

**USMANU DANFODIYO UNIVERSITY, SOKOTO  
(Postgraduate school)**

**TEACHER RETENTION IN SECONDARY SCHOOL SYSTEM: A  
STRATEGY FOR EFFECTIVE PLANNING OF EDUCATION IN  
MINNA, METROPOLIS, NIGER STATE.**

**BY**

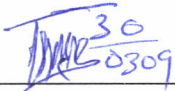
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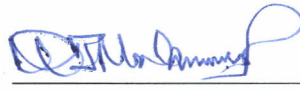
## CERTIFICATION

This dissertation by Fati Adamu Abdullahi (05211408013) has met the requirements for the award of the degree of Master of Education (Educational Administration and Planning) of Usmanu Danfodiyo University, Sokoto and is approved for its contribution to knowledge.



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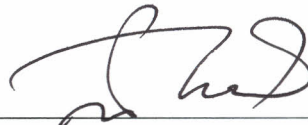
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This research is dedicated to my beloved husband Mal. Adamu

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## Abstract

This research investigated teacher retention in secondary schools within Minna metropolis of Niger State and recommended strategies for effective planning in education. The broad objective of this study was to find out how to make effective planning strategies to retain teachers in the school system, and investigate teacher retention factors in the school system. Literatures related to the study were also reviewed. The descriptive research design and survey method was used for the study. 200 teachers out of the total numbers of 2002 were used as sample. A set of questionnaire was used to collect data. The questionnaire was validated and certified by the research supervisors and two other experts. The data was analyzed using simple percentages and frequency distribution table. The research findings are that; there are qualified/unqualified teachers in Niger State secondary schools', no materials and equipments for teaching and learning, and schools' libraries and laboratories are not well equipped for adequate use for the students and teachers in the state; teachers' leave for better jobs in the state for greener pasture. From the result obtained, the following recommendations were made to enhance teacher retention in our secondary schools'; Niger state government has to boost the morale of teachers' to attain educational goals for the society and the need to provide suitable teaching materials amongst others.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

To a layman, a teacher is an individual who consciously or deliberately shows someone how to do things in an environment. They impart knowledge, ideas and skills to people. In reality, a teacher is someone who is professionally qualified to impart knowledge and stimulates learning. According to National Union of Teachers (NUT) (1994), a teacher is a person who has the registrable qualification which enables him to be appointed to teach at any appropriate level of recognized education in any nation. He is sound in mind, naturally alert and teaches to the best of his knowledge.

In the past, a teacher was the most important key element to every qualitative education. He was accorded recognition in the community. He was the next to a local chief and played very vital role in decisions affecting his community. He was seen as a moulder of characters (like diligence, truthfulness, honesty, self control, and purity), very conscious of high moral, social, economic and intellectual standards and lived exemplary life. He was always revered and loved by all in the community because of the unconditional services he rendered to them (NUT, 1994).

The National Policy on Education (NPE, 2004) indicated that no education system can rise above the quality of its teachers. The teacher is the real agent that operates the educational system to ensure that people gain socio-political, economic, cultural and technological awareness. Teachers build the nation in all aspects. This simply means that the long range health of a nation is the spirit and quality of its teachers. They help in the development of various skills and competencies that in turn help to equip the individuals in the society for their various roles. Their commitment and dedication cannot be overemphasized because the future of the nation rests on them and the qualities they possess today will be reflected in the citizen of tomorrow.

No matter what is done in education, no matter of educational policy, unless a teacher is effective, all efforts will be fruitless, because they determine to a very large extent what happens in the classrooms (Awoyemi, 1985). They are mediators of learning, disciplinarians or controllers of students' behaviours. Teachers serve as role model and parents substitutes. Alfa, (2005) described a teacher as a confident to students, a judge of achievement, an organizer of the curriculum, an administrator, a scholar and research specialist.

Contributing his view about the teacher, (Kolo, 2005) described an ideal teacher as a pedagogical specialist, a sound and above all an epitome of a committed and upright personality worthy of emulation by students.

In the world of teaching it's observed that teacher is the most powerful instrument in educating children. He sets the pace, takes initiatives and his absence from the class creates a social vacuum which hangs the success of the whole education edifice. He assists the nation, and they impart on their pupils some basic vocational skills so that they can work on their own when they leave school. In this sense, they mitigate the problems of unemployment and other social vices such as stealing, robbery, rape, prostitution, drug trafficking and secret cult activities.

Teachers also play various roles outside the classroom. They are in urban and rural areas educating the people on their civil rights and obligations, socializing the people against passivity, docility and low esteem in relation to national development. These always lead to the transformation of rural areas because they are the most efficient grassroots public servant found at village level.

In addition, teachers assist the nation during the national assignments like elections and census. Religiously, they influence the development of churches and mosques and good moral upbringing of the youth. In other

words, they are patriotic in the upliftment of the nation outside the classroom.

Inline with what has been analyzed above; the implementation of the National Policy on Education for qualitative education cannot be achieved unless strategies towards effective planning to retain teachers are appropriately put in place. Quality education needs quality and adequate dedication by teachers who are trained to put across the educational curriculum to students in order to achieve its objectives. Therefore, much is desired towards ensuring adequate attention to teacher retention in the schools.

In Niger State, schools are expanding very rapidly as population of children qualified to enter schools grows. By the beginning of 2005, with the directive given to Ministry of Education by the state government to establish more schools in line with the population demand, the state secondary schools have witnessed over 40% increase (i.e. number of schools rose from 165 to 305 schools). (Planning, Research and statistic Department, 2005).

However, the increase in schools has not matched with training of qualified teachers to handle the schools. The proliferation of schools need more trained teachers. To compound the problem of education, teachers on ground were forced to look for greener pasture, due to poor salary structure,

hence creating a serious brain drain and negative output in educational quality and standards. The result of this pain is that teachers on ground without matching motivational factors are over loaded with work. With the inadequate human, physical and material resources in the state to cope with the education system, teachers' morale were dampened leading to falling performances of both students and teachers. Consequently, poor quality education output is witnessed in the state. Nigeria Union of Teachers (NUT) Niger State Chapter drew the attention of the government to see how students and teachers were suffering academically and how teachers were leaving the profession to seek for greener pasture or better paid jobs. The treatment of contempt or out right ridicule of teachers in the profession geared them to seek and move to a better paid job. The more the struggle by NUT, the more her complaints fall into the deaf ears of the government. Consequently, these made the noble profession once cherished by many to loose the glory of yesteryears (NUT, 1994). This made (Lassa, 1998) to state that "teachers of today are either birds of passage or those with no other options".

## **1.2 Statement of the Problem**

The study investigated the teacher retention factor in the school system in order to find the strategy for effective planning and quality



education delivery. The study was out to examine the following variables which might be useful in drawing towards the highlighting the problem of the study probably teacher retention might be looked at in the light of the following and probably the pros and cons of the variable i.e. retention on the job.

- Teacher brain drain in public schools,
- Availability of qualified/unqualified teachers in schools,
- Lack of prompt payment/inadequate salary,
- Lack of promotion as at when due,
- Lack of adequate offices and school facilities for teachers,
- Lack of training and re – training of teachers
- Inadequate teaching materials
- Lack of planning for superannuation for teacher by the government after leaving the job.

From researchers personal observation, nothing has been done in relation to teacher retention in Niger State and in Minna metropolis in particular, whose teachers are facing poor pay, low moral, overwork load, inadequate teaching equipment and facilities and non recognition by the society. These reasons always result into teachers venturing into better paid jobs.

### **1.3 Research Questions**

For the purpose of this study the following research questions were formulated:

- (a) Do ministries of education recruit unqualified teachers in the schools?
- (b) Do teachers look for greener pasture and what is the motivation for doing so?
- (c) Are teachers' salary adequate and promptly paid?
- (d) Are teachers promoted as at when due?
- (e) Are teachers offered training and re – training opportunities?
- (f) Are teachers paid retirement benefits immediately on retirement?

### **1.4 Objectives of the Study**

The main objectives of this study is to investigate the level of teacher retention in secondary schools of Minna metropolis and to find how to make effective planning strategies to retain them in the school system for quality education in Niger State. It also attempt to find out the following:

- To find out if unqualified teachers were recruited in the schools'
- To find out whether teachers look for greener pasture and the motivation for doing so.

- To find out whether teachers' salary are adequate and promptly paid.
- To find out whether teachers' are being promoted as at when due.
- To find out whether teachers' are being trained and re – trained.
- To find out if retirement benefits are paid to teachers immediately on retirement.

### **1.5 Significance of the Study**

- The findings of this study will be useful to the educational administrators in the sense that it will assist them to understand the problems associated with teacher retention in school. This may further help them in their planning for incentives packages that will be attractive for workers on the field. Essentially, the employers' of labour in education industry may not know the magnitude of damages done to education by frequent teachers leaving the job, therefore the findings of these research will be an eye opener for policy makers. The principals will learn from the strategies that might be postulated as a result of this study how to give incentive package to teachers so that they could remain on the job.

## **1.6 Scope and Delimitation of the Study**

The research intended to cover the whole of Niger state secondary schools. It would have love to involve all the teachers in these schools, but ,due to some socio-economic constraints, the research was restricted to schools and teachers within Minna metropolis.

The items on the teacher retention in the school system questionnaire (TRSSQ) are qualitative in nature. Therefore, they are not numerically reduceable and as a result descriptive and inferential statistics are not used for data analysis.

## **1.7 Operational Definition of Terms**

Teacher Retention: - Teacher to remain or stay in the school system.

Strategy: - A plan of action

Effective Planning: - accurate workable and motivating idea.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction

This chapter reviewed literature in the areas that are related to this study.

The areas reviewed are itemized below:

- (i) The teacher and his role in the school setting
- (ii) Teachers: recruitment and the society
- (iii) The teacher and teaching environment
- (iv) In service training and teacher retention
- (v) Motivation: quality education and teacher retention
- (vi) Personal characteristics and professionalization of teaching
- (vii) Improving teachers condition of service
- (viii) Factors militating against teachers' retention in schools

#### 2.1 The Teacher and his Role in the school setting

A teacher is one who makes teaching and learning possible through direct manipulations of learning environment and the learner. He shows someone either consciously or deliberately how to do things. He imparts knowledge, ideas and skills to learners in an organized place like classroom. In most cases a teacher is seen as some one who is professionally qualified to impart knowledge and stimulates learning formally in a classroom

situation. He is grounded in his subject areas and possesses basic teaching qualification that enables him to be appointed to teach in institutions of learning. Kuge, (1986:3) described a teacher as a person who has the registrable professional qualification which enables him to be appointed at any appropriate level of recognized education in any nation. The teacher must be mind and mentally alert.

