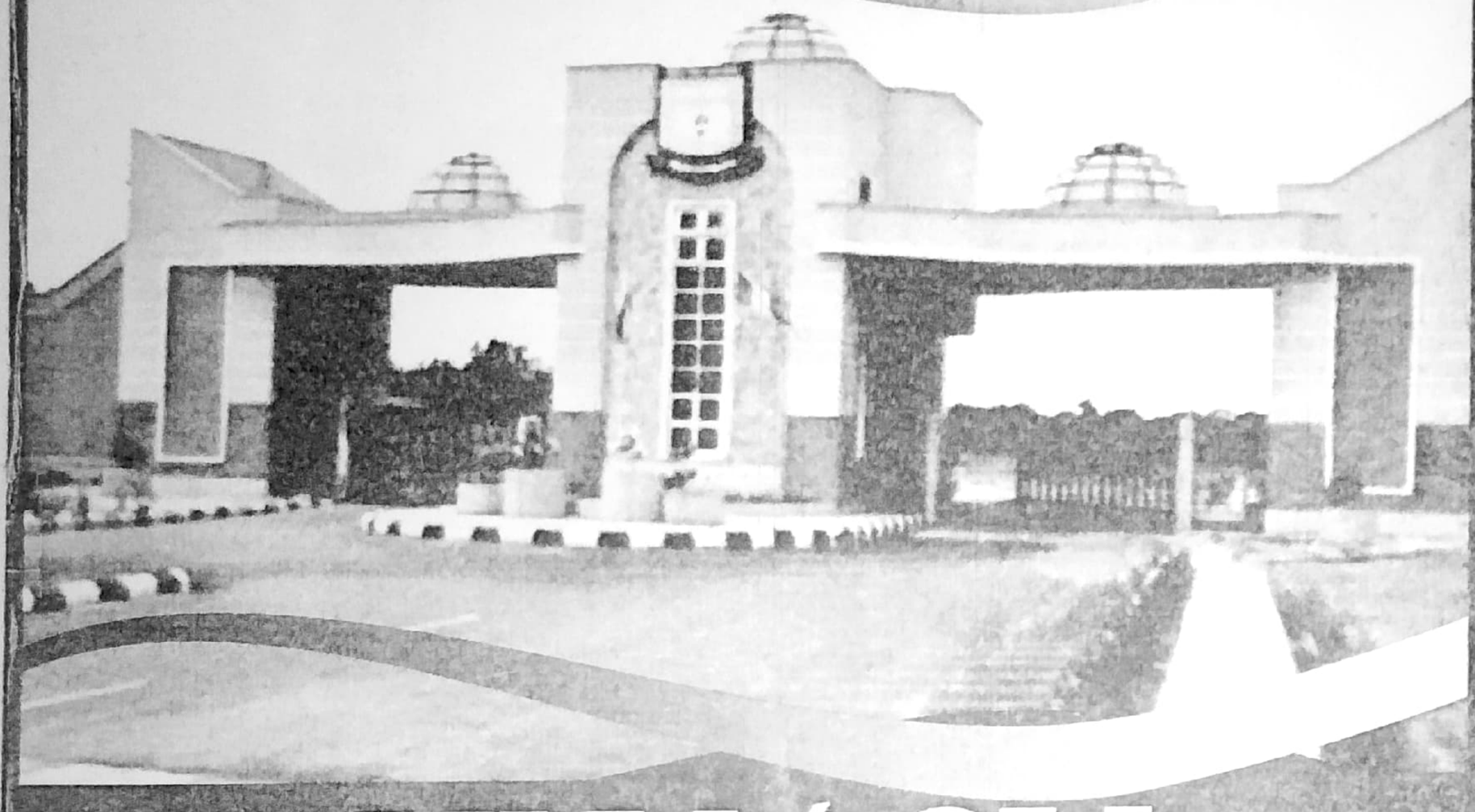
KWARA STATE UNIVERSITY
KWASU
Skills & Integrity
The University for Community Development

ISSN: 2384-6801



KWASU INTERNATIONAL JOURNAL OF EDUCATION (KIJE)

Published by the College of Education,
Kwara State University, Malete.

Kwasu International Journal of Education (KIJE)

ISSN NO: 2384-6801

Volume 2. No. 1 January, 2014

A PUBLICATION OF COLLEGE OF EDUCATION, KWARA STATE UNIVERSITY, MALETE, NIGERIA.

