

**MORALE AND MOTIVATION OF TEACHERS  
IN NIGERI**

**A thesis submitted for the degree of Doctor of Education**

**by**

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## Abstract

This study is an investigation into the morale and motivation of Nigerian teachers. Due to the geographical and administrative vastness of Nigeria this study focuses on Abia State. Abia is one of the 36 States of Nigeria and it typifies the educational structure and practice of Nigeria

The study involves teachers and students from two primary and two secondary schools from each of the educational zones in Abia (a total of 12 schools). A focus group of 37 headteachers across Abia State will also be studied and the views of a cross section of students (12 students from each secondary school) are sought. The background information on education in Nigeria and Abia State as well as the reasons for this study are discussed in the introduction. A review of the literature on morale and motivation in African countries and other international studies is presented. The study employs ethnographic multiple case study and focus group methods which included a semi-structured focus group interview, participant observation and a self-administered questionnaire.

Research methods and findings are discussed and analysed and from these emerged a motivation model. The study concludes with a discussion and evaluation of the findings. Obviously, any research work of this magnitude would have its limitations. These will be discussed. Recommendations for future research and developments towards improving the morale and motivation of teachers in Nigeria would follow.

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## **DEDICATION**

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# A GLOSSARY OF ABBREVIATIONS SYMBOLS AND TERMS USED

Word Symbol & Term

X,Y and Z. Wherever XYZ is seen in this study they represent the three Educational zones of Abia State

P, S Represents primary and secondary schools respectively.

A School A

B School B

T Represents teachers

Std Represents students

xpa/b, ypa/b, zpa/b, Represent schools studied.

Last alphabets /numerals / Roman figures represent individual teachers.

Note that for confidentiality reasons the above alphabets are mixed matched to represent individuals studied e.g. a teacher or headteacher studied under the following techniques are represented thus:

Interviewed respondents : XSAT2/ZSBT4/YSAT2

Focus group respondents: YstdF, represents a student ZBTD represents a primary school teacher involved in the focus group while HPG represents a head teacher who decided to join the primary schools focus groups.

Observed respondents: ZAPTIV/XAPTVIII/YBSTIII

Questionnaire respondents:

Cross section of headteachers respondents: XPB, HPG, PPD

Indv Individual

1wk one week

1day one day

1headtr one head teacher

4tr four teachers

1inter one interview

T Teacher Note that alphabets numeral and roman figures are used to identify individuals

## Chapter 1

### AN INTRODUCTION TO THE STUDY

This study has been designed to investigate the morale and motivation of Nigerian teachers. It specifically explores the factors that raise and sustain teacher morale and motivation. For a clearer understanding this investigation would focus on Abia State. Some historical and geographical background of Nigeria as a country and Abia as one of its States would be involved.

#### **Nigerian Location and Demography**

The purpose of this section is to enable the reader to put the research into some form of geographical and demographic context



Nigeria is located in West Africa and comprises 36 states with Abuja as its Federal Capital. It has a population of about 130 million people with a population growth rate of about 2.54 per cent of this population, 14 per cent are within the primary school enrolment age range of 6–11 years (National Population Commission [NPC], 1995) (Tamuno & Atanda 1989) In 1976 the 6–3–3–4 structure of education was introduced into the Nigerian Educational infrastructure. This is a system where students spend six years in primary school, three years in junior secondary, three years in senior secondary and four years at university. As an integral feature of this reorganisation the ‘A’ level qualification system inherited from the British colonial era has been replaced.

Nigeria has a three-tier government consisting of the Federal government, the State government and the local government. The three levels of government are collaboratively responsible for primary and secondary education. Most primary education funding comes from the Federal government which also makes sure that other tiers of government contribute their quota by deducting at source from their Federal budget allocation. Primary school teachers are paid by the local government, and therefore enjoy the Federal salary structure unlike secondary school teachers who are under their respective State governments, which maintain a different salary structure. Under the Federal government, the current minimum wage is N7, 500.00. However, some State governments find it difficult to maintain the N7, 500.00 minimum wage set by the Federal Government. Some States, including

Abia, which is the focus of my study, have imposed a salary of N5, 500 for secondary school teachers. The salary differential is likely to be an issue that affects the morale and motivation of teachers.

Abia State is located in the Southeastern part of the country with its capital at Umuahia in the Northern part of the State. The State covers an area of 762,720 square kilometres, which is about 8.5 per cent of the total landmass of Nigeria (Adekoya 2000a). At present Abia State is made up of 17 local government areas with their headquarters usually located in one of the urban or semi-urban areas of the local government administration. Abia is divided into three educational zones (Umuahia, Aba and Ohafia) and three senatorial zones (Abia North, Abia South and Abia Central).

The average teacher/pupil ratio in Abia State is between 1:50 and 1:150 in both primary and secondary schools. Preliminary observation indicates that this ratio may be a factor that influences teacher morale and motivation. Abia State Ministry of the Education Board runs over 800 primary schools, 160 secondary schools, one teacher training college and five technical colleges. There is also a college of education (technical) (Abdulahi 1992, Otuonye 2000(SAPA) State Primary Education Board (SPEB), 2000/2001). The above information is relevant to this study as it helps to highlight the shared responsibility towards the teachers and the sustenance of their morale and motivation in educating the nation.

The aim of the study is to investigate teacher morale and motivation in all three zones of Abia State as a representative of other Nigerian states.

### **The Reason for choosing Abia State as a Representation of Nigeria**

Abia State is deemed as representative of Nigeria for numerous reasons. Firstly, with some researches it is the norm to only select a representative sample. It would be impractical and far too expensive to survey the whole of the Nigerian teaching population. Secondly, there are similarities and elements of uniformity in the Nigeria educational system, for example the tripartite system of governance. This is a system where the three levels of government (Federal, State and Local government) collaboratively manage and fund education.

Another reason is my general knowledge of Nigeria and the unique opportunity I had by being a teacher and an administrator in the three major geographical regions of Nigeria (Northern, Western and Eastern Nigeria). These enabled me to gain knowledge of government policies, the execution of such policies and find out the effect these have on teachers' morale and motivation.

Also my pre-survey reading and professional discussion with people from different fields of life informed my perception of the enormous problems existing in the Nigerian educational system. These needed to be corroborated. (See SAPA 1992pxxx) With my understanding of the

National Fertility Survey, The monitoring Survey of primary schools and The National Situation and Policy Analysis Survey carried out 18years ago, my present research becomes imperative in order to also corroborate and ascertain if the condition of schools in Nigeria have improved. My selection of Abia State of Nigeria as a case is equally compelling as I have to start from the known (my State of origin) to investigate what motivates and raises the morale of teachers in Abia State and indeed Nigeria.

Teachers are an integral feature of the educational system and can be likened to a hub. Therefore, the success of any system of education depends, to a large extent, on the number and quality of teachers, their devotion to duty and their effectiveness on the job. It is the teacher who decides what goes on in the classroom and translates theories and principles into practice (Hoy & Miske, 1987). It is therefore evident that such an integral part of the infrastructure must be sound in basic psychological terms i.e. their morale and motivation must be high for them to perform at a satisfactory level.

According to Hoy and Miske (1987), when a healthy school environment exists and teacher morale is high, 'teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs' (Chigbu 2002). This study is set to find out whether this is the case with primary and secondary school teachers in Abia State. The major research



question here is: What motivates, raises and sustains the morale of teachers in their work. Malim and Birch in Lumsden, (1998):

*Motivation is an issue at the heart of psychology: Why do people behave as they do? Why does behaviour take one form or the other? And what makes people behave differently from – or similarly to – each other?*

The above question provides an inexhaustible source of possible research. Though each individual is unique as a result of genetic and other natural factors, when in a group they share experiences and these may have a collective influence on them. People are intrinsically and extrinsically motivated, and therefore motivation can also be induced by an individual's perception of a situation. Thus, a group of people may or may not feel the same dependence, on their perception of a given situation.

Based on this I do not expect all my respondents to perceive all situations in a similar way. Malim and Birch in Lumsden (1998) link motivation to emotion. For them, people could either run away if they feel (intrinsic) great fear (emotion). The individual is motivated to run away – although he or she may stay and fight instead. In many cases the resulting behaviour is hardly what would be predicted from either the strength of the emotion (feeling) or the situation. Hence my question as to what motivates, raises and sustains the morale of teachers in Abia State. Does their feeling about the situation they find themselves in influence their behaviour?

This study perceives morale to be similar to emotion. This is because morale has been thought to be feeling, a state of mind, a mental attitude, and an emotional attitude (Mendel 1987). Morale has been defined as ‘the feeling a worker has about his job based on how the worker perceives himself in the organisation and the extent to which the organisation is viewed as meeting the worker’s own needs and expectations’ (Washington & Watson, 1976). Another source conceptualises morale as ‘the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation’ (Bentley & Rempel, 1980).

The present study will also look at teachers’ perceptions of themselves in Abia State schools and the extent to which the State and the selected schools are viewed as meeting the teachers’ own needs and expectations. The answer to these will, to a large extent, throw light on teachers’ enthusiasm towards achieving individual and group goals in a given job situation (Chigbu 2002 p6).

This chapter started by giving brief background information on Nigeria, its State structure including Abia State, and the educational structure (see also Appendix 2). Abia State received more emphasis including its location, population and the administrative structure, and also the recent minimum wage policy and its implementation. These began to unravel the reasons for researching the morale and motivation of teachers in Abia

State of Nigeria. This study looks at morale and motivation as perceived by different people, including headteachers, teachers and pupils/students.

There are five more chapters in this study. Chapter 2 is the literature review, which is in two parts. Part I investigates morale and motivation of teachers in African countries. The Donor to African Education (DAE) Working Group on the Teaching Profession in 1994 carried it out in sub-Saharan African countries. This discussed education ministers as agents of motivation and revealed some improvement in the way teaching services are professionally managed and supported in Africa. This study also explored a carried out in Harare in 1996. The outcome of these reviews on teacher morale and motivation could possibly inform this study (See Appendix 3).

Part II reviews the literature concerning some surveys on the same subject carried out in different parts of Europe including the UK. This part is intended to substantiate the anxieties of teachers and further to ascertain the extent of their morale and motivation. Chapter 3 identifies and discusses the methodology, which takes into consideration the fieldwork and its analysis. Chapter 4 provides the analysis of data and Chapter 5, a comprehensive discussion and assessment of the whole work. It hereby develops a motivation module, makes some recommendation and a tentative conclusion.

It is important to note that this study does not intend to discuss motivational theories but may refer to some if necessary. Therefore I do not claim to have exhausted this topic. This study is only a contribution to the research into the morale and motivation of teachers in Nigeria, which can be improved upon through further research

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **PART I: STUDIES ON MORALE AND MOTIVATION OF TEACHERS IN AFRICAN COUNTRIES**

This chapter is in two parts. The first part reviews the literature on the morale and motivation of teachers in African countries focussing on education ministers as agents of motivation. That study evolved a matrix of interrelated variables that should be implemented when a programme of morale enhancing procedures is being discharged (Makau & Coombe, 1994). It further revealed a study carried out in Harare which had an input on education (See Appendix 3) The Harare study showed that headteachers could positively influence the morale and motivation of teachers. It also stated that teachers should receive ongoing professional development.

Since this study concentrates on Abia State of Nigeria it is pertinent that I should look at a study on morale and motivation based on Nigerian teachers/workers experience. The present study could possibly come up with assumptions that are specific for Abia State.

The second part of this chapter reviews work undertaken in different European countries. It firstly reviews Varlam, Nuttall and Walker (1994) who in brief succeeded in work presenting factors that impact on morale and motivation. It also further reviewed the writing of Spear, Gould and Lees' (2004) whose research focussed on teachers in England and Wales.

The latter work is indeed very valuable as it summarises the research findings of other researchers on morale, motivation. Lastly, a contemporary publication has been reviewed in the Educational Guardian (GTC/Guardian/Mori Survey 2003), which explores the morale and motivation of teachers in the UK

### **2.1.1 EDUCATION MINISTERS AS AGENTS OF MORALE AND MOTIVATION**

A study carried out by the Donors to African Education (DAE) working group on the teaching profession in Sub-Saharan African countries (1994) analysed the ways improvement may be made in the management and support of educational profession. They showed the need for improvement in the ways in which teaching services are managed and professionally supported in Africa. The DAE study may possibly provide key information on the cost-efficiency of the educational system, the performance of teachers and subsequent implication this has on the quality of the learning environment.

In Africa teachers numerically constitute at least half of the workforce. About 95 per cent of the education budget is committed to teachers' salaries. Superficially, there is that tendency to believe teachers receive generous remuneration, yet 'they are demoralised and their commitment to the profession weak' (Makau & Coombe, 1994).

The DAE group further committed itself to a series of regional activities to learn more about ways in which education ministries manage and support teachers. They further looked at the influence of these activities on the performance of teachers and the quality of education. This move was to enable the group to develop practical plans for improving the conditions under which teachers serve. This programme succeeded in bringing together senior policy makers, planners, researchers and administrators in various African education ministries. Also involved were teacher trainers, representatives of teaching service commissions and teachers' organisations. International agencies were represented with the intention of developing consensus about what needs to be done to improve the performance of teachers and encourage new partnerships. These would be geared towards the mobilisation of materials needed for the improvement of morale and motivation of teachers (Makau & Coombe, 1994).

The group came up with a matrix of interrelated variables that should be given priority in the improvement of morale, motivation and performance of teachers. These are financial and professional support leading to the assertion that the classroom teacher is the focal point of the teaching –learning transaction (Makau & Coombe, 1994). Here, raising the morale and motivation of the teaching force featured as paramount link to pupils'/students' achievement in sub-Saharan Africa. An improved teacher commitment is much dependent upon well-planned and coordinated actions by means of professional and pecuniary incentives. These include conditions of service appropriate to the

teaching profession, fuller participation in educational management and decision-making at all levels. (Makau & Coombe, 1994) p24.

As a sequel to these, various Nigerian governments at both Federal and State levels have consistently stressed that education is a vehicle through which political, economic and social changes can be fostered. To make these happen, there is a great need for appropriate improvement in teachers' conditions of service. The Nigerian Association of Professional Education (NAPE), a Nigerian body primarily concerned with the training of professional teachers, at its 1992 Annual Academic Conference discussed education in Nigeria past, present and future (Education Today, 1993).

Among the issues discussed were teachers' status, teaching efficiency, motivation, class size, funding of education, the school curriculum, agents of genuine education, educational administration, quality of education and education for self-reliance (Education Today, 1993). Like DAE, NAPE was able to note the major problems that militate against the smooth running of educational policies and processes in the country. These were large class size, shortage of specialist subject teachers, irregular and non-payment of teachers' salaries and high teacher turnover. It became more problematic with the mass movement of experienced teachers looking for better jobs outside teaching. Some teachers who remained in the profession combined teaching with other means of survival such as farming and/or trading. Consequently the art of teaching was almost reduced to talking and chalking, with little or no application of principles and practices of education. Teachers have neither teaching



materials nor basic classroom equipment such as chairs and table to sit and write on. In essence, 'the present Nigerian teachers tend to be demoralised' (Elok, 2001). Professional development or in-service training is self-sponsored and therefore limited to those who can afford to pay. (Tambiyi 1993)

Another area of concern noted by Tambiyi (1993) was that successive Nigerian regimes seemed to follow the same pattern. They are usually saddled with the spectre of corruption, indiscipline, maladministration and inefficient management. By corruption he (Tambiyi) meant:

*the misuse of power, authority, and public office for either personal or monetary gain or for the promotion of excessive group interests contrary to the spirit, the letter and the moral requirements of public trust. (p26)*

Corruptions of the above types are usually perpetrated in various ways such as bribery, fraud, embezzlement, examination malpractice, contract kick-backs, etc. (In Nigeria 'kickback' is the name given to a bribe received for awarding someone a contract.) In a situation where a contractor is made to kick-back a substantial amount of the contract charged to build or renovate a school block or supply instructional materials to schools, obviously no one will question him appropriately if he did not complete the project. Consequently, teachers are left with inadequate physical and material resources with which to carry out their jobs. The inadequacy is not for reasons of lack of resources but for reasons of lack of accountability and misappropriation of resources. Knowledge of this dishonest manipulation within the system is demoralising and a setback for teaching and educational development.

Recently the government has shown some commitment by increasing the minimum (living) wage, which has helped to some extent to boost teachers' morale and motivation. But we must admit that for government to have full impact on educational/teaching development further enhancement has to be looked into as well. To begin with there should be a ferocious war against corruption. According to Maliki-Lee (2000):

*It is common knowledge that teachers are about the only category of Nigerian workers that are insulated from (intensive) corruption by virtue of the humanitarian nature of their calling. Yet they are compelled one way or the other to water the gigantic oak tree of corruption that towers above all else in the Nigerian landscape. The disposable income of teachers is thus diminished by the pecuniary advantage which unchecked corruption confers on other workers. (p19)*

Following this move by the government to better the lot of the teachers starting with the introduction of the living wage and direct management of public sector salaries, other interested parties have got themselves involved. These include the World Bank through Universal Basic Education (UBE) projects that give some minimum help in building, renovating and providing teaching materials to some primary schools. Teachers in turn must complement these gestures by their willingness to restore professionalism to teaching by way of re-training and re-orientating themselves and this should be sponsored by the government.

In addition teachers should be encouraged to imbibe good reading habits to avoid intellectual atrophy. When these aims are achieved Nigeria no doubt will have gone a long way to meeting up with a matrix of inter-related variables that should be given priority in the improvement of the morale, motivation and performance of teachers as proposed during the study carried out in sub-Saharan African countries by the Donor to

African Education (DAE) working group on the teaching profession in 1994, as identified earlier.

The Harare Conference of 1996 (see Appendix 3) provided another blueprint which accorded morale and motivation of teachers a place of significance in the educational hierarchy of needs. The move resulted from several studies revealing the need for a reasonable standard of training programme for the leadership cadre involving the school management staff and headteachers (see Appendix 3).

The outcome of the workshop established that morale and motivation of teachers has continued to pose endemic problem in the African educational system (Kaluba, 1996). This conference shared the passionate concern about the elusive attempts by various agencies that have devoted considerable energy to turning the tide and avoiding a further intellectual brain drain resulting from lack of morale and motivation within the African context.

The Harare Accord also recommended an update of the training of headteachers and staff of various school management boards across the countries of Africa. Regrettably Nigeria was not represented at this important forum to exchange and share information at first hand. However, it is reassuring to note that the benefit of this workshop is accessible to the Nigerian Ministry of Education especially the idea of developing teacher motivation as a separate component of both pre-service and in-service teacher training activities. Harare, with all its good

intentions, was only a talking shop, which left it up to countries to choose to download and incorporate its recommendations into their practice.

Conversely, while the Harare Conference recommends the general training of teachers across the board, an earlier study carried out in Nigeria in 1981 believed that motivation would come from a satisfied boss/superior adequately paid with commensurate allowances and benefits who would feel motivated enough to motivate others (teachers) (Kaluba 1996, p1).

Irrespective of the Harare workshop recommendations, we must not forget that peoples' attitude to work affects how they operate and how they integrate new ideas. My literature review further set to investigate and establish the educational crisis in Nigeria. Three major studies – the National Fertility Survey (1981/82), the Monitoring Survey of Primary School (1991) and the National Situation and Policy Analysis (1992) reported by Akinkugbe 1994) – have gone a long way to explain the crisis in Nigerian schools. The survey of primary schools indicates that about 4.9 per cent of schools nationwide have no buildings. My reading also showed that more generally, many of the existing buildings are in very bad condition and are inadequate. The secondary school situation is not far from being the same.

The Situation and Policy Analysis (SAPA, 1992) Report showed that the teacher/pupil ratio is up to 1:69 in classrooms space of 12m by 10m in

size. Regarding furniture, the survey showed that there was a shortfall of 62.4 per cent and 62.5 per cent of pupils' and teachers' furniture respectively. In some schools in both urban and rural areas, pupils sit on the floor while teachers have no tables and chairs. In the area of instructional materials SAPA carried out an in-depth survey (SAPA, 1992) which showed that 77 per cent of pupils had no text books at all while 36 per cent had no writing materials. Furthermore, in 3 per cent of schools that had chalk this had been provided by teachers. The report also showed that equipment for science, agricultural science, home economics, and arts and crafts was lacking in the majority of schools. (See ppendix3)

Olumorin (1981) established basic assumptions, among others, about the attitude and behaviour of Nigerian workers. She summarised these attitudes thus:

- i. An inherent motive to achieve.
- ii. Aspirations to wealth and status ('conspicuous leisure').
- iii. Tendency to be industrious.
- iv. Tendency towards generally low productivity.
- v. Tendency towards more productive effort under close supervision.
- vi. Displays feelings of dissatisfaction.
- vii. Lacks a sense of commitment and urgency.
- viii. Not public relations conscious.

Nigeria is a vast country that has a variety of cultures and as such has different responses to situations. Though there is some truth in Olumorum's articulation, the generalisation might be defective especially in the case of teachers whose professional code of practice imposes extra demands.

Having explored some African studies on morale and motivation, it is pertinent that we look at some international studies for possible similarities and further decipher to what extent they will help to answer the questions posed by this study: What motivates and raises the morale of Nigerian teachers in their present circumstance?

## **PART II: INTERNATIONAL STUDIES ON MORALE AND MOTIVATION**

Various surveys have been carried out in different parts of Europe including the UK to ascertain the extent of teachers' morale and motivation. In 1992 a pre-coded questionnaire was sent to a representative sample of 10 per cent of all the schools in England and Wales. In each school a headteacher completed the questionnaire and was asked to choose three other teachers to do the same. A total of 3,019 teachers including headteachers responded (36 per cent).

The key results of the above survey are as follows 13 per cent of teachers were very satisfied with their present post, 28 per cent were satisfied, 54 per cent were not satisfied and a further 5 per cent were not at all satisfied. Heads and deputies were generally more satisfied than other teachers with 76% of headteachers and deputies were very satisfied/satisfied while 24% were not. The major factors leading to the satisfaction of the above group of people were good relationship with pupils and colleagues. The distribution of management responsibility and giving pupils a sense of achievement played a fulfilling role. On the other

hand factors contributing to dissatisfaction were excessive workload, too much paperwork and record keeping. Stress level was also too high.

This survey uncovers that in five years' time about 8 per cent of teachers are likely to change career and leave teaching and further 11 per cent are likely to retire probably early. Substantially higher proportions of those not satisfied or not at all satisfied (42%) may change career and leave teaching.

Principal factors considered very important by teachers for safe-guarding and enhancing their own personal morale and motivation were job satisfaction, good relationship with pupils, being able to give pupils a sense of achievement, having sufficient time for family and private life, a well-managed school and good school discipline. The rest of the outcome of the survey is reflected in Table 2.1.

**Table 2:1 Factors that have greatest impact on the Morale and Motivation of those in the teaching profession**

	Per cent of teachers (N=3,019)
More positive portrayal of the teaching profession by the media	54
Improving pay for all teachers	54
Reduced working time outside school hours	48
More/new opportunities for promotion within classroom teaching	31
Giving teachers a professional body (General Teaching Council)	24
More opportunities for promotion to posts of additional responsibility	19
More ancillary staff	18
Better in-service training for the curriculum	18
Better career opportunities	17
Increasing pay/status for different posts in schools	6
Better in-service training for management development	5
Having additional pay related to individual teachers' improvement in performance	3
More flexibility for schools to recruit staff in shortage subjects/areas	2
Having additional pay related to improvements in the school's performance	1

(Varlaam, Nuttall & Walker, 1994, p2).

Significant factors considered unsatisfactory or very unsatisfactory in teachers' present posts and current circumstances included the status of teachers in the community, manageability of paperwork and record keeping, having sufficient time for family and private life, adequate resources for teaching equipment (e.g. books), workload and level of stress. Factors likely to have the greatest positive impact on the morale and motivation of the teaching profession as a whole are given in Table 2.1.

There is a very substantial consensus in the views of different groups of teachers (e.g. by sex, age, experience, level of responsibility, type and size of school). Such differences as did exist were largely as might have been



predicted (for example, management issues were considered more important for job satisfaction by heads, deputies and teachers with higher incentive allowances) (Varlaam, Nuttall& Walker1994.p2). Respondents were offered the opportunity on the questionnaire to make any comments they wanted on teachers' morale and motivation, pay and conditions. A short selection of their comments appears in **Table 2.2**.

**TABLE 2: 2 Respondents' comments on teachers' morale and motivation**

Morale is the lowest I have experienced in my entire working life (33yrs). The implications for the nation's children are appalling.	Infant school teacher
Morale is fairly high because of the friendliness of staff and pupils. The motivation is making some pupils obtain good examination results.	Secondary school teachers
Teachers' morale is remarkably high considering they are increasingly having to work under the mountain of paperwork, the rapid introduction of the national curriculum and the worry of appraisal that have been heaped upon us.	Secondary school teacher
Leaving – I fear I am glad to be going.	Secondary school teacher
If I could get a reasonable job outside education, I would.	Secondary school teachers
Teachers need to feel that their training, expertise and qualifications are respected as those of a professional.	Primary school teacher

(Varlaam, Nuttall& Walker1994p2)

In their attempt to investigate factors that motivate and de-motivate prospective and practising teachers and the influence of these factors on recruitment and retention, Spear, Gould and Lee (2000) reviewed several works carried out in the UK with particular reference to England and Wales. Their review revealed that the reason most commonly given by newly qualified teachers for choosing teaching was job satisfaction and

working with children. Reasons rated as less important were working hours, holidays, salaries and security. They reckoned that prospective teachers were attracted to the profession by the rewarding nature of the work involved as opposed to the pay or conditions on offer. They further explored the motivation behind teachers' moves towards a change of career, seeking promotion or taking early retirement. The study came up with the answer that those who stayed in teaching did so because of the recognition of their work and events related to pupils' learning and the approval of line-managers, friends and relatives.

In the case of headteachers, their stay was found to be motivated by the prospect of future rewards and the provision of additional necessary facilities including human resources.

The studies analysed by the above-mentioned researcher's illuminated teachers' beliefs. These were that teachers' own morale is largely determined by their quality of life within the school. Good relationship with pupils and helping pupils to achieve were rated as very important. When naming factors that would have a positive effect on the morale of the teaching profession as a whole they rated factors external to the process of teaching itself – such aspects as the positive portrayal of the teaching profession by the media, increased pay and condition and less pressure. It seems that to improve both the morale of individual teachers and the ethos of the profession as a whole a range of measures is needed, addressing both experiences integral to the work of teaching and factors linked to the structural and social context within which that work is carried out (Spear, Gould & Lee, 1994, p IV).

This group of researchers gave details of studies related to teachers' job satisfaction and morale and motivation. The information succeeded in showing the methodological approaches used, the size of the study and a summary of the findings. These may possibly be valuable for their implications for this study.

Another survey produced by the Guardian in association with the General Teaching Council for England on teachers' sense of where they placed themselves got a high response. Over 70,000 respondents created a strong enough sense of urgency and importance for the education secretary to consider. The following questions were asked of teachers during the survey which was carried out in England and Wales and designed to offer some clues on the anxieties and motivations of teachers:

- Why enter teaching?
- Why stay in teaching?
- What next? (Stay on or go?)

The overriding factor in this study was the workload. When asked to list the three most motivating factors, more than half of respondents (teachers) – 56 per cent – felt a reasonable workload was first in the list. Discipline was cited by 31 per cent of teachers as a problem which if not sorted out would create more problems (GTC/Guardian/Mori Survey 2003).

The survey showed that more than half the teachers said that their morale was lower now than when they started teaching. More than a third indicated that they wouldn't be in teaching in five years' time.

Though some among these groups were those who would retire within the period, still 17 per cent out of the number that would retire in five years' time would go for reasons not connected with retirement, wanting instead to pursue careers outside education. A third of teachers wished they hadn't gone into teaching, which was noted as a sad indictment of a 'profession, which by definition attracts ambitious people who are prepared to go to university to better themselves' (Woodward, 2003).

Meanwhile, it is not all bad news. Around four out of five teachers felt respected by pupils and parents. More than 90 per cent (close to 80 per cent of teachers in the selected North London schools) felt respected by colleagues, seven out of ten felt that they were a better than average teacher but were of the opinion that they were not acknowledged outside school, especially by the media who are said to respect the rest of the public sector and even the government.

*More than a fifth of teachers surveyed believe the media gives them no respect at all, arguably a pretty devastating verdict on the collective failings of the news business to acknowledge the talents and importance of a large and hugely important profession. They are viewers and readers after all.' (Woodward, 2003, p2)*

Woodward further reports that only 2 per cent went into teaching just because it is in the public sector and that people come into teaching because it is good for them and not only because it is good for the children and parents. Teachers want to be drawn into the classroom because they think they will gain personal reward and not necessarily for financial reward. Only 2 per cent indicated that they were in teaching for the money. Interestingly, in another question 11 per cent said pay was a de-motivating factor: 'Maybe – just maybe – pay is less of an issue for

teachers than it once was' (Woodward 2003; Smothers, 2003; Revell, 2003; Bevliner, 2003).

Revel and Smithers (2003) conducted some further case studies which enabled teachers to talk openly about their feelings and experiences concerning their careers. Their data showed that 54 per cent entered teaching because of their desire to work with children and young people and 29 per cent if asked to make a choice of career again would still choose teaching. In this study 45 per cent and 42 per cent entered teaching through the PGCE and B.Ed respectively. Asked why they keep teaching, 42 per cent said it was because of their love for children. For 56 per cent the workload, including unnecessary, paperwork de-motivated them and in rating their current level of motivation 56 per cent said that it is lower now than before. Response from both questionnaires and case studies showed that notwithstanding horror stories of low pay, scary pupils and bad parents, the attraction to teaching seems as strong as ever. This emanating from the chance to work with children, love of a subject and the daily thrills of making a difference keep good teachers teaching.

So far the above studies have succeeded in reviewing current approaches to managing and motivating teachers. They have also attempted to identify skills relevant to the management and motivation of teachers and reviewed countries' strategies which identified innovations in teachers /headteacher training in both Africa and Europe. Included was the identification of some practices in need of improvement that would give support to these initiatives

## *Chapter 3*

### **PART I: RESEARCH METHODS**

Each paradigm has sets of methods of data collection associated with it. Those frequently found in human and social science research within a qualitative approach are ethnography, case study, focus group, grounded theory and phenomenological methods (Creswell, 1994; Cohen & Manion, 2002). For the purpose of this study I employed ethnographic multiple case study methods in studying the morale and motivation of teachers in Nigeria and Abia State in particular making use of a self-administered questionnaire technique (a quantitative technique). I further studied groups of teachers and students from chosen schools by using focus group interviews, making use of photographs as a check on my findings from the other techniques used.

Due to the geographical and administrative vastness of Nigeria I am going to use Abia State for ease of access and effective data collection, control and management. Abia is one of the 36 States of Nigeria and it typifies the country's educational structure and practice. I was born and brought up in Abia State and also worked in Abia State. I very much understand the educational and socio-political arrangement of the State.

The study was carried out in the three educational zones of Abia State by studying twelve schools from the three zones – two primary and two secondary schools from each zone. Each case consisted of a 'whole'

study involving semi-structured individual and focus group interviews, participant observation and questionnaire techniques. Through the convergence of the findings, I was able to seek evidence regarding the conclusions for the cases. The three zones, three methods and three research techniques were carefully selected to achieve a multiple triangulation effect because the conclusion drawn would lead to the identification of possible inter-relationships of my findings linked to data sets and existing theories. According to Brannen (1992):

*The context within which the integration of quantitative and qualitative research is most frequently encountered is in terms of triangulation ... The notion of triangulation is drawn from the idea of 'multiple operationism', which suggests that the validity of findings and the degree of confidence in them will be enhanced by the deployment of more than one approach to data collection. (p 63)*

This study is an ethnographic multiple case study, which combines quantitative and qualitative approaches (see Figs 3.1 & 3.2).

### **3.1.1. WHY AN ETHNOGRAPHIC CASE STUDY?**

Ethnography could be regarded as the art and science of describing a group or culture. The description could be of either a small tribal group or a classroom. The difference between the investigative reporter (a journalist) and the ethnographer is the subject of their search. The journalist seeks out unusual happenings while the ethnographer focuses his or her enquiry on the routine daily lives of people. Here I will make use of narrative analysis to portray the sequence of the cases in question (Denzin & Lincoln, 1998; Fetterman, 1989; Sanger, 1996;

Richardson,1996; Cortazzi 2001). I also employed photographic evidence as part of my investigation.

This study employed ethnographic multiple case study and focus group methods within which I made use of semi-structured interviews, participant observation, and self-administered questionnaires. The study was carried out in three educational zones of Abia State. The three zones designated as (X,Y and Z), the three methods (ethnography, multiple case study and focus group) and the three research techniques (individual and focus group interview, participant observation and questionnaire) were meant to achieve multiple triangulation. The notion of triangulation of mixed approaches (qualitative and quantitative) in this study is drawn from the idea of ‘multiple- operationism’ which suggests that the validity of findings and the degree of confidence in them will be enhanced by the deployment of more than one approach to data collection (Brannen, 1992, p63).

I employed ethnography here to describe the culture of the schools in Abia State as they relate to the morale and motivation of teachers. My choice of ethnographic multiple case study and focus group methods was to allow me to investigate the routine daily lives of people, retaining the holistic and meaningful characteristics of real life events in different settings. This is in line with Hamersley’s assumption (1992) that ‘Ethnographers usually study one or a few small scale cases over periods



that range from a few days to several years' (p85). In this case the study lasted for three months. I spent one week in each school.

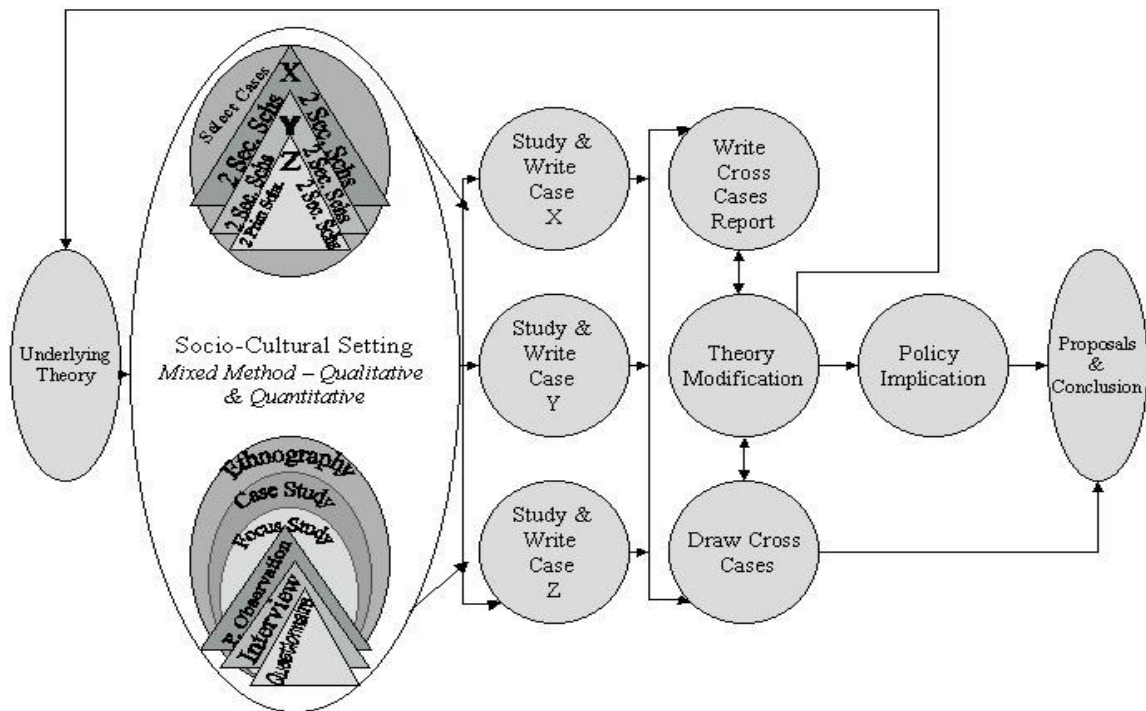
The combination of techniques and methods (participant observation, individual and focus group interviews and questionnaires) made it possible for me to make an in-depth study of the morale and motivation of teachers in the emerging educational system of Abia State. This study attempts to show why teachers in Nigeria and Abia State in particular are still teaching in their current situation.