A close insight to the above unfold, a teacher to be the real agent that operates the educational system ensuring that people gain socio-political, economic, cultural and technological awareness. That was why in the past, teachers were accorded recognition in the community they teach. They were next to local chiefs and were stakeholders in decisions that affected their communities. Teachers are seen as exemplary characters, very conscious of high moral, social, economic and intellectual standards. They lived exemplary life and were actually respected, rewarded and loved by all as a result of the unconditional services they rendered to humanity. From the dawn of history “teachers have been associated with certain virtues and characters, like Godliness, cleanliness, diligence, endurance, honesty, self control and intelligence that made them to be recognized in the society”.

Ideally, Kolo, (2006:3) described a teacher as pedagogical specialists of sound academics and above all an epitome of committed and upright personalities worthy of emulation by students. In line with the above, Alfa (2006:4) described a teacher as a confidant to student, a judge of achievement, an organizer of the curriculum, an administrator, a scholar and a research specialist.

Having unfolded who is a teacher, he could be seen to be saddled with enormous responsibilities. Okoli and Ezeanolue, (2005:6) established eight broad roles of a good teacher: -

A good teacher is one who succeeds in getting students to learn in a meaningful, enjoyable and in a business like manner. He encourages learners to ask questions and talk about their experiences, provides varied designed methods to teach each learning objective; hold and practices the philosophy that students can learn and ensures that each learner has sufficient opportunity to learn. Furthermore, a teacher should ensure that, learning is maximally utilized, recognizes individual differences in the students and uses the knowledge of his attribute effectively to ensure and enhance individual learning, with a clear purpose or objectives for every activity. Students are provided with good guidance on how to perform classroom tasks or activities so as to exhibit desirable personal attitude.

In addition to the above roles of teachers, they have the ability to reward and punish students over and above every other person within the classroom environment. With this power of a teacher, discipline and knowledge are inculcated into the students resulting in the achievement of

quality education. The fact that education seen as the vehicle through which the society transmits its values, aspirations, goals, philosophies and competencies from one generation to another, it must be dispensed by teachers. No education system can rise above the quality of its teacher. Teachers determine to a large extent what happens in the classroom and society. No matter what is done in education; no matter what educational policy is made; unless a teacher is effective, all efforts will be in vain.

The effective teaching and achievement of quality education were obtainable in the yesteryears because the conditions of service of teachers were met. Such conditions of service were prompt payment of teachers' salaries and allowances, good working environment, available facilities for teaching and learning and ideal students' population per class. These conditions left individual teacher highly tuned to stay in teaching profession and discharge his/her duties. This assists them in elevating their social and economic status above ordinary citizens in the community. Consequently, the nations political system became stable, social services could also become satisfactory and economic status robust and buoyant.

Despite the fact that such inevitable fruits of the labour come from teachers, the governments (federal, state and local) do not encourage the present day teachers to stay in teaching profession. Their situation looks



pathetic and unfortunate. Teaching profession is now bastardized in various ways as in: -

- i. Societal status of teachers in the profession
- ii. Recruitment of teachers to the profession
- iii. Working environment in the profession
- iv. Motivation of teachers in the profession

Thus, in turn, affects quality education in the nation and vocational institution.

## **2.2 Teachers: Recruitment and the Society**

Fujah, (2004: 6) described recruitment as a process of searching for productive employer and stimulating them to apply for jobs in an organization. Recruitment begins when a determination of manpower has been made. However, it has been observed that there is no consistent policy for the recruitment and retention of teachers at both public and private sectors at all levels. The ununiformity cut across three tiers of government (Federal, State and Local governments) in both public and private schools in the country. The irony is that whereas teachers are recruited as civil servants at the Federal level through the Federal Civil Service Commission, the reserve is the case at the state and local government levels where the same set of workers are regarded as public servants and mainly by state Education

Boards/Commission or Voluntary Agencies as the case may be Umar, (2004:2).

In addition to the above, recruitment of teachers into our rural/urban schools is a problem. Many schools are deficient in terms of teachers available and consequently such inadequacy negates positive achievement of quality education expected. Most hit are the schools in rural areas.

Recruitment of teachers into our school system has become inevitable. This is because the population of school going age children continues to grow. As such there must be a corresponding increase of schools to accommodate the increasing number of school enrollment. The government (Federal, State and Local) do not fill the vacancies with the qualified teachers. Instead, unqualified and untrained teachers are employed to teach in our schools. These people only come to the profession because they had no other jobs relevant to their qualifications. They are therefore using the profession as a stepping stone. Lassa (1998) observed that majority of those who are recruited into teaching are either birds of passage or those who have nothing else as a better option. They look for greener pasture such as Customs and Excise, Banking, Insurance and Oil sector when ever any slightest opportunity comes.

The result of the influx of people with multifarious background affects relationship with colleagues (qualified ones) and students as well. The qualified teachers became negatively inclined to do their jobs. The high esteem enjoyed by the teachers in the past has disappeared resulting in negative image for teachers'. Their symbols of integrity, role models and honour of the past now turn to a subject of ridicule. These groups of untrained teachers especially in rural areas see their schools as laboratory where they take students to work virtually every evening. There are various interventions by NUT, ASUN, TRCN and individual write-ups in the newspapers and other mass media agitating for a better review of teachers' condition of service such as salaries and other welfare packages. Teachers Registration Council of Nigeria (TRCN) for instance, has among other objectives to regulate teaching at all levels and sectors of the Nigerian education system. This is with a view to promoting excellence in the profession of teaching. However, education in the country is at its lowest ebb in terms of quality. Therefore, for this to be attained the unqualified teachers have to be flushed out of the profession given room for qualified teacher to derive satisfaction from their professional calling. Unfortunately, the Federal Government did not make adequate plan and strategies to make teachers to stay in teaching profession to bring back the lost glory of

teachers and quality education. Instead, there is always favouritism in recruitment, looting and diversion of public funds for personal usage which consequently starve education system thereby slowdown promotion of quality education.

The social position of teachers generally remain inferior to that of other professionals because many professionals receives far better remuneration and have a better social position than teachers. No wonder, many graduate teachers are leaving for greener pasture. According to Fadipe (1990) the low status and prestige of a teacher is primarily due to his low economic power compared to other profession. Materialism is the societal yard stick for good status and prestige and because of teachers poor pay package, his mode of dress and way of life remains less attractive to people around him in the society. That is why (Ciwar 2005:2) concluded that the only thing that confers the status of a teacher now is the fact that he goes to the classroom and claims to be teaching. Consequently, such attitude affects quality education as the single most important predictor of retention is teachers' commitment to teaching as a career. The more they are committed, the more they likely remain in teaching and the more they remain in teaching, the more they promote quality education.

### **2.3 The Teacher and Teaching Environment**

Unlike those good old days where there was enabling and conducive environment for the teachers to do their job, the working environment of the Nigerian teachers is very repulsive. The instructional materials such as charts, maps, pictures, globes, textbooks etc. are lacking. The infrastructural facilities like classrooms, furniture, laboratories, libraries, desks, and hostels are all lacking as governments fail to provide them. Okebukola, (1997: 8) reported that “12% of our students sit on the floor, 87% have overcrowded classrooms 30% of the schools have no chalkboards, 77% lack textbooks while 36% of the students are without writing materials”. This terrible situation has spread to secondary and tertiary levels of education in Nigeria today. Some teachers in primary education deliver their lessons under the shade. Their colleagues working in offices and companies have furnished and conducive offices. Such situation poses a threat to the lives of teachers and students. The teaching and learning in ill-motivated situation will be very low and can't lead to attainment of quality education expected.

### **2.4 In – service Training and Teacher Retention**

The main objective of In – service training is developing integral part of continuing teacher education and taking care of all inadequacies (NPE, 1998, Section 61). There are various programmes designed for teachers in

order to increase their proficiency. Distance Learning System (DLS) that was initially designed for training under qualified and unqualified teachers to obtain the Teachers Grade II Certificate is now expanded to include upgrading serving T.C II teachers to NCE Level. There are other variants of in – service teacher education obtainable in Colleges of Education and Institute of Education of Universities. Among them are Sandwich NCE programmes, Part – Time Professional Programme in C.O.E and Continuing Teacher Education in Universities for NCE holders.

This in – service training programme ensures steady academic growth and professional development of teachers without leaving their posts. Isyaku, (2004: 12) termed it as a benevolent opportunity for teachers to improve their qualifications.

Further more, in service training assist teachers to update themselves and familiarize with new development in teacher education especially in areas of content and pedagogy. It assumed to be a better strategy than pre-service because those subjected presumably are less likely to leave teaching once they acquire their new skills. However, while in-service training increases the knowledge and skills that reduce the complexity of teaching, it also increases the recipient carrier mobility. It is a good strategy for teacher

retention because most individuals use it to gain the skills they need to remain in teaching.

## **2.5 Motivation: Quality Education and Teacher Retention**

Motivation of staff in any organization especially teaching profession can not be overemphasized. The term motivation refers to the drive and efforts to satisfy a need or want. The needs or wants of teachers include welfare incentives positive reinforcements in teaching and learning materials and strengthening of teachers training programme through refresher courses, workshops and conferences. All these are important strategies for teacher retention that governments look at with a lukewarm attitude. Welfare incentives especially salary influenced the decisions of teachers to remain in teaching profession or shift base for another more lucrative job elsewhere. Actually, poor salary constitutes the major reason for teachers leaving the profession. The problem is that inflation in Nigeria does not allow teachers to be contented with the least paid salary among the workers of different professions in Nigeria. Sometimes, payment of their salaries and allowances are delayed or not paid at all. Such unmotivational problem compel teacher to stay or take teaching as a career thereby seek for a greener pastures. Consequently, promotion of quality education in the nation is affected.

