5-1-2002

A study of factors affecting teacher morale in a state public school system in Nigeria

Uchay M. Njoku
CLARK ATLANTA UNIVERSITY

Follow this and additional works at: http://digitalcommons.auctr.edu/dissertations

Recommended Citation
http://digitalcommons.auctr.edu/dissertations/3833

This Dissertation is brought to you for free and open access by DigitalCommons@Robert W. Woodruff Library, Atlanta University Center. It has been accepted for inclusion in ETD Collection for AUC Robert W. Woodruff Library by an authorized editor of DigitalCommons@Robert W. Woodruff Library, Atlanta University Center. For more information, please contact cwiseman@auctr.edu.
THESIS/DISSERTATION TRANSMITAL FORM

Name of Student: UCHAY MATTHEW NJOKU

Title of Dissertation: A STUDY OF FACTORS AFFECTING TEACHER MORALE IN A STATE PUBLIC SCHOOL SYSTEM IN NIGERIA

We the undersigned members of the Committee advising this theses/dissertation have ascertained that in every respect it acceptably fulfills the final requirement for the degree of Doctor of Education in department of Educational Leadership.

Major Advisor: [Signature]
Department: EDUCATIONAL LEADERSHIP
Date: 3/4/02

Name: [Signature]
Date: 2/1/02
Name: [Signature]
Date: 2/1/02

As a Chair of the Department of Educational Leadership I have verified that this manuscript meets the School’s/Department’s standards of form and content governing theses or dissertations for the degree sought.

Chair: [Signature]
Date: 3/4/02

As the Dean of the School of Education I have verified that this manuscript meets the School’s regulations governing the content and form of theses or dissertations.

Dean: [Signature]
Date: 4/12/02

As the Dean of Graduate Studies I have verified that this manuscript meets the University’s regulations governing the content and form of theses or dissertations.

Dean of Graduate Studies: [Signature]
Date: March 27, 2002
ABSTRACT

EDUCATIONAL LEADERSHIP

NJOKU, UCHAY MATTHEW

B.A. CENTRAL STATE UNIVERSITY, OKLAHOMA, 1983
M.B.A. CENTRAL STATE UNIVERSITY, OKLAHOMA, 1984
M.A. CLARK ATLANTA UNIVERSITY, 1993
M.A. CLARK ATLANTA UNIVERSITY, 1995

A STUDY OF FACTORS AFFECTING TEACHER MORAL IN A STATE PUBLIC SCHOOL SYSTEM IN NIGERIA

Advisor: Professor Claudette H. Williams

Dissertation dated May, 2002

This study examined the influence of selected morale factors on teacher morale in a State Public School system in Nigeria. The study was based on the proposition that teacher morale is influenced by a multitude of variables and factors. Further, just as each school or district is unique, it was logically assumed that the influence of selected morale factors would vary from one school or school district to the next. The aforementioned assumptions were based largely on findings from the related research on teacher morale. Ten independent variables were considered, and four intervening variables were analyzed.
Descriptive statistics were used to analyze data obtained through the survey instrument distributed to and collected from the teachers of the Imo State School. The Purdue Teacher Opinionaire (PTO) was distributed to 292 teachers. The sample consisted of 292 teachers who completed questionnaire.

The findings revealed a significant relationship between principal leadership style, satisfaction with teaching, rapport with teacher, salary, work load, curriculum issues, and teacher status. Conversely, significant relationships were not found between community support of education, school facilities, and continuous salary availability. Targeted moderating variables such as age, gender, school type, and teaching experience in this study showed no significant relationship to morale.

Conclusions drawn from the study indicate principal leadership style, satisfaction with teaching, rapport with teachers, salary work load, curriculum issues, and teacher status affect teacher morale. However community support of education, school facilities, continuous salary availability, and moderating variables (gender, age, school type, and teaching experience) have no effect on teacher morale. Further studies are recommended that the Imo State School District should take some steps to improve principal leadership style, founding, professionalize teaching, add morale content in the school curriculum, and improve community support of education. Implication from this study may suggest that parody the studies conducted in developed countries will not be effective in Nigeria.
A STUDY OF FACTORS AFFECTING TEACHER MORALE IN
A STATE PUBLIC SCHOOL SYSTEM IN NIGERIA

A DISSERTATION
SUBMITTED TO THE FACULTY OF THE CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

BY
UCHAY MATTHEW NJOKU

EDUCATION LEADERSHIP

ATLANTA, GEORGIA
MAY 2002
NOTICE TO BORROWERS

All dissertations in the Robert W. Woodruff Library must be used only in accordance with the stipulations prescribed by the author in the preceding statement.

The author of this dissertation is:

Name: UCHAY MATTHEW NJOKU
Street Address: 3824 BENJAMIN COURT
City, State and Zip: ATLANTA, GEORGIA 30331

The director of this dissertation is:

Professor: CLAUDETTE H. WILLIAMS, Ed.D
Department: EDUCATIONAL LEADERSHIP
School: EDUCATION
Office Telephone: (404) 880 8495

Clark Atlanta University

Users of this dissertation not regularly enrolled as student of the Clark Atlanta University Center are required to attest acceptance of the preceding stipulations by signing below. Libraries borrowing this dissertation for use of patrons are required to see that each user records here the information requested.

<table>
<thead>
<tr>
<th>NAME OF USER</th>
<th>ADDRESS</th>
<th>DATE</th>
<th>TYPE OF USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>--------------</td>
<td>---------</td>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
STATEMENT OF UNDERSTANDING

In presenting this dissertation as a partial fulfillment of the requirements for an advanced degree from Clark Atlanta University, I agree that the Robert W. Woodruff Library shall make it available for inspection and circulation in accordance with its regulations governing materials of this type. I agree that permission to quote from, to copy from, or to publish this dissertation may be granted by the author, in his absence, the Dean of the School of Education at Clark Atlanta University. Such quoting, coping, or publication must be solely for scholarly purposes and must not involve potential financial gain. It is understood that any copying from or publication of this dissertation, which involves potential financial gain will not be allowed without written permission of the author.

Signature of Author

Matthew

Date

3/4/2002
# TABLE OF CONTENTS

LIST OF FIGURES ........................................................................................................... v

LIST OF TABLES .............................................................................................................. vi

CHAPTER I ......................................................................................................................... 1
   INTRODUCTION ............................................................................................................. 1
   PURPOSE OF THE STUDY ............................................................................................ 4
   STATEMENT OF THE PROBLEM ............................................................................... 5
   SIGNIFICANCE OF THE STUDY ................................................................................. 7
   RESEARCH QUESTIONS ............................................................................................... 9
   HYPOTHESES ............................................................................................................. 11
   BACKGROUND .......................................................................................................... 14
   NIGERIA’S SETTING ................................................................................................ 18
   SUMMARY OF CHAPTER ......................................................................................... 24

CHAPTER II: REVIEW OF LITERATURE ....................................................................... 26
   INTRODUCTION ........................................................................................................... 26
   THEORIES OF WORK MOTIVATION AND MORALE ............................................. 26
   FACTORS THAT INFLUENCE MORALE .................................................................. 31

CHAPTER III: THEORETICAL FRAMEWORK ................................................................. 45
   INTRODUCTION ........................................................................................................... 45
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>THE ROLE OF THEORY</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>THE WORK SITUATION OF TEACHERS</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>LIMITATION OF THE STUDY</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>DEFINITIONS OF MORALE</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>SUMMARY</td>
<td>52</td>
</tr>
<tr>
<td>I</td>
<td>CHAPTER IV: RESEARCH DESIGN</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>AN OVERVIEW OF PROCEDURE AND METHODOLOGY</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>THE POPULATION SAMPLE</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>THE INSTRUMENTATION</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>ORGANIZATION AND ANALYSIS OF DATA</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>THE STATISTICAL PROCEDURE THAT WILL BE EMPLOYED IN THE STUDY</td>
<td>59</td>
</tr>
<tr>
<td>II</td>
<td>CHAPTER V: ANALYSIS OF FINDING</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>INTRODUCTION</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>ANALYSIS OF TERMS OF HYPOTHESIS</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>SUMMARY</td>
<td>85</td>
</tr>
<tr>
<td>III</td>
<td>CHAPTER VI: FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>FINDINGS</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>CONCLUSIONS</td>
<td>89</td>
</tr>
<tr>
<td>FIGURE</td>
<td>PAGE</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>1. INDUCEMENTS</td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DISTRIBUTION OF RESPONDENTS IN TERMS OF SCHOOL TYPE (N=292)</td>
<td>63</td>
</tr>
<tr>
<td>2. DISTRIBUTION OF RESPONDENTS IN TERMS OF AGE (N=292)</td>
<td>64</td>
</tr>
<tr>
<td>3. DISTRIBUTION OF RESPONDENTS IN TERMS OF GENDER (N=292)</td>
<td>64</td>
</tr>
<tr>
<td>3. DISTRIBUTION OF RESPONDENTS IN TERMS OF YEARS OF EXPERIENCE (N=292)</td>
<td>65</td>
</tr>
<tr>
<td>5. SUMMARY OF TEACHER RESPONSES FOR EACH OF THE ELEVEN MORALE FACTORS (N=292)</td>
<td>65</td>
</tr>
<tr>
<td>6. PEARSON $r$ CORRELATION MATRIX OF ALL THE VARIABLES: (PRINCIPAL LEADERSHIP STYLE, SATISFACTION WITH TEACHING, RAPPORT AMONG TEACHERS, TEACHER SALARY, TEACHER LOAD, CURRICULUM ISSUE, TEACHER STATUS, COMMUNITY SUPPORT OF EDUCATION, SCHOOL FACILITIES, CONTINUOUS SALARY AVAILABILITY AND TEACHER MORALE)</td>
<td>67</td>
</tr>
<tr>
<td>7. RESULTS OF THE ONE-WAY ANALYSIS OF VARIANCE ANOVA FOR DEMOGRAPHIC SUB-CATEGORY MEANS AND FACTOR ONE PRINCIPAL LEADERSHIP STYLE</td>
<td>74</td>
</tr>
</tbody>
</table>
LIST OF TABLES CONTINUED

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. RESULTS OF THE ONE-WAY ANALYSIS OF VARIANCE FOR DEMOGRAPHIC SUB-CATEGORY MEANS AND FACTOR TWO SATISFACTION WITH TEACHING</td>
<td>76</td>
</tr>
<tr>
<td>9. RESULTS OF THE ONE-WAY ANALYSIS OF VARIANCE FOR DEMOGRAPHIC SUB-CATEGORY MEANS AND FACTOR THREE, RAPPORT AMONG TEACHERS</td>
<td>77</td>
</tr>
<tr>
<td>10. RESULT OF THE ONE-WAY ANALYSIS OF VARIANCE FOR DEMOGRAPHIC SUB-CATEGORY MEANS AND FACTOR FOUR, TEACHER SALARY</td>
<td>78</td>
</tr>
<tr>
<td>11. RESULT OF THE ONE-WAY VARIANCE FOR DEMOGRAPHIC ANALYSIS OF SUB-CATEGORY MEANS AND FACTOR FIVE, TEACHER LOAD</td>
<td>79</td>
</tr>
<tr>
<td>12. RESULT OF THE ONE-WAY ANALYSIS OF VARIANCE FOR DEMOGRAPHIC SUB-CATEGORY MEANS AND FACTOR SIX, CURRICULUM ISSUES</td>
<td>80</td>
</tr>
<tr>
<td>13. RESULT OF ANALYSIS OF VARIANCE FOR DEMOGRAPHIC SUB-CATEGORY MEANS AND FACTOR SEVEN, TEACHER STATUS</td>
<td>81</td>
</tr>
<tr>
<td>14. RESULT OF THE ONE-WAY ANALYSIS OF VARIANCE FOR DEMOGRAPHIC SUB-CATEGORY MEANS AND FACTOR EIGHT, COMMUNITY SUPPORT OF EDUCATION</td>
<td>82</td>
</tr>
<tr>
<td>15. RESULT OF THE ONE-WAY ANALYSIS OF VARIANCE FOR DEMOGRAPHIC SUB-CATEGORY MEANS AND FACTOR NINE, SCHOOL FACILITIES AND SERVICES</td>
<td>83</td>
</tr>
<tr>
<td>16. RESULT OF THE ONE-WAY ANALYSIS OF VARIANCE FOR DEMOGRAPHIC SUB-CATEGORY MEANS AND FACTOR TEN, IMO STATE ECONOMIC CONDITIONS AND CONTINUOUS SALARY AVAILABILITY</td>
<td>84</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

Teacher morale has always been a subject of concern in Nigeria. This concern has led to putting in place certain measures and policies aimed at addressing the working conditions of teachers. Undoubtedly, most outstanding of these efforts is the National Policy on Education Decree 1993 (Nigeria, 1993).

What is reported in the news media as a problem among Nigerian teachers is more often attributed to the conditions under which teachers perform their duties; they endure overcrowded classrooms, unsafe and unsanitary schools, abysmal housing, fiscal shortages, the country's inability to respond to serious threats of its citizens' health and safety, squalor, abandoned buildings, rising crime, and, not the least, the absence of the most basic classroom tools. Other major constraints with which teachers continually contend are the burden of massive cutbacks in personnel, high unemployment, and shrinking real wages which has become a disenabling albatross that the teachers now bear with pain. Observers believe that teachers, unlike professionals in legal and financial or medical careers, are often not able to access basic working materials of their choice. Such claims are largely impressionistic and of necessity, based upon common-sense reasoning since there is a shortage, particularly in Nigeria, of up-to-date research into teachers' morale and factors of influence.
What is particularly interesting, is the implicit homogeneity that these claims ascribe to teachers and how they interrelate to affect the quality of teaching, teachers' sense of application to duty and contentment in their job. For example, data from two national research studies, the National Curriculum Review Conference and the National Statistics of Education prepared by the Federal Minister of Education and Youth Development 1994, show that teachers do not receive a living wage. As a result, teachers moonlight, and shirk their responsibilities. The most blatant the Ministry observed is resignation. Generally, however, the disobedience is believed by the ministry to be more subtle, much so is the systematic malingering, sub-optimal performance, withdrawal, and sabotage.

Also, incidents of teacher absenteeism, neglect of duty, and constant withdrawal of teachers from teaching service and related problems have been reported in Nigerian newspapers as well, bringing it home to the researcher that these are festering sores that require drastic and urgent cauterization. For example, Honorable Secretary of Education, Professor Nwabueze (1994) observed that lecture hours are spent transacting business as teachers have to look for extra-ordinary means to survive. Not to be glossed over, are newspaper reports concerning teachers drifting into politics and other government jobs, while other teachers migrate to other countries. The Situation and Policy Analysis (SAPA) (1994) survey shows that there is an extensive Diaspora of Nigeria teachers in industrialized countries, resulting in brain drain, and a failing standard of education. The fear is that some of the teachers who have found other jobs that are more lucrative may not go back to the classrooms considering the differences in their present earnings.
Those who did not leave the country often embark on strikes to back up their demand. The survey of the Nigerian education scene in 1994, reveals that the continuance of the strike threatened the stability of the school system and the interest of the students and pupils. It also exposed the integrity of the machinery for the settlement of industrial disputes as established by law to a grave danger. The entire school system is paralyzed; and there was distress everywhere as children, forced out of school on the account of the strike, roamed the streets engaging in all sorts of undesirable and deviant activities as anguished parents cried out for something to be done to end the strikes.

The above problems have been blamed on factors such as perceived low status, low pay, and the lack of professional autonomy (which are international in applicability) as major source of dissatisfaction among teachers. Factors such as these may be categorized as those which reflect in the broadest sense of the term, conditions of service, and are applicable to entire teaching profession or to specific sectors of it (early years, primary, secondary, etc.).

Furthermore, research conducted in 1998 by the World Bank found that many teachers refrain from entering the teaching profession because the job of teaching fails to meet their original expectations and offers too few intrinsic rewards to compensate for this failure. Supporting their findings is the presence of poor working conditions in many public institutions today, as well as a perception that there is a general loss of authority in relation of the job of teaching itself.

Low teacher morale can be detrimental to the entire teaching process. As the attrition, absenteeism, neglect of duty, and strikes becomes high, the future quality of education becomes increasingly threatened. It also makes clear to the nation that these
are festering sores which requires drastic and urgent cauterization. Thus, it is imperative that policymakers focus on identifying factors that may have influence on teacher morale. Knowledge of these factors could aid in the development of strategies that will promote job satisfaction and morale.

**PURPOSE OF THE STUDY**

Teacher morale is a major concern today among educational professionals in Nigeria because of constant withdrawal of teaching services and feelings of alienation within the profession (Fafunwa, 1991). As Nigeria undergoes major social-political and economic changes in the coming years, it seems that she will be hard-pressed to maintain the quality of her educational programs unless the country can successfully attract, retain, and motivate new teachers. It is assumed that understanding something about the factors that affect teacher morale would enable government and policy makers to be more effective in attracting and retaining teachers.

To appreciate fully the work problems of teaching, one must also look at some nationwide cultural trends that impinge on schools and threaten teacher morale. One disrupting condition affecting teachers, Agu (1997) points out, is the present open conflict of values in Nigerian society. Teachers must carry on a value-charged task in the midst of conflicting and changing values, and many can unhappily find themselves in conflict with their community, students, administrators or peers. This conflict can exact a payment of pervasive tension and alienation.

The purpose of this study is to investigate factors that influence teacher morale in a state public school system in Nigeria. Specifically, the study will seek to do two things:
1. Obtain comprehensive, objective data on variables that could affect teacher morale in Nigeria.

2. Identify and report the factors that have been most influential on morale as perceived by teachers in the targeted population, and recommend measures for developing effective policies, practice, and conditions of service for improve morale and job satisfaction.

**STATEMENT OF THE PROBLEM**

The primary focus of this study is the investigation of factors affecting teacher morale at 38 randomly selected elementary and secondary schools in Nigeria. According to the National Primary Education Commission (1994), retaining competent and committed teachers has been a problem of major concern in Nigeria’s primary and secondary schools. The commission also found that a shortage of qualified teachers, especially in the sciences and mathematics, as well as frequent teacher strikes for improved conditions of service, have been disruptive to normal academic activities. In an address delivered at a meeting with State Commissioners for Education on February 9, 1993, the Secretary of Education, Professor Nwabueze, observed that the amount of learning and knowledge imparted in Nigerian primary and secondary schools was poor and scanty, and that the physical facilities were not conducive to effective learning, for they were either non-existent or in a deplorable state. He argued that there was general lack of discipline among students and teachers alike, and that a certain disinclination, even disenchantment, among Nigerian people toward education that has resulted in lower
school enrollment. He concluded his speech by saying that the situation represented a decline and reversal from what it used to be.