Why and how questions are more explanatory and would be more adequately answered by the use of the chosen methods (Yin, 1994; Robson, 1993; Hamersley, 1998). Hence my choice of an ethnographic method to focus on a few small scale cases including a focus group of a cross section of 37 head teachers as the preferred strategies for investigating the problem. This study is a replication approach to multiple cases of selected primary and secondary schools from the three educational zones of Abia State (X, Y and Z). The entire design of the study is represented in Fig. 3.1.

Following Fig. 3.1, I intend to achieve the above-mentioned purpose of this study through the use of the replication approach to multiple case studies by choosing two primary and two secondary schools from each of the three educational Zones of Abia State. Each individual case

consists of a ‘whole’ study making use of semi-structured interviews, participant observation and questionnaire techniques. Through the convergence of the findings I will then seek evidence regarding the facts and conclusions for the case. Each case’s conclusions will be considered to be the information needing replication by other individual cases. I intend to make both the individual cases and the multiple cases’ results the focus of my summary report. For each individual case, the report would indicate how and why a particular proposition is determined. The conclusion drawn may lead to the identification of a possible relationship of my findings to existing theories.

### DESIGN OF STUDY:



3.1 (Conceptual Framework of this Study)

### 3.1.3. SCHOOL SELECTION

The studied schools were selected based on my pre-data-collection experience. I had an opportunity to engage in informal discussions and interviews with policy makers, executives and operatives, ranging from politicians to lecturers, teachers, doctors, etc. I was able to identify significant themes, problems and gaps in the basic understanding of the area under study. This led to the establishment of an underlying theory or model about how things work in the Abia State educational setting. I arrived at a second working hypothesis: though the recent increase in the salary of teachers has raised their morale to some extent, Abia State teachers are not motivated enough, hence the high level of moral decadence and social anomie especially among youths in the State and Nigeria as a whole. It is the aim of this study to either challenge or uphold this hypothesis. This approach is upheld by Fetterman (1989) who stated that:

*Theory is a guide to practice, no study, ethnography or otherwise, can be conducted without an underlying theory or model, whether it is an explicit anthropological theory or an implicit personal model about how things work, the researcher's theoretical approach helps define the problem. (p15)*

My knowledge of the underlying theory of this study led to a judgemental sampling technique which I found useful in learning more about how and what my chosen group think about the educational system under study. For example, Abia State is made up of three educational zones represented in this study as X, Y and Z. A random sample would have been useful to depict a representative picture of the entire educational climate but it could possibly ensure a systematic omission of the most

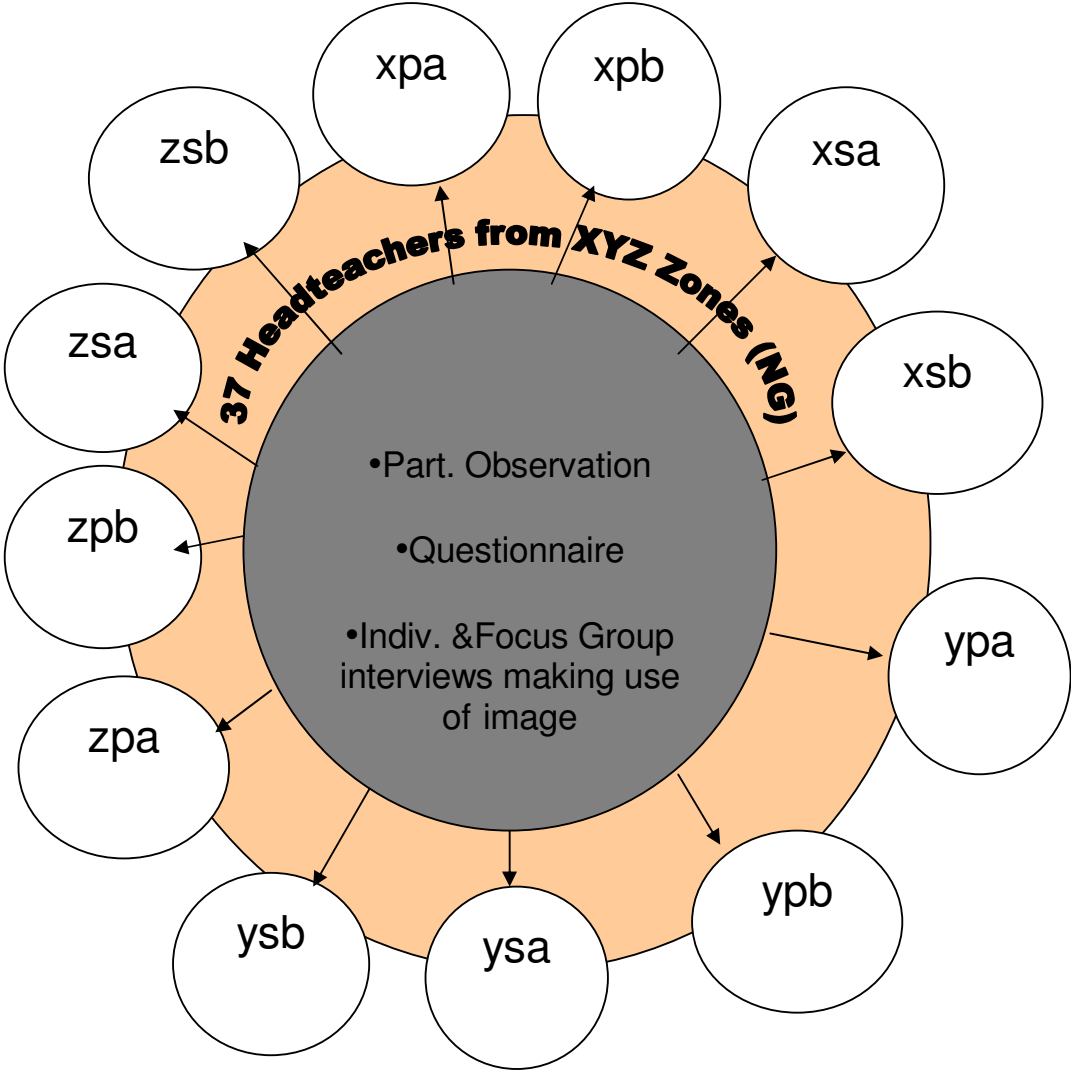
affected areas in terms of teacher morale and motivation in Abia State. (Fetterman, 1989) The school selection process therefore was directed at primary and secondary schools that had been recognised, locally and nationally, as having successfully engaged in a school-wide change or reform process. The above noted considerations served as the basis for choice of specific locations.

Furthermore, the study involved teachers and students from two primary and two secondary schools (four schools each) from the three educational zones of Abia State (making a total of 12 schools). A focus group of a cross section of 37 headteachers across Abia State were also studied as well as views of a cross section of students. The study includes semi-structured interviews, focus group interviews, observations and questionnaires. I took on board the importance of reflecting the real nature of the case, hence my spreading my net across the three educational zones leading to the study of two primary and two secondary schools from each zone (12 schools) (see Figs 3.1 and 3.2). In each zone I simply walked into a government approved primary and secondary school in a city, urban and cosmopolitan town, and such a primary and secondary school in a shanty or rural area. This is in line with Yin's proposal (1994) that it is irrelevant to look for the criteria regarding sample logic and the number of cases deemed necessary or sufficient while carrying out the case study. What is important is the number of cases replications that one would like, leading to my choice of 12 schools across the educational zones and the interviewing of a cross section of principals and headteachers (37 in number) in the entire state.

[Note that in Nigeria the head of a secondary school is referred to as principal while the head of a primary school is referred to as headmistress/headmaster. In this study heads of both secondary and primary schools will be referred to using the single British term of headteacher for convenience.]

The study involved the collection and recording of data about the case, after which a report was presented (Stenhouse, 1995). Due to my emphasis on exploring a phenomenon – the morale and motivation of teachers – I investigated 12 cases in detail making use of interviews, observation and questionnaires (see Table 3.1). Three educational zones (X, Y and Z), the three research methods (ethnography, multiple case study and focus group methods), and the three research techniques (individual and focus group interviews, participant observation and questionnaires) are meant to achieve multiple triangulation (see Figs 3 and 4). It is important to note that images/ photographs were among the tools used in focus group discussions. The interpretation of data collection was intended to be an explicit interpretation of the meaning and functions of human actions

3.1.4. MULTIPLE CASES



KEY: XYZ = Zones. P (A&B) = Primary. S (A&B) = Secondary. Individ = Individual

Fig. 3.2

The group interviews took the form of focus group with discussion around photographs of some schools in Abia State and around questions

raised from observation and individual interviews. As the study has to do with the influence of the teacher's situation on teaching and learning it was necessary to know what students had to say about their learning. Hence a focus group study of 12 students from each secondary school was also carried out, involving two students from each year. Individual headteachers from both categories of schools were interviewed separately. This was to give teachers the freedom to answer questions regarding teachers' morale and motivation in both their own schools and the State as a whole without being influenced or intimidated by the presence of their headteachers.

I succeeded in interviewing as many teachers as were willing to be involved in the interview. Of all the teachers I approached, only one turned down my request. He felt that the exercise was a waste of time as he had offered several interviews in the past that seemed to produce no results. Another was ill the day I was to interview her and did not report back to school before I left, but she wrote to apologise for the inconvenience her not offering the interview must have caused.

Questionnaires were distributed to all teachers in both categories of schools. Out of 250 questionnaires distributed, 207 were returned which forms a good representation of the group selected. The table in Table 3.1 shows the sequence of the collection of data

**Table 3.1**

**A TABLE SHOWING NUMBER OF SCHOOLS, INSTRUMENTS USED AND NUMBER OF PARTICIPANTS INVOLVED**

School involvement	Individual and focus group interview, Observation & Questionnaire Period	No. of Individual Interviews & interviewees	No. of Focus Group Interviews & Interviewees (note: use of photograph)	Observation	No. of questionnaires sent & returned
XPA	1WK	1headtr	1inter. Of 6hrs	10	17 out 13 in
XPB	1WK	1headtr	1inter. Of 6hrs	10	24 24
XSA	1WK	4tr+1headtr	1inter. Of 12std	10	12 12
XSB	1WK	4tr+0 hdr	1inter. Of 12hrs	10	23 19
YPA	1WK	1headtr	1inter. Of 6hrs	10	13 13
YPB	1WK	0 hdtre	1inter. Of 1h+ 5hrs	10	25 20
YSA	1WK	4tr,1headtr	1inter. Of 12std	10	28 27
YSB	1WK	4tr, 0 hdr	1inter. Of 12std	10	12 10
ZPA	1WK	1headtr	1inter. Of 6hrs	10	46 28
ZPB	1WK	0 hdr	1inter. Of 1hd + 5hrs	10	23 16
ZSA	1WK	4tr+1headtr	1inter. Of 12std	10	17 16
ZSB	1WK	4tr+1headtr	1inter. Of 12std	10	10 9
NG(cross sec of hds)	1day	0	1cross sec of 37hds	0	-0 0
TOTAL=12	12WKS and 1day	24trs+8hds(32)	13inters of 108 people	120	250 out 207 in

There were 24 secondary teachers involved in individual interviews and eight head teachers from both secondary and primary schools (a total of 32 individual interviews). Focus group interviews of six teachers from each primary school (36 teachers) and 12 students from each secondary



school were carried out. Another focus group interview of 37 headteachers across the three Abia State Educational zones was also carried out. (See Fig.3.2 and Table 3.1.). The focus group were presented with photographs of schools with which they discussed their experiences. In order to understand the importance of using photographs in this study it is imperative that I first make an analytical representation of the use of photograph in carrying out this research.

### **3.2 ANALYTICAL REPRESENTATION OF THE USE OF PHOTOGRAPHS IN THIS STUDY**

There are different perspectives and methods of visual analysis such as content analysis, visual anthropology, the therapeutic perspective and a cultural studies approach to analysing the visual. Some of these approaches describe the analysis of images produced to serve as records of reality, or documentary evidence of places, things, actions and events. This also applies to the therapeutic use of drawing the analysis may reveal aspects which could include how family relationships or an individual's childhood are experienced. Art historians make use of images as factual information but of course are aware of the limitations of such a stance. In other cases, according to Leeuwen and Jewwitt (2001):

*Images are analysed not as evidence of who, where and what of reality, but as evidence of how their maker or makers have (re-) constructed reality, as evidence of bias, ideologically coloured interpretation, and so on. This is common in cultural studies and semiotic analysis and in ethno methodological research when process of (re-)constructing reality itself is documented, such as in studies on the way scientists change the apparently unruly and*

*messy world of photographs into the more orderly world of diagrams by 'filtering', 'informing', 'upgrading' and 'defining' photographs. (p 5)*

These perspectives, as a source of factual information about images, Leeuwen and Jewwit referred to as 'unreliable and slippery' (p 5). The point just made is not meant to discredit the usefulness of these perspectives, but rather meant to highlight the need to seek the appropriate method of analysis based on the nature of the study, the visual material to be investigated, and the goal of the overall study. For the purpose of this study I adopted the cultural studies approach in analysing the visual as a means of looking at the forms and practices of culture. Culture in this case is the everyday symbolic and expressive practices experienced in the Abia State educational system. The choice of this perspective was made to match my chosen method for the entire study, which is an ethnographic multiple case study.

Ethnography being my vehicle for accessing this group and culture assumes a holistic outlook. It should achieve a comprehensive and cognitive overview of this social group. This includes the employment of many kinds of data that together create a picture of the social whole, including the use of the visual, for instance photographs, as a method (Fetterman 1989). My idea of choosing to use photographs in collecting data in this ethnographic multiple case study is supported by Walker in Burgess (1985) who confirmed that

*The use of photographs is a well established ethnographic practice, indeed the photographs and films made by early ethnographers have themselves become items of historical interest. (p 191)*

The said integration of methods (ethnography, multiple case study and focus group making use of cultural studies approach to analysing the

visual) confirms my ardent search to understand the ordinariness and mundane nature of a named culture, in this case Abia State educational system. This includes the way through which this society or social group produces meanings.

### **3.2.1 THE USE OF PHOTOGRAPHY/S IN THIS STUDY**

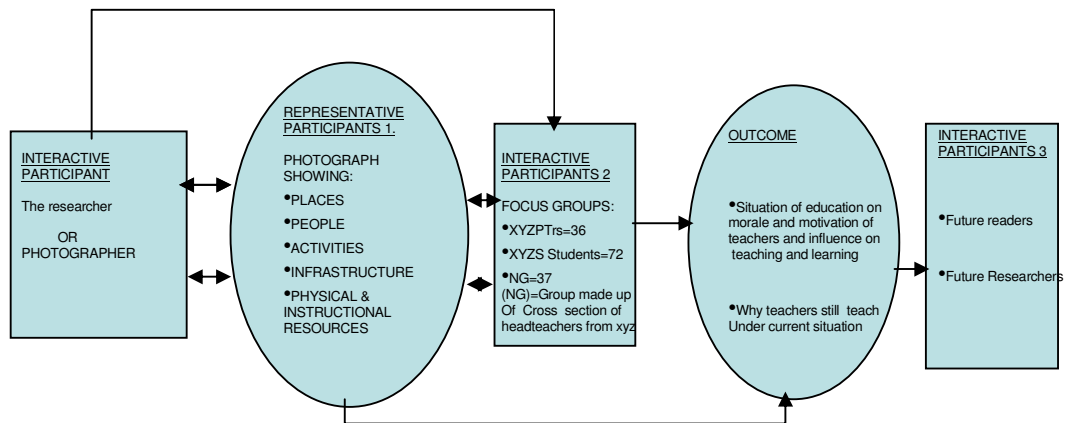
The use of photographs as a means of data collection in this case is to be judged in terms of how I (the photographer) have (re-) constructed reality, as evidence of bias or ideologically coloured interpretation. This is because while making a choice of what picture to take from the social group studied and which photographs to choose to demonstrate my findings, I reflected only what seemed problematic at the time leaving open the possibility that what currently is not problematic may become so in the future. Therefore the decision as to what pictures to take of the social group studied and which of them to choose to demonstrate my findings was based on the significant/problematic scenes which might possibly lead to more revealing investigations. (Hamersley & Atkinson, 1993).

I spread photographs taken from the cases studied on a flat surface and observed as a whole. I then looked through them and listened to their overtone and subtitles in order to discover emerging categories or themes and patterns. I further noticed their possible resemblance to the already emerged themes from the observation. This involved some direct and indirect examination of their content and the character of the images. I

took on board my feelings and impressions about classroom conditions, school environment and class size etc. I made a careful note of them.

In the use of photographs as means of data collection two things are considered. Firstly, the representative participants in the photograph, which include the people, the places and the things, depicted. Secondly, the interactive participants made up of the people who communicate with each other through images (Kress, & Leeuwen, 1996). These are the researcher, the producers or makers of the photographs. In this case myself (the researcher and producer), viewers of the images, the focus groups and future readers

## INTERACTIVE AND REPRESENTATIVE PARTICIPANTS



As the maker of these images I observed the photographs/images. I wrote down the questions triggered by the representative participants therein based on perceived significant/problematic scenes. The following are some of the questions raised:

**PHOTO 3A**



**PHOTO 3B**



*Where there are overcrowded classes with two to three teachers in some and one teacher in others of the same class size, have these some implications on morale and motivation of teachers?*

**PHOTO.3C**



**PHOTO. 3D**



*Why are some classes less crowded with more than one teacher in them?*

**PHOTO.3EF**



**PHOTO. 3G**



*These are dilapidated buildings without roofs or with torn roofs and broken walls with students/pupils in them studying. Does the environment and ethos have an effect on morale and motivation of teachers?*

**PHOTO.3H**



*Why are walls cracked, including writing walls?*

**PHOTO.3 I**



*Why is the entrance to this school compound turned into a rubbish dump?*

3J



3K



PHOTO3L

PHOTO. 3M



*A teacher carrying a child while teaching as half the class is standing. Any implication for morale and motivation?*

*Some pupils sitting as the teacher sprinkles water on the floor before starting teaching*



**PHOTO.3 N**



*If pupils learn in dilapidated buildings does this affect the morale and motivation of teachers?*

**PHOTO. 3O**



*If schools with young and active children as shown above are not fenced, does this affect the morale and motivation of teachers? Are these photos saying anything?*

These questions arose as a result of spreading the images on a flat surface and noticing the relationship among representative participants. This further led to some appeal between the interactive and representative participants resulting in the rearrangement of the images responding to ensuing questions, meanings and themes. This action brought about the later relations between interactive participants (2) in the form of focus groups where meanings were made and answers provided through discussion about the images/ photographs. Questions raised from other instruments such as interviews and observation were also matched with the photographs allowing interactive participants to react (Kress & Leeuwen, 1996). This process agrees with Kress and Leeuwen's suggestion (1996) that images involve three kinds of relations:

*(1) relations between representative participants; (2) relations between interactive and representative participants (the interactive participants' attitudes towards the representative participants); and (3) relations between interactive participants (the things interactive participants do to or for each other through images) (p119)*

### **3.2.2: The relations between representative participants;**

In this study the representative participants are the teachers, pupils/students, visitors, the schools and places, things such as infrastructure, teaching materials, other objects and indeed anybody or anything depicted in the photographs. The question is, can one interpret the content? This was achieved in the study by going through the photographs several times, listening to them and noting all questions triggered by the content of the photographs individually or as a group.

The relationship and interaction recognised in both individual and group photographs brought about the acknowledgment of emerging themes such as issues in education, morale and motivation of teachers. What are their influence on morale and motivation, which affect teaching and learning? Why are teachers still teaching in the present circumstances? The findings at this stage are open to the interactive participants (3) who in this study are the future readers and researchers. (See photos A to M above.)

### **3.2.3. Relationship between Interactive and Representative**

#### **Participants**

Here, I represent the interactive participant (the producer or maker of the images). The people I communicate or intend to communicate with are in this case the focus groups and, indirectly, my future readers. The focus groups included a cross-section of students and headteachers from the three educational zones of Abia State 37 and 72 and groups of primary school teachers totalling 36, all from six schools in Abia State. These groups were presented with photographs (representative participants) for observation and reaction. Also questions posed from the observation and those omitted during the interviews were presented for clarification. Therefore the focus group technique was used here for both validation and corroboration of messages obtained in the mentioned instruments (Robson, 1997). The data collected at this level served as a supportive technique that may complement data obtained by means of individual interviews, observation and image/visual means.

It was important to involve the students as this study includes the effect of teachers' morale and motivation on teaching and learning. It allowed students to talk about issues that concerned them. These groups could not be regarded in any way as representative but were useful to me as a way of checking out my observations and individual interviews.

Questions raised from the interviews and observation were thrown to these groups for further clarification. Photographs, which related to these questions, were presented to them according to their themes. It is important to note here that none of the members of the focus group were involved in the interviews and observation though the questionnaires administered at the onset involved everyone. Therefore their contributions were meant to add more strength and further illumination to the study. Data collected was read several times and arising themes were noted. The major themes that arose included the situation of education and the morale and motivation of teachers, the influence of teachers' morale and motivation on teaching and learning, and why teachers are still teaching in the circumstances.

### **3.3 USE OF QUESTIONNAIRES IN THIS STUDY**

A self-administered questionnaire technique was used in gathering data around what motivates and raises the morale and motivation of teachers in Abia State focusing on a named population and resources that were available such as human and material. The survey method was chosen as part of the means to gather data during this investigation because of its economical and rapid turnaround in data collection and its ability to identify attributes of a population from a small group of individuals (Bell,

1989). Questions raised were answered through the responses received where respondents agreed or disagreed on factors that motivate or demotivate them as teachers and this further highlighted the influence of external and internal motivation on teachers.

### **3.4. RATIONALE FOR PARADIGM CHOICE**

It is believed that each researcher brings to a study a worldview or an outlook that favours a particular paradigm. The two major research paradigms traced back to twentieth century philosophical thinking are the quantitative and qualitative paradigms. The quantitative approach (otherwise termed the traditionalist/positivist approach) inquires into social or human problems. Its validity, reliability and generalisation are based on experimental results, testing of theories, composed variables, numerical measurements and statistical analysis. On the other hand, the qualitative approach (otherwise termed the constructivist, naturalistic/post-positivist approach) began as an objection to the positivist tradition, spearheaded by the influence of such writers as Dilthey, Weber and Kant (Creswell, 1994; Denzin & Lincoln, 1998; Cohen & Manion, 2002).

The debate about the nature of and differences between the quantitative (positivist) and qualitative (post-positivist) approaches to social research began to pose great concern to social scientists. There was disagreement over the integration of the paradigms. This led to the employment of different terms to describe and highlight the qualitative/quantitative

contrast. Brannen (1992) attempted to identify some of the labels used in research to differentiate both approaches captioned qualitative and quantitative research alternative labels (p58) (see Fig. 3.4)

**Table 3.2**

**Quantitative Research Alternative Labels**

Quantitative	Qualitative	Authors
Rationalistic	Naturalistic	Guba & Lincoln (1982)
Inquiry from the outside	Inquiry from the inside	Evered & Louis (1981)
Functionalist	Interpretive	Burrell & Morgan (1979)
Positivist	Constructivist	Guba (1990a)
Positivist	Naturalistic ethnographic	Hoshmand (1989)

The assumptions of these two paradigms are contrasted further by Creswell (1994. p5) as shown in table. 3.4 below

Table 3.3

**Quantitative and Qualitative Paradigm Assumptions:**

Assumption	Question	Quantitative	Qualitative
Ontological Assumption	What is the nature of reality	Reality is observed and singular apart from the researcher	Reality is subjective and multiple as seen by participants in a study.
Epistemological Assumption	What is the relationship of researcher to that researched?	Researcher is independent from that researched	Researcher interacts with that being researched
Axiological Assumption	What is the role of values?	Value-free and unbiased	Value-laden and biased
Rhetorical Assumption	What is the language of research	Formal Based on set definitions Impersonal Voice Use of accepted quantitative words	Informal Evolving decisions Personal voice Accepted qualitative words
Methodological Assumption	What is the process of research?	Deductive process Cause and effect Static design-categories Isolated Before study Context-free Generalisations leading to prediction Explanation and understanding Accurate and reliable through validity and reliability	Inductive process Mutual simultaneous shaping of factors Emerging design-categories Identified during research process Context-bound Patterns, theories developed for understanding Accurate and reliable through verification

The above paradigm assumptions are based on ontological, epistemological, axiological, rhetorical and methodological assumptions. Without going into more details on these assumptions (beyond the basic explanations found in Table 3.3), it is imperative to note that individuals may be comfortable with either an objective (quantitative) stance or a subjective (qualitative) stance. Take, for instance, the notion of truth, which, I suppose, is based on individual differences, and undoubtedly individuals' worldviews might be affected by their upbringing, culture, training and experiences. Therefore a positivist/naturalistic background will readily influence a researcher's worldview, as truth would be seen as subjective. See the reasons for selecting a paradigm in Table 3.4, as presented by Creswell (1994), Table 1.2.

### 3.5 CRITERIA FOR MY CHOICE

Table 3.4

Criteria	Quantitative Paradigm	Qualitative Paradigm
Researcher's Worldview	A researcher's comfort with the ontological, epistemological, rhetorical and methodological assumptions of the quantitative paradigm.	A researcher's comfort with the ontological, epistemological, axiological rhetorical and methodological assumptions of the qualitative paradigm.
Training and experience of the researcher's psychological attributes	Technical writing skills, computer statistical skills, Library skills Comfort with rules and guidelines for conducting research low tolerance for ambiguity, time for study of short duration.	Literary writing skills; computer text-analysis skills; library skills. Comfort with lack of specific rules and procedures for conducting research; high tolerance for ambiguity; time for lengthy study.
Nature of the problem	Previous studied by other researchers so that body of literature exists, known variables, existing theories.	Exploratory research; variables unknown; context important; may lack theory base for study
Audience for the study (e.g. journal editors and readers, graduate committees)	Individuals accustomed to/supportive of studies	Individuals accustomed to / supportive of qualitative studies

Based on the above outline I consider that I am bringing into this study both positivist and post positivist/naturalistic worldviews. This orientation stems from my background: my upbringing, culture, training and experiences. I was born into a religious family, which gave me the opportunity of becoming a Catholic nun. I uphold the view that it seems difficult to talk about the truth in a social research (Hammersley, 1998). This is because what is termed true now is capable of changing in the immediate future depending on conditions, circumstances or even disposition in the case of human beings, a view that is opposed to the positivist stance that truth is only evidence based. Secondly, I have been entrusted with challenging posts and held offices and positions of importance at various times where it was necessary to give attention to



the ambiguity and complexity of the tasks involved, which presented me with the challenge of studying the culture of each setting and involving as many people as possible to attain my desired goal.

On the other hand, I dislike extremism. Though I am more inclined to a post-positivist method, my balance is drawn from my ability to take on board the universality and generality of representing the world view in my work (post-positivist/qualitative and positivist/ quantitative), not disfavoured any aspect. Suffice it to say that experience has been my best teacher. In so far as the present task is concerned my experience of course will readily inform my entire work. I do not rule out discovering anything that might in one way or the other influence my present thinking (Burel & Morgan, 1979; Brannen, 1992; Creswell, 1998; Cohen & Manion, 2001), so in line with the above reasons and those studies that favour both worldviews, this study is a combination of both named paradigms. Brannen (1992) stressed that both quantitative and qualitative approaches are associated with distinctive clusters of methods of data collection:

*Quantitative research is strongly associated with social survey techniques like structured interviewing and self administered questionnaires, experiments, structured observation, content analysis, the analysis of official statistics and the like. Qualitative research is typically associated with participant observation, semi- and unstructured interviewing, focus groups, the qualitative examination of texts, and various language-based techniques like conversation and discourse analysis. (p58-59).*

In this study I made use of a self-administered questionnaire (a positivist technique) as well as other post-positivist techniques as already noted. This move was not made in isolation, as Brannen (1992) successfully

outlined a number of different ways quantitative and qualitative research have been combined in earlier published research. The summary of these approaches as shown below will possibly help to support or give strength to my choice of mixing the two paradigms.

**The logic of ‘triangulation’:** The findings from one type of study can be checked against the findings deriving from the other type. For example, the results of a qualitative investigation might be checked against a quantitative study. The aim is generally to enhance the validity of findings.

**Qualitative research facilitates quantitative research:** Qualitative research may help to provide background information on context and subjects; act as source of hypotheses; and aid scale construction.

**Quantitative research facilitates qualitative research:** Usually, this means quantitative research helping with the choice of subjects for a qualitative investigation

**Qualitative and quantitative research are combined in order to provide a general picture:** Quantitative research may be employed to plug the gaps in a qualitative study which arise because, for example, the researcher cannot be in more than one place at any one time. Alternatively, it may be that not all issues are amenable solely to a quantitative investigation or solely to a qualitative one.

**Structure and process:** Quantitative research is especially efficient at getting to the ‘structural’ features of social life, while qualitative studies

are usually stronger in terms of 'process' aspects. These strengths can be brought together in a single study.

**Researcher and subjects' perspectives:** Qualitative research is usually driven by the researcher's concerns, whereas quantitative research takes the subject's perspective as the point of departure. These emphases may be brought together in a single study

**The problem of generality:** The addition of some quantitative evidence may help to mitigate the fact that it is often not possible to generalise in a statistical sense the findings deriving from qualitative research.

**Qualitative research may facilitate the interpretation of relationships between variables:** Quantitative research readily allows the researcher to establish relationships among variables, but is often weak when it comes to exploring the reasons for those relationships. A qualitative study can be used to help explain the factors underlying the broad relationships that are established.

The relationship between 'macro' and 'micro' levels: Employing both quantitative and qualitative research may provide a means of bridging the macro-micro gulf. Quantitative research can often tap large-scale behavioural aspects. When researcher seeks to explore both levels, integrating quantitative and qualitative research may be necessary.

**Stages in the research process:** Quantitative and qualitative research may be appropriate to different stages of a longitudinal study

**Hybrids:** The chief examples tend to be when qualitative research is conducted within a quasi-experimental (i.e. quantitative) research design.

It is very clear that various approaches can be mixed. In some cases one act as a precursor to the other. For instance, a qualitative method could generate hypothesis for subsequent testing by means of a quantitative approach as shown earlier. On the other hand, a qualitative approach could help with the choice of subjects for a qualitative investigation. This is to say that both complement each other. Meanwhile, it is argued that when quantitative research precedes qualitative research it is not in the sense that it will produce a substantive theme that is then followed up by the qualitative, but rather that it is the other way round (Brannen, 1992). Personally I don't think that the issue here should be about which approach scores higher in support of the other. What is important, as far as this study is concerned, is the fact that both complement each other in that bringing both approaches together depicts multi-method in general and the integration of quantitative and qualitative methods in particular to achieve triangulation.

*The notion of triangulation is drawn from the idea of 'multiple' operationism which suggests that the validity of findings and the degree of confidence in them will be enhanced by the deployment of more than one approach to data collection. (Brannen, 1992, p63)*

This led to my choice of multiple method, techniques and settings in search of commonalities and of course differences. The latter is important for contrast purposes.

### **3.6 ETHICAL ISSUES**

Confidentiality and anonymity were assured both for individuals and institutions. I was aware that I owed some respect to the studied schools and individuals involved. In order to maintain anonymity, information was coded and safeguarded to avoid individuals and the organisation being identified (Miles & Huberman, 1994). There was informed consent as I gave sufficient relevant information for the participants to be clear about their decision on whether to participate or not. Besides, they were informed that all information was only for research purposes. Written consent was requested and obtained from the Ministry of Education for both primary and secondary (Silverman, 1999).

## CHAPTER 4

### 4.1 DATA FINDINGS AND ANALYSIS

I stayed in the schools, which I studied for three months. I participated overtly and covertly in these schools' daily activities collecting whatever data was available to illuminate the issues that were the focus of my study. My techniques here were participant observation, focus group and individual interview, and questionnaire. The intent of this study was to access raw data that could give clues to the level of morale and motivation of teachers in Abia State. Using Abia State as a sample and typical of other Nigerian states is further justified by the pictorial evidence from these states (as seen in part IV of this chapter) this chapter also covers the analysis of my findings.

#### 4.1. Part 1: PARTICIPANT OBSERVATION

Observation can be used for a variety of purposes in a study. According to Robson (1997) 'It is commonly used in an exploratory phase, typically in an unstructured form to seek to find out what is going on in a situation'(p192). In this type of data collection I had minimal control over the activities that went on in the classrooms to avoid influencing the process. This enabled me to discover the teachers' implicit understanding of what actually motivates them in their actual teaching. Whether a student on teaching practice, a supervisor or a researcher in a school the extent and quality of response they get from the school or the amount of their image of themselves or their situation they share are

largely dependent on who the observer appears to them to be. Therefore what an observer sees in the school is partly a function of the way the school or the social group studied sees her. The observer's view as a participant can be partial.

Based on the above, it would be a big mistake for me to presume to have discovered the 'truth' since people react to the person they perceive you to be, rather than to your status as a supervisor or a researcher. To this effect I did not use observation here just for watching and describing activities that went on in the schools, but also as an attempt to reconcile myself to my feelings and responses to situations. My intention was to record events as accurately as possible bearing in mind that classroom observation is known for its ability to bombard the observer with a range of unstable phenomena. As when photographing, one has to make choices of what to record, allowing trivial data to be juxtaposed with weighty data. Though one may wonder which information is actually trivial. What is termed trivial in observation is subjective to individual observers depending on what they are looking for. In this study the focus is neither on teaching style nor curriculum content, although they might feature in some degree.

The issues that are important here are classroom management, classroom content and teacher-pupil interaction. These went a long way to suggesting the influence of the availability of human, physical and material resources in the school and also the class size on teacher motivation and morale (Mills, 1992; Walker & Adelman, 1992).

I arrived at each school at 7 am. All the schools I studied had the time for morning assembly stipulated as 7.15 am. Three schools kept to the stated time; others started from 8 am to 9.30 am. In some of the schools it was obvious that the teachers were waiting for the students to arrive while in others the opposite was the case. In all the schools it was common that Thursday assembly was used for moral instruction and Christian songs of praise. It is important to note here that this part of Nigeria is a Christian dominated area. Therefore it was no problem to sing Christian songs during the general assembly.

During my second day in one of the schools, the headteacher called for a brief meeting with the teachers during the short break and I was invited to attend. At this meeting, he informed the teachers about the Government's launching of a free tuition programme. This entailed teachers travelling to the state capital for the launching. Unlike schools near the state capital this school was not expected to attend with its students but attendance by the teachers was compulsory. Teachers were very angry at this information. Their anger was expressed in a variety of ways. Some felt it would be very demanding to have to spend a whole day at the launching in spite of their workload. Others could not understand why they should be pushed around. 'Today it is launching tomorrow it is another thing. Dragging teachers around for one thing or another,' they said. They referred to screening exercise, which is being carried out by the government from time to time.



Teachers discussed government's many ways of disrupting school activities on the assembly ground, in the staff room, even in the classes. It was very noticeable that the whole issue was affecting their day-to-day activities. They believed that teachers were being taken for granted especially as they had not been paid the last month's salary right into the middle of the present month. The following day the headteacher summoned an emergency meeting to enable teachers to express their concerns not only about the present issues but also other internal issues. However, there was a consensus on this new idea.

After the staff meeting there was a noticeable improvement in teachers' feelings towards attending the launching. However, they remained angry about the way teachers were generally treated by the government. They raised the issue of general screening activities carried out in the state. The government invite teachers to report in person at the Ministry of Education every year for screening. During this exercise teachers bring their credentials and are counted. The government justifies this by claiming that it helps them to confirm that teachers are physically in their posts teaching and are not what they call 'ghost workers'. Teachers feel that the reverse is the case because those in authority have access to the records and of course the budget. Yet they are creating more problems through the exercise by terminating the appointment of those who do not attend the screening for one reason or the other. In this way, they contribute to the death of some teachers who die while queuing or from motor accidents on their way to screening. The names of such teachers

may not be removed from the payroll and their salaries are deducted by perhaps the very people who conduct the screening.

The schools observed were six primary and six secondary schools spread over the three educational zones in Abia State. These schools were chosen to reflect different settings: inner city including the state capital, rural and shanty areas. They are all state schools. For ethical reasons, I will give a general background of these schools rather than their individual backgrounds.

The morale and motivation of teachers partly relates to the physical environment. My observations were that these schools generally lacked protection. Out of the 12 schools I studied, only two were fenced. The rest had intruders during the school session ranging from pedestrians to all sorts of vehicles including lorries. Two schools that were fenced had the problem of erosion (p94 photo4H). The majority of the schools had dilapidated buildings and a problem with accommodation. There was one primary school in a small town with a thin population that had more than enough accommodation.

