

Job Satisfaction and Teacher Turnover in the Management of Quality Education in Calabar Municipal Local Government Area, Cross River State, Nigeria

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Abstract- This study examined Job Satisfaction and Teacher Turn over in the Management of Secondary Education in Calabar Municipal Local Government Area, Cross River State, Nigeria. The study formulated four research questions and four hypotheses. The research design adopted was ex-post facto research design. The population comprised of public secondary school teachers and multistage sampling method was used in the selection of 260 teachers as sample for study. Data was gathered using two research instruments -Job Satisfaction Questionnaire (JSQ) and Teacher Turnover Questionnaire (TTQ). Pearson correlation statistic was used to the analyze data. The findings revealed that a relationship exists between job satisfaction and teacher turnover in the management of quality education in Cross River State along the following indices: teacher salary, promotion, housing (accommodation) and teacher training. Recommendations were made based on the findings of the study.

Indexed Terms- job satisfaction, teacher turnover, management, secondary education

I. INTRODUCTION

Teachers have often considered their wellbeing at work as dissatisfying. This is the source of the common adage that goes that a “teacher’s reward is in heaven”. Teachers desire an attractive welfare system from the work they do. This welfare entitlement has been considered annulet need over time.

Iwu, Ezeudji, Iwu, Ikebuk and Tengeh (2018), stated that an unsatisfied need may have the tendency to unleash physical and psychological discomfort that may lead the individual to find ways of satisfying the

need and possibly lessen the discomfort. The unmet needs of teachers have often led them to the resolve of leaving their professions to what is commonly referred to as “greener pastures”.

It has also been observed that teachers handle their jobs in schools with reckless abandon even though their responsibilities include nurturing the future leaders who are the children right before them. The work therefore that teachers do is arguably fundamental to the development of the society. It is important that teachers should appreciate their jobs but their needs have to equally be attended to.

Teacher turnover is defined as the movement of teaching personnel whose primary function is classroom teaching from one job location to another which may even make them change career in some cases. It can also be defined as the yearly rate of departure of teachers from a school.

Ladd & Sorenson (2019) stated that teacher turnover imposes financial cost on schools because of the need to find replacement teachers and it has been shown to reduce students’ achievement.

Teacher turnover may involve a teacher leaving one school to another or quit the profession completely. In either case, movement of teachers affects the entire school system in terms of quality of academic provision and achievement in students learning.

For some time now, within basic and secondary education, there have been reports of low pass rates due to poor and insufficient infrastructure which often manifest in dissatisfied band of teachers (Richardson, 2014). The worse hit based on most account is Nigeria (Adesulu , Abayomi, Youdeowi, Ekweniyi, Iruoma

and Eriwere(2015), the case of Nigeria is being fueled by a number of factors namely a continuous downward economy (Edet 2014), a previously large scale of dilapidated infrastructure (Iwu and Iwu, 2013), a massive disregard of teaching profession by successive government who refuse to grant teachers a salary structure (Abayomi, Gbenga, Olatunji, Duru, Obahopo and Nanlong, 2015) and several other factors. These often drive Nigerian teachers to seek alternative sources of livelihood which we argue may lead to high rate of absenteeism, inability to prepare lesson materials, and consequently ill prepared classes.

The need to improve teaching and learning in our schools have become important and therefore, the teacher factor must be brought into bear. There is no gain saying the fact that a willing and committed government program of action that takes into consideration the relevance of basic and secondary education, the need for empowerment and motivation of teachers will promote excellence in teachers commitment and performance thus reduce attrition rate of teachers.

Quality education is measured by learning outcomes. Basically teachers are expected to teach according to curricula and assessment. This goes to show that for teachers to perform according to the set curricula, they ought to be generally pleased with their job. It is on this note that Iwu, et al (2018), stated that for any organization to realize its established goals, it must create an enabling environment that will boost work motivation and satisfaction while reducing frustration among workers.

