



Teachers Morale and Students Learning Outcomes in Public Senior Secondary Schools in Imo State, Nigeria

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Abstract

This study investigated the relationship between teachers' morale and students learning outcomes in public senior secondary schools in Imo State. To achieve this objective, four research questions and three null hypotheses were developed. The study adopted the correlational survey research design. A sample of 364 teachers was drawn from the population of 6,274 and 196 out of 296 public senior secondary schools in Imo State. The stratified random sampling technique was used in sample selection. Instruments for data collection were two sets of self-structured instrument titled "Teachers' Morale Variable Questionnaire (TMVQ) and Students' Learning Outcomes Questionnaire (SLOQ) in public senior secondary schools". The instruments were face-validated by three experts. The reliability coefficient values of 0.79 and 0.73 were obtained after a trial testing for teachers morale and students learning outcome. The data collected were analyzed using the Pearson's Product Moment Correlation Statistics (r). The findings of the study showed conducive work environment, teachers' monetary reward and housing scheme enhance teachers' morale and significantly improved students' learning outcomes. Significant relationships were found in all the null hypotheses. The study concluded that conducive work environment, monetary reward and housing scheme enhance teachers' morale. It was therefore, recommended that Imo State Government through the ministry of education and other school administrators should intensify effort by ensuring that schools have conducive environment and monetary reward be regularly provided to deserving teachers among others.

Keywords: Learning, Learning Outcomes, Morale, Public Secondary Schools, Students, Teachers' Morale.

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INTRODUCTION

Teachers occupy a significant place in the educational system at every level and are indispensable in the school system. Teachers pass through teachers' training institutions and are professionally trained to assist students acquire knowledge, competences or value which manifest positively in their attitude. Ajayi (2004) described a teacher as pivot in which any educational development hinges. Furthermore, a teacher is an input operator who plays a very important role in transforming the students to finished products. Hence, activities such as teaching, learning, implementation of educational programmes, maintaining educational standards, and achievement of educational goals are in the hands of teachers.

Moreover, the development and economic growth of the nation depends on the teachers. This invariably suggests that persuading and threatening of teachers are geared at not fulfilling the expectations of government towards education. Rather, it is only when teachers are given incentives as at when due, placed in conducive working environment, undergo in-service or on-the-job training among others that teachers could have high morale and be proud of their profession and better positioned to inculcate high quality of education which manifest in students learning outcomes. Teachers' morale is the feeling of a teacher towards his work, and work environment (Ibara, 2017).

Teachers are the bedrock of every educational system and deserve to be treated fairly. Okoroma (2010) affirmed that teachers' commitment, interest, zeal and enthusiasm depend on their state of moral. Okendu (2006) opined that understanding of teachers' morale and root causes of its low or high will help educational managers retain the best brains in the teaching profession. The role of educational managers and administrators is not only to set institutional goals, but to provide human needs of teachers that could be added to achieve the goal. Hence, Ukeje (2006) observed that building and equipping schools with the best science and technical equipment, providing the basic educational materials, renovating and rehabilitating old schools, providing library and other necessary facilities, employing best qualified teachers and boosting their moral will go a long way in achieving educational goals.

The essence of enhancing teachers' morale is to achieve students' learning outcomes. Ray (2010) observed that learning outcomes are statement of the knowledge, skills and abilities individual student should possess and can demonstrate upon completion of a learning experience or sequence of learning experience. The teachers referred to in this study perform the activities in public senior secondary schools. The National Policy on Education (FRN,2014) defined senior secondary education as the education after nine years of basic education. The purpose of this level of education is to equip students with specific knowledge and skill that will improve, equip and make them self-reliant. Hence, boosting teachers' morale through provision of necessary incentives will obviously spur them to the realization of educational objectives

Statement of the Problem

Enhancing teachers' morale has been found to have direct impact on students learning outcome in public secondary schools. Some of the factors associated with boosting this morale are but not limited to the provision of monetary reward, promotion, housing scheme, health facility and conducive learning environment. The provision of these incentives and facilities is manifested in their adequate preparation in discharging their duties for the realization of educational objectives as enshrined in the policy guidelines. However, in Imo State, the dissatisfaction of teachers which is evident in strike actions, low performance, absenteeism, and non-commitment have been attributed to teachers' low morale. The outcome of these actions on students is poor learning outcomes in performance both in

internal and external examinations. This study therefore, attempts to investigate the relationship between teachers' morale and students learning outcomes in public senior secondary schools in Imo State.