TABLE OF CONTENTS

AUTHORS & TITLE OF PAPER	PAGES
Perception and Utilization of Sports Psychologist by Sports Associations in Kwara State, Nigeria. **Prof. Gambari, M.B., Dr. Abubakar, Laro Ibrahim and Dr. Ibrahim, Olarewaju Tajudeen**	1 5
Effectiveness of Direct Instruction and Task Analysis Enhancing Mathematics Disabilities in Selected Secondary Schools in Moro LGA . Ilorin **Olubukola, C.Dada. Ph.D. And Adedayo Adesokan**	6-13
Towards Enhancing Academic Staff Morale In Colleges of Education in South -Western Nigeria **Olorisade, G.O., Ph.D.**	14-20
Emotional Intelligence as Correlates of Academic Performance of Secondary School Students in Moro Local Government Area of Kwara State, Nigeria **Saadu, Usman Tunde and Olabisi Adedigba**	21-28
Schooling and Human Capital Development in Nigeria **Charles C. Nnajieto and Christiana I. Anyakoha**	29-35
Determinants of Parental Involvement in Childrens Homework in Ibadan Sub-Urban Schools **Temitayo Ogunsanwo**	36-48
Evaluation of Physical resources availability and Utilization for Universaql basic education Programme In kwara state. **Dr. Stephen, Olufemi Afolabi**	49-57
Managing The Health of The Nigerian School Age Child for Effective Academic Out-Put **Ajala, R.B and Oloyede, A.O**	58-66
Demographic Determinants of Students Susceptibility to Peer Victimization in Secondary Schools in Osun State, Nigeria **Ehindero, Serifat Adefunke**	67-75
Taxation for Economic Growth in Nigeria Implication for Education **Joel, aboyeji Aransiola**	76-84

TOWARDS ENHANCING ACADEMIC STAFF MORALE IN COLLEGES OF EDUCATION IN SOUTH-WESTERN NIGERIA

OLORISADE, G.O. Ph.D.
Department of Business Education,
Kwara State University, Malete.

Abstract

The success or failure of organizations depends largely on the human element. The employee with his ability to feel, think, conceive and plan his work is by far the most valuable, and at the same time he is difficult to inspire, control and motivate. Therefore this study investigated how academic staff morale can be enhanced in South-Western Colleges of Education in Nigeria. The study sampled 461 academic staff of Colleges of Education in South-Western Nigeria. The researcher-designed questionnaire was the instrument used for acquiring information on academic staff morale. The level of staff morale was determined and related to managerial skills and students performances. Using percentage statistics and regression analysis, the study found that academic staff morale in Colleges of Education in Nigeria was generally high, and that academic staff who were 30 years and below and those with the first degree showed the highest level of morale. It recommended among others that institutional managers should relate well with academic staff and involve them in the formulation of policies to improve staff morale.

Introduction

Human relations in industry have been defined as the study of those interpersonal and inter-group relations, which take place within or are directly related to business and industrial enterprise)Morale Dictionary, 2003(. Since Elton Mayo's original studies took place with the co-operation of management in non-union plants, many people think of human relation in industry as the development of management techniques for controlling the work force. For any nation, society or organizations to be effective, human and material resources are important. Although, other factors are essential, the employee with his ability to feel, think, conceive and plan his work is by far the most valuable and at the same time he is the most difficult to inspire, control and motivate. Educational managers must, therefore, understand the goals and aspirations of their staff and strive to meet same, so that the staff members can be assisted and encouraged towards achieving the goals of education. This is necessary because the morale of individuals or a group affects attitude towards their work and towards voluntary co-operation. This again is important in educational organizations because the quality of the nation's education depends on the quality of staff)FRN, 2004(, which is affected by the attitude and feelings such staff have towards their job, and also reflected in the commitment they display. Therefore, if Colleges of Education will achieve its goals and objectives, there is the need for high morale of staff. Today in the nation's

Colleges of Education, some workers attend promptly to their work, show dedication and literally sleep on their jobs. Other workers resume at work late or absent themselves from work, as they like. They are careless and sometimes unconcerned about their job.