Francis (1998) similarly identified serious problems in Nigerian schools in the following areas:

1. Infrastructure: classroom space and facilities were found to be inadequate and in poor repair, with insufficient grounds to maintain facilities or obtain supplies;

2. Instructional materials: textbooks supplies were inadequate;

3. Staff conditions and training: many teachers lacked minimum qualifications for primary school teaching. As a result teacher morale was eroded by low pay, poor working conditions and inadequate facilities, gender imbalances in staff cadres, and a wholesale staff transfers;

4. Enrollment, attendance, and retention: regional imbalances in enrollment were found;

5. Funding: tension existed between Local Government Areas (LGA) and the State Primary Education Boards that control federal funds for salaries and operational costs - local governments felt disenfranchised from control of schools and educational resources for their areas; and

6. Community participation: financial needs for building repairs and supplies were frequently met by parent and community-based organizations, economic differentiation resulted in inequitable
community involvement. Also he found that wealthy families often abandoned public primary schools in favor of private education.

Again, substantial amounts of criticism in the news media, constant withdrawal of teachers from teaching service, divided loyalty, brain drain, strikes and violent demonstrations, all suggest that the problems in Nigerian schools are more substantive than superficial. Professor Fafunwa (1994) suggests that the teaching profession is in serious jeopardy if the majority of its members are dissatisfied with the job of teaching and/or do not regard matters relating to their work as being a central concern. Determining the factors that explain the differences in teacher’s sense of professional morale is the over arching problem that will be addressed in this study.

SIGNIFICANCE OF THE STUDY

The success of schools and school systems are affected by how the human elements in the organization are treated. Schools are most successful if teachers and other staff members feel comfortable and satisfied with the jobs they are doing, and with the environment in which they work. According to Linda Evans (1997), effective management demands a concern with the following questions:

(1) What affects teacher morale?

(2) What are the effects of morale on productivity, turnover, absenteeism, or other variables?

Over the years, social science theorists and researchers in such fields as industrial psychology, organizational psychology, and organizational sociology have devoted a great deal of attention to the construct of morale. A sizable amount of the literature has been devoted to developing appropriate conceptual and operational definitions of the
morale construct, including teacher morale and job satisfaction with such facets as the work itself, supervision, pay, working conditions, company policies and procedures, and opportunities for promotion.

Identifying the relationship between intrinsic and extrinsic job satisfaction in teaching and teacher morale could assist the Ministry of Education when developing policies that affect teachers in Nigerian primary and secondary schools. Coombe (1997) wrote that the more information administrators have about teacher morale, the better their responses might be to this phenomenon. Personnel administrators will be able to do a more accurate job of placing teachers in work environments that would be as compatible as possible with the expectations and beliefs of those teachers. It would give colleges information they could use to help prepare students for the teaching profession. Providing students with realistic expectations about the environment in which they will be working would be invaluable.

The result of this study may prove valuable to administrators who are concerned with contributing to the personal and professional development of their teachers. This study is also expected to provide information that might stimulate further research concerning teacher morale in Nigeria. In addition, the results might help identify the intrinsic and extrinsic factors that have influenced teachers either to leave or remain with their schools. It could be instrumental in meeting the challenges of revitalizing Nigerian's primary and secondary school systems.
RESEARCH QUESTIONS

In an attempt to analyze the relationships among the variables, specific questions were used to aid in the identification process of selected morale factors. The answers to those questions will serve as motivational tools for the government and teachers where applicable. An understanding of these answers can prove to be priceless, reliable, and enduring. The following are the research questions.

1. Is there a relationship between principal leadership style and teacher morale?
2. Is there a relationship between satisfaction with teaching and teacher morale?
3. Is there a relationship between rapport among teachers and teacher morale?
4. Is there a relationship between teacher salary and teacher morale?
5. Is there a relationship between teacher workload and teacher morale?
6. Is there a relationship between curriculum issues and teacher morale?
7. Is there a relationship between teacher status and teacher morale?
8. Is there a relationship between community support of education and teacher morale?
9. Is there a relationship between school facilities and services and teacher morale.
10. Is there a relationship between Imo State Economic conditions, continuous salary availability and teacher morale?
11. Is there a difference in the relationship between principal leadership style and morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type?

12. Is there a difference in the relationship between satisfaction with teaching and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type?

13. Is there a difference in the relationship between rapport among teachers and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type?

14. Is there a difference in the relationship between teacher salary and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type?

15. Is there a difference in the relationship between teacher workload, and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type?

16. Is there a difference in the relationship between curriculum issues and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type?
17. Is there a difference in the relationship between teacher status and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type?

18. Is there a difference in the relationship between community support of education and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type?

19. Is there a difference in the relationship between school facilities and services and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type?

20. Is there a difference in the relationship between Imo State Economic conditions, continuous salary availability and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.

**HYPOTHESES**

In an attempt to analyze the relationships among the variables, specific hypotheses were used to aid in the identification process of selected morale factors. The answers to these hypotheses will serve as motivational tools for the government and teachers where applicable. Understanding of these answers can prove to be priceless, reliable, and enduring. The following are the research hypotheses:

1. There is no significant relationship between principal leadership style and teacher morale.
2. There is no significant relationship between satisfaction with teaching and teacher morale.

3. There is no significant relationship between rapport among teachers and teacher morale.

4. There is no significant relationship between teacher salary and teacher morale.

5. There is no significant relationship between teacher load and teacher morale.

6. There is no significant relationship between curriculum issues and teacher morale.

7. There is no significant relationship between teacher status and teacher morale.

8. There is no significant relationship between community support of education and teacher morale.

9. There is no significant relationship between school facilities and services and teacher morale.

10. There is no significant relationship between Imo State Economic conditions, continuous salary availability and teacher morale.

11. There is no difference in the relationship between principal leadership style and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.
12. There is no difference in the relationship between satisfaction with teaching and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.

13. There is no difference in the relationship between rapport among teachers and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.

14. There is no difference in the relationship between teacher salary and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.

15. There is no difference in the relationship between teacher workload, and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.

16. There is no difference in the relationship between curriculum issues and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.

17. There is no difference in the relationship between teacher status and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.
18. There is no difference in the relationship between community support of education and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.

19. There is no difference in the relationship between school facilities and services and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.

20. There is no difference in the relationship between Imo State Economic conditions, continuous salary availability and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.

BACKGROUND

I have the most unpleasant recollections of the teachers who taught me. Their external appearance exuded uncleanness; their collars were not kept; they were products of a proletariat denuded of all personal independence of thought, distinguished by unparalleled, ignorance and most admirably fitted to become the pillars of an effete system of government which, thank God, is the thing of the past. (Adolf Hitler, cited in Ofuoku (1995)).

Hitler's contempt for the German teachers of his day may well sum up the growing disregard for the Nigerian teachers today. Ironically, the decade of the 1970s was one of the most affluent decades for education in Nigeria (Salau, 1994). "It had been an article of faith that education was improving with every generation." The number of teachers increased, enrollment increased, and government support for education increased. Findings presented by the Education Research and Development Council
two decades ago suggested that teachers enjoyed their jobs, obtained satisfaction from them, and would choose that profession again. Morale was thought to be high.

However, by the 1980s and 1990s, that faith was severely shaken and the life of teachers changed with the presence of deteriorating working conditions, declining income, low student achievements and concern for the public outcry over the declining value of education (Agbase, 1994; Akinkugbe, 1994; and Ofuokwu, 1995). Nigerian school today is like a beauty queen of the 1950s. She was once very pretty, but now she is not much to look at. In search of the root causes of dissatisfaction of teachers in Nigerian education, many researchers agree that the history of education in Nigeria was fraught with dilemmas and conflicts that stemmed from specific political, social and demographic conditions, as well as from educational ideologies. According to the National Council of Education (NCE) (1994), the fact that Nigeria is a new state, obtaining her independence in 1960, presents a dual problem. On one hand, she does not enjoy the benefits of a long educational tradition, but, on the other hand, educational traditions do not interfere with the introduction of educational innovations. It is believed that teachers faced with this dual situation are likely to encounter difficulties not faced by teachers in countries with longer educational traditions.

Another difficulty stems from the parity of teachers’ emoluments with professionals in other sectors of the public service and in other areas of the economy. Several authors have joked that teachers’ rewards are no longer in heaven. According to them, while teachers are on earth, they must be given rewards so quickly as to avoid a decline of morale and diversion of loyalty.
It is evident from the research involving interviews with educators and policy-makers that teachers' low morale in the last decade has been compounded by the economic hardship imposed by the country's Structural Adjustment Program (SAP), a pervasive culture of corruption, the lack of commitment to the stated objectives of the National Policy on Education, spiraling cost, shrinking capabilities, and an unstable political structure that has made it possible to have four Ministers of Education in a period of 12 months. Incidents of inadequacy of instructional materials and learning facilities, such as books, inadequate funding and the scantiness of the education imparted in the school have been reported in Nigeria newspapers as well.

As a result of these deteriorating working conditions and other similar problems, the lives of teachers in the country have changed. Expressions on their faces, young and old, are unforgottably tired, fearful, pained, angry, but most of all, simply resigned just to make it through the day. Thus, the seeds of low teacher morale sown. Before long, they mature into a tangled thick of thorny problems, that become as Professor Nwankwu (1995) put it, "the sometimes innocent but nonetheless insidious practice of looking for extra ordinary means to survive."

This practice takes a variety of forms. At one extreme is the more pernicious problem of brain drain, at the other, is the less pernicious but more pervasive problem of strikes and threats of strikes. The disastrous consequences of strikes for education are well known to all. Policymakers in the Ministry of Education agree that strikes halt teaching and learning activities as well as destabilize the working of the entire system. In terms of scarce financial resources, they also agree that strikes inflict enormous waste upon the nation by the fact that workers in the public sector always demand to be paid
their full salaries and allowances are actually paid while they are on strike for however long the period is. No nation, they assert, least of all a developing one, can afford such staggering waste in teaching and learning time and financial resources.

The endemics of strikes are, of course, only one of the many problems caused by teachers’ dissatisfaction in education in Nigeria. The Honorable Minister of Education, Professor Nwabueze (1994) believes that the importation of trade unionism into the system has had some actual and imagined impact on collective bargaining and on the quality of education in the country. There are those who can persuasively argue that collective bargaining has had a decidedly detrimental effect on the system. For example, a monitoring survey of primary schools in Nigeria conducted between 1993 and 1994 by the Federal Ministry of Education (SPU, 1994), observed that the collective bargaining movement for teachers has bred a trade union mentality instead of a mentality of professionals dedicated to teaching. The side effects of this mentality, according to SPU, has resulted in an “I won’t do it for nothing” attitude about responsibilities, a preoccupation with union business, and a selfish disregard for the school children. They also maintain that collective bargaining inevitably fragments and polarizes the individuals and groups who should be working cooperatively to provide a decent education. For example, it seems to pit teachers against administrators and government. To state it differently, relationships that should be congenial have become adversarial. Finally, they point out that collective bargaining has the effect of eroding public support for education. When the public sees teachers picketing school systems, lobbying legislatures, and endorsing candidates seemingly just to increase the teachers’ cut of the pie, it dampens public enthusiasm for a strong financial commitment to education.
The general question then arises, what factors increase teacher morale in Nigeria? What motivates them to work productively at institutions of learning? These questions give this study a sense of direction.

**NIGERIA’S SETTING**

Nigeria, which is situated in West Africa, won its independence from British colonialism in 1960. The country has nearly 107 million inhabitants who live mainly on low technology agricultural product. The principal crops are rice, yam, cassava, (for local consumption), groundnuts (peanuts), cocoa, and cashew nuts (for exports). In 1995 the capital of Nigeria was moved from Lagos to Abuja. Other large cities include Ibadan, Kano, Kaduna, Port Harcourt and Enugu. English is the official language. Major languages include Hausa, Yoruba and Ibo. Major tribes/ethnic groups include Hausa-Fulani in the north, Yoruba in the southwest, and Ibos in the southeast. According to the World Book Encyclopedia (1997), the population of Muslims is 50%, Christians are 40%, the indigenous faith are about 10%. Observers believe that Nigeria is a complex and vastly heterogeneous society, geographical diverse and as ethnically intricate as it is politically vibrant and challenging. Nigeria could be considered a microcosm of Africa.

**History**

Between (1914 and 1979) private colonial developments by the British, with recognition from of the Crown’s interest in the region, resulted in the formation Nigeria as it exists today. During World War 1, native troops of the West African frontier force
joined with the French force to defeat the German garrison in the Cameroon.

Nigeria became independent on October 1, 1960. She organized a loose federation of self-governing regions. As a result of this arrangement, the independent nation faced an overwhelming task of unifying a country with 250 ethnic and linguistic groups. The Nigerian leaders thought they had won independence for the country “on a platter of gold.” However, events after independence in 1960 revealed, as professor Bill Dudley (cited in Agbese, 1989) put it, that what was thought to be gold was some baser metal, as rioting broke out in 1966. The military commander was seized and Colonel Yakubu Gowon took power. Gowon’s nine-year rule ended in 1975 as a result of a bloodless coup that made Army Brigadier Murtala Rufai Mohammed the new Head of State. Six months later Mohammed died as a result of an unsuccessful bloody coup d’etat staged by young military officers led by Dinka. The death of Mohammed brought General Olusegun Obasanjo, who relinquished power on October 1, 1979, to a democratically elected civilian administration.

The return of civilian leadership was established with the election of Alhaji Shehu Shagari as President in 1979, but it did not last. A coup on December 31, 1983, restored military rule. The military regime, headed by Major General Mohammed Buhari, was overthrown in a bloodless coup on August 27, 1985 by Major General Ibrahim Babagida, who later proclaimed himself President. He resigned in August 1993. In November of the same year the military, headed by Defense Minister Sani Abacha, seized power again. Abacha’s death on June 8, 1998, brought General Abdulsalam Abubaker in power.
Government

Nigeria has been under military government since December 1983. The government annulled the result of the June 12, 1993, presidential election and suspended the return to civilian rule. Later, Babagida’s protracted transitional program to civilian rule ended in a stalemate paving the way for the introduction of the Interim National Government headed by Ernest Shonekan. He was removed in a palace coup by Sani Abacha in November 1994. Abacha’s death on June 8, 1998, brought Abdulsalami Abubaker to power.

The Educational System

According to Professor A.B. Fafunwa (1991) three kinds of education may be identified within Nigeria indigenous education, sometimes referred to as traditional education is the oldest. It emphasizes spiritual and morale values, skills for earning a livelihood, work ethics, political participation, and cultural and creative arts. It is believed to be a very efficient form of education. Islamic religion and education, which came next, where first brought into Nigeria through the northern part the country by itinerant Moslem scholars dating as far back as eleventh century. Islam is conceived as a total package including a system of religion, a system of law as well as a system of education. Western education, which was the last to arrive, was brought by Christian missionaries to the southern part of the country via the coast in the first half of nineteen century. Like Islamic teachers, the missionaries coupled Western education with evangelism. In the northern states, where Islam had taken root, Western education was perceived as Christian education. Over time, the north lagged behind the south in
Western education, leading to the now well-known educational imbalance.

Professor Fafunwa believed that indigenous, Islam and western systems of education have interacted closely in the development of education in Nigeria. Likewise, some of the problems of primary education that exist today are outgrowths of conflicts between the three systems. Adherents to each system have different perceptions of what relevant education should be. However, Western education has emerged as the most dominant and most relevant to the modern scientific and technological age.

The history of primary education in Nigeria shows that there have been significant efforts to put the country on a sound footing through educational acts, ordinances and policies. Undoubtedly, the most outstanding effects was the National Policy on Education, first promulgated in 1977 and revised in 1981 (Nigeria, 1981).

At the Addis Ababa, Ethiopia, conference of African Ministers of Education in 1961, the target year for all African countries to achieve Universal Primary Education (UPA) (UNESCO, 1961) was 1980. Three decades after that, a world conference on education for all was held in Jomtien, Thailand from March 5 to March 9, 1990, under the joint auspices of the World Bank, UNDP, UNESCO, and UNICEF. The resulting document, "World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs," has become a sort of blueprint for all nations of the world in their efforts to achieve education for all. Nigeria was a prominent participant in the conference and, indeed, presented a model of the Primary Education Commission (NPEC) which gave a new lease on life to primary education in Nigeria.

For two years, 1989 and 1990, Nigeria experienced an exciting new sense of direction in primary education until Decree No.2 of January, 1991 abolished NPEC.
Since then, Nigerian primary education seems to have been caught once again in the doldrums. There has, accordingly, been great pressure, especially from the Nigerian Union of Teachers (NUT), for a resuscitation of NPEC. A degree for the resuscitation was promulgated during the brief tenure of the Interim National Government, but full implementation has yet to take place.

Nine-Year Compulsory Schooling Program

This nine-year compulsory schooling program has two components: six years of primary education and three years of junior secondary education. Primary education is concerned with the education of children between the ages 6 to 11 and is aimed at including literacy, numeracy, and the ability to communicate effectively. Also, it places emphasizes on moral training and development of sound attitude. The minimum qualification for primary school teachers has been raised from the Teachers' Grade 11 (TC11) to the Nigeria Certificate of Education (NCE). Consequently, a major policy thrust has been to intensify in-service training of teachers in universities, Colleges of Education and the National Teachers' Institute to enable them to upgrade their qualifications.

The secondary schools are now being operated in two stages. During the first three years of secondary education the junior secondary school (JSS) are part of the basic education scheme because they were integrated into the nine-year compulsory schooling program.

The main objectives are to prepare students for the acquisition of knowledge and development of skills, including technical education. Technical education is aimed at developing skills in certain basic fields, such as food technology clothing manufacturing
services, machines and other sectors that might be urgently needed for the economic growth of the country.

The senior secondary school (SSS) provides the last three years for those able and willing to have a complete six-year education. The main objective of the senior secondary school is to inspire its students with a desire for achievement and self-improvement both at school and later in life (section 4, paragraph 18, Policy on Education).

