



Influence of Teachers' Remuneration and School Location on Teachers' Retention in Public Primary Schools in Bayelsa State

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ABSTRACT

The study investigated the influence of remuneration and school location on teachers' retention in public primary schools in Bayelsa State. The study adopted the ex-post facto research design. The population of the study consisted of 5322 male and female teachers in public primary schools in Bayelsa State from which a sample of 398 representing 7% of the total population. The instrument that was used to collect data for this study was a questionnaire titled "Influence of Teachers' Remuneration and school location on Teachers' Retention" (ITRTR), developed by the researcher. Face and content validity of the research instrument were obtained through the judgment of research experts in the area of measurement and evaluation. Data collected for the study were analyzed using the descriptive and inferential statistics. Descriptive statistics included mean and standard deviation while the z-test analysis was used to test the hypotheses formulated at 0.05 level of significance. Findings from the study indicate that remuneration and school location influence teachers' retention in public primary schools in Bayelsa state. Based on the findings, it was recommended that government of Bayelsa State should provide better remuneration packages that would help to boost teachers' retention in rural public primary schools.

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INTRODUCTION

Teachers' remuneration is the monetary and non-monetary rewards that teachers get from the teaching service or government in return for their input into the attainment of educational goals and objectives. Remuneration according to the Management Study Guide (2016) is concerned with the reward or compensation that organizational workers receive for the work they do in an organization individually. The Management Study Guide asserted in addition, that employee remuneration is a system of motivation that provides the basic attraction for the workers to perform their duties efficiently and effectively (Obikwelu & Nwasor, 2021). The Management Study Guide further gave a more all-inclusive definition of remuneration, which it defines as reward for employment in the form of pay, salary or wage, including allowances, benefits (medical plan, insurance, company car, housing and pension), cash incentives, and bonuses, the monetary value of incentives

that are not cash-based. Remuneration thus seems to be the sum total of rewards that an individual receives in the work place where his input is demanded (Obikwelu & Nwasor, 2021).

Teachers' remuneration, which usually form the largest part of education budgets, are comparatively low in Nigeria. They are lower at all points of comparison starting from comparison with developed countries to that of developing countries. To buttress the above assertion, a thorough comparison of teachers' remuneration across the world was done using a report by the Varkey Foundations which was published by Staff Writer on Global Teacher Status Index for 2018. The report gave an insight into the world of teaching in 36 countries, Nigeria inclusive. The table below was derived from that report on the annual average teachers' salary in dollar and naira equivalent using the dollar/naira rate of 2018 (N306.5 -\$1) for teachers who have served for a minimum of fifteen years.

Table 1: Analysis of Teachers' Remuneration Around the world

S/N	Country	Salary	Naira Equivalent.
1.	Switzerland	\$77,491	N 23,719,995.1
2.	Germany	\$65,396	N 20,043,874
3.	Singapore	\$50,249	N 15,401,318.5
4.	Spain	\$47,864	N 14,651,170.4
5.	United States	\$44,229	N 13,538,496.9
6.	Netherlands	\$43,743	N 13,389,732.3
7.	Canada	\$43,715	N 13,381,161.5
8.	Taiwan	\$40,821	N 12,495,308.1
9.	Finland	\$40,491	N 12,394,295.1
10.	Portugal	\$35,519	N 10,872,365.9
11.	France	\$33,675	N 10,307,917.5
12.	Italy	\$33,630	N 10,307,595
13.	Korea	\$33,141	N 10,157,716.5
14.	New Zealand	\$33,099	N 10,144,843.5
15.	United Kingdom	\$31,845	N 9,760,492.5
16.	Japan	\$31,461	N 9,642,796.5
17.	South Africa	\$30,921	N 9,477,286.5
18.	Turkey	\$30,303	N 9,287,869.5
19.	Israel	\$22,175	N 6,796,637.5
20.	India	\$21,608	N 6,622,852
21.	Greece	\$21,481	N 6,583,926.5
22.	Chile	\$20,890	N 6,402,785
23.	Czech Republic	\$18,858	N 5,779,977
24.	Colombia	\$18,806	N 5,764,039
25.	Malaysia	\$18,120	N 5,553,780
26.	Hungary	\$16,241	N 4,977,866.5
27.	Panama	\$16,000	N 4,904,000
28.	Indonesia	\$14,408	N 4,904,000
29.	Brazil	\$12,993	N 4,742,445
30.	Peru	\$12,478	N 4,742,445
31.	China	\$12,210	N 3,742,365
32.	Argentina	\$10,371	N 3,178,711.5
33.	Ghana	\$7,249	N 2,221,818.5
34.	Egypt	\$6,592	N 2,020,448
35.	Russia	\$5,923	N 1,815,399.5
36.	Nigeria	\$4,441	N 1,361,058.72