According to Merrian-Webster)2012(, morale is the mental and emotional condition)as of enthusiasm, confidence or loyalty(of an individual or group with regard to the function or task at hand. The free dictionary defines it as the state of the spirit of a person or group as exhibited by confidence, cheerfulness, discipline and willingness to perform assigned tasks. In the view of Bentley and Rempel)1980(, morale is the professional interest and enthusiasm that a person display towards the achievement of individual and group goals in a given job situation. Evidence abounds of discontent of teachers at the varying levels of education, evidenced by the recurring spate of strike actions and the levity with which these teachers perform their jobs. According to Pemede)2007(, Academic Staff Union of Universities')ASUU(disenchantment with government over issues of university autonomy, poor conditions of service, poor funding of institutions and non-conducive environment for academic pursuits, had usually led to disrupted educational system and paralyzed academic work in institutions. According to him, there have been about twenty-six)26(strikes between 1988 and 2003. All these have negative influence on staff morale at work.

Ajayi and Ayodele)2002(observed that the educational system is characterized by low morale of personnel, resulting in high attrition rate and dwindling organizational performances. Adebola)1995(also showed that a significant relationship existed between meeting teachers' needs and the level of job satisfaction, and that the ability to meet the teachers' needs had been found to have great influence on their effectiveness. In another study on job satisfaction and productivity among senior academic staff of Adeyemi College of Education Ondo, Fasakin)1997(found that job satisfaction had greater influence on job productivity. It has been established that morale is related to productivity. According to Ahmed)2000(,

S/N	INSTITUTIONS	
	FEDERAL COLLEGES OF EDUCATION	MORALE LEVELS
1.	Adeyemi College of Education Ondo	67.19
2.	Federal College of Education (Technical), Akoka	75.63
3.	Federal College of Education (Special), Oyo	65.85
4.	Federal College of Education, Abeokuta	83.87
	Average Percentage	73.14
	STATE COLLEGES OF EDUCATION	
1.	Adeniran Ogunsanya College of Education, Otto-Ijanikin	82.08
2.	Emmanuel Alayande College of Education, Oyo	63.30
3.	Lagos State College of Primary Education, Epe	53.94
4.	Osun State College of Education, Ila-Orangun	71.86
5.	Osun State College of Education, Ilesa	76.45
	Average Percentage	69.53

Table I revealed that the level of academic staff morale was generally high (averaging 71.13%),

although it was higher in Federal Colleges (averaging 73.14%) than in State Colleges of Education (averaging 69.53%). Findings of this study agrees with those of Dessler (1991); Korman (1971); Klein and Maher (1966); and Wilkinson (2002).

Question 2: What is the morale level of academic staff by their age division?
Table 2: Breakdown of morale level of academic staff by age divisions

Age Ranges	Population	Percentage Level of Morale
30 years	30	83.00
31-40 years	169	70.68
41-50 years	198	72.53
51-65 years	64	71.86

Table 2 revealed that academic staff that were 30 years and below demonstrated the highest level of morale, while those in the 31-40 years age bracket demonstrated the least level of morale.

Question 3: What is the morale level of academic staff by their academic qualifications?
Table 3: Breakdown of morale level of academic staff by academic qualifications

Academic Qualifications	Population	Percentage Levels of Morale
B.A/B.Sc/B.Ed	81	76.13
M.A/M.Sc/M.Ed	350	71.46
Ph.D	30	73.13

From the breakdown in table 3, it is evident that academic staff with the first degree demonstrated the highest level of morale, followed by the holders of the doctoral (Ph.D.) degree, while holders of the Masters degree demonstrated the least level of morale.

Question 4: Do managerial skills of institutional managers influence academic staff morale in Colleges of Education in South-Western Nigeria?
Table 4: Result of regression analysis of managerial skills on staff morale

Source	Df	Ss	Ms	R	F	Sig. F
Regression	1	23136.78	23136.78	.545	184.34	3.84
Residual	459	54681.18	119.13			

Table 4 revealed that managerial skills of institutional managers had influence on staff morale in Colleges of Education in Nigeria.

Question 5: Do students' academic performances relate with staff morale in Colleges of Education in South-Western Nigeria?
Table 5: Levels of staff morale and students' academic performances by colleges

S/N	INSTITUTIONS		
	Federal Colleges of Education	Students Academic Performances	Staff Morale Levels
1.	Adeyemi College of Education Ondo	84.80	67.19
2.	Federal College of Education (Technical), Akoka	87.98	75.63
3.	Federal College of Education (Special), Oyo	66.83	65.85
4.	Federal College of Education, Abeokuta	65.93	83.87
	Average Percentage	76.39	73.14
	State Colleges of Education		
1.	Adeniran Ogunsanya College of Education, Otto - Ijanikin	73.67	82.08
2.	Emmanuel Alayande College of Education, Oyo	43.98	63.30
3.	Lagos State College of Primary Education, Epe	69.81	53.94
4.	Osun State College of Education, Ila-Orangun	76.80	71.86
5.	Osun State College of Education, Ilesa	76.82	76.45
	Average Percentage	68.22	69.53