Positive reinforcement like promotion is another strategy for teacher retention in our school system. There is usually total stagnation of teachers deserving promotion in most states and local governments of the federation. Some teachers remain unpromoted from one grade level to another for ten years. According to Achimugu, (2000:35) such stagnation does not happen to soldiers, medical services, to mention a few and therefore discouraged teachers to remain in the profession. The Governments should eradicate the differences in the Federation so that teachers will take teaching as a profession and also to obtain quality education.

Strengthening of teachers through refresher courses, workshops and conferences is another strategy for teacher retention. With this in place, quality education could be attained in the nation. Teachers need to consequently upgrade and update their knowledge and pedagogical skills that will make them competent to handle class effectively. In consonance, Ndakotsu, (2005) stated that academic staff must be knowledgeable, very useful and competent to hold the dynamic nature of life. Such knowledge will enable them to cope with the demands of teaching thereby encouraging teacher retention. No wonder, Hoffman, [1985:27] in Ndakotsu, [2006:68]"stressed that the more academic instructors know the better they are able to teach students skills and concept that are essential for career



success”. In a nutshell, motivation and teacher retention in school system for quality education are linked. This is because it (especially in terms of rewards) enhances job satisfaction, contentment and improves general attitude and personality of a worker.

So, quality education is a standard which has both intrinsic and extrinsic values that create room for a balanced individual. Quality education makes one to be knowledgeable about his environment (good citizenship). It enables individual obtain skills that would allow him/her make a meaningful and tangible contributions to the development of the nation. For quality education, Okafor, (1984:16) described it as “education that help people to attain the development of the nation of their potentialities and their maximum activation when necessary”.

It is education that develops individual economically, socially, politically, psychologically and morally. Teachers make quality education possible in any organization. It is therefore desirable to retain qualified teachers in the school system in order to promote quality education. According to Fadipe (1990), the retention of highly qualified teachers who are good in both content and pedagogy is an important strategy used for effective quality education.

## 2.6 Personal Characteristics and Professionalization of Teaching

The characteristics of individuals are pointers to recruitment exercise in the teaching profession. Individuals with high commitment to teaching could be brought into the profession after certifying their intention through community interest or interviews. By allowing them to join the teaching profession they may be able to do their best in their work in order to get appropriate rewards. However, teachers should know that teaching could never be adequately rewarded monetarily. According to Achimugu, (2000:111), teachers should stop involving themselves in “get rich quick syndrome” through examination practices, and extorting money from students.

Another characteristic is recruitment of women teachers who men believed are better off in teaching than in any other profession. They have more time for the family at home which are usually extended to their students. Fadipe, (1990) opined that women teachers have general tendency to stay longer in the profession for the promotion of quality education because they have limited range of alternative employment opportunities.

Individuals with stronger ties to their community could be sent for teaching so as become contributors to community educators. Teacher retention and quality education is ascertained when people of community based are

involved. There, they will be in touch with local realities of life and be able to help, advance and develop those areas appropriately. The practice where teacher glamour to be posted to the cities will no longer be there again. In line with the government policy, endeavour should be made to recruit only those that have minimum qualification of NCE for entry into teaching profession. By so doing the half baked teachers would be flushed out from the school system. According to Yabagi, (2005:7) teaching profession requires by its nature those who are of high academic standard so that they will be able to perform the tasks of teaching effectively well. For instance, a primary school teacher should be one who has at least the equivalent of a secondary school education with some professional training. The highly qualified teachers are the factors required for effective teaching to promote quality education. They translate educational ideologies, philosophies, policies and programmes in the action and reality.

## **2.7 Improving Teachers' Conditions of Service**

There is the need to improve the teachers' conditions of service. These could be through the following:

### **2.7.1 Improving the Financial Rewards**

Improving the financial reward is an important strategy for teacher retention. Teachers monthly salary, allowances, and leave grants, ought to be

paid as at when due. Non payment of these monetary records coupled with the poor state of the salary affect other aspects of life negatively. That is why many teachers instead of teaching efficiently are busy working hard to uplift themselves. Some run private coaching practice to increase their income. They always feel that there are more financial opportunities in non-teaching jobs when compared with the types of work with similar pay. Therefore teacher shortages in our school systems of Nigeria are as a result of their poor salary. In reality, teachers are supposed to earn more than those in other professions as they make other individuals in other professions.

Being an important issue, the Federal Government has put in place measures planned to establish Teachers' Salary Structure (TSS). It is an optimum belief that if put in place, teachers' lost glory will be rekindled, teaching will assume its rightful place of pride and education will once again blossom. There is need for the NUT to strongly mount pressure on the Federal Government to approve for teachers of Nigeria the long and much awaited TSS. This will also discourage teaching for being a profession for all comers.

### **2.7.2 Improving the Quality of Teachers Work Life**

Improving the quality of teachers' work life could be done in various ways to ensure their retention. They should enjoy a level of status and

prestige proportionate to their salary. Increase in status and prestige of teachers in Nigeria could be changed in their social values. The government should evolve actions that signal the continued value attained by teachers in the nation. They should honour teachers by giving them special awards and acknowledging their activities. The government can also encourage teachers retention through professional integration and involvement in areas where their inputs are worthwhile. For instance, they should be involved more effectively in the development of curriculum and instructional materials.

### **2.7.3 Improving Working Environment**

Ogbo, (2004: 7) commended that the present environment and homes of our students today have made the task of the teachers more difficult. His knowledge, skill and technique are being tasked, more than ever before. He went further to say that the Information Communication Technology (ICT) in Education is forcing the teacher of today to redefine his role in the classroom because for them to be relevant and actually do what they are recruited, need to be conscientiously planned.

The enabling environment for the teachers of yesteryears has to be revitalized. The instructional materials like maps, globes, atlas and textbooks have to be adequately provided in every school in the country. There should be adequate provision of infrastructural facilities like classrooms, desks,

libraries, laboratories, games facilities, staff quarters and hostels in schools at all levels. The population of students per class should be within the internationally accepted standard (i.e. teacher/students ratio 1:30 as indicated by Achimugu, (2000:20). The provision of the above will be a conducive environment for teachers and it will be a strategy that will boost their morale. Consequently, quality education will be achieved in our school system as teachers may go out of their ways to achieve success.

#### **2.7.4 Improving Teachers' Job Security**

Job security is also a socio-economic status worth improvement for teachers in order to encourage them to remain in teaching. This emphasis is on teacher pensions and retirement benefits as at when due. Unlike teachers of yesteryears that were paid their gratuity immediately they retired, the situation has been presently bastardized. Many retired teachers nowadays are not paid their retirement benefits as at when due. It takes retired teachers especially in Niger State two or more years before their gratuities are paid. In most cases, payment of gratuities is not made in full but partly, also, the monthly pension is not paid correctly and regularly. Unfortunately, their poor salaries and non-payment of their allowances during service did not permit them any investment. This terrible situation led most teachers to retire with poverty, social stress and in some cases result in untimely death.

A retired teacher must have served many years of dedicated service due to the nature of teaching profession. Therefore, government should improve the system of payment of pensions and retirement benefits in order to encourage retention and promote quality education.

In summary, the governments (Federal, State and Local Government), should consider the following factors if teachers are to stay in the teaching profession and promote quality education: -

- i. Satisfy the conditions under which they work.
- ii. Good living conditions in the community where they work.
- iii. Respect for the profession and control over its own affairs.
- iv. Opportunities for advancement in their work.
- v. Increase of salary and financial incentives in the form of residential quarters, leave grants and other expected allowances.

They are adequately trained for the job they are expected to do.

The above factors incorporate main strategies that improve socio-economic and political status of teachers which will motivate them to stay in teaching profession and promote quality education.

## **2.8 Factor Militating against Teachers Retention in Schools**

As earlier mentioned, teachers in the past performed their roles in promoting quality education. It was possible because standard education, good expected honour received by the society, good financial treatment and good teaching environment among others. However, reverse is the situation of Nigerian teachers nowadays. Among the factors attributed to the militation are as follows: -

### **2.8.1 Delay and Non Payment of Salaries**

Daily newspapers continuously comment on the delay and non-payment of teachers' salaries especially teachers of the primary and secondary schools. They do not get their monthly salaries as at and when due. Salaries are delayed for months and by the time they are to be paid, governments go into news item as if teachers do not deserve them or did not work for them. These teachers with families are not paid their token amount of money regularly even though they are equally subjected to the same market forces with other people (e.g. bankers) earning fat salaries. Consequently, they live a chronic borrowing lifestyle, hardly have they bought new clothes or shoes for themselves and the families and their arrears are worn-out. These hardships do not enable them to put in their best in the



classroom. Socially this leads to broken homes and that is why many of them leave the profession once they get any opportunity.

### **2.8.2 Poor Conditions of Service**

This is another serious factor militating against teacher retention. The general conditions of service are neglected in many areas.

In service training, sponsorship for seminars and workshops are presently out of Nigerian teachers' dream. Teachers that sponsor themselves to attend are not paid back what they spent and they may sometimes be threatened or not re-instated. On the other hand, their counterparts (civil service) working in the office go for training, seminars and workshops regularly and usually return with some dividends.

In terms of promotion, teachers of primary and secondary school in most of the states in Nigeria remain without promotion for upwards of seven or more years. Government complains that teachers are too many and when the promotion is carried out, the promotion arrears are never paid to teachers. Worthy of note, also is the denial of rewards/incentives to teachers. In the past, teachers enjoyed some allowances like science allowance, H.O.D allowance, etc. but there is nothing like that in the teaching profession presently, especially as it concerns teachers of secondary schools.

Furthermore, there are other unauthorized deductions from teachers' salaries which may include Emirate development levy, education levy, NUT levy etc. Thus, poor conditions of service make the teachers to live in poverty.

## **2.9 Summary**

It has been discussed that a teacher is a person who makes teaching and learning possible through direct manipulations of learning environment and the learner. Kuge (1986:3) described a teacher as a person who has the registrable professional qualification which enables him to be appointed at any appropriate level of recognized education in any nation.