Adapted from Staff Writer (2018).

From the above table, it is observed that Nigeria is sitting at the base of the thirty-six countries compared and this has given rise to unstoppable brain drain in the Nigerian educational system.

In the view of Goswami, & Jha (2012), when salaries are competitive and equitable and other forms of motivational factors such as housing and child-care supports, forgivable loans, service, and scholarships are well planned by organizations, they could act to improve on teachers'

productivity and retain teachers in high-need fields like special education; science, technology, engineering, and mathematics courses and locations (e.g., economically disadvantaged and high minority communities). Basic pay as posited by Zikanga, Anumaka, Tamale and Mugizi (2021), is the amount of pay (the fixed salary of wage) that constitute the rate for the job done. This may be varied according to the grade of job or the level of skill required (Armstrong, 2007). Basic pay or

salary is the most obvious reward employees receive at work.

Writing on the issue of teachers pay, Daniel, 2007 cited in Ubani, (2015) opined that teachers' salaries that are adequate and are promptly paid, have the tendencies of saving workers from economic hardship and also indicate that their employers appreciate them. Nothing further that such feelings grow into motivation which is an important ingredient for increased performance and retention. Conversely, when teachers are underpaid, or salaries often delayed, teachers will not be disposed to work because they are not compensated as and when due and that would affect their level of punctuality and retainability on the job. The result of an investigation conducted by Osibanjo, Adeniyi, Falola and Heirsmac (2014), on the effect of compensation packages on employees' job performance and retention in a selected private university in Ogun State, revealed a positive relationship between compensation package namely bonuses, allowances and fringe benefits and employees' performance and retention.

School location refers to the positioning of a school either in an urban area or a rural area. The location of a school whether urban or rural affects teachers either positively or negatively. Commenting on the issue of school location, Akubue and Ifelunni (2016) observed that due to urban involvement in the activities of the schools sited in urban areas, learners in urban schools perform better than those in rural schools in language learning.

Nigeria as a nation has experienced a trend in which most professional teachers migrate from rural areas to urban areas, from primary schools to secondary schools and to other high paying jobs while other migrations are from Nigeria to other nations of the world in search of greener pastures. The chief reason for this massive migration include among others, poor and low remuneration packages, the location of the schools, lack of adequate educational materials like the updated curriculum and textbooks, unavailability of adequate facilities like classrooms, desks, and chairs, and inability of school heads to involve teachers in key decision-making process (Allen & Sims, 2018).

Generally, teaching in Nigeria is associated with peculiar features and teachers

are faced with unique situations compared to other developed nations. Consequently, schools in rural settlements like those in Bayelsa states, Nigeria have inadequate supply of qualified teachers and experience low level teachers' retention as most of the teachers posted to teach in schools in these rural areas, usually find a means of getting redeployment to urban settlements where living and working conditions are more preferable (Aremu, 2018). As rightly posited by Klassen, & Chiu, (2011), that 'school organizations' inability to reward their excellent teachers accordingly, could give birth to in-equity in the distribution of high-skilled teachers among schools within districts'. Noting further that most senior teachers are more likely to seek transfer from less desirable placements and would be replaced by less experienced, and often less effective teachers.

