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## Enhancing Teachers' Morale for the Achievement of the Universal Basic Education Goals' in Nigeria

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### Abstract

*The paper examined the ways of enhancing teachers' morale for achieving the Universal Basic Education Goals' in Nigeria. It looked at the concepts of teachers' morale, the issue of universal basic education programme in Nigeria, the associated problems confronting the implementation of the programme and solution. The methods of boosting teachers morale towards enhancing Universal Basic Education Goals Achievement in Nigeria. It was however recommended that the Universal Basic Education programmes should be strictly implemented according to its blue print. The teachers morale should be adequately boosted by ways of in service training opportunities, satisfied salaries and other welfare packages. It was concluded that teachers' morale should be improved for the teachers, so as to make them happy and put in their best for Universal Basic Education Goals Achievement in Nigeria.*

**Keyword:** Teachers' morale, goals achievement and Universal Basic Education

### **Introduction**

Education is an indispensable instrument that helps in the production of an educated man, civilized and forward looking democratic society. Socio-economic development of any nation depends on the provision of right and appropriate quality education. Nigeria as a country recognized importance of education for national growth and development. Ogundele (2008) stated that any nation that toys with education is toying with her socio-economic development. The author noted that such nation will not be ranked high among the developed nations of the world. Ogundele went further to describe illiteracy as the bane of national productivity and transformation.

Nigeria is therefore noted for series of laudable programmes, policies formulation, changes and innovations that supposed to have brought desirable changes to the society and enable individuals to meet up with national challenges at both the national and international level. It should be noted that most of the educational programmes and policies ended up without desirable results. However, with the failures of landable programme, in Nigeria, the author therefore deem it fit to consider teachers morale enhancement towards achieving universal basic grab in Nigeria.

### **Universal Basic Education in Nigeria**

Mustapha (2010) was of the opinion that the idea of Universal Basic Education is not new in Nigeria. For instance, in 1955, the Western regional government under the premiership of late Chief Obafemi Awolowo launched the free Universal Primary Education. In 1956, Dr. Nnamdi Azikwe Launched Universal Primary Education; in 1976 General Olusegun Obasanjo also Launched the Universal Primary Education. The Universal Primary Education programme Launched are laudable ones because, it encouraged free and compulsory

education for all citizens, it encouraged egalitarian and equal opportunities for educational attainment and it encouraged individuals to function effectively as members of the society.

It should be realized that despite all necessary efforts put in place by both the regional and military governments, the programme failed woefully, because of the following challenges: overcrowded classroom leading to high students population explosion, inadequate teacher supply for the pupils in the school, inadequate schools plants to accommodate the students, poor condition of service for teachers and poor welfare packages, poor supply and improvisation of necessary instructional materials, high exodus of teachers from the teaching profession and inadequate educational laws, policies and principles to guide the establishment of the schools in the country. These challenges therefore, led to the setting up of Banjo commission in the Western region to look into those challenges which led to flushing out of unqualified teachers from the classroom and compulsory registration of child birth in the region.

The failure of Universal Primary Education disturbed the minds of educational planners and administrators because the whole programme was characterized by politic and shortage of teachers as well as necessary facilities for the implementation of the programme.

After 1960, Nigeria gained political independence. A lot of social-political disturbances and crises broke out which led to political instability, Arson, hungry, unemployment, armed robbery, Prostitution, killing and kidnapping. Abdulkareem (1999) traced the major cause of the problems to the faulty educational system provided. Abdulkareem noted that the educational system then was theoretical in nature, non-technological oriented and devoid of Nigeria culture. Federal Republic of Nigeria (1999) observed that the government shall eradicate illiteracy and to this end government shall as at when

practicable, provide free and compulsory universal primary education, free adult literacy program.