From table 5, it was evident that students' performances were higher in Federal Colleges of Education (averaging 76.39%) than in the State Colleges of Education (with an average of 68.22%). The different levels of students' academic performance between federal and state colleges of education, most likely, influenced academic staff morale differently. Staff morale was higher in Federal Colleges of Education (averaging 73.14%) with students' academic performance averaging 76.39%; while State Colleges of Education with an average of 69.53% of staff morale, revealed students' academic performance of 68.22%.

Discussion and Implications

Generally, academic staff morale in Colleges of Education in South-Western Nigeria was observed to be high (71.12%). This may be because staff of these Colleges earn higher pay than other civil servants in their respective states, and probably due to the honour and privilege of working in a tertiary institution. Again, it was evident that academic staff in Federal Colleges of Education demonstrated higher morale than their counterparts in State Colleges of Education. This may be due to the fact that academic staff in Federal Colleges of Education enjoy better conditions of service with respect to the implementation of Government agreement and/or negotiations, which State Colleges of Education have to re-negotiate with their respective State Governments, who in most cases accept only part of such negotiations or rightly out reject same.

Furthermore, the breakdown of morale levels by age divisions revealed that academic staff who were 30 years and below had the highest level of morale (83.0%). This may be because these young graduates compare the privileges they enjoy and the salary/allowances they earn with

their counterparts in the civil service who earn far less, and those yet to be gainfully employed. Academic staff in the 31-40 years age bracket demonstrated the least level of morale (70.68%) probably because, being the most vibrant and dynamic group who were always on the move to better paying jobs, they compare the privileges, opportunities and their salaries/allowances with counterparts in other sectors of the economy like banking, communications and those in the oil and gas sectors; thus showing the least level of morale.

From the breakdown of morale level by academic qualifications, it was evident that academic staff with the first degree demonstrated the highest level of morale (76.13%), partly because they had observed that better qualified people are not enjoying the privileges they enjoy and partly because they realized that they had the freedom which many workers do not have on their jobs. Holders of the Ph.D. degree demonstrated intermediate level of morale (73.13%), partly because of the honour and respect they get from colleagues, opportunities and privileges the degree offers with respect to appointments as directors of units, chairmen of sensitive committees and even opportunities outside their institutions. The holders of the Master's degree demonstrated the least level of morale (71.46%) partly because obtaining the degree was just to overcome promotion hurdle beyond lecturer I cadre. Again, many of the academic staff in this category felt discouraged by their college's inability to sponsor their doctoral (PhD.) programmes.

Considering the influence of managerial skills of institutional managers on staff morale, it was revealed that managerial skills actually influenced academic staff morale in South-Western Colleges of Education in Nigeria. While considering the influence of students' performances on staff morale, it was evident that students' performances had impact on the morale of staff. This was reflected in the observation that higher students' performances in Federal Colleges of Education reflected higher staff morale in those Colleges; while a lower students' performance in State Colleges of Education reflected correspondingly low staff morale in State Colleges. This agrees with Stenlund's (1995) findings that teachers value students' responsiveness and interest in their subjects, as a vital factor that positively affect their morale.

Conclusion and Recommendations

Based on the findings of this study, it could therefore be concluded that academic staff morale in Colleges of Education in South-Western Nigeria is generally high, and it is influenced by many factors among which are: age, academic qualifications, managerial skills of institutional managers, and students' performances. On the basis of the findings of this study, the following recommendations are suggested:

Institutional managers must relate well with academic staff and be committed to sharing organizational vision and mission with them, through proper communication that shows respect for staff, sharpen staff focus and dispel negativity and skeptisms.

Institutional managers must involve staff in the formulation of institutional policies; clearly state these policies as it describes the roles and responsibilities of staff; as well as clearly stating the process and technology to be used towards accomplishing institutional aims. This will provide direction and lead to improved staff motivation and productivity.

Institutional managers should also learn to appreciate their staff verbally and in writing whenever such staff distinguish themselves, demonstrate hard work and show dedication to duty. This is because employees appreciate positive recognition in any form. This will encourage and increase their dedication to duty.

