MOTIVATION AND STAFF MORALE:
IMPLICATIONS FOR THE CHILDREN-IN-AGRICULTURE PROGRAMME
(CIAP) IN POST-PRIMARY INSTITUTIONS IN ENUGU EDUCATIONAL ZONE
OF NIGERIA.

By
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ABSTRACT
The issue of food security is a very important one for a developing country like Nigeria. There is an urgent need to motivate youths to become interested in agriculture so that they can take over from the present crop of Nigerian farmers who are now getting aged. The way agriculture is taught in schools will go a long way to either enhance or diminish the interest of youths in farming. The overall purpose of this study was to determine the extent to which agricultural science teachers in the post-primary institutions in the Enugu Educational Zone were motivated to do their job and to determine the resultant implications for the Children-In-Agriculture Programme which is a programme designed to inculcate the spirit of self-reliance in agriculture in post-primary school children. A structured questionnaire was developed, validated and administered to 181 randomly selected agricultural science teachers from a total population of 302 agricultural science teachers in the zone. Results showed that many respondents claimed not to be satisfied being teachers of agriculture and expressed their desire to opt out for another job if given the opportunity. Recommendations aimed at motivating agricultural science teachers in post-primary schools in the study area are posited.

INTRODUCTION
The issue of food security is a very important one for a developing country like Nigeria. Successive Nigerian governments had at one time or the other seen the need for greater mobilization of resources in the agricultural and rural sectors through the following programmes – Operation Feed the Nation Programme (OFN, 1996); the National Accelerated Food Production Programme (NAFPP, 1972); First Generation Integrated Agricultural Development Projects (1975); River Basin Development Authorities (RBDAS, 1976); National Committee on Green Revolution (NCGR, 1979); The World Bank Assisted Agricultural Development Projects (2nd Generation ADPS, 1986); National Agricultural Land Development Authority (NALDA, 1991); Better Life Programme (BLP, 1989); Family...
In an era when youth unemployment is rife, sound agricultural education is a sure way of solving their occupational problems. In a bid to make Nigeria’s educational system to become more responsive to the economic needs of the nation, a new educational policy, the National Policy on Education, was formulated in 1977, and revised in 1981. Hitherto, it was observed that the secondary school agricultural education had failed to equip school leavers with productive knowledge and skills in agriculture (Mama, 1991).

Two programmes were produced for the secondary school – junior secondary and senior secondary. Two of the objectives of both the JSS and SSS include:

(i) To develop basic agricultural skills in students;
(ii) To prepare students for occupations in agriculture.

In order to achieve these objectives, considerable elements of production agriculture were introduced into the new syllabuses. In addition, schools have been required to undertake commercial crop and livestock production.

THE CHILDREN – IN – AGRICULTURE PROGRAMME (CIAP)

The Children – In – Agriculture Programme (CIAP) is an effort initiated from a rural based university at Ago – Iwoye, Nigeria. It has now networked into a national programme. It was initiated and developed in Ogun State University Department of Agricultural Extension and Rural Sociology, Ago – Iwoye.

According to Torimiro and Adedoyin (1999), the purpose of CIAP is to keep, nurture and sustain the interest of youths in farming. This will be achieved through the promotion and popularisation of some farming activities predominantly available in each CIAP centre. Among such farming activities are fisheries, rabbitry, poultry, cropping, forest resources management, etc.

The Children – In – Agriculture programme is proposed to be a tripartite arrangement between the CIAP, the Extension Service, and participating schools. According to Torimiro and Adedoyin (1999) CIAP is extremely important for the following reasons:
- It is based on careful studies of the current situation of school – based and community – based rural children participating in farming activities in Nigeria;
- It advocates rural children extension service programmes both for schooled and unschooled children who are participating in farming activities;
- It considers the need for linkage between children’s current interest in farming and their future aspirations in the same profession;
- It establishes local centres for participatory schools and community based programme activities;
- It employs states co–ordinatorship approach to monitor its programme activities.
CIAP proposes a strong research – extension – school - farm linkages designed to ensure the enhancement of a sustainable agricultural development in Nigeria.