**Teachers**

Current government policy stipulates that no teacher with less than a Grade 2 teacher certificate (a two-year program after high school) would be allowed in the system after 1995. The National Primary Education Commission (NPEC, 1994) survey showed that in 1991 about 84.25% of the teachers in the primary school system had Grade 2 teacher certificate or higher. The policy requiring that a teacher must have a minimum qualification of a (NCE) (a three-year program after high school) came into effect in 1998.

In recent years, teacher morale has been a problem of major concern in the country. The Situation and Policy Analysis (SAPA) (1994) survey showed that 24.4% of teachers were dissatisfied with their conditions of service and preferred alternative employment in non-teaching fields. Apart from condition of service, many (77%) felt that teaching was too demanding and 33.7% felt that the teaching profession was not respectable. Many of the teachers (72%) claimed to have remained on the salary for four to nine years. Many engaged in other moneymaking activities to supplement their incomes. The popular activities were running coaching lessons (69%), trading (48%) and
farming (77%).

**Government Take Over of Schools**

Three decades ago, people began to question the propriety of government leaving the responsibility of children's education largely in the hands of volunteer agencies. Most teachers in volunteer agency schools had no promotion prospects, supervision, or annual benefits like those in colleges and government schools. In answer to the outcry of the Nigeria Union of Teachers (NUT), the federal government set up the Asabia Commission of (1967) to find a solution to the problem of disparity between the salaries and conditions of service of teachers in the civil service and those in volunteer agency schools. The Federal Government accepted the Asabia Commission's recommendation that a Teaching Service Commission for all non-government teachers should be established to service as a common employer and that all traces of disparity should be abolished. Consequently, all volunteer agencies and private owners of schools were forced by law to hand over their schools to their state government. An editorial in *Newswatch* magazine on December 12, 1994, commented that the takeover of schools from voluntary agencies simply threw on the governments a burden they were ill-prepared to bear. The result, according to the editor, has been chaos and a dark cloud over the glory of education development in Nigeria.

**SUMMARY OF THE CHAPTER**

This chapter focused on the day-to-day reality of the factors that have contributed to the poor morale in the teaching profession in Nigeria, and the unprecedented discouragement of its practitioners. It described school-specific circumstances, situations
and events. It revealed not only the significance of these in influencing teachers' attitudes toward their work, but it also revealed the complexities and intricacies involved in the teaching profession. A great deal of the chapter was devoted to discussing the treatment of poor remuneration. Apart from irregular payment of teacher's salaries, schools in the country are plagued by a myriad of other problems including inadequate teachers, constant withdrawal of teachers from teaching profession, and lack of instructional aids and funds for teachers' needs. Low teacher morale appears to directly influence learning and schools' climate.
CHAPTER II
REVIEW OF LITERATURE

INTRODUCTION
There is no dearth of literature on the topic of teacher morale. Hundreds of studies on the topic have been conducted over the past five decades, and numerous new and important findings have been and continue to be generated. There would appear to be a consensus from all of the researchers that high teacher morale is vital to a teacher’s performance and the success of a school district, but the similarities in the findings stop here. In essence, teacher morale remains a rather inconcise concept that is subject to a wide range of interpretations.

The review of the research was organized to reflect independent discussion on two separate concepts paramount to this study. The are theories of work motivation, and factors that affect morale.

THEORIES OF WORK MOTIVATION AND MORALE
The work of McGregor (1960), a major human resources theorist, sets out the basic problems of work motivation and provides a suitable beginning. Work motivation, he explains, depends on the interaction of outside and inside, both environmental and individual characteristics. Thus motivating people means creating relationships between these two realms that encourage productive effect. He typically talked of important
environment factors that influence people in terms of rewards and punishments. He similarly spoke of the important individual factors such as basis human needs, individual capabilities, goals, expectations, and attitudes.

Managers, McGregor (cited in Drake & Roe, 1994) concludes, can follow two basic approaches to motivation that create different relationships between rewards and punishments and human needs. One approach uses extrinsic or external rewards and punishments. These belong to the environment of work rather than to the work itself and include money, fringe benefits, praise, recognition, promotion, criticism, social acceptance, and social rejection. A second approach uses intrinsic rewards. These are derived from work itself and include helping others and achievements of knowledge, skill, autonomy, and self-respect. Extrinsic rewards serve basic needs for physical survival, security, and social interaction and some higher-level needs for ego satisfaction and growth. Intrinsic rewards alone can satisfy many of a person’s ego.

McGregor complains that management has relied heavily on extrinsic rewards and punishment to motivate and control workers, but has paid much less attention to intrinsic rewards, despite their important impact on work satisfaction and productivity. He finds two reasons for this failure to use intrinsic rewards. First, management cannot manipulate intrinsic rewards as easily as they can extrinsic rewards; management can only create conditions that make improved productivity more likely. Second, and most important, management has traditionally acted with a view of human nature that undermines the value of intrinsic rewards.

The traditional view, which McGregor terms Theory X, assumes at once a mechanistic and negative image of human nature. According to this view, people are
naturally inert and without initiative or desire to assume responsibility. What motivation they do have is contrary to the demands of organized work and is expanded in play or destructive activities. This limited view argues that organizations must exercise external controls to coerce their unwilling workers to produce.

McGregor offers an alternative view of nature, which he finds supported by recent developments in behavioral science. According to this view which he terms Theory Y, people are neither inert nor mechanical beings, they are instead dynamic and organic beings and are naturally self-activated. Their motives need not be antithetical to work, they can be released in productive work as well as in play or destruction. Given the opportunity, people will pursue at work goals associated with higher-level needs for autonomy, self respect, responsibility, achievement, and the use and development of their talents.

In a review of organizational research, Argyris (cited in Lunenburg & Ornstein, 1996) provides a helpful illustration of tradition of the self-fulfilling nature of Theory X. The research, he states, shows that formally structured, controlling organization of tasks and authoritarian leadership lend workers to an infant level of expression increasing their dependence and submissiveness and decreasing their autonomy and use of talents. He maintains that workers in such organizations, to the extent they seek to express themselves as adults by exercising their autonomy and using their talents, “may adapt by reactions ranging from absenteeism to withdrawal and noninvolvement, aggression, an increased emphasis on instrumental rewards, and a decreasing emphasis on intrinsic rewards.”
McGregor's view of human nature and motivation relies heavily on the work of Maslow, and a discussion of human resources theory demands a look at Maslow's seminal work. Maslow, a major figure in the development of humanistic psychology, affirms people's higher natures and emphasizes their positive strivings. His theory of needs provides, in his own terms, a necessary addition to the classical psychologies of behaviorism and psychoanalysis, which tend to limit humans to their lower needs.

As recorded by Thomas (1997), Maslow paints a dynamic image of human beings in which they are never fully satisfied but always seeking to gratify new wants as part of their instinctual thrust to self-fulfillment. Their behavior is generally determined by a few basic needs that arrange themselves into hierarchy of prepotency of priority. Lower, more prepotent, needs take precedence and must receive satisfaction before other and higher needs come into play. Until a basic need is gratified, it dominates and organizes the personality, providing a goal that directs behavior. Once it receives satisfaction, it loses its importance and hold on the personality and higher needs emerge to organize the personality. This general progression from lower to higher needs can be broken if a once-satisfied need becomes deprived, at which point it will again come into prominence and dominate the personality.

Maslow's hierarchy comprises five basic need categories. Physiological needs, the most proponent, include needs of hunger, thirst, and sex, as well as such other needs for activity and stimulation. Safety needs, next in potency, include needs for security, stability, protection, structure, and order. Belonging and love needs come next and include the need for affectionate and intimate relationships with people. Esteem needs, next highest in the hierarchy, fall into two subcategories. First of these are the self-
esteem needs, which include desires for achievement, for mastery and competence, and for independence and freedom. Second are the needs for the esteem of others, which include desires for prestige, reputation, and dominance. The self-actualization need, the last of the basic needs, is the desire to fulfill all of one’s individual potentialities, “to become everything that one is capable of being.” It alone of the basic needs can never be fully satisfied.

Maslow’s theory has generated several reformations among organizational theorists, the most notable is Alderfer’s ERG theory. Alderfer (cited in Patri, 1995) collapses Maslow’s hierarchy into the three need categories of needs (1) physical needs and safety needs involving physical and material desires, as well as relatedness needs. (2) belonging and love needs that involves the needs for the esteem of others, and (3) growth needs that includes self-esteem and self-actualization needs.

The work of McGregor and Maslow found support in the controversial Motivation-Hygiene theory of Herzberg, another central figure in the literature of work motivation. As recorded by Lunenburg & Ornstein (1996), Herzberg advocates a two factor theory of job attitude by which job satisfaction and job dissatisfaction are not opposite needs of the same continuum, but separate and distinct and dependant on different sets of work conditions and worker needs. His theory is supported by numerous studies of variety of work organization.

According to Herzberg’s theory, those work characteristics that bring job dissatisfaction but contribute little to satisfaction are the hygiene factors or dissatisfaction. These factors are extrinsic to the work content and concern the worker’s relationship to the content of his or her job. This includes matters of company policy and
administration, supervision, interpersonal relationships, working conditions, salary, status, and security. These factors affect people's pain-avoidance needs which is their natural drive to avoid pain from their commitment.

Those factors that produce job satisfaction and motivation — the motivators or satisfiers — are tied to the work content. They include achievement, recognition for achievement, intrinsic interest in the work itself, and growth or advancement. These factors serve people's needs for achievement and growth.

Many educators accept Herzberg's theory without question, but organizational theorists have responded with some skepticism. Many theorists question his two-factor concept of satisfaction in favor of the traditional view that satisfaction is unidimensional. Johnsrud & Rosser (1999), for instance, argued that Herzberg's separation of job characteristics into motivators and hygienes may be largely the result of his research method, and concluded that "the present conceptual status of the theory must be considered highly uncertain." This criticism, however, need not set aside Herzberg's basic points about job context and job content. A brief look at an article by Thurman (1991) can help, by way of illustration, in an evaluation of Herzberg's theory. Using several surveys of work attitudes, Thurman concludes that the major sources of worker dissatisfaction are lack of promotional prospects and restrictive jobs content that limits opportunities for personal development and provide little challenge. Other work characteristics, such as working conditions and pay, are of less importance to workers.

**FACTORS THAT INFLUENCE MORALE**

A chronological examination of studies can aid considerably in conceptualizing the complicated fashion in which factors and events can influence teacher morale. The
term first became prominent in education the 1940s, and at that time morale was conceived as being solely dependent upon working conditions. According to the American Association of School Administrators (AASA) (cited in Beattie, 1987), the prevailing belief was that the morale of teachers could be increased by administrators who were cognizant of basic principles that related to good morale. Accordingly, the (AASA) in 1944 produced a list of fundamental principles to guide administrative practitioners on appropriate strategies. The AASA in their Twenty-Second Yearbook listed the following fundamental principles:

1. Have faith in the intrinsic importance of the work which they are doing and its contribution to the aims of the organization.

2. Have the right and opportunity to contribute their ideas to the improvement of the system as far as they are able and willing to do so.

3. Know what their responsibilities are. (The channels of communication should be open at all times for questions and directions in regard to duties and responsibilities.)

4. Have sufficient confidence in the integrity and loyalty of co-workers and superior officers to contribute to effective teamwork in the prosecution of the common tasks.

5. Feel that their best work will bring its just reward, thus challenging them to give their best efforts to their daily tasks.

6. Be dealt with as human beings eager to find opportunities for self-realization.

7. Be given the opportunity to grow and to achieve promotion by recognition of achievement.

8. Be given assignments of work in which they have an opportunity to succeed.

9. Be consulted before decisions are made that affect the conditions under which they work.

10. Be conscious of professional leadership that assists them in meeting new problems that deals with individual children or with community situations.
A few years later Shilland (cited in Bernard, 1991) personal management students at West Virginia University surveyed 429 teachers in one school district. The ten items that teachers identified as most important to morale, in order of importance were:

a) doing work for which one was prepared and interested;
b) adequacy of equipment and supplies;
c) consideration and courtesy by superiors;
d) physical working conditions;
e) job security;
f) administrative cooperation and assistance;
g) friendly attitude of fellow teachers;
h) fair compensation;
i) development of personality in association with an in inspiring young people; and
j) pupil attitude of respect toward teachers.

Chase (cited in Tipton, 1997) was another early investigator of factors that affect teacher morale. He found that morale was affected by freedom in planning work, adequacy of salary, feelings about quality of leadership, and participation in educational and personal policy planning.

According to Beattie (1987) studies in the 1950s deviated little from one another in terms of findings until Herzberg and his associates conducted a comprehensive examination on factors that influence job satisfaction and morale. Briefly, Herzberg (cited in Citty, 1999) systematically examined needs and satisfaction, and found that every job must make provisions for two separate and distinct aspects – hygienic and motivational – if employees are to be happy and productive. The hygienic factors are
those that affect the work environment, and include salary, competent supervision, fair administrative policy, job security, the opportunity for personal growth, and good interpersonal relationships. Failing to provide for these extrinsic factors would lead to dissatisfaction in job. Motivational factors, on the other hand, were conceived by Herzberg as intrinsic in nature, and included achievement, recognition, work itself, responsibility, and advancement. Provisions must be for the latter set if satisfaction is to occur. Accordingly, for job satisfaction or morale to be influenced in Herzberg’s scheme, both factors that lead to dissatisfaction must be provided for.

Sergiovanni (1990) postulated a similar theory as Herzberg’s but applied the results directly to the teaching profession. His results confirmed Herzberg’s hypothesis that job satisfiers and dissatisfiers tend to be mutually exclusive. Like Herzberg, Sergiovanni found that the elimination of dissatisfier factors would not automatically result in increased job satisfaction. Sergiovanni also found, however, that the elimination or the tempering of the dissatisfiers was essential for an individual to be satisfied with his work and evidence high morals.

Inherent in the works of both Herzberg and Sergiovanni are the lower level needs described by Maslow in his famous studies. The concept of satisfiers-dissatisfiers was to have a profound effect on later studies on teacher morale. The theories of both Herzberg and Sergiovanni are addressed in virtually every study on teacher morale conducted over the past twenty years. Fleishman (cited in Beattie, 1987) has suggested that whether one subscribes to the two-factor theory or not, the finding that seems to persist in most studies is the potency or impotence of the satisfiers relative to the impotency of the dissatisfiers in accounting for overall job satisfaction. Stated otherwise, it becomes apparent that
certain factors tend to influence high levels of morale, while others tend to lower it. While the two opposing sets may vary somewhat from one district or school to another, they are distinct from one another.

It should be noted that while Herzberg and Sergiovanni contributed heavily to the theory of differentiated types of factors, their views were not necessarily novel, and earlier studies can be identified in the literature. For instance, Cralle and Burton (1993) sought to identify factors that influenced morale in the teaching ranks. While they reported a number of factors contributed to morale, they also recognized that there were some major factors that affected negative morale or dissatisfaction. These included arbitrary reassignments, salary policy, and lack of supervision. As recorded by Bryson (1994), Hedlund and Brown in 1991 surveyed New York state teachers on conditions that accounted for heavy teacher turnover. Among the "negative factors" they found were: insufficient salary, inadequate advancement opportunities, large classes, and unsatisfactory support in discipline.

Salary invariably arises in discussions regarding morale, and Wynn in 1994 reported that remuneration was not a principal morale determinant. According to Wynn, the teachers' greatest need was security. In this respect, Wynn pointed out that teachers cherished security against (1) changes in the job market, (2) public criticism, (3) secrecy and double dealing, (4) stratification, and (5) class load. Wynn advised that other fundamental needs that should be recognized and fulfilled by school officials were: (1) social climate, (2) democratic action, (3) specific job knowledge, (4) delegation of authority and responsibility, and (5) the right to appeal decisions. Lowe (cited in Elsner, 1994) similarly dismissed remuneration as a major morale factor. Lowe also identified
five positive desires of teachers that must be considered in attempting to improve staff
relations, and subsequently, morale. They were the following:

1. Staff members want to know they are making a contribution.
2. Staff members want to know reasons.
3. Teachers want sympathetic understanding.
4. Staff members want help necessary to get the results expected.
5. Staff members want honesty in their administrators.

public school, chose to describe features that worked against morale:

1. Playing favorites and making exceptions,
2. The griping of individual members and departments or other cliques,
3. Blunt answers form superiors,
4. A scheme that gives extra pay for extra work,
5. A critical, rather than a cooperative attitude on the part of the faculty,
6. Asking faculty members to do extra jobs,
7. Lack of teacher interest in extracurricular affairs directed by other faculty
   members, and
8. Individual question of salary, placement and promotion.

Numerous studies have been and continue to be handed down that support the
notion that organizational climate and leadership style influence levels of morale. Vroom
(cited in Trauter, 1993) summarized the earlier efforts along these lines, concluding that
employee personality traits predispose them to react in certain ways to different
organizational factors. For instance, the authoritarian personality has weak independence
needs. This person will, therefore, be relatively unaffected by organizational structures favoring participatory management. Egalitarians, on the other hand, have powerful independence needs and will, accordingly, have greater sense of satisfaction and higher levels of morale in organizations which permit high levels of participation.

Hunter’s (1991) findings were also consistent with those found in earlier studies. It becomes apparent that organizational climate as well as leadership styles do, indeed, impact significantly upon teacher morale.

Douglas, Bent, & Boardman in 1992 offered a list of factors associated with high teacher morale not inconsistent with similar findings up to that time. They identified the following as important contributors of staff morale from a supervisory aspect:

1. Knowledge that supervisors are fair and will recognize and appreciate good work wherever it is found.

2. Knowledge that supervisors are interested in assisting and improving educational effectiveness rather than merely inspecting and rating.

3. Knowledge that supervisors are attempting to reduce the amount of work outside the classroom.

4. Knowledge by each teacher than he or she belongs to the group while being recognized and valued as an individual.

5. Knowledge or sense of teachers that they are making important contributions and growing on the job.

6. The feeling of security, sociability, democracy, and good will among all teachers and supervisors.

Strickland (cited in Smith, 1992) conducted a study using Herzberg’s theory of evaluating factors that tend to raise and/ or lower morale within a school building. He identified ten factors associated with low levels of morale. The ten had a tendency to raise morale:
1. Cooperation and helpful co-workers who share ideas and materials,
2. A helpful and cooperative principal,
3. Appreciative and cooperative parents,
4. Adequate supplies and equipment,
5. Freedom in classroom teaching,
6. Respectful pupils,
7. An adequate school plant,
8. Pupils interested in school work,
9. A helpful supervisor, and
10. A well-organized school with formulated policies.