In compliance with the declaration of the World Conference on Education for all (WCEFA) held in 1990 at Thailand, it was resolved that every person, child, youth and adult shall be provided with the type of education that would meet their needs and the needs of the society. The birth of universal basic education programme could be traced to the communiqué of the National Curriculum Conference of 1969 held at Addis Ababa. The conference advocated for the provision of type of educational system that is relevant to the philosophy needs, culture and aspirations of the society. The conference result came out with the formulation of the current national policy on education. The policy looked at Nigerian National Philosophy, needs and aspiration, nature of economy and the cultural values of the society.

Ogundele and Kayode (2012) noted that the educational planners and the administrators continue to ask infringing questions about the current nature of Nigerian educational system, what special results will the national policy on education bring, which the past educational system could not bring? What strategies can we adopt to enhance effective goals achievement in Nigerian educational system? The authors noted that the failure of past educational policies was due to the facts that the past educational planners failed to consider the welfare of the teachers when planning. Oyedeji (20013) observed that no educational system could rise above the level of the teachers. Teachers' quality is the major determinant of Nigerian educational goals achievement. Any educational programme that fails to consider the plight, needs and aspirations of the teachers, such programme is bound to fail woefully.

On Thursday, 30<sup>th</sup> September, 1999, President Obasanjo launched Universal Basic Education UBE at Kangiwa square,

Sokoto, Sokoto State. The president announced free and compulsory education for the primary and junior secondary education. i.e free education for the first nine years of schooling. The Federal Republic of Nigeria (2004) announced the component of the Universal Basic Education to compose formal basic education, nomadic education and non-formal education and open and distance education. `

Federal Republic of Nigeria (2004) spelt out the objective of universal basic education as follow:

- ★ *Develop in the entire citizenry a strong consciousness for education and commitment to vigorous promotion.*
- ★ *Provide free compulsory and universal education for every Nigeria child of school age.*
- ★ *Reduce drastically, dropout rate from the formal school system through improved relevance and efficiency.*
- ★ *Cater for dropouts and out of school children through various form of complimentary approvals to the educational provision and promotion.*
- ★ *Ensure acquisition of the appropriate levels of literacy in numeracy, manipulative and life skills as will as ethical moral and civic value needed for laying the foundations for life long learning pursuit in the society.*

It is therefore important to note that huge amount of funds had been expended by the world banks, Federal Government of Nigeria, World Bank, Millennium Development Goals (MDGS), Tectaria Education Trust Funds, Central Banks of Nigeria, Federal Ministry of Education. International Monetary Funds (IMF) and UNESCO all towards capacity buildings, training and retaining opportunities, provision of instructional materials, development of infra-structural facilities etc. The efforts are put in place to enhance effective policy and programme implementation and to achieve the stated objectives of the

universal basic education in Nigeria.

The National Teachers Institute in Nigeria had played a leading role in the training, re-training, upgrading and certification of teachers. The National Teachers Institute had put in place various programmes for Grade II Teacher Certificate, pivotal training certificate, Nigerian certificate in education, Advanced Diploma Certificate in Education (ADCE), Postgraduate Diploma in Education (PGDE), and capacity building programmes all to enhance quality assurance in the implementation process of Universal Basic Education. It should be noted that despite all the laudable effort of the stakeholders in education, to achieve the universal Basic Education, the planners are yet to formulate the policy that would cater for the teacher welfare. The planners also failed to realize the need to improve teachers welfare, conditions of service universal teachers salary scales and allowances to boost teachers morale. Ajayi (2009) therefore called for enhance teachers morale by ways of good salaries, training prospects, motivation, interpersonal human relation and political involvement. Ogundele, however noted that satisfied workers are happy workers. When teachers are satisfied their morale will definitely be enhanced.

Oyedeji (2013) stated the factors that enhance teachers morale as effective leadership styles, participatory decision making, incentive, good salary, equal distribution, non-discriminatory salary structures, effective students academic performance and constant goals achievement. The above factors, if not effected in the school system, kill and demoralized teachers morale. When teachers morale are killed in the school system, there is the tendencies for the failure of the laudable universal basic education.