Therefore, recruitment of teachers into the school system becomes inevitable. Lassa (1998) observed that majority of those who are recruited into teaching are either birds of passage or those who have nothing else as a better option. They look for greener pasture such as customs and Excise, Banking sector, Insurance and Oil sectors whenever any slightest opportunity comes.

Improving the financial reward of teachers is an important strategy for teacher retention. To this effect, the federal Government has put in place measures planned to establish Teachers salary structure (TSS).

## RESEARCH METHODOLOGY

### 3.1 Introduction

This chapter deals with the research design, population of the study sample and sampling techniques, instrumentation, validity and reliability of research instruments the procedures for data collection and method of data analysis.

### 3.2 Research Design

The design used in this study was the descriptive survey research design. A survey method was employed for the purpose of data collection. This method was considered adequate for the study in the sense that it focuses on teachers' opinion, perception and behaviours in the society. In this study peoples opinion, perception and understanding of teacher retention factor in schools were examined. The survey method enabled the researcher to obtain views of the representative sample of her target population in order to infer opinion of the entire population.

### 3.3 Population of the Study

The population for this study includes all teachers in secondary schools in Minna metropolis. They are two thousand and two teachers

(2002) (see appendix A). Ndagi, (1984) termed population as the entire universe of group whose characteristics are to be estimated.

### 3.4 Samples and Sampling Techniques

From the population of 2002 teachers' is sample of 200 teachers were selected as sample of this study. Random sampling technique was initially intended to be used for the selection, however, the researcher decided to use purposive sampling technique to deliberate sampling technique was used to select 20 teachers from each school for the study. This idea of using the above was precipitated on the fact that the researcher found this technique appropriate for the selection of this study.

Table 3.4: The list of schools and No. of teachers' picked from each school.

S/No	List of schools	No. of teachers
1.	Government Secondary School Minna	20
2.	Ahmadu Bahago Secondary School Minna	20
3.	Government Day Secondary School Maitumbi, Minna	20
4.	Hill top Model School Minna	20
5.	Maryam Babangida Girls Science College Minna	20
6.	Government Girls Secondary School Old Airport, Minna	20
7.	Government Day Secondary School Bosso, Minna	20
8.	Government Vocational Training College Minna	20
9.	Zarumai Model School, Minna	20
10	Government Day Secondary School Maikunkele, Minna	20
	<b>Total</b>	<b>200</b>

The sample for this study was two hundred (200) secondary school teachers in Minna metropolis drawn from ten secondary schools in the town. The ten schools used for this study were deliberately selected. This is what is known as purposive sampling technique in the research language. Purposive or deliberate selection of subjects is easy to justify. According to Fox (1969) deliberate sample selection is if within a population there were some elements which a researcher believes are crucial to his or her study, the only way to ensure this is to deliberately select them. This was exactly what the researcher did in her selection of schools for this study.

The deliberate selection was also used in picking the twenty teachers from each school to get ten percent of the teachers' population.

### **3.5 Instrumentation**

The instrument for this study was termed Teacher Retention in the School System Questionnaire (TRSSQ). The self designed TRSSQ is divided into two sections. The first consists of personal data of the respondents, while section two is substantive data. This section contains twenty five items on Teacher Retention in the School.

The likert rating scale was used to seek people's opinions about the items of the instruments. The rating scale is on four (4) steps thus;

Strongly agreed	4
Agree	3
Strongly disagree	2
Disagree	1

The collapse of this scale is done to avoid people's claim to neutrality i.e undecided.

### **3.5.1 Validity of the Instrument**

The draft instrument was given to the research supervisors for scrutiny. The same set of instrument was given to two experts in educational administration and planning at the state college of education in Minna, to make their inputs.

### **3.5.2 Reliability of Instrument**

The corrected instrument after the inputs of the experts was tested on selected number of teachers' from schools that were not used for final study. Twenty (20) teachers' from two secondary schools' were used for the pilot testing of the instrument. The TRSSQ was pilot tested using test re-test method. The pilot testing took place in Government Day Secondary School and Government Army Day Secondary School, Minna. 20 teachers were used in the two schools (10 in each). After a period of four weeks, the instrument was re administered on the 20 teachers. The results of the first

Correlation Coefficient 'r': A reliability index of 0.82 was obtained which was considered high enough as the instrument's reliability index.

### **3.6 Method for Data Collection**

The data for this study were collected through the self administration of TRSSQ by the researcher with the assistance of each of the ten schools' head teacher. One day each was used to collect the data of teachers from the ten schools. This minimized stress and hurriedness on the part of the researcher and respondents during data collection.

### **3.7 Method of Data Analysis**

The data collected for this study were analyzed using simple frequency distribution table and percentage methods. Descriptive and inferential statistics were avoided because of the fact that the tests items are qualitative in nature. They require the grouping of similar responses and their frequency of occurrence alone.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the analysis of data on teacher Retention in the Secondary School System as a Strategy for Effective Planning of Education. It analysed data on issues such as distribution of teachers by some identified variables such as age and qualification. It also analyses data on core issues of teacher retention such as teaching profession, recruitment of unqualified teachers and regular payment of salaries.

#### **4.2 Data Analysis and Interpretation**

The information and facts for this research are presented and analysed under two sections which are personal data of respondents and substantive data.

#### **4.3 SECTION A: Personal Data:**

This section analyzed only personal data of respondents. It gave the analyses of the frequency and percentages of respondents' academic qualification.

#### **Ananalysis and Discussions**

The research was carried out and administered by the researcher and it involved 200 secondary schools teachers in Minna Municipal of Niger state.



Ten schools were randomly selected for this purpose and the data collected were presented and analyzed as follows.

**Table 4.1 Table showing Teachers Academic Qualifications**

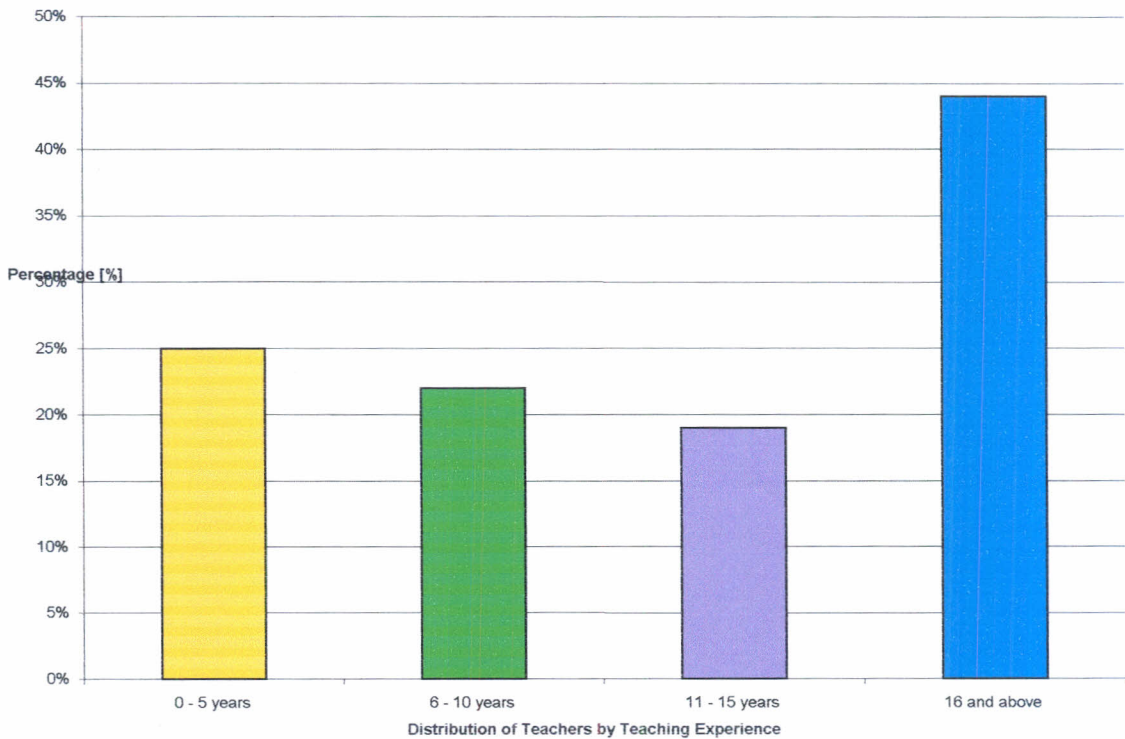
<b>Academic Qualification</b>	<b>Frequency</b>	<b>Percentage [%]</b>
Grade II	0	0
Diploma	8	4
NCE	70	35
HND	9	4.5
B.Ed, BA Ed, BSc	73	36.5
BSc, B.A, B. Tech	27	27
Others	12	6
<b>Total</b>	<b>200</b>	<b>100</b>

*Source: Field Work 2007*

Table 4.1 above shows that 70 NCE teachers and 73 Bed, BA ed and BSC ed teachers constitutes the larger part of the teachers at the secondary school level. This represents 35% and 36.5% respectively. This implied that the bulk of secondary school teachers which constitutes 71.5% of the 200 teachers studied are qualified teachers by the Teachers Registration Council (TRC) standard. Therefore, Niger state secondary schools considerable number of qualified teachers. This is because the minimum teaching

qualification as approved by the National Council on Education (NCE) is the National Certificate in Education (NCE).

**Figure 4.1 Showing Teachers by their Teaching Experience**



*Source: Field Work 2007*

Figure 4.1 above shows that the teachers have adequate teaching experience. 150 of them have more than five years of teaching experience. If the experience and the professional academic qualification acquired are properly utilized in teaching, the students, their academic achievement will be enhanced. However, external factors, plays important roles in demoralizing

the teachers in their efforts at knowledge and experiences to enhanced meaningful learning. Among the external factors are: lack of incentives, irregular payment of salary, delay in promotion etc. These factors have been identified in this study and will be subsequently highlighted.

#### 4.4 SECTION B: Substantive data analysis and discussions.

This section analyzed data that specifically addresses the research questions. This was represented in a tabular form, showing response, frequency and percentages. The discussions of the results in the tables follow immediately. Figures to illustrate results were also presented.