The following were enumerated as causes of the revealed gap: rural students have limited access to reading materials, inadequate reading culture and insufficient graduate teachers. Addimando (2019) gave credence to the forgoing discussion by listing other factors that discourage teachers from accepting distribution to rural areas and from remaining in the rural areas to include insecurity, inadequate supply of electricity, increasing crime rate, and poor road network. Therefore, the location of school could have tremendous influence on teachers' distribution and retention since they pilot the activities of the schools which bring about children's academic achievement. Maurice and Ubi (2018) noted that teachers' rejection of posting to rural areas is due to the conditions that are not up to expected standard. The social life in those areas is virtually restricted because of inadequate amenities. They further noted that the facilities in the rural schools are deficient, playgrounds are bereft of equipment, libraries are empty, and laboratories and workshops are shadows of themselves.

There is a popular opinion that most teachers' migrations take place from poorer to richer regions as rural schools are generally inferior to urban schools and rural schools lacked human and material resources required for success at school (Thomas & Amaechi, 2016). Teachers distributed to rural and riverine communities find difficulties in coping with such environments. In addition, schools

located in rural areas find it difficult to retain their personnel. This is because teachers in such areas feel isolated and alienated and hence there is a high tendency to quit either entirely or go to another school situated in an urban community (Harris, Rutledge, Ingle, and Thompson 2006). They stated further that getting young teachers to work in rural communities is the most discouraging task due to social isolation. IIEP-UNESCO (2018) advised that while deployment systems should take teachers' preferences into account, there is a definite need to place teachers in less desirable locations, as these areas are often where teacher shortages occur. Noting that deployment policies have a particular consequence on equity issues since the less desirable locations with disadvantaged students often end up with the fewest teachers or the least qualified teachers who are newest to the profession (IIEP-UNESCO, 2018). The following quotations can further buttress the assertion that school location can likely impact on teachers' distribution and retention.

"There is an acute shortage of teachers at all levels and in almost all subjects, including the subjects of the biased curriculum. More specifically the situation is worse for science, mathematics and language subjects. Remote and peripheral areas critically suffer from shortage of teachers... the teaching and learning environment is not motivating, making it difficult to attract, obtain, train and retain high quality teachers in schools. This situation needs immediate attention (URT, 2008a, p. 9-10)". "Attrition results in a loss of experienced teachers and a selective loss of the teachers with the highest academic qualifications. As a result of deployment patterns and inter-school transfers, the impact of teacher shortages tends to fall disproportionately in schools in the least desired locations. Remote rural schools and schools serving the poorest children suffer greater teacher shortages, longer delays in replacing teachers, and a greater proportion of unqualified teachers and inexperienced teachers (ITFTEFA, 2010, p. 8)".

"Across Sub-Saharan Africa (SSA) rural communities are the most challenged in recruiting and retaining qualified teachers.... Whilst the quality and status of teachers appears to be falling, so the expectations of community for quality education are rising. This represents a political, as well as policy tension

requiring urgent attention (Moon, 2007, p. 8)". The challenge of attraction and retention of teachers is more pronounced in rural areas where resources are scarce, hence the tendency to repel teachers. Maurice and Ubi (2018) report the work of Boylan and McSwan (1998) who opined that rural schools were inferior and lacked facilities and were associated with high teacher turnover.

In line with the above, Acheampong & Gyasi (2014) conducted a study on Teacher Retention: A review of Policies for Motivating Rural Basic School Teachers in Ghana which revealed that many teachers do not like going to rural schools to teach because of their connections with opinion leaders in the country, who often interfere in the deployment of teachers. Also, poor supervision, lack of motivational packages and fear of being alienated from urban social life are part of the major challenges encountered in the deployment of teachers to rural areas. It was recommended that government should put in place policies leading to rural teachers' job satisfaction with respect to their professional development that is equivalent to that of their counterparts in urban areas, so as to encourage them to remain in rural schools. Rural teachers should be given special recognition like awards and promotion to motivate their service in deprived schools. Also, their district sponsorship schemes that were concealed should be revisited to commit sponsored teachers to serve for at least three to five years in their first postings before transfers can be granted.