The factors that tended to lower morale were:

1. Lack of relief from pupil contact during the day,
2. Clerical duties,
3. Lack of cooperation and support from principal,
4. Inadequate school plant,
5. Lack of staff cooperation,
6. Excessive teaching load,
7. Low salary,
8. Lack of parent cooperation and interest,
9. Poor discipline, and
10. Lack of proper equipment and supplies.

It is interesting to note that many of the factors that lead to high morale also lead to low morale in Strickland’s findings. Equally of note is when an item appears on both lists, its rank is noticeably altered. Accordingly, Strickland’s findings, in part, support the theory of Herzberg in that factors affect high and low morale in differentiated fashion.

A year later, Franks (1993) studied teacher morale and reported that morale was related to teachers’ ages, age differences between teachers and principals, degree of
close-mindedness, extent of similarity to the principal’s general social values, and perceptions of the morale level of their colleagues.

At the same time, Greenwald (1993) studied the relationship of morale to interpersonal and intra-psychic factors. Greenwald concluded that feelings have a profound effect upon morale. The interpersonal factors he thought to be especially influential were hopelessness, meaningless, and loneliness.

In a study similar to that of Greenwald, Potter (1995) found that the degree to which organizational dimensions correlate with the job satisfaction and teachers depends on the personal dimensions of the teacher. Otherwise stated, the factors that contribute to job dissatisfaction for one person may not affect the morale of another. Baker et al. (1996) conducted a comprehensive study of 24 school systems involving 5,000 teachers. He found that board of education and administrative relations, personnel practices and policies, schools equipment and supplies, and educational leadership affected teacher morale most significantly. Baker reported further that morale was high when teachers felt personally committed to teaching, and low when the principal was more concerned with his own status than the growth of the faculty. Sloat & Hoppe (1991) conducted a similar study a short time later, and found similar results, except they added salary as a fifth component.

Wentworth (1990) substantiated the findings of earlier researchers in concluding that organizational climate appeared to be a component of morale. His most revealing finding was that significant differences were found where schools used merit pay policies. They seemed to have higher morale levels than those that did not. Though Kelin & Dunlap (1993) did not consider merit pay in his study, he found salary to be a
more major morale determinant than many of his predecessors. He did not distinguish satisfactiers from dissatisfiers, but instead reported the following as contributors to morale levels among teaching staff:

1. achievement,
2. recognition,
3. interpersonal relationships,
4. responsibility,
5. advancement,
6. salary,
7. job security,
8. personal life,
9. status,
10. working conditions,
11. policy and administration supervision,
12. job situation, and
13. the actual job.

The findings of Johnsrud (1996) were consistent with those of earlier studies in assessing morale factors among elementary teachers. He found that achievement and recognition were cited most frequently as contributing to satisfaction in the job while major dissatisfiers included school policy administration, interpersonal relations with peers, and working conditions. Meanwhile, Wong (1991) added a new dimension to previous findings when they concluded that urban school teachers had higher morale scores than rural teachers.

In an apparent swing toward isolating components that were suspected of having an influence on morale, Halford (1994) studied the manner in which oral and written communication between the principal and teacher had an effect on morale. He found that
there was no significant relationship. Berger (1996), however, focused on personal factors and found that teachers over the age of forty-five have significantly higher morale scores than their younger colleagues. Specifically, Berger determined that younger teachers scored low on teacher salary and teacher status factors while older teachers scored higher for rapport with the principal, teacher salary and teacher status, and satisfaction with teaching.

Also studying the relationship between age and morale, Hickey (1994) reported that morale is not significantly affected when a teacher over forty moved from one district to another. Meanwhile, Thomas (1997) took issue with the findings of Berger and Hickey. Thomas concluded in a comprehensive survey of 46 North Dakota school districts that there were no significant differences in morale scores when teachers were grouped according to age. However, Stewart & Spence (1997) did find that the number of years that a teacher has been in the same school system affects morale.

Johnsrud, Heck & Rosser in 1997 included in their investigation the differences between sexes in influencing high and low levels of morale. The concluded that there were highly significant differences between sexes in that men indicated more competitiveness desirability, tolerance for work pressure and willingness to seek rewards in spite of uncertainty. A National Educational Association Research project in 1997 similarly reported differences between men and women in terms of morale. They found that women teachers are more content in their job than are men, with the exception of workload and working conditions. Additionally, the report indicated that single women were the least happy group in attitude toward the school, the job, and workload.
In further differentiating factors that influence morale, Evans (1997) wrote that the satisfaction derived from work is more important to the highly educated employee. He explained that more highly educated employees tend to become dissatisfied with administration when the administration is perceived as causing inefficiency and interfering with the accomplishment of the individual’s task.

Fields (1996) was another in a long line who studied organizational climate and its impact upon teacher morale. Fields determined that school administration patterns are significantly related to the morale of teachers. He concluded that administrators have within their sphere of influence the means of affecting high levels of morale. Murphy’s findings were consistent to those of Peskin (1974) two decades prior. Parker (1995) extended the theory that organizational climate affects morale and concluded that the more democratic the administration, the higher the morale.

Studies in the latter 1990s continued to confirm the findings of earlier researchers. Baker (1995) substantiated earlier findings that teachers with master degrees have higher morale scores than teachers with bachelor degrees. He also found that teachers with six or more years in the same system exhibit higher morale scores. Further, Baker confirmed that young teachers have lower morale scores than do medium age or mature teachers.

Evans (1998) has found agreement with previous studies that rapport is an important morale determinant among teachers. She suggested that

1. Rapport among teachers and the teaching relationship with students are among the most important factors affecting teacher morale.

2. Job content and performance can affect teacher satisfaction and dissatisfaction.
3. The more positive the children's perceptions of the teacher's feelings, the better is their academic performance and classroom behavior.

Gaylord (1998) produced evidence that individual recognition, personal achievement, interpersonal relations with other teachers, and interpersonal relations with parents influenced high morale. Gaylord also identified school districts policies, individual recognition, interpersonal relations with parents, and working conditions as contributing to low morale.

Folkins (1998) continued the trend of determining morale levels through factor analysis. Among a larger list, some of the Folkins' more prominent findings were the following:

1. Different morale levels were found at various schools within the district.
2. Monetary rewards had a definite influence on morale
3. The size of the school is a variable influencing morale.

The other findings postulated by Folkins are consistent with others reported in the literature.

Weis (1999) findings paralleled those of folkins. According to Weis, achievement, interpersonal relations between principal and faculty, recognition, work itself, and responsibility affected the teachers' feelings of satisfaction. Conversely, work conditions, status, personal life, policy, and the administrations showed to be statistically related to teacher dissatisfaction.

Weis took issues with Folkins and others, however, on the importance of salary. Weis found no statistical verification that salary influenced either positive or negative morale levels.
The list compiled by Lumsden (1998) appeared as representative of factors that tend to influence high teacher morale. The researchers reported that high teacher morale is associated with:

1. The administrator's understanding and appreciation of the teacher as an individual,
2. The confidence that the teacher has in the administrator's professional competence,
3. The support the teacher receives from the administration regarding discipline problems,
4. Teacher participation in the formation of policies that affect them,
5. Adequate facilities and equipment,
6. Adequate teaching supplies,
7. Teaching assignments that are commensurate with training,
8. Fair and equitable distribution of extracurricular assignments,
9. Professional training provided through the in-service program,
10. Job security,
11. An adequate policy for leaves of absences,
12. A fair and equitable distribution of the teaching load, and
13. Salaries that are comparable with professions requiring equal training.
CHAPTER III
THEORETICAL FRAMEWORK

INTRODUCTION

The purpose of this study is to investigate factors that influence teacher morale in a state public school system in Nigeria. Ten independent variables were investigated: principal leadership style, satisfaction with teaching, rapport among teachers, teacher salary and incentives, teacher work load, curriculum issues, teacher status, community support for education, school facilities and services and intervening variable of age, gender, and years of experience. The relationship among these variables was discussed following a brief description of the role of theory. Additionally, definitions of important terms, the null hypotheses, the study’s limitations and a chapter summary were provided.

THE ROLE OF THEORY

This study recognizes that varying circumstances and conditions influence all variables that affect morale. Examining the unique relationship between each of the variables and teacher morale will enable one to realize the basic needs, wants and dispositions of the people in order to provide for more positive and healthy work environment. This healthy work environment would and does increase motivation and enhances morale, job satisfaction, and productivity (Kimbrough, 1993).

There are certain incentives that “cause individuals to contribute their efforts to an
organization," wrote Chester Barnard in Papalkia of olds (1985). He further expressed that those incentives are either specific or general inducements. Below is a brief example of both inducements according to Bernard.

<table>
<thead>
<tr>
<th>Specific</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material offerings</td>
<td>“Associated attractiveness” (social</td>
</tr>
<tr>
<td></td>
<td>compatibility)”</td>
</tr>
<tr>
<td>Personal opportunities</td>
<td>Opportunity for enlarged participation</td>
</tr>
<tr>
<td>Work conditions</td>
<td>Possibility of “communion” with follow</td>
</tr>
<tr>
<td></td>
<td>contributors (social integration)</td>
</tr>
</tbody>
</table>

**Figure 1: Inducements**

Barnard explained that each of the above inducements (variables) is influenced by other intrinsic and extrinsic variables that may or may not interact simultaneously. For example, beyond the basic physiological needs, “incentives of a personal nonmaterial nature (e.g., opportunity for distinction, prestige, and personal power) are more powerful than monetary rewards in the development of an organization unless the money is an indirect means of satisfying nonmaterial needs (e.g., a symbol of worth) (Kimbrough & Nunnery, 1983, p. 273). The inducements that Barnard cited as being significant closely follow Maslow’s Hierarchy of Needs Pyramid, and Douglas McGregor’s and Frederict Herzberg’s Two-Factor Theory.

Content theories of motivation focus on the question of what energizes human behavior? The three most popular content theories of motivation are Maslow’s Need Hierarchy Theory, Herzberg’s motivation – Hygiene Theory, and Alerfer’s Existence Relatedness Growth Theory. These theories have received considerable attention both in
Abraham Maslow (1970) suggested that human needs have an order of priority. First comes survival, represented by the acquisition of the basic needs described at the base of the pyramid by the number seven. Maslow claimed that a starving person will take great risks to obtain food, but once it is known he or she will live, he or she then has the luxury of worrying about personal safety. One need for security must be met, at least in part, before he or she can think about meeting the need for love. Maslow alleged that the fulfillment of each stage (7 through 1) motivates one to move to the next stage. According to Maslow, self-sacrifice is the exception and usually not the rule when humans are striving to meet general (basic) and specific (particular) needs (Lunenburg & Ornstein, 1996, p. 91).

Maslow developed the theory that humans tend to be motivated as certain physical needs are met. This is apparent in most cases; however, there are those who appear to have all the physical things in life and are still not motivated. As recorded by Lunenburg & Ornstein (1996), Herzberg (1993) argued that there are three two major factors that influence work motivation and job satisfaction. The factors are those that relate to the extent of job dissatisfaction (e.g., pay, fringe benefits, nature of supervision) and those that relate to job satisfaction (e.g., job content, achievement recognition). Herzberg referred to factors of dissatisfaction as “hygiene factors” and factors of satisfaction as “motivate.” Herzberg’s dissatisfiers are congruent with Maslow’s lower-order/basic needs (i.e., physiological, safety, security-needs). His satisfiers (motivators) parallel Maslow’s higher-order needs (i.e., belonging, self-esteem, self-actualization needs).
Herzberg contended that “motivators” or high-order needs are more important for increasing job satisfaction and motivation than “hygiene factors” or lower order needs (Lunenburg & Ornstein, 1996).

Alderfer’s ERG (1972) is similar to Maslow’s need hierarchy theory, but it is not as rigid concerning prepotency of needs. Like Herzberg’s motivation-hygiene theory, ERG theory makes a distinction between intrinsic and extrinsic motivation. Also, there is support for several of Alderfer’s basic propositions such as the idea that a satisfied need may remain a motivator – that is, the confirmation that the frustration of relatedness needs increases the strength of existence needs (Lunenburg & Ornstein, 1996).

THE WORK SITUATION OF TEACHERS

The human resources school provides a general view of work motivation. A look at the peculiar work situation of public school teachers provides an opportunity to apply this general view. A study by Sergiovanni offers a convenient starting point since it applies the framework of Herzberg’s Motivation-Hygiene Theory to education.

Using an interview method developed by Herzberg, Sergiovanni (1990) studied the causes of work satisfaction and dissatisfaction among seventy-one elementary and secondary school teachers from a variety of Monroe County, New York districts. His results generally supported Herzberg’s theory, although they included some surprises.

Achievement, recognition, and responsibility, he found, contributed the most powerful satisfaction and motivation. Teachers experienced achievement, their most powerful satisfier, as a feeling of having reached and affected students. This experience notably lacked concrete evidence of actual success. Teachers experienced recognition, their second most important satisfier, through a variety of forms, including letters, verbal
statements, gifts, incentives, and committee appointments, from principals, supervisors, parents, students, and peers. Responsibility figured to be less powerful a satisfier than Sergiovanni expected. He speculated that the potentially great responsibility of teacher for their classroom work is circumscribed by the regulations and prescriptions of state, district, and school.

Two of Herzberg’s motivator – advancement and intrinsic interest in the work itself – were conspicuously absent from Sergiovanni’s list of satisfiers. The absence of advancement, he noted, is easily explained by teaching and lack of advancement opportunities. The teachers’ response to the work itself was more surprising. Contrary to Herzberg’s theory, teachers found the work itself to be a cause of both satisfaction and dissatisfaction. Sergiovanni explained that the work of a teacher, “potentially able to provide unlimited opportunity for creative and varied work,” demands a great deal of maintenance and clerical activity and can, consequently, serve as a source of dissatisfaction.

Most important among the dissatisfiers, Sergiovanni found, were problems in relation with students, relation with peers, supervision, and school policy and administration. Of these, poor relation with students exerted the greatest impact. Sergiovanni argued that happy relations with students though central to teachers’ experience of achievement and recognition, does not in itself create job satisfaction; poor relations on the other hand, can cause considerable pain.

Lortie’s sociological studies (1969, 1975) of teachers and teaching professions confirms Sergiovanni’s conclusions. Based on available literature and his own research, Lortie argues that the primary work rewards and motivators of teachers are intrinsic
rewards tied to the act of teaching itself.

In contrast with the established professions, Lortie points out, teaching remains relatively "career less" and barren of major extrinsic incentives, such as increases in money, prestige, and power. A salary schedule based on seniority and education, rather than performance, and a flat, unstaged career line preclude much meaningful variation in salary, prestige or power.

Teaching, thus, appears difficult and frustrating. It offers little return in extrinsic rewards and its intrinsic rewards are far from automatic. Lortie's analysis seems to vivify the commonplace notion that teaching is a "thankless task." As one teacher commented when interviewed, "It is very hard to be a teacher. You receive no respect. You must like kids." Professor B.O. Nwabueze in his book, Crises and Problem in Education in Nigeria (1994), commented that, teaching, as a career, has very low, degraded rating in the Nigerian society. It carries no social status or recognition, such as is needed to motivate the teachers and create a sense of commitment and devotion to the job. This is, of course, essentially a reflection, not of the nature of the job but rather of the poor salary and other conditions of service attached to teaching. This study will hypothesize that the following independent variables may be those factors affecting teacher morale.

LIMITATION OF THE STUDY

1. Size of the sample is a limitation. Practical and financial consideration set a maximum limit on sample size.

2. The data on levels of morale will be base only on the perception of teachers as measured by the Purdue Teacher Opinionaire.

3. A limitation existed in given an attitude-type questionnaire, namely, a
disparity often exists between what people say and what is actually fact.

4. Inference cannot be drawn that an adjustment in salary would necessarily bring about changes concerning teacher morale.

DEFINITIONS OF MORALE

Many researchers have attempted to identify and define the concept of morale. The American Heritage Dictionary (1993) defines morale as, "the state of the spirit of an individual or group, as shown in willingness to perform assigned tasks, confidence, cheerfulness, and discipline." A review of the literature regarding teacher morale revealed that morale has many of the characteristic of "good personal adjustment, ego involving one's job, a predisposition to exert extra effort, the "we-feeling" or cohesiveness of a group, a collection of job related attitudes, and identification with organizational goals." In Evan's (1997) review of the definition of morale, she chose to operationalize her study by examining teacher morale and job satisfaction: "Morale is the extent to which an individual's needs are satisfied and the extent to which the individual perceived that satisfaction as stemming from his total job situation.” When examined from this perspective, morale may be viewed interchangeably with the individual's or group's satisfaction with their job. Mathis (cited in Citty, 1999) has described morale as a feeling of well-being and psychological comfort relative to attitudes about one's self and work environment in his study of the relationship between salary policy and teacher morale.

Before leaving the various definitions offered by researchers for morale and beginning an investigation of the effect of several variables on morale, it is interesting to
examine what Johnsrud (1996) found as common characteristics present in teachers of both high and low morale. He found high morale teachers: (1) were female, (2) had taught the longest, (3) had fulfilled their parents' expectations (4) had grown up in an urban society, (5) had gone to bed early and got up early, (6) had come from upper or upper-middle class homes, (7) had both parents who were happy with their occupations, (8) felt that they had more close friends, (9) rated their personality as slightly introverted, and (10) had indicated a stout or plump body-type. Johnsrud (1996) offered the alternative image of what his research stated was indicative of teachers with lower morale which were (1) they knew or estimated their IQ to be higher, (2) had taught in school with much parental dissatisfaction, (3) felt teaching was not fulfilling their potential, (4) were worried, (5) had excessive absenteeism, (6) had indicated that their opposite sexed parents had influenced them the most, (7) were the youngest child in their nuclear family, (7) felt that their personal appearance was greater than others, (8) had rated their degree of ambition to be greater than others, and (9) had indicated the consumption of alcoholic beverages.

The focus of this study will be the definition of morale as posited by Bentley & Rampel (1993). These researchers defined morale as “the professional interest and enthusiasm that a person displays toward achievement of individual and group goals in a given job situation” (Bentley & Rampel, 1993).