Purpose of the study

The purpose of this study was to examine the relationship between teachers' morale and students learning outcome in public senior secondary schools in Imo State. Specifically, the objectives of study include to:

- Determine factors that enhance teachers' morale in public senior secondary schools in Imo State.
- Determine the relationship between conducive work environment and students learning outcomes in public senior secondary schools in Imo State.
- Determine the relationship between monetary reward and students learning outcomes in public senior secondary schools in Imo State.
- Determine the relationship between housing scheme and students learning outcomes in public senior secondary schools in Imo State.

Research Questions

The following research questions guided the study:

- What are the factors that enhance teachers' morale in public senior secondary schools in Imo State?
- What is the relationship between teachers' conducive work environment and students' learning outcomes in public senior secondary schools in Imo State?
- What is the relationship between teachers' monetary reward and students' learning outcomes in public senior secondary schools in Imo state?
- What is the relationship between teachers housing scheme and students learning outcomes in public senior secondary schools in Imo State?

Hypotheses

The following null hypotheses were formulated in the study and tested at 0.05 level of significance:

- **HO1:** There is no significance relationship between teachers' conducive work environment and students' learning outcomes in public senior secondary schools in Imo State.
- **HO2:** There is no significance relationship between teachers' monetary reward and students' learning outcomes in public senior secondary schools in Imo State.
- **HO3:** There is no significance relationship between teachers' housing scheme and students' learning outcomes in public senior secondary schools in Imo State.

REVIEW OF RELATED LITERATURE

Theoretical Framework

The theoretical framework of this study is based on the two-factor theory developed by Herzberg in 1959. The theory states that in contemporary society the lower needs (food, water, air, shelter, clothing, etc.) described by Maslow are to be generally satisfied and when they are not, the result will be low morale and job dissatisfaction which manifest in low outcome of students learning. This theory identified two distinct kinds of factors that influence workers, and their morale namely “*satisfiers*” and “*dis-satisfiers*”. The factors which produce job satisfaction, high morale and motivation are different and distinct from the factors that bring about job dissatisfaction and low morale. The factors that result in job satisfaction or positive feeling on the job are referred to as “*motivators*” or “*satisfiers*”. Such factors as relevant to the present study are conducive working environment, monetary and non-monetary incentives, housing scheme and job security. While dis-satisfiers that cause low morale at work include – denial, deprivation, delay and neglect of rights and benefits. Herzberg concluded that the presence of motivational factors in the work situation brings about positive feeling and good outcome.

Conceptual clarifications

The achievement of educational objectives depends to a great extent on teachers’ morale. Low morale begets low students learning outcome and high morale begets high students’ learning outcome; the higher the level of morale, the higher the quality of teachers’ contribution to the realization of educational goals. Hence, Okoroma (2010) described teachers’ morale as a feeling, state of mind, mental and emotional attitude of teachers towards their job. Miranda (2011) noted that teachers’ morale is the feeling a teacher has about his job based on how he perceives himself in the school system and the extent to which the school management is viewed as meeting the teachers own needs and expectations. Equally, teachers’ morale is the professional interest and enthusiasm a teacher displays towards his career achievement and that of educational objectives.

It has been observed that teachers’ morale is the mental state that is exhibited by assurance, control and motivation to perform a task by a teacher. Amanchukwu (2013) maintained that teachers’ morale is conceived as the overall outlook, attitudes, satisfaction and confidence that teachers feel at work. The total practice of a teacher towards his job which reflects in the students learning outcome (Uruakpa, 2000). Thus, it could rightly be said that the passion a teacher has for his work is defined as teacher’s morale. No wonder, Meason (2011) observed that teachers morale is the total satisfaction derived by teachers from their job, work group, superior, school, and the environment. When teachers are positive about their work environment and believe that they can meet their most important career needs at work, teachers’ morale is high (Okendu, 2006). He said teachers’ morale relates to their feelings of comfort, happiness and satisfaction.