The successful implementation of the production and professionally oriented components of these programmes will depend, among other things, on the competence of the secondary school agricultural science teachers, their commitment, their degree of motivation and morale.

THEORETICAL CONSIDERATIONS

The concept of motivation is a very important in management. Motivation has been interpreted in various ways. From what Heider (1972) refers to as “native psychology”, simply what motivation implies is that an individual’s observed performance reflecting his functional ability is a measure of the degree of his motivation.

Lindsley (1957) looks upon motivation as a combination of forces which initiate, sustain, and direct behaviour towards a goal. According to Travers (1970), motivation is a term that describes an inner restlessness that urges organisms into activity. These inner tensions are often variously called drives, needs, desires, and the like. In a treatise, Maslow (1943) propounded a theory of Human Motivation which stands out as one of the most popular theories of motivation today. Maslow’s need hierarchy theory postulates that people in the work place are motivated to perform by a desire to satisfy a set of internal drives (needs). He proposed the classification of needs in their order of importance as shown diagrammatically in fig. 1.

![Maslow's hierarchy of needs](image)

**FIG. 1.**
Maslow’s hierarchy of needs

Source: George G. Thompson, et al.
Educational Psychology, New York:
Appleton – Century – Croft, 1959, (P. 246).
The basic or physiological needs refer to those needs necessary for sustaining life itself. These include: food, shelter, water, sex, clothing, sleep, etc. The security or safety needs are the needs to be free from physical danger and fear of loss of job, property, food, clothing or shelter.

The love and belonging needs may also be referred to as affiliation or acceptance needs. Since man is a social being, he needs to belong and be accepted by others.

Esteem needs simply refer to the fact that once people begin to satisfy the needs to belong; they tend to want to be held in esteem both by themselves and others.

Self-actualisation needs refer to the desire for self-fulfilment, to realize one’s potentialities to the full.

According to Ile (1999) the implication of Maslow’s theory is that ample opportunities for the fulfillment of these needs should be built into the work environment for positive motivational behaviour. This theory will be used to determine the extent to which teachers of agricultural science in post – primary institutions in Enugu Educational Zone of the state are motivated to do the job for which they are employed.

PURPOSE OF THE STUDY:

The overall purpose of this study was to determine the extent to which agricultural science teachers in the secondary schools in the Enugu Educational Zone of Enugu State are motivated to do their job and to determine the resultant implications for the Children – In – Agriculture Programme, a programme designed to inculcate the spirit of self-reliance in agriculture in secondary school children.

PROCEDURE:

Enugu Educational Zone of Enugu State of Nigeria has a total of 122 secondary schools and a total population of 302 agricultural science teachers.

<table>
<thead>
<tr>
<th>EDUCATION ZONE</th>
<th>POPULATION OF SCHOOLS</th>
<th>SAMPLED SCHOOLS (60%)</th>
<th>POPULATION OF AGRIC TEACHERS</th>
<th>NO. OF AGRIC SAMPLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENUGU ZONE</td>
<td>122</td>
<td>73</td>
<td>302</td>
<td>181</td>
</tr>
</tbody>
</table>

SOURCE: Post Primary Schools Management Board, Statistics Unit, Enugu (2001)

This exploratory study was restricted to Enugu Educational Zone of Enugu State. Agricultural Science teachers from the selected schools formed the population. They were of different age groups, qualifications and years of teaching experience. A questionnaire was
developed, validated and administered to 181 randomly selected agricultural science teachers who were requested to respond to the questionnaires. The questionnaires attempted to find out from the teachers whether or not they do apply some of the basic teaching skills they are supposed to use and also their opinions on some aspects of their work that have motivational implications.