**Table 4.2 whether Teaching is a Profession**

<b>Response</b>	<b>Frequency</b>	<b>Percentage [%]</b>
Strongly Agree	57	28.5
Agree	138	69
Strongly Disagree	2	1
Disagree	3	1.5
<b>Total</b>	<b>200</b>	<b>100%</b>

*Source: Field Work 2007*

Table 4.2 above shows that 195 teachers agreed that teaching is a profession. This represents 97.5% of 200 teachers used for this study. This implied that the teachers are aware of the facts that teaching was made a

profession by the law of the Federal Republic of Nigeria. They are also aware that the Law of the Federation establishes the Teachers Registration Council (TRC) as the statutory body to regulate the activities and register qualified teachers who obtain minimum of NCE certificate or the Post Graduate Diploma in Education. So, Niger state teachers are not unaware of the status of teaching in Nigeria as a recognized professional occupation. They also demonstrate this through participation in their activities for their professional organization in the Nigerian Union of Teachers (NUT). Lassa, (1998) observed that such untrained and unqualified teachers as either birds of passage of those who nothing else as a better option.

**Table 4.3 Whether Unqualified Teachers are recruited to teach in Secondary Schools**

<b>Response</b>	<b>Frequency</b>	<b>Percentage [%]</b>
Strongly Agree	43	23.5
Agree	95	47.5
Strongly Disagree	15	7.5
Disagree	47	21.5
<b>Total</b>	<b>200</b>	<b>100%</b>

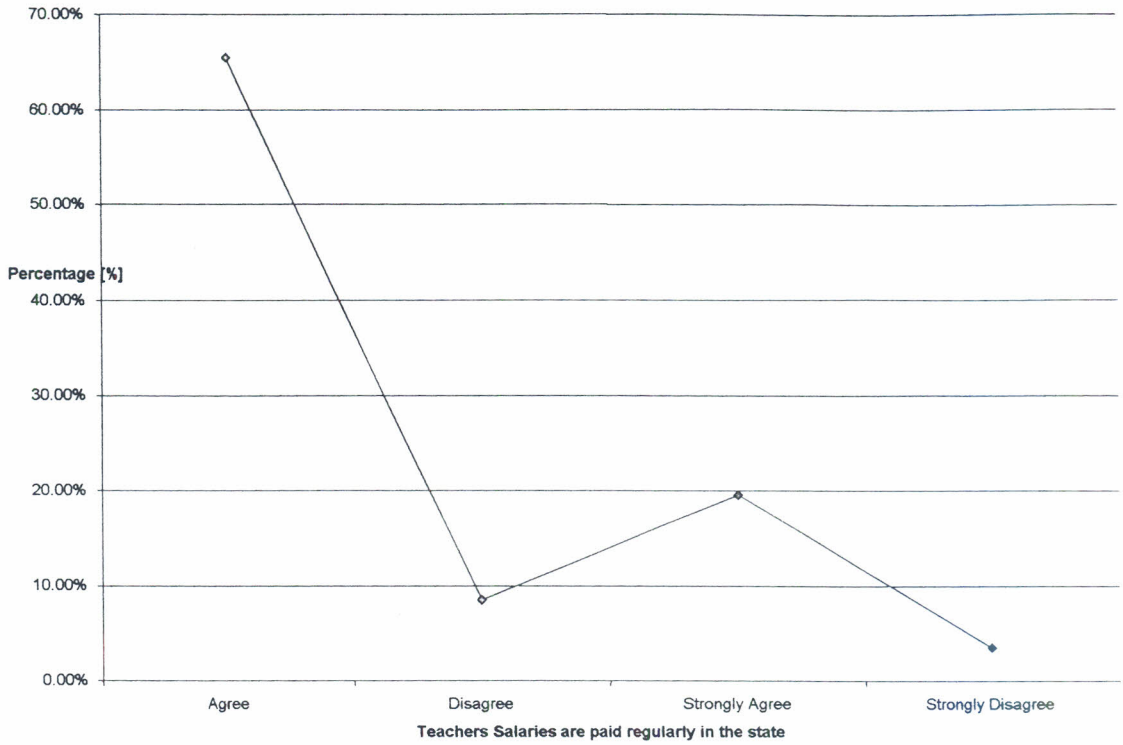
*Source: Field Work 2007*

From the analysis of responses in Table 4.3, it is observed that the greater percentage of teachers agreed that Niger state Secondary School Board and Ministry of Education are recruiting unqualified teachers. This is

because 138 of the respondents agreed to that effect, which constitute 71% of the respondents. The governments (Federal, state and local) do not fill the vacancies with qualified teachers; instead they recruited unqualified and untrained ones simply because of fatherism, and nepotism. Consequently, many schools are deficient in terms of teachers available and such inadequacy negates positive achievement of quality education expected. Therefore, the governments have to flush those unqualified and untrained teachers out of the profession in order to make adequate plan and strategies to gain back the lost glory. The government should make sure that only the professionally trained teachers are recruited and found at all levels of the school system. According to (Ogbo, 2004:6), teachers Reg council should enforce that aspect of the education law that “No person shall reach any school unless his/her name has been placed on the register of teachers.”

**Figure 4.2**

**Showing whether there is prompt Payment of Teachers Salary.**



*Source: Field Work 2007*

From the responses of the teachers on Figure 4.2 above, it shows that 88% agree that salary is paid promptly in Niger State. This is an indication that Niger state government pays teachers salary as at when due, and no matter the amount.

**Table 4.4 Responses on whether Teachers Actual Salary (Take Home) is paid in the State.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage [%]</b>
Strongly Agree	11	5.5
Agree	82	41
Strongly Disagree	36	18
Disagree	71	35.5
<b>Total</b>	<b>200</b>	<b>100%</b>

*Source: Field Work 2007*

It is observed on Table 4.4 above, that 107 respondents disagreed that teachers are paid their actual amount of salaries. This represents 53.5% of the respondents. It means the actual minimum wage approved by the Federal Government to be paid to teachers which are seven thousand five hundred naira (7,500) naira only, Niger state government is only paying four thousand eight hundred naira (4,800) naira only. This falls short of what teachers are supposed to take home. This equally shows that the salary is not adequate for the teachers to solve their basic needs. Niger state government has to do something about it in order to boost the morale of teachers and also to attain the educational goals for the benefit of the society.

**Table 4.5 RESPONSES OF TEACHERS ON INCENTIVES  
PROVIDED IN THE STATE**

S/N	STATEMENTS OF INCENTIVES	SA	A	SD	D	TOTAL PERCENTAGE
1.	Whether Teachers Allowances e.g principal, HOD and science teachers allowances are paid in the state	8 (4%)	3 (1.5%)	75 (37.5%)	114 (57%)	200 100%
2.	Responses on whether incentives like car loan and best teachers Award are enjoyed by teachers in the state	3 (1.5%)	25 (12.5)	102 (51%)	70 (35%)	200 100%
3.	Whether teachers in the rural areas enjoy out station allowances	5 (2.5%)	18 (9%)	111 (55.5%)	66 (33%)	200 100%
4.	Whether teachers are promoted as and when due	11 (5.5%)	81 (40.5%)	32 (16%)	76 (38%)	200 100%
5.	Whether teachers are Accorded Appropriate Recognition in the state	12 (6%)	25 (12.5%)	47 (23.5%)	116 58%	200 100%
6.	Whether there is in-service training and retraining of teachers	58 (29%)	123 (61.5%)	6 (3%)	13 (6.5%)	200 100%

*Source: Field Work 2007*

From the responses of the teachers on Table 4.5. Item 1 shows that majority of teachers (189) with 95.5% disagree with the statement that



allowances are paid in the state in the category of principals, HODs, that of science teachers. As such, many teachers instead of teaching efficiently are busy working hard to up – lift themselves or running private coaching to increase their income. The demands of teaching are more when compared with other types of work with similar pay. Therefore, reasonable and competitive salaries are to commensurate with extra work teachers are doing.

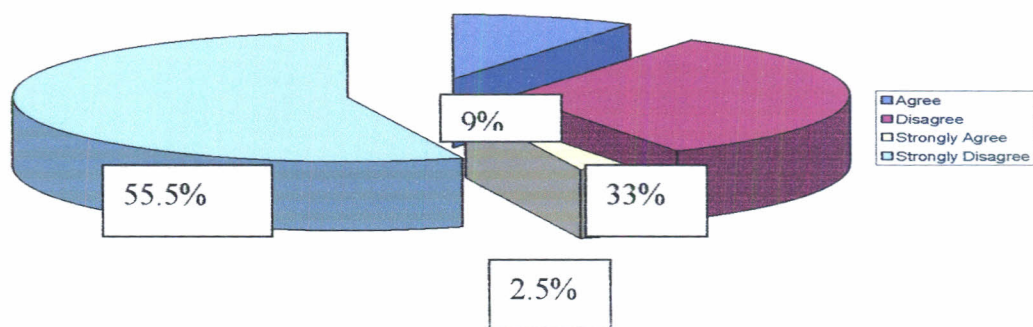
Table 4.5 item 2 shows that 172 which represent 86% also disagreed

That car loans and best teacher's award are paid in Niger State. Vehicle loan was given to teachers of the state last in 1981. In Niger state, small numbers of teachers have vehicles when compared to civil servants in other states. Their statuses are rated the lowest. The irony is that the public does not seem to realize that the economic and political life of Nigeria depends on the teachers. They are the hope of the future and they should not be treated as the failures of the past. They should be given better remuneration and car loan in order to have a better social position like their colleagues in other states organizations.

Fujah, (2004: 11) opined that conditions of service of teachers must be extended to cover the enjoyment of fringe benefits such as vehicles advances and allowances.

Merit award for teachers has never been experienced in Niger state and not that they are not hard working. The government should honour teachers by giving them special awards and acknowledging their activities. If done, it will significantly raise the morale of teachers, non – teaching staff and students as well.