Consequently, the success or failure of any educational system depends mainly on the teachers’ morale. Teachers’ morale can be viewed as teachers striving to achieve their individual goals and educational goal of the school system and their perception of satisfaction from the total school environment. Njoku (2010) noted that teachers’ morale is the feeling that makes a teacher bound to be dedicated to his teaching, so as to bring the needed learning outcome on the part of students. He said teachers’ morale is observed through his rapport with his principal, colleagues, students, teaching and instructional materials. He also said that teachers’ morale is the manifestation of his joy or anger towards his work environment.

Famade (2003) maintained that teachers' morale is the liking or disliking of teaching job due to fair or unfair treatment and he identified some elements of teachers' morale as courage, zeal, discipline, enthusiasm and willingness.

The researchers sees teachers' morale as the teachers' views and feelings on the job, students, task, employer, teaching and learning environment, parents and the school community; whether these entities bring support to actualize educational objectives and teachers' dreams. Ofoegbu (2004) recognized that teachers' morale is the real experience of teachers on the job, job environment and other beings in his work place. He emphasized that, teachers' morale assists in establishing the character of a school. It is one of the factors that determine whether a school functions at its best or not. He also identified two types of morale associated with the teachers and teaching profession – high and low. High morale is the good and positive feeling a teacher has for his job and its environment, employer, colleagues and students. This feeling is associated with motivations such as encouragement, incentives, recognition among others. This morale determines the extent teachers perform their functions. It is an essential tool for the realization of educational goals. High morale results in–collaboration, commitment, loyalty, improved job performance, good at work, fewer health problem, less absenteeism, feeling better about themselves, maintain positive action, sense of belongingness, effective communication, identification and resolution of work conflict, improved outcome of students learning and greater motivation (Ofoegbu, 2003; Famade, 2003).

Low morale is a poor, bad and negative feelings a teacher has on the job and its environment as a result of denial of entitlement and benefits. It does not enhance teaching and learning, rather it features in – greater grievances and conflicts in school, frequent strike actions, dissatisfaction with superiors and employers, poor working conditions, frustration, lack of motivation, attrition, depression, fallen standard, costs associated with selection and training replacement, lack of commitment, absenteeism, reduced concentration, high level of mistakes, reduction in school enrollment, poor work performance and students' learning outcome among others. Furthermore, Ofoegbu and Famade (2003) observed that failure to address the issue of teachers' low morale leads to over dependence of the nation from other developed countries that have succeeded with the application of high teachers' morale. Despite the features and results of teachers low morale identified, there are some components that can boost teachers' morale.

Factors that Enhance Teachers' Morale

Factors that enhance teachers' morale include conducive work environment; monetary reward and housing scheme.

Conducive work environment – Teachers spend most of their lives working. Naturally, the working setting has direct influence on teachers' morale, job performance and students learning outcomes. A happy teacher translates into a better teacher. Okoroma (2010) conceived conducive work environment as the provision of the right facilities that enables the teacher to achieve the purpose of teaching and learning without stress. Such facilities include good and adequate furniture, painting, ceiling fans, air-conditioner, spacious staffroom and classrooms, modern toilets and equipment in laboratory. In support, Okendu (2006) said provision of conducive work environment is a morale enhancer to motivate teachers put in their best. Out (1998) stated that conducive work environment is a work place that is free from darkness and potholes on the floor because well committed and tiled floors make free movement. He maintained that well-ventilated staff and classrooms that have good lighting system enable less stressful vision. Omoladun (2006) observed that for teachers to perform

their assigned roles to the satisfaction of the society, it is essential that their work environment be adequately taken care of. The school building, laboratories, sporting and recreational facilities should not be a death trap. Every teacher deserves conducive work environment that poses no threat to his life as noted by Nicholas (2002). He argued that one of the best ways to enhance teachers' morale is by maintaining a pleasant work atmosphere. Enhancing of teachers morale makes them effective and high standard of education is realized.

Monetary reward – Monetary reward enhances teachers' morale which aids in the realization of educational objectives. Onah (2008) opined monetary reward as additional benefits provided to teachers outside the approved salary to enhance their morale to work. It is a non-taxable payment made to a teacher to stimulate him to react positively to his job which leads to the achievement of educational goal. Monetary reward as Ozoemena (2013) maintained is a tool that government, principals, parents teachers' association (P.T.A.) and individual uses to reward a teacher's good work, encourage his retention and improve positive feelings at work which reflects in students learning outcomes. It is an item used to influence teachers' behaviour positively to his job and job environment. Njoku (2010) captured that monetary reward are extra benefits that enhance teachers' morale to take extra time and risk to cause students positive learning outcomes.