Eugene and Asomoah (2015) carried out a study on Dearth of Teachers in Rural Basic Schools: Implication on Human Resource Development in the Amenfi West District in Ghana. The study was aimed at investigating effects of inadequate teachers in rural basic schools and its impact on human resource development. The study adopted the descriptive research design. The population was one hundred and sixty-three (163) teachers from thirty selected rural basic schools. The stratified and simple random sampling techniques were used to select participants for quantitative data and purposive and snowball sampling technique to select key informants and participants for focus group discussion. Also, descriptive statistics was used to analyze the quantitative data while

qualitative data were analyzed using thematic analysis. The chi-square test was used to determine the relationship between the variables while the regression analysis was used to measure the effects of independent variables on the dependent variable.

Finding from the study showed that most teachers hardly accept postings to rural schools to poor deployment policies and therefore recommended that deployment policies should be developed to ensure sufficient teachers are deployed to rural schools. The above study share similarity with this study since its major focus is dearth of teachers in basic rural schools, the choice of some of the sampling techniques used and the use of questionnaire as part of its instrument for data collection. It is however different from this study in the sense that it was carried out in rural schools in Ghana while the current one is going to be carried out in urban and rural schools Nigeria.

Teachers' retention is an aspect of educational research that focuses on how certain factors like school characteristics and teacher demographics determine whether teachers stay in their schools, move to different schools, or leave the profession before retirement (Shehnaz & Uihadi 2015) Teacher retention is also a procedure laid up for the motivation of teachers by the government and school administrators to ensure their satisfaction which could make them remain in the school. In establishing a link between remuneration, school location and retention, Okeke, (2019) carried out a study which revealed that the loan forgiveness program and onetime retention bonus given to teachers, resulted in decreased attrition of mathematics, science, foreign language teachers, and of special education teachers receiving larger payments. In addition, the tuition reimbursement program increased the likelihood a teacher would become newly certified in a high-need area. This finding is consistent with other studies that showed that providing bonuses to effective teachers already teaching in high-poverty or low-achieving schools can lead to increased retention (Clotfelter, Glennie, Ladd, & Vigdor, 2008 & Swain, Rodriguez, Springer, 2019).

Statement of Problem

The present increase in teachers' attrition from rural school has been linked with low level of remuneration and school locations. This situation is made worst when you consider the many challenges faced by teachers serving in rural areas that would have to pay more for goods and services which are the necessities of life in comparison with their urban dwelling counterparts. Currently, many Nigerian teachers cannot afford the necessities of life due to their meagre salaries coupled with the high inflationary trend in the economy. A personal interview with a number of public primary school teachers revealed that the total take home of each of the teachers is less than sixty thousand naira (60,000) with a basic salary of thirty- three thousand, three hundred and seventy naira (33,370). Meanwhile some of these teachers have been posted to schools in rural areas where they would have to pay transport fare of about three thousand or more weekly thereby taking a total of twelve thousand naira from the 60, 000 total take home besides other expenditures that will be incurred in the process. The concern is that, poor remuneration and school location could lead to frequent absenteeism, late coming, poor performance, and attrition among public primary school teachers in Bayelsa state.

Objective of the study

1. To find out ways teachers' remuneration influence teachers' retention in public primary schools in Bayelsa State?
2. To identify how school location influence teachers' retention in public primary schools in Bayelsa State?

Research Questions

The following research questions were raised to guide this study:

1. In what ways does teachers' remuneration influence teachers' retention in public primary schools in Bayelsa State?
2. How does school location influence teachers' retention in public primary schools in Bayelsa State?

Hypotheses

The following hypotheses were formulated to guide this study:

1. There is no significant difference between male and female respondents regarding the influence of remuneration on teachers' retention in public primary schools in Bayelsa State.
2. There is no significant difference between urban and rural teachers regarding the influence of school location on teachers' retention in public primary schools in Bayelsa State.