### **Problems Confronting Effective Implementation of UBE Programme in Nigeria**

It is important for the Federal Republic of Nigeria to take note of the following anomaly that can demoralize teachers morale in the schools. Such anomaly are:

- ★ *Failure to establish National Teachers' Commission, so that teachers at various levels of Nigerian education be under the same umbrella.*
- ★ *Failure to establish National teachers salary commission, to determined equal salary structure for all Nigerian teachers.*
- ★ *Poor data on students enrolment, age groups and falsification of data.*
- ★ *Problems such as embezzlement, misappropriation of funds and delay in payment of teachers salary and emolument*
- ★ *Lack of teachers commitment to duties which made many teacher's not to be happy while on job.*
- ★ *The newness of the UBE programme constitute problem for policy implementation because, not many teachers are trained on policy issues.*

When the anomalies that affects morale are removed among the teachers, there will be teachers commitment, they will spend extra-time in the schools, perform extra duties, and they will always work towards achievement of the educational goals.

### **Teachers' morale and universal Basic Education Goals Achievement in Nigeria**

In Nigeria today, many young graduates find it difficult to lay hands on the type of job that suit their academic qualifications. Many engage themselves on the job just to keep their body and souls together. Those that get the job of their choice are faced with, uncondusive situations, poor condition of service, poor

salaries, poor working environment, inadequate educational facilities and poor interpersonal relationships which always dampened their morale.

Teachers' morale according to Olorisade (2007) is the systematic way of encouraging teachers to be committed to job as a result of enhanced job satisfaction variables. Teachers work happily because they are happy at work. He went further to say that satisfied workers are happy workers. Therefore, before Universal Basic Education Goals could be achieved, teachers should be adequately cared for.

Olorisade (2007) observed that if individual's morale is enhanced towards a job, there will be great reduction in absenteeism, labour turnover, personality maladjustment, and the good will of the organization will be adequately spread. Teachers' morale enhancement surely determines how successful a Universal Basic Education programme will be to achieve their stated goals. Olorisade noted that the teachers' morale, motivation and participatory decision making processes in the school system determine how successful a school is in achieving the stated objectives. When teachers' morale is enhanced there will be effective goals achievement in universal Basic Education programme.

Teacher's welfare scheme is another factor that can enhance teachers morale towards their jobs. Fagbemiye (2000) was of the opinion that teachers' remuneration, condition of service, teachers' salaries, compensation, promotion, constant goals achievement, participatory decision making, conducive teaching/learning environment and provision of instructional facilities are the major factors that could enhance effective teachers' morale. Abdul (2002) also, described teachers' morale as the factors that bring about job satisfaction and teachers' work commitment, that teachers morale can be improved through giving of financial and non-financial rewards, job



security and health insurance scheme. The provision of the incentive will aid effective goals achievement of Universal Basic Education.

Durosaro (2000) also discovered motivation as a factor that could improve teachers' morale. Motivation could be areas like improved equitable salaries, allowance, incentives, equal distribution of resources, promotion, working environment, interpersonal relationship, job status, working equipment, staff welfare, leadership behavior and rewards. Durosaro concluded that when workers needs are satisfied, they will be committed to their job and realistic output will be enhanced.

Bhandair (2014) noted that teachers' morale on the job depends in the interpersonal skills, work place, pay, promotion and relations with co-workers. The author observed that these factors bring positive feelings about the job. He observed that if a teacher is having high job satisfaction, such teacher will definitely hold encouraging feeling about the work. He also described happy teachers as productive workers. He said that cash rewards only increase efficiency of the teachers while job recognition enhance the confidence of the workers and work place setting enhance employee's capabilities. Both monetary and non-monetary rewards become ingredient for enhancing teachers' morale for effective goals achievement especially in the universal basic education programme.