There are basically two types of such reward, which are monetary and non-monetary. The monetary are cash benefits offered to teachers to encourage good work attitude which otherwise would not take place. Such included additional money to salaries and bonuses. It also comes in the form of soft loans for land, housing, and cars among others (Okendu 2012). The non-monetary reward on the other hand is certain non-cash reward which satisfies the ego and self-actualization needs of teachers. Ozoemena (2013) identified these gift items as a car, housing, books, land allocation, improved seedlings for agriculture, and overseas tour among others.

Housing scheme – Rothstein and Rouse (2011) stated that offering housing scheme enhances teachers' morale to put more efforts to improve students learning outcomes. He listed such housing related scheme as financial support for rents, residence relocation, building free or subsidized teachers' quarters. This will minimize stress, crises, late coming and truancy, while encouraging punctuality and regularity among teachers.

Students Learning Outcomes

Government spend huge amount of money to build, renovate, equip schools and develop teachers. They also employ educational planners and managers to plan programmes and policies which teachers and administrators are expected to implement. The essence of these efforts is to cause positive change in the students' learning outcomes. Njoku (1993) conceived students learning outcomes as knowledge, skills and abilities students should possess and can demonstrate upon completion of a learning experience. This outcome is the desired learning objectives or standard that schools and teachers want to achieve. Njoku further referred to it as educational, societal, and life effects that result from students being educated. That means, students' learning outcomes are the actual results that students either achieve or fail to achieve during their education.

Rowe (2003) opined that, before preparing a list of students learning outcomes that the following features should be considered:

- **Students learning outcomes should be specific and well defined** – That is when developing a list of student learning outcomes, it is important that statements explain in clear and concise terms the specific skills students should be able to demonstrate, produce and known as a result of the program’s curriculum and not the alternative.
- **Students learning outcomes should be realistic** – Okoroma (2010) suggested that students learning outcomes should be attainable, such that will be in accordance with the students age, ability, developmental level and time available.
- **Students learning outcomes should be sufficient in number** – Between three to five learning outcomes should be included. Fewer than three may not give the teacher adequate information to make improvement. More than five may be too complicated to assess.

However, these students’ learning outcomes are categorized into:

- **Positive students learning outcomes** – This is generally viewed as when students learn and comprehend what they are expected to learn, and the graduation rates in a school are rising.
- **Negative students learning outcomes** - Conversely, low test scores, unable to produce what has been taught and high dropout rates would be negative students learning outcomes (Rowe, 2003).
- It is noteworthy to state that both positive and negative student learning outcomes are influenced by such factors as – age, learning environment, readiness, pedagogy, lack of instructional aids, teachers and students’ morale, learning interest among others (Adelabu, 2005).

Teachers’ Morale and Students Learning Outcomes

It is believed that if teachers are recognized, provided with conducive work environment, instructional materials and fringe benefits that are judged to be reasonable, they will have high morale and put more effort at work. They will strive to satisfy their employer and the expectation required of them by the society. This expectation is manifested in students’ learning outcomes. Adelabu (2005) reported that teachers’ morale is important in the success of day-to-day routine teaching and learning process. He emphasized that teachers’ welfare, fair compensation, job security, provision of teaching facilities and administrative support are other important factors that enhance teachers’ morale which establish improvement on students’ learning outcomes.

METHODS

The research design for this study is correlational survey research design. Akaninwor (2006) defined this type of design as one which is carried out to establish the relationship between two or more variables. He added that the relationship could be positive perfect or negative perfect. Positive relationship indicates +1 while negative perfect relationship specified -1. This design is appropriate and adequate since it accessed the relationship between teachers’ morale and students learning outcomes in public senior secondary schools in Imo State.