SUMMARY

This chapter presented the theoretical framework for the study, which consisted of the independent and dependent variables. The major premise of this chapter was to
identify, define, and link the variables as they interact among each other. The independent variables are identified as principal leadership style, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, and community pressures. The chapter has also provided the theoretical framework and defined the following areas of concern:

1. Identification of Selected Variable,
2. Definition of Variables,
3. Justification for Selected Variables,
4. Null Hypothesis, and
5. Limitations of the Study.
CHAPTER IV
RESEARCH DESIGN

In this chapter the method, material and procedures used are described. This chapter will detail the population and sample for the study. In addition, an account of the method used to obtain the sample is provided. The section includes the null hypotheses and a description of survey instruments along with their development, reliability and validity. An explanation of the method and statistical procedures used to collect and analyze the data is included in the last section.

An Overview of Procedure and Methodology

The initial phase of the research was to locate a school district interested in participating in a study of teacher morale. The researcher had previously contacted the registrar in charge of the Imo State School District. The registrar of the school district expressed enthusiasm when asked if a teacher-morale study would be desired in his district. After an initial conference, the registrar requested that a plan be outlined and submitted to him for review with his administrative staff. Shortly after, a formal letter was written to the registrar requesting permission to undertake the study. The registrar responded via a letter, granting permission to pursue the study in his district.

Data Collection and Procedure

Data collection plans and procedures were determined in a conference with the
registrar. In brief each teacher in the survey was given a copy of the survey instrument.

Two hundred and ninety teachers responded to and returned the survey instrument. An analysis of the data was subsequently completed.

Analysis of the data involved four major steps:

1. organizing of the data;
2. determining relationships between demographic characteristics and morales;
3. determining differences among eleven morale factors; and
4. determining the differences among demographic characteristics and the eleven morale factors.

The Population Sample

The universe from which the population sample will be taken is Imo State School System as of 1998-1999. The population consisted of 14,000 teacher in the 1,216 primary schools and 8,449 teachers in the 304 secondary schools. A stratified random sampling technique was employed in the study. According to Borg (1996), stratified random sampling assures the researcher that the sample will be representative of the population in terms of certain critical factors that have been used as a basis for stratification and also assures that there is an adequate number of cases for subgroups analysis. The major common denominator emphasized for all participants is that every member of the study was a full-time classroom teacher during the 1999-2000 school year. This means teacher specialists, counselors, aids, secretaries, or any other school system employee without an assigned and specialized teaching position for a given subject area and/or grade level were not part of the sample. It is understood that the participation in the study would be voluntary.
The Instrumentation

The survey instrument chosen for the study was the Purdue Teacher Opinionnaire (PTO), a one-hundred item instrument that allowed morale to be studied in terms of component factors. The instrument was flexible in that it could assess the influence of morale variables in a variety of the ways, and had proven to be both a reliable and valid tool in previous studies. The instrument also allowed for the types of comparisons sought in the context of the current study.

Permission was requested from the authors of the Purdue Teacher Opinionnaire and the Purdue Research Foundation to use and reproduce the instrument for the purpose of the study. Permission to use the PTO was granted via letter. The items were submitted for review to various professors at the Clark Atlanta University, and slight modifications were incorporated in the survey instrument. Demographic variables to be used in later comparisons were determined after a careful review of the research on teacher morale variables. The final instrument was typed, reviewed by the registrar, and a Clark Atlanta University doctoral committee, and printed.

The survey instrument used in this study was a 100 item instrument requiring one of the four responses: “Agree,” “Probably Agree,” “Probably Disagree,” or “Disagree.” The PTO was chosen as a data collection tool for this study for several reasons. First the PTO had proven a valid and reliable assessment tool for teacher morale studies. The bulk of teacher morale studies conducted since 1970 have used the PTO, and a review of the research indicates the PTO has been used in twenty-nine of forty studies cited in the literature since 1990. The four demographic categories were chosen as they reflect five areas that have proven especially significant in previous teacher-morale studies. In order
to make data analysis more efficient, each demographic factor was broken down into categorical responses, where the teacher would place a check a box corresponding to his/her situation.

The four demographic responses requested in this study were:

1. School in which the respondent taught.
2. Age
3. Gender
4. Teaching experience

The PTO is a 100-item self-reporting, teacher morale instrument that yields ten factors:

1. Principal leadership style
2. Satisfaction with Teaching
3. Rapport among Teachers
4. Teacher Salary
5. Teacher Load
6. Curriculum Issues
7. Teacher Status
8. Community Support of Education
9. School Facilities and Services
10. Community Pressures

The following is a brief description of the factors of the revised opinionaire:

Factor 1  “Principal Leadership Style” deals with the principal’s professional competency, interest in teachers and their work, ability to communicate, and skills in human relation.

Factor 2. “Satisfaction with Teaching” pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the high morale teacher loves to teach, feels competent in a job, enjoys students, and believes in the future of teaching as an occupation.

Factor 3  “Rapport among Teachers” focuses on a teacher’s relationships with other teachers. The items here solicit the teacher’s opinion regarding the cooperation, preparation, ethics, influence, interest, interests, and
Factor 4  “Teacher Salary” pertains primarily to the teacher’s feelings about salaries and salary policy. Related questions are: Are salaries based on teacher competency? Do they compare favorably with salaries in other school systems? Are salary policy administered fairly and justly, and do teachers participate in the development of these policies?

Factor 5  “Teacher Load” deals with such matters as record keeping, clerical work, “red tape,” community demands on teacher time, extra-curricular load, and keeping up to date professionally.

Factor 6  “Curriculum Issues” solicits teacher reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship.

Factor 7  “Teacher Status” samples feelings about the prestige, security, and benefits among teacher. Several items refer to the extent to which the teacher feels like an accepted member of the community.

Factor 8  “Community Support of Education” deals with the extent to which the community understands and is willing to contribute to a financially a sound educational program.

Factor 9  “School Facilities and Services” has to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services.

Factor 10  “Community Pressure” gives special attention to community expectations with respect to the teacher’s personal standards, participation in outside-school activities, and freedom to discuss controversial issues in the classroom.

Of all the self-reporting teacher morale instruments, the PTO is probably the best known and widely used. Reliability for the instrument has been established according to Kuder-Richardson internal consistency; coefficients ranging from .79 to .98 with an overall coefficient of .96; and test retest correlation that range from .62 to .88 for the factors and .87 for the total scores. Inter correlations range from .18 to 61 with a median correlation of .38. The validity of the PTO has been demonstrated in terms of peer ratings, principal rating, and differences between schools.
The PTO was amended to give the study a comparative base within the Nigerian context. For example questions dealing with community pressures were omitted because the role of community is too minimal. Another factor, Imo State Economic Condition and Continuous Salary Availability was added to the study.

**Organization and Analysis of Data**

The statistical data that would be derived from the executed PTO will be assembled, organized and analyzed at the computer center of Clark Atlanta University. The statistical procedure will be performed through the cross tabulation statistics in Statistical Package for the Social Sciences (SPSS/PC) (Norusis/SPSS, Inc., 1990). This instrument will serve as the vehicle for data formation and computation. This package is an integrated system of computer programs for the analysis of social science and educational data. According to Norusis, SPSS/PC allows a great deal of flexibility in the format of the data. It provides a comprehensive set of procedures for data transformation and file manipulation and social sciences.

**The Statistical Procedure that will be Employed in the Study**

The statistical tests and procedures used were designed to provide quantitative feedback on the following two broad research questions.

1. Is there a relationship between teachers' level of morale and selected personal/demographic characteristic?

2. Do demographic characteristics affect various morale factors in a differentiating manner?

Procedure in the analysis and treatment of the data involved five major phases, represented by Roman numeral I, II, III, IV, and V.

I. Organization and conversion of responses.
1. Reported mean teacher response to the 100 survey items.

2. Assigned numeric values to the responses and converted responses to numeric values.

   2.1 The majority of items were designed such that “agree” indicated the most positive response, and “disagree” indicated the most negative response. The other items, however, were designed so that “disagree” was the most positive response, and “agree” the most negative. Accordingly, numeric values were assigned as follows.

   2.2 For “positive items:

   - 4 = agree (best response)
   - 3 = probably agree
   - 2 = probably disagree
   - 1 = disagree (poorest response)

   2.3 For “negative response”:

   - 1 = agree (poorest response)
   - 2 = probably agree
   - 2 = probably disagree
   - 4 = disagree (best response)

3. The converted responses of each teacher were summed, and the mean response determined for each teacher and reported in rank order.

4. The demographic composition of the 100 respondents was summarized in terms of the number of and frequency.

II. Determine if there were relationship between teachers’ level of morale and selected (four) demographic characteristics.

1. Four demographic variables were established that were used to report and analyze data:

   1.1 School type (4 categories)
   1.2 Age (4 categories)
   1.3 Gender (4 categories)
1.4 Teaching experience (4 categories)

2. The frequency of teacher responses was reported, in terms of the above four variables using number and percentage distribution and Pearson correlation.

III. Determine whether there were differences in the mean scores of the eleven morale factors.

1. The scores for each of the eleven morale factors were calculated separately, and a mean response for each factor reported.

2. The means scores for each of the eleven factors were analyzed using one-way analysis of variance.

IV. Determine whether there were differences in demographic sub-category means on the eleven morale factors.

1. Scores were calculated for each demographic sub-category on each of the eleven morale factors.

2. Means were recalculated for the above.

3. Demographic sub-category means were compared using one-way analysis of variance.
CHAPTER V
ANALYSIS OF FINDING

INTRODUCTION

Chapter five provides an analysis of the data obtained through the survey instrument distributed to and collected from the teachers in Imo State school district. The major purpose of the study was to determine whether selected factors had a differentiating influence upon the morale of teachers in the school district.

The Purdue Teacher Opinionnaire (PTO) was distributed by the researcher to 292 teachers. The sample consisted of 20 elementary schools and 18 secondary schools (9 junior high schools and 9 senior secondary schools) representing the three senatorial zones. Of the 292 teachers, 118 teachers were in elementary school, 79 junior high, and 95 high school.

The Purdue Opinionnaire survey instrument used in this study was a 100-item instrument, requiring one of the following teacher responses: “agree,” “probably agree,” “probably disagree,” or “disagree.” The Purdue Opinionnaire was chosen as a data collection tool for this study for several reasons. The most important reason is that the PTO had been established as a valid and reliable assessment tool for teacher morale studies. Most of teacher morale studies conducted since 1970 have used the PTO. This is revealed in a review of the research that indicates that the PTO has been used in twenty-nine of forty major studies cited in the literature since 1980.
This chapter presents the finding in the following sequence:

- Summary of differences among to the twelve morale factors.
- Analysis of the relationship between the variables.
- Analysis of the differences among demographic characteristics on the twelve morale factors.
- Summary of the findings.

Table 1: shows that of Imo state schools, 118 (40.4%) were Elementary School. There were 79 (27.1%) Junior High Schools and 95 (32.5%) were High Schools.

Table 1: Distribution of Respondents in Terms of School Type. (N=292)

<table>
<thead>
<tr>
<th>School Type</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>118</td>
<td>40.4</td>
</tr>
<tr>
<td>Junior High School</td>
<td>79</td>
<td>27.1</td>
</tr>
<tr>
<td>High School</td>
<td>95</td>
<td>32.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>292</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 2 shows the number and percentage of teachers in each age group. This table shows that 41 (14.0%) were in age group of 20-30. The largest percentage of teachers was in the 31-40 age bracket (46.2%). The lowest percentage of teachers was in 51 years and above (6.8%) bracket. According to Henderson & Henderson (1996) teaching is a low paid occupation, and has low prestige. This could account for more teachers leaving the profession earlier. The major reason for the low percentage of teachers in the 20-30 age bracket (14%) may be due to the fact that teaching in the school district is no longer attractive.
Table 2: Distribution of Respondents in Terms of Age. (N=292)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>41</td>
<td>14.0</td>
</tr>
<tr>
<td>31-40</td>
<td>135</td>
<td>46.2</td>
</tr>
<tr>
<td>41-50</td>
<td>96</td>
<td>32.9</td>
</tr>
<tr>
<td>51 &amp; above</td>
<td>20</td>
<td>6.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>292</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 3 shows the frequency and percentage of respondents by gender. Of the teachers in Imo State who responded to the questionnaire 127 (43.5 %) are male and 165 (56.5 %) are females. Traditionally, females have always dominated teaching profession in Imo State, especially at the elementary school level. Evans (1997) suggests, “we have built whatever excellence we have in schools on the backs of the low-paid labor of a largely women work force.”

Table 3: Distribution of Respondent in Terms of Gender. (N=292)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>127</td>
<td>43.5</td>
</tr>
<tr>
<td>Female</td>
<td>165</td>
<td>56.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>292</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4 displays the frequency and percentage of the respondents by years of experience. Table 4 shows that greater numbers of teachers in Imo State had 11-20 years of experience (165 or 56.5 %). Only 2 (7 %) of teachers had over 30 years of experience. The seven percent of teachers with over 30 years of experience is, of course, essentially a
reflection, not of the nature of the job, but rather of the poor salary and other conditions of service attached to teaching which tend to make teachers leave earlier. There were 93 (31.8%) with 1-10 years of experience.

Table 4: Distribution of Respondents in Terms of Years of Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency</th>
<th>Percentage (N=292)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>93</td>
<td>31.8</td>
</tr>
<tr>
<td>11-20</td>
<td>165.5</td>
<td>56.5</td>
</tr>
<tr>
<td>21-30</td>
<td>32</td>
<td>11.0</td>
</tr>
<tr>
<td>&gt;30</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5: Summary of Teacher Responses for Each of the Eleven Morale Factors.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean Response</th>
<th>Number of Items</th>
<th>Rank (N=292)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Principal Leadership Style</td>
<td>2.29</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>(2) Satisfaction With Teaching</td>
<td>2.80</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>(3) Rapport Among Teachers</td>
<td>2.58</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>(4) Teacher Salary</td>
<td>2.26</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>(5) Teacher Load</td>
<td>2.28</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>(6) Curriculum Issues</td>
<td>2.22</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>(7) Teacher Status</td>
<td>2.20</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>(8) Community Support of Education</td>
<td>2.62</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>(9) School Facilities and Services</td>
<td>1.17</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>(10) Continuous Salary Availability</td>
<td>1.18</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>(11) Teacher Morale</td>
<td>2.50</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

The 100 items on the survey instrument addressed eleven separate morale factors, and were subdivided for purposes of comparison. There was a wide range among the mean teacher responses on various factors as depicted in Table 5. The total mean
response for all eleven factors combined was $m = 3.1$ ($n = 100$). The individual factor mean ranged from a high ($x = 2.8$) for satisfaction for teaching, to a low ($x = 1.17$) for school facilities. The factor with the mean score nearest to the total mean ($2.29$) was curriculum issues ($x = 2.28$). There were six factors with mean scores below the total mean, and six above. It is not surprising that teachers scored satisfaction for teaching higher than other variables because most teachers have resigned themselves to teaching due to lack of acceptable job alternative.

Of all the eleven factors studied, the two in which teachers rated themselves lowest were school facilities and continuous salary availability. It becomes apparent that teachers do not perceive their welfare as satisfactory, as compared to other members of the community, and teachers feel their contributions are held in minimum regard.
Table 6 displays the results of the Pearson $r$ correlation on a matrix for all the variables. Correlation at the .05 level of significance, and above were rejected.

Table 6: Pearson $r$ Correlation Matrix of All the Variables: (Principal Leadership Style, Satisfaction with Teaching, Rapport Among Teachers, Teacher Salary, Teacher Load, Curriculum Issue, Teacher Status, Community Support of Education, School Facilities, Continuous Salary Availability And Teacher Morale)

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal l. style</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sat. with teaching</td>
<td></td>
<td>178**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rapport among teachers</td>
<td>.005</td>
<td>.034</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher salary</td>
<td>.123**</td>
<td>-007.298</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher load</td>
<td>-095</td>
<td>-104.075</td>
<td>-085</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum issue</td>
<td>-017</td>
<td>.093</td>
<td>.094</td>
<td>-092</td>
<td>-019</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher status</td>
<td>.179**</td>
<td>.093</td>
<td>.206</td>
<td>.345</td>
<td>-108.033</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community support</td>
<td>-074</td>
<td>.093</td>
<td>.203**</td>
<td>-027</td>
<td>-099.234**</td>
<td>-093**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School facilities</td>
<td>.086</td>
<td>.007</td>
<td>.068</td>
<td>.161</td>
<td>.020</td>
<td>.074</td>
<td>.120</td>
<td>.116</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous salary</td>
<td>.003</td>
<td>-.143</td>
<td>.056</td>
<td>.092</td>
<td>.080</td>
<td>.030</td>
<td>.051</td>
<td>-157</td>
<td>.139</td>
<td></td>
</tr>
<tr>
<td>Teacher morale</td>
<td>.202**</td>
<td>.144*</td>
<td>-170**</td>
<td>.260**</td>
<td>.047</td>
<td>-178**</td>
<td>.187**</td>
<td>-089</td>
<td>.090</td>
<td>.080</td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level.
**Correlation is significant at the 0.01 level.

H01: There is no significant relationship between the principal leadership style and teacher morale.

Testing this hypothesis involved examining the relationship between principal leadership style and teacher morale. Table 6 shows a correlation indicating the strength of this relationship is ($p < .202$), which is significant at the .01 level. Thus, the null
hypothesis was rejected. The relationship is positive, indicating that there is a direct relationship between principal leadership and teacher morale. It is not surprising to find a significant relationship between principal leadership style and teacher morale. This construct has received much attention in the literature. Researchers have subsequently found that leadership is largely accountable for the direction in which many morale factors are influenced. Interestingly, Thomas (1997) found that principal leadership style and leadership effectiveness affect teachers' job dimension and teacher morale.

**Ho2:** There is no significant relationship between satisfaction with teaching and teacher morale.

A Pearson correlation coefficient was calculated for the relationship between satisfaction with teaching and teacher morale. A correlation was found \((r(290) = .144, p < .05)\), indicating a significant relationship between satisfaction with teaching and teacher moral. Therefore, the null hypothesis was rejected.

This is hardly a startling revelation, for teaching is a noble calling. It is expected that when teachers feel competent in their job, enjoy their students, and believe in the future of teaching as an occupation, their morale will increase. However, the researcher must admit that teaching, as a career, has a very low, degrading rating in Nigerian society. It carries no social status or recognition, such as needed to motivate the teachers and create a sense of commitment and devotion to the job. This is, of course, essentially a reflection, not of the nature of the job (for teaching is truly a noble calling), but rather of the poor salary and other conditions of service attached to teaching.
**Ho3:** There is no significant relationship between rapport among teacher and teacher morale.