Again, institutional heads (Provosts) and their management teams, should endeavor to give deserving staff appropriate recognition and promotions as at when due, in the bid to enhance staff morale. Institutional managers should also encourage staff training and development by accessing (Tertiary Education Trust Fund) TETFUND provisions. This will expose staff to new practices, innovation and provide staff with improved self-worth.

Finally, State Governments should adequately fund state colleges of education, to provide opportunities for staff of these colleges to attend conferences, seminars and workshops at subsidized rates; to earn the same salary and fringe benefits their counterparts enjoy in Federal Colleges of Education, in addition to further academic training. These will encourage academic staff of state Colleges of Education, and by implication enhance staff morale, performances at work and productivity.

References

Adebola, F.M. (1995).Teachers' needs and job satisfaction in selected secondary schools in Ilorin metropolis. Unpublished M.Ed thesis, University of Ilorin.

Ahmed. A.F.S. (2000). Measuring teacher productivity. An overview of the APER form in E.O. Fagbamiye & D.O. Durosaro (Eds). Education and Productivity in Nigeria. Ilorin: Haytee

Ajayi, I.A. & Ayodele, J.B. (2002). Fundamentals of educational management. Ado-Ekiti: Greenline publishers

Anam, A. (1973). The relationship between principals' leadership styles and teachers' morale. Unpublished M.Ed thesis, University of Ilorin.

Bentley, R.R. & Rempel. A.M. (1980). Manual for the purdue teachers' opinionaire West Lafayette, Indiana: The University Bookstore.

Daniel. J.K. (2001). The effects of employee satisfaction, organizational citizenship behavior and turnover on organizational effectiveness: A unit-level longitudinal study. Personnel Psychology.

Dessler, G. (1991). Personnel management. Reston. Va: Reston Publishing Co. Inc. Morale Dictionary.com.http: /dictionary.reference.com/search?Q=morale. Retrieved March. 23, 2003.

Ellenberg, F.C. (1972). Factors affecting teacher morale. NASSP Bulletin, 56 (12), 76
Fasakin, M.O. (1997). Job satisfaction and productivity among senior academic staff of Adeyemi College of Education Ondo. Nigeria. Unpublished M.ed thesis, University of Ilorin Federal Republic of Nigeria (2004). *National policy on education*. Lagos: NERDC.
Freeman, R.M. (1999). Correctional organization and management: Public policy challenges. behaviour and structure. Boston, M.A.: Butter Worth Heinemann.
Fritze, R.L. (1993). Isn't everyone responsible for quality? Security Management 37 (9), 186.
Hartman, L.A. (2003). An Examination of employee morale in correctional institutions. Author: http://us,f522.Mailliyahoo.com/ym/compose.
Hill, S.A. (2002). Sick of theft, Security Management 46 (7), 136-140.
Kane, P.R. (2001). Practice what you teach. Security Management 45 (10), 55-62.
Klein, S. and Maher, J. (1966). Educational level and satisfaction with pay. Personnel Psychology 19, 195-208.
Korman. A. (1971). Industrial and organization psychology. Englewood Cliffs, N.J.: Prentice Hall.
Lumsden, L.(1998). Teacher morale. ERIC DIGEST
Merrian-Webster (2012). Retrieved on September 15, 2012 at http://www.merrian-webster.com/dictionary/morale.
Morale.Dictionary.com @ http://dictionary. reference.com/search?=morale.
Odunnuga, J.B. & Ajila, P.K. (2000). Measuring teachers productivity and primary school quality: An evaluation of concept and issues. In E.O. Fagbamiye & D.O. Durosaro (Eds). Education and Productivity in Nigeria. Ilorin: Haytee
Olorisade, G.O. (2008). Relationship among managerial skills, staff morale and organizational effectiveness in Colleges of Education, South-Western Nigeria. Unpublished P.hD thesis, University of Ilorin.
Pemede, O. (2007). An appraisal of contributions of Academic Staff Union of Universities (ASUU) as a trade union to educational development in Nigeria. The Social Sciences, 2 (3), 357-364.
Stenlund, K.V. (1995). Teacher perceptions across cultures: The impact of students on teacher enthusiasm and discouragement in a cross-cultural context. The Alberta Journal of Educational Research 41 (2), 45-61
Vellani, K.H. (2001). Don't let your guard down. Security Management 46 (10), 75-81.
Wilkinson, R.A. (2002). The bureau of staff enrichment: Employees are our most valuable resources. Corrections Today 64 (3), 84-89.