The total population for this study was 6274 teachers from 296 public senior secondary schools in the three zones in Imo State. Breakdown of the population shows that Okigwe Zone had 1,075 teachers from 66 schools: Orlu Zone had 1,568 teachers from 106 schools, while Owerri Zone had 3,631 teachers from 124 schools. The source of information was from the Secondary Education Board Owerri, senior secondary schools teaching staff

strength – Imo State 2017 – 2018. The sample for the study was 364 teachers drawn from 169 schools. The choice of this sample is in line with the suggestion of Krejcie and Morgan (1970) for sample size determination. The stratified random sampling technique was used to draw the required sample from each stratum. Two structured questionnaires were used as the instrument for data collection. The instruments were titled, “Teachers’ Morale Variable Questionnaire (TMVQ) and Students’ Learning Outcomes Questionnaire (SLOQ)”. The questionnaire comprised two parts. Part I contained two sections – “A” and “B”. Section “A” provided information of the demographic characteristics of respondents. Section “B” contained factors that measured teachers’ morale. This section contained 20 items structured on a - 4 point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical values of 4-1 point. Part II contained factors that measured students’ learning outcomes. This part contained 20 items structured on a - 4 point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical value of 4 – 1 point.

The two instruments were subjected to face validation by three experts, two of which were from educational management and one was from measurement and evaluation all from the Ignatius Ajuru University of Education, Port Harcourt. The instrument was trial tested using 30 teachers from five public senior secondary schools in Ahiazu Mbaise Local Government Area of Imo State which were not part of the study, but shared similar characteristics with the study area.

The Pearson’s Product Moment Correlation Co-efficient (r) Statistical Tool was used to determine the reliability coefficient. Two different reliability coefficient values of 0.79 and 0.73 were obtained. A total of 364 copies of the questionnaire were administered to the various teachers in their respective schools by the researcher and two research assistants who were briefed by the researcher after obtaining permission from the principals. Retrieval of completed questionnaire was done on the spot by the researcher and research assistants to ensure high return rate. 340 out of the 364 copies of the questionnaire representing 93% of the total sample were correctly filled and used for the analysis; while the remaining 24 representing 7% was incorrectly filled as such expunged.

To provide answer to the research questions and hypotheses, the mean and standard deviation; and the Pearson’s Product Moment Correlation Co-efficient were utilized. The criterion mean of 2.50 was used as decision rule for accepting an item, while mean score below 2.50 was rejected. Correlation Co-efficient is a means of expressing relationship in a quantitative manner. Some guidelines have been suggested on how to interpret correlation co-efficient (r). However, the guidelines advanced by Ukwuije (1996) in Osaat (2014) guided the interpretation of Pearson’s Product Moment Correlation Co-efficient (r) in this study.

Table 1: Interpretations of Correlation Co-efficient (r)

Correlation (r)		Relationship
0.8 – 1.0	(-ve or +ve)	Very high
0.6 – 0.8	- do -	High
0.4 – 0.6	- do -	Average
0.2 – 0.4	- do -	Low
0.0 – 0.2	- do -	Very low (No relationship)

Source: Ukwuije (1996) in S. D. Osaat (2014)

RESULTS

Research Question 1: What factors enhance teachers' morale in public senior secondary schools in Imo State?

Table 2: Mean and standard deviation of respondents on factors that can enhance teachers' morale in public senior secondary schools in Imo State

S/N	Factors	\bar{x}	SD	Remark Order	Decision
1.	Conducive Work Environment	2.90	1.73	1 st	Accepted
2.	Monetary Reward	2.69	1.62	2 nd	Accepted
3.	Professional Development Programme	2.45	1.35	5 th	Rejected
4.	Housing Scheme	2.67	1.55	3 rd	Accepted
5.	Health Facility	2.48	1.39	4 th	Rejected
6.	Transportation Scheme	2.33	0.56	8 th	Rejected
7.	Staff Recognition	2.40	1.36	6 th	Rejected
8.	Training Programme	2.36	0.81	7 th	Rejected

Table 2 shows the mean and standard deviation of factors responsible for enhancing teachers morale in public senior secondary schools in Imo State. Items 1,2, and 3 had means of accepted and standard deviation as (2.90, 1.73), (2.69, 1.62) and (2.67, 1.55). These items were further ranked 1st, 2nd and 3rd respectively. Items 3, 5, 6, 7 and 8 had means below the criterion mean of 2.50 and standard deviation ranging from 0.56 – 1.39. These items were further ranked 5th, 4th, 8th, 6th, and 7th respectively. From the analysis factors responsible for enhancing teachers morale include, conducive work environment, monetary reward and housing scheme.

Research Question 2: What is the relationship between teachers' conducive work environment and students' learning outcomes in public senior secondary schools in Imo State?