**Figure 4.3 item 3 Showing Whether Teachers in the Rural Areas Enjoy Out of station Allowance.**

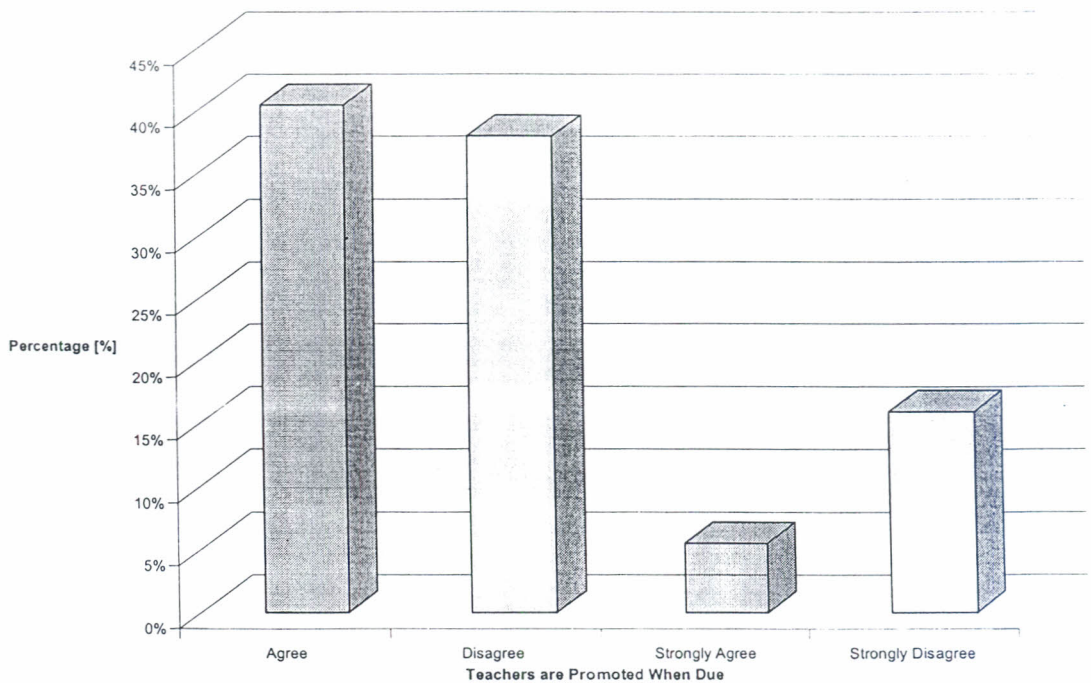


*Source: Field Work 2007*

It is observed that 88% of teachers affirmed that no bush allowance is paid to teachers in the rural schools in the state. If the government want teachers posted to rural schools to stay and effective teaching to take place for quality education, there is a need for additional incentive package. Coverdole, (1974: 34) “strongly argued that teacher’s morale in the rural areas should not be taken for granted because they also needed a lot of

incentives to appeal to dedication and job satisfaction.” Also certain fringe benefits should be made available to the rural teachers. That there should be a salary differential for those serving out in the bush, such fringe benefits will add to both comfort and prestige for the teachers.

**Figure 4.4 item 4 showing Whether Teachers are Promoted as and when due**



*Source: Field Work 2007*

From the data presented on Figure 4.5 item 4 above teachers disagreed that promotion in the state is regular. This is because there is a serious delay in promoting teachers to the next higher level in Niger state. Some teachers

remained unpromoted from one grade level to another for ten years. Achimugu, (2000: 35) says “such stagnation does not happen in the military organization, medical services etc. Such delay discourages teachers to remain in the profession because positive reinforcement like promotion is a strong strategy for teacher retention in our school system.” Therefore, the three tiers of government should eradicate the differences so that teachers will take teaching as a profession and also to obtain quality education. Whereas some respondents argued that promotion exercise of teachers is always one to two years late. It is actually backdated for the actual year, but the unfortunate thing that arrears are never paid. It is teachers entitlements and therefore government should look into the issue and be paying their arrears if promotion is not done as and when due.

From Table 4.5 item 5 shows that teachers are not recognized at all. 81.5% of them responded negatively. This is because the entire profession is rated very low. The problem of the profession starts from recruitment of teachers. Teachers in this country are largely selected from our failures and unqualified ones.

This category of teachers includes secondary school leavers, ND, and HND holders who are recruited in the profession. These categories are using the profession as stepping stone to join other professions, like Customs and

Excise duty, Civil Defence Corp and Federal Road Safety Commission etc. In addition to the profession being rated low is the condition of service of the teachers. Their salaries are very low and no allowances are paid compared to their colleagues in other professions. Consequently, the above affected their social and economic position. They look inferior because of the low economic empowerment received. They cannot dress, eat and live comfortably.

Unfortunately, materialism is the societal yardstick for good status and prestige. The three tiers of government should address the issue because it affects quality education. This is because the teachers are demoralized in all aspects, and this is why Ciwar, (2002: 2) said that the only thing that confers the status of a teacher now is the fact that he goes to the classroom and claims to be teaching.

It is observed that from Table 4.5. item 6 shows that in-service training and retraining of teachers is going on in Niger state. In addition to those undergoing teachers training programme at College of Education, Minna and Federal College of Education, Kontagora, almost all Unqualified teachers have registered for part – time professional programmes and Distance Learning studies (DLS) organized by the National Teachers Institute (NTI) in eight centres in the state.

These programmes provide opportunities for serving teachers with low qualifications to upgrade themselves. It favourably ensures steady academic growth and professional development of teachers without leaving their posts and equally bridged the gaps of the unqualified ones with the qualified teachers. It is stated in section 61 of the NPE (FRN, 2004) that “in – service training shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies.” The three tiers of government should continue to encourage and sponsor their teachers to these aforementioned programmes. Consequently, they will be exposed to innovation in teaching profession.

**Table 4.6 Showing the Responses on whether Adequate Working Materials are available for Teachers and Students.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage [%]</b>
Strongly Agree	5	2.5
Agree	6	3
Strongly Disagree	85	41.5
Disagree	106	53
<b>Total</b>	<b>200</b>	<b>100%</b>

*Source: Field Work 2007*

From the data presented on Table 4.6 above, majority of the teachers (191) responded negatively constituting 94.5% that there are no working materials for teachers and students in the state. Inadequate teaching and

learning materials in schools will not yield any positive teaching. The teacher will only be grumbling and students will learn less. Consequently, educational goal stipulated will not be achieved.

Therefore, working materials like texts, maps, globes, computer machines etc have to be adequately provided in every school in the state and in the country at large because instructional materials make the job of the teacher easier. It is also leads to higher levels of students achievement. It is the teacher that takes much of the credit. This leads to higher teacher morale and a greater recognition especially by the parents.

**Table 4.7 Responses on whether School Libraries and Laboratories are well equipped in the State.**

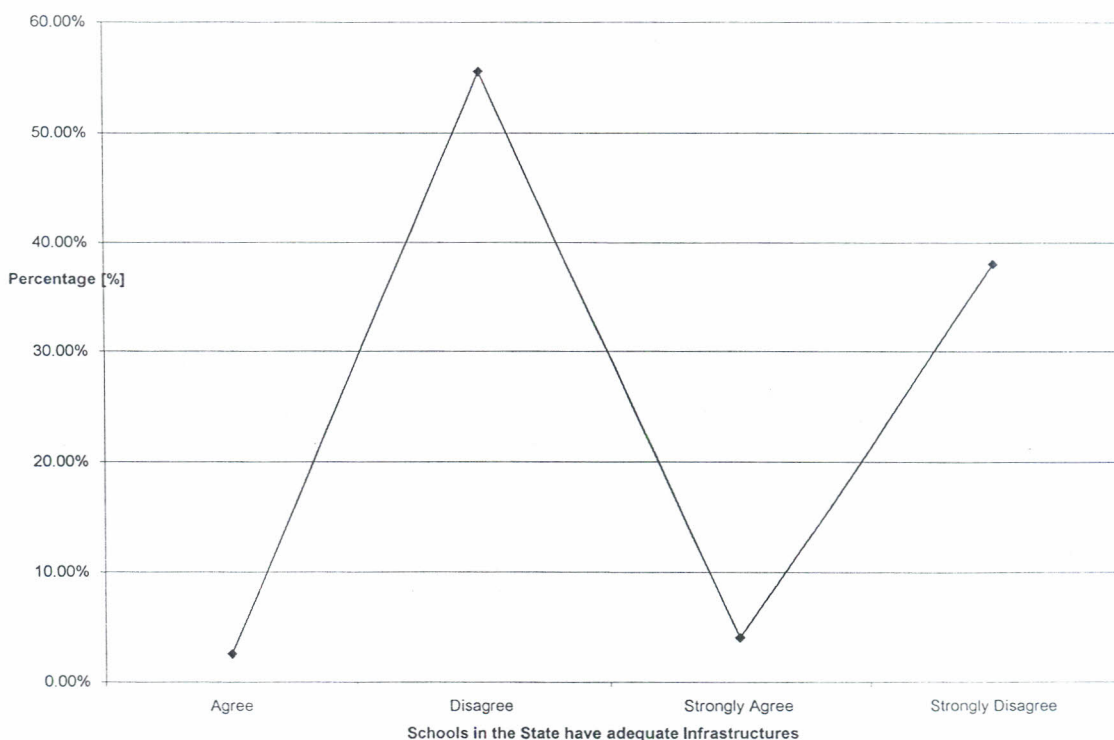
<b>Response</b>	<b>Frequency</b>	<b>Percentage [%]</b>
Strongly Agree	7	3.5
Agree	18	9
Strongly Disagree	79	39.5
Disagree	96	48
<b>Total</b>	<b>200</b>	<b>100%</b>

*Source: Field Work 2007*

Table 4.7 provides information on school libraries and it is observed that majority of the teachers (175) which represents 87.5% did not agree with the statement. The researcher during the process of administering

questionnaire in the schools observed that there are no libraries in most of the schools. Niger state government should plan for library development in all secondary schools. At least one classroom is reserved as a library in each school and should be adequately equipped with modern books. There are laboratories in some schools, but unfortunately there are only few and obsolete equipment.

**Figure 4.5 Showing Whether Schools in the State have Adequate Infrastructures.**



*Source: Field Work 2007*

Figure 4.6 shows that 55.5% and 38% disagreed and strongly disagreed respectively those schools are lacking adequate infrastructures in the state. Unlike yester years, working environment of Nigerian teachers is



very repulsive. The infrastructural facilities like classrooms and furniture are all lacking as government fail to provide them. Many students in both urban and rural schools sit on the floor, and some students even stand during teaching. Teachers also do not have chairs and tables to sit on, while their colleagues working in offices and companies have furnished and conducive offices. Teachers teach and students learn in an unconducive environment. Consequently, teaching and learning in ill – motivated situation cannot lead to attain merit of quality education expected. Therefore, there is a need for adequate provision of conducive environment for teachers in order to boost their morale to achieve that quality education in our school systems.