A Pearson correlation coefficient was calculated for the relationship between rapport among teacher and teacher morale. A relationship was found ($r(290) = -.170, p < .01$) There was a significant relationship between rapport among teachers and teacher morale. Therefore, the null hypothesis was rejected. The significant relationship between rapport among teachers may suggest that teachers are pulling together to pursue common goals. There is a widespread agreement that teacher collegiality is an important ingredient of improving teacher practice and getting better result (Sergiovanni, 1990). Collegial teachers help and support each other, are open to change, and are eager to learn (Stewart & Spencer, 1990). Collegial teachers trust each other and it is the trust that is often a key to school effectiveness (Parker, 1995). It is expected that norms of collegiality will promote teacher cooperation and collaboration. In sum, teacher affiliation captures many of the features of teacher-teacher interactions that have been associated high teacher morale. Cohesiveness and support, not friction and fault finding, are teacher characteristics that are also associated with high teacher morale.

**Ho4:** There is no significant relationship between teacher salary and teacher morale.

A Pearson correlation coefficient was calculated for the relationship between teacher salary and teacher morale. A significant relationship was found ($r(290) = .260, p < .01$). Therefore, the null hypothesis was rejected. Clearly, adequate extrinsic rewards are necessary to satisfy the workers' basic needs. This finding supports the research of Chapman (1991) in developing countries – particularly Africa. He found that teacher
morale is directly linked to the quality and quantity of remuneration. This has often been the sentiment expressed in the teaching profession. Material rewards are related to the security of one's person and family. Dollars earned and benefits secured are important material rewards. Also good salaries enable one to compete in the marketplace. 

**H05:** There is no significant relationship between teacher work load and teacher morale.

A Pearson correlation coefficient was calculated for the relationship between teacher work load and teacher morale. A correlation was observed ($r(290) > .047$) with significance above the .05 level. The null hypothesis was rejected. This indicates that there is a significant relationship between teacher load and teacher morale. Traditionally, community demands on teachers time has been a source of frustration for Nigerian teachers. Teachers are expected to conduct funeral services, write and read letters for the public, conduct naming ceremonies, and perform religious rites among other activities. Also, with the present call for mass education in Nigeria, teachers have to endure overcrowded classroom. The result has been low teacher morale.

**H06:** There is no significant correlation between curriculum issues and teacher morale.

A Pearson correlation coefficient was calculated for the relationship between curriculum issues and teacher morale. A significant negative correlation was found ($r(290) = -.178, p < .01$). Hypothesis 6 was rejected. There is a significant relationship between curriculum issues and teacher morale. This finding is similar to that of Johnsrud (1998), who found that there was a strong relationship between curriculum issues and teacher morale. Teachers in Nigeria have always wanted the curriculum character and morale training, the development of sound attitudes, the nurturing of sentiments of
patriotism and civic virtues. According to Nwabueze (1994), the neglect of these virtues by school administration is seen by many as the source of teachers dissatisfaction.

**Ho 7:** There is no significant correlation between teacher status and teacher morale.

A Pearson correction coefficient was calculated for the relationship between teacher status and teacher morale. A significant relationship was found \(r(290) = .187, p < .01\) indicating that teacher status is related to teacher morale. Therefore, the null hypothesis was rejected. This finding is not a surprise to the researcher. In many African countries, teaching is a thankless job. There has been a notable reluctance on the part of the government to pay growing numbers of qualified teachers as school enrollment rises. Even teachers themselves feel disempowered by the system, and often by their own principal. As a result, their morale is low. Coombe (1997) noted however, that where growing emphasis is being placed on whole-school development and community participation in the educational enterprise, the self-esteem of teachers would rise.

**Ho8:** There is no significant correlation between community support for education and teacher morale.

A Pearson correlation was calculated examining the relationship between community support for education and teacher morale. A negative correlation was found \(r(290) p > -.089\), which is not significant at the .05 level. Hypothesis 8 was accepted, indicating that community support of education is not likely to affect the morale of teachers.

Although there was no statistical significance between community support for education and teacher morale in this study, a great deal of research cited in the literature indicates a strong link between community support and teacher morale in United States.
Research by Chapman (1991) found a strong relationship between community support of education and teacher morale. In Nigeria, local communities feature prominently along with voluntary agencies, including parent/teacher associations (PTAs) to bear the brunt of secondary education training. Perhaps in no sector of education is the input of parents more readily demonstrated and the sacrifice more conspicuous as in the area of secondary education. This, indeed, was the tradition in the decades before independence and there is, therefore, need to resuscitate parents’ commitment to their children’s education in this guise.

**Ho9:** There is no significant relationship between school facilities and services and teacher morale.

A Pearson correlation was calculated for the relationship between school facilities and service and teacher morale. A correlation was observed \((r(290) \ p > .090)\). Hypothesis 9 was accepted, indicating that the quality of school facilities does not relate to teacher morale. The researcher is surprised at finding no significant relationship and argues that school facilities may not be unidimensional construct that lends itself easily to a predictor of morale. Although, traditionally teachers in Nigeria can make do with basic classroom tools: chalk, map and blackboard. This may be one possible explanation for the respondents to find school facilities and service not to be a major factor of teacher morale.

**Ho10:** There is no significant relationship between Imo State economic conditions, continuous salary availability and teacher morale.

A Pearson correlation was calculated examining the relationship between continuous salary availability and teacher morale. A correlation was found \((r(290) \ p >\)
Therefore, the null hypothesis was accepted. It is not surprising that there is no correlation between continuous salary availability and teacher morale. One possible explanation for this finding is that the common feature of the Nigerian management environment is the culture of indifference to time and timeliness of activities. This includes, of course, making payment on time. Generally, the time frame for meeting program targets is not taken seriously by managers, especially those in the public sector. In some quarters, such indifference is regarded as the hallmark of being boss. Such attitudes come to permeate all sections of the society so much so that the appointments are no longer regarded as something to be kept on time. Unfortunately, the concept of “Africa time” seems to enjoy official and societal approval. Not to be glossed over, is the fact that Nigeria is blessed with teachers with inherent resilience – for they have borne a lot, patiently, very patiently. But the researcher has no illusion that sometimes the Nigerian society tends to equate apathy-inspired silence as resilience. Although the most direct incentive, continuous salary availability appears unrelated to improved morale, however, logic suggests (though there is a dearth of evidence to support) that continuous salary availability can have a more immediate and, thus, a particularly profound influence upon teacher morale in another culture.
ANALYSIS OF TERMS OF HYPOTHESIS

The research questions are answered in terms of the null hypothesis. To establish the significance in the difference among variables in the study, the analysis of variance (ANOVA) was used. The level of significance was set at .05. The data generated from the study are presented with respect to test of differences among the variables.

H_{011}: There is no significant relationship between principal leadership style and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.

An analysis of data in Table 7 displays the results for the differences between principal leadership style and teacher morale in terms of moderator variables.

Table 7—Results of the One-Way Analysis of Variance (ANOVA) for Demographic Sub-Category Means and Factor One Principal Leadership Style. (N=292)

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Combined)</td>
<td>5</td>
<td>.490</td>
<td>9.810E-02</td>
<td>.714</td>
<td>.614</td>
</tr>
<tr>
<td>a) School Type</td>
<td>2</td>
<td>.319</td>
<td>.160</td>
<td>1.161</td>
<td>.316</td>
</tr>
<tr>
<td>b) Age</td>
<td>1</td>
<td>7.238E-03</td>
<td>7.238E-03</td>
<td>.053</td>
<td>.819</td>
</tr>
<tr>
<td>c) Gender</td>
<td>1</td>
<td>5.971E-02</td>
<td>5.971E-02</td>
<td>.435</td>
<td>.511</td>
</tr>
<tr>
<td>d) Teaching Exp.</td>
<td>1</td>
<td>6.230E-03</td>
<td>6.230E-03</td>
<td>.045</td>
<td>.832</td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level.

**Correlation is significant at the 0.01 level.

A one-way analysis of variance was conducted for each of four sets of demographic sub-category means on morale factor one, Principal Leadership Style (as shown in table
Calculations revealed that there were no significant differences. \( P > .05 \) among subcategory means for (11a) school type, (11b) age, (11c) gender, and (11e) teaching experience, therefore, the null hypothesis was accepted. Teachers consistently scored low in items related to leadership. However, (11a) school type scored lower than other moderating variables in the study. There is no conclusive evidence in the related research to suggest that school type is inherently different from other demographic variables. Accordingly, it is logical to conclude that the style/or effectiveness of leadership exercised do not considerably effected by the demographic factor (age, gender, teaching experience, and school type) in the study. Calculated values for the above were, in order: (11a) school type, \( f = 1.161 \), \( df = 2/292 \); (11b) age, \( f = .053 \), \( df = 1/292 \); (11c) gender, \( f = 435 \), \( df = 1/292 \); (11d) teaching experience, \( f = .045 \), \( df = 1/292 \).

**Ho12:** There is no significant relationship between satisfaction with teaching and teacher moral in terms of (a) school type (b) age, (c) gender, and (d) teaching experience.

An analysis of data in Table 8 displays the results for the differences between satisfaction with teaching and teacher morale in terms of moderator variables.
Table 8: Results of the One-Way Analysis of Variance for Demographic Sub-Category Means and Factor Two Satisfaction with Teaching.

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F Ratio</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Combined)</td>
<td>5</td>
<td>.696</td>
<td>.139</td>
<td>1.317</td>
<td>.259</td>
</tr>
<tr>
<td>a) School Type</td>
<td>2</td>
<td>7.987E-03</td>
<td>3.994E-03</td>
<td>.038</td>
<td>.963</td>
</tr>
<tr>
<td>b) Age</td>
<td>1</td>
<td>1.148E-03</td>
<td>1.148E-03</td>
<td>.011</td>
<td>.917</td>
</tr>
<tr>
<td>c) Gender</td>
<td>1</td>
<td>.650</td>
<td>.650</td>
<td>6.148</td>
<td>.014</td>
</tr>
<tr>
<td>d) Teaching Exp</td>
<td>1</td>
<td>3.873E-05</td>
<td>3.873E-05</td>
<td>.000</td>
<td>.985</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level.
** Correlation is significant at the 0.01 level.

A one-way analysis of variance was conducted for each of the four sets of demographic sub-category means on morale factor two, satisfaction with teaching (Table 8). Calculations revealed a significant difference among (12c) gender sub-category mean response scores (12c), $f$ = 6.148, $df$ = 1/292, $p$ < .05. Therefore the null hypothesis was rejected. An appreciable number of researchers have found that especially gender is often associated with various morale level.

However, there were no significant differences ($p$ > .05) among sub-category means for (12a) school type, (12b) age, and (12d) teacher experience. Therefore, the null hypothesis was accepted. Calculated values in order for the above were: (12a) school type, $f$ = .038, $df$ = 3/292; (12b) age, $f$ = .11, $df$ = 1/292; and (12d) teaching experience, $f$ = .000, $df$ = 1/292.

**Ho13:** There is no significant relationship between rapport among teachers and teacher morale in terms of (a) school type (b) age, (c) gender, and (d) teaching experience.
An analysis of data in Table 9 displays the results for the differences between rapport among teachers and teacher morale in terms of the moderator variables.

Table 9: Results of the One-Way Analysis of Variance for Demographic Sub-Category Means and Factor Three, Rapport Among Teachers.

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F Ratio</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Combined)</td>
<td>5</td>
<td>2.996</td>
<td>.599</td>
<td>1.456</td>
<td>.207</td>
</tr>
<tr>
<td>a) School Type</td>
<td>2</td>
<td>1.386</td>
<td>.693</td>
<td>1.683</td>
<td>.189</td>
</tr>
<tr>
<td>b) Age</td>
<td>1</td>
<td>6.913e-02</td>
<td>6.913e-02</td>
<td>.168</td>
<td>.682</td>
</tr>
<tr>
<td>c) Gender</td>
<td>1</td>
<td>1.581</td>
<td>1.581</td>
<td>3.842</td>
<td>.052</td>
</tr>
<tr>
<td>d) Teaching Exp.</td>
<td>1</td>
<td>5.064e-02</td>
<td>6.064e-02</td>
<td>.123</td>
<td>.726</td>
</tr>
</tbody>
</table>

* Correlation is significant at 0.05 level.
** Correlation is significant at 0.01 level.

The one-way analysis of variance conducted for the data in the (Table 9).

Calculations revealed value for (13c) gender was equal to calculated f value ($f = 3.842$, $df = 1/292$, $p = .05$). Traditionally, gender has been a factor in determining the interaction among teachers. Collegial constraints are limited. There were non-significant differences ($p > .05$) among sub-category means for (13a) school type, (13b) age, and (13d) teaching experience. Therefore, the null hypothesis was accepted. Calculated values in order for the above were: (13a) school type, $f = 1.683$, $df = 2/292$; (13b) age, $f = .168$, $df = 1/292$; (13d) teaching experience, $f = .123$, $df = 1/292$). Lewis (1993) was one of the few who studied teacher morale in a school district and found demographic characteristics of little consequence in differentiating morale levels among teachers.

**H014:** There is no significant relationship between teacher salary and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.
An analysis of data in Table 10 displays the results for the differences between teacher salary and teacher morale in terms of moderator variables.

Table 10: Result of the One-Way Analysis of Variance for Demographic Sub-Category Means and Factor Four, Teacher Salary.

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F Ratio</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Combined)</td>
<td>5</td>
<td>1.324</td>
<td>.265</td>
<td>1.207</td>
<td>.308</td>
</tr>
<tr>
<td>a) School Type</td>
<td>2</td>
<td>.261</td>
<td>.131</td>
<td>.596</td>
<td>.552</td>
</tr>
<tr>
<td>b) Age</td>
<td>1</td>
<td>.825</td>
<td>.825</td>
<td>3.759</td>
<td>.054</td>
</tr>
<tr>
<td>c) Gender</td>
<td>1</td>
<td>9.315e-03</td>
<td>9.315e-02</td>
<td>.042</td>
<td>.837</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level.
** Correlation is significant at the 0.01 level.

A one-way analysis of variance was conducted for each of four sets of demographic sub-category means on morale factor four, teacher salary (Table 10). Calculations revealed no significant differences (p.>05) among sub-category mean for (14a) school type, (14b) age, (14c) gender, and (14d) teacher experience. Therefore, the null hypothesis was accepted. The fact that there was no relationship between total morale and salary was puzzling. While this may seem contradictory, it could be explained by the fact that the group consists of semi-retired teachers who were teaching on a limited basis. Calculated values in order for the above response scores were: (14a) school type, f = 596, df = 2/292; (14b) age, f = 3.759, df = 1/292; (14c) gender, f = .042, df = 1/292; (14d) teaching experience, f = .957, df = 1/292.

Ho15: There is no relationship between teacher work load and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.
An analysis of data in Table 11 displays the results for the differences between teacher load and teacher morale in terms of moderator variables.

Table 11: Result of the One-Way Variance for Demographic Analysis of Sub-Category Means and Factor Five, Teacher Load.

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of squares</th>
<th>Mean square</th>
<th>F Ratio</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Combined)</td>
<td>5</td>
<td>1.105</td>
<td>.221</td>
<td>1.640</td>
<td>.152</td>
</tr>
<tr>
<td>a) School Type</td>
<td>2</td>
<td>8.237e-02</td>
<td>4.118e-02</td>
<td>.306</td>
<td>737.00</td>
</tr>
<tr>
<td>b) Age</td>
<td>1</td>
<td>1.141</td>
<td>.141</td>
<td>1.048</td>
<td>308.00</td>
</tr>
<tr>
<td>c) Gender</td>
<td>1</td>
<td>.545</td>
<td>.545</td>
<td>4.049</td>
<td>.046</td>
</tr>
<tr>
<td>d) Teaching Exp.</td>
<td>1</td>
<td>.227</td>
<td>.227</td>
<td>1.688</td>
<td>.196</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level.
** Correlation is significant at the 0.01 level.

A one-analysis of variance was conducted for each of four sets of demographic sub-category means on morale factor five, teacher load (Table 11). Calculations revealed a significant difference among (15c) gender sub-category mean response scores ($f = 4.049$, $df = 1/292$, $p<.05$). Contrary to the finding in this study, there is little evidence in literature to indicate that gender of the teacher account for any variability in morale in terms of workload. Specifically of all the four moderating factors studied, none were significantly related to higher, or lower levels of morale in the literature review (Chapter 11).

A separate one-way analysis of variance was conducted for each of the three sets of sub-category means (a) school type, (b) age, and (d) teacher experience), and the calculated values (15a) school type, $f = .306$, $df = 2/292$; (15b) age, $f = 1.048$, $df = 1/292$; and (15d) teaching experience, $f = 1.688$, $2/292$) revealed non-significant differences in
each test \((p > .05)\). Therefore, the null hypothesis was accepted in terms of (a) school type, (b) age, and (d) teaching experience.

**Ho16:** There is no significant relationship between curriculum issues and teacher morale in terms of (a) school type, (b) age, (c) gender, (d) teaching experience.

An analysis of data in Table 12 displays the results for the differences between curriculum issues and teacher morale in terms of moderator variables.

**Table 12:** Result of the One-Way Analysis of Variance for Demographic Sub-Category Means and Factor Six, Curriculum Issues.

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F Ratio</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Combined)</td>
<td>5</td>
<td>.380</td>
<td>7.594E-02</td>
<td>.543</td>
<td>.667</td>
</tr>
<tr>
<td>a) School Type</td>
<td>2</td>
<td>.367</td>
<td>.184</td>
<td>1.688</td>
<td>.188</td>
</tr>
<tr>
<td>b) Age</td>
<td>1</td>
<td>.195</td>
<td>.195</td>
<td>1.795</td>
<td>.182</td>
</tr>
<tr>
<td>c) Gender</td>
<td>1</td>
<td>7.847e-02</td>
<td>7.847e-02</td>
<td>.721</td>
<td>.397</td>
</tr>
<tr>
<td>d) Teacher Exp.</td>
<td>1</td>
<td>9.246e-02</td>
<td>9.246e-02</td>
<td>.850</td>
<td>.358</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level.
** Correlation is significant at the 0.01 level.