Mustapha (2010), suggested improvement of quality motivation and improved condition of services for the teachers in the school system. He further stated that for effective Universal Basic Education goals' achievement, the staff need to be happy, their needs have to be satisfied and morale needs to be enhanced. Teachers' morales therefore need to be accorded priority since no educational system can rise above the level of

its teachers.

For the universal basic education to achieve her goals the following should be noted. Teachers' morale has significant impacts on the teachers' productivity and goals achievement of Universal Basic Education respectively in Nigeria. Federal Republic of Nigeria should as a matter of urgency find ways of boosting teachers' morale so as to enhance job satisfaction, effectiveness and efficiency in the teaching-learning processes. Teachers' morale is the process of encouraging teachers to be happy and satisfied to perform their duties.

### **Ways of Enhancing Teachers' Morale for Universal Basic Education Goals Achievement**

For effective implementation of the universal basic education program in Nigeria, the teachers who are to implement all the planned activities need to be made happy. This is because happy teachers are the happy workers. Their morale needs to be enhanced, for them to be able to put in their best while implementing the programme of activities in the programme. The following strategies are therefore suggested for the benefit of Universal Basic Educational goals achievement in Nigeria.

- i. Teachers' Condition of Services Should be Improved:** The condition of services of the teachers should be adequately considered. Such conditions of services like leave, adequate leave bonus payable during or before their leave, granting of in-service courses, seminars and conferences for the teachers. The teachers should be treated in the same way like their counterparts at the universities.
- ii. Establishment of National Teachers Commission:** National Teachers' Commission should be established at federal level to embrace all categories of

teachers in Primary, Secondary, Colleges of Education, Polytechnic and Universities. The National Teacher' Commission should be treated in the same manner like others. National Commission such as the National Population Commission, Independent National Electoral Commission, National Universities Commission etc. It is disheartening National Electoral Commission, National Universities commission are directly under the coordination of federal government, while the national primary education commission is being coordinated by the state government. This development has created a wide disparity in the condition of services.

- iii. **Establishment of National Salary Commission for all the categories of workers:** National Salary Commission should be established that will eradicate all forms of wide disparities that occurred in the payment of salaries of workers in the country Nigeria. The equal salaries among the workers, including the teachers will promote teachers dignity and personality among other professions in the labour forces.
- iv **Capacity of teachers should be adequately built:** Teachers' capacity building will enable the teachers to correct their areas of discrepancies, developing teachers' knowledge and skills to meet up with the societal challenges, changes and innovation and will enable the universal basic goals to be achieved. Teachers capacity can be encouraged through sponsorship for workshop conferences seminars and in server training opportunity.
- v **Equal distribution of educational resources:** Equity in

resources distribution will definitely boost teachers morale. This is because, when the available resources are equally distributed to the, teaching and any other profession in Nigeria, teaching profession will be accorded with high respect among others in the society.

- vi **Examination of Factors that cause UPE Failure for Correction:** Finally, the educational planners and administrators should examine the factors that caused failure of the past universal primary education to forestal similar occurrence in the present days' Universal Basic Education.
- vii **Sustainable Political Will:** Mustapha (2010), observed that over the years, incessant interruption and changes of government leading to the incessant changes of ministries which adversely affected Nigerian educational programme. Implementation of the Universal Basic Education suffers largely from lack of sustainable political will. through this
- viii **Educational resources allocation and availability for the Universal Basic Education:** Ogundele and Bello (2013), observed that teachers can not perform any meaningful work or assignment without adequate physical resources at their disposal. It is therefore important to note that there is the need to provide adequate instructional facilities such as laboratory, transportation, library, sporting and games that are useful for the teachers in their daily task. The availability of the resources will definitely enhance teachers morale in the school.
- ix **Need for teachers' motivation:** In the past, Nigerian

teachers see teaching as a job that has neither professional pride nor recognition from the public. The government always treats teachers welfare with levity. Their take home can not carry them home. If Universal Basic Education goals are to be achieved, the teachers needs to be motivated by ways of good salaries, good welfare packages and teachers' involvement in decision making process. Such motivation that will aid goals achievement of Universal Basic Education Programmes should be adequate by funded.