ANALYSIS OF DATA

The subjects were expected to react to a number of statements along a 3-point scale.

A - Agree
D - Disagree
U - Uncertain

The statements were scored 4, 3, 2 for A, D, U respectively. Mean scores were computed for the total population of the subjects for each statement. Any mean score between 1.00 – 2.49 was considered to be an uncertain response, and any mean score between 3.00 – 3.49 was considered to be in disagreement with the statement, while any mean score between 3.50 – 5.00 was considered to be in agreement with the statement.

Of the 181 copies of the questionnaires administered, 170 were retrieved and found analysable giving a response ratio of 93.92%.

RESULTS:

Table 2 shows the age distribution of the respondents. Twenty five of the respondents (14.71%) were young, belonging to the age bracket of 20-29 years. Forty-eight of the respondents (28.23%) and sixty-five of the respondents (38.23%) were middle aged belonging to the age brackets of 30 – 39 and 40 – 49 years respectively. Thirty-two respondents (18.82% were of the age bracket of 50 years and above. It is encouraging that a good number of the respondents are mature in age. There is no doubt that age and experience can go a long way in promoting better teaching, and better harmony between the teacher and the taught.

Table 3 shows the educational qualifications of the respondents. From the table, it is evident that majority of the teachers possess good entry qualifications. Seventy-four respondents (43.5%) have the first degree in agriculture, seventy-two others (42.4%) obtained the NCE in agriculture, thirteen others (7.6%) had the HND qualification; ten respondents (5.9%) obtained the Masters Degree in Agriculture/Agricultural Education, while one respondent (0.6%) had a Doctorate Degree.

Even though the National Policy in Education stipulates that the NCE should be the minimum qualification required to teach in the school system, every assistance should be given to teachers of agriculture in our secondary schools to obtain a University degree in
agriculture. It is usual for teachers who have obtained postgraduate degrees to seek employment in tertiary institutions. This anomaly can only be revised if the conditions of service of secondary school teachers are made more attractive to accommodate agricultural science teachers with postgraduate degrees.

Table 4 shows the distribution of subjects by scores on opinion survey. From the table, the following are evident:

1. majority of the respondents feel that their employers had not taken adequate care of their physiological needs.
2. majority also felt that the salaries paid to them were inadequate and irregular.
3. majority also felt their job security needs were not guaranteed.
4. majority of the respondents felt that their conditions of service did not guaranteed in-service training.
5. majority of the respondents felt that they planned interesting and meaningful experiences for their students and implemented the lessons so planned.
6. majority also felt that they had developed satisfactorily relationships with their students as well as effective classroom management.
7. many respondents agreed that they improvised and used a variety of instructional materials and procedures effectively.
8. many respondents agreed that they provided for individual student differences.
9. many respondents agreed that they usually appraised, recorded and reported students growth and achievement.
10. many respondents claimed that they usually did not organize and supervise students' farm projects.
11. many respondents claimed that they possessed sound knowledge of agriculture as a discipline.
12. ironically, many respondents claimed that they did not employ appropriate teaching methods.
13. many respondents considered themselves as being kind, honest and humble.
14. ironically, many respondents did not feel satisfied as teachers of agriculture and regrettably though.
15. some would like to opt out of teaching profession if they had the opportunity.

The implications of the findings as presented in table 4 are numerous and worrisome. It is quite obvious that majority of the respondents felt that they were not motivated to do their job effectively. This is sad because one who is not motivated cannot produce much. Teachers had for most times been on strike, demanding improved service conditions. Salaries should be adequate and payments should be regular. Job security should be guaranteed. Regular in-service training should be mounted for serving staff. It is disheartening to note in table 4 that many agricultural science teachers did not organize and supervise student's farm projects. The new concept of Children-In-Agriculture Programme (CIAP) places a lot of emphasis on practical work so that the children can learn by doing. It is also demoralizing to note that many of the teachers interviewed did not employ appropriate teaching methods. The implication here is that children will find the lessons boring and may
hate the subject.