A one-way analysis of variance was conducted for each of four sets of demographic sub-category mean on morale for factor nine, curriculum issues (Table 12). There were non-significant differences \((p > .05)\) among sub-category means for (16a) school type, (16b) age, (16c) gender, and (16d) teaching experience. Calculated values in order for the above were: (16a) school type, \(f = 1.688, \text{df} = 2/292\); (19b) age, \(f = 1.795, \text{df} = 1/292\); (16c) gender, \(f = .721, \text{df} = 1/292\); (16d) teaching experience, \(f = .850, \text{df} = 1/292\). The null hypotheses for these variables were accepted. Although, there was no
statistically significance between curriculum issue and teacher morale, a great deal of research cited in the literature indicates a strong link between curriculum issues and teacher morale.

**Ho17**: There is no significant relationship between teacher status and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.

An analysis of data in Table 13 displays the result for the differences between teacher status and teacher morale in terms of moderator variables.

**Table 13**: Result of the One-Way Analysis of Variance for Demographic Sub-Category Means and Factor Seven, Teacher Status.

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Square</th>
<th>Mean squares</th>
<th>F Ratio</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Combined)</td>
<td>5</td>
<td>.797</td>
<td>.159</td>
<td>1.465</td>
<td>.204</td>
</tr>
<tr>
<td>a) School Type</td>
<td>2</td>
<td>1.221</td>
<td>.611</td>
<td>3.941</td>
<td>.027</td>
</tr>
<tr>
<td>b) Age</td>
<td>1</td>
<td>.466</td>
<td>.166</td>
<td>3.007</td>
<td>.085</td>
</tr>
<tr>
<td>c) Gender</td>
<td>1</td>
<td>5.961e-02</td>
<td>5.961e-02</td>
<td>.385</td>
<td>.536</td>
</tr>
<tr>
<td>d) Teacher Exp.</td>
<td>1</td>
<td>.249</td>
<td>.249</td>
<td>1.610</td>
<td>.206</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level.
** Correlation is significant at the 0.01 level.

A one-way analysis of variance was conducted for each of four sets of demographic sub-category means on morale factor six, teacher status (Table 13). Calculations revealed a significant difference among (17a) school type sub-category mean response scores (17a) school type, \( f = 3.941, \ df = 2/292, p < .05 \). It seems reasonable to assume that a person's morale may be significantly related to his or her status. There were non -significant difference (\( p > .05 \)) among sub-category means for
(17b) age, (17c) gender, and (17d) teaching experience. Therefore, the null hypothesis was accepted. Based on the findings, there is no support for the relationship between morale and status. Although the literature (Chapter 11) found that the lower the status, the more negative the assessment of fringe benefits and salary. This study surprisingly did not find such pattern. Calculated value revealed in order: (17b) age, \( f = 3.007, \text{df} = 1/292; (17c) \text{gender}, f = .385, \text{df} = 1/292; \) and (17d) teaching experience, \( f = 1.610, \text{df} = 1/292. \)

**Ho18.** There is no significant between community support of education and teaching morale in teams of (a) age, (b) gender, (c) teaching experience, and (d) school type.

An analysis of data in Table 14 displays the results for the differences between community support of education.

Table 14: Result of Analysis of Variance for Demographic Sub-Category Means and Factor Eight, Community Support of Education.

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Ratio</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Combined)</td>
<td>5</td>
<td>1.318</td>
<td>.264</td>
<td>1.701</td>
<td>.137</td>
</tr>
<tr>
<td>a) School Type</td>
<td>2</td>
<td>.768</td>
<td>.384</td>
<td>2.032</td>
<td>.134</td>
</tr>
<tr>
<td>b) Age</td>
<td>1</td>
<td>.597</td>
<td>.597</td>
<td>3.159</td>
<td>.077</td>
</tr>
<tr>
<td>c) Gender</td>
<td>1</td>
<td>6.828e-03</td>
<td>6.828e-03</td>
<td>.036</td>
<td>.849</td>
</tr>
<tr>
<td>d) Teaching Exp.</td>
<td>1</td>
<td>5.785e-02</td>
<td>5.785e-02</td>
<td>.306</td>
<td>.581</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level.
** Correlation is significant at the 0.01 level.

A one-way analysis of variance was conducted for each of four sets of demographic sub-category means on morale factor seven, community support of
education (Table 13). There were non-significant differences (p > .05) among sub-category means for (18a) school type, (18b) age, (18c) gender, and (18d) teaching experience. Traditionally, the Imo State community has been supportive of public education; however the economic circumstances of the time, has altered both financial and personal support from community members. Calculated values for the above were, in order: (18a) school type, \( f = 2.032, \text{df} = 2/292; \) (18b) age, \( f = 3.159, \text{df} = 1/292; \) (18c) gender, \( f = .036, \text{df} = 1/292; \) (18d) teaching experience, \( f = .306, \text{df} = 1/292). \)

**Ho19.** There is no significant relationship between school facilities and services and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.

An analysis of data in Table 15 displays the results for the differences between school facilities and service and teacher morale in terms of moderator variables.

Table 15: Result of the One-Way Analysis of Variance for Demographic Sub-Category Means and Factor Nine, School Facilities and Services.

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F Ratio</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Combined)</td>
<td>5</td>
<td>2.152</td>
<td>.430</td>
<td>2.279</td>
<td>.049</td>
</tr>
<tr>
<td>a) School Type</td>
<td>2</td>
<td>.338</td>
<td>.169</td>
<td>1.434</td>
<td>.241</td>
</tr>
<tr>
<td>b) Age</td>
<td>1</td>
<td>4.801e-02</td>
<td>4.801e-02</td>
<td>.407</td>
<td>.524</td>
</tr>
<tr>
<td>c) Gender</td>
<td>1</td>
<td>3.450e-02</td>
<td>3.450e-02</td>
<td>.292</td>
<td>.589</td>
</tr>
<tr>
<td>d) Teacher Exp.</td>
<td>1</td>
<td>7.261e-02</td>
<td>7.261e-02</td>
<td>.615</td>
<td>.434</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level.
** Correlation is significant at the 0.01 level.
A one-way analysis of variance was conducted for each of four sets of demographic sub-categories means on morale factors eight, school facilities and services (Table 15). There were non-significant differences (p > .05) among sub-category means for school type, age gender, and teaching experience. Calculated values in order for the above were: (19a) school type, \( f = 1.434, \) df = 2/292; (19b) age, \( f = 407, \) df = 1/292; (19c) gender, \( f = 292, \) df = 1/292, (19d) teaching experience, \( f = .615, \) df = 1/292). The null hypotheses for these variables were accepted. Although there was no statistically significance between school facilities and teacher morale, there is ample evidence that adequate facilities can increase teacher morale. Again, the economic circumstances of the time demand that teachers appreciate the little facilities available to them.

**Ho20.** There is no significant relationship between Imo State Economic conditions, continuous salary availability and teacher morale in terms of (a) age, (b) gender, (c) teaching experience, and (d) school type.

An analysis of data in Table 16 displays the results for the differences between continuous salary availability and teacher morale in terms of moderator variables.

**Table 16:** Result of the One-Way Analysis of Variance for Demographic Sub-Category Means and Factor Ten, Continuous Salary Availability

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>( F ) Ratio</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Combined)</td>
<td>5</td>
<td>.419</td>
<td>8.383E-02</td>
<td>.586</td>
<td>.710</td>
</tr>
<tr>
<td>a) School Type</td>
<td>2</td>
<td>6.466e-02</td>
<td>3.233e-02</td>
<td>.226</td>
<td>.798</td>
</tr>
<tr>
<td>b) Age</td>
<td>1</td>
<td>2.285e-02</td>
<td>2.285e-02</td>
<td>.160</td>
<td>.690</td>
</tr>
<tr>
<td>c) Gender</td>
<td>1</td>
<td>.216</td>
<td>.216</td>
<td>1.510</td>
<td>.221</td>
</tr>
<tr>
<td>d) Teaching Exp.</td>
<td>1</td>
<td>2.079e-03</td>
<td>2.079e-03</td>
<td>.015</td>
<td>.904</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level.
** Correlation is significant at the 0.01 level.

A one-way analysis of variance was conducted for each of four sets of demographic sub-category means on morale factor ten, continuous salary availability (Table 16). There were non-significant differences \((p > .05)\) among sub-category means for (20a) school type, (20b) age, (20c) gender, and (20d) teaching experience. Calculated values in order for the above were: (20a) school type, \(f = 226, \text{df} = 2/292\), (20b) age, \(f = .160, \text{df} = 1/292\); (20c) gender, \(f = 1.510, \text{df} = 1/292\), (20d) teaching experience, \(f = 0.15, \text{df} = 1/292\). The null hypotheses for these variables were accepted. Despite the fact that there is no significant relationship between continuous salary availability, it is expected that overall attitude of teachers may wane when their salary is not paid on time.

**SUMMARY**

This chapter presented and analyzed the data obtained from the research instrument used in this study. The investigation was conducted in 38 schools in the Imo State Public School System. The data was first analyzed descriptively. The Pearson correlation and ANOVA statistical tools were then used to compute the data. Based on the results, the decisions were made to either accept or reject each of the twenty null hypotheses. Although many of the correlation were not significant at the .05 level, when data were analyzed in terms of the moderator variables, school type, age, gender, and teaching experience, no significant outcome emerged. In Chapter six the finding, conclusions, implications and recommendations are presented and discussed. The analysis in chapter five serves as a basis for the information that is presented in Chapter six.
CHAPTER VI

FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

FINDINGS

The findings for each null hypothesis have been summarized relative to the specific variables in each hypothesis. The summary of the findings for this study are as follows:

**Hypothesis 1** was rejected. There is a significant relationship between principal leadership style and teacher morale.

**Hypothesis 2** was rejected. There is a significant relationship between satisfaction with teaching and teacher morale.

**Hypothesis 3** was rejected. There is a significant relationship between rapport with teacher and teacher morale.

**Hypothesis 4** was rejected. There is a significant relationship between teacher salary and teacher morale.

**Hypothesis 5** was rejected. There is a significant relationship between teacher load and teacher morale.

**Hypothesis 6** was rejected. There is a significant relationship between curriculum issues and teacher morale.
Hypothesis 7 was rejected. There is a significant relationship between teacher status and teacher morale.

Hypothesis 8 was accepted. There is no significant relationship between community support of education and teacher morale.

Hypothesis 9 was accepted. There is no significant relationship between school facilities and service and teacher morale.

Hypothesis 10 was accepted. There is no significant relationship between Imo State economic conditions and continuous salary availability.

Hypothesis 11 (a), (b), (c), and (d) were accepted. There is no significant difference in the relationship between principal leadership style and teacher morale in terms of (a) school type, (b) age, (c) female, and (d) teacher experience.

Hypothesis 12 (a), (b), and (d) were accepted. There is no significant difference in the relationship between satisfaction with teaching and morale in terms of (a) school type, (b) age, and (d) teaching experience. Twelve (c) gender showed a significant level between satisfaction with teaching and teacher morale in terms of (c) gender.

Hypothesis 13 (a), (b), and (d) were accepted. There is no significant difference in the relationship between rapport among teacher and teacher morale in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience. Thirteen (c) gender showed a significant relationship between rapport among teacher and teacher morale.

Hypothesis 14, (a), (b), (c), and (d) were accepted. There is no significant difference in the relationship between teacher salary and teacher morale in terms of (a) school type, (b) age, (c), gender and (d) teaching experience.
Hypothesis 15, (a), (b), and (d) were accepted. There is no significant difference in the relationship between teacher load and teacher morale in terms of (a) school type, (b) age, and (d) teaching experience. Fifteen (c) showed a significant relationship between teacher load and morale in terms of (c) gender.

Hypothesis 16 (a), (b), (c), and (d) were accepted. There is no significant difference in the relationship between curriculum issues and teacher morale in terms of (a) school type, (b) age, (c), gender, and (d) teaching experience.

Hypothesis 17 (b), (c), and (d) were accepted. There is no significant difference in the relationship between teacher status and teacher morale in terms of (b) age, and (c), gender, and (d) teaching experience. Seventeen (a) showed a significant relationship between teacher status and morale. This indicates that teachers status in terms of (a) school type does significantly affect morale.

Hypothesis 18 (a), (b), (c), and (d) were accepted. There is no significant relationship between community support of education and teacher morale in terms of (a) school type (b) age, (c) gender, and (d) teaching experience.

Hypothesis 19 (a), (b), (c), and (d) were accepted. There is no significant relationship between school facilities and service and teacher morale in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience.

Hypothesis 20 (a), (b), (c), and (d) were accepted. There is no significant relationship between Imo State economic conditions and continuous salary availability and teacher morale in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience.
CONCLUSIONS

The conclusions from the findings in terms of the Pearson Correlation are presented first, followed by the findings in terms of the ANOVA analysis.

Hypothesis 1 showed that there is a significant relationship between principal leadership style and teacher morale. This indicates that principal leadership style is a factor predictor of teacher morale. There has been some research that has directly examined principal leadership style and teacher morale. In general principals can influence teacher morale either by administrative support and collegial leadership or by administrative control. Support and collegial relations, clearly, seem more effective than control. Traditionally, control style of leadership are common Imo State School district. This style of leadership style would appear most accountable for the observed differences among morale of teachers in the school district.

Hypothesis 2 showed that a significant relationship exists between satisfaction with teaching and teacher morale. This indicates that satisfaction with teaching is a factor of teacher morale.

Hypothesis 3 showed that a significant relationship exists between rapport among teachers and teacher morale. This indicates that rapport among teachers is a factor of teacher morale.

Hypothesis 4 showed that a significant relationship exists between teacher salary and teacher morale. This indicates that teacher salary is a factor of teacher morale. The satisfaction of physiological needs (shelter, food, clothing) in an organization is usually
associated with money. Most people are not interested in dollars as such, but merely as a means to satisfy other needs. So it is what money can buy, not the money itself, that satisfies a person’s physiological needs. To suggest that money is useful only as a satisfier of physiological needs would be shortsighted because money can play a role in the satisfaction of needs at any level. Maslow’s basic premise is that food, clothing, and shelter constitute primary needs. Because money will buy food, clothing, and shelter, it is the primary motivator. Since Maslow also held that basic physiological needs must be satisfied before people will become concerned about their higher needs or motivators, it can be argued that teachers will be motivated to work for food, clothing, or shelter until they feel that the job has satisfied those needs.

**Hypothesis 5** showed that a significant relationship exists between teacher load and teacher morale. This indicates that teacher load was a predictor of teacher morale.

**Hypothesis 6** showed that a significant relationship exists between curriculum issues and teacher morale. This indicates that curriculum issues is a factor of teacher morale.

**Hypothesis 7** showed that a significant relationship exists between teacher status and teacher morale. This indicates that the teacher status is a factor of teacher morale.

**Hypothesis 8** showed that no significant relationship exists between community support of education and teacher morale. This indicates that community support of education is not a factor of teacher morale. The finding is not a complete surprise, but it remains puzzling. Although teachers desire buffering from the outside, they continue to show that overprotection is not functional, and may, in fact, be dysfunctional for high teacher morale. Pressure from the parents and community seems to facilitate rather that
hinder teacher morale. However, teachers often view parents as meddling and interfering. The consequence of such environmental press in earlier study (Hoy et al., 1991) was positive.

**Hypothesis 9** showed no significant relationship between school facilities and service and teacher morale. This indicates that school facilities and supplies are not a factors of teacher morale. The researcher acknowledges that teachers are sometimes more motivated to respond negatively to questionnaires that directly impact their personal wellbeing. It is also not impossible to rule out the response effects that arise from the quirkiness of language and the complexities of human emotion – pride, embarrassment, self-righteousness, contempt, or any of the hundreds of other strings that play when one person speak to another. There is growing understanding that the subjects of the research, human beings, are even more unpredictable than we had known.

**Hypothesis 10** showed no significant relationship between Imo State Economic conditions, continuous salary availability and morale. This indicates that continuous salary availability was not a predictor of teacher morale.

**CONCLUSION BASED ON ANOVA ANALYSIS**

**Hypothesis 11(a), (b), (c), and (d)** showed no significant difference in the relationship between principal leadership style and morale in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience. This indicates that principal leadership style in terms of (a) age, (b) school type, (c), gender, and (d) teaching experience does not significantly affect whether or not teachers’ morale will be low or high. It is not surprising to find a weak relationship among the variables. The demographic characteristics focused on are not a useful means for identifying teacher groups that
manifest low—versus high—morale levels in school districts comparable to Imo State School district. An appreciable number of researchers have found that demographic factors among teachers are often associated with various morale levels. However, the majority of research on the topic of teacher morale has focused on metropolitan school districts with a more diverse composition, or otherwise different, than that of Imo State School district. Lewis (cited in Bettie, 1987) was one of few who had studied teacher morale in a district comparable to Imo State School district, and he found demographic characteristics of little consequence in differentiating morale among teachers. Evidence obtained in this study support Lewis’ findings.

Hypothesis 12 (a), (b), and (d) showed no significant difference in the relationship between satisfaction with teaching and teacher morale in terms of (a) school type, (b) age (c) gender, and (d) teaching experience. This indicates that satisfaction with teaching in terms of (a), school type, (b), age and (d) teaching experience does not significantly affect whether or not teachers morale will be low or high. However, 12 (c) showed a significant difference in the relationship between satisfaction with teaching and teacher morale in terms of (c) gender. This indicates that satisfaction with teaching in terms of (c) gender does not significantly affect morale.

Hypothesis 13 (a), (b), (c), and (d) showed no significant difference in the relationship between rapport among teachers and teacher morale in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience. This indicates that rapport with teachers in terms of (a) school type (b), age (c), gender and (d) teaching experience does not significantly affect whether or not teachers morale will be high or low.
**Hypothesis 14** (a), (b), (c), and (d) showed no significant difference in the relationship between teachers salary and teacher morale in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience. This indicates that teachers' salary in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience does not significantly affect morale.

**Hypothesis 15** (a), (b), (c), and (d) showed no significant difference in the relationship between teacher load and morale in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience. This indicates that teacher load in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience does not significantly affect whether or not teacher morale will be high or low.

**Hypothesis 16** (a), (b), (c), and (d) showed no significant difference in the relationship between curriculum issues and teacher morale in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience. This indicates that curriculum issues in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience does not significantly affect whether or not teacher morale will be high or low.