In general the schools were very clean except one of the schools in the heart of an inner city that had a pathway for its entrance because people living around the school turned the school entrance into a refuse dump. For the five consecutive days I was in this school, there was never a day that the pupils did not have to remove human faeces from their classrooms before classes started. Despite this, the schools were relatively

clean. Some classrooms had rough floors while others had very rough wallboards with massive cracks (see photographs under focus group section (p84)

The teachers in each school were full-time teachers except one retired teacher who was re-employed to teach mathematics for two days a week by the PTA due to a lack of subject teachers. The majority of the schools were not sure of the overall population of students. This was because admission carried on almost throughout the year.

Initially I had problems getting access to Abia State schools (p213). I eventually succeeded in getting written approval from the Primary and Secondary Schools Education Management Board and later from Abia State government enabling me to have free access to the schools where the study was carried out. I needed these letters for authenticity, access to sensitive/confidential materials and for safety checks.

The observation was carried out in both formal and informal situations. This was to gain access to both direct and indirect comments and actions that could be relevant to the objective. The formal observation was with 24 science teachers as they taught in their classrooms and laboratories. Science subjects were chosen because they contain the features of other subjects such as mathematics, history, geography, etc. This would possibly provide information concerning the availability of physical and instructional material across all subject areas, and would probably highlight the extent of teachers' morale and motivation. An informal

observation took place in the staff room and in the entire premises where the teachers stayed as they waited for their lessons. There were no staff rooms in the studied primary schools. My choice of observing these teachers in the classroom, in the staff room and around the whole school premises was to see and hear from them what motivates and what raises their morale as teachers. Staff room and the school premises are places where teachers come together regularly and can share their feelings and frustrations with colleagues. Therefore both individual and group feelings and experiences are gathered here.

My initial dilemma was how to overcome my seemingly intrusive presence around the school and the teachers' privacy. These teachers were strongly assured of confidentiality. The problem was resolved by the headteachers, deputy heads and heads of departments who while introducing me allowed me to speak to the teachers. These moments availed me the opportunity to obtain the consent of participants the absence of which would have amounted to a breach of ethical issues such as exploitation, confidentiality, respect and possible harm. Carrying out the observation in a familiar setting for three months made me feel more at home and the participants were relaxed. Though this setting is familiar I made sure that I bracket my personal belief and experiences to avoid distortion.

The other problem I had when I started the observation was deciding what to write down, how to write relevant notes and when to write (Hamersley & Atkinson, 1983). In fact this problem was not easily

resolved. I discovered that taking notes could be very distracting in some settings. For instance, one could imagine how intrusive it would be taking notes when people are engaged in free conversation. Hammersley and Atkinson (1983, 1995) made it clear that ‘the conduct of the note taking must be broadly congruent with the social setting under scrutiny’. This was why it was necessary to seek teachers’ permission at the beginning. According to Hammersley and Atkinson (1993), in recording observations ‘we need to reflect only on what seems problematic, while leaving open the possibility that what currently is not problematic may in the future become so’ (p21). Therefore the observations were on the significant/problematic moments that might possibly lead to more revealing investigations.

Another problem encountered was what language to use to record my observation. The participants were using native language outside the classroom and sometimes in an adulterated way by mixing the local Igbo language with English (Engligbo as it is referred to). When discussing what is involved in an ethnographer’s field work, Fetterman (1989) maintained that ‘the ethnographer begins with a survey period to learn the basics: the native language, the kinship ties, census information, historical data, and the basic structure under study’ (Fetterman, 1989, p18). But in my own case I had the advantage of communicating in the languages spoken in my studied field (Igbo and English). In order to respect the participants, I decided to record my observation exactly as I heard them and as I saw them.

I am also familiar with the culture, basic structure, and to some extent, the history of education of Nigeria. I have the advantage of having served for several years in the said educational setting in different parts of Nigeria and the then Imo State before the creation of Abia. Because I headed one of the famous Catholic private schools where I featured regularly on television, there was hardly a school I entered without meeting either parents of my former pupils or people who recognised me by association. Another significant advantage was the fact that I secured the permission of Abia State government, Ministries of Education (primary and secondary) and the schools involved. I became less anxious and took notes during the observation. Note taking surely is a helpful way of collecting data in a participant observation.

Certainly it was not possible to make a note of everything. Therefore, I collected whatever data was available, to highlight, the issues that were this focus of the study (Hamersley, 1993). I spent two hours in each of the classrooms I observed. This made it possible for me to know what resources were available and usable. Six conditions need to apply in the classroom itself for teachers to facilitate the learning of all students. Two of these are the ability to gain access to a range of related teaching materials and the ability to plan and differentiate these materials for a range of teaching (Day, 1999). In my observation I focused on these two variables. I also observed to what extent interaction among teachers in the staff room, around the premises and with students and pupils reflected teacher morale and motivation. I gathered data from different

sources: questionnaires, interviews including focus group interviews, and informal conversations (Hamersley, 1998).

In secondary schools the staff room seemed the best place to observe a considerable number of teachers engaged in informal conversations. During each break, most of them stayed in the staff room. Here they also shared their feelings or the day's experiences in the school in a very informal way as opposed to the way they would in the staff meeting. This was also applicable to primary school teachers who sat around in different spots, preferably under the trees. I was in two staff meetings, after which I decided to leave out the observation of teachers in the staff meeting as part of my data collection. This was because during these staff meetings some teachers seemed not free to speak their minds. Moreover certain issues discussed in the staff room or other locations in the school premises may not be appropriate for a meeting agenda.

Two different observations were carried out. One was for two hours in each school involving two teachers of years 1 and 6 of the primary school teaching integrated science and two secondary school teachers of Junior Secondary one (JSS1) and Senior Secondary three (SSS3) as they taught agricultural science and three other core curriculum subjects, namely physics, chemistry and biology. Years 1 and 6 and JSS1 and SSS3 were chosen to represent junior and senior classes in both sectors. Other observations were carried out in the staff room and around the premises. At the end of both observations more investigations were made through

individual interviews and focus group interviews to clarify probable issues that would have arisen from the observation. I helped in these schools for three months teaching and participating in all their activities except in the classes that I was observing. This enabled me to get to know more about the schools and their systems and what implications these had for the morale and motivation of teachers.

The observation included the collection and appreciation of descriptive socio-cultural data from single social groups (the schools) (see fig. 3.1). The fact that I was in these single social groups for three months making use of different data collection techniques and at the same time involved in their day-to-day activities helped me not only to observe what was going on but also to feel at home with the teachers. My earlier knowledge and experience of the culture availed me membership and attachment to the groups so that I could study the social action in its natural context without distraction, thereby achieving a detailed picture of social reality as it was experienced by the actors or participants (Anger, 1992).

To maintain anonymity and confidentiality, teachers involved in the observation were coded in Roman numerals, e.g. XAPTIV, YASTIV or ZAPTIV, where X, Z or Y represents the three educational zones studied, P and S represent primary and secondary respectively, and the T and the roman numerals represents the teachers observed.



#### **4.1.1.2 PARTICIPANT OBSERVATION IN STAFFROOM AND IN THE SCHOOL PREMISES**

Observation, which was carried out in the staff room and around the school premises, lasted for a period of one week in each school. Note that not all the schools had staff rooms, especially the studied primary schools. Therefore their observation was carried out wherever the teachers sat together. In some secondary schools teachers had their individual tables or lockers arranged in the staff room in such a way that the centre of the room was left vacant. In others the staff rooms were so small that tables were arranged in rows. Some did not have enough tables for teachers. They either shared or had desks in which to place their books.

In some schools teachers bought their food from food sellers usually at one corner of the compound or outside the school. Others came with their own food. I was invited to join in meals a few times or offered some drink. I was careful in accepting these and similar offers to avoid repeating what happened during my pilot study in London where I was drawn into a discussion during one of my participant observations that nearly ruined my data (XYZ). According to Hamersley and Atkinson (1998) ‘in studying natural settings researchers should seek to minimise their effects on the behaviour of the people being studied’(9).

On the whole, the headteachers appeared friendly towards their teachers. They came into the staff rooms from time to time and chatted with the

teachers. Two teachers who were bereaved during this period were fully supported. Colleagues not only contributed money to help but also attended the funerals. It was the same for those who had different celebrations, ranging from birthdays, jubilees and marriage celebration. Teachers have a monthly contribution which is given to one or two teachers each month to help solve personal problems or for home improvement. This is rotated to enable all including the headteacher to gain from this. There were notice boards in three staff rooms out of the six secondary schools studied, which were well used. Charts were displayed in these three schools about activities that went on in the school, such as names of teachers on duty.

The majority of the schools had regular staff meetings and weekly briefing. These sessions included words of encouragement from headteachers asking teachers to see their jobs as a vocation (XYZ). The regular meetings noticed in these schools seemed to suggest that teachers were well informed and involved in decision-making within the organisations. This could be regarded as a motivating factor in this study (active communication and group support).

Similarly, some elements of morale and motivation were demonstrated by a headteacher who stood by his staff when he supported them with his own budget to save them from the government wrath and sanctions. Teachers use this money to solve their immediate problems. These problems include home improvement, paying dependants school fees, paying for studies (professional development). When salaries are paid the

amount is deducted. Headteachers help to sustain teacher morale and motivation by actively supporting teachers both professionally and pastorally. While I was in the schools, there was a looming crisis emanating from the government's imposition of its will on teachers. The government made it compulsory that all teachers and some students and pupils attend a launching marking a government 'free tuition policy. They failed to provide means of transport to the venue. This meant that teachers who were owed one and half months' salary were expected to sponsor the said journey out of their own pockets. The headteacher saved their skin.

Another uneasiness that I observed among teachers was the constant closure of schools, which was demoralising to teachers and students alike. There was the endemic screening of teachers, which leaves schools with no teachers for weeks. This exercise involved a constant check on teachers requiring the instant submission of credentials in order for the government to fish out 'ghost' teachers. Teachers expressed their worries that the government had 'lost the plot' since they decided to blame the victims of the system (teachers) instead of the administrators. The teachers were concerned about the insensitivity extended to students and pupils. Teachers wondered if the government indeed merely paid lip service to education.

Meanwhile, there arose the following conversations in one of the schools that involved all the teachers in the staff room who were from different

departments of the school. Commenting on the new atmosphere, some teachers remarked that they were happy to attend the launching because of the headteacher's cordial appeal. They commended the headteacher's remarkable skill in crisis management. The headteacher created a forum 'as he always does', where teachers were able to speak their minds. The teachers even used that opportunity to say other things they were not happy about including the issue of the late payment of salary and non-payment of holiday allowance. Despite all these problems, headteachers have ways of communicating with their teachers and giving them a sense of belonging, security and encouragement by the frequency of such meetings (XASTV, XASTVI, XASTVIII).

In Z educational zone, there was a general discussion on how headteachers have made it almost impossible for teachers to have lasting misunderstandings with the government. Their manner of resolving disputes and their inclusive method of administration was said to be exceptional. The issue of headteachers' healthy relationships with teachers was shared by almost all the schools studied. Teachers reckon that headteachers' inclusive and friendly approach has helped in raising their morale and as a result teachers' commitment is not only re-enforced and rewarded but teaching and learning became more motivating for the students. There was equally a clear message about how the government made things difficult for the headteachers by creating extra responsibility for them. Here is some evidence:

*If it were not for the head who involved us in decision-making in the school, it would have been more depressing than it is at present. The government doesn't seem to care about our say in anything (ZASTV).*

Teachers seemed to be aware of everything going on and were part of decision-making at the school level. They voiced their feeling of frustration to the headteachers, who though not consulted when policies were made have to find ways of including teachers in the implementation of these policies (ZASTIII). In another school's staff room, one of the teachers felt that those in the ministry did not care. She noted that she was in the headteacher's office the previous day when some top person from the ministry sent five pupils for admission without their going through the common entrance exam. He wrote a letter directing that these candidates be admitted whether there were vacant places or not. He did not care that admission had already closed. This is one of the reasons for the over population of schools. If the headteacher refused to act accordingly she or he would be disciplined with such measures as transfer to a run-down school in a rural area, demotion or even termination. She expressed surprise at how principals manage to be very kind to teachers after all they go through. 'They are never consulted while making decision still they consult teachers at every step of their internal decisions and inform them about government directives.' It is like this in almost all the schools (ZBSTI).

In a school in Y zone, while teachers were having a discussion under a tree, changing a topic YASTVI said to them in IGBO language:

*Alavalam, anyi ga abu echi. Oh! Echefuolam na echi na mvanne echi bu 'my days'. Ekele diri principal 'for allowing us days off from school'. Ewefu ya mma mu ahafula nkezi. Gwam, a si na m nabia akwukwo ubochi nile kedu ka m ga esi ecopu 'with' uzọ obaanya, ma ego m ji agba 'transport' otu na akwubeghi anyi ugwo 'last month' omwa nke a agbala 15<sup>th</sup>. [Meaning in English: I am about to go home, see you tomorrow. Oh! I have forgotten that tomorrow and the next day are my days off. Thanks to the principal for allowing us days off from school. But for that I would have left teaching. Tell me how one would have coped if one had to attend school daily. How would I have coped inconsideration of the*

*distance I cover to school and the transport fare as we have not been paid last month's salary till today the 15th of this month.](YASTVI)*

The last view was not fully shared by YASTX who showed some concern about how much some principals are compromising students' welfare for teachers' so-called 'motivation and retention strategy'. He further said:

*Yes I agree that this approach kept some teachers in the system and has led to so-called motivation, but it is only to some extent, we still have a long way to go. Teachers have not stopped coming late to school despite the concession given to them to either attend school twice or three times a week. They still give unnecessary excuses to either come late or keep away for a whole week. It is true that we are not paid as and when due not to talk of leave allowances and other benefits but we should think about the innocent students/pupils. We should be grateful to this regime of government at least we now talk of not being paid regularly. Remember the previous administration when we were not paid for over six months to one year. So even though I utilise my off days, I feel like I am cheating. I have refused to bring up this concern during the staff meeting because teachers may feel that I am trying to spoil their opportunity to do their business alongside their teaching job but right inside me I do not feel happy and comfortable with the arrangement. (YASTX)*

A few teachers agreed with YASTX but YASTVIII and YASTV maintained that the arrangement was ok. They accepted YASTX's freedom to hang on to his opinion but felt that for many other teachers if they didn't have such help or some time to do other things to support their meagre and late payment they would crack. It was mid-month and teachers had not got their salary for the last month.

In addition, some or majority of the teachers' children are in private schools. They cannot put them in state schools knowing that they will not get proper education due to the lack of intellectual and material resources and the way that teachers are treated. They have to pay their ward's school fees. It is only fair that they support their children as well. After all, the commissioners and government prostates are treating the state schools and teachers the way they do because their children are all

in private schools (YASTV). Teachers believe that the government have little or no respect for them, including the heads. The government do not involve teachers in decision-making; rather they impose their will on them. They feel that teachers are treated like people who have no brains and even their representatives, the NUT, are rarely involved in decision-making.

YBSTVI accepted part of the above teacher's argument but seemed to see the issue of teachers' involvement in decision-making from a different perspective. YBSTVI believes that teachers need to be told what to do, to some extent, by the government and the ministers because they need to be working together with them if they are to implement their policies. She feels that teacher's roles are to implement government policy: 'If they don't tell us, how are we to know? It is easy to blame someone out there always, but I feel we should play our part as well.' She went further to say that she was taught during her teacher training days to improvise teaching aids. 'How many teachers do that?' she asked. Student teachers were taught how to use backs of calendars to draw things for children. 'Look at our classrooms, there are no pictorials hanging, is that the government's fault?' She noted that she did improvise when she was new from training, but was ridiculed and almost bullied by colleagues who thought she was naive so she discontinued. Though it was not all down to the pressure exerted by colleagues, the financial problems played an important part. She felt that teachers could try as much as possible and not always blame the government for everything (YBSTVI). This led

to in-depth discussion on how the government has become so prescriptive that they end up confusing teachers.

Meanwhile, two points seemed to arise from the entire observation. Firstly, there is a friendly relationship among teachers giving rise to effective communication within schools. Secondly, YBSTX made an illuminating statement by derogating the seeming kindness of the principals and headteachers in allowing teachers some days out of school. She saw it as compromising students' needs. Another teacher disagreed with YASTX as he felt that it was a two-way traffic. If he did not do something to make money somewhere to pay his own children's school fees, it would be 'robbing Peter to pay Paul in other words compromising his children's education for other peoples. The government should have thought of the well-being of the children in the state schools before withholding teacher's salaries in the first place. He further asserted that he would have left teaching if the present provision was not there anyway. Thirdly, external influence has been known to affect teachers' morale and motivation. The dilemma of the latter is touched upon by XASTIX who, discussing the government's interference, postulated that:

*It is not just known what schools will come to be in the nearest future when teachers might have been frustrated out of school by the impossible demand of the government from teachers and children end up coming to school without having anybody to teach them (XASTIX)*

The overall data suggests a conflict between the government-induced frustration and stress on teachers and the motivation received within the school from the management. Also an understanding of how the two processes impact upon teachers and their professional activities.



Furthermore, teacher YASTVI was aware of the effect of teachers' absenteeism and poor performance. Though teachers seemed to lay most of the blame on outside influences, they should be aware of their role in implementing government policies. This can only be achieved if all teachers fully co-operate with the government and educational administrators. The issue here becomes the disparity between individual understanding of co-operation and the government.

Meanwhile, the conversation moved from teachers to teachers' relationship with the headteachers and what would actually motivate teachers to either stick to teaching or quit teaching despite the conditions. ZBSTVI asked other teachers: 'If you had an alternative would you continue to teach?' The majority said 'NO!' while others gave individual replies:

*If I could get another job I would show my back to the school immediately. (ZBSTX)*

*I do not have to wait till I get another job, if I happen to get careless money I would prefer to change to trading. (ZBSTIX)*

*I am already contemplating joining the oil company, my brother is fighting hard to get me a place there. As soon as he makes space for me I will quit this job. Granted that teaching job is much better than what it used to be in the 90s, it is still not a job one would depend on. I am sure what is keeping most of us is that we do not have alternatives. (ZBSTV)*

Another teacher said that what upsets him most was the fact that some of these Ministers who make teachers' work impossible were once classroom teachers. They force the headteachers to admit children into school all year round, leading to large class size. They dictate from their

offices what they want done in the schools but provide no teaching materials. There is nothing to encourage the teacher; instead they cut the salary level for secondary school teachers and called it 'Abia State salary scale'. 'In other states teachers receive the national minimum wage of N7.500 and we receive 5.500. What are they doing with the amount so deducted? They enrich their pockets isn't it? I hate discussing this for it angers me the more' (ZASTVII).

The above discussion gave few indications of good relationships between headteachers and their teachers. Teachers are part of decision-making process in the schools and are well informed about things. Some teachers are happy that they are given some days off from school because of the distance they have to cover and others just to have that time to sort out ways of meeting with their various private or family needs as they are not paid regularly. One of the teachers, in discussion with another, said that if it were not for the present arrangement she would have left teaching because it was unjust that they should be at school regularly and yet not be paid their salaries at the appropriate time (XBSTI). They regretted that their children had been expelled from their private schools because they could not pay their school fees.

I will go further to analyse my classroom observation and see how much the above teachers' concerns and revelations are reflected in the classrooms.

#### **4.1.1.3 CLASSROOM OBSERVATION OF TWENTY-FOUR TEACHERS**

Having worked in the studied environment, I had a good understanding of how classes were run. In secondary schools teachers are supposed to teach the subject they specialised in. This was not happening in most of the schools. Teachers handled subjects they had never read due to a lack of enough teachers in schools. In primary schools, as in London where I carried out my pilot study, a teacher is assigned to a class and she/he teaches all the subjects. Meanwhile, in some Abia State primary schools they are piloting what is called specialist primary schools where subject teachers are meant to teach the subjects they specialised in. I studied one such school where there was a growing problem of a lack of suitable teachers leading to some teachers handling unfamiliar subjects.

In schools teachers are addressed as Sir, Ma/Madam or Mr as a sign of respect. A pupil/student who addresses a teacher without the appropriate title shows disrespect.

I was very familiar with the school set-up and became involved in activities in the studied schools including teaching and other extra-curricular activities such as extra-mural classes and games. I knew many teachers either because I had their children in my school or because I had met them at meetings while I was teaching. These meetings seemed to bring together different types of teachers whose experiences tended to generate interesting and sometimes challenging debates. I hardly left any of the schools in the three zones without meeting a parent of one my ex-

pupils or someone who either knew the school I was head of before travelling for further studies or who watched my programme with my pupils on the television when I was head of a school in the State. These connections were quite advantageous.

With the feeling of total acceptance within this social setting I began to record my observations. These made illuminating reading about what motivates and raises the morale of these teachers. Here are some examples.

The observation was carried out at different times of the day in either a classroom or a laboratory. The number of students or pupils in each class ranged from 50 to 150 making it almost impossible for teachers to move around the classroom. Equally, it was not possible to give the children individual attention. In some of the schools it took teachers 15 to 30 minutes to get the attention of the majority of the class. I observed some classes where some children had no desks. Others sat on the floor or window frames and placed their writing materials on the ground or on their laps while writing.

In one case the teacher spoke out in this way:

*You have to tell your parents to buy you exercise books. It is impossible for me to provide chalk to teach you and at the same time buy you books and desks to sit on while I am teaching. (XBPTI)*

Many other classes I observed were like that. In some, the teachers (XASTIII, YBPTIV and XBSTI) became very frustrated that they had to talk to the children in this way. Beating the children in the front row with a very hard stick, one of these teachers said:

*I'm fed-up with having to stand wasting up to 20 minutes before we start lessons each day or asking you to settle down and listen to me almost every minute. You are aware that your number is too much for one person to control. You need to help by keeping quiet. Remember that there are some of you here who are eager to learn who equally need my attention. When you force me to leave the class by your poor behaviour as you usually do, you are not being fair on the serious students (YASTIV)*

In the next few minutes about ten children rushed out of this class. The rest of the students were still talking as if there was no teacher in the class, and the teacher continued teaching as if nothing had happened.

Another teacher said:

*I think we actually need more than one teacher in this class to cope. (ZASTII)*

A teacher writing a note on the board for the children was told by a child 'Auntie, I can't see what you are writing on the board.' The teacher responded:

*What do you want me to do? The wallboard is cracked all over, copy what you can see (ZBPTII).*

Two teachers were having a discussion in a class while teaching was going on in that same class:

*You know that 'B' primary school has been renovated and well decorated by UBE (Universal Basic Education). I don't actually like what is going on in this State. Have you noticed that the few schools renovated are all in one area? The discrimination is very clear. I am very demoralised after seeing all these. If I did not love children and love to develop them I would have left teaching.( XAPTI)*

A possible question to ask is what do these extracts tell us about teachers' lives and experiences in this setting? The teacher/pupil/student ratio in these classes was between 1:50 and 1:150. Teachers YSATIV and ZPBTH and others that made similar statements did not complain about the sizes of the classes; instead they wanted more than one teacher in the class. Meanwhile, XPATI indicated that there was some sort of

renovation going on. I also came across a few newly painted primary schools.

Another issue to look at is the fact that teachers have also discussed the retention strategy of allowing teachers some days out from school during the week. Could it be that having more than one teacher in a class makes the above arrangement easier? My observation of the main teaching went further to highlight the extent of motivation teachers receive from the government in terms of the provision of physical and material resources and the influence of these on the morale and motivation of teachers. In one of the physics classes, there was a lesson on reflection and refraction of images – a lesson that required special instruments for demonstration. Though the students came to the laboratory for this lesson, it was taught without any sort of teaching aid. This was the case with other topics such as the digestive system, the circulation of the blood in biology, and sublimation and effervescence in chemistry. The teacher drew some sketches on the wallboard in place of charts or real objects. In teaching the sublimation and effervescence of salt, there was neither drawing nor charts nor real object. The chemistry teacher said to the children as she was struggling to explain sublimation:

*I don't know how to explain this salt without experiment but I will try my best ... I actually feel frustrated at the government's insensitivity about the need to provide necessary equipment and material like this to help us teach you properly. As final year students who are going to face S.S.S exams (senior secondary school) soon, you should be able to see and experiment with necessary salts or reagents. (ZASTIII)*

This and other similar examples seem to suggest that the state of schools as regards the availability of the necessary materials for teaching and learning is appalling. Though the majority of the schools experience the

above, there were a few primary schools (one out of the studied schools) that had charts and pictorials for teaching aids, which were stored in the headteacher's office. Teachers go to collect and return them after teaching. A teacher expressing his anger in one of the classes said:

*I can notice that not all of you are drawing from the chart as I instructed. You are lucky to have charts to draw from. There are many schools that do not have the opportunity you have. We should show our gratitude to the Federal government for making it possible for us to get this through the UBE programme by making good use of them. (XBPTVIII)*

In some schools in the city there were two to three teachers in one class. In one such class one of the teachers was teaching while the other two were discussing. One of them said that she saw some of the books, which were supposed to be given to the children for free, being sold in the market despite the fact that they have clearly written on them 'not for sale'. These are books provided by the Federal government to help parents especially those who cannot afford books for their children (YPATIII). This was confirmed by XBPTVIII:

*You can see that half the class do not have textbooks for this science lesson. It is the same with other lessons where books have been supplied by the Federal government through UBE programme. People at the helm of affairs in this State are very selfish. A few of them have collected the books and other instructional materials and sold them. The fact that these books are labelled clearly but they still sell them in the market without being challenged is an indication that people in authority are aware of it.*

Perhaps that was why these materials were not evenly distributed.

In one of the classes two children started fighting while the lesson was going on. The teacher could hardly access the back seats where they were. He had to climb on top of the desks but fell off and hurt himself. That, however, did not stop the fight; rather the students pushed and fell on him. Two teachers walked in from another class and supported their colleague. Then the students were punished by being flogged and made

to kneel down. Within five minutes half the students disappeared from the punishment scene. A teacher remarked:

*I would have been surprised if they all stayed till the end of the punishment. (XASTIX)*

In another school students rushed out of their classroom while a teacher was still in the class. They mobbed another class, ignoring the teacher in that class, and started bullying fellow students. They were carrying weapons such as sharp knives, scissors, hammers, long needles, etc. All efforts made by the teachers and the headteacher to stop the fight proved abortive. This lasted sporadically for more than two days. Eventually the police were called in and they made some arrests.

A teacher told a visitor who was frightened by what was happening that that was child's play compared to what happened a year before when a group of students were expelled because of their unmanageable behaviour. They regrouped, came back to the assembly ground with weapons and sticks, and beat up the teachers and students including the head. These students were neither afraid of the headteacher nor the police because most of them belong to cults which sponsor them and ready to bail them out immediately they are put behind bars. Some parents support their children. They even pay the police to drop the case against them. (YBSTIII). If the headteacher challenges them he risks losing his/her job or position as headteacher.

Another teacher said:

*Typical of them, I mean all the schools in the state, and in fact in the entire country, are finished. Is there any week you don't hear similar stories, even in primary schools. These children must be crying out for something that nobody is paying attention to. I wish they could direct their anger to the right people, perhaps the government. (YBSTVI)*



Another teacher who seemed to have listened attentively to the above soliloquy added:

*I don't think that both the children and teachers are to blame. Look around schools, teachers do not have tools to teach the children, classes are overcrowded with one teacher. In some urban primary schools where you have two to three teachers in a class the size of the classrooms are so small that these teachers hardly see where to sit. How can they talk of helping to control the class? No recreational facilities. Nature does not allow vacuum. Children must find something to occupy them and that is what they are doing. The society has failed them and for them the society they are seeing are the school management and the teachers, hence their behaviour towards them. (YBSTV)*

Another teacher addressing a student said:

*Hi, stop your 'nonsense' Yes the head teacher is coming!*

The child said in response 'She can do nothing!' Note the students' behaviour despite the presence of the school management and the teachers, to the extent that external force was invited in to control the students.

The above incident seemed to reveal something about the culture of these schools. It sounded as if there was a general problem of inadequate provision of physical and material resources in the school leading to frustration around relationships, discipline and communication between the school management, teachers and students. This was illuminated by one of the above teacher's soliloquy in response to what was going on: the statement 'typical of them, I mean all the schools in the state and in fact in the entire country are finished' instead of 'typical of the school involved' (YSTVI) indicates a repetition of an action seemingly cultural amongst schools in the whole country and in Abia State in particular. His

further blame of the children's misplaced anger indicated a possibility of a breakdown in communication amongst the educational authorities, school management, teachers and students. Also the fact that these children did not care about the presence of the school authorities while they were carrying about weapons and using them in their presence raised the question as to whether the children knew any different type of behaviour in relation to the culture of the school. Hence the child's response to his teacher earlier when told that the head teacher was coming (She can do nothing). In any event, the above issues suggest the magnitude of the problem.

## **PART.II**

### **4.1.2.1 USE OF PHOTOGRAPHS IN FOCUS GROUP**

#### **INTERVIEW ANALYSIS**

Those involved in the focus group are 37 headteachers from across Abia state, six groups of primary teachers from six primary schools across the three zones and six groups of twelve secondary students from six secondary schools across the three zones. For easy identification without compromising confidentiality the groups will be represented thus:

(Headteachers as HA or HB or HC etc, -H representing headteacher and A, B, or C representing the particular individual. For Primary teachers involved: XATA or YBTA etc. where XYZ represents zones, BTA or ATB are for the particular school and the end alphabet for the particular

teacher involved. For secondary students involved XAstA or ZBstC etc stands for the zone particular school and the particular student involved.

Each focus group started with an icebreaker, an open-ended and conversational question thrown to the participants such as ‘Why are you teachers?’ This is because focus group is a social experience. Consequently, conversational questions are essential to create and maintain an informal environment.

I tried to follow the questioning pattern typical of focus groups by starting with an opening question that enabled participants to get acquainted and feel connected. This was followed by an introductory question allowing them to begin discussion of the topic. Later came a transitional question that helped participants to move smoothly and seamlessly into the key question that was posed. This key question allowed them to gain insight into areas of central concern in the study. A final question then helped me to determine where to lay emphasis and to bring closure to the discussion. To be able to achieve these, I modified the questions raised from observation to fit into this method, taking into consideration the presence of photographs see photos and responses below as part of the discussion tools (Krueger, 1998).

The questions were thus:

- What is the place of education in Nigeria? (opening)
- Going through these photographs, how does it feel to be a teacher in Abia State? (Introduction)
- Could you discuss your experience of morale and motivation as Abia State teachers? (transition)
- Are teaching and learning affected as a result of your experience? (transition)
- Do these photographs suggest anything about your school or any school you know in Abia State? (key)
- Why are teachers still teaching (ending)

The focus groups were presented with photographs taken in earlier-visited schools and the above questions were asked to enable participants' comment. They were asked:

**‘What is the place of education in Nigeria and how does this affect the morale and motivation of teachers?’**

**PHOTO. 4C**



**PHOTO. 4D**



*Over 200 pupils in a class! Does this affect teaching and learning?*

*Entrance to school converted to a refuse dump classroom!*

*What implications has this to the study*

**4E**

**4F**



*School Urinary and toilet for both teacher sand pupils. Would this affect the morale and motivation of teachers in teaching and learning?*

4G



4H



*Vandalised windows! Does this affect the morale and motivation in teaching and learning environment? Erosion in a school compound! Any implications to this study?*

4Ha



*Pupils sweeping their school compound in the morning before lessons*

HPF said that if education had a place in Nigeria the hubs, meaning the teachers, would be respected. 'For me,' he said, 'education has lost its

dignity.’ He thinks that teachers in Nigeria are not being encouraged.

According to him:

*The society looks down on teachers. Teaching is seen by some people as a dead-end job, the last bus stop and the last resort, which shouldn't be the case. Teaching is an intellectual job. Not everybody can teach.*

All in agreement exclaimed ‘Yah!’ Raising a book up, NGF said that he agreed with Igwe (1990), Adekaye (2000), Fajobi (2000) and others who believe that education is the backbone and bedrock of every meaningful nation. Teachers are the hubs of any educational system, making use of necessary tools, such as physical and material resources, in building the nation and humanity. Therefore handling the hub (teachers) of social development with levity spells disaster. He called the attention of the others to the two pictures shown above (4G and 4H). NA in response added that if the country’s leaders understood the importance of teachers they would not be closing down teacher training colleges. He added that he is in support of Otuonye (2000) who seems to agree with what the last speaker had just said. Handing a paper to another headteacher, HSA showed him where to read aloud to other headteachers. He invited the group to listen carefully to what Otunye said when he was appointed the education secretary of Isiala Ngwa Local Government in Abia State.

HPE read as follows:

*I discovered to my displeasure that the local government in its entirety had no teachers’ Institute...I decided to take the bull by the horn and immediately went into negotiations with the National Teachers’ Institute Zonal Office at Owerri to actualise my dream. The effort paid off obviously as I was given the nod to establish a centre for the National Teachers’ Institutes’ Distance Learning Service... Though it is a bitter pill hard to swallow yet I am duty bound to openly admit the very deplorable nature of most of our primary schools. In order to provide conducive atmosphere for the teaching–learning process I went into the idea of giving our schools a face-lift by way of renovation. (p15)*

HSA continued by saying that Otuonye at least succeeded in renovating three primary schools in Isiala Ngwa local government though most schools, as he noted, still exhibited dilapidated structures. To ensure effectiveness of this project he embarked on its supervision. HSA turned pages of The Abia State Primary Education Board Newsletter (SPEBSCOPE) where they published pictures of what was captioned 'Some Renovated Classroom Blocks' in SPEBSCOPE a Magazine. From what was read out, 28 primary schools across the three educational zones were claimed to have been renovated (Abia State Primary Education Board [SPEB] Vol. No.III (2000) Meanwhile, my research showed three categories of schools



4I



*there are some buildings in better condition. Army children school maintained by the Nigerian military*

4J



*And those renovated by the Petroleum Trust Fund (PTF), SPEB or World Bank –in some cases one block in a school, as seen above. It also showed that majority of schools still to be in deplorable condition.(see Quote on page 84 of this study*

Presenting a set of photographs to the focus groups, I posed this as an introductory question: Going through these photographs, how does it feel to be a teacher in Abia State?

PHOTOS. 4L





*If students/pupils carry their own seats each day after school, Has this some implications on morale and motivation of teachers?*

HSE responded by saying that if teachers' problems in Nigeria were only to do with lack of instructional materials and decent school building, their morale would not be as low as it is. The main issue is that:

*Society looks down on anybody who is a teacher. Let me give an example. The fellow who just entered is the principal of 'i' college. Could you believe that 'M', a small lawyer of yesterday, and when I mean yesterday somebody who has not spent up to two years since he was called to bar, married one small illiterate. I mean illiterate by all standards and definitions of the word. When a barrister is bringing the wife to come and take GCE I think that person really is an illiterate. The Barrister drove into the school compound recklessly because he is a barrister. He thinks every other person must lie down for him to ride on including the principal of the school to an extent that he even arrogantly blocked the gate of the whole 'M' college. When the principal challenged him, you would not believe how rude he became. That is our societal... (Silence)*

A voice completed 'etiquette'. HPB continued: 'How the society rates the...?' and all with one voice completed the sentence by adding 'teachers?'

*But unfortunately for that gentleman the person he met was not the kind of teacher he had in mind. Haa! He met somebody who has a lot of intelligence, who has gotten his second degree before he ever attempted his school certificate. Unfortunately before he realised where he was, he was already in the police station. That is exactly a typical example of how society rates the teachers. If society does not recognise the teacher what will motivate the teacher to give his best to the same society? We know that the society cannot be anything if it has not got education. That is another angle and another perspective of looking at motivation. The teacher has to be recognised in the very first place. Society has to recognise the teacher and the job he is doing. It will encourage the teacher knowing that at least he is recognised and he*

*will put in his best. But when he is not recognised, [he sighed] he will not put in his best. I am still teaching because I believe that it is what God wants me to do.*

YBTB had this to say about parents' attitude to teachers:

*The impression I had before I became a teacher was that parents and others regard teachers. Then they were the local administrators, counsellors, catechists and spiritual directors in the Christian setting. Similar status for teachers exists among other faiths for example the Islamic Imams, the Jewish Rabbi etc. Today you see during this era of 419 (Fraudulent dealing) with many dubious personalities coming into society, teachers are no longer regarded. They are not encouraged to discipline children. If they do, some parents come from the village to beat the teacher up or ambush them on the road or take them to police. So you see that all those insults have made the teachers not perform the way they should. Students in Secondary schools now belong to cults and fraternities. They enrol with 'mafias' who are ready to deal with any teacher whom they feel is preventing a child from being faithful to them.*

HSE, YBTB AND HPB made important points by clearly saying that students as well as parents, and in fact society as a whole, do not any longer regard teachers as they used to in the past. I suggested that perhaps society has influenced pupils, students and parents. Parents do not appear to resist the bad influence of society; as YBTB mentioned parents themselves are involved in high-powered corruption (419) and do not seem to care about the attitude of their children at school.