- x **Welfare Scheme Should be Introduced for the Teachers:** The three tiers of government should take care of the teachers by introducing welfare packages like loans, transports, housing and utilities allowance. Every state should emulate the gesture of Ogbeni Rauf Aregbesola of Osun State who paid the 13<sup>th</sup> months salary for teachers in the state.
  
- xi **Introduction of learners' Support services for the Universal Basic Education Students in Nigeria**  
The government should give all those services that will enhance effective teaching learning processes in the schools. Such learners support services are transport, feeding accommodations, health insurance, utility, library and career services.
  
- xii **Teachers' Involvement in Decision making processes:** Teachers should be adequately involved in the decision making process of educational system. The major problem that lead to the failure of Nigerian educational programmes and policies is the fact that the teachers were not allowed to take part in the decisions relating to implementation procedure of

educational policies and programmes. It should be noted that teachers' involvement in the decision-making process of the Universal Basic Education programmes will surely aid effective goals achievement. Finally,

- xiii Constant Academic Goals Achievement of the Universal Basic Education will Surely Improve Teachers' Morale:** When there is constant goals achievement in any organization, the workers will be very happy and good will of organization will be adequately spread. However, teachers' morale is well improved when the Universal goals are achieved. Universal Basic Education teachers will be very happy and such achievement will encourage high commitment, satisfaction, and try to perform their duties the more to achieve more.

### **Conclusion**

The Universal Basic Education is an expression of the strong desire of the federal government of Nigeria to provide equal educational opportunities for all Nigerian citizens. This is because education is the only instrument for national transformation and the development of the citizens. It should be noted that huge amount of funds is committed to the provision of educational facilities, school plants, training and retraining of the teacher and interpersonal human relations. It should be noted that little or no effort are directed to all the factors that could enhance teachers' morale like salaries and enrolment, welfare packages, loan facilities, teachers' involvement in decision making and welfare schemes.

The paper observed that no educational system could rise above the quality of the teachers. It could be concluded that teachers' morale should be enhanced for effective job performance, community services, student academic

performance. The teacher will perform any job assigned to them, they will teach effectively, give and mark assignments, see to the welfare of the student and visit them at home whenever they have problems if their morale is enhanced and in consequence, aid Universal Basic Education goals achievement especially in Nigeria.

### **Recommendations**

Universal Basic education programmes are indispensable for national development and for the goals to be effectively achieved the following recommendation are made.

There should be adequate motivation, teachers morale should be enhanced by way good salaries, remuneration and an improved condition of service and good welfare packages provision of instructional facilities and all approaches that will make the teaches to be happy in their job.

Further more there should be adequate representation of teachers in the government as Commissioners of Education, director of Education and Supervisors, for it will enhance teachers' morale.

There should be equal treatment for the UBE teachers like other national commissions. Universal Basic Education Commission should have direct dealings with the federal Government. in the same manner as the NUC, NNPC, INEC, NCCE and other national commission, instead of putting the management and control of Universal Basic Education Control under the state Government. The result which lead to disparity in the national salaries and wages should be avoided.

The long awaited teachers' salary structure should be implemented so as to enable the teachers enjoy all allowances, special welfare packages like car loans, in-service training, Education trust funds grants etc. The welfare packages will enable the teachers to have distinguished personality among other professions in the labour force. Working relationship

among the teachers students and the community members should be encouraged.

Return of teachers' biological children back to public schools. Teachers should be forced to return their children from the private basic schools to the public basic schools where they work for effective teaching and supervision of the school. The Outcome will surely enhanced effective goals achievement of the Universal basic education programme in Nigeria.

The recommendations made will boost teachers' morale towards commitment to duties, hardworking punctuality to duties, community services, their commitment aid towards effective Universal Basic Education grass achievement in Nigeria.

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