools.

Hypothesis 2: There is no significant difference between male and female principals on advancement as a motivational strategy in the administration of public secondary schools in Rivers State.

Table 4: t- test analysis on the difference in mean ratings of male and female principals on advancement as a motivational strategy in the administration of public secondary schools

Position	N	Mean	SD	df	t	Sig	Remark
Vice principal (academic)	112	17.45	1.11		0.735	.463	Accepted
Vice Principal (administration)	88	17.32	1.35	198			

The data in table 4 indicated that t-calculated 0.735 is less than t-tabulated 1.96 with degree of freedom of 198 at 0.05 alpha level. Therefore, the researcher fails to reject the null hypothesis. Hence, there is no significant difference between the mean ratings of male and female principals on advancement as a motivational strategy in the administration of public secondary schools.

DISCUSSION OF FINDINGS

The study revealed that principals in public secondary schools use responsibility as motivational strategy. This finding agrees with the findings of Islam and Ali (2013) that most teachers showed satisfaction with responsibility as a motivator. This study further revealed that principals in the use of responsibility as a motivational support the display of a sense of professional maturity in carrying out duties by a teacher.

The result of the analysis of hypothesis one showed there is no significant difference between vice principals (academic) and vice principal (administration) on responsibility as a motivational strategy in the administration of public secondary schools in Rivers State. This means that vice principals (academic) and vice principals (administration) have the same view on responsibility as a motivational strategy as a motivational strategy in public secondary school administration in Rivers State.

Findings from the study revealed that principals of public secondary schools use advancement as a motivational strategy by encouraging teachers to further their education. This finding is supported by the findings of Pillay et al. (2015) that training is significant in career advancement of employees. By the principal assigning jobs that provide career advancement opportunities, teachers are able to expand their skill sets in teaching profession. Pillay et al. (2015) confirmed that advancement presents employees with opportunities to further their education and undergo training, thus strengthening employees' skill sets to

receive consideration for a promotion and advance their career. Principals should endeavour to offer new responsibilities for advancement after training since Pillay et al. (2015) found out that employees were not highly motivated due to lack of change in nature of job after training.

CONCLUSION

The study examined the motivational strategies of principals in Rivers State and administration of public secondary schools in Rivers State. From the findings, it can be concluded that principals in public secondary schools in Rivers State use responsibility and advancement as a motivational strategy by placing emphasis on the teacher's ability to accomplish difficult task. The findings of the study support the display of a sense of professional maturity by a teacher in carrying out duties to be used as motivational strategy of responsibility by principals. Principals use advancement as a motivational strategy by assigning tasks that help a teacher expand his skill set. Principals give new responsibilities to teachers so as to provide opportunities for advancement in their profession.

Recommendations

Based on the findings of the study, the following recommendations are made:

- Principals should support a teacher accepting personal responsibility for performance of his job by getting him involved in the planning, control and exercise of discretion in making decisions in his job.
- Principals should assign meaningful tasks, which engage the abilities and values of the teacher.
- Teachers should be made to realise that their contribution means a lot towards the achievement of the school goals.
- Principals should give new responsibilities to teachers to provide opportunities for advancement in their career. Teachers are to be encouraged to further their education through seminars, workshops and conferences even master and doctoral programs in the universities to expand their skills and knowledge.

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