The above impressions seem to have been echoed by the zone Z focus group. Here ZBTA asserted that both parents and the government forget teachers. The majority of the groups in this zone were of the opinion that teachers are not motivated at all. In spite of these factors, they are over worked. Most people who have high family values and responsibilities see teaching as one profession that could guarantee enough time to take care of family needs. On entering teaching profession they discovered that the amount of work done by a teacher is not commensurate with the reward given or the salary paid, and they take

on responsibilities that are outside their job specifications. HSA one of the headteachers seems to support ZBTA when pointing at some photographs he said that, as a teacher, he does the work of ancillary/associate staff such as cleaner, secretary, and bursar/accountant and also school nurse, parent, mediator and doctor. If he is not in the classroom teaching he is preparing lesson notes, marking scripts or drawing the scheme of work. Even when he goes to bed the stress of the job is there ('Yaah' – a sign of agreement by all) He puts the whole of his life into teaching and at the end he just gets a 'funfair' salary as his pay (HSA). He feels guilty to stop looking at the headteacher who is very dedicated and who constantly appeals to teachers' consciences by assuring him/her of God's reward if they treat other people's children, as he would want theirs be treated.

It was noted that the Nigerian Union of Teachers (NUT) has brought the situation to the attention of the Federal Government of Nigeria, demanding that they build into a teacher's salary structure some incentives, which would act as motivational factors, including a wardrobe allowance. Unlike the developed countries that use whiteboard, flipchart or overhead projector, Nigerian teachers write on board blackened with charcoal, and stand on un-plastered floors and under torn roofs while teaching. Therefore the teacher spends the time he would have used in teaching and preparing his lessons to washing his clothes and cleaning his shoes. In one of the groups a teacher XATF raised a picture showing dilapidated buildings (seen above) and said that during the rainy season teachers look for a corner of the classroom where they can have some

shelter. Of course he cannot afford to send his clothes to a drycleaner due to induced poverty.

Furthermore, teachers have difficulty accessing some of these schools because they are in the remote parts of the State. Worse still, the schools lack essential amenities. Teachers have to be posted to such places because children born in these remote areas have a right to be educated. Teachers who have to travel a long distance to these rural schools are late most of the time, and sometimes are allowed by their headteachers to attend school just twice a week. This arrangement which is reached by some headteachers and their teachers is always born out of desperation to retain these teachers and prevent them from seeking transfer to urban areas or schools close to their homes (HPA, XSTA, and XPTB).

Another problem is class size and staffing. A school offering up to 13 subjects on the curriculum at senior and junior secondary levels is supposed to have specialist teachers to teach these subjects in order to achieve the required standard. However, HSG from the 37 headteachers in my focus group named a school with 300 students and just three members of staff and another with a population of 400 students and a staff strength of eight. 'Yaaa!!' showing a general agreement by the group. Even the so-called model schools are understaffed. When urban schools can be so understaffed, one would imagine what schools in the rural areas are experiencing.

Identifying a picture of a crowded class among the presented, HPJ noted that teachers could hardly cope with the number of children in their classes. Teacher/pupil ratios range from 1:50 to 1:150. HSV pointed out that each class is supposed to number 50 students on the register but due to lack of accommodation three or four classes are merged. This is why in some cases two or three teachers teach in one small classroom containing about 150 children (see pictures above). YATD from another focus group said that one advantage of there being two teachers in one class is that teachers could arrange to take turns in coming into school, especially when salaries are not paid on time. Teachers could then find other ways of earning money without leaving students on their own. YATC in the same group supported by saying 'To be candid, this is part of what is keeping us motivated and still teaching.' It is down to the good relationship between our selves and the headteachers, remarked another. (HPY, HSV, YATD, YATC,).

Students from X zone seemed to agree with the HPY, HSV, YATD and YATC. Summarising the assertion of some students, they spoke out about the irregular payment of teachers' salaries and the lack of fringe benefits and allowances. Students compared the dedication of teachers in the past when teachers were given free accommodation in the school compound and now when they have to travel long distances to schools. Some miss the first and second lessons by the time they arrive to school. These conditions affect students adversely. Class congestion leads to discomfort, poor class management, cheating in class tests and a lack of one-to-one attention or care for individual differences. Teachers hardly

ever mark students' work because of the numbers, so that when revising for exams students revise their unmarked work, leading to a large number of failures. Others buy exam papers or get somebody to sit the exam for them.

There was a time when teachers were owed more than six months' salary; some were owed for a year or more. Many teachers left the field then, leaving the schools with reduced the number of teachers. Since teachers' salaries were enhanced, a very limited number of teachers have been recruited back into the profession as a result of an embargo placed on the employment of teachers by the government. 'People get employed into teaching now only if they are related to somebody at the top' (XAstJ, XAstO, XAstL and XAstD).

Some teachers within the Z focus groups seemed to disagree with the rest of teachers and students who blamed the late payment of salaries or the distances they have to travel for the fact that teachers come to school late. They believe that teachers should seek accommodation wherever they are posted. 'If they are devoted to their work, they should teach in conscience knowing that the children are not the cause of their not being paid' (ZATE, ZBTD and ZATD). They further condemned headteachers who collude with teachers by encouraging a laissez-faire attitude to the education of children.



Meanwhile, students made it clear how difficult it is for teachers to rent accommodation. They said that it is an open secret that landlords or house owners do not rent their houses to teachers believing that they will hardly be able to pay the rent. As a result teachers find it difficult to rent houses close to their schools. These teachers spend half the money they earn on transport, so about halfway through the month they start missing classes; others arrange with their headteachers to come in only on certain days in the week, resulting in classes being merged. The teacher/student ratio of most of the classes are 1:100 and over. Headteachers are not to blame because if they do not reach this sort of compromise they might lose the teacher completely. So they settle for the lesser of two evils (YAstC, XBstA, ZBstH and ZBstO).

Some of the respondents from the 37 headteachers focus group feel that the aftermath of the Nigerian civil war is contributory to the present morale and motivation of teachers. In their analysis of the effect of Nigerian civil war on teachers they said that since the Nigerian civil war (Nigeria–Biafra war) ended in January 1970, the ruins and the desolation of the war had lingered on. There seems to be a mixed feeling of uncertainties ranging from the Federal government level to the local government. HSK noted that ‘the wave of State creation from the former regions gave rise to escapist tendencies of passing the buck; the tiers of government blame each other. Because too many cooks spoil the broth it is difficult to attach this neglect to a particular tier of government (Federal, State or local government) and of course none would admit

liability. The civil war ended leaving schools with no buildings or proper rehabilitation proposals.

The case of teachers preferring to teach in the urban areas because they can engage in private businesses was raised. XATD making reference to the aftermath of a civil war or any type of war, where all sorts of crimes become almost the norm, so also an after-effect of the prolonged non-payment of salaries in Nigerian States in general and Abia State in particular. To start with, schools were damaged by the civil war. People lost all they had, leading to the scramble for basic needs. Corruption increased. This came to its zenith during the military regime of General Babangida, one of the respondents noted recalling the IMF (International Monetary Fund) loan, which the same regime accepted and unfortunately was never effectively utilised to date. The infrastructure deteriorated due to neglect and lack of funding.

Typical to a focus group further asked if they could discuss their experience of morale and motivation as Abia State teachers. (Transition)

XPB, looking at the photographs HPG, spoke thus about physical/material resources in the state schools:

*There are no accommodations in schools. Buildings have decayed and are in a very sorry state. No teacher vehicle allowance. Teachers can afford to drive cars only if they form co-operative units where members mutually contribute every month an agreed amount to enable one member to solve his/her financial problems. Others sell their father's landed property to raise money and buy a car, teachers' salaries are used to subsidise other departments, thereby leaving salaries unpaid. So the teaching service is to say the least a slave labour in our own area here. Thank you and that is my own contribution.*

All in response exclaimed, 'Yaaaah, honest contribution. We agree with you – teaching in this state is nothing but slave labour. That's right!!!'

From another group in Y zone YAstdB seemed to support the above opinion, saying that another perspective on motivation is the extent to which teachers are recognised in the first place. Society has to recognise the teacher and the job he does. This will encourage him/her to put in their best. But when you do not recognise the teacher [he sighed] the opposite will be the case.

ZAstdC seemed to disagree with the above. She felt that the present level of motivation has made the teaching profession a proud one. Teachers are no longer regarded as 'ne'er do wells'. This has made them become more committed, leading to less teacher turnover. With the introduction of the new salary structure they can look after their families. A teacher hardly feels inferior now, unlike before when an inferiority complex was part and parcel of the teaching profession due to the government's negligence. The former situation made it impossible for teachers to deliver the desired services, thereby affecting teaching and learning.

**In response to the question 'Are teaching and learning affected as a result of your experience? (transition)**

It was noted that some of the dilapidated school buildings have been contracted out, but because those who awarded the contracts received bribes from the contractors ('kick-back', as it is called). The work is hardly being supervised to avoid revealing their secret dealings. YSBA tried to stop HPG but did not succeed. He went further to say that:

*The school system in Abia State is in a sordid, a sorry situation of decay. Abysmal decay. And if you come to the urban schools in the urban areas there is this problem of over crowding as has been depicted by your photographs. The over crowding, to say the least, does not encourage motivation. A situation like this could lead to frustration. It could lead to a teacher sweating out blood. In that case he is in anguish and sad. Therefore you cannot talk of motivation in a situation where there is sadness, where there is despair and where there is disillusionment on the part of the teacher that is operating the system. In essence Abia state teachers are not motivated enough that is my answer to what I see from the displayed photos'[HPG]*

Regarding health and social amenities, HSA observed that a teacher needed to be motivated. At least they should get some free health services. 'Even the chalk they swallow is enough poison to take the teacher home,' he joked, adding that the government never considers the risk. The case of the teachers in Abia State can be described as a destruction of the hand that tucked people in bed; no atom of recognition at all. She further informed:

*There is a civil service clinic and I learn that civil servants go there and receive free medical attention. Merely knowing that I am a teacher I was supposed to go there, I was, they said I should pay minimally. But those they considered civil servants pay nothing but teacher who is not considered a civil servant whose job has no risk whose reward must always remain in heaven was asked to pay minimal. Advantage of being two in one class is that teachers could arrange to take turns in coming.*

She went further to say that the teacher needs to be catered for as well. If any civil servant or any public servant has to be catered for, first and foremost it should be the teacher because Odumegwu Ojukwu (the former Biafran leader) once said that 'No nation can grow upon the destruction of it's leaders.' If the teacher does not put in his best, the nation is in for ultimate destruction. This is the case in Abia State where 'not many teachers really do their work willingly'. Teachers do the job grudgingly because they are inadequately motivated'. Where teachers feel this way it automatically provides an answer to your question. Students

and pupils will definitely bear a majority of the consequences. If there is any motivation at all (silence)? HSA

In support of HSA, HPD said:

*Sister, if motivation means encouragement, enhancement of any worthwhile labour, if motivation means appreciation of service, conscientious work to a particular cortisone, if motivation means anything that can, I mean that move you towards leaving your house early towards your job area .One 'I am still teaching because I believe that it is what God wants me to do' I don't think, the word teaching represents this in Abia State (HSA objected to HPD's mentioning of Abia State) D Nigeria interrupted (contd.) Or in Nigeria let me leave Abia State Ok sir, sorry.*

H All .. Hushing down 'A' invited D to use any one you like Abia or Nigeria. 'We are saying the truth and are not afraid of anybody. -Get on with what you are saying' they added. HPD continued by saying that motivation is a language that connotes encouragement saying that if somebody works in America for ten hours he is paid according to the time worked. How can you expect somebody who worked without pay for four weeks to put in more effort? Assuming the wife is not working to support him? 'Motivation is negative down gone let me put it that way 'X' is my name I don't mind being quoted anywhere'. All laughed in agreement. HSF in support said: 'Yah, I see, I think what he is saying is that if motivation means being positive, the way teachers are being treated is negative.' All agreed: 'Ya a a a h.' HPE continued by saying that teaching and learning have become seriously affected due to the present situation.

4M



*A focus group of students talking about their own experience of teachers' morale and motivation and their effect on teaching and learning.*

Students have their own axe to grind. They feel that despite government's lack of adequate support headteachers are trying their best to see that teachers and students are motivated to teach and learn respectively. A student talking about her headteacher said:

*The headteacher motivates us. He succeeded in overturning the school. This school used to be the worst school, a school that bred criminals, cult people and drug dealers. But now the present headteacher has turned it into one of the best schools. So we need to help him. The teachers always tell us the need to pick up in order to help the man. This motivates me to be like him.(a student)*

XBstdD supported the above and recalled how unruly students became and how the headteacher had made a difference. According to him:

*In those days there was a lot of row in the school. Sometimes the teacher would go to the class to teach the bad boys would come into the class chase the teacher away and do all sorts of things.*

Another student from Y zone felt that this government needed to be given some credit in their treatment of teachers, especially in the area of salary payment, compared to the past government. He described his stand in this way:

*In those days, during the past regime of government, teachers were not paid normally. That gave rise to such situations like demonstrations and strike action. Students stayed at home for many months. So it did affect them a lot and most of the time led to low morale and motivation. So all those things use to discourage them. The present government have been trying their best to see that teachers are paid at the right time. (YBstdE)*

Another student from zone Z felt that though teachers are now paid more regularly and a higher salary than before, what they are actually paid is not enough compared to the present cost of living. He felt that the government should increase the minimum wage if teachers are to be well motivated. In defending his stand he said:

*I would also say that the amount of salary that the government pays the teachers does affect their teaching because when the teacher is not well paid he would be demoralised. For example if a teacher is paid 7000 Naira it cannot solve his family problem. The government needs to add more money and it will motivate them more. (ZAstdF)*

In agreement, XAstdF said that morale and motivation of teachers are not totally dependent on what salary is being paid to teachers. Though that could be part of it, students' and government's attitude, and of course that of parents, could contribute to low morale and motivation. XBstdC agreed with XAstdF, saying that:

*Some people think that motivation of teachers is only about paying salaries. No, it includes providing library books, laboratory equipment, good building and other amenities because this will help the teacher to be happy and teach his lessons very well but this is not happening and it is affecting the student's learning.*

XstdF further explained how students' attitude led to teachers becoming less interested in teaching in his school and how teachers' attitude to teaching changed when students changed.

*Teachers were reluctant to attend classes as a result of students' attitude. In recent time this attitude has changed because of the headteachers' successful overturn of the school they now freely come to the class display their duty fully. So that's what he is trying to say stability of the environment also determines to or discourages the teachers from displaying their duties*

Do these photographs in front of you suggest anything about your school or any school you know in Abia State? (Key)

**PHOTO. 4N**



*Four classes sitting together each facing different directions with four teachers all teaching at the same time What implication has this on morale, motivation, teaching and learning?*

4O

4P







*Pupils sitting on the floor and placing their exercise books on their laps as they write because there are not sufficient desks for them to sit and learn. Does this situation give any information about this study?*

Spreading out the above photographs I invited the students to discuss them in relation to their own school. One of the students started by saying that it is the work of the government to motivate students, pupils and teachers but that he does not see that happening. He asked other members of the students focus group: ‘Do you feel motivated by the government?’ All with one voice said: ‘NO, NO, NO.’

YstdD added:

*They are not providing equipment necessary for learning in some secondary schools. Like laboratory equipment and Library books we have, but not enough and that is affecting our learning. If we have all that is needed for proper leaning it will help us to develop fully and be happy walk into the library or laboratory any time to study on our own. We will develop more interest in learning and our teachers will be happy with us and will like to teach us more*

YstdG said that: ‘Some parts of the buildings are broken.’ YstdF added: ‘I don’t feel happy when I see the building because government should come and repair them.’ YstdL supported the above students by expressing how much the present condition of the school has affected her morale and motivation. According to her:

*When I remember that I am coming to a school that has no pipe borne water, no proper toilets, no good roads to the school I feel and I don’t feel comfortable as a result of the above situation, which actually affects my learning. It is difficult to understand what I am being*

*taught when I am thirsty and cannot see proper water to drink. If the teacher asks me a question I may not hear or understand it because I am thinking about water. (YstdG)*

Ystd. added that teachers are equally demotivated by the situation, saying ‘The teacher will be unhappy.’ YstdK, in support, said; ‘He or she may not be able to teach a lesson properly if there are no books in the Library to help him prepare his lesson. And there will not be proper learning.’ YstdB in further support of the above two students went further to highlight how the government has contributed in demoralising both students and teachers, thereby negatively influencing teaching and learning. She further said that:

*We use to have a building where teachers live within the compound and the buildings are now broken down because the government does not maintain them and now they come to school from their homes. So some of the teachers do not come to school on time as a result of this and this is affecting the students. And it is the fault of the government.(YstdB)*

YstdI added that the government’s ‘don’t care’ attitude to schools has affected teachers’ attitude to duty. She further spoke about the students’ experience on the day.

*In fact we are not happy that these things are not provided and it is affecting us. For example we are about to go home for the day now it is only one lesson that we had in my class today I am in SS2. This is because there are not enough teachers for the other subjects. There are some subjects in our timetable that we have not studied since the term. Mathematics is compulsory and still we have no maths teacher. The head borrowed a teacher on part time who comes once a month and that is not enough and since this year he has not come. Some of the teachers are made to teach subjects they don’t know well. Others take more lessons that they find it hard to mark our papers or give us proper attention So all these things make the teacher weak and when the teachers are weak we students become weak also and when we don’t have a teacher at all for a subject we will not do it.(YstdI)*

YstdL, in support of the above, said:

*Yes. This is why some students go to register in coaching centres so that they will be attending the school here and when exams come they go to the coaching centres and the tutors in these coaching centres will sit for the exam for them. So this is not good. Some of us our parents can not afford the money to pay those in that centre and in my own case even if my parents have the money they will not pay for another person to take the exam for me. And I will not like another person to take exam for me because I am willing to learn but if nobody teaches*

*me or if the equipment that is needed to teach me is not there I will not be able to learn as I should and that is what is happening to me now and I am demoralised.*

YstdF spoke of the effect that students registering with coaching centres has on the mainstream schools. According to her:

Another thing is that those people that their parents have registered with where teachers will write their exams do not want to learn so when they come to school they make a noise in the class and they don't allow us to learn YstdG, in apparent summary of all that this focus group said, added:

*When teachers are not well catered for it affects the students and when it affects the students what happens to their performance? They become responsible for their personal struggle, which may not be good enough. Teachers could in turn find other ways of looking for money without leaving students on their own. To be candid this is part of what is keeping some of us in this field plus the good relationship we enjoy among ourselves including the headteacher's leadership.*

And YstdA concluded by saying:

*And the teachers if not motivated will not teach effectively which in turn affects the students'*

## **PART III**

### **4.1.3 INTERVIEWS**

#### **4.1.3.1 INTERVIEW WITH INDIVIDUAL TEACHERS AND HEADTEACHERS**

Twenty four secondary school classroom teachers and eight primary and secondary headteachers were interviewed individually over three months (four classroom teachers from each school). The interviews of classroom teachers was limited to secondary schools because three months was not long enough to have individual interviews with all the teachers in the twelve primary and secondary schools. These interviews were conducted with the intention that information gathered would possibly correlate with that from the focus groups, observation and questionnaires. The interviews were semi-structured and self-administered. Each lasted about 45 minutes. They were tape-recorded and transcribed with the permission of the respondents.

To maintain anonymity the respondents were advised not to mention their names and the following codes were used to represent them: XSAT1-4, XSBT1-4,YSAT1-4/YSBT1-4, ZAST1-4/ZBST1-4 for the teachers. XSAH/XSBH, YPAH/YPBH, ZPAH/ZPBH where XYZ represents the educational zones, P and S represent primary and secondary schools respectively, A and B means school A/B, and T1–4 represents the individual teachers

I went into the interviews with three key questions: ‘Why did you decide to be a teacher’, ‘Why are you still teaching’ and ‘Do you intend to retire

as a teacher?' Individuals' answering of these questions led to subsequent questions. In other words, I was guided by the responses regarding the sequence of questioning.

- 1a. Why did you decide to be a teacher?
- b. Has anything changed since you became a teacher?
- c. What is the level of motivation of teachers in Abia State?
- d. What about their morale?
- e. What makes you feel like coming to school every morning?
- 2a. Why are you still teaching?
- b. If you were offered another job apart from teaching would you leave?
- 3a. Do you intend to retire from teaching?
- b. What advice would you like to give the government on the issues of teacher morale and motivation?

At the end of the interview, information gathered was transcribed and read over several times. The transcript was taken as a whole, focusing on what meaning the teachers and headteachers made of the whole exercise without looking out for particular statements that corresponded with a particular category. This was followed with colour coding of certain statements in the transcript that could support the general theme that emerged from the entire interview.

I did combine recording and note taking while collecting data. This was because jotting down key phrases helped in reminding me from time to time not to lose track of the exercise (Hall & Hall, 1996). Also, as they answered the questions respondents' body language and facial

expressions were noted. Emotional feelings and reactions about issues, such as frustration, anger, stress and anxiety to mention but a few, were jotted down in the form of symbols. This was the case with all the respondents. What seemed to be a sign of stress was represented by /\//, anger by |||, frustration by # and anxiety by ~. This is so that typographical characters of the standard keyboard/printer could be used to represent some basic features of speech, for example pauses, speed, overlaps and even body language (Hamersley & Atkinson, 1997). As a result, note-taking complemented the recording.

My interest in highlighting the emotional disposition of these teachers, both vocal and expressional, stems from the assumption that ignoring the place of emotion in reflections on and about teaching and learning is failing to appreciate its positive or negative effect on the quality of the classroom experience for both teachers and learners (Day, 1999). Though this was not classroom teaching, it had to do with teaching and learning. In order to respect my respondents, their responses where needed will be quoted verbatim in this work.

The themes that emerged from the colour-coded transcription of the interview were the working conditions and the morale and motivation of teachers in Abia State. From these emerged different aspects such as:

- The pressure of children's behaviour on morale and motivation.
- The pressure of difficult working condition on morale and motivation.
- Organisational aspects of working condition on morale and motivation.

#### **4.3.1.2 INDIVIDUAL INTERVIEW ANALYSIS**

Given that the purpose of this interview, and the work as a whole, is to elicit information about what motivates and raises the morale of Abia State teachers and the influence this has on teaching and learning, it was recognised that in an exercise of this sort a selection of interviewees would be made. In this case people with different roles and experiences within the studied schools would be appropriate in order to find out if different understandings were held by different people at different levels. This necessitated the interviewing of as many headteachers as well as classroom teachers as were able to grant me interview.

Out of the 12 studied schools I was able to interview eight headteachers from eight schools. The four that were not interviewed were willing to grant interviews but it proved difficult to arrange these. Two out of the four were bereaved while I was in their schools and had to be away for the rest of the time I was there. The interview of one was fixed on my last day in the school and unfortunately she was invited to the government house on the same day. One primary headteacher preferred to join the focus group as that was her first week in the school and she felt she would not know any more than the other teachers.

Headteachers were included in the interview because the role of such individuals will, in most instances, involve actions within the environment beyond the schools. As a consequence I was confident that the individuals involved would have important contributions to make on the subject matter. These arrangements were designed to generate useful and fairly representative, data as is shown in Table 3.1. The data

collected from the three educational zones of Abia State will be analysed together for easy presentation. I intend to start this analysis by looking at the pressure of children's behaviour and attitude on the morale and motivation of teachers

#### **4.1.3.1.2 THE PRESSURE OF CHILDREN'S BEHAVIOUR AND ATTITUDE ON MORALE AND MOTIVATION**

This exercise highlighted the numerous stress situations that teachers have identified in their work with children who are disruptive. It further considered the negative attitudes children have towards school, work and the staff. My respondents reported these as heavy pressures affecting their morale and motivation. The term 'disruptive' is given to a wide range of behaviour problems including the children who refuse to co-operate and do little or no work in class, those who are aggressive towards other children and teachers, and those who cause actual damage to property and make threats of violence and verbal abuse. More insight into this very taxing pressure may be evidenced from some of the incidents disclosed to me by my respondents. They indicated severe problems in all types of schools in Abia State. The following reports are concerned with the behaviour of children.



Secondary school students play truant and present challenging behaviour towards their teachers, especially the strict teachers. This behaviour is encouraged by the practice of some coaching schools that charge students and get them registered for exams outside their respective schools. These coaching schools pay experts, including lecturers, to sit exams for students who have registered. This manifests in the students' lack of commitment. These students come to school just to cause trouble and distract the few serious ones who are ready to learn. One of the respondents said that:

*this practice affects both School Certificate Exam and Joint Admission and Matriculation Board (JAMB) exams for University admission. Children whose parents cannot afford such amount perform badly because these other students make learning difficult | | | for them by causing problems | | | and presenting disruptive behaviour that some times implicate the few serious students. The students who register for exams outside the school do disappear towards the exam period leaving schools with very low population | | |. (XAST1)*

Another teacher from another secondary school said that:

*Low morale and motivation are the cause of much stress amongst we teachers. They appear to be the result of unpredictability of the behaviour of the children. The staff rarely knows what to expect next and this threatens # our security by reducing our control over the environment. As a result we feel insecure and this is increased by direct confrontations, especially when they are hostile # as a group towards us teachers, either individually or collectively and they do naturally exploit this. (YBST3)*

A further source of insecurity for teachers emanates from the range of pupil behaviour and attitude that is beyond the teachers' expectations, training and experience. In these circumstances the respondents say that they feel confused and uncertain about the right actions to take. These pressures can be identified in the following two comments:

*During my teacher training days I was taught everything about Principles and Practice of Education and Child Psychology but still I find myself helpless in certain situations in the present day schools. I don't think any teacher is taught how to manage a child who belongs to a cult, more so when they are initiated by adults who look up to these poor naive children to either lure in a friend and hand to them or perform other mischievous acts that are not only dangerous but also deadly. In the wake of these, teachers become afraid and the thought of coming to school sometimes make them sick. To worsen the situation there are a lack of adequate teaching materials to occupy the students and pupils. Classes are too large for one person to manage and in many cases students/ pupils have no seats. Who would not have low morale and poor motivation in this type of situation? (YBST2)*

The second report contains such questions as my respondent's claim their friends in other professions often ask them:

*'How do you manage to teach these unruly children?' 'I would rather go without a job than wake up every morning to meet the present school children, do you feel the same?' 'How do you cope with them?' They are right! For example, I discovered recently where a child wrote in one of his books 'I don't know and I don't ---care I am going to kill "A" and tear out my hair. KILL, KILL, KILL'. Do we take this seriously? How far do you go when you have reported more serious cases to the police and nothing happened? On one occasion the student was arrested for a very serious crime his parents bribed the police and few others at the top. This child was released the next day and the headteacher was forced to take him back. Teachers' energy is drained by the necessity of being always on the alert ~~to contain outbreaks of antisocial behaviour, to meet insolence without losing self-control and to cool the tempers of those good students whose frustration drives them into conflict with their peers. (XAST4)*

Another respondent from a primary school expressed her despair in this way:

*I seem to be fighting a losing battle as many home standards conflict with mine. Some days I despair of the future when I see pupils' home circumstances. Some of the children just haven't a chance. That's when I get a feeling of deep frustration, low morale and motivation as I wonder if anything I have tried to do will have any long-term effect. (ZAPT1)*

My respondents' experiences shared during this interview are a clear indication of the strength of staff support in coping with the pressures of children's antisocial behaviour and attitudes. It is, therefore, important to be aware that low morale and motivation may reduce teachers' involvement in pastoral care and their willingness to provide supportive

relationships in schools. This interaction between disruptive pupil/student behaviour and low morale and motivation in teaching is a two-way process that would need further exploration.

I want to discuss next the exacerbating effect caused by the pressure of difficult working conditions under the following sub-headings: physical aspects of work environment, financial pressure and organisational aspects and how they affect the morale and motivation of teachers in Abia State.

#### **4.1.3.1.3 PRESSURES OF DIFFICULT WORKING CONDITIONS ON MORALE AND MOTIVATION OF TEACHERS**

When a teaching environment is poor three obvious kinds of pressures are generated, namely physical, financial and organisational. The physical aspect of a poor working environment includes badly constructed buildings with an inadequate physical structure, dilapidated buildings and low safety considerations.

The financial aspects are becoming increasingly problematic. These include a reduced school budget that results in under-employment of teachers, redundancies (or ‘retrenchment’ as it is referred to in Nigeria), narrowing of promotion opportunities, restriction of career prospects and eventual school closures. Other consequences include low expenditure on equipment and textbooks and on the general maintenance of the school.

The organisational aspects include the development of new strategies between headteachers and staff to combat the difficult and frustrating pressures caused by external forces such as government and society. These new strategies include the mutual local arrangements within the schools whereby some heads make allowances and concessions to teachers to

Support their survival needs such as days off, childcare provision, sick absence, and co-operative and thrift schemes (esusu-pyramid contribution made to support one another). After school activities such as prayer meetings are becoming part of school community life for teachers.

#### **4.1.3.1.3 Physical Aspects of Working Condition in Abia State**

These aspects include the existence of old schools that often present considerable structural difficulties and require renovation. One of my respondents from Zone ZA primary school said that

*None payment of salaries is not the only problem. The biggest source of pressure is lack of enough classrooms for children. The schools built by the missionaries before the Nigerian-Biafra war, have not been renovated 38 years on. This situation affects teachers' performance because it is difficult to manage or give one to one attention to students. For example when assignment is given in the class during evaluation a teacher would want to walk round. Of course it is impossible to do so in such a congested class and it would not be easy to ask them to pass their work on teachers table where there are no tables. XAST4)*

The lack of space is, of course, accentuated by high-class size. One of a teacher's major pressures is the amount of movement he has to make during the school day between lessons in a crowded school. Coping with great numbers of pupils outside the classroom as well as in it and finding

that the teaching spaces used for other purposes are often left in an unfit or vandalised state is very demoralising and de-motivating as well (ZPBT1). He further added that:

*High morale and motivation of teachers can only be achieved when the roles of government, headteachers, education ministers, teachers, parents and social bodies are defined and when all have common and clear-cut objectives. If all are committed to realising common goals, teachers will definitely feel supported and the family and society stand to gain since they are closely interrelated.*

( ZPBT1)

XBST1 highlighted the shortage of specialised teachers as a serious problem. ‘Maths is one of the core subjects but since the government did not send any maths teachers they are to blame for students’ poor performance at exams.’ According to him, in some of the schools teachers are borrowed from other schools or the Parent Teacher Association pays teachers to come in the evenings and teach their children. It is important to note that most of these tutors borrowed to teach in the evenings may have been teaching the whole day in their normal schools. A tired teacher will never perform the same way as one who works within prescribed hours. In this case the quality of teaching and learning has been reduced.

It was established earlier that headteachers in Abia State make considerable effort to help improve the working condition of their teachers. No matter how hard they try, there are certain situations they may not be able to handle without the support of the State government and society. For example, it is the government’s responsibility to provide physical and material resources including buildings and the maintenance of schools except where communities decide to help. They too are

responsible for employing the right calibre of teachers and the funding of their continuous professional development.

XAsT1, YBST3 and ZAST2 recalled that in the 1970s Nigeria had a contract with the German government who supplied science equipment to schools but the problem was that this were not maintained and so became obsolete. Other equipment was stolen or vandalised. As a result schools were left without an adequate supply of both physical and instructional materials except where the PTA contributed to provide for the school.

With the recent introduction of Universal Basic Education (UBE), there has been supply of books to primary schools. Unlike three years ago, every child now has the opportunity of getting text books (XPAH). UBE was introduced by President Obasanjo to enable every Nigerian child to get basic education. This programme seems to be another version of Universal Peoples Education (UPE) introduced by him as a Military president of Nigeria in the 1970s. During this period school buildings were erected, many of which still exist. As with the UPE, it is the Federal government, which finances UBE, projects in collaboration with the State government.

In Abia State it can be easily noticed that primary schools in zones Y and Z are better maintained than those in zone X. Hardly any primary school in zone X is renovated, despite the State Primary Educational Board

(SPEB) regular inspections and promises. (Education has become so politicised that it is cause enough to neglect a particular area because it failed to vote for the ruling party – XPAH.) Added to the shortage of teachers, there was a lack of basic equipment such as tables and chairs. When it rains the headteacher's office and the classrooms become flooded. (See pxxxxphoto4H)

In one of the primary schools studied, teachers teach their specialised subjects. This reduced the frustration experienced by some teachers who had to teach all the subjects whether they liked them or not and the arrangement has helped to motivate teachers in the school. XBST1 said that most of the time we tend to blame the government for everything but refuse to see what we are doing wrong that could militate against teachers' morale and motivation.

*The people living around the school are not often very friendly with the teachers. They would usually violate teachers' gardens/farms because most of the schools are not fenced. It is noteworthy that physical appearance of a school earns it and its teachers some degree of respect. Parents, particularly the illiterate parents who are struck only by appearance, disregard no wonder then those teachers from such rundown and dilapidated schools.*

### **Heavy Workload and Morale and Motivation**

The next consideration in a teacher's morale and motivation is heavy workload, which in conjunction with inadequate time to complete it creates the characteristic pressure situation of attempting to do more work in less time. Teachers concluding that there is a lack of recognition, appreciation and understanding by the government of their increased effort compounds this situation and their feelings of frustration are heightened. These problems were identified clearly and sensitively as follows.

4.3.1.4 CLASS SIZE& ADDITIONAL ROLE  
PHOTO 4Q



*A teacher as well as a Cleaner. Any implication on teaching and learning as well as morale and motivation?*

**PHOTO 4R**



*Large class size. What are the effects?*



One of the greatest problems experienced in schools is the teacher/pupil ratio. In some areas classes are over-populated while in others they are under-populated. Where schools are under- populated most parents contribute to the situation. ‘The syndrome of looking for quick money debars them from encouraging their children to get basic education, instead they send them to street trading’ (XSAT2, ZSBT4, YSAT2). Some work as motto conductors or motto park muggers in order to get quick money.

Despite this there still exist large class sizes where teacher/pupil ratio is about 70 or more to one teacher. This is caused by lack of appropriate subject teachers and accommodation. In most school such as XSB there is one teacher for each subject area in the whole school; therefore teachers could have up to 70–150 students in their classes. Even though they are regarded as three classes on paper, they are taught as one class. In these cases students stand or sit anywhere, including windows, just to be taught. XSBT3 said that on some days he teaches up to 250 agric students in one class, while under normal circumstances three to five different teachers should be teaching agric to the said number of children in order to teach effectively. XSB has no maths teacher at all and the only Igbo teacher in the school has not been coming to school for over six months and is due to retire soon. In the same school just one teacher handles both biology and chemistry. Similar problems are experienced in other schools studied and XSB is indeed better in comparison with other schools (XSBT3).

The recent launching of free tuition has not helped. This has led to an increase in enrolment this year but in fact the government only reduced by N300 the N1000 paid by students, and this does not include exam fees, the State Governor's Lottery fund and other levies. How can tuition be considered free when in some schools parents contribute money to make private arrangements for extra evening lessons because schools have no teacher for important core curricular subjects such as maths, English or sciences? (XSAT4) It is important to note that these teachers are usually borrowed from other schools who are lucky enough to have full-time teachers in these subjects. Taking on such extra work in another school would possibly affect these teachers' input in their own schools (XSAT1-4, XSBT 1-4, XSAH). In some rural areas where children are not eager to come to school or are used for labour by parents, headteachers plan early year programmes like nursery sessions to get them interested. XPAH had 60 nursery pupils on roll.