Several studies have been carried out on factors of job satisfaction and employee motivation. For instance, Njambi(2014) pointed out that factors such as achievement, work itself, salary recognition, and employee perception about themselves all affect their jobs. Also, Gupta and Subramanian, (2014) concluded that factors such as salary, training, work load were principal factors affecting job satisfaction and workers motivation.

The teacher factors pointed by this study do not however exclude other factors that could impair the entire education system or part of it. However, it is

believed that teachers are primarily resourceful in leading socio-economic growth of any nation.

This paper is therefore aimed at finding out major factors that hamper teacher job satisfaction leading to high turnover rate among secondary school teachers.

II. RESEARCH QUESTIONS

The study made use of the following research questions

1. How does Teacher salary relate with teacher turn over in schools?
2. Does Teacher promotion affect Teacher turn over in schools?
3. Does provision of housing (accommodation) for teachers relate with Teacher Turnover in Schools?
4. To what extent does Teacher training affect teacher turnover in schools?

III. RESEARCH HYPOTHESES

The study generated the following hypotheses

1. Teacher salary does not significantly relate with teacher turnover in schools
2. Teacher promotion does not significantly affect teacher turnover in schools
3. Provision of housing (accommodation) for teachers does not significantly relate with teacher turnover in schools
4. There is no significant difference between teacher training and teacher turn over in schools.

IV. METHOD

The research design adopted for this study was expost facto research design. Population of study was public secondary school teachers in Calabar Municipal Council Area of Cross River State while sample was 260 teachers from a population of 1,005. The sampling technique was multistage sampling method. The Local Government Area was stratified into schools' sections with each section clustered into a number of schools related by number of students on enrollment (range). Schools were selected proportionately and simple random sampling technique was used to select teachers. Data were gathered with two questionnaires- Job Satisfaction Questionnaire (JSQ) and Teacher

Turnover Questionnaire (TTQ). Pearson correlation was used to analyze the data.

Table 1 Pearson correlation between occupational incentives and teacher turn over (N=40)

Variable	1	2	3	4
5				
Teacher salary	-	.136**	-.142**	.122**
Promotion		-	.122*	.256**
Housing accommodation			-	.132*
Teacher training				-
Teacher turnover				-

** correlation is significant at the 0.01 level(2- tailed)

* correlation is significant at the 0.05 level(2- tailed)

In table 1 above, the count value obtained for all the items, $r_{xy} > r$ table value (.116), based on the significant value obtained of $.000 < .05$, the items are valid. Reliability of the instrument for internal consistency was measured using Cronbach Alpha Coefficient which yielded overall reliability coefficient of .27 and .31. Pearson product moment correlation coefficient(r) statistic was used to analyze the data and test the hypotheses at the significance level of .05. R-value was used to answer the research question. The decision rule states that if the critical r-table values are less than the calculated r-statistics, reject the null hypothesis, otherwise, accept the null hypothesis while the interpretation of the coefficient r-statistics are interpreted as: $\pm .00$ to $\pm .29$ (very low); $\pm .30$ to $\pm .49$ (low); $\pm .50$ to $\pm .69$ (moderately high); $\pm .80$ to $\pm .99$ (very high) and ± 1.00 (perfect relationship).

V. RESULTS

Hypothesis 1: Teacher salary does not significantly relate with teacher turnover in schools.

Table 2: Pearson correlation between teacher salary and teacher turnover in Cross River State.

(N=260)

Variable	r	p-value
Teacher salary (x)		.200*
Teacher turnover(y)		.000

* moderately high relationship and significant at $p < .05$ alpha levels, $df=260$

In table 2, results show clearly that the relationship between the teacher salary and teacher turnover in public secondary schools is positive and moderately high and also significant. Thus the poor teacher salary or inability of the government to implement a salary structure for teachers has led to high turnover rate in public schools.

Hypothesis 2: Teacher Promotion does not significantly affect teacher turnover in schools.

Table 3: Pearson Correlation between teacher promotion and teacher turnover in secondary schools in Cross River State.