A situation where many respondents claimed not to be satisfied being teachers of agriculture and expressed their desire to opt for another job if given the opportunity, calls for sober reflection. Agriculture is the mainstay of the economies of many developing countries. Nigeria cannot afford to pay lip service to the discipline if she does not intend to inherit the danger arising from a mono economy (Petroleum).

RECOMMENDATIONS:

The proposed Children-In-Agriculture Programme (CIAP) is one aimed at solving the occupational problems of our youths through inculcating in them required skills and competencies that will enable them practice agriculture as an occupation. CIAP is conceptualised in a way that teachers of agriculture have a crucial role to play if the programme is to succeed. Available evidence indicates that agriculture teachers in the study area are demoralized and are not in a position as at now to take on the numerous responsibilities which CIAP will place on them. To redress these anomalies, the following recommendations are advanced:

- the government should critically review the conditions of service of teachers generally so as to attract the best brains into service and retain serving ones.
- as a matter of policy, in-service training should be granted to deserving teachers.
- a special allowance should be approved for agriculture science teachers.
- a generous financial budget should be made for every school where agriculture is taught for the establishment and maintenance of a teaching farm as well as regular provision of needed inputs.
- salaries and attendant allowances should be paid to teachers as and when due.
- there should be an annual agricultural show involving all secondary schools. Material and psychological awards should be made to deserving schools and their agricultural science teachers.
- rural infrastructure should be provided in rural areas. These include, good road, electricity, storage and processing facilities, recreational facilities etc. This will assist to arrest the exodus of rural youths to the urban centres.

CONCLUSION:

In summary, it could be said that motivating agricultural science teachers in the study area is a sine-qua-non for effective realization of CIAP aims and objectives. Teachers, as a group, are very much amenable to discipline. Sound discipline, of course, would be difficult to achieve if the environment/work climate is inconducive. The need to survive and satisfy the hierarchy of needs is likely to compel some of the teachers to resort to deviant behaviour. A litany of such deviant behaviour would include: sale of handouts, ill-preparation of lessons; compromise in the handling of examinations, abandonment of classes by feigning illness and submitting unauthentic or compromised excuse duty certificates,
condoning various types of examination malpractices, etc.

As the Obasanjo regime mobilizes all its energy to ensure the discipline of the citizenry including teachers, it is hoped that it will take the issue of motivation of agriculture science teachers very seriously in a bid to ensure adequate food security for the nation as well as providing the much needed self employment for our numerous youths who cannot easily be accommodated in the conventional white-collar jobs.

REFERENCES


<table>
<thead>
<tr>
<th>AGE (YEARS)</th>
<th>NUMBER</th>
<th>%</th>
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<tbody>
<tr>
<td>Below 20</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>20 – 29</td>
<td>25</td>
<td>14.71</td>
</tr>
<tr>
<td>30 – 39</td>
<td>48</td>
<td>28.23</td>
</tr>
<tr>
<td>40 – 49</td>
<td>65</td>
<td>38.23</td>
</tr>
<tr>
<td>50 +</td>
<td>32</td>
<td>18.82</td>
</tr>
<tr>
<td></td>
<td>170</td>
<td>99.99</td>
</tr>
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</table>
TABLE 3: Educational qualifications of respondents:

<table>
<thead>
<tr>
<th>EDUCATIONAL SERVICE</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCE</td>
<td>72</td>
<td>42.4</td>
</tr>
<tr>
<td>HND</td>
<td>13</td>
<td>7.60</td>
</tr>
<tr>
<td>B.Sc./B. Agric./B.Ed.</td>
<td>74</td>
<td>43.50</td>
</tr>
<tr>
<td>M.Sc/M.Ed.</td>
<td>10</td>
<td>5.9</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>1</td>
<td>0.60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>170</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TABLE 4: Distribution of subjects by scores on opinion survey:

