Name　　　　　　　　　　Seal
氏　名　　隅田　姿

論文題目：
Dissertation title:
Educational Aid Meeting Grassroots Needs: Insights from Teachers' Help-Seeking in Mozambique

Introduction

The centrality of official development assistance (ODA) on education (educational aid) lies in meeting grassroots needs in developing country. Its fundamental significance is made apparent by the fact that the human-rights approach has been dominant for educational development throughout the past three decades (Tikly & Barrett, 2011). When aid does not meet to grassroots needs, development is delayed, social equality is immobilized, and new problems such as aid-related corruption and a vicious circle of aid dependency have occurred (Moyo, 2009).

In the investigation on how educational aid meets grassroots needs, the primary concern is to understand what the 'grassroots needs' are. Without accurately capturing what the needs are, it would be unlikely that aid could meet the needs (Barrett et al., 2015). Also, when the understanding of needs changes, answers for related inquiries such as the degree of responsiveness or failure of response would be changed (Rose, 2015). Thus, how to understand needs becomes a foundation for all inquiry about educational aid meeting needs.

Research has identified a diversity of grassroots-needs in the context of developing countries. Children's needs include school uniform and school meals. Parents needs include financial support and labors forces for the family business. Teachers' needs include better textbook and supplemental teaching tools (e.g. Barrera-Osorio & Linden, 2009).

The previous literature has a rich knowledge of grassroots needs; however, they are still insufficient to understand the full shape of the needs. The literature knows what kind of needs the grassroots people have but does not know how they express the needs. Ueno (2011) observed that explicit needs are just a part of the picture and there are other needs going unexpressed or unrecognized, which she called 'latent needs.' She explains that needs emerge as a process, and the process is a continuum where latent need can become explicit anytime. Moreover, the needs can consistently change, so that the accumulation of evidence of one-shot observation may not be sufficient to capture the accurate needs (Bernard, 1956).

This study, therefore, examines the process of 'need-emergence.' It addresses questions of to whom, and why (and why not) needs are expressed. For pursuing this issue, this study investigates need emergence through a case study of teachers in Mozambique and with adopting help-seeking as a conceptual framework.

By describing the process of need emergence, this study reveals that there are new perspectives of understanding the grassroots needs that have not been observed in the previous literature. This study's objective, therefore, is to provide new theoretical insights to understand the grassroots needs.

Teachers in Mozambique

Literature that systematically examines teachers in developing countries is scarce, but a few studies suggest the difficult situation faced by them. Teachers engage in a variety of complex tasks ranging from preparing, giving, and grading lessons, assignments, and tests, managing classrooms, developing instructional materials, and provide feedback to students and parents, which create conflicting demands on teachers' time and commitments (GEMR, 2017). In the classroom, they have to teach in an overcrowded classroom, do not have necessary teaching materials, and do not obtain sufficient support from peers and supervisors (e.g. Hillman & Jenkner, 2005). Also, the poor salary and the deterioration of the occupational status of the teaching profession cause low motivation for teaching (Bennell & Akyeampong, 2007). Teachers in Mozambique are in the similar situation in which they face the heavy workload, inadequate pedagogical support, and overcrowded classroom with mixed-class environments and scarce support for HIV/AIDS infected teachers (e.g. Mulkeen, 2008).

Theoretical Context

The concept of help-seeking explores the behavior of a person who has a problem to be solved by requesting the help of others (DePaulo, 1983). The concept had been applied to three subjects (students, parents, and teachers) in the educational sector, and adequately used to explain their help-seeking behaviors (e.g. Winter et al., 2017). The feature of this concept is to shed light on individuals who have problems and to understand their autonomous decision on help-seeking or not-help-seeking. This study aims at focusing on individual teachers with problems and at exploring their voluntary expression of needs. Therefore, the concept suits this study to pursue the objectives.

The concept holds three main aspects: the help resources, the factors related to help-seeking decisions, and the processes. The literature showed that teachers have help-resource choices of colleagues, supervisors, the principal, and in some case, school counselors and online support (e.g. Liu, 2017). It also suggested that people in developing countries have a help-resource of traditional places such as a traditional healer (e.g. Razali & Najib, 2000). Regarding the related factors, the literature suggests various types of factors, which can be roughly grouped into four elements: demographic characteristics, personality, the severity level of the problem, and networks (e.g. Nam et al., 2013). Relating to the process, scholars argue that the related factors construct the process of help-seeking by providing stepwise reasons of one's decision-making about help-seeking (e.g. Takagi 1998).

Methodology of the Empirical Observations

This study employs a mixed methods research approach, more particularly the exploratory sequential design which starts with a qualitative phase followed by a quantitative phase (Creswell, 2014). The literature review on help-seeking found that the literature on teachers are very limited, and moreover no literature was found in the context of the educational sector in developing countries. Therefore, this study needs a stepwise procedure of first developing an appropriate measurement instrument and then using it to measure the actual situation of the case.

In effect, the study takes a three-phase procedure. The first phase explores the teachers' help-seeking resources and the related factors by conducting a semi-structured interview. The data are analyzed descriptively aided by coding. In the second phase, the survey is conducted employing the questionnaire developed by the interview data. The collected data are used to extract important factors from the question items by using the principal component analysis technique. Lastly, the third phase uses the survey findings as a measurement instrument and examines the factors related to the teachers' help-seeking decisions which vary by help-resources. By using all the findings above, in the discussion, the study strives to outline the help-seeking process, and further consider the new ways of conceiving grassroots needs. As a sample, the study chooses ten teachers for qualitative research and 296 teachers for quantitative research in the Maputo and Matola municipalities.

Findings and Conclusion

This study revealed the Mozambican teachers' help-seeking process as it consists of seven steps: (1) problem awareness, (2) self-esteem, (3) severity of problem, (4) previous experience of foreign aid, (5) self-disclose, (6) expected benefit of government help, and (7) acquittance in foreign project. The process includes nine types of teachers: *Innocent, High self-esteemer, Self-helper, Foreign help dissapointer, Hesitator, Government preferer, No networker, Foreign aid help-seeker*, and *Dependent*. Revealing the process provides a conceptual picture of whole grassroots needs and suggest that the explicit and implicit grassroots needs exist in various conditions for various reasons. The survey data for the case study implied that the previous literature might recognize only five percent or at most 21 percent, of the whole needs. Revealing the process also implied that the implicit needs include two types of needs: the needs that teachers do not express and ones that teachers cannot express. The former group's needs are held by the *High self-esteemer*, *Self-helper*, *Foreign help dissapointer*, and *Government preferer*. Their decision is positive or directed by preferences related to the national pride and self-help efforts. Whereas, the latter group's needs are held by the *Innocent*, *Hesitator*, and *No-networker*, and their decisions are negative or induced by no choice. Lastly, the finding also indicated that the explicit needs include two types of needs: needs that are actually in need (by *Foreign aid help-seeker*) and the ones that are blindly requested (by *Dependent*). This insight calls into question the previous literature as well as the current practices of foreign aid responding to explicit needs without any systematic judgment about which explicit needs are the ones to which they should respond.

The contribution of this study is three-fold. First, this study demonstrated the application of the concept of help-seeking into the context of a developing country. Second, this study provided an analytical framework to measure teacher's help-seeking in developing countries. Third, this study serves to pose the importance of, and foster the discussion around, a more rigorous understanding of grassroots needs.