*Em! I was employed in the primary school I was there for few months posted to secondary school as an Agric teacher where as a young man coming newly into a job I put in my best but my principal gave me a loosed hand I produced a lot including palm produce. I was much happy then. As agric teacher many a times I quarrelled with the teachers over distribution of farming portions. Even when portions were balloted they will still complain. Despite that I have been in good term with them. Then My students were performing better than now. As a Christian I don't want to tell lies, because of the condition of things now the result of students is not what it should be in these exam classes and I don't feel very happy about it. This is because I don't teach them as I am supposed to teach them. And my not teaching them is not because I an am cheating or I am lazy or what? Or that I am a truant but it is because of the load of work that is facing me in this school including assignment by the principal. A new Agric teacher that came this time left to another school leaving me alone to handle Agric in the whole school. If not for the friendly relationship I experience in this school as well as the financial support I receive both from my head and my colleagues I would have decided to leave this school and change to another school. I do not get any sort of encouragement from the community. Rather they intrude by harvesting student's crops before the due time. This makes it difficult for me to present my students practical work to examiners when they come. (XBST4)*

Another headteacher said:

*How workload or no workload, I do I do have four years to end my service as an active teacher. But how I will remain a teacher until I leave this Planet because if I don't teach in the classroom, as a knight I will be teaching in the church. I can't run away from the church.*

It is important to note from the above how many teachers' religious beliefs influences their action in schools.

There is another aspect of workload that needs to be considered, and that is the time factor. The problem is not only that teachers may not be able to complete all the tasks that they are given or that they set for themselves. It is also, importantly, a matter of not being able to achieve a level of performance in important aspects of their work which, if achieved, would boost their morale and motivation. The feeling that is generated as a result of not performing as well as they would wish is clearly identified in the following reports:

*But the area I will say that I don't meet up very much is in marking of papers. And the condition has made us to look for other places we can get money because if they have not paid us last month's salary the underpaid salary you have family you have to do a kind of PP(private practice) Like I teach for the MBI there. So from Monday till Saturday I am involved in one thing or the other. So from here to MPI their supervision that to see if you didn't get anything from the so called government you see another way of giving your children money if you don't feed them they don't know that the government have not paid and if there is sudden problems like sickness you cannot say sickness the government have not paid me so all these things make us to put our hand here and there. (XBT3)*

### **Financial Pressure and Morale and Motivation**

Adequate financial provision bears directly on teachers' morale and motivation, which sustains the quality of their professional input. A converse effect is evident in the deterioration of some of the physical aspects of the school, but most directly in the classroom. The lack of money for school resources has hampered the development of new

courses and blocked the use of new textbooks. The contraction of education services has placed a more general burden on staff. One of the headteachers described the present situation in this way:

*In the 70s we had four staff to 80 children but now we have four staff to 600 children. These four staff is everything ranging from teaching children to contributing our own money to either roof our classrooms or plaster our classroom floor. (XPBH)*

YSBH is of a different opinion in this matter. For her, Abia State is a place where people still feel that a teacher's reward is in heaven in the sense that

*salaries are not paid regularly. It is already 18<sup>th</sup> of the new month and there is no sign of the previous month's salary coming. I know it will definitely come but does it come when it is supposed to come that is the question? Fringe benefits are not even paid. (YSBH)*

She further compared the situation with people at the same level in other professions whose offices would be better furnished with air conditioning, refrigerators, etc. In spite of that, 'I still feel comfortable because I know this is where I belong' (YSBH). The better condition of service experienced by other sectors was echoed by ZSAH who, when asked about his morale and motivation, said:

*It is low, it is low. Low in the sense that we don't get all the requirements for teaching and it appears that the students you know do not get enough. We don't have enough teaching aids. Schools are not supported by the government who make numerous failed promises leading to teachers being disappointed. Lessons are taught without necessary instructional materials. . Unlike other sectors teachers' salary is habitually delayed each month and the other allowances like house masters' allowance are not given. So the tendency is that house masters do not do their job, and some teachers look for greener pastures somewhere. Teachers are not enough because government do not recruit teachers.those who are there are overworked this eventually leads to a decreased quality of work, increased depression resulting to a greater use of sick leave. These of cause affect teaching and learning so the few teachers in the field are overworked. They are not motivated. In summary the present day teacher does not put in their best as a result of their situation.*

This means that lack of teaching materials, delay in payment of teachers' salaries and non- payment of allowances lead to low morale and

motivation and eventual poor quality of teaching and learning. Some teachers leave teaching as a result and are not replaced.

XPAH said that, the present increase in salaries notwithstanding, it is important to note that primary school teachers are better off (though YSBH begs to differ), the reason being that primary schools are directly under the local government administration and receive their payment directly from the Federal government. They also enjoy regular payment of salaries, unlike the State secondary school teachers whose salaries are paid by the State government. Now primary school teachers earn more than their secondary school counterparts. This is because during the review of the salary structure primary school teachers were placed on N6, 500 per month while the State government offered N6, 000, promising to work out the full salary scale when the economy improved. Two years on nothing has been done because the economy is progressively shrinking.

XPAH said that the salary issue coupled with the high cost of living has made life difficult for teachers no matter how high their salary. This pressure necessitates their struggle to teach in towns where they can combine a teaching job with other businesses for extra income.

*In comparison, I graduated years ago. By then I was getting a salary of N3600 up to 1993 when Babangida, no! Abacha the military president of Nigeria decided enhancing the salaries of 'em' workers in general and that of teachers in particular. So that helped us to move from N3000 to N5000+. But right now the democratic 'em' government with president Obasanjo as the head of government came out with a better idea of making sure that workers really earn something that is reasonable. So I am now earning between N30, 000 and N40, 000 a month. This may seem a lot of money but in real terms cannot sustain the standard of living. So that is why I spoke of teachers' meagre salaries as a thing*

*of the past realising that it is still better than ever before and as it able to attract people back to teaching. (XSAH)*

XSAH went further to show that there is nothing wrong with a teacher supplementing his income by getting involved in business so long as this does not compromise his teaching job. Having studied outside the country and during the course of his education, he explained the importance of having a family business or what is called a ‘cottage industry’. Where he studied, each family is known for what they produce irrespective of their normal job. So he brought this idea back to the country. Right now in his own household he produces ID (identity cards) for teachers and stationery for students. After school each day, the entire family goes into their workshop and through shared labour produce ID cards and exercise books which are supplied to teachers and schools, hence raising some money to augment the family income. It is important to note that the headteacher in question uses his business in helping the government as well as educating them, the students, the teachers, community and parents.

Quoting his philosophy on the back of the exercise books he produces for schools entitled ‘Advice To All’, he wrote:

*Parents: Prepare your child/ ward adequately for academic work*

*Provide all writing materials*

*Provide approved textbooks*

*Provide correct school uniform*

*Pay all fees on time to avoid missing of lessons due to fee drive*

*Make sure he leaves home early to be in school before 7. 45 am everyday*

*Check him when he comes back from school*

*Students: Request for all your writing materials and textbooks from your parents for effective Learning*

*Request for the payment of all fees early in the term to avoid fee drive and missing of lessons*

*Come to school early enough in correct and neat school uniform*

*Avoid all forms of examination malpractice*

*Avoid truancy and be in class for your lessons*

*Avoid bad friends, cultism, extortion of money, etc.*

*Participate in extra-curricula activities – sports and games, manual labour, etc.*

*Be a member of one society/ club e.g. debating, science, drama and cultural society, etc.*

*Remember to do your assignments at home*

*Help your parents*

*Be a good disciplined student and then be proud of your school*

*Teachers: As professionals, lend professional hand in all you do to train out disciplined and intelligent students.*

*Do effective teaching*

*Live an exemplary life*

GOVERNMENT: PLAY YOUR PART WELL

PRINCIPAL

*(The above was reproduced with the permission of the headteacher in question.)*

Meanwhile, classroom teachers seemed to bear the brunt of the salary situation more than the headteachers. XST1 does not believe in the slogan that ‘a teacher’s reward is in heaven’, which he feels the government has over exploited in Abia State where secondary school teachers are underpaid under a pseudo-scheme called ‘The Abia Formula’. To crown it all, teachers have not received their leave grant for two years and this situation is now going into a third year. Some other benefits such as lunch vouchers, which are paid to other workers, are not given to teachers. Salaries are not paid on time. XSAT3 confirms this thus:

*If they [the government] want to do something, if they really want to make education meaningful, they should employ more teachers, they should motivate teachers too, by paying them good salaries. The salaries of teachers in this State are very, very poor indeed, they should pay them handsome salary. In addition they should also give them fringe benefits... on-going professional development as fundamental to teacher morale and motivation.(XSAT3)*

This teacher went on to say that the government need to consult teachers in order to know what motivates them. Keeping teachers motivated as well as providing on-going professional development is good for the children and the country as whole. This is because motivated teachers are more productive, and higher productivity usually means higher profits. If teachers are well paid and their fringe benefit requirements are met they will be happy, and this will in turn influence the students, parents and of course the government. These teachers want to stay teaching and thereby gain more experience and become even more valuable to their employers. XSBT1 added. XPBH and YSAT3 ZSAT1 seem to support XSAH, XSAT3. XSBT1. XPBH explained further that at present teachers are owed for almost a month and half. The news has been that all workers in Abia State have been paid their January salary, but this is only election propaganda.

Such propaganda does more harm than good. It widens the gap between the teachers and parents. Often parents doubt teachers when they say that they have not been paid when this is in contradiction of State news. Nigerian traders are in the habit of raising prices whenever they hear that teachers have received their salaries and most often believe the government once such an announcement is made. On many occasions husbands, wives and family members have fallen out due to the



confusion created by the media. They mislead the public by announcing that teachers have been paid when they actually have not. XSAH added:

*...if not that I believe that God will reward me because I am moulding life, the parents hate the teacher, the government hate the teacher, the students hate the teacher. The government is finding it difficult to give teachers their due right, pay them what they are supposed to pay them. Still we are moulding characters, we produce governors and engineers, doctors, every kind of people, we mould them in the school. But when they enjoy these posts they forget the teacher as though the teacher is supposed not to eat. (XSAH)*

Another teacher from zone Y said:

*If anything has happened I don't know. The one thing our state government has succeeded in doing is to discourage teachers if I should say. If there is anything as I have said they are under paying us when we compare what our counterparts of the same level the same grade in the primary in the same state are receiving. They receive 4000 and above than the person on the same salary scale and the same grade level. And the recent news is that they are going to tax 1/4 of our salary that is 25%, which is rather de-motivating. I don't know how to describe it. That apart, no one knows what exactly his/ber salary is each month. You could be underpaid at any time without explanation. They invent reasons to short-change teacher's salaries. They devise means and employ all sorts of reasons to effect deductions. You come to receive your salary it has been reduced so much that you just collect it because you don't have any money. Instead of continuing borrowing you just collect it and go. If there is any incentive or motivation personally I don't know. Though they make a lot of fun fare in the air, newspapers to give the impression that all is well with teachers. We were better of during the colonial era-before the war because by our employers. The outcome of this is a dedicated workforce. Parents changed as a result of governments' laissez-faire attitude affecting the level of support teachers should get to support children effectively (YBT3)*

XSBT1 felt that salary is only part of the problem. He added that:

*The greatest problem is that the State doesn't want to employ teachers so that they won't increase the wage bill. Government does not want to increase the wage bill at the end of the month and as a result the few that are employed are placed in the urban areas. On the other hand many teachers prefer to be in the urban areas where they could do some business to make ends meet.... (XSBT)*

ZAST4 from zone Z, who reckons that things have improved compared to how they were before, said:

*Well I think by the grace of God I think things have improved but it is not optimum. We still expect more improvements but if they can just give us those allowances that are left out like em leave allowances as far as salary is concern we are happy at least if it can be regular so that we can budget and now you see teachers they can buy their cars they can dress well. There is some element of satisfaction. They are so happy as the sense of satisfaction is now coming into the field as a result teachers give what they have. When you are not happy how can you deliver aba, I think there is improvement in that sector. The new salary structure adjustment and payment but you know for Abia State here they are trying because they are more or less regular. aba that is the main thing that has happened salary maintaining the frequency of payment. They are trying but with regard to leave allowance and other allowances they are not doing well there. (ZAST4)*

ZAST4 went further to commend the government for their diligence in promoting teachers. She said that a year before many people was promoted as principals and vice principals. Even now promotion interviews are going on which obviously raises the morale and motivation of both those promoted and those who are looking forward to being promoted soon. To enable the appropriate promotion of teachers, their performance is assessed on a yearly basis. The assessment includes how they relate and how they deliver their teaching, which carries 25 per cent of the interview score. There is also what is called class audit form, which was introduced in 2002 to check those who do not come to school regularly. Teachers sign their names as soon as they come in to teach.’ This form is very effective. I don’t know if they are going to implement it so when you teach you sign for the period you taught. That is Start audit form. In fact to be honest to be candid there is a lot they are monitoring now. There is no question of I am doing this I am a teacher. There is no question of that. In the State school now there are a lot monitoring’

Meanwhile, some of the headteachers interviewed, especially heads of primary schools, were of the same opinion as (ZAST4). They are happy with the government. XPAH, a headteacher, said in trying to explain his position that after the Nigerian civil war until 1999 teachers’ salaries were

nothing to write home about. They were so little that teachers were hardly able to support their families. Some became traders and treated their teaching career as a hobby and not a profession. Many left the teaching profession because their salaries were not commensurate with the amount of work they did. But now 'teachers are handsomely paid'. They are no longer combining their teaching with other business. This change started in the year 2000/2001. Teachers now are able to contribute towards the development of community projects, just like the rest of the community.

In the financial situation of the Abia State schools we have been able to look at different views and experiences of teachers and headteachers. While some are very demoralised about the deplorable situation of schools caused by lack of enough finance, others felt that all is not ended and therefore advised other teachers on how to be creative and help improve their financial situation and at the same time educate both the government and society, e.g. the headteacher who produces exercise books with educative messages at the backs of the books. Another illuminating contribution made here is that the government is making some effort to stop the teacher truancy caused by poor and irregular payment of salaries by providing ways of checking the attendance of teachers.

Despite the above situation, some primary school headteachers expressed their happiness with the local government in these ways:

*We are happy with the government because the primary schools are directly under the local government administration. It is the local government that pays primary teachers and regularly too. The SPEB supplies primary schools with basic needs. (XAPH, YBSH)*

XAPH further said that the State government is directly handling post-primary schools and has not done very well in this sector. Primary school teachers on the same grade level with the secondary school teachers earn more than the secondary school teachers because during the review of the salary structure primary school teachers were given N6500 while the State government offered N6000 promising that they would work out the full salary when the economy improved. For nearly a year they have not done that and as a result there is a huge difference in salary. Many teachers in post-primary would prefer to teach in the primary sector.

#### **4.1.3.1.4 ORGANISATIONAL ASPECT OF WORKING CONDITION ON MORALE AND MOTIVATION**

The third kind of environmental pressure that emerged from this interview as contributing to difficult working conditions is the organisational pressure. This includes staff relationships and leadership style, very heavy workload and understaffing.

##### **Staff Relationship and leadership style**

My experience is that the pressure exerted on these schools by the ineptitude of both the government and society at large has succeeded in bringing the teachers and the heads into a better and closer working relationship. When salaries are either not paid or paid irregularly teachers find ways to help one another to survive and live a quality life. Out of the 32 teachers interviewed, 20 mentioned that they contribute and raise money for one teacher each month to enable him to solve a personal

problem, and this is rotated in such a way that each teacher gets his or her turn. They also support individual teachers when they are celebrating or when they bereaved. The support they give includes contributing money for them, buying drinks for their visitors or even cooking to help entertain their visitors. These actions help to bond them. Some teachers mutually contribute money to procure essential commodities in bulk and share among themselves saving a lot of money from retail buying. In trying to put teacher's relationship in words, one of the respondents said:

*We are matured teachers in this place. Since I started here I have not seen people quarrelling we behave like brothers and sisters so that can be a sort of motivation. Our relationship with the principal and the school is cordial. Personally, right from the principal to the last teacher in this school, I do not have any problem with them and that is what is pulling us together. It is for the above reason that I am still teaching otherwise my morale would have been very low. (XBT3)*

XBT3 is making an important point in clearly saying that the teachers, including herself are motivated to continue teaching because of the cordial relationship that exist among the staff, including the principal. However, XBT1 acknowledged that:

*Left with the government I would have left teaching. How could a whole government withhold the leave allowance of teachers indefinitely? Then as if that is not enough our salaries are irregular. To be candid I love teaching because my relationship with my colleagues is cordial and that I work with lot of nice people who make me have the sense of belonging I would have shown my back to this profession. I am telling you now that as a young man I have not built a house. I don't have a car and other essential needs of decent life, which I want to have and of course if I see a better place that will help me I will leave teaching. I am here waiting for a better opportunity. To be fair on the principal I am well motivated by her. She is very spiritual and tries to help us to see the other side of the service we render. Not only that, she encourages parents to pay for students after school classes and this helps to sustain us as we wait for our salaries. (ZBT1)*

These suggest a common understanding of relationships held by these two teachers. In these instances identical reasons are being presented as giving teachers high morale and motivation – the cordial relationships among the staff, which seem to be encouraged by the headteacher. XBT1

did not hesitate to highlight the tension created by the government's attitude towards the teachers. Teachers' opinion of the organisational climate in which they work is further indicated in the following statements:

*There is peaceful atmosphere, full of praises and support from the head. (ZBPT3)  
People are free to speak openly and frankly on matters felt to be adversely affecting the school. The head is always ready to explain his willingness to improve things and his frustration of not being able to convince the external forces (the government etc.).(YAST2)*

In affirmation of the above, ZAPH (head teacher) said this about his relationship with his teachers:

*Em, You know people are different. It depends on the administration and the way one relates to them. As the HM of the school the way I interact with my teachers makes them listen to me. In fact they adhere to discussions or whatever information that is given to them. You know they know what they are supposed to do. Even when they are reprimanded or cautioned they take corrections. So the major thing is for us the headteachers to do what we are supposed to do. Usually they know what records they have to keep and what to teach the pupils. I am not the nagging type and so we create rapport and that is what is necessary. You know no matter the situation where there is em disunity teachers may not feel happy coming to school. We go as far as holding prayer meetings after school some days of the week. A forum where teachers empty their minds to God and trusting their colleagues. ZAPH*

This headteacher seems to support McGregor as reflected in my Institution Focused Study (2001) who stated that:

*People not only are easily persuaded to be creative; to take responsibility and co-operate to achieve the institution's objectives, but that they positively want to do so! (IFS p8)*

When a teacher is understood in this way by his headteacher, he cannot help but feel loved and wanted. This type of feeling would definitely influence his/her input. This is evidenced by XBST2 presenting how much he is loved and wanted by his headteachers:

*I have taught for nine years since I graduated I have been in this school. Like I said, when I was due for transfer the former principal retained me because of my performance. The present principal has equally become fond of me. So the feeling that I am wanted and my desire to help teach our children as Jesus Christ urged us to, has made me to stay here till any time the government will post me. And if I had gone they would have been left with no agric*

*teacher as the one that was posted recently to this school has been reassigned to another school. (XBST2)*

YAST1 shared the above views, adding that:

*Motivation in the school is not just about money. Once the school climate is as cordial as it is in this school where the principal has human relation approach people will be motivated to work. Our HM does not dictate, he is not an autocratic administrator who sits down in the office and administrate. He comes out, mixes with the teachers, observe them work, delegate duties, monitors and gets feed back. The members of staff definitely feel motivated. My principal goes to the extent of buying drinks during staff meeting for example he buys some minerals and snacks to motivate the teachers. When anybody is promoted both the HM and teachers buy gifts to show solidarity. So human relation aspect is very cordial. This is how Jesus Christ would act in this type of situation. I mean that we are very motivated and it helps one to be happy.(YAST1)*

For YAST1 money is not everything. Relationships based on the fear of God and love for one another matter more.

The above notwithstanding, ZAST1 held a different interpretation of the relationships in the school. He feels that:

*HM resort to constant meetings and discussions. Decisions reached were hardly implemented due to the fact that government have made up their minds already. These leave the headteachers with no option than finding ways to pacify teachers and dispose them to continue working in all circumstances. These include recourse to spiritual appeal. (ZAST1)*

Consequently, teaching and learning are interrupted adversely as a result of the government's attitude. Buildings are not maintained though headteachers resort to these various techniques to appease teachers, some students seem not to get enough teaching, which results in them having a lack of confidence in themselves. They are afraid to face major exams so they register for extra lessons outside the school. This has not been helping them because most of the people teaching them there are not qualified. Some register with what they call coaching centres and such

students rely on these centres to do everything for them, including sitting the exams for them.

Coaching centres get people to write the exams for their registered candidates who would likely get very high results they cannot live up to. Those who cannot afford to register with the so-called coaching centres buy exam papers. Efforts are being made by some headteachers and Parents Teachers Associations (PTA) to minimise this problem. In some cases subject areas are supported by the headteachers who hire experts from other schools. Money used to pay the hired teachers is generated from extension classes and augmented by the PTA. This adds a financial strain on the school budget (YBST3, YSAT2).

A success story is told by XASH who expressed hope for the future by relating his experience in his present school. He said that 'by the grace of God' he was able to turn round this school that had multiple problems ranging from lack of infrastructure, instructional materials and human resources to students with unruly behaviour. The school was known to be a bad school. Many parents withdrew their children as a result. The population came down to 800 before he was posted to the school on 10 February 2000, but now the population has risen to approximately 1200 students. This was achieved by his leadership strategy and style of including teachers and parents in planning and decision-making.

Implicitly, some teachers in Abia State see themselves as missionaries. For this group, good relationships in imitation of the footsteps of Jesus Christ matter most. This is confirmed by their constant reference to the



life and teaching of Jesus Christ. They feel that it is their moral and religious obligation to care for the future generation with or without appreciation from either the State government or parents. In some of the schools they have developed prayer groups. Teachers stay behind some days after school in prayer fellowship. This tends to nurture their feeling of being valued and appreciated by their headteachers and colleagues, thereby boosting their morale and motivation.

(YBST123&4,XBST123&4, XAST123&4, YAST123&4,XBPT123&4, YAPT123&4, ZBST123&4, ZAPT123&4 XASH).

## PART 4:

### 4.1.4 QUESTIONNAIRE ANALYSIS

A total of 250 questionnaires were distributed to the teachers in the selected schools. My first day in each school was a Monday and questionnaires were distributed on this day to be returned by Friday of the same week. This was to allow teachers enough time to complete the questionnaires. Out of the above number, 207 were returned while 43 questionnaires were not returned. The number of respondents that returned their questionnaire may be a possible indication of interest in the research question. Below is a table showing responses.

**Table 4.1**

School involvement	No. of questionnaires sent	No. of questionnaires returned
XPA	17	13
XPB	24	24
XSA	12	12
XSB	23	19
YPA	13	13
YPB	25	20
YSA	28	27
YSB	12	10
ZPA	46	28
ZPB	23	16
ZSA	17	16
ZSB	10	9
TOTAL=12	250	207

Note: Out of the 207 questionnaires returned, the overall total of primary school respondents who returned their questionnaire is 101 and 106 from secondary schools.

**Table 4.2: Gender**

Gender	xpa	xpb	ypa	ypb	zpa	zpb	Total	xsa	ysb	ysa	ysb	zsa	zsb	Total
male trs	3	2	0	0	2	3	10	7	8	6	2	9	7	39
female trs	10	22	12	19	11	17	91	20	2	22	14	7	2	67
No abstained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106

2. Note that there are a total of 91 female primary school and 67 female secondary school respondents. So in both primary and secondary there are 158 female teachers, compared to 49 male teachers in the 12 primary and secondary schools from the three educational zones of Abia State.

**Table4. 3: Age range**

nge	xpa	Xpb	Ypa	ypb	zsa	Zsb	Total	xsa	xsb	ysa	ysb	zsa	zsb	Total
20-30	2	0	2	1	3	0	8	1	4	0	0	1	0	2
31-40	5	12	7	7	6	11	48	14	4	8	8	3	1	38
41-50	5	11	2	11	4	8	41	9	1	16	7	8	6	51
51-60	1	1	1	0	0	1	4	3	1	4	1	4	2	15
Abstain	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106

3. The highest age range in primary schools fall within 31–40 and that is (48) while in secondary schools the highest age range falls within 41–50 (51).

**Table 4. 4: Family Status**

family status	xpa	xpb	ypa	ypb	zpa	zpb	Total	xsa	xsb	ysa	ysb	zsa	zsb	Total
married	4	24	9	16	10	15	78	21	10	23	13	13	19	89
singl/divo/wid	9	0	3	3	3	5	23	6	0	5	3	3	0	17
A	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	13	24	12	19	13	20	101	27	10	28	16	16	19	106

4. There were 78 primary school teachers and 89 secondary school teachers who were married. There were 23 single/divorced/widowed teachers in the primary schools and 17 in the secondary schools, making a total of 40 teachers who were single/divorced/widowed.

**Table 4. 5: Financial Dependants**

financial dependants	Xpa	xpb	ypa	ypb	zpa	Zpb	Total	xsa	xsb	ysa	ysb	zsa	Zsb	Total
one-five	6	4	3	5	4	8	30	9	5	7	6	2	3	32
six-ten	6	14	4	9	6	10	49	12	2	19	7	11	6	57
eleven-fifteen	1	5	5	5	3	2	21	6	3	2	3	3	0	17
A	0	1	0	0	0	0	1	0	0	0	0	0	0	0
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106

5. It is shown in the above table that 30 primary school teachers have 1–5 dependants, 49 have 6–10 dependants and 21 have 11–15 dependants. One primary school teacher abstained. On the other hand, there are 32 secondary school teachers who have 1–5 dependants, 49 who have 6–10 dependants and 17 who have 11–15 dependants. In summary, in the primary schools and secondary schools studied there are 62 teachers who have 1–5 dependants, 98 who have 6–10 dependants, 38 who have 11–15 dependants.

**Table 4.6: Number of schools taught**

No of schools taught	xpa	xpb	ypa	ypb	zpa	zpb	Total	xsa	xsb	ysa	ysb	zsa	zsb	Total
one-two	2	3	3	1	3	3	15	7	3	7	4	1	0	22
three-four	3	8	4	4	4	5	28	10	3	9	4	1	4	31
five-six	8	8	2	11	0	6	35	4	3	7	6	4	2	26
seven-eight	0	3	0	1	4	5	13	2	1	3	0	7	1	14
nine-ten& above	0	1	2	2	2	1	8	2	0	2	2	2	1	9
not moved	0	0	1	0	0	0	1	0	0	0	0	0	0	0
A	0	1	0	0	0	0	1	2	0	0	0	1	1	4
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106

6. From the above we can see that 87 and 71 primary and secondary school

Teachers respectively have taught in the same school for 1–5 years and under, followed by 14 and 32 primary and secondary school teachers who have taught for 6–15 years in the same school. Only one teacher has taught in a secondary school for 16–20 years and two have taught in a secondary school for 20–25 years.

**Table 4.7: Years in the Present School**

yrs in present school	xpa	xpb	ypa	ypb	zpa	Zpb	Total	xsa	xsb	ysa	ysb	zsa	Zsb	Total
one-five& under	10	15	11	19	13	19	87	21	6	12	10	15	7	71
six-fifteen	3	9	1	0	0	1	14	6	4	15	6	1	0	32
sixteen-twenty	0	0	0	0	0	0	0	0	0	0	0	0	1	1
twentyone-twentyfive & over	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A	0	0	0	0	0	0	0	0	0	1	0	0	1	2
	13	24	12	19	13	20	101	27	10	28	16	16	9	106

7. The above table indicates the rate of transfer between schools. For instance, 15 primary school teachers and 22 secondary school teachers have taught in 1–2 schools since they started teaching, 28 and 31 have taught in 3–4 secondary schools, 35 and 26 have taught in 5–6 schools,

13 and 14 have taught in 7–8 schools, and 8 and 9 have taught in 9–10 schools. One respondent from the primary sector and one from the secondary never moved.

**Table 4.8: Mode of employment**

mode of employment	Xpa	xpb	ypa	ypb	zpa	zpb	Total	xsa	xsb	ysa	ysb	zsa	zsb	Total
part-time	1	1	0	0	0	0	2	0	0	1	1	0	1	3
full-time	12	23	12	17	13	19	96	27	10	27	15	16	8	103
A	0	1	0	2	0	0	3	0	0	0	0			0
	13	25	12	19	13	20	102	27	10	28	16	16	9	106

8. There were only two part-time teachers in the primary schools and three part-time teachers in the secondary schools, while there were 96 full-time primary and 103 full-time secondary teachers respectively. In total there were 199 full-time teachers and five part-time teachers. Three primary school teachers abstained.

**Table 4.9: Post Held**

Post held	xpa	xpb	ypa	ypb	zpa	zpb	Total	xsa	xsb	ysa	ysb	zsa	zsb	Total	
headteacher class1-4/ special/ principle class			19	8	10	8	14	69	12	4	20	3	8	11	58
classroom tr/head of departments & extra curri.	1	2	3	5	4	3	18	14	5	5	10	1	3	38	
H/M ass. Master grade 3/ass admin head	0	2		1	1	0	4	1		2	2	0	2	7	
Admin H/M		1		1		0	2	0		0	0	0	0	0	
A	2	0	1	2	0	3	8	0	1	1	1	0	0	3	
	13	24	12	19	13	20	101	27	10	28	16	9	16	106	

9. It is shown in the above table that in the six primary and twelve secondary schools studied there are 69 and 58 headteachers in class 1–4

respectively, meaning that there was average of 10 head teachers in each school. Also there were more than one assistant head teacher.

**Table 4.10: Years in the same post**

Yrs in present post	X <sub>pa</sub>	x <sub>pb</sub>	y <sub>pa</sub>	yp <sub>b</sub>	z <sub>pa</sub>	z <sub>pb</sub>	Total	x <sub>sa</sub>	x <sub>sb</sub>	Y <sub>sa</sub>	ys <sub>b</sub>	z <sub>sa</sub>	z <sub>sb</sub>	Total
one&under	1	3	1	0	2	1	8	1	2	1	1	2	1	8
Two	4	4	6	3	4	4	25	5	4	5	8	2	3	27
Three	3	3	3	2	0	2	13	12	1	17	1	3	0	34
Four	1	1	1	2	1	2	8	6	2	0	3	1	1	13
five&over	2	9	7	6	4	8	36	2	1	3	2	8	3	19
∑	2	1	1	4	0	3	11	1	0	2	1		1	5
	13	21	19	17	11	20	101	27	10	28	16	16	9	106

10. From the above table we can see that teachers stay in the same post for a reasonable amount of time. In the primary schools studied 25 have been in the same post for two years, 13 for three years, and 36 for five years and over. In the secondary schools, 27 have were in the same post for two years, 34 for three years, 13 for four years and 19 for five years and over.

**Table 4.11: Professional qualification**

Professional Qualification	xpa	Xpb	ypa	ypb	Zpa	zpb	Total & %	xsa	xsb	ysa	ysb	Zsa	zsb	Total %
TCII	2	1	5	0	2	2	12	1	0	1	0	0	0	2
NCE	1	2	1	0	1	2	7	2	0	3	1	0	3	9
TCII, NCE	7	12	5	7	5	11	47	5	1	0	2	2	0	10
TCII, NCE, BEd, Med	2	8	1	7	4	3	25	15	8	14	7	8	6	58
ScEd	1	1		3	0	2	7	1	1	9	3	5	0	19
MA/BA/BSC	0	0	0	0	0	0	0	1	0	1	1	1	0	4
No quali	0	0	0	0	0	0	0	0	0	0	1	0	0	1
others	0	0	0	0	1	0	1	0	0	0	1	0	0	1
A	0	0	0	2	0	0	2	2	0	0	0	0		2
	13	24	12	19	13	20	101	27	10	28	16	16	9	106

11. Note that in the 12 schools only one teacher is not qualified. Most of the teachers have an average of two to three degrees, with 25 primary and 58 secondary teachers holding more than two degrees and a teacher qualification and 7 and 19 have more than three degrees and a teacher qualification.

**Table 4. 12: Years on the current salary scale**

Yrs on current salary scale	xpa	xpb	ypa	ypb	zpa	zpb	Total & %	xsa	xsb	ysa	ysb	zsa	zsb	Total %
one-two & under	7	5	7	6	2	9	36	7	6	9	7	6	1	36
three-four	4	7	2	6	6	6	31	19	3	18	6	5	8	59
five-six	1	8	0	3	2	3	17	1	1	0	2	5	0	9
seven & above	1	4	2	2	0	1	10	0	0	0	1	0	0	1
no scale	0	0	0	0	2	1	3	0	0	0	0	0	0	0
A			1	2	1	0	4	0	0	1	0	0	0	1
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106

12. Though these teachers are over qualified for the work they do, judging from the earlier table (Table J) they remain on the same salary



scale for many years. We can see that 59 secondary and 31 primary school teachers have remained on the same salary scale for 3–4 years, and nine secondary school and 17 primary school teachers have remained on the same scale for 5–6 years.

**Table 4.13: Are there unpaid allowances?**

Are there unpaid allowances	xpa	up	ypa	ypb	zpa	zpb	Total& %	xsa	xsb	Ysa	ysb	zsa	zsb	Total&%
Yes	4	14	2	8	8	11	47	25	9	22	12	13	3	84
No	0	1	1	0	0	1	3	0	0	2	1	0	0	3
A	9	9	9	11	5	8	51	2	1	4	3	3	6	19
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106

13. A total of 47 primary and 84 secondary teachers agreed that there were unpaid allowances while 51 primary and 19 secondary teachers abstained. Only 3 primary school teachers and 1 secondary teacher said that all allowances were paid.

**Table 4.14: Will leave teaching if offered another job**

If offered another job will you leave teaching	xpa	Xpb	ypa	ypb	zpa	zpb	Total	xsa	xsb	ysa	ysb	zsa	Zsb	Total
Yes	0	0	3	18	4	4	29	9	5	24	12	10	3	63
No	12	14	8	1	6	16	57	17	3	2	4	5	7	38
A	1	10	1	0	3	0	15	1	1	2	0	1	0	5
Total	13	24	12	19	13	20	101	27	9	28	16	16	10	106

14. There were 29 primary and 63 secondary teachers (92) who would leave teaching if offered another job, while 57 primary and 38 secondary teachers (95) would not leave. Note that the number of those who would leave teaching in secondary is 46 more than those who would leave from

primary. But another important thing to notice is that 15 teachers from the primary schools abstained, as did from the secondary schools.

**Table 4.15: Paid Maximum salary Scale?**

Paid maximum Scale	xpa	xpb	ypa	ypb	zpa	zpb	Total& %	xsa	xsb	ysa	ysb	zsa	zsb	Total& %
Yes	7	6	6	8	6	6	39	2	10	4	3	3	3	25
No	5	17	5	9	6	12	54	24	0	20	12	13	6	75
A	1	1	1	2	1	2	8	1	0	4	1	0	0	6
	13	24	12	19	13	20	101	27	10	28	16	16	9	106

15. 39 Primary school respondents and 25 secondary school respondents (64) agreed that they are paid their maximum salary scale, while 54 primary school respondents and 75 from secondary schools (129) said that they are not paid their maximum salary scale and eight and six abstained respectively

**Table 4.16: Over one year break from Work**

Over one yr break from sch	xpa	xpb	ypa	ypb	zpa	zpb	Total	xsa	xsb	ysa	ysb	zsa	zsb	Total
Yes	0	1	1	0	1	0	3	7	4	11	3	5	2	32
No	13	23	11	17	11	20	95	18	6	17	13	11	7	72
A	0	0	0	2	1	0	3	2	0	0	0	0	0	2
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106

16. Of the 207 teachers studied, only three out of 101 primary teachers have had a break from school for over one year while 95 have not. One teacher abstained. In the secondary schools, 32 teachers have had a break of up to one year, 72 have not and two abstained.

**Table 4.17: Extent of satisfaction with the provision of the following**

The extent of Satisfaction	xpa	xpb	ypa	ypb	zpa	zpb	Total	xsa	xsb	ysa	ysb	zsa	zsb	Total& %
<b>P1.Infrastructure</b>														
very satisfied	0	0	0	1	2	0	3	0	0	0	0	0	0	0
Satisfied	1	0	0	0	1	2	4	4	0	1	1	4	3	13
not really satisfied	5	6	7	8	7	7	40	14	6	17	9	8	4	58
not satisfied at all	7	18	5	9	2	10	51	9	4	10	5	4	2	34
A	0	0	0	1	1	1	3	0	0	0	1	0	0	1
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106
<b>P2.Instructional material</b>														
very satisfied	0	0	0	0	1	0	1	0	0	0	0	0	0	0
Satisfaction	0	0	0	0	1	0	1	3	0	1	1	2	1	8
not really satisfied	4	3	5	4	1	6	23	15	4	15	8	9	4	55
not satisfied at all	9	20	7	14	9	13	72	9	6	12	6	5	4	36
A	0	0	0	2	1	1	4	0	0	0	1	0	0	1
Total	13	24	12	19	13	20	101	27		28	16	16	9	106

17a. From Table .4P1 it can be seen that three primary school and no secondary school respondents (3) were very satisfied with the infrastructure in the schools, four primary school and 13 secondary school respondents (17) are satisfied. Conversely only 40 primary school and 58 secondary school respondents (98) are not really satisfied, 51 primary school and 34 secondary school respondents (85) are not satisfied, and 3 and 1 (4) primary and secondary school teachers abstained respectively. Therefore those who are not really satisfied and those who are not satisfied are (183) out of 207 respondents while (24) primary and secondary school teachers were very satisfied and satisfied.