<table>
<thead>
<tr>
<th>S/NO</th>
<th>STATEMENT</th>
<th>A</th>
<th>DA</th>
<th>UD</th>
<th>TOTAL</th>
<th>X</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My employers have taken care of my physiological needs.</td>
<td>29.4</td>
<td>67.6</td>
<td>2.9</td>
<td>99.9</td>
<td>2.3</td>
<td>Disagree</td>
</tr>
<tr>
<td>2</td>
<td>My salary is adequate and regular.</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>3.0</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>My job security is guaranteed.</td>
<td>8.8</td>
<td>82.4</td>
<td>8.8</td>
<td>100.0</td>
<td>3.0</td>
<td>Disagree</td>
</tr>
<tr>
<td>4</td>
<td>My conditions of service guarantees regular in service training.</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>3.0</td>
<td>Disagree</td>
</tr>
<tr>
<td>5</td>
<td>I plan interesting and meaningful experiences for my students and implement the lessons so planned.</td>
<td>61.8</td>
<td>30.6</td>
<td>7.6</td>
<td>100.0</td>
<td>3.5</td>
<td>Disagree</td>
</tr>
<tr>
<td>6</td>
<td>I have developed satisfactory relationships with my students as well as effective classroom management.</td>
<td>88.2</td>
<td>7.6</td>
<td>4.1</td>
<td>99.0</td>
<td>3.8</td>
<td>Agree</td>
</tr>
<tr>
<td>7</td>
<td>In my teaching, I improvise and use a variety of instructional materials and procedures effectively.</td>
<td>54.1</td>
<td>41.2</td>
<td>4.7</td>
<td>100.0</td>
<td>4.1</td>
<td>Agree</td>
</tr>
<tr>
<td>8</td>
<td>In my teaching I provide for individual student differences.</td>
<td>54.1</td>
<td>41.2</td>
<td>4.7</td>
<td>100.0</td>
<td>4.1</td>
<td>Agree</td>
</tr>
<tr>
<td>9</td>
<td>I usually appraise, record and report students growth and achievement.</td>
<td>58.8</td>
<td>35.3</td>
<td>5.9</td>
<td>100.0</td>
<td>3.5</td>
<td>Agree</td>
</tr>
<tr>
<td>10</td>
<td>I usually organize and supervise students’ farm projects.</td>
<td>34.7</td>
<td>59.4</td>
<td>5.4</td>
<td>100.0</td>
<td>3.3</td>
<td>Disagree</td>
</tr>
<tr>
<td>11</td>
<td>I possess sound knowledge of agriculture as a discipline.</td>
<td>54.1</td>
<td>41.2</td>
<td>4.7</td>
<td>100.0</td>
<td>4.1</td>
<td>Agree</td>
</tr>
<tr>
<td>12</td>
<td>I employ appropriate teaching methods.</td>
<td>34.7</td>
<td>59.4</td>
<td>5.4</td>
<td>100.0</td>
<td>3.3</td>
<td>Disagree</td>
</tr>
<tr>
<td>13</td>
<td>I consider myself as being kind, honest and humble.</td>
<td>91.8</td>
<td>0.0</td>
<td>8.2</td>
<td>100.0</td>
<td>3.8</td>
<td>Agree</td>
</tr>
<tr>
<td>14</td>
<td>I am satisfied being a teacher of agriculture.</td>
<td>11.8</td>
<td>70.6</td>
<td>17.6</td>
<td>100.0</td>
<td>2.9</td>
<td>Disagree</td>
</tr>
<tr>
<td>15</td>
<td>If I had an alternative, I would opt for another job instead of teaching.</td>
<td>58.8</td>
<td>35.3</td>
<td>5.9</td>
<td>100.0</td>
<td>4.41</td>
<td>Agree</td>
</tr>
</tbody>
</table>

**KEY:**
- A - Agree
- DA - Disagree
- UD - undecided