(N=260)

Variable	r	p-value
Promotion (x)		.233**
Teacher turnover (y)		.000

** High Relationship and significant at $p < .05$ alpha levels, $df=260$

The result in table 3 reveals clearly that the relationship between teacher promotion and teacher turnover in public secondary schools is positively high and also significant. This means that timely promotion of teachers could reduce the rate of teacher turnover or increase teacher turnover in schools.

Hypothesis 3: Provision of housing (accommodation) for teachers does not significantly relate with teachers turnover in schools.

Table 4: Pearson correlation between housing (accommodation) and teacher turnover in schools in Cross River State

(N=260)

Variable	r
p-value	
Housing accommodation (x)	.241**
Teacher turnover(y)	

** high relationship and significant at $p < .05$ alpha levels, $df = 260$.

Table four indicates a positive relationship between housing accommodation and teacher turnover in public secondary schools which is high and also significant. Therefore, provision of accommodation for teachers could enhance teacher retention and reduce the rate of turnover.

Hypothesis 4: There is no significant difference between teacher training and teacher turnover.

Table 5: Pearson correlation between teacher training and teacher turnover in Secondary Schools (N=260)

Variable	r	p-value
Teacher training(x)		260xx
Teacher turnover(y)		

** high relationship and significant at $p < .0$ alpha level, $df = 260$

The result in table 5 shows that positive and high relationship exists between teacher training and teacher turnover in schools and the relationship is also significant. Therefore, provision of training programs such as workshops and conferences for teachers would increase job satisfaction for teachers and thereby reduce turnover rate. The benefits of training programs for teachers among other things may include reduction of frustration and boredom on the teachers.

VI. DISCUSSION

The results of analysis of hypotheses 1 shows that there is a significant relationship between teacher salary and teacher turnover in public secondary schools in Cross River State. This implies that teacher salary is related to teacher turnover and that both variables change in the same direction. In this case, the

poor teacher's salary structure being observed in the field is one of the reasons for high teacher turnover rate in public schools.

Hypothesis 2 revealed that there is a significant relationship between promotion of teachers and teacher turnover in schools. Results here show clearly that teachers have not often benefited from promotions as and when due and so a large number of them are frustrated to find alternative jobs for themselves. Teacher promotion is meant to bring an automatic pay rise on the new grade level. Responses show that teachers have remained for as long as between 5 to 10 years with no promotion leading to no pay increase.

In hypothesis 3, findings show that a significant relationship exists between provision of housing accommodation for teachers and turnover. Responses from questionnaire showed very clearly that if teachers were provided with official accommodation in the form of teacher quarters they would not have left their jobs for alternative jobs.

Hypotheses 4 revealed that there is a significant relationship between teacher training and turnover rate. A large number of teachers stated in their responses that they have not received any form of training since their employment. According to Ikenyiri & Ihua-Menyi (2011), teacher training provides teachers with the moral needs to boost their skills in teaching. Therefore, the absence of training for teachers often lead to lack of new knowledge in their respective disciplines. Lack of training has also lead to frustration among teachers leading to increased turnover in schools.

VII. CONCLUSION AND RECOMMENDATIONS

The study showed clearly that the sub- variables of job satisfaction: teacher salary, promotion, housing accommodation and teacher training are all significantly related to teacher turnover in schools under Cross River State.

The study forwarded the following recommendations:

1. The issue of teacher salary structure (TSS) should be addressed as a matter of urgency. Related Agencies behind this development like the Teacher

Registration Council of Nigeria should pursue the issue of TSS or stop conducting exams/ collecting levies from teachers in the name of teacher licensing and teacher professionalism.

2. Relevant bodies like the Nigerian union of teachers should be reinstated to tackle the problem of delay of promotion for teachers or associated entitlements.
3. Professional bodies for teachers such as the Nigerian Union of Teachers (NUT) etc. should revisit the noble idea of teachers quarters in schools or finances in lieu to enable serving teachers build and own houses.
4. Government attention should be re-invited to the idea of teacher training. Relevant bodies should call the attention of government to the indispensability of training in the teaching learning process.

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