17b. From Table 4P1 can be seen that one primary school and no secondary school respondents (1) were very satisfied with the instructional material in the schools, one primary school and eight secondary school respondents (9) were satisfied. Conversely only 23 primary schools and 55 secondary school respondents (78) are not really

satisfied, 73 primary schools and 36 secondary school respondents (109), 4 primary and 1 secondary school respondent (5) abstained.

**Table 4.18: In general how important is teacher morale?**

In general how important is teacher morale	xpa	xpb	ypa	ypb	zpa	zpb	Total	xsa	Xsb	ysa	ysb	zsa	zsb	Total
Of some impo./important/very important	11	16	8	9	11	18	73	26	9	25	13	14	9	96
not important	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A	2	8	4	10	2	2	28	1	0	3	2	2	1	9
Total	13	24	12	19	13	20	101	27	9	28	16	16	10	106

18. This table shows that 73 primary teachers and 96 secondary teachers (169) indicated that teacher morale is important. None indicated that it is not important, while 28 primary and nine secondary teachers abstained.

**Table 4.19: In general how important is teacher motivation?**

In general how important is teacher motivation	xpa	xpb	ypa	ypb	zpa	Zpb	Total	xsa	Xsb	ysa	ysb	zsa	zsb	Total
of some importance/ impo./very important	11	16	8	18	11	18	82	25	9	25	14	14	9	96
Of no importance	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A	2	8	4	1	2	2	19	2	0	3	2	2	1	10
Total	13	24	12	19	13	20	101	27	9	28	16	16	10	106

19. A total of 82 primary teachers and 96 secondary teachers (178) indicated that teacher morale is important. None indicated that this not important, while 19 primary and 10 secondary teachers abstained.

**Table 4. 20: How satisfied are you with each of the following?**

20. How satisfied are you with each of the following	xpa	xpb	ypa	ypb	zpa	zpb	Total	xsa	xsb	ysa	ysb	zsa	zsb	Total
20.a. job security														
very satisfied	1	5	6	3	3	6	24	11	2	4	3	6	4	30
Satisfied	10	7	2	6	5	6	36	9	4	9	7	3	3	35
Not really satisfied	2	8	3	6	4	7	30	7	3	14	0	7	2	33
Dissatisfied	0	4	0	1	0	1	6	0	0	1	6	0	0	7
A	0	0	1	3	1	0	5	0	0	0	0	0	1	1
Total	13	24	12	19	13	20	101	27	9	28	16	16	10	106
20.b. opportunities for promotion														
Very satisfied	0	1	1	3	1	1	7	5	1	3	2	5	4	20
Satisfied	8	8	2	5	5	3	31	13	2	12	3	4	4	38
Not really satisfied	4	14	7	7	5	12	49	9	6	13	11	7	1	47
Dissatisfied	0	1	2	1	0	4	8	0	0	0	0	0	0	0
A	1	0	0	3	2	0	6	0	0	0	0	0	1	1
Total	13	24	12	19	13	20	101	27	9	28	16	16	10	106
20.c. opportunity to develop new skills														
Very satisfied	0	3	2	3	3	4	15	2	0	0	2	2	1	7
Satisfied	2	9	2	8	4	7	32	12	5	10	3	5	3	38
Not really satisfied	9	8	2	7	5	8	39	11	4	17	7	9	5	53
Dissatisfied	0	3	3	1	1	0	8	1	0		4	0	1	6
A	2	1	3	0	0	1	7	1	0	1	0	0	0	2
Total	13	24	12	19	13	20	101	27	9	28	16	16	10	106

20. Asked how satisfied they are about the following – job security, opportunity for promotion, opportunity to develop new skills – they responded as follows:

4S1. There are 24 primary school and 30 secondary school respondents (54) who agreed that they are very satisfied with their job security; 31 primary and 38 secondary school respondents (69) are satisfied; 30 primary and 33 secondary respondents (63) are not really satisfied about their job security. Six primary and seven secondary respondents (13) are dissatisfied. The overall number that is satisfied in both primary and secondary is 123 and those that are not satisfied total 76. 5 and 1 (6) abstained respectively.

20.b. Seven primary school and 20 secondary school respondents (27) agreed that they are very satisfied with the opportunities they have for promotion; 36 primary and 35 secondary school respondents (71) are satisfied; 49 primary and 47 secondary school teachers (96) are not really satisfied; and eight primary and no secondary respondents (8) are dissatisfied. 5 and 1, abstained respectively (6). Out of 207 respondents the overall number who are satisfied is 98 and those that are not satisfied are 104. 6 and 1 (7) abstained respectively.

20.c. There were 15 primary school and seven secondary school respondents (22) who agreed that they are very satisfied with their opportunity to develop new skills; 32 primary and 38 secondary school (70) respondents are satisfied; 39 primary and 53 secondary school teachers (62) are not really satisfied, and eight primary and six secondary respondents are (14) dissatisfied. 7 and 2 (9) abstained respectively. The overall number that was satisfied out of 207 respondents is 92 and those that are not satisfied were 76. 6 and 1 abstained respectively.

20.d..Opportunity to use skills fully														
Very satisfied	1	4	1	5	3	6	20	2	1	7	0	3	2	15
Satisfied	1	10	2	5	6	9	33	14	1	7	6	7	2	37
Not really satisfied	10	6	6	7	3	1	33	9	7	11	8	4	5	44
Dissatisfied	0	4	1	2	0	4	11	1	0	3	2	2	0	8
A	1	0	2	0	1	0	4	1	0	0	0	0	1	2
Total	13	24	12	19	13	20	101	27	9	28	16	16	10	106
20.e.. opportunity to work in a team														
Very satisfied	9	4	3	8	3	5	32	0	0	1	2	3	3	9
Satisfied	2	11	6	5	3	8	35	16	6	9	6	8	2	47
Not really satisfied	2	8	3	4	4	6	27	9	2	16	4	5	5	41
Dissatisfied	0	1	0	0	2	0	3	0	1	2	4	0	0	7
A	0		0	2	1	1	4	2	0	0	0	0	0	2
Total	13	24	12	19	13	20	101	27	9	28	16	16	10	106
20.f..Opportunity to be creative and innovative														
Very satisfied	5	4	3	7	5	4	28	3	1	1	2	3	2	12
Satisfied	3	9	1	3	4	8	28	13	4	9	4	6	3	39
Not really satisfied	5	8	6	6	3	6	34	10	3	15	6	6	3	43
Dissatisfied	0	0	1	3	1	0	5	1	2	2	4	1	0	10
A	0	3	1	0	0	2	6	0	0	1		0	1	2
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106

Asked how satisfied they with the opportunity to use skills fully, opportunity to work in a team and opportunity to be creative and innovative they responded as follows.

20.d. Twenty primary school and 15 secondary school respondents agreed that they are very satisfied with their opportunity to use their skills fully; 33 primary and 37 secondary school respondents are satisfied; 33 primary and 44 secondary respondents are not really satisfied about their opportunity to use their skills fully; 11 primary and eight secondary respondents are dissatisfied. The overall number that was satisfied out of 207 respondents is 105 and those that are not satisfied were 19. Four and two abstained respectively.

20.e. There were 32 primary school and 9 secondary school respondents (41) who agreed that they are very satisfied with their opportunity to work in a team. 35 primary and 47 secondary school respondents (82) are

satisfied. 27 primary and 41 secondary respondents (68) are not really satisfied about their opportunity to work in a team..3 primary and 7 secondary respondents (10) are dissatisfied. The overall number that was satisfied out of 207 respondents is (123) and those that are not satisfied were (78) 4 and 2 abstained respectively.

20.f. 28 primary school and 12 secondary school respondents (40) agreed that they are very satisfied with their opportunity to be creative and innovative .28 primary and 39 secondary school respondents (67) are satisfied.34primary and 43 secondary respondents (77) are not really satisfied about their opportunity to be creative and innovative. 6 primary and 2 secondary respondents (8) are dissatisfied. The overall number that was satisfied out of 207 respondents is (107) and those that are not satisfied were (95) 4 and 1 (5) abstained respectively.



20.g.Varied Work														
Very satisfied	0	3	1	1	3	2	10	0	1	1	1	3	1	7
Satisfied	4	5	5	6	3	6	29	4	1	11	6	3	3	28
Not really satisfied	9	11	5	7	5	7	44	11	2	13	4	5	3	38
Dissatisfied	0	4	1	1	1	2	9	6	6	3	1	4	0	20
A	0	4	1	5	1	3	14	6	0	0	4	1	2	13
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106
20.h.. management responsibility														
Very satisfied	4	2	8	7	2	4	27	2	2	0	2	5	2	13
Satisfied	5	9	1	3	5	5	28	15	3	11	3	4	4	40
Not really satisfied	4	11	2	6	2	10	35	7	5	14	9	5	1	41
Dissatisfied	0	0	1	1	3	0	5	3	0	3	0	1	1	8
A	0	2	0	2	1	1	6	0	0	0	2	1	1	4
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106
20.i..Work load														
Very satisfied	4	2	1	2	3	2	14	1	1	0	0	2	1	5
Satisfied	7	10	6	5	4	8	40	16	5	8	5	11	4	49
Not really satisfied	2	10	4	8	2	7	33	7	1	10	3	2	2	25
Dissatisfied	0	0	1	1	3	3	8	2	3	9	7	0	1	22
A	0	2	0	3	1	0	6	1	0	1	1	1	1	5
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106

Asked how satisfied they are of the following Varied Work, management responsibility, Workload they responded as follows.

20.g. 10 primary school and 7secondary school respondents (17) agreed that they are very satisfied with their opportunity to engage in Varied work, 29 primary and 28 secondary school respondents (57) are satisfied. 44 primary and 38 secondary respondents (82) are not really satisfied about their opportunity to engage in varied work.9 primary and 20secondary respondents (29) are dissatisfied. The overall number that was satisfied out of 207 respondents is (64) and those that are not satisfied were (111) 4 and 2 abstained respectively.

20.h. 27 primary school and 13 secondary school respondents (40) agreed that they are very satisfied with the management responsibility, 28 primary and 40(68) secondary school respondents are satisfied. 35

primary and 41(76) secondary respondents are not really satisfied about their opportunity to work in a team.5 primary and 8 (13) secondary respondents are dissatisfied. The overall number that was satisfied out of 207 respondents is (108) and those that are not satisfied were (89) 4 and 2 abstained respectively 6 and 4 (10) abstained respectively.

20.i. Meanwhile the feedback from whether they are satisfied with their workload revealed that 14 primary and 5 secondary school respondents (19) agreed that they were very satisfied 40 primary and 49 secondary respondents (89) were satisfied, 33 and 25(58) were not really satisfied 8 and 22 (30) were dissatisfied. The overall number that was satisfied out of 207 respondents is (108) and those that are not satisfied were (88) 6 and 5 (11) abstained respectively.

**Table 4.21: Teacher /pupil & students ratio**

tr:pupil/student ratio	xpa	xpb	ypa	ypb	zpa	zpb	Total	xsa	xsb	ysa	ysb	zsa	zsb	Total
01:30	3	10	2	6	6	10	37	2	1	1	0	1	0	5
01:40	1	2	5	5	0	6	19	2	2	2	0	2	0	8
01:50	3	6	0	2	2	3	16	15	1	9	5	4	2	36
01:60	0	0	0	0	0	0	0	2	2	8	2	3	5	22
01:70and over	2	0	1	1	1	0	5	5	4	8	6	5	1	29
A	4	6	4	5	4	1	24	1	0	0	3	1	1	6
	13	24	12	19	13	20	101	27	10	28	16	16	9	106

21. Asked about the teacher/ pupils/ students ratio, 37 primary and 5 secondary school respondents (42) said that it is 1:30, 19 primary and 8 secondary school respondents (27) agreed that it is 1:40, 16 primary school and 36 secondary school respondents (52) agreed that it is 1:50, primary school and 22 secondary school respondents agreed that it is 1:60, 5 primary school and 29 secondary school respondents said that it is 1:70. 24primary School and 6 secondary school respondents abstained

#### 4.22: Major reasons for teacher morale and motivation

reasons for high morale and motivation Rate1-3	xpa	xpb	ypa	Ypb	zpa	zpb	Total	xsa	xsb	ysa	ysb	Zsa	zsb	Total
Rate 1a														
prompt/regular pay&incre/allaw 1b	10	6	7	10	5	13	51	17	2	8	9	6	5	47
regular promotion& being valued 1d	0	1	1	2	2	4	10	1	2	3	0	0	2	8
job security 1e	2	3	0	0	1	3	9	0	0	0	0	2	0	2
friendly environment 1f	1	1	0	0	0	0	3	1	0	2	1	0	0	5
contribute to nation/child build. 1g	0	1	0	2	0	0	3	4	3	1	1	0	0	9
gain profdeve. & time for family A	0	1	0	0	2	0	3	1	0	0	1	3	0	5
Total	13	11	4	5	3	0	23	3	3	14	4	5	2	31
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106

22. 51 primary school and 47 secondary schools (98) agreed that teachers are highly motivated when they are paid promptly/ regularly, when their salaries are increased and they receive their fringe benefits. 10 primary and 8 secondary respondents (18) agreed that it is when teachers receive regular promotion and are valued. 9 primary and 2 secondary school respondents (11) said that it is when there is job security. 3 primary and 5 secondary school respondents (8) felt that friendly environment leads to high morale and motivation. 3 primary school and 9 secondary school respondents (12) said that it is contributing to nation and child building. 3 primary and 5 secondary (8) said that it is when they are able to gain professional development as well as have time for their families

#### 4.23. Motivation of teachers at different levels

motivation at following levels	xpa	xpb	ypa	ypb	Zpa	zpb	Total	xsa	xsb	ysa	ysb	zsa	zsb	Total
school level														
Very high	1	4	2	4	2	4	17	3	0	3	3	1	0	11
High	2	12	5	5	7	8	39	13	7	11	5	7	2	45
Low	9	5	0	2	2	6	24	7	1	8	5	5	5	31
Very low	0	3	2	1	2	2	10	3	2	5	2	1	0	13
A	1	0	3	7	0	0	11	1	0	1	1	2	2	7
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106
local govt level														
Very high	1	2	0	3	0	1	7	0	0	0	1	0	0	1
High	1	6	8	7	3	8	33	3	2	5	4	1	4	19
Low	10	9	1	3	3	6	32	19	6	12	7	7	3	54
Very low	1	5	0	0	4	5	15	4	2	7	4	8	2	27
A	0	2	3	6	3	0	14	1	0	4	0	0	0	5
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106
In the local community														
Very high	1	4	0	5	0	0	10	0	0	0	0	2	0	2
High	0	5	6	3	1	3	18	6	0	6	6	2	2	22
Low	11	9	2	3	7	13	45	16	9	17	5	4	5	56
Very low	1	4	1	0	2	4	12	5	1	4	5	6	2	23
A	0	2	3	8	3	0	16	0	0	1	0	2	0	3
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106
State govt level														
Very high	1	2	1	2	0	1	7	0	0	2	2	1	1	6
High	3	9	3	9	5	6	35	12	5	6	6	3	6	38
Low	3	7	2	2	5	10	29	14	3	15	5	8	2	47
Very low	6	4	0	0	0	3	13	1	2	5	2	1	0	11
A	0	2	6	6	3	0	17	0	0	0	1	3	0	4
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106
Federal govt level														
Very high	1	12	1	6	5	2	27	1	1	2	3	2	1	10
High	12	7	8	5	2	8	42	12	1	6	4	3	7	33
Low	0	2	0	1	3	5	11	8	5	13	5	6	0	37
Very low	0	0	1	1	0	5	7	4	3	4	4	4	1	20
A	0	3	2	6	3	0	14	2	0	3	0	1	0	6
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106

23a. Asked how motivated they are at school level

17 primary school and 1(18) secondary school respondents agreed that their motivation is very high at this level. 39 primary and 45 secondary

respondents (84) said that their morale is high. 24 primary and 31 secondary respondents (55) agreed that their morale and motivation are low while 10 and 13 respectively (23) said that their morale was low. 11 primary school and 7 secondary school respondents abstained.

23b. Asked how motivated they are at local government level

7 primary school and 1 secondary school respondents agreed that their motivation is very high at this level. 33 primary and 19 secondary respondents said that their morale is high. 32 primary and 54 secondary respondents agreed that their morale and motivation are low while 15 and 27 respectively said that their morale was low. 14 primary school and 5 secondary school respondents abstained.

23c. Asked how motivated they are at local community level

10 primary school and 2 secondary school respondents agreed that their motivation is very high at this level. 18 primary and 22 secondary respondents said that their morale is high. 45 primary and 56 secondary respondents agreed that their morale and motivation are low while 12 and 23 respectively said that their morale was low. 16 primary school and 3 secondary school respondents abstained.

23d. Asked how motivated they are at state government level

1 primary School and 6 secondary school respondents agreed that their motivation is very high at this level. 35 primary and 38 secondary respondents said that their morale is high. 29 primary and 47 secondary

respondents agreed that their morale and motivation are low while 13 and 11 respectively said that their morale was low. 17 primary school and 4 secondary school respondents abstained

**Table24: Over all rating of morale and motivation as Abia State**

over all rating of morale as a tr	xpa	xpb	ypa	ypb	zpa	zpb	Total	xsa	xsb	ysa	ysb	zsa	zsb	Total
very high	8	14	2	11	1	8	44	7	1	6	3	6	8	31
High	1	4	5	3	8	8	29	16	9	6	6	7	0	44
Low	0	0	3	0	0	3	6	3	0	14	7	3	0	27
very low	3	2	0	0	0	0	5	0	0	0	0	0	1	1
A	1	4	2	5	4	1	17	1	0	2	0	0	0	3
Total	13	24	12	19	13	20	101	27	10	28	16	16	9	106

24. Asked what level of morale they experience 44 primary school and 31 secondary school respondents (75) agreed that their morale is very high. 29 primary and 44 secondary school respondents (73) agreed that their morale is high. 6 primary and 27 secondary school respondents (33) agreed that their morale is low, 5 primary and 1 secondary school respondents (6) agreed that their morale is very low. Out of the overall total of 207 respondents (148) respondents agreed that their morale is high (39 respondents agreed that their morale is low. 17 primary school and 3 secondary school respondent abstained.

**Table 25 Teachers' commitment to teaching**

Trs commitment to teaching	Xpa	xpb	ypa	ypb	zpa	zpb	Total	xsa	xsb	ysa	ysb	zsa	zsb	Total
Very satisfactory	1	7	8	7	4	2	29	5	3	1	1	1	1	12
satisfactory	8	11	2	5	4	10	40	16	7	12	9	11	6	61
not satisfactory	0	1	0	2	1	6	10	0	11	3	3	3	1	18

25. Asked about teachers' commitment to teaching, 29 primary school and 12 secondary school respondents agreed that it is very satisfactory, 40 primary and 61 secondary school respondents agreed that it is satisfactory while 10 primary and 18 secondary school respondents said that it is not satisfactory

## *Chapter 5*

### **EVALUATION**

The evaluation of this study is in three parts. Part I. discusses the research question, which explores what motivates and raises the morale of Nigerian teachers as experienced and articulated by the teachers themselves and students of Abia State. Part II draws a conclusion derived from this study. Part III presents a proposal for raising the morale and motivation of teachers. It categorises descriptions that emerged from the study. No attempt was made to make links among categories or to exaggerate the descriptions with explanations. Rather it was argued in (p56, 60) of this study that researchers should bracket their beliefs and experiences of the particular phenomena under investigation and refrain from surpassing the description of individuals' experiences to avoid influencing the research (Sandberg, 1997; Chigbu, 2002). However, it is justified to discuss them in the light of other researches in an attempt to achieve deeper understanding of both the expressed and unexpressed conceptions of morale and motivation in the selected case (Abia State).

From this chapter there also emerges a motivation model, which I developed. This model could possibly be seen as most relevant to the Nigerian/ African situation which is different from the existing western motivation models (see fig 5.1). My motivation model sets to establish the motives behind initial interest and the sustaining elements in teaching as a career. This model is akin to a compass and forms an appraisal to individual and collective aspiration checklist which then sustain retention or otherwise.



## **PART 1: MORALE AND MOTIVATION**

In this part teachers' conceptions of what motivates and raises their morale as identified earlier will be discussed under the following headings:

- The importance of teachers' morale and motivation.
- External factors influencing the Morale and Motivation of Teachers
- Internal factors influencing the Morale and Motivation of Teachers

These will possibly provide answer to the question: What motivates and raises the morale and motivation of Nigerian teachers?

### **The Importance of Teacher Morale and Motivation**

This Study rediscovered what would appear to be common knowledge, that for people to work effectively they must be motivated (Chigbu 2002p3 para1). These motivating factors are connected to the driving force behind human actions. This force energises, directs and sustains behaviour (Scholl, 2002). It concerns itself with the strength and direction of behaviour (Robertson et al., 1992; Igwe, 1990, Chigbu 2002). Raising teacher morale and motivation level does not only re-enforce teachers' commitment and make teaching more rewarding but also makes learning equally motivating for the students (p137-140)but where teachers morale is low the opposite becomes the case(p78,98,99-100,103-104)

The response from my respondents showed the importance of teacher morale and motivation. According to them, for teachers to perform effectively they must be motivated (see p153 tables 4.18 and 4.19). This is supported in p73-74 of this study. Student ZastdF in p108 from the focus group as well as teacher ZPBT1 p121 during individual interview, further explained that morale and motivation in their school are not just about salary (money) but can be achieved when government head teachers and education ministers, teachers and social bodies define and maintain common objectives p21-122,140. This includes cordial relationship with pupils, rapport among teachers and headteachers and in this case, the cordial atmosphere created by the headteachers' social skills. These motivate and sustain both the students and teachers to work. (p137-140, 73-74,62). This finding is further confirmed in the Harare study which concludes that supporting teachers to improve themselves through professional development enables optimal performance of teachers, managers and headteachers. (p16, and Harare study Appendix 3 p237).

In this study, teachers from X zone speaking about the present ethos of their once failing school which turned around and now influencing teachers' performance, morale and motivation. Giving credit to the headteacher, they reckon teachers now feel proud to be part of the school despite its disreputable past. Citing their experience in this school, they commended the headteacher and stressed the importance of his style of care, understanding, full involvement in monitoring and getting feedback from teachers (p73-74, 71,). They added that some headteachers go one step further by organising and allowing exclusive social activities for teachers as well as helping them addresses their financial problems (p70-71). In giving credit to the government, XPAH on p123 commended the Obasanjor for introducing Universal Basic Education, which led to supply of books to schools, though not all schools get these books for some reasons and monitoring system now in place. Student ZastdF reckon the new living wage is good but not enough to encourage teachers' commitment to teaching. This study attributes good governance, cordial relationship and on-going professional development as fundamental to teacher morale and motivation (p121-123, 138-139, 132-133). This is supported by the Harare study (see Harare study Appendix 3, p237).

Conversely, low levels of morale and motivation can lead to decreased teacher satisfaction and eventual burnout usually associated with loss of regard for and detachment from work colleagues. It also leads to a decreased quality of work, increased depression resulting to a greater use of sick leave (p129). Though some students from the focus group thought that salary was less important in so far as morale and motivation of teachers is concerned, my questionnaire results from teachers show that salary rates high on the motivation scale (see p150Table 4.14, p160Table 4.22). When teachers are exposed to the above conditions, there is a tendency for them to contemplate leaving the profession (p150Table 4.14, p78, 79,122-123). This is supported by Mendel (citing Holt, 1980). Further, the effects of working in difficult conditions were exposed on p90photos 4C, 4F, and p91 photo 4G-H, where it was established that poor teaching environment generated not only physical but also financial and organisational pressures (p63, 110-112, 97-104, 105-105, 84, 85,118-120). Students from the focus group confirmed this on p108. The physical aspect of a poor working environment includes badly constructed buildings with inadequate physical structure, dilapidated buildings and low safety considerations. Some tips on how to tackle the above problem were established in the Harare study (see appendix 3 p237

The morale of teachers can have far-reaching implications for teaching and learning, the health of the organisation and the welfare of the teacher (p160Table 4.22, p153 Table 4.18, p91 table4G and H, 84, 97, 98). This statement is supported by some reviewed international studies on

motivation and the morale of teachers (p21 Table 2.1, and p22 Table 2.2). A study carried out in the United States of America which clearly identified students as the primary and central factor that has an impact on both teachers' professional enthusiasm and their discouragement is of the opinion that physical, financial and organisational pressure lead to stress which in turn affects morale. It can result in emotional and physical fatigue leading to a diminished output and erosion of one's idealism, sense of purpose and enthusiasm (Stenlund, 1995). The next area to consider is the external influence of morale and motivation on Abia State teachers.

### **External factors influencing the Morale and Motivation of Teachers**

As a primary three pupil when the Nigerian–Biafra civil war ended, I saw myself sitting on the floor under the mango tree as the federal troops took over whatever was left of school buildings. As my research informs, 34 years on, most schools have not been rebuilt or rehabilitated (p91photo 4G, 4H p95 photo 4L, see, p44 photos 3EF, 3G, 3H, &3I, p90 photos 4E&p91.4G). This accounts for the structural decadence hitting the morale and motivation of teachers who have to work in this and many more distressing conditions. Schools are left with poor infrastructures, buildings are dilapidated and there are no adequate instructional materials. Pupils have to carry their chairs and desks from home to school every morning. Some teachers hardly have chairs and tables for their use. Laboratories are under-equipped. Those that are equipped have often been looted. The implications of the above and

similar situations are that teachers would be de-motivated and demoralised (p95 photo4L).

Before the civil war missionaries ran most of the schools. A few others were government run which competed with the missionaries. Morale and motivation of teachers were taken for granted. Teachers were highly motivated (p94photo 4I). After the war it became a different story. First the confusion of 'no war no peace'. Then the nagging question among the policy makers seemed to be 'Biafrans a defeated people, to develop or not to develop?' This depended solely on the Federal government magnanimity. Morale and motivation of teachers then became a big problem. Teachers were faced with teaching in the most deprived situations. The whole system Started falling apart – the centre could not hold. (P85-86). Teachers became the battlefield. Their conditions of service became less attractive and their fringe benefits hardly paid.(P150 Table 4.13, p73,100,122). In fact at one point teachers were owed over six month's wages (p74-75,100). When they were paid, they were hardly sure of their actual monthly income, as there always was one deduction or another from their salaries. Therefore they found it hard to plan ahead effectively (p 133-134).

The three-tier method of governance where different levels of government are responsible for primary and secondary school teachers' salaries brought about problems of differential salary scales which left the secondary sector worse off as they are paid by the state government. At

the state level teachers salaries are easily diverted to bail out other sectors, thereby delaying their pay. On the part of parents, teachers do not feel respected as they are often challenged by some parents while carrying out their duty of disciplining students. Some of them fight with teachers who have disciplined their children and even get the police to arrest them (p85, 95) Headteachers are faced with the dilemma of supporting their teachers at the same time as trying to pacify the parents. The government are not at all supportive as they, in some cases, unilaterally reinstate students who have been suspended by the headteacher because of unacceptable behaviour p85.

On the other hand, parents and children feel the government is failing them; hence they look for private lessons where parents pay for extra tuition. In some cases, these places go beyond the acceptable norms by colluding with parents who are anxious for better grades for their children. Some of these centres fix ghost exam sitters. This breeds lack of discipline, as these children are no more serious with their real studies. School children especially those who are no longer worried about sitting their own exams, become very unruly. Some come to school with weapons and actually use them (an idle mind is the devil's abode). During my observation in one of the schools a group of children from one class attacked another class, ignoring the teachers who were teaching at the

time. All efforts made by the headteacher himself, teachers and security men were ignored. The police had to be called in who arrested them. During my next visit I learnt that their parents bailed them out and the head was forced to reinstate them (p85-86).

There is evidence of preferential treatment against teachers. Other civil servants in Abia State are paid more regularly. Their contracts come with subsidised medical treatment which also includes their families. Teachers do not enjoy any of these benefits. Class sizes are unmanageable. In some cases there are up to 200 pupils/students in a class. Reasons for this include lack of teachers and lack of accommodation. The irony of it all is the imposition of embargo on the employment of teachers amid acute shortage where only teachers who are related to those in authority are employed. Some examination classes do not have subject teachers for core subjects. Some teachers confessed that despite the internal support received from the head and colleagues, the quality of teaching and learning is affected by the above malpractices. (p 101).



The local communities where schools are based are not helping either. Some schools are turned into wasteland and the grounds littered with human excrement. Schools are often vandalised and looted. In one of the schools I visited teachers and pupils needed to first remove or clear human excrement from classrooms and smears on furniture before starting the day. Some schools are used as refuse dumps. I remember a school where students had to use shovels and other tools to clear the entrance every morning in order to gain access because the previous night people emptied their household waste (p63, 97-98).

The teacher's workload is unusually heavy. Teachers combine the work of ancillary staff, nurse, cleaners, etc. School buildings are dilapidated. In some cases teachers themselves contribute money to renovate their schools or buy teaching materials, yet they are not paid regularly. The state is plagued by corruption and embezzlement culture. When school buildings are contracted out for renovation the contractors are made to pay what they call 'kickback'. This transaction in some cases costs up to half the money charged for the entire work and results in nobody effectively monitoring the work. In many cases the work is abandoned as

soon as it starts because the contractor struggles to make ends meet (p14, 104-105, 97, and 98).

High morale and motivation of teachers can be better achieved when the roles of government, education ministers, headteachers, teachers, parents and relevant bodies are defined and all have common and clear objectives. If all are committed to realising these common goals, teachers will definitely feel supported and all stand to benefit (p121-122). This is supported by Mendel (1987) who is of the opinion that happy and fulfilled teachers encourage good feeling and a healthy state of mind, and display the desired mental attitude. One source defines 'morale' as:

*the feeling a worker has about his job based on how the worker perceives himself in the organization and the extent to which the organization is viewed as meeting the worker's own needs and expectations' (Washington and Watson, 1976)*

This study shows that when people feel valued and motivated they tend to have high morale. This is evident in Abia State teachers who, despite their feeling of the government's imposition of decisions on them and the late or non-payment of salaries and benefits, get more involved in their day to day work and remain motivated. This is because they feel valued by their headteachers and have a voice in what happens around

them within the organisation. Their performance and output tend to rise significantly towards the corporate goal (p77, 83, 71,73-74).

Some headteachers' retention strategy and teachers' collaborative financial support for one another seems to pay off. When a teacher is able to improve his home and buy a car with money contributed by colleagues his quality of life improves thereby influencing his input in the school (p83, 100,102,103-104). This study also maintains that teachers who receive parental support are more satisfied than those who do not. Parents have a very important role to play in the building and sustenance of teacher moral and motivation. When parents show respect for teachers that will go a long way towards giving the profession a pride of place and raise teachers' self esteem. When they do not, the reverse becomes the case and children invariably disrespect teachers. This negative parental influence on the children has already contributed to teachers' low morale (p97, 81, 96 92, 112)

Before and just after the Nigerian civil war teachers had a pride of place in the society. They were accorded substantial respect by the society and commanded some authority among the children they taught. The effect was a dedicated and committed workforce whose morale and motivation

was very high (p97). The parents changed as a result of the government's laissez-faire attitude and that of the society as a whole, affecting the level of their support (p97). This is supported by Seer, Gould and Lee (2000) who, emphasising the importance of social relationships to teachers, confirmed that when teachers feel undervalued and unappreciated by the public the social relationships among colleagues within the school environment become very important. Similarly Nais, in a 1989 study involving 99 primary schoolteachers from England and Wales, concluded that if a teaching post is not 'socially satisfying, a teacher may wish to move. When teachers are supported to fulfil their vocational aspirations, innate ambition and sense of purpose, teachers relate to students qualitatively (p78, 79, 137-138, and 83).

Another factor is the tripartite system of funding, as described earlier, where the Federal government, the State government and the local government are collaboratively responsible for primary and secondary education. This arrangement in all its wisdom did not prove an easy solution to the morale and motivation issues of teachers if such was intended. Because the State government set a different pay structure which works out lower than the Federal government, pay and conditions of service became a disincentive to the secondary school teachers whose contemporaries in the primary sector take home more pay (p78, 102, p162 Tables 4.23b and c).

The environment is fundamental to a good learning atmosphere. It is important therefore, to look at the type of accommodation where teachers and pupils are housed. The Federal government, in a bid to respond to the international charter of Universal Basic Education, caused an upsurge of enrolment of primary children, which in turn rippled into the secondary sector (Appendix 1.p224-225.). Quality has been sacrificed for quantity. The unprecedented teacher: pupil ratio did not help teacher morale and motivation either, as evidenced by the photographs above (p43photos 3A, 3B, p45 photo 3J, 3L, 3M, p90 photo 4C, p95 photo 4L,p109photos 4N, 4O, 4P, p125photo 4Q, 4R). The photographs portray a near catastrophe where 150 to 200 children share one classroom, with three teachers in the same room teaching the children collaboratively. This situation is confirmed by teachers' determination to leave should they get a better job (p73, 74, 79, 133, p150Table 4.14, p152Table 4.17a, Table 4.17b, p145 Table 4.5). Teachers working in this environment are overwhelmed and feel nostalgic but firmly determined to continue supporting the children (p125 Table Q p150 Table 4.14, p151Table 4.16, p159 table 4.21, p149 Table 4.12, p Table 4.20, p156, Table 4.20d, p158 Table 4.20.g, ). The motivation to continue working in this situation devoid of all comfort and extrinsic support can only be put down to intrinsic values and internally generated mutual collaboration (p163Table 4.24, and Table 4.25.

In all of these conditions, the question remains: Why are teachers still teaching under the circumstances? A closer look at the internal dynamics would possibly hold a key to further evidence

### **INTERNAL INFLUENCE**

As shown in this study, headteachers help to sustain teacher morale and motivation by actively supporting teachers both professionally and pastorally. They stand by the teachers in their bid to inculcate knowledge and discipline among students, which in many cases brings them into conflict with parents and outside authorities (p85, 86, 97). Generally a teacher needs the right atmosphere and attitude from students in order to function and derive fulfilment and effectiveness. Also by treating teachers in ways that accord them recognition, the headteacher thereby motivates them and raises their morale (p98, 106). It is noteworthy that in the schools I studied the headteacher involving teachers in decision-making and policy enactment ranked high as a motivational factor which the teachers value (p74, 73,). In these schools where the headteachers make such a positive impact towards supporting teachers, the teachers themselves develop very cordial relationship and mutual support (p137-140,104). Their collaborative approach to problem solving and mutuality at all times are remarkable and help to sustain their morale and motivation well beyond the classroom. They render financial support to themselves by a co-operative effort which entails contributing some

money each month for members to take in turns to ease their financial needs (p137-140, 70-73).

In my analysis I was able to establish that some of the key factors lead to motivation included job security love for children and good relationship with colleagues, management support, having sufficient time for family and private life. I also found out that the factors contributing to dissatisfaction were mainly having a heavy workload and the resulting high level of stress (p 117-119, 97-104, p90, photo 4C & 4D).

Correspondingly, the report on job satisfaction, morale and motivation among English and Welsh teachers, the study carried out in sub-Saharan African countries and the Harare workshop identified administrative support, good leadership, good student behaviour, and positive school atmosphere and teacher autonomy as the working conditions associated with high teacher morale and motivation. Favourable workplace conditions were positively related to teacher job satisfaction, morale and motivation (Appendix 3. p237-242). Established also in the studies are that teacher' expectations of students and their learning can affect morale and motivation. Teachers clearly identified students as the primary and central factor that has an impact on either their professional enthusiasm or their negative feeling. Teachers almost universally treasure student responsiveness and involvement as a vital factor in their own morale and motivation, identifying low motivation in students as a discourager (p81-82, Appendix3 p237-242).

It is important to note that teacher religious beliefs and values contribute immensely to their vocational adherence to teaching. Many of them said that teaching is more of a calling, which is divinely inspired. They are still teaching for the sake of God (p135, 140). Some tried to relate their action to Jesus Christ. Some of the respondents related their headteachers' approach to those of Jesus Christ and his ways of relating to people irrespective of their individual inadequacies and circumstances (p97, 142)

So far we have explored the effect of external (extrinsic), internal (intrinsic) and internally generated morale and motivation on teaching and learning.