**Table 4.8 Showing Whether Teachers receive their Retirement Benefits immediately on retirement from the Service.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage [%]</b>
Strongly Agree	9	4.5
Agree	20	10
Strongly Disagree	84	42
Disagree	87	43.5
<b>Total</b>	<b>200</b>	<b>100%</b>

*Source: Field Work 2007*

Table 4.9 above shows that 85% of the teachers responded negatively that retired teachers in Niger state do not receive their retirement benefits immediately. This is a fact in Niger state, as it takes retired teachers at least

three years or more before getting their gratuities settled and it is never full but part payment. Such payment create fear in them to retire and make any investment thereby leading teachers to poverty, social stress and in some cases result into untimely death. However, the present government under Dr. Aliyu M. Babangida has improved the system of payments of pensions and retirement benefits. This will not only encourage retention of teachers, but boost morale of teachers to teach and consequently promote quality education in the state.

From Table 4.5 item 5 shows that, teachers are not recognized at all. 81.5% of them responded negatively. This is because the entire profession is rated very low. The problem of the profession starts from recruitment of teachers. Teachers in this country are largely selected from our failures and unqualified ones.

This category of teachers includes secondary school leavers, ND, and HND holders who are recruited in the profession. These categories are using the profession as stepping stone to join other professions, like Customs and Excise duty, Civil Defense Corp and Federal Road Safety Commission etc. In addition to the profession being rated low is the condition of service of the teachers. Their salaries are very low and no allowances are paid compared to their colleagues in other professions. Consequently, the above

affected their social and economic position. They look inferior because of the low economic empowerment received. They cannot dress, eat and live comfortably.

Unfortunately, materialism is the societal yardstick for good status and prestige. The three tiers of government should address the issue because it affects quality education. This is because the teachers are demoralized in all aspects, and this is why Ciwar, (2002: 2) said that the only thing that confers the status of a teacher now is the fact that he goes to the classroom and claims to be teaching.

It is observed from Table 4.5 item 6 shows that in-service training and retraining of teachers is going on in Niger state. In addition to those undergoing teachers training programme at College of Education, Minna and Federal College of Education, Kontagora, almost all Unqualified teachers have registered for part – time professional programmes and Distance Learning studies (DLS) organized by the National Teachers Institute (NTI) in eight centres in the state.

These programmes provide opportunities for serving teachers with low qualifications to upgrade themselves. It favourably ensures steady academic growth and professional development of teachers without leaving their posts and equally bridged the gaps of the unqualified ones with the

qualified teachers. It is stated in section 61 of the NPE (FRN, 1998) that “in – service training shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies.” The three tiers of government should continue to encourage and sponsor their teachers to these aforementioned programmes. Consequently, they will be exposed to innovation in teaching profession.

**Table 4.9 Showing the Responses on Whether Teachers Leave for Better Jobs.**

Response	Frequency	Percentage [%]
Strongly Agree	71	35.5
Agree	102	51
Strongly Disagree	7	3.5
Disagree	20	10
<b>Total</b>	<b>200</b>	<b>100%</b>

*Source: Field Work 2007*

Majority of the teachers agreed with the statement. This is a true fact of teachers in Niger state. They leave every month or wherever an opportunity comes for a greener pasture. This is simply because many regard teaching profession as a stepping-stone. That is why Lassa, (1998) observed that majority of those who are recruited into teaching are either birds of passage to other better paid professions. The government should strongly prevent this exodus from teaching profession to other callings by making the

compared with those similar professions. In other words, teachers must be highly motivated for their job. Constant refresher training and periodic upward review of their remuneration rewards. The Nigerian Union of Teachers (NUT) at all levels should relentlessly pressurize the government on the above issues.

**Table 4.10 Showing Responses on Whether Private Practice (PP) is the Order of the Day by Teachers.**

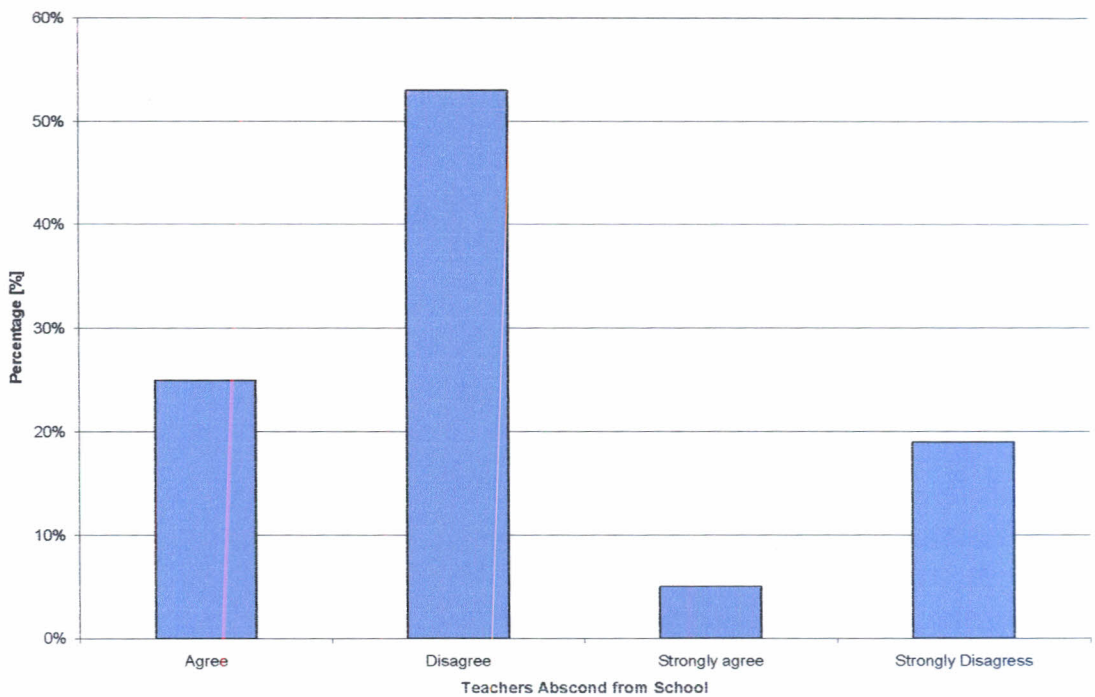
<b>Response</b>	<b>Frequency</b>	<b>Percentage [%]</b>
Strongly Agree	11	5.5
Agree	76	38
Strongly Disagree	35	17.5
Disagree	78	39
<b>Total</b>	<b>200</b>	<b>100%</b>

*Source: Field Work 2007*

From the analysis on Table 4.11 above, 113 teachers disagree with the statement that private practice is the order of the day by teachers, while 56.5% responded negatively. In fact, those that are engaged in this act are as a result of the delay in the payment of salary. It is the least paid salaries among the workers of different professions in Nigeria and which is not paid on time. Such delay forced them to go into petty business outside the school. Some of them will tell the principal lies that they are going to hospital or

traveling, but they are out for their petty business in order to survive with the family. Therefore, there is the need to increase their salary and pay their salaries in time and there must be adequate teaching and learning in the school. It is believed that motivation and teacher retention in school system for quality education are linked.

**Figure 4.6 Showing the Responses of Teachers on Absenteeism from School.**



*Source: Field Work 2007*

It is observed from Figure 4.7 above that 53% and 19% of the Subjects disagreed and strongly disagreed with the statement, while 28% of the teachers responded positively. Absence from duty is very limited for teachers in the urban schools. This is because there is frequent monitoring

and supervision of teachers by the inspectors and supervisors from the inspectorate division and zonal inspectorate division of the Ministry of Education and Local Government Education Authority.

#### **4.4 Summary of the Findings**

To find solution to “Teacher retention in Secondary School System: A strategy for Effective Planning of Education in Minna, Niger State,” a careful study of 200 teachers, through questionnaire was undertaken. Ndagi, (1984) believed that “for us to have a critical confidence in the outcomes of our research, the process must be well ordered in a systematic and controlled manner.” Moreover, the questionnaires were analyzed and findings were discussed along the side. Major findings discovered or revealed that:

1. There are qualified/ unqualified teachers in Niger state secondary schools.
2. Yes, teachers look for greener pasture because Niger state government does not pay the actual minimum wage approved by the Federal government, lack of motivation and lack of recognition of teachers by the larger society.
3. Teachers salaries are promptly paid, but it is not adequate to cater for the basic needs of the teachers considering the high inflation rate in the country.

4. Teachers face irregular promotion. Therefore, they are not promoted as at when due.
5. The Niger state government embarks upon in-service training and retraining of teachers.
6. Teachers are not paid retirement benefits immediately on retirement.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary of the findings as the conclusions drawn from the research findings. It also contains the educational implication of the research findings to teacher retention, especially in secondary school system. As a means of improvement, recommendations were offered in accordance with the findings.

#### 5.1 Summary

This research problem “teacher retention” is considered very important because it is emphasized in the NPE, (1981) in Ndakotsu, (2006: 64) that “no education system can rise above the quality of its teacher.” They play major role in education and quality assurance strategies in professional teacher development. Such importance prompted the researcher to carefully find out if the government (Federal, state and local) governments are actually encouraging the teacher to stay in the profession and give the nation sound and quality education. Based on that, (200) secondary school teachers in Minna Municipal were administered questionnaires related to the subject matter. They (schools and teachers) were randomly selected. Consequently, it cuts across matured and experienced Muslim and Christian teachers. In

addition, large percentages (Table 4.3) of them are academically qualified. They are then confident to students and judges of educational achievement (Alfa, 2006: 4). However, the remaining percentage pinpointed as unqualified need to be flushed out immediately since there are presently qualified degree and NCE holders roaming about on the street. Isyaku, (2004: 3) commented that it is harm to the profession by leaving Degree and NCE holders unemployed, while substandard (unqualified teachers) persons are in the profession. The government should not allow them to have their eyes on other jobs like Police, Prisons, Banks and Customs and Excise. Research revealed that their salaries are poor, delayed in payment the payment of salaries and unpaid allowance. That is there is no job satisfaction which is implicative. Such poor treatment of teachers resulted into inferiority or their poor image in the society and makes teaching profession be regarded as leprous occupation. The motivation which is believed to be a tool for energizing forces that induce or compel and maintain behaviour almost at zero level. Teaching facilities and equipment and infrastructural facilities were said to be lacking in secondary school in the state knowing fully well that they enhance effective teaching. The cost of purchasing them scares the government, but lack of consideration of the cost of them along side the nation's economy reasonably educational implementation. However, there is

strong need of purchasing them because they make teaching real. And also to retain the service of teachers, particularly the bright and competent ones, there is the need to motivate and keep their morale high. There is also the need to compensate them adequately in other ways not necessarily by increasing their wages. Areas like vehicle loans, housing loans etc.