Table 3: Pearson Product Moment Correlation of Relationship between teachers' work environment and students learning outcomes in public senior secondary schools in Imo State

Variable	\bar{x}	No of Respondents	R calculated	Remarks
Conducive work environment	12.15	340	0.80	High Relationship
Students Learning Outcomes	9.78			

Table 3 shows the relationship that exists between teachers' conducive work environment and students learning outcomes in public senior secondary schools in Imo State. The Table further showed that the correlation co-efficient (r) is 0.80, thus indicating a high relationship between teachers' conducive work environment and students learning outcomes in public senior secondary schools in Imo State.

Research Question 3: What is the relationship between teachers' monetary reward and students' learning outcomes in public senior secondary schools in Imo State?

Table 4: Pearson Product Moment Correlation of Relationship between teachers' monetary reward and students learning outcomes in public senior secondary schools in Imo State

Variable	\bar{x}	No of Respondents	R calculated	Remarks
Monetary reward	14.46	340	0.16	Very low Relationship
Students Learning Outcomes	9.78			

Table 4 indicates the relationship that exists between teachers' monetary reward and students' learning outcomes in public senior secondary schools in Imo State. The computed value of Correlation Co-efficient (r) is 0.16, indicating very low relationship between teachers' monetary reward and students' learning outcomes in public senior secondary schools in Imo State.

Research Question 4: What is the relationship between teachers' housing scheme and students' learning outcomes in public senior secondary schools in Imo State?

Table 5: Pearson Product Moment Correlation for Relationship between teachers' housing scheme and students learning outcomes in public senior secondary schools in Imo State

Variable	\bar{x}	No of Respondents	R calculated	Remarks
Housing Scheme	10.31	340	0.26	Very low Relationship
Students Learning Outcomes	9.78			

Table 5 shows the relationship that exists between teachers' housing scheme and students' learning outcomes in public senior secondary schools in Imo State. The calculated value of correlation coefficient (r) is 0.26, implying the existence of a very low relationship between teachers' housing scheme and students' learning outcomes in public senior secondary schools in Imo State.

HO1: There is no significance relationship between teachers conducive work environment and students learning outcomes in public senior secondary schools in Imo State.

Table 6: Pearson's Product Moment Correlation of Relationship between teachers' conducive work environment and students learning outcomes in public senior secondary schools in Imo State

Variable	N	\bar{x}	SD	r cal	r tab	Df	t _{trans}	t _{crit}	Decision
Conducive work environment	340	12.15	5.85	0.80	0.44	338	40.86	1.96	Rejected
Students Learning Outcomes		9.78	4.35						

Table 6 shows that r- calculated value is 0.80, while the table value is 0.44. The Table further has the t-transformation value as 40.86 with the critical value as 1.96 at the degree of freedom of 338 and 0.05 level of significance. Since the t- transformation is greater than the t-critical value, the null hypothesis is hereby rejected. This means that there was significant relationship between teachers' conducive work environment and students' learning outcomes in public senior secondary schools in Imo State.

HO2: There is no significant relationship between teachers' monetary reward and students learning outcomes in public senior secondary schools in Imo State.

Table 7: Pearson Product Moment Correlation of Relationship between teachers' monetary reward and students' learning outcomes in public senior secondary schools in Imo State

Variable	N	\bar{x}	SD	r cal	r tab	Df	t _{trans}	t _{crit}	Decision
Monetary reward	340	14.46	5.29	0.16	0.44	338	3.02	1.96	Rejected
Students Learning Outcomes		9.78	4.35						

Table 7 indicates that r-calculated value is 0.16, while its table value is 0.44. The t-transformation value is given as 3.02 with 1.96 as the critical value and df 338. Since the calculated value t-value is greater than the critical value of 1.96 at 0.05 level of significance, the null hypothesis is hereby rejected. This means that there was significant relationship between teachers' monetary reward and students' learning outcomes in public senior secondary schools in Imo State.

HO3: There is no significant relationship between teachers' housing scheme and students' learning outcomes in public senior secondary schools in Imo State.