## **SUSTAINING MOTIVATION BEYOND THE CLASSROOM**

### **Why Still Teaching?**

Generally career decisions and choices are made in the light of one's perception of a particular profession. This could be regarded as the initial motive that deals with external factors, which influence how one sees a desired profession. The teachers studied were attracted to teaching by some initial motives (Chigbu2002). Through the analysis of this study I have established that those initial considerations that motivated my



respondents' choice of teaching were personal as well as professional (fig 5.1). The initial motives as gathered from my respondents could be summarised as follows: personal needs which include family, time availability, financial considerations, dependants' needs, job security and professional needs. Others are love for children and concern for their development, love for learning/self improvement, contributing to local and national development, etc. These will be regarded in this study as initial motives.

My study shows that after the participants became teachers' circumstances necessitate a move from the initial to a later motive. These later motives involve the application of survival strategies, which may be regarded as struggle to remain in the profession with due protection and comfort in order to sustain morale and motivation. These conditions, among others, manifest themselves within socio-cultural and religious affinity. Here some of the initial motives become less important. Also there is the tendency to imbibe other motives, which may become important circumstantially (p73, 102, 62, 73, 71, 72,140-141).

## **INITIAL PERSONAL MOTIVE**

Before getting into teaching some of my respondents believed that teaching allowed more time which would enable them to follow more personal pursuits. In this way time availability as a sustaining motive plays a role as an internal stimulus for other beneficial activities such as farming, hobbies and bringing up children. Most people who have high family values and responsibilities see teaching as one profession that could guarantee enough time to take care of family needs (p97-98).

In Abia State most men would rather marry female teachers for the mere fact that they could have available time to cope with the hard task of bringing up their children and handling other domestic chores while still contributing a relatively decent income (p145 Table 4.4, p144 Table 4.2). The need to get married and have time for a family also attracts more women into teaching and keeps them in teaching for a longer time. In this way family considerations also act both as an attractive and a sustaining motive under INTERNAL/EXTERNAL MOTIVE (see fig 5.1).

### **Financial and Dependency Consideration**

In Abia State, as everywhere in Nigeria, we have an extended family orientation. This means that adults usually have a responsibility not only to their immediate family (nuclear family) but also to their parents, brothers, sisters, nephews, cousins, in-laws, friends and community as a whole. This makes a huge demand on them. Therefore, in making career choices they look for the career that will financially empower them to

meet all these responsibilities (p145table 4.5). For those whose life fulfilment comes from caring and developing children's talents, I will say that their INITIAL MOTIVE for taking to teaching as a profession is child care/child development (fig 5.1). The immediate decision is always in favour of teaching, which probably offers them job security and is usually local. Further along the line there may be more than meets the eye, but at this stage financial considerations and dependency act as an INITIAL MOTIVE in attracting such people to the teaching profession (p154table 4.20a,fig 5.1 below).

### **PROFESSIONAL / CAREER CONSIDERATION**

Another initial motivating factor is the perception of teaching as a respectable and learned profession. People are motivated to aspire to a job, which they consider important in the society. This research has established that in making a career choice the initial motives tend to reflect the positive aspects of the incumbent. In this case the initial reflection of teachers outside the classroom would be their social standing in the community which some times become enviable. They are the local administrators, counsellors, catechists and spiritual directors in the Christian setting. Similar status for teachers exists among other faiths for example the Islamic Imams, the Jewish Rabbi etc (p97). These perceived attributes give the aspirant the expectation of satisfaction and self-fulfilment, which encourages them to make a decision favourable to such a profession and profile. Under professional motives such factors as love for children and concern for their development, love for learning/improving self, and contributing to local and national

development always become imperative. The professional motive usually exerts a pull, which I call the INITIAL MOTIVE ( fig 5.1).

### **Love for Learning and improving self**

However, there are some of the studied teachers who have an insatiable love for knowledge. This type of people will always find themselves in an educational environment. When making career choices they would favour careers, which could provide them with such opportunity thereby motivating them to fulfil their learning zeal. Therefore, for such people we say that the INITIAL MOTIVE, which attracted them to teaching, is their LOVE FOR LEARNING ( p186 fig 5.1).

### **Contribute to Local and National development**

My research findings revealed that many teachers pride themselves on being the bedrock of any national development. Their claim that no meaningful development can take place without the proper educational foundation which they provide cannot be disputed. This pivotal role of teachers, serves as an INITIAL MOTIVE for many who choose teaching as a profession. The notion that teaching comes first in importance in nation building exerts a pulling and motivating force for people to choose teaching as a profession. It is therefore worth noting that some people come into teaching for the sense of fulfilment they derive from feeling

that they are contributing to local development and nation building (p105, p5).

With these we can summarise that INITIAL MOTIVE borders on the external consideration which helps to motivate and attract people into teaching profession. They are classified under the professional and personal motives (see fig 5.1 below)

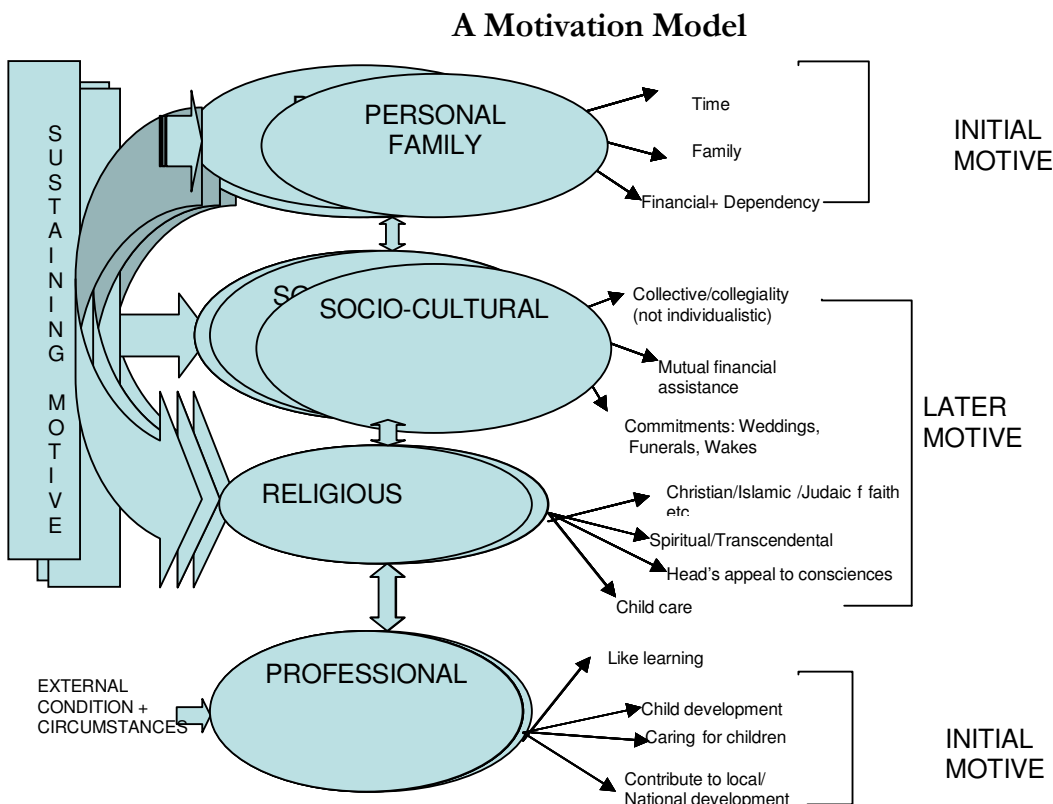


Fig 5.1: Steps taken by teachers to raise and sustain their morale and motivation.

Having discussed the factors which attracted and initially inspired the Abia State and indeed the Nigerian teacher into teaching profession which I consider to be the Extrinsic or Initial motives, I am now going to look at the realities within the system. It is pertinent to revisit those factors which initially influenced the teacher and establish whether these are still feasible. If they are not, what has changed?

According to my study, teachers feel betrayed by the system which in terms of their initial motive as aspirants promised so much but delivered so

little (p97-98,82,121,133). Their personal motive, for example the time availability expected by virtue of shorter working hours, long holidays, and free week ends, tends to be eroded in practice by other attendant problems which beleaguer their expectations. My study shows that teachers, though still working shorter hours with long holidays and free weekends, end up exhausted and frustrated by the negatives of the job. Students involved in the focus group noted that their work was hardly ever marked by their teachers. The initial extrinsic motive saw teaching as a job requiring pedagogical input but teachers are disappointed to find out that they are no normal teachers but instead end up doing the work of cleaner, carpenter, nurse, builder, etc. They come back still exhausted after using whatever would have been their extra time to recover (p91photo4G).

A typical Abia State / Nigerian teacher has a minimum of 5 to 6 dependants. The idea that teaching would provide the wherewithal to

cater for these dependants is shattered by the irregular and non- payment of salaries. Government tamper with salaries indiscriminately and without notice. The result is that teachers are pushed to devise methods to cater for their financial and dependant needs. This in turn affects their initial motive of teaching, providing a stable income to meet these needs (p145 table 4.5).

School environment and ethos help to raise the morale and motivation of teachers. My study revealed that teachers are not satisfied with the infrastructure, instructional materials and other essential resources (p108, 140-141). Despite these factors, it is indicated in the questionnaire result that their morale and motivation are high and they are committed to teaching (p163 table 4.24, p163table 4.25). There must, then, be some other motivational sources responsible for these.

Abia State, indeed Nigerian society as a whole since after the civil war, has turned out to be a place where respect is accorded to power and money. Teachers lost their financial affluence through the way they are treated by the government as second-class citizens (p105, 97). The educational budget is constantly pruned and used to subsidise other departments, thereby leaving teachers' salaries unpaid (p134). Teachers now borrow money from members of the community which in most cases they find hard to refund, robbing them of their respect. There have been cases where the government, for political reasons, announced that they have paid teachers salaries including all their fringe benefits where in the factors which attracted fact this did not happen. It is amazing how eroded the respect they get from their dependants who felt that they were

being deceived by their benefactors who claim not to have been paid (p134). Who is the lair here?

The above experience takes us back to the research question: What motivates teachers. Repeating Malim and Birch (Lumseden, 1998, p187) quoted earlier:

*Motivation is an issue at the heart of psychology: Why do people behave as they do? Why does behaviour take one form or the other? And what makes people behave differently from – or similarly to – each other?*

I stated earlier that though every individual is unique due to factors including genetic, when in a group they share experiences which may have a collective influence on them. Therefore motivation is induced by both individual and collective perceptions of a situation. It was established that people could either run away if they feel (intrinsic) great fear (emotion) or stay and fight. Based on these, I wondered what the reaction of my respondents would be in their present situation. This led to the question: What motivates and sustains the morale of teachers in Abia State/ Nigeria? Would their behaviour be influenced by their feelings about the situation they find themselves?

Apparently, this study shows that in the light of their overwhelming experience, as has been explored, there arose a need to stay and fight to survive. This brings us to the second part of my motivation model (socio-cultural influence and religious affinity) which I regard as the *intrinsic and internally generated motivational factors* as elaborated in fig.5.1. These seem to have clarified what raises and sustains the morale and motivation of teachers in Abia State and indeed Nigeria



SOCIO-CULTURAL INFLUENCE (Collective help)

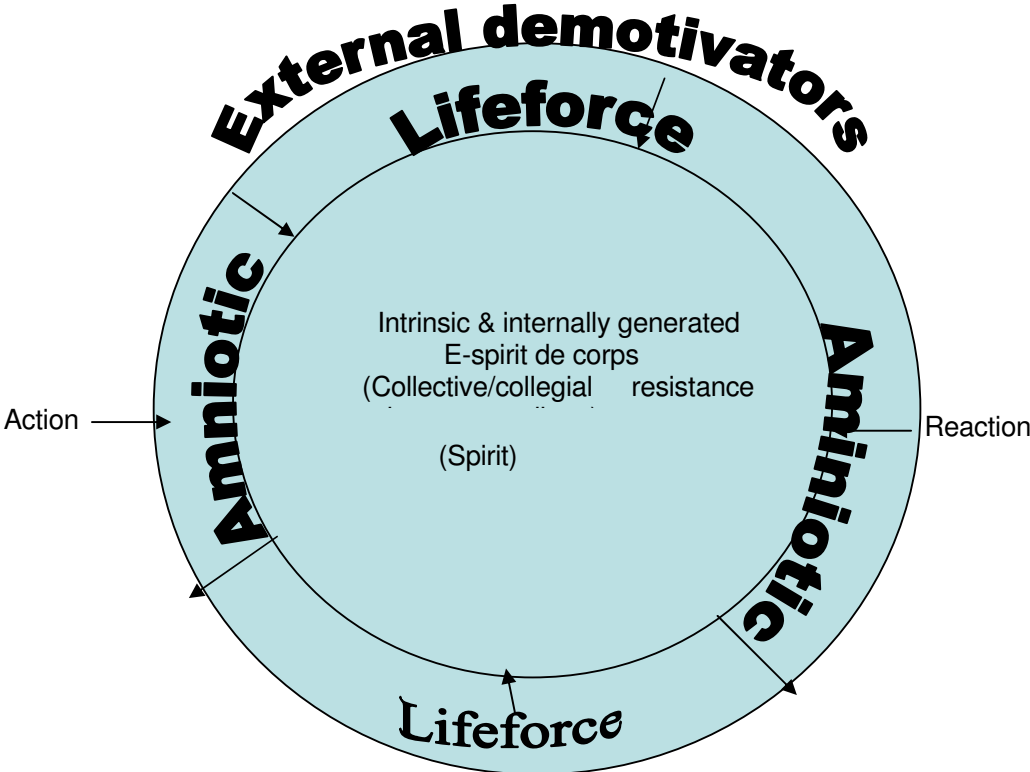


Fig.5.2

At the wake of the pressures facing teachers they were motivated to stick together. They individually and collectively (consciously and unconsciously) considered what was uplifting and energising for them. They then worked towards integrating them fully into their lives. They broke out of routines and began to do the unusual, planning for the next steps in professional development, developing stronger relationships and networking. The collective became more of a general council supporting individuals and creating avenues for mutual co-operation and communalism. (p137-140) The seeming miracle of it all is that this whole affair borne out of desperation did not exclude the headteachers. If anything the headteachers not only included themselves in the group but relentlessly supported the teachers (p71).

The teachers themselves commended their headteachers' ability to go the extra mile to accommodate this 'unconventional' alternative to government provisions. In effect this 'mutual conspiracy' became the saving grace and at least kept the schools open and running. Some teachers made it clear that they would have left teaching if this arrangement did not happen. This open secret included days off provision to find ways to make ends meet as salaries were not regular (p73-74,137-140). It is hard to quantify teachers' productivity in this study, but in line with Olumori's basic assumptions (1981). Some respondents noted that they were able to stay in teaching as well as make productive efforts because internal arrangement encourages them to do so. It is difficult to say that 'they have the tendency towards generally low productivity', as assumed by Olumori, as it is difficult to measure this without access to school results (13-14), but what is important here is

that they remain motivated despite overwhelming external negative pressure (p137-140, 165 Table 4.24, and Table 4.25). They experience a sense of belonging and security created by the presence of moral and mutual financial support. They are involved in decision-making and regular meetings. This led to healthy relationships and effective communication among teachers and headteachers. This whole arrangement enabled the headteachers additional opportunity to permeate, supervise and also appeal to the conscience of teachers not to transfer the government's negligence and failures to their duties as teachers.

### **Collectivism, Collegialism and Communalism as against**

#### **Individualism**

Within schools you find high levels of mutual support and assistance to any colleague who is burdened with some social and financial commitments such as a wedding party, bereavement, loss, dependant's needs and hospitalisation (p73-74, 137-140). These support and assistance act as sustaining motive to keep teachers teaching. In the schools where there are predominantly female teachers, this support and assistance is even more noticeable. Within some schools, the teachers have a ceremonial dress (uniform) which they wear to ceremonies hosted by their colleagues. This distinguishing display and solidarity does a lot to motivate teachers. For such occasions as wedding ceremony or colleagues' children's parties, the teachers not only attend but also make substantial financial donations to their colleague. Their special dance and songs give the host a pride of place and social belonging which also keeps

him/ her motivated. In this way, sustaining motivation is exerted on the host teacher (see fig 5.1 and 5.2 above p186 and 190).

The financial help received from the above mutual or collegial relationship tends to some extent sustain some of the initial motive. That initial motive to help improve the world by educating children leads to some teachers using the money contributed for them by other colleagues to educate themselves more, which in turn benefits society. To make sure that they give their best they educate themselves, even when they are not assisted by the state. This is indicated in (p149 Table 4.11). In the 12 schools studied only one teacher was not qualified. Most of the teachers have an average of two to three degree-level qualifications. 25 primary and 58 secondary teachers hold more than two degrees and a teacher qualification. Seven primary and 19 secondary teachers hold more than three degree-level qualifications and a teacher qualification. Even when they are not paid, their socio-cultural and religious motives help to sustain their initial motive.

### **Mutual financial assistance**

Mutual financial assistance as a serious consideration in LATER MOTIVE does a lot to sustain teacher motivation within the teaching profession. However, the level of sustaining motivation exerted by this factor varies from one school to the other, dependent solely on the creative imagination and leadership of the headteacher. Teachers within a school form a financial-social club (co-operative society- 'ISUSU') through which they can get financial assistance in times of need. This helps them

to buy household equipment, cars, pay children's school fees and other amenities that raise their standing in society (p138).

There are many types of strategic financial alliances existing within schools in Abia State. For instance, some schools have monthly contribution schemes through which they save money for the festive period or other demanding projects. There are also a strong credit and loan facilities (more of quasi banking) in schools through which teachers can borrow money for important and urgent projects. Money so borrowed is gradually deducted from their salaries over a period of time without any interest accruing. Some other schools also run a bulk purchase scheme where they buy in bulk essential commodities which they then share according to the amount contributed by each participant. Through this bulk purchase scheme they save a lot of money that would have been spent if the goods were bought at retail price (p138).

All these mutual financial benefits sustain morale and motivation of teachers and keep teachers teaching. The socio-cultural motives lead on to religious consideration as a later motive. This goes on to raise and sustain the morale and motivation of teachers. These further establish that Abia State and of course Nigerian teachers are not left out when Olumorin (1981) made some basic assumptions, among others, that Nigerian workers possess an inherent motive to achieve the aspirations to wealth and status ('conspicuous leisure') and the tendency to be industrious. Olumorin in her work generalised that Nigerian workers have a tendency towards 'generally low productivity' (p18). My study of teachers' morale and motivation enables me to disagree with Olumorin

who forgot that Nigerian teachers have different model of operation and characteristics (see figs 5.1 and 5.2). My motivation model depicts among other things the trans-spiritual dimension of teachers in their determination to keep teaching irrespective of the odds (p190 and 186).

### **RELIGIOUS AFINITY (influenced by Organisational strategy)**

- Spiritual belief

Many of the teachers observed at one point or another declared that they see their role as teachers to be a continuum to God's work. In the Holy Bible Jesus Christ commanded that the children be left to come to him. Teachers invariably see themselves as 'fishers' of people and God's instrument to create tomorrow's better world. Some teachers feel they owe themselves the duty to educate posterity, quoting Jesus Christ who saved the world without being paid. For them teaching is a vocation and about sacrifice. Therefore no matter the conditions they find themselves in, they regard it as a sacrifice for a better tomorrow. This feeling is strengthened by heads' constant appeal to their conscience. p142

Teachers organise themselves in religious fellowship alongside their financial and mutual support activities. The heads see this as healthy alternatives generating morale and motivational factors. Therefore they make organisational allowance for these by allowing them the time and space to conduct their meetings and prayer sessions.

In this chapter I have been able to discuss Abia State, and of course Nigerian teacher's concept of what motivate and sustains their morale. I also developed a motivation model reflecting the unique socio-economic

circumstances of the Nigerian teachers which evidently relied on collectivism, communalism spiritualism ( E-Spirit de corp.) sustaining their lifeforce. All these depict the intrinsic and internally generated factors of morale and motivation. (p138, 142)

## ***CHAPTER 6***

### **CONCLUSION**

This study has succeeded in highlighting some of the many problems bedeviling the Abia State educational system as well as Nigeria as a whole and what adversely affect the morale and motivation of teachers. It has also progressively identified some practices including socio-cultural, religious and spiritual that are working for Abia State/Nigerian teachers. Though the later may not exist in teacher's official brief, could be refined and recommended for improvement and inclusion at local, national and international strategies for the morale and motivation of teachers.

It is evident from this study that teachers do not feel respected enough by the government, parents or society as a whole. Schools lack reasonable physical and instructional materials and the little that does exist is not fairly or equitably distributed. There are hardly any staff rooms in primary schools. In some secondary schools where staff rooms exist, they are very congested and lack resources for teachers' use. The local communities are not helping the schools either both socially and environmentally. Parents and children feel the government is failing them. Teachers' workload is unusually heavy. The state is plagued by corruption and embezzlement culture (pp75-76, 74,78,82, 81,83, 84,86,104-106,110-133,97-98,128)

Although Abia State teachers display a feeling of dissatisfaction with the government, they remained committed to working together by devising



what I identified in my research as *intrinsic and internally generated motivational factors*. These are measures and practices borne out of desperation which raise and sustain their morale and motivation. These seem to challenge Olumorin's (1981) earlier assumption which generalised Nigerian workers as lacking sense of commitment and urgency (p18). This, to say the least, vindicates teachers who remain true to their vocational spirit and commitment and answering the nagging question 'What motivates raises and sustains the morale and motivation of Abia State(Nigerian) teachers?'

Following the outcome of this study, it was indicative in zones X, Y, Z and the focus group of headteachers across Abia State that, despite government's imposition of their unpopular policies on schools, headteachers continue to be instrumental in teacher retention. This was brought up during some general discussions regarding the role and ability of headteachers in resolving misunderstanding with the government and sustaining rapport among teachers and with themselves. Their manner of resolving disputes and their inclusive administration was said to be exceptional. Almost all the schools observed shared the issues of headteachers' benevolent leadership (p98, 137-104).

The onus now lies with headteachers who are faced with the dilemma of either joining the government game against the teachers and possibly losing them, or using their prerogative and retaining their teachers. They have to devise methods of retaining their teachers, which may sometimes

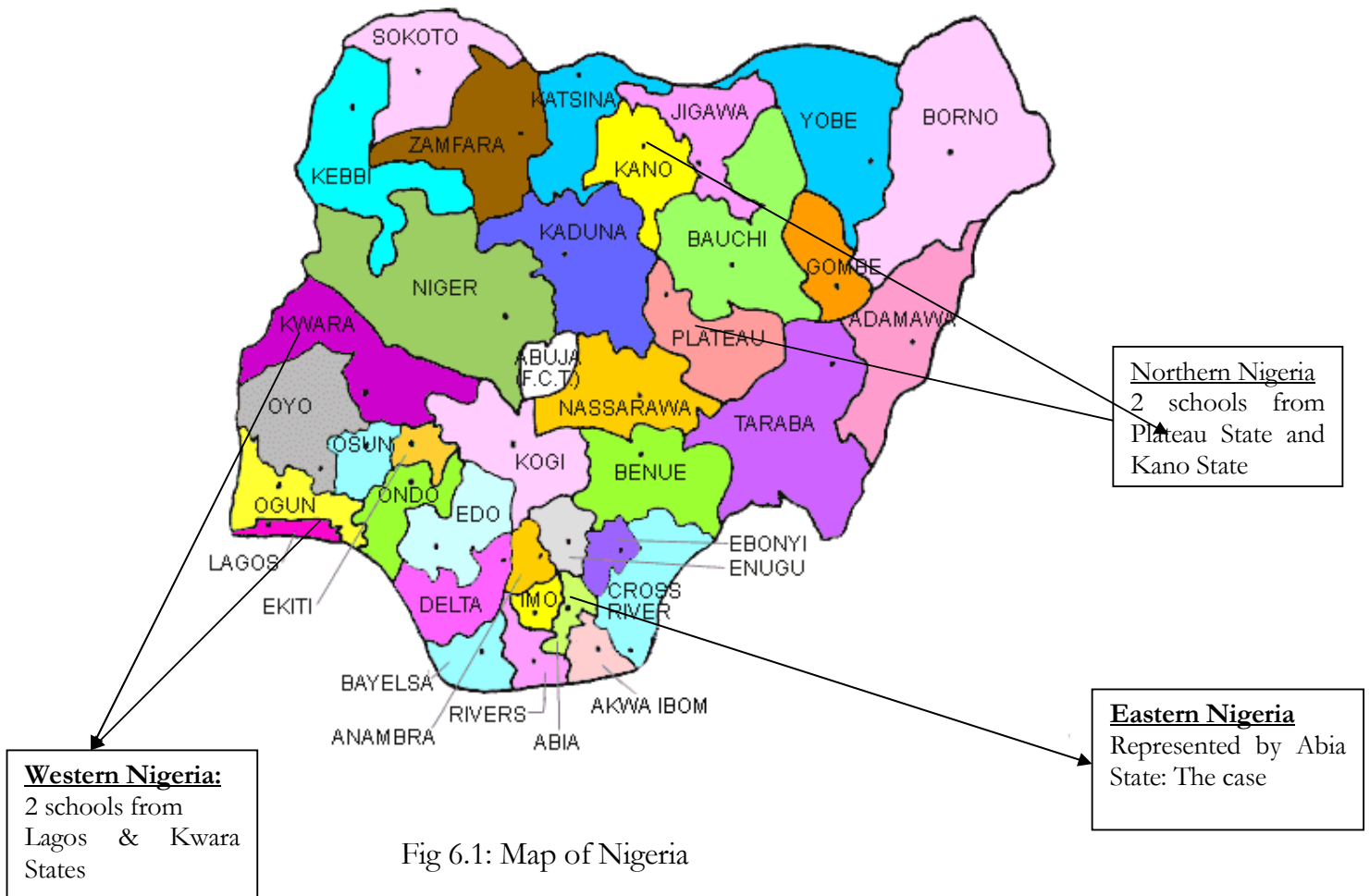
look cheap and unpopular with the government (p121). Throughout my study some of the teachers commended the headteachers' ability to go the extra mile by allowing teachers some discretions such as having days off from school to enable them solve their private problems. Other headteachers devised their own morale and motivation strategies – for example, an extended school day where parents pay extra money to teachers for after school lessons. Some teachers made it clear that they would leave teaching if they were not given these incentives to make ends meet, as salaries were not regular. Many would leave teaching for other jobs with more money and better condition of service, especially of regular payment (p150 Table 4.14,138, 73).

Teachers had no alternative than to turn towards intrinsic and internally generated factors of morale and motivation. There were evidence of good working relationship and friendly atmosphere among teachers and headteachers. Teachers were well informed and involved in decision-making within the schools as opposed to the government imposition of policies and lack of consultation (p62, 73,139,138,72,83,77, 103-104). Other strong factors that facilitated retention are love of children and the mutual help they receive from their colleagues and headteachers. They go further by inviting in friends who teach specialist subjects to deliver extra lessons to students, and this is funded by Parent Teachers Associations (p127). This gesture promotes teaching and learning (Therefore Nigerian teachers would not be described as not being public relations conscious, as Olumorin assumed (p18).

I have succeeded in highlighting the findings and answers to my research questions. Based on the above findings what motivates raises and sustains the morale and motivations of teachers evidently are not government generated nor by physical and material factors, which of course are not there. At this stage it has become clearer that what raises, sustains and maintains morale and motivation of teachers I observed is the blend of the intrinsic and the internally generated factors (see p184 fig5.2) The intrinsic being their belief, innate love of the children and desire for better posterity forming their vocational core, the spiritual energy (lifeforce).

### **The Research Update**

In a bid to keep my work current and reflect the validity of my earlier assertion that Abia State is representative of Nigeria and that morale and motivation of Nigerian teachers are mostly intrinsic and internally generated. I undertook a follow-up survey (See Illustrations below)



The map above shows areas from which data was collected to confirm similarities with Abia State, the case. Photographs of selected schools were taken from these states representing the West (Kwara state and Lagos State), the North (Kano State and Plateau State) as shown on the map.

The pictures below depict physical problems common to Nigerian schools and which in Abia State have an adverse effect on teachers' morale and motivation. My sample from Abia State was collected in the year 2002.

Three years on (2005) recent photographs of schools from the other parts of Nigeria (Photos 4S from Jos in Plateau State, 4V and 4W from Kano State all in the North, 4T from Kwara State, 4U from Lagos State all in the west) confirm similarities with the nature of the problems facing teachers and schools in Abia State.

**Photo 4S**



Like Abia State the above picture from a school in Plateau State, shows the lack of physical and instructional materials (compare with photo 3A, 3N, 3E-3I, 4C-4H and 4N of schools in Abia State)

**Photo4T**



This school in Kwara State in the West typifies schools in photos 4L in Abia State

**Photo 4U**



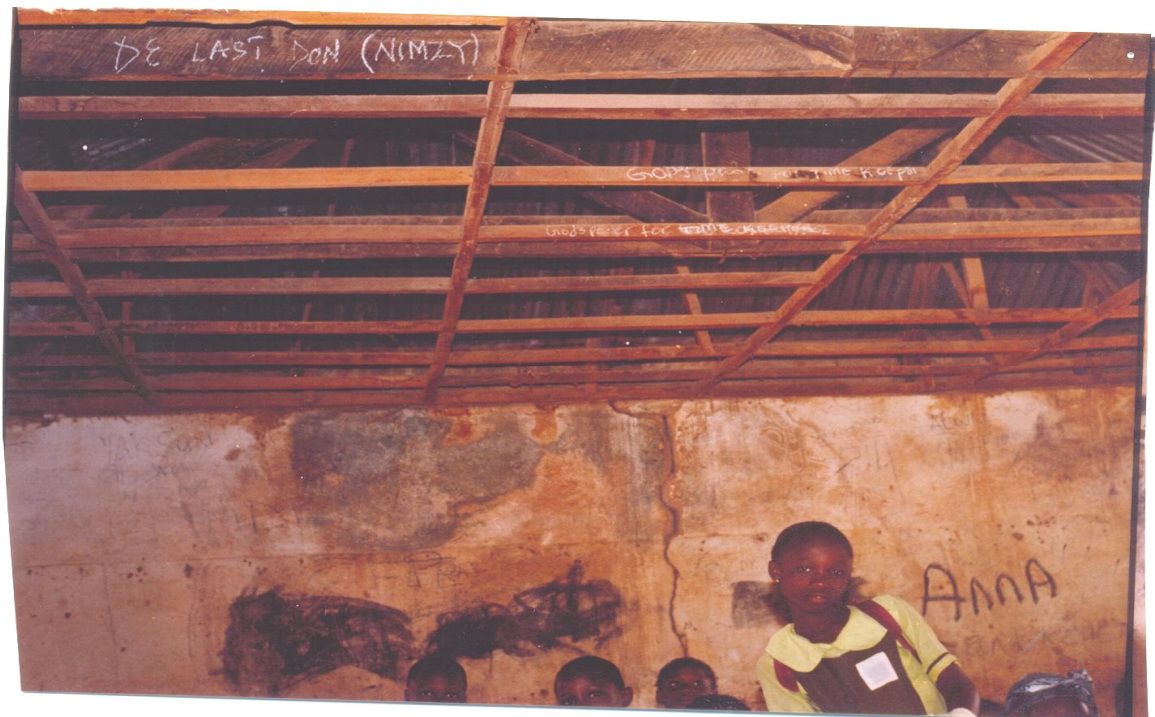
This School in Lagos State in the Western part of Nigeria has similar physical conditions to photo 3E - 3I schools in Abia State.

**Photo 4V**



School in Kano State similar to p91 photo 4L and p43 photo 3H in Abia State

**Photo 4W**



This school in Kano State is similar to schools in photos 3N, 4G and 4H from Abia State.

Although I used only photographic evidence in this later part of my work to depict the commonalities between physical conditions of schools in Abia State and other parts of Nigeria, the photographic evidence of the physical condition of schools herein is as powerful as the numerous instruments used in the main case- Abia State.

In Abia State this study shows the link between the low morale and motivation of teachers and the physical conditions of their schools (p107-108,141). This section shows that the physical condition of schools in Abia State is a reflection of the conditions in schools elsewhere in Nigeria (p202-203 photos 4T, 4U, 4V, and 4W).

Surely, in order to improve the morale and motivation of individual teachers and the collective, as well as the general ethos of the profession, a range of measures need to be addressed which I have done in my recommendations below.

## **RECOMMENDATIONS**

This has been a study of morale and motivation of teachers in Abia State. Based on the above conclusions to this study the following are possible measures to improve the morale and motivation of teachers, grouped under the following sub-headings:

- A Holistic Approach to Motivation
- Countering Corruption and Embezzlement
- Proactive Commitment to improving education
- Relevant Continuous Professional Development



- Fringe Benefits and incentives to enhance morale

### **A Holistic Approach to Motivation**

It has been established that intrinsic and internally generated factors have raised, sustained and maintained teachers' morale and motivation so far (p138-142,190). However, this has been more of a 'do it yourself' way of life among the teachers. Teachers still entertain the feeling that the system has continually robbed them of their rights and recognition, which include the extrinsic and externally generated factors of motivation (extrinsic being teachers' entitlements e.g. pay, overtime, fringe benefits, and allowances). Externally generated factors (those factors external to the process of teaching including positive media image of the teaching profession, reduced workload, and improved pay and conditions).

It is pertinent to recognise and commend the coping mechanism (what can be called Lifeforce) articulated by the intrinsic and internally generated elements. A blend of both the intrinsic and extrinsic factors which surely raise, maintain and sustain the morale and motivation of teachers is imperative in improving and encouraging retention of teachers.

Although at present teachers take steps to preserve their morale and motivation individually and collectively, they must also be supported and valued by the government, the wider school community and society as a whole. An enabling environment should be created to sustain effective teaching and learning through the provision of properly maintained

infrastructures and teaching aids. Compelling policies should be put in place to support and maximize these provisions.

When teachers are provided with what they need to remain inspired and enthusiastic in the classroom, teaching and learning is enhanced. Further research should be commissioned by the authorities or by interested agencies and individuals in order to specifically find out from teachers what they need to enhance their professional motivation. What is needed is a holistic approach to enhancing morale and motivation involving all the agencies concerned.

## **COUNTERING CORRUPTION AND EMBEZZLEMENT**

Corruption and embezzlement of funds unfortunately play major negative role in the everyday life of many Nigerians (p104). These plague almost every aspect of, among others, socio-political and economic life of the country. Nigeria should aspire for long-term benefits of modesty and accountability. Like the UK where educational system provides for grant maintained status enabling schools to hold and control their own funds, Nigeria could adopt the same method.

Nigeria should borrow this idea and make the school boards (headteachers and governors) directly responsible. In this case the passing of bucks which give rise to abuse of power and funds will likely stop. There surely would be some in-built checks and balances to counter corruption, embezzlement and abuse from both internally and externally.

School governors and Parents Teachers Association could be used in monitoring the system. Regular returns should be maintained by designated revenue auditors. Effective steps need to be taken to counter corruption and embezzlement if teachers' motivation is to be achieved

### **PROACTIVE COMMITMENT TO IMPROVING EDUCATION**

Like the Nigerian Airways with symbol -the flying elephant- Nigeria is known for white elephant projects which are quite huge, flamboyant, expensive but unachievable. Nigeria embarked on big plausible educational projects conforming to international requirements like the Universal Primary Education (UPE), Universal Basic Education (UBE), and the 6-3-3-4 system of Education which were all started but not well executed. Nigeria in 1981 reviewed the National Policy on Education and came up with as many as 107 action points towards education at all levels and this is 2005 and not much has happened. (National Policy on Education, 1981)

I recommend that policy makers be informed and proactive people. They should be honest to the purpose by making achievable timetabled action plan. Projects must be monitored and audited with facilities for ongoing returns to avoid corruption and embezzlement.