## **5.2 Conclusion**

The study investigated the problem of teacher retention in schools and concluded that, there are various factors that are responsible for lack of adequate teacher retention in Niger state secondary schools. These factors include

- a). The recruitment of unqualified teachers who after sometime would leave for a job that is more recognized by the society.
- b). Lack of adequate minimum wage to cater for the basic social and economic needs of teachers.
- c). Lack of promotion of teachers on regular basis and
- d). The inability of the Niger state government to adequately cater for the welfare of teachers makes the more experienced and qualified teachers seek jobs in the private educational institutions that cater for their teachers.

Therefore, to plan education effectively in Minna metropolis there is the need for adoption of a workable strategy. This strategy has been suggested to be, the provision for the supply of trained teachers not only relying on the state College of Education. The Ibrahim Badamasi Babangida University, Lapai, through the state government should establish an institute of education. This will assist greatly in training professional teachers because teachers are the heart of any educational system. The state teachers should earn the highest minimum wage. This will assist in encouraging hard work and dedication and will equally attract some of the best brains in the state to the teaching profession and enhanced education delivery. Therefore, education stands out clearly as the only legacy which any nation can bequeath to generation of her citizens. It must therefore be kept alive in order to achieve meaningful educational development. The entire nation stands to benefit from it at the end of the day.

### **5.3 Implications**

The implications of this study are as follows:

- Teachers without teaching qualification should not be recruited to teach in secondary school in Niger state. Otherwise quality education will not be attained in the state and nation in general.

- There should be remuneration/incentives for teachers in order to keep them in the job or profession; otherwise they would be attracted to other jobs for better pay.
- None payment of allowances, leave grants and salaries on time affect other aspects of life negatively that is why many teachers instead of teaching efficiently are busy working hard to up lift themselves.
- To accommodate the increasing number of schools and students there should be enough infrastructural facilities if not, such inadequacy negates positive achievement of quality education expected.
- Government should improve the system of payment of pensions and retirement benefits, for this will not motivate the qualified teachers to stay in teaching profession and promote quality education.
- Teachers training programme through refresher courses, workshops and seminars should also be encourage by the government, otherwise teachers will not be exposed to the newly techniques and methods of teaching that is not shown in

the curriculum, and quality education will not be attained in Niger state.

- Positive reinforcement like promotion as at when due is another strategy for teacher retention in our school system without it, it discourages teachers to remain in the profession, rather they go to where they are recognized.

#### **5.4 Recommendations**

(1). Massive training of teachers in Colleges of Education and Universities should be emphasized in all subject disciplines with special interest in Science and Technology in order to have qualified teachers employed in Niger State educational institutions.

(2). Teachers' condition of service, particularly his remunerative rewards must be subject to reasonably periodic upward review in order to keep him/her on the job, otherwise he would probably be attracted to other jobs where such services conditions are more constantly reviewed for better pay. Greater and better social recognition should be accorded teachers by way of key appointments and awards of honours at the Federal, state and local government levels. This will go along way of boosting the morale of teachers and eradicating the social stigma on teachers and the teaching profession.

The need to account for the provision of adequate and suitable teaching materials while preparing any educational plan must be considered.

(3). Teacher should be motivated to stay on their jobs through proper and appropriate determination of salary that will adequately cater for their basic needs. This should be subject to review based on inflationary trend in the economy.

4. There should be strict adherence to the promotion guidelines as provided in the civil service rules because it is part of what would motivate teachers to stay on their jobs.

5. Measures for training and re-training of teachers must be accounted for in the preparation of any educational plan. This will reduce the incidences of preponderance of lack of current knowledge by teachers in their areas of specialization which could seriously undermine the objectives of the curriculum

6. Niger state government has to do something in order to boost the morale of teachers and also to attain the educational goals for the benefit of the society.

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## APPENDIX 'A'

### POST PRIMARY SCHOOLS IN MINNA METROPOLIS

S/N	SCHOOLS	NO. OF TEACHERS
1.	Government. Secondary School, Minna	92
2.	Ahmadu Bahago Secondary School, Minna	93
3.	Government. Day Secondary School, Minna	183
4.	Government. Day Secondary School Maitumbi Minna	117
5.	Hill-Top Model School, Minna	130
6.	Mariam Babangida Science College, Minna	87
7.	Governement Girls Secondary School, Minna	67
8.	Government Day Secondary School, Bosso Minna	134
9.	Government. Women Day College, Minna	56
10.	Government. Technical College, Minna	109
11.	Government. Vocational Training College, Minna	72
12.	Zarumai Model School, Minna	139
13.	School for Special Education, Minna	50
14.	Army Day Secondary School, Minna	127
15.	Government. Junior Secondary School, Minna	50
16.	Government. Day Secondary School, Tunga Minna	201
17.	Government. Day Secondary School, Maikunkele Minna	65
18.	College of Art and Islamic Studies, Minna	92
19.	Government. Girls Day Secondary School, Minna	81
20.	Government. Junior Secondary School, Chanchaga Minna	57
	<b>Total</b>	<b>2002</b>

**APPENDIX 'B'**

**FACULTY OF EDUCATION AND EXTENSION SERVICES**

**USMANU DANFODIYO UNIVERSITY, SOKOTO**

Dear Sir/Madam

I am a postgraduate student of the above named University. Writing a project on "Teacher Retention in the Secondary School System: A Strategy for Effective Planning of Education". Please your cooperation is required in responding most sincerely to each item of this questionnaire. All responses given will be treated confidentially.

Thanks for your anticipated cooperation.

Yours faithfully

*Mrs. Fati A. Abdullahi*  
*Adm. NO. 05211408013*  
*Faculty of Education,*  
*UDU, Sokoto*

## APPENDIX C

### Teacher Retention in the School system Questionnaire (TRSSQ)

#### SECTION A: PERSONAL DATA

1. Name of the State: \_\_\_\_\_
2. Name of the School: \_\_\_\_\_
3. Name of the Town: \_\_\_\_\_
4. Age: -
  - (a) Below 30 years
  - (b) 31 – 40 years
  - (c) 41 – 50 years
  - (d) 51 and above
5. Religion: -
  - (a) Islam
  - (b) Christianity
  - (c) Others
6. Your highest academic qualification: -
  - (a) Grade Two
  - (b) Diploma
  - (c) N.C.E
  - (d) H.N.D
  - (e) B.Ed, B.A Ed, B Sc. Ed
  - (f) B. Sc, B.A, B. Tech
  - (g) Others
7. Years of teaching experience: -
  - (a) 0 – 5 years
  - (b) 6 – 10 years
  - (c) 11 – 15 years
  - (d) 16 and above

## SECTION B: SUBSTANTIVE DATA

Instruction: - Tick (√) the correct answer

8. Teaching is a profession
- (a) Agreed (c) Disagreed  
(b) Strongly Agreed (d) Strongly Disagreed
9. Teachers without teaching qualification are recruited to teach in secondary schools.
- (a) Agreed (c) Disagreed  
(b) Strongly Agreed (d) Strongly Disagreed
10. Teachers salaries are paid regularly in the State
- (a) Agreed (c) Disagreed  
(b) Strongly Agreed (d) Strongly Disagreed
11. Allowances (e.g. Principal/Headmaster, H.O.Ds and Science allowances) are enjoyed to teachers in the state
- (a) Agreed (c) Disagreed  
(b) Strongly Agreed (d) Strongly Disagreed
12. Other incentives like car loans and best teachers awards are enjoyed by teachers in the State
- (a) Agreed (c) Disagreed  
(b) Strongly Agreed (d) Strongly Disagreed
13. Teachers in rural schools enjoy bush allowances
- (a) Agreed (c) Disagreed

- (b) Strongly Agreed      (d) Strongly Disagreed
14. State/Local Government provides adequate working materials for teachers and students
- (a) Agreed      (c) Disagreed  
(b) Strongly Agreed      (d) Strongly Disagreed
15. School libraries and laboratories are well equipped in the State
- (a) Agreed      (c) Disagreed  
(b) Strongly Agreed      (d) Strongly Disagreed
16. Schools in the State have adequate infrastructures
- (a) Agreed      (c) Disagreed  
(b) Strongly Agreed      (d) Strongly Disagreed
17. Teachers receive their gratuities immediately they retire from the service
- (a) Agreed      (c) Disagreed  
(b) Strongly Agreed      (d) Strongly Disagreed
18. Teachers are promoted as at when due.
- (a) Agreed      (c) Disagreed  
(b) Strongly Agreed      (d) Strongly Disagreed
19. Teachers are accorded appropriate recognition in the state
- (a) Agreed      (c) Disagreed  
(b) Strongly Agreed      (d) Strongly Disagreed
20. There should be regularly in service training and re-training of teachers
- (a) Agreed      (c) Disagreed  
(b) Strongly Agreed      (d) Strongly Disagreed
21. Teachers leave for better jobs because of poor condition of service in the state.

- (a) Agreed                      (c) Disagreed
- (b) Strongly Agreed        (d) Strongly Disagreed

22. Teachers absent from school

- (a) Agreed                      (c) Disagreed
- (b) Strongly Agreed        (d) Strongly Disagreed

23. Private practice (pp) is the order of the day by teachers.

- (a) Agreed                      (c) Disagreed
- (b) Strongly Agreed        (d) Strongly Disagreed