Table 8: Pearson Product Moment Correlation of Relationship between teachers' housing scheme and students' learning outcomes in public senior secondary schools in Imo State

Variable	N	\bar{x}	SD	r cal	r tab	Df	t _{trans}	t _{crit}	Decision
Housing scheme	340	10.31	4.47	0.26	0.44	338	5.13	1.96	Rejected
Students Learning Outcomes		9.78	4.35						

In Table 8, the r-cal is 0.26 with a critical r-value as 0.44. The Table further shows that the value of t-transformation is 5.13, while the table value is 1.96 at df 338. Since the calculated t-value is greater than the t-critical value at 0.05 level of significance, the null hypothesis is hereby rejected. This implies that there was significant relationship between teachers' housing scheme and students' learning outcomes in public senior secondary schools in Imo State.

DISCUSSION

Factors that enhance teachers' morale

In research question 1, findings showed that various factors were identified as responsible for enhancing teachers morale in public senior secondary schools in Imo State. Prominent among these factors respondents indicated were the provision of conducive learning environment was ranked first, followed by monetary reward which was ranked second and housing scheme ranked as third. The highest ranking accorded to conducive learning environment may not be surprising as the factor is one with the necessary facilities available for the enhancement of teaching and learning process. It constitutes an environment devoid of distraction where effective learning takes place to achieve the educational objectives. This is why Omoladun (2006) reported that for teachers to perform their assigned roles to the satisfaction of the society, it is essential that their work environment be adequately taken care of. In line with the finding, Nicholas (2002) indicated that one of the best ways to enhance teachers' morale is by maintaining a pleasant work atmosphere needed to ensure optimal performance.

Conducive Work Environment and Students Learning Outcomes

In research question 2, findings showed that conducive work environment that enhances teachers' morale has high relationship with students' learning outcomes in public senior secondary schools in Imo State with the value 0.80. This may not be unconnected with the fact that the provision of conducive work environment would enhance classroom activities, teachers' productivity in research as well as the urge for the attainment of educational goals. It further shows that with the provision of these facilities in the school system, the morale of teachers will be raised, thus producing desired outcomes of students. The finding is in agreement with Okoroma (2010) who noted that the provision of modern working materials/gadgets, seats, tables, classrooms, staff room, pleasant environment, keeping teachers safe at work among others enhance teachers' morale to put in their best. Putting in their best, invariably influence positively students learning outcomes.

Monetary Reward and Students Learning Outcomes

In research question 3, findings showed that monetary reward which enhances teachers' morale has a very low relationship with students learning outcomes in public senior secondary schools in Imo State, with r-calculated value of 0.16. The existence of very low relationship may not be surprising since teachers were not often rewarded monetarily by their employer. This has further encouraged the exhibition of poor attitude to work by the teachers. The outcome of this attitude is evident in poor students' learning outcomes. This is why Okendu (2012) asserted that monetary reward enhances teachers' morale to improve students' learning outcomes. The researchers also added that it helps teachers to put extra time, effort and risk to ensure that educational goals are achieved.

Housing Scheme and Students Learning Outcomes

In research question 4, findings showed a very low relationship between housing scheme that enhance teachers' morale and students learning outcomes in public senior secondary schools in Imo State with r-calculated value of 0.26. The existence of very low relationship is informed by the fact that teachers were hardly provided with accommodation in school quarters. This invariably may have resulted to their truancy and excessive permission, thereby negatively affecting the students' learning outcomes. This finding is supported by Rothstem and Rouse (2011) who maintained that provision of housing scheme minimizes teachers' truancy.

CONCLUSION

Conducive work environment, teachers' monetary reward and housing scheme are essential factors that enhance teachers' morale and students learning outcomes in public senior secondary schools in Imo State. Whilst, conducive work environment was seen to have significantly improved students' learning outcomes, teachers' monetary reward and housing scheme were not pivotal to improving students' learning outcomes in public secondary schools in Imo State.

Recommendations

Based on the findings of the study the following recommendations were made;

- The provision of conducive work environment capable of enhancing teachers' morale should be vigorously made by Imo State Government through the ministry of education. This provision will enable the teachers have access to modern gadgets and instructional materials to improve students' learning outcomes.
- The Imo State Government through the ministry of education and other school administrators should intensify effort by ensuring that monetary reward are regularly provided to deserving teachers so as to enhance their morale and also achieve the educational objectives.
- The Imo State Government through the ministry of education should liaise with non-governmental organizations for the procurement of school quarters for interested teachers as to guarantee punctuality and regularity at school. This also enables the teachers to settle down well before classes commence.

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