A well-defined, presented and communicated system will surely create efficiency and clarity. The energy and personal resources spent by teachers searching and hassling for direction and proper governance should be released to motivate, raise and sustain the morale of teachers to enable them do what teacher do best, to teach. There is need to be, at all levels, proactive commitment to the improvement of education in Nigeria through the implementation of achievable timetabled action plans

## **RELEVANT CONTINUOUS PROFESSIONAL DEVELOPMENT**

My study shows that Abia State has relatively trained and qualified teaching force (p149 table 4.11.). In the 102 teachers studied only one teacher was not qualified. Some have average of two to three degrees in different academic disciplines achieved through self-sponsorship. Compared to other professions teachers have the time to embark on various educational courses. This in some cases results to disjointed, unplanned and irrelevant qualifications to teaching career. Instead of being a blessing to teacher development it creates a volatile workforce ready to move into greener pastures outside teaching e.g. the oil companies. It therefore calls for a well-planned professional development co-ordinated at state or national level with remuneration attached to motivate, raise and sustain teacher's morale. A typical example is the UK where the threshold system has been put in place to cross teachers to higher pay spine. Another incentive is the super/advanced teachers

system where teachers are promoted as mentors and rewarded progressively to support newly qualified ones on the job.

The purpose of Teacher Education should be to produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system. It is important to enhance teachers' commitment to the teaching profession by putting in place a well-planned progression route for continuous professional development. In pursuance of this objective, Government should give greater emphasis to in-service education in order to constantly upgrade and improve the lot of teachers. I also herein recommend a reflection of the past practices, which formed the crucible that cooked up the initial ingredients of western education.

As it stands now, pupil-teacher ratio indicates shortage of teachers as entry requirement becomes unattainable and irrelevant- a situation where only lecturers with Doctorate degree will teach at the university level and only those with National Certificate of Education are allowed to teach in primary schools. This arrangement leaves the Teacher Grade Two Certificate holder with no chance of gaining employment in teaching.

I recommend the re-opening of Teacher Training Colleges (TTC) and a realistic continuous professional development for all career teachers who

train and remain to teach. This counters the charlatan degree holders who are constantly comparing themselves materially with their university mates in the other professions or businesses.

### **FRINGE BENEFITS AND INCENTIVES**

In order to arrest the current situation of low morale and poor self-esteem, it is imperative to heighten society's estimation of the teachers' professional worth and avoid further brain drain and disenfranchisement. Teachers' welfare and remuneration should be continually reappraised and improved appropriately. Teacher morale drops almost imperceptibly over time, so subtly that teachers may not be fully cognisant of the decline. Nothing can change, however, in the absence of awareness. If teachers are to be encouraged, they must first recognise their diminished status and take action to become encouraged again. Here, fresh standards and criteria must be set with commensurable reward system for teachers.

The government should give emphasis and priority to teachers' welfare. Many schools have already developed means of coping, in their own little ways, by starting co-operative and thrift clubs for mutual financial support including interest-free loans to members. Some school resort to formation of prayer groups and other social clubs. Teachers need constant free counselling and psychotherapy support in order to cope with the changing pattern of children and parents demand to ease the stressful working condition in a safe environment. The various government agencies should be deployed to carry out feasibility study to

look at the existing efforts by schools and the teachers themselves to offer improvement.

Meanwhile, it has been established that teachers have expectations (Initial motive) when they enter into the profession. They therefore need to be constantly alert to notice those subtle but sensitive areas that must be addressed in order to achieve their career objectives. This therefore calls for total reassessment on the part of government, indeed the whole society including parents and teachers themselves. Reassessment, when coupled with renewal, can often lead to encouragement. Reassessment involves re-examining something in order to value it again and renewal implies recovery. In this case we need to re-examine the implementation of Nigerian national policy on education.

To restore their status quo, teachers must engage the government in frantic dialogue, which revisits the shared responsibilities of both the teachers themselves and the government. The emphasis here should be the strict adherence to agreements by individual teachers, the corporate body and the government in accordance with comparable national and international standards and practice. Teachers need to be able to keep the freshness and spark that frequently mark the novelty, the dynamism and the relevance of educational practices able to stand the test of time. Abia state teachers should be seen as providing similar result or product as any other teachers anywhere in the world. This brings us to look at Abia State (Nigeria) practice along side United Kingdom educational system. Here, I will make allowance for the level of development. UK being a developed economy and Abia state (Nigeria) a developing economy. We

are trying to emphasise on what motivates, raises and sustains the morale of teachers in an emerging educational system. Borrowing ideas from the UK, it would be necessary to advise Abia state or Nigeria as a whole to look up to the UK system which has been tested, tried, up and running. Fringe benefit and incentive are needed to enhance teacher morale and motivation.

When the teachers' condition eventually improved would it concomitantly then Abia State would succeeded in achieving holistic quality educators with sustainable HIGH MORALE AND MOTIVATION which in turn would give the children quality education, a guarantee of a quality and blissful nation building capable of contributing towards a holistic global development and welfare.

## **A CRITICAL REVIEW OF THE STUDY AND ITS FINDINGS**

It is the purpose of this section to review this study in a critical manner. I succeeded in carrying out an investigation into the morale and motivation of Nigerian teachers. Due to the geographical and administrative vastness of Nigeria I focused on Abia State, which is one of the 36 States of Nigeria. The reason I chose Abia state is because it typifies the educational structure and practice of Nigeria for example the tripartite system of governance (a system where the three levels of government, the Federal, State and Local government) collaboratively manage and fund education. Secondly, I held different posts in the education sector in different parts of Nigeria (Northern, Eastern and Western Nigeria). I served as a classroom teacher, head teacher and



Director of Religious Education. These positions enabled me to gain knowledge of government policies and the execution of such policies.

The study involved teachers and students from each of the educational zones in Abia State (a total of 12 schools). A focus group interview of 37 headteachers across Abia State was also studied and the views of a cross section of students (12 students from each secondary school) were obtained. The background information on education in Nigeria and Abia State as well as the reasons for this study were discussed in the introduction. A review of the literature on morale and motivation in African Countries and other international studies was presented.

This study highlighted a number of deficiencies in the educational system of Abia State in Nigeria. It of course has its limitations. One of the limitations is that this research being a small scale study, the findings may not typify the responses of all teachers in Abia State or Nigeria. It may not have uncovered all the causes of low morale and motivation in teachers. It focused on what teachers have said in interviews, questionnaires and participant observation and these may reveal a limited, partial and subjective view of the factors involved.

Another limitation experienced was delayed access to information. The Education Authority had their fears and misgivings in allowing access into schools. This on its own resulted to time pressure and complication of the research schedule. Researchers need to be informed by this

experience of the bureaucracy involved when carrying out research in this part of the world.

This study employed ethnographic multiple Case Study, making use of Focus Group and Individual Interviews supported by photographic evidence. It also employed participant observation and self – administered questionnaire techniques. These methods also have their limitations. While it is acceptable practice for ethnographers to study one or a few small cases over periods that range from few days to several years (Hammersley 1992), three months would not be sufficient to generate findings enough to lead to generalized conclusions. There has been a focus on photographic evidence during individual and focus group interviews. These were based on subjective impression on the photograph. Therefore the conclusions are provisional leaving much scope for further research. The recommendations may only apply to the individual schools concerned in this study.

However, some findings of significance have emerged. The five derived from this investigation and supported by the case study research and literature review have potential important implications for professional development in policy and practice for Abia State teachers, schools and policy makers. Further research is needed including the following areas:

- What teachers need to sustain morale and motivation
- The implementation of action plans to improve morale and motivation

- The professional development of teachers and ways to enhance professional ethos
- The effect of issues of morale and motivation of teachers on teaching and learning
- A holistic approach to morale and motivation of teachers in Nigeria

Models have been presented in this study (p186 and 190) analysing teachers' morale and for improving motivation. This study is a contribution to understanding the problems that teachers in Nigeria face. If the recommendations therein are adopted better outcomes can be expected in the future.

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## APPENDIX 1

### NIGERIA AS AN EMERGING EDUCATIONAL SYSTEM

There are three types of education which can be said to run parallel to one another in Nigeria. These are indigenous, Islamic and western education. Indigenous education, otherwise called traditional education, was the earliest form of education. It refers to an informal, but very efficient, system of education practised by many Africans including Nigerians. They educate their men and women within their cultural and social paradigm. This form of education begins right from childhood and within the family. It is designed according to the perceived roles of the sexes in the home and in society. Mothers, who are the first teachers of their children, would later concentrate on their daughters while fathers assist boys. In both roles emphasis is on spiritual and moral values. This education provides skills for a livelihood. It inculcates in its students work ethics, the spirit of political participation and skills in cultural and creative arts. Most of the learning was by apprenticeship. (Kenyatta, 1998; Amadiume, 1987; Anochie, 1994.)

The Islamic religion and education first came to Nigeria in the eleventh century, brought through the northern part of Nigeria by itinerant Moslem scholars. Islam came as a holistic way of life containing virtually all systems: religion, law and education. Western education was the last to come to Nigeria in the nineteenth century. Christian missionaries who came in through the coast to the southern part of Nigeria introduced it. Like Islam, it combined education with proselytization. The attitude to this form of education in the northern, mainly Moslem areas was one of stiff resistance, as it was perceived

as Christian education. As a result the northerners lagged behind in western education, leading to an imbalance in the proportion of educated persons over the whole country.

The different educational perspectives of the adherents of these three systems resulted in conflict, which affected and still affects the whole educational system. However, western education emerged as the most dominant, and is seen as relevant to the present day scientific and technological world. As a result those who did not embrace it on time see themselves as marginalised. Hence the introduction of the so-called quota system in some areas of life such as education and employment was set to redress the man-made imbalance. This system has resulted in the 'faster' southerners being made to stand still ideologically and wait for their northern counterparts (Amadiume, 1987).

Demographically Nigeria has over 250 ethnic groups with about 400 languages. There is wide variation in geographical and cultural characteristics as well as in population density. The population density has a serious implication for the size and location of schools. Abia State is a good representation of both low and high-density areas. Low-density areas are characterised by having either many small-sized schools or very large schools with children and perhaps teachers having to travel long distances to school. Both have both management and financial implications (Akinkugbe, 1994; Ajuzie, 1999). A further problem is created by the socio-economic status of the local people where a majority of parents did not receive western education: 36 per cent of fathers and 74 per cent of mothers had only primary education,



and therefore could not give enough support to their children in terms of monitoring their academic progress or giving them relative financial support due to their very low income (SAPA, 1992). This situation makes a case for the urgent need for free education, an increase in the production of teachers and of course the provision of more infrastructural facilities. But are these things happening?

In spite of all the educational policies and acts that will be discussed later, Nigerian education appears currently to be going through many difficulties. Although efforts have been made to contain these educational problems evidence shows that they are becoming more extensive. Physical and instructional facilities are inadequate, schooling is irregular, and teachers' salaries are often unpaid for several months in some of the States. The effect of this is low morale on the part of both teachers and pupils. To compound the problems there are clear indications of continuing deterioration in the education system (Akani, 1990; Akinkugbe, 1994; Adekanye 2000). Abdulahi (1995) summarises this problem when he declares: 'Nigeria has lost the sense of academic session or calendar in tertiary institutions as well as primary and secondary schools, [*italics mine*] such that education has lost its lavender which leads to a general climate of anti- intellectualism and crass materialism, as people now pursue wealth as opposed to searching for knowledge and skills. The result is that a poor but knowledgeable person becomes an object of laughter in our contemporary society' (Abdulahi, 1995)

Three major studies – the National Fertility Survey (1981/82), the Monitoring Survey of Primary School (1991) and the National Situation and Policy Analysis (1992) reported by Akinkugbe 1994) – have gone a long way to

explain the crisis in Nigerian schools. The survey of primary schools indicates that about 4.9 per cent of schools nationwide have no buildings. More generally, many of the existing buildings are in very bad condition and are inadequate, and the secondary school situation is not far from being the same. The Situation and Policy Analysis (SAPA, 1992) Report shows that the teacher/pupil ratio is up to 1:69 in classrooms of 12m by 10m in size. Regarding furniture, the survey shows that there was a shortfall of 62.4 per cent and 62.5 per cent respectively of pupils' and teachers' furniture. The situation has not yet changed. In some schools in both urban and rural areas, pupils sit on the floor while teachers have no tables and chairs.

In the area of instructional materials SAPA carried out an in-depth survey (SAPA, 1992) which showed that 77 per cent of pupils had no text books at all while 36 per cent had no writing materials. Furthermore, in 3 per cent of schools that had chalk this had been provided by teachers. The report also showed that equipment for science, agricultural science, home economics, and arts and crafts was lacking in the majority of schools.

The Nigerian government, in its quest to ensure that the right people are employed in the educational system, came up with an important policy guideline for education in 1991 (Akinkugbe, 1994). The policy is that no teacher with less than a Grade II Teacher's Certificate shall be allowed to teach in the school system after 1995, and primary school teachers must have a minimum qualification of the National Certificate of Education (NCE) by 1998. (Akinkugbe, 1994). In Nigeria, Teacher Grade II is a certificate that qualifies a teacher to teach at the primary school level while the acquisition of

the NCE certificate qualifies a teacher to teach in the secondary school, but due to a lack of enough adequately qualified secondary school teachers, Grade II Certificate holders were teaching in the secondary schools. The said policy was aimed at phasing out the Teacher Grade II Certificate, making the NCE the minimum qualification for teaching at secondary school level by the year 1998. The above move, instead of improving situations, induced more crises. Some Grade II teacher colleges were closed down while others merged, resulting in a shortage of teachers. The government's attitude towards the prevalent crisis seems passive, and this might be confirmed by data collected in the field work. (SAPA, 1992; Tamuno & Attanda, 1989; Wynne, 1993). In response to Nigeria's attitude and approach to her policies, Sadik (2000) noted that:

*Nigeria as a nation is known to have lofty policies and ideas at various periods of our historical development but implementation or execution has always been faulted as a result of lack of data bank, sycophancy and lack of maintenance culture. (p11)*

We all are living witness to Universal Primary Education (UPE) introduced in 1976 and we can recount its successes and failures. The Nigerian move towards free education in response to human right charter, as proposed by the United Nations, did not hold together for obvious reasons- General lack of commitment.

## **MOVE TOWARDS FREE EDUCATION**

The Universal Declaration of Human Rights, which of course includes the right to education, stimulated a worldwide drive for basic education by all nations in 1950. The position of the world's nations on education was re-affirmed by African ministers of education in Addis Ababa in 1961 when they set a target for all African States to achieve a free basic education for their

citizens by 1980 (UNESCO, 1961). Having endorsed this agreement, Nigeria became committed to providing free primary education for all 6–11 year olds. Though this study is about Abia State, I will discuss relevant aspects of the general situation of the entire Nigerian education system where necessary.

Based on the fact that the Federal, State and local governments are collaboratively responsible for primary and secondary education as noted earlier, all schools and teachers in Nigeria may have much in common. At a conference held in Thailand in 1990 Nigeria presented a model of primary education management, which the world found exciting and which gave Nigeria some prominence. This contribution was based on government legislation, which set up the National Primary Education Commission (NPEC) based on decree No 31. of 1988 (Akinkugbe, 1994). Following the decisions on Basic Education at the world level, a great deal of effort has been made by African Nations, including Nigeria, to implement this important right of all people to basic education. There have been Acts and Ordinances leading to the introduction of the National Policy on Education in 1977, revised in 1981, which in spite of its shortcomings has proved to be the most influential policy document to date. It is important to note that there was a problem with regard to the implementation of this policy given the period when it was prepared (1969–77), the period of the highly centralised military regime. During this period, less consideration was given to democratic and civilian government where governors have their manifestoes based on the needs of their geographical areas. The effect became obvious during the short-lived second republic.

Secondly, the policy was prepared on the basis of the economic boom of the early 1970s, but by about 1978, when the policy was to be implemented, the economy of Nigeria had begun to experience recession. Thirdly, there was a lack of appropriate statistics upon which forecasts regarding the level of manpower in Nigeria could be based. This is an indication that this important policy was without considering its implication. Hence the crisis encountered.

The introduction and operation of Universal Primary Education (UPE) by the then dynamic Head of State, General Olusegun Obasanjo, in 1976 had, despite its initial successes, a chequered history. The scheme gave millions of Nigerian children the opportunity to go to primary school and thus to acquire the basic skills enabling them to study beyond primary school and throughout their lives (Umo, 1989). Nevertheless, it did not last. UPE led to an explosion in primary enrolment which brought about a shortage of teachers, classrooms equipment and funds, in spite of the Federal Military Government's investment of N300 million for primary school facilities and N200million for the teacher training programme. The population at primary level led to a similar explosion at the secondary.

As an attempt to cope with the above situation, the Federal Military Government embarked upon crash programmes for the training of teachers for the primary and secondary levels. There was much evidence of the government's determination to boost technical education and provide the much-needed manpower in technology. The Federal Government and each State government established or planned to establish new colleges of Technology. The Federal Military Government sent Nigerians to United States of America, the United Kingdom, Yugoslavia, Bulgaria, Italy, France, Canada

and other places to train in technical education. New Universities were established at Benin, Calabar, Jos, Madugiri, Sokoto, Ilorin and Port Harcourt p76. These provisions were made as their needs arose, which resulted in overspending and inconsistencies. The reason for this may be attributed, like many other Nigerian moves, to there being a lack of adequate planning in place before the programme was started up.

As a confirmation of Sadik's concern, at the formal inauguration of UPE in 1976, the Federal Government assumed the responsibility of laying down its policy guidelines and providing funds for its implementation. The State Government was to serve as agent of the scheme. The Federal Government realised the enormity of the financial burden. Thus in 1976 they reduced the capital grant to State governments from N3,500.00 to N2,500.00 per classroom, followed by a statement issued in 1977 by the Federal government asking the State governments to shoulder some of the financial burden of UPE. This programme was affected by inflation and a change of government from military to civilian rule in 1979. This gave rise to a new constitution that placed more emphasis on secondary education. A new revenue allocation led to a complete phase-out of Federal government participation in funding primary education in Nigeria with the exception of Lagos State. Local governments were left to fund primary education from their meagre 10 per cent direct revenue allocation from the Federation account. By 1983, at the end of the first four years of civilian rule, disaster had set in. This was evident. Salaries of teachers in most of the States remained unpaid for more than eight months. Benefits were out of question and primary schools were being permanently closed down.

Between 1989 and 1990 there was a brief intervention by the Federal government who offered to contribute 65 per cent of the total salaries of both teaching and non-teaching staff of primary schools through the National Primary Education Commission (NPEC). Through this arrangement, salaries in arrears and subsequent salaries were paid, followed by the provision of additional infrastructural facilities. This gesture was short-lived as the commission was abolished in 1991. There is clear evidence that there was, in the case of the UPE programme, inefficient management of funds and gross misconduct in the execution of contracts awarded for the construction of schools, which were either not completed or badly constructed. There was lack of accountability and also clear evidence of embezzlement of fund at all levels (Ejiogu, 1986; Tamuno, 1989; Akinkugbe, 1994,). The effect of these was poor condition in schools

In spite of the explosion in primary and secondary enrolment, the numbers of Grade II Teachers colleges were reduced in several States and in fact have been completely phased out in some states. Also Colleges of Education and Advanced Teachers Colleges were merged in some cases out of impulse as against need. This suggests that no one agency will be able to finance education in Nigeria, therefore funding is to be attracted from private agencies, parents and individuals (Tamuno, 1989). Following the difficulties encountered so far, has any lesson been learned?

## **UNIVERSAL BASIC EDUCATION**

President Olusegun Obasanjo has recently revived UPE under the name of Universal Basic Education (UBE), a programme that seeks to provide free education from primary to junior secondary level. This very important move is

not without heavy responsibilities for the Federal government. This involves maintenance and expansion of existing schools and the establishment of new schools to accommodate the upsurge in enrolment of children. Training and employment of sufficient teachers to cater for all subject areas and sufficient instructional materials are inevitable challenges (Fajobi, 2000). While the programme would undoubtedly be popular with parents since it comes as a dream fulfilled for the majority of them who spend heavily from their meagre incomes to educate their children, it still does little or nothing to improve the morale and motivation of teachers. This reality is lamented by Fajobi (2000) when he writes that it is

*Very unfortunate that the government does not give the teachers' welfare the priority it deserves. This trend had led largely to the falling standard of education in most parts of the country today. The government in some parts of the country, in desperate pursuit of free education, completely neglects the welfare of teachers. Teachers are always the set of workers to be paid last. They are the set of workers whose promotion is handled with levity. Those who retire among them retire to poverty and penury as their gratuity will not be released to them several years after retirement. Many even die without receiving the gratuity. The resultant effect of all these is no other thing than low productivity on the part of teachers. The final consequence of all these is low standard of education.*

As regards provision of human, physical and material resources, there is inadequate supply of equipment, libraries and other facilities, which aid learning. There is a shortage of teachers in many subject areas. This appears as a fallback to earlier mistakes made when UPE was introduced without proper planning and consideration of all that would help bring the project to success. For the second coming of free education, now known as Universal Basic Education (UBE) in Nigeria, under the auspices of the Federal Government, Sadik (2000) advocates proper integration and interaction between the teachers and students. There is a need for adequate provision of infrastructure, resource materials, better condition of service and a conducive working environment.



Teachers' legitimate demands being met in this way will foster their morale and motivation.

This seems to echo the document jointly produced by the International Labour Organisation (ILO) and the United Nations Educational Social and Cultural Organisation (UNESCO) concerning the status of teachers, which received world-wide adoption on 5 October 1966 at a special intergovernmental conference held in Paris. It remains one of the most important international tools for bringing about improvement in the morale and motivation of the teaching profession. Included in the content of this 145-paragraph document is the following:

*...5. the status of teachers should be commensurable with the needs of education as assessed in the light of educational aims and objective; it should be recognised that the proper status of teachers and due public regard for the profession of teaching are of major importance for the full realisation of these aims and objectives...*

*8. Working conditions for teachers should be such as will best promote effective learning and enable teachers to concentrate on their professional tasks. ...*

*9. Teachers' organisations should be recognised as a force which can contribute greatly to educational advice and which therefore should be associated with the determination of educational policy (World Teachers Day press review 1994)*

To be fair, Nigeria has put in some effort in the area of implementing international recommendations, as evidenced by Nigerian National Policy on Education (NPE, 1981). The third and fourth sections of this document are about primary and secondary education. Primary education is referred to as 'the education given in an institution for children aged normally 6 to 11+' (p12), while secondary education is said to be 'the form of education which children receive after primary education and before tertiary education' (NPE, 1981) (p16). The document contains ideas that are quite revolutionary in educational philosophy, structure and content (Tamuno & Atanda, 1989). In this document, in addition to making primary education compulsory, the

Federal government promised to provide primary and secondary schools with adequate human, physical and material resources. With the introduction of UBE they have succeeded in making education free but not yet compulsory. In Abia State it is only tuition that students do not pay for but, ironically, they pay more than the amount reduced in different levies. Since the inception of UPE in 1977 when compulsory and free education was promulgated there has not been much change; if anything, more problems were created as a result of significant increases in the number of school intakes, which overwhelmed the authorities and has an implication for teacher morale and motivation.

The implementation of the basic education scheme was motivated by government's desire to be responsive to the decay in the nation's educational system, worsening levels of literacy and the appalling infrastructural condition. The Federal government, eager to ensure the success of the UBE scheme, has 'splashed about N12 billion on manpower development and infrastructural facilities in the past two years', as quoted by Babalogun (2002). The said amount was disbursed essentially on classrooms, social mobilisation and the enrolment campaign, and on other related matters including the training of teachers through the National Teachers' Institute (NTI) Distance Learning Programme.

In 2001 alone the NTI provided in-service training for 77,134 primary school teachers who had only the Grade II Teachers' Certificate while 55,418 students upgraded their qualification to Nigerian Certificate of Education (NCE), making the latter group qualified to teach at secondary level (Tahir, 2002). Besides, Tahir said that the NTI's Pivotal Teacher Training Programme (PTTP) produced, in 389 centres across the country, about 80,000 fresh

teachers who are to meet the shortfall in the number of teachers needed for the implementation of the scheme.

This move has not been easy for the government for several seasons. The Federal government inherited longstanding arrears of teachers' salaries so the resource allocation to primary education was concentrated on teachers' salaries. There was over centralisation of the implementation process and bureaucracy at the Federal ministry level, which slowed down the process. Political differences did not help the scheme; while some of the States had already started operating free education, the Federal government was still facing the difficulty of providing harmonising modalities for a federal operation of UBE. But eventually they have arrived at a structure where the National Primary Education Commission (NPEC) takes control at the national level, the State Primary Education Board (SPEB) at the state level, and the Local Government Education Authority at the local level (Oladeson, 2002 reports Usman B). The UBE at least has seen some sort of reduction in the amount paid by parents for their children's education.

*Conclusively, amidst all the changes related above, teachers are the most severely affected, with difficulties ranging from the over population of pupils/ students in schools, less manpower and lack of enough physical and material resources to poor salary structure which could easily lead to a lack of motivation and low morale*

## APPENDIX 2

### BACKGROUND INFORMATION ON ABIA STATE

Abia is an acronym formed from the initial letters of four different towns: Aba, Bende, Isuikwuato and Afikpo. These were the major groups in the State at its creation. In the 1960s Abia State was part of the then Eastern Region which became a part of the East Central State on 27 May 1967. On 3 February 1976 East Central State was split into two states (Anambra and Imo). However, with their agitation for more States, the Federal government on 27 August, 1991 created nine additional States, bringing the total number of States in Nigeria to 30. It was at this time that Abia State was created from the old Imo State. Furthermore, in October 1996 the Federal government created six more States, taking the total number of States in Nigeria to 36.

Abia State is located on the south-eastern part of the country with its capital at Umuahia in the northern part of the State. The State covers an area of 762,720 square kilometres, which is about 8.5 per cent of the total landmass area of Nigeria (Udo & Maman, 1993). Presently Abia State is made up of 17 local government areas with their headquarters usually located in one of the urban or semi-urban areas.

### ADMINISTRATIVE STRUCTURE

The Executive Governor heads the Abia State Executive Council. It comprises the Deputy Governor, the Secretary to the State Government and about 14 appointed Commissioners including the Commissioner of Education. The commissioners supervise the affairs of the ministries.

Therefore there are also about 14 different ministries in Abia State, of which the ministry of education is one.

These ministries are run on a day-to-day basis by a career civil servant called the Permanent Secretary with the commissioners only having a supervisory role. The legislative arm of the government is called Abia State House of Assembly. It is made up of three honourable members from each local government area, and has an assembly. Each of the assembly members represents her local constituency at the State assembly.

Abia State is made up of 17 local governments. A local government chairman who is the chief executive officer of the local government heads each of the 17 local governments. A secretary, Head of personnel Management and supervisory counsellors usually assist him. Most local government councils in the state have only five departments, such as Administration, Agriculture, Health, Education and Works.

Table 1

ESTIMATION OF TARGET POPULATION FOR ANY LEVEL OF REGULAR SCHOOL AND CONTINUING EDUCATION		
Level	Age bracket	Pool Size in Millions
Primary	6 to 11 +	20 21
Secondary	12 to 18	15
Tertiary	18 to 22	8
Total Regular School 44 million (or 44 per cent) Continuing education 22+ 20 to 30 million		

### **APPENDIX 3**

#### **THE HARARE STUDY**

##### **HEADTEACHERS AS AGENTS OF TEACHER MORAL AND MOTIVATION**

Another study carried out at Harare in 1996 points out that the morale and motivation of teachers have long posed very big problems in

African educational systems (Kaluba, 1996). Efforts have been made at different levels to contain the problems. Many agencies have given significant backing to training initiatives and material development designed to build the management capacity of heads in education institutes in Africa. These are valuable agents for building teacher morale and motivation. Prominent amongst these bodies and movements are the Teacher Management and Support Programme which commenced in 1991, the Association for the Development of African Education (DAE), the Commonwealth Secretariat Supporting Agencies, African Ministers of Education and other non-governmental organisations (NGOs). The major aim of the above move is to improve the morale and motivation of teachers as a means of improving quality education (Kaluba1996). Therefore, as this study is about the morale and motivation of teachers in Abia State of Nigeria, the Harare study becomes relevant.

The Harare workshop started with a review of different theories of motivation such as Maslow's hierarchy of needs' and the equity theory. (These theories and other models presented seemed to inform the workshop.)

The Harare workshop which was conducted under the auspices of the Commonwealth secretariat, UNESCO, the Dutch International Development Agency and the Zimbabwean Ministry of Education, within the framework of the on-going head teachers' training and support programme in Commonwealth countries in Africa, was entitled 'Managing and Motivating Teachers under Resource Constraints: Training Headteachers to Face Challenges'. The workshop lasted from 21–26 November 1995. This move came as a result of several studies carried out in various African countries, revealing the low level of teacher morale and motivation due to poor management, leadership style and lack of incentives. These things are partly due to very limited managerial capacity amongst headteachers and other school leaders to cope with the increasing demands of their jobs. Inadequate training and support opportunities for headteachers and other school leaders to reinforce existing managerial skills or acquire new ones were among the pressing issues. Identified also was the inadequate supply of training materials and resources in education institutions that reduced the impact of programmes directed towards enhancing school management effectiveness (Kaluba 1996, p1). This is supported by the Harare group who further specified the need to improve teaching conditions. There is equally a challenge to develop more effective information systems and create an enabling environment by improving professional development and support for teachers in both pre-service and in-service programmes.

It is imperative to note that the areas of need of African teachers raised at the Harare workshop are similar to those raised at the workshop carried out in the sub-Saharan African region and also at the National Fertility Survey (1981/82), the Monitoring Survey of Primary Schools (1991) and the National Situation



and Policy Analysis (SAPA1992) carried out in Nigeria. The main theme of these studies is the morale and motivation of teachers and managers.

It is noteworthy that ten African countries took part in the Harare workshop, namely Botswana, Ghana, Kenya, Malawi, Namibia, South Africa, Tanzania, Uganda, Zambia and Zimbabwe. 32 people from the named countries participated. These included representatives of African Ministers of Education. Also involved were heads of primary and secondary schools, teacher training colleges and representatives from the Association of Primary, Secondary and College Principals. Seven resource persons including representatives of the Commonwealth Council for Educational Administration led the presentation and discussion groups. Also included were representatives of UNESCO (United Nations Economic Social and Cultural Organisation) sub-regional office for Southern Africa and other guest speakers, but Nigeria was conspicuously absent.

Each of the countries that participated in the Harare workshop presented a paper in which they identified problems and specific concerns of their individual countries. They also stated strategies they have used in trying to solve these problems and finally showed their innovations and initiatives. The outcome of the plenary presentations by country representatives and subsequent discussion of country experiences was that Africans were already engaged in some form of headteacher training and in organising different programmes which targeted heads, their deputies and senior teachers. This was in the way of formal training in the universities. Compulsory modular courses are available through Distance Education. There existed in-service, peer

support group-weekend meetings for heads of school clusters. Also induction courses and professional development targeting deputy heads and middle management concerned with survival skills and training for succession were in place. On the other hand there were serious constraints on the implementation of programmes in certain countries as a result of a lack of qualified management trainers, funding, government involvement and training materials.

Meanwhile, the activities of this group during the workshop period included group visits to nine educational institutions arranged by the ministry of education of Zimbabwe. The selected institutes presented papers covering all aspects of their activities including how teachers are motivated. The aim of this was to give the participants the opportunity to see in practice how headteachers manage and motivate their staff. The overall workshop provided participants with opportunities to review current approaches to managing and motivating teachers as well as giving them the opportunity to evaluate the way in which these approaches are being adapted by different countries in Africa and by individual schools in Zimbabwe. This opportunity eluded Nigerians, as they were absent.

The analysis of this case study shows the impressive impact of school-based in-service training and continuing education for headteachers and teachers conducted jointly by the Ministry of Education and Culture and the University of Zimbabwe. Two out of the seven schools provided both boarding and day facilities. Their enrolment ranged from 900–2,500 with an average staff student ratio of 1:30. Some schools located in underprivileged areas had high intakes

of students and ran double shifts (morning and afternoon sessions), thereby reducing teacher/student contact hours, staff interaction and schools-based in-service courses (Olumorin, 1981).

Despite these problems the teams involved in the Harare workshop were very impressed by the effort the heads, parents' associations and schools development committees had made to motivate teachers, students and parents. Attempts were made in all schools to address at least the more pressing and immediate problems and staff needs such as the provision of a stimulating and pleasant working environment. The team was able to link successful practical measures initiated by each of the schools visited with different motivation theories presented to them during the first stage of the workshop. There was a summary of some of the specific measures that have contributed to the success story of each school in the improvement of morale and motivation of their staff.

The absence of Nigeria, and of Abia State in particular, which reflects similar problems to those posed in Harare, denied a golden opportunity to collectively explore, identify and share good practice, as was evident. For instance, in the area of motivational practices/arrangements there exist in some of the participating countries Staff Development Committees/Boards of Governors concerned with staff upgrading and welfare. Nigerians could argue that they have a similar body but the issue is about how effective and consistent they are. In some countries there are school-based in-service schemes which provide a mentoring system giving new graduates and older members of staff opportunities to cross-fertilise ideas and paradigms. New members of staff are

inducted and are made clearly aware of the school mission and policies. Lessons are regularly observed and feedback given. Heads of many of the participating countries maintained an open-door policy, which encouraged participative leadership with duties, clearly delegated to individuals or panels of staff and showed strong, dynamic leadership by the head. The conference feedback included evidences of positive parental involvement and a supportive Parents Teachers Association (PTA) in most of the participating countries. This is also evident in the level of participation and co-operation generated by the parents' associations.

In some African countries, motivational facilities and infrastructure exist. These include equipment, improved environment such as staff rooms, libraries and resource centres, etc. In some schools the PTA provides a school bus to ease transport problems and encourage school trips. Some governments help with financing the hire purchase of cars, motorcycles or bicycles, offering school staff an incentive and cheap payment options. There are cases of schools that offer accommodation support to teachers, especially those relocating. Staff retention programmes were encouraged. Extra responsibility payments are made to encourage fuller commitment. Other incentive schemes are created to motivate and raise the morale of teachers, for example fee rebates or the reduction of levies for children of teachers in the school (Kaluba, 1996)

Other good practices from the outcome of the Harare workshop to be emulated by Abia State are the fact that there was clear evidence of deliberate and purposeful efforts to motivate staff and students to excel. These include

annual awards/bonuses for teachers who perform outstandingly well. Staff were encouraged to attend distance educational courses (Kaluba, 1996).

Coming out of the workshop feedback are reports of good practices. Motivation of students includes some token gestures and recognition of the student body. Certain provisions and changes to the physical environment go a long way to motivate and create a sense of belonging and pride of place among the students. Similar provisions include study rooms, libraries, computer centres for sixth forms, a generous supply of teaching aids, prizes, special 'colours' or badges for exemplary conduct awarded at the end of the year and probably inclusion in the 'Honours list' (a list of those who are worthy of being honoured).

The team presented notable innovations worth adopting such as having a school-based staff development programme. This prepares teachers to organise and deliver weekly seminars and discussions on topics relating to the improvement of teaching and learning strategies. Bonuses for extra curricular support, including revision classes and homework sessions, are given to teachers at the end of each term from levies paid by members of school Development Associations or Parents' Associations. This scheme equally benefits students. The staging of Prize evenings, Open days and Sports days also motivate students and teachers alike, increasing/raising image, status and corporate loyalty (Kaluba, 1996).

Management training was not left out. At the plenary session training and supporting headteachers was taken on board as a major factor, true to the

maxim that ‘a good head carries along a healthy body’. The ministries of education in the various African countries were advised to make written proposals to the Commonwealth secretariat, UNESCO and other supporting agencies to support Regional Training of Trainers programmes to facilitate headteachers training and to develop new resource materials identified during the Harare workshop. These directives should relate to the assessment of specific problems affecting teacher morale and motivation including in-country assessment of specific problems relating to headteacher training programmes.

Meanwhile, specific intervention measures were requested such as the need to evaluate the impact and effectiveness of headteacher training programmes in Africa and a continuing agency support of training in

Educational Management Planning. The concept of building at national level headteacher training capacity through ‘cascade’ training schemes was also part of the mandate. Included in the stipulated areas requiring development are managing and motivating teachers, counselling and disciplining staff and students, community involvement in school management capacity evaluation and the assessment of the achievement of headteacher training programmes and a host of other issues.

Resulting from deliberations made, the delegates agreed to incorporate ideas generated during the workshops to form future training strategies for heads and teachers. There emerged the need for integration and interchange of experts from all the contraries. The idea to design and accredit international

diploma awards for courses on school management and administration was agreed upon. Further development of more material resources into existing Distance Education programmes was welcomed. They also agreed to develop teacher motivation as a separate component of both pre-service teacher training courses and in-service training activities. This will incorporate materials on managing and motivating teachers and none teaching staff.