**Hypothesis 17** (a), (b), (c), and (d) showed no significant difference in the relationship between teacher status and teacher morale in terms of (a) school type, (b) age, (c) gender, and (d) teacher experience. This indicates that teacher status in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience does not significantly affect whether or not teacher morale will be low or high.

**Hypothesis 18** (a), (b), (c), and (d) showed no significant difference in the relationship between community support of education and teaching morale in terms of (a) school type, (b) age, (c), gender, and (d) teaching experience. This indicates that
community support of education in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience does not significantly affect whether or not teacher's morale will be high or low.

**Hypothesis 19** (a), (b), (c), and (d) showed no significant difference in the relationship between school facilities and service and teacher morale in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience. This indicates that school facilities and service in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience does not significantly affect whether or not teachers' morale will be high or low.

**Hypothesis 20** (a), (b), (c), and (d) showed no significant difference in the relationship between Imo State Economic conditions, continuous salary availability and teacher morale in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience. This indicates that continuous salary availability in terms of (a) school type, (b) age, (c) gender, and (d) teaching experience does not significantly affect whether or not teachers' morale will be high or low.

**IMPLICATIONS**

The findings obtained from this research study indicate that a course of action needs to be taken by the Imo State District to improve the current level of teachers morale within the district. Although it is obvious that some schools did better than others with regard to morale levels, administrators need to find out why this was so, as the implications for the remaining schools with lower levels of morale are drastic.
In addition, since the issues of Principal Leadership Style, Salary, Satisfaction with Teaching, Workload, and Status were considered foremost in the results section of this research, additional examination of these areas is required so as to determine how improvement and change could best be implemented. The specifics for all, if delineated, would be cause for further research and discussion.

Furthermore, this study has demonstrated that Community Support for Education, School Facilities, Continuous Salary Availability often associated with morale, are not necessarily directly related to morale. The same is true for personal demographic variables such as age and gender, widely thought to contribute to job satisfaction. These findings are not consistent with other studies in the United States and other European countries. An appreciable number of studies in these countries have consistently matched these factors with teacher morale based on a general view which apparently assumes that measurement of teacher morale are context-free, environmental, cultural and value neutral. Clearly, what has emerged from this study is that measurement of teacher morale is not always consistent with the classical teacher morale factor/teacher morale divide. This has pointed out that some teacher morale factors cannot be readily reduced to deterministic or simply linear programming model. Implication from this study may suggest that parodying the studies conducted in London, Bonn, Paris, and Washington will not be effective in Nigeria. Educational policies must take cognisance of history, politics and the culture of their operators but such issues complicate the problems of designing and implementing specific educational policies. This is why it is wrong to design a world-wide educational, economic, social, and political policies, and apply it to all countries. Therefore, to a large degree, administrators should through a case study,
find out why and how these well-tested factors may not be so empirical after all. Administrators should also find one way of predicting and adjusting to cultural requirement.

RECOMMENDATIONS

The following are proffered in regard to the pertinent findings and conclusions.

1. Actively pursuing a change in principal’s leadership style.

The stylistic approach to leadership is concerned with how the leader acts toward members of the group – that is, the leadership behavior toward followers. Many of Nigerian organizations are associated with authoritarian leadership. Decisions are made by leaders to the extent that political, economical, social, and other forces allow them to act as sole decision makers. While remaining personally aloof from the group, this type of leader determines group policy and dictates activities and work companions for the group members, using praise and criticism to control them.

Authoritarian type of leadership style should be replaced with the democratic style of leadership. The democratic leader guides the group toward its goal. Group policy is the product of group decisions, which is encourage by the leader. The leader will generally initiate the procedural stages for the discussion and provide technical assistance when needed. The teachers should make suggestions and the principal considers them when making the final decision. It is expected that schools will gain from the combined knowledge principal and teachers.

2. Adequate funding is crucial to the success educational scheme in Imo State.
If the researcher were to proffer a panacea for the present state of malaise and low morale in all aspects of Imo State educational enterprise, adequate funding would be unquestionably central to all considerations. During the last two decades money-driven fixations among workers in Nigeria were having enormous effects on the entire society - causing people to shape themselves to fit the “higher immorality” of cooperate Nigeria. In many ways money became one unambiguous criterion for success, and such success is still the sovereign Nigerian value. It is not only that men and women want money; it is that their very standards are pecuniary. When such standards hold sway, even fame and fortune are not enough. The dominant concept is always “more.” Surprisingly, inadequate funding cut across all three tiers - teaching environment, teacher’s commitment and job satisfaction. All these inter-relate - the classroom environment, the state of the libraries, the laboratories, and, indeed, all learning systems, the quality of teachers and their sense of application to duty and contentment in their jobs, parity of their emoluments with professionals in other sectors of the public service and other areas of the economy.

3. Professionalisation of teaching is one way to increase teachers’ status.

Two methods of attack will feature prominently in the approach to this problem, namely the Teachings’ Registration Council Decree and an enhanced status and condition of service for teachers. The Teachers’ Registration Council, when established, will be responsible, among other things, for prescribing qualifications to be required of persons seeking to become teachers, to approve courses of study and institutions preparing people for the acquisition of the prescribed qualifications, to establish and maintain a registry of persons possessing the required qualifications for admission into the profession of
teachers, and generally to regulate teaching as a calling. By this measure, teaching would have become a place, not for all and sundry with some smattering of knowledge, but only for those that possessed an amount of knowledge and learning requisite for effective teaching. Teaching would then have become a profession in the proper etymological meaning of the word, that is to say, a vocation requiring specialized training in a field of learning. Some may think that self-control is an utopian nonsense. It is if teachers are not properly prepared for their professional responsibilities. The substitution of professional control for bureaucratic control in the teaching profession will take some time. And when that time comes, the profession will be better able to attract the brightest to its fold.

4. **Lack of morale content in the school curriculum has always been a major curriculum issue among teachers in Imo State.**

   It is still the subtext of the Imo State teacher’s story. It is also the recurring thread woven throughout its tapestry. The construct moral contents, rouses lusty cheers from those who support a return to Nigerians traditional moral religious values. But it also raises the ire of opponents who fear that the call represents a reverse from the country’s secular last of the 30 years. The researcher considers it of utmost importance that Nigerians, as a people trying to salvage itself from an ever-deepening decadence, must accept that religion and religious organizations have a crucial role to play in the education and upbringing of children, indeed in the nurturing and maintenance of liberty and democracy upon which the country has embarked. By religion, the researcher mean a system of belief in the existence of some supernatural being with power to change our lives for the better or for worse, whether it be God, god (gods), the spirit of ancestors, etc.
Character and moral training refers to the nurturing of the virtues of honesty, probity, discipline, selflessness, piety, fairness, obedience, dutiful, respect or regard to parents, for constituted authority and for the law. These are all morale attributes, and they all have their basis in morality.

5. **Community support of education is crucial to the success of educational scheme in Imo State.**

The study did not find a significant connection between community support and teacher morale, suggesting that community involvement is largely symbolic. But a peep into the history of the country revealed that from its earliest beginning until recently, the schools in Nigeria formed one socially undifferentiated community in which social conditions were, in general, equal among its members, each relating to one another, not as superior or inferior, but as partners in a joint enterprise, the noble business of imparting learning and the advancement of knowledge. But now the schools are forfeiting a central place in the lives of millions of Nigerians. They no longer offer their pupils a sense of community and connection. At the same time, the calls for the education of the children are more insistent. The public resources for dealing with the education issues are diminishing. Traditional institutions for exploring educational issues — churches, political institutions etc., have become impoverished and compromised. Many of these solutions seem to call for the return of a greater share of the responsibility for making institutions work for the people to serve through involvement. Succeeding in these tasks may require that the country use all of the resources at her command. Professional and community organizations come first in mind, but there are other forums. Educators should take up the challenge and attract into their fold, the distinguished
citizens currently operating their insular education reforms outside the wide embrace of public school. They should also transform sometimes angry and hostile parents into helpful critics by involving them in the school planning and instructional process.

6. **Congenial association and belonging.**

Under emphasized in many studies of morale in Nigeria is the idea of belonging. Mayo (cited in Lunenburg & Ornstein, 1996) has stated that the urge to belong might be the strongest and most basic of human drives. Much of Japanese success in competing with the West has been attributed to the strong sense of membership or belonging that the Japanese worker has with his company and fellow employee. Japanese employees and school systems benefit from a culture indoctrination, reinforced by Japanese management style, that provide ready solutions to two of the problems Nigerian schools must solve: (1) integration – establishing and organizing a set of relations among the member units that serve to coordinate and unify them into a single entity; (2) latency – the maintenance over time of the system’s motivational and cultural patterns.

7. **The pay structure and conditions of service for faculty members should be competitive with those in government and industry.**

It appears that exploding salaries from the other economic sectors are taking dead aim at the teachers. The salary gap has been trampled, as yesterday’s vision of absorbed wealth. At the same time, other sectors of the economy have benefited greatly from a system that combines incompetence with culpability. The salary structure should relate adequately to the inflation rate in the country.
RECOMMENDATIONS FOR FURTHER RESEARCH

1. Through reassessment and readministration of the Purdue Teacher Opinionnaire survey, it would be possible to study trends and patterns which indicate further deterioration or, conversely, improvement of teacher morale in Imo State over a period or time. Thus, a replication of the study would, perhaps, be the most feasible way to examine changes or progress, as well as correlating trends.

2. Also, more qualitative methods could be used in future research. A personal interview may be more productive than a lengthy questionnaire. A compilation of impromptu personal attitudes regarding morale may be more valuable than attempts to quantify responses to selected questions. For example, a careful study of the teachers’ comments may provide far more insight into the individual’s perceived attitude than his or her selection of multiple-choice questions or statements.

3. Finally, research is needed that exceeds the exploratory nature of this study and the few studies preceding it. It is difficult to conclude that variables affecting individual morale cannot be discovered, isolated and studied. Perhaps the greatest accomplishment of this study was to conclude or to reinforce recent conclusions, that some of the variables that have been linked to morale are not important predictors. In pointing out the need to look beyond the traditional or popularly – selected determinants of human attitudes, this study may be considered very important in the quest to understand human nature.
SUMMARY

In this chapter, the findings indicated by the null hypotheses were presented; conclusions based on the findings were drawn; implications based on the findings were discussed; and recommendations were listed. Taken together, the result of Pearson correlation and ANOVA would appeared to provide a clear prima facie evidence that the factors in the study were not significantly related to teacher morale. As with all educational studies, it cannot simply be assumed that the morale factors could accurately measure the actual feelings of teachers regarding their teaching environment and their overall welfare.
APPENDIX
THE PURDURE TEACHER OPINIONAIRE
Prepared by Ralph R. Bentley and Averno M. Rempel

This instrument is designed to provide you the opportunity to express your opinions about your work as a teacher and various school problems in your particular school situation. There is no right or wrong responses, please do not hesitate to mark the statement frankly.

DIRECTIONS FOR RECORDING RESPONSES ON OPINIONAIRE

Fill in the information below. You will notice that there is no place for your name. Please do not record your name. All responses will be strictly confidential and results will be reported by groups only. DO NOT OMIT ANY ITEMS.

School Type.......................... Date..................................

Month day year

Age........ Gender....... Teaching Experience...........

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree, or disagree with each statement. Mark your answers in the following manner:

If you agree with the statement, circle “A”........A PA PD D

If you are somewhat uncertain, but probably agree the statement circle “PA”........................................A PA PD D

If you are somewhat uncertain, but probably disagree with the statement. Circle “PD”........................................A PA PD D

If you disagree with the statement, circle “D”.......A PA PD D

Principal Leadership Style

1. The work of individual faculty members is appreciated and commended by our principal..............

2. Teachers feel free to criticize administrative policy at faculty meetings called by our principal...........

3. Teacher feel free to go to the principal about problems of personal and group welfare..................

4. My principal makes a real effort to maintain close contact with the faculty..........................
5. Our principal shows favoritism in his relation with the teachers in our school.

6. My principal makes a real effort to maintain close contact with the faculty.

7. The lines and methods of communication between teachers and principal in our school are well developed and maintained.

8. My principal understands and recognizes good teaching procedures.

9. Our principal promotes a sense of belonging among the teachers in our school.

10. My principal acts as though he is interested in me and my problems.

Satisfaction with teaching

1. I love to teach.

2. I would recommend teaching as an occupation to students of high scholastic ability.

3. I feel successful and competent in my position.

4. Teaching gives me the prestige I desire.

5. Teaching gives me a great deal of personal satisfaction.

6. I really enjoy working with my students.

7. To me there is no more challenging work than teaching.

8. I feel that I am an important part of this school system.

9. As far as I know, the other teachers think I am a good teacher.

Rapport Among Teachers

1. There is a great deal of griping, arguing, taken sides, and feuding, among our teachers.
2. Generally teachers in our school do not take advantage of one another.

3. The teachers in our school cooperate with each other to achieve common, personal, and professional objectives.

4. Experienced teachers accept new and younger members as colleagues.

5. Our teaching staff is congenial to work with.

6. Our teaching faculty has a tendency to form into cliques.

7. The teacher in our school work well together.

8. The cooperativeness of teachers in our school helps make my work more enjoyable.

9. Other teachers in our school are appreciative of my work.

10. The teacher with whom I work have high professional ethics.

Teacher Salary

1. Teachers feel that their salary suggestions are adequately transmitted by the administration to the education ministry.

2. I am satisfied with the policies under which pay raises are granted.

3. The school tries to follow a generous policy regarding fringe, benefits, and professional studies, etc.

4. Salary policies are administered with fairness and justice.

5. Teachers clearly understand the policies governing salary increases.

6. The salary schedule in our school adequately recognizes teachers competency.
7. Salary paid in this school system compare favorable with salaries in other systems with which I am familiar.

Teacher Load

1. Details “red tape,” and required reports absorb too much of my time.

2. Teacher in this school are expected to do an unreasonable amount of record keeping and clerical work.

3. Communities demands upon the teacher’s time are unreasonable.

4. My teaching load is greater than that of the most of the other teachers in our school.

5. The extra-curricular load of the teachers in our school is unreasonable.

6. The number of hours a teacher must work is unreasonable.

7. The school schedule places my classes at a disadvantage.

8. Keeping up professionally is too much of a burden.

9. My classes are used as a “dumping ground” for problem students.

Curriculum Issues

1. Our school has a well balanced curriculum.

2. The curriculum of our school makes reasonable provision for student individual differences.

3. The curriculum in our school is in need of major revisions.
4. The purposes and objectives of the school cannot be achieved by the present curriculum.

5. Our school curriculum does a good job of preparing students to become enlightened and competent citizens.

Teacher Status
1. My teaching position gives me the social status in the community that I desire.
2. Teaching enables me to enjoy many of the material and cultural things I like.
3. Our community makes its teachers feel as though they are a real part of the community.
4. Teaching affords me the security I want in a position.
5. Teaching gives me the prestige I desire.
6. My teaching job enables me to provide a satisfactory standard of living for my family.
7. This community respects its teachers and treats them like professional persons.
8. It is difficult for teachers to gain acceptance by the people in this community.

Community Support of Education
1. Most of the people in this community understand and appreciate good education.
2. In my judgment, this community is a good place to raise a family.
3. The people in this community, generally, have a sincere and wholehearted interest in the school system.

4. This community supports ethical procedures regarding the appointment and reappointment of the teaching staff.

5. The community is willing to support a good program of education.

School Facilities and Services

1. My school provides me with adequate classroom supplies and equipment.

2. The procedures for obtaining materials and services are well defined and efficient.

3. My school provides the teachers with adequate audio-visual aids and projection equipment.

4. Our school provides adequate clerical services for the teachers.

Imo State Economic Conditions and Continuous Salary Availability

1. Teachers’ salaries are not paid on time.

2. Teachers cannot afford to live far from the school in which they teach.

3. The government cannot afford to provide basic instructional aids including chalk, pencils and books.

4. There are not enough desks and chairs for the students to use at school.

5. In some schools teachers have to ask students and parents to subscribe to purchasing chalk, textbooks and other instructional materials.
Re: Request for Permission

Dear sir,

I am a doctoral candidate at Clark Atlanta University, CAU. Atlanta Georgia, USA, currently pursuing doctoral studies in the department of Educational Leadership.

The purpose of this letter is to request your permission in order to embark on a doctoral dissertation research project involving the Imo State Primary and Secondary school teachers who are under your jurisdiction. The topic of my study is "Factors Influencing Teacher Morale in Imo State School System". The research is being conducted to fulfill a requirement for the completion of doctoral studies at the Clark Atlanta University.

Your letter of permission will clear the way for me to proceed with the dissertation studies. Your early and favorable response will be highly appreciated.

Yours sincerely,

Njoku Uche Matthew
TO WHOM IT MAY CONCERN

APPROVAL TO CONDUCT RESEARCH PROJECT

I am directed to refer to an application on the above subject dated 3rd December, 1999 from the bearer, Mr. Uche Matthew Njoku to conduct research project on the "Factors Influencing Teachers Morale in Imo State School System" and to convey approval for him to visit principals/schools of his choice for this Project.

I am therefore pleased to inform you that the permission has been granted.

2. Please give him the necessary Co-operation.

For: Executive Secretary
Director
Purdue Research Foundation
West Lafayette, Indiana 47907

Dear Sir,

I am a doctoral candidate at the Clark Atlanta University, Georgia. I am at the dissertation stage in my program, and my topic involves the measurement of teacher morale.

I am requesting permission to use the *Purdue Teacher Opinionnaire*, developed by Ralph Bently and Averno Rempel, to obtain data necessary for my study. I would also appreciate it if you could advise me on the procedure to follow and the price of obtaining copies of the *Purdue Teacher Opinionnaire*.

Thank you very much for your time and consideration in this matter.

Sincerely,

Matthew U. Njoku
November 17, 1999

Matthew U. Njoku
3824 Benjamin Court
Atlanta, GA 30331

Dear Mr. Njoku:

This is in response to your request for the Teacher Opinionnaire and accompanying Manual, by Ralph R. Bentley & Averno M. Rempel.

Purdue Research Foundation hereby grants you permission to use and reprint this material at no charge on a one-time only basis with the appropriate acknowledgment: Copyright, Purdue Research Foundation, West Lafayette IN 47907.

If our office can be of further assistance, please let us know.

Sincerely,

W. E. Baitinger
Senior Technology Manager

WEB/pjh
Enclosures
BIBLIOGRAPHY


114


Morale.” *Evaluation and Research in Education.* 5 (1) 3-16.