METHODOLOGY

This study adopted the *ex-post facto* research design. The population of the study consisted of 5322 male and female teachers in public primary schools in Bayelsa state from which a sample of 398 representing 7% of the total population. The instrument that was used to collect data for this study was a

questionnaire titled "Influence of Teachers' Remuneration and school location on Teachers' Retention" (ITRTR), developed by the researcher. Face and content validity of the research instrument were obtained through the judgement of research experts in the area of measurement and evaluation. Data collected for the study were analyzed using the descriptive and inferential statistics. Descriptive statistics included mean and standard deviation while the z-test analysis was used to test the hypotheses formulated at 0.05 level of significance.

Answering of the Research Questions

Research Question 1: In what ways does teachers' remuneration influence teachers' retention in public primary schools in Bayelsa State?

Table 2: Mean and standard deviation analysis on ways teachers' remuneration influence teachers' retention public primary schools in Bayelsa State.

S/N	Items	Male N=213			Female N=185		
		Mean	SD	R	Mean	SD	R
1.	Substantial incentives encourage teachers' retention.	3.03	0.83	+	3.06	0.72	+
2.	Housing loans promote teachers' distribution and retention	3.06	0.83	+	3.02	0.76	+
3.	Organized system of payment improves teachers' retention	3.10	0.78	+	2	0.80	+
4.	Improved distribution practices lead to teacher retention	2.92	0.84	+	3.02	0.86	+
5.	Welfare programmes boost teachers' distribution and retention	2.96	0.72	+	2.92	0.75	+
6.	Financial reward packages foster teachers' retention	3.36	0.76	+	3.40	0.79	+
7.	Early payment of pension guarantees teachers' retention	3.20	0.81	+	3.10	0.59	+
8.	Family benefits boost teachers' retention	3.33	0.68	+	3.00	0.68	+
9.	Scholarship for teachers encourage teachers' retention	2.94	0.70	+	3.14	0.84	+
10.	Medical allowances stimulate teachers' retention	3.00	0.66	+	2.88	0.72	+
	Average Mean	3.09	0.75	+	3.05	0.75	+

Benchmark score =2.50.

KEY: R = Remark, + = Agreed (Accepted), - = Disagreed (Not accepted), SD = Standard Deviation, = Mean. **Source:** Field work, 2021.

Table two shows respondents' responses on ways teachers' remuneration influence teachers' retention. Available report revealed that the mean score of all items exceeded the benchmark score of 2.50. Thus, respondents

agreed that all the items are ways teachers' remuneration influence teachers' retention in public primary schools in Bayelsa State. The items are: substantial incentives, housing loans, organized system of payment, welfare

programmes, financial reward packages, early payment of pension, family benefits and medical allowances. The mean rating for male respondents are: 3.03, 3.06, 3.10, 2.92, 2.96, 3.36, 3.20, 3.33, 2.94 and 3.00 while the mean rating for female respondents are: 3.06, 3.02, 2.96, 3.02, 2.92, 3.40, 3.10, 3.00, 3.14, and 2.88. In conclusion, teacher remuneration influence teachers' when there are: substantial incentives, housing loans, organized system of

payment, improved distribution practices, welfare programmes, financial reward packages, early payment of pension, family benefits and medical allowances are ensured for teachers in public primary schools in Bayelsa and Delta States.

Research Question 2: How does school location influence teachers' retention in public primary schools in Bayelsa state?

Table 3: Mean and standard deviation analysis on how school location influences teachers' retention in public primary schools in Bayelsa state.

S/N		Urban N=120			Rural N=278		
		\bar{X}	SD	R	\bar{X}	SD	R
1.	Allowing teachers to stay in rural schools for a reduced number of years guarantees retention	3.02	0.76	+	2.98	0.67	+
2.	Allowing rural teachers location preference for next deployment encourages retention	3.02	0.90	+	3.05	0.77	+
3.	Target incentives for experienced teachers in rural schools encourage their retention	2.99	0.91	+	3.01	0.74	+
4.	Long distance of school from teachers' home influence their retention	2.96	0.32	+	3.00	0.79	+
5.	Roads leading to school influence teachers' retention	3.02	1.11	+	3.02	0.87	+
6.	The presence of role models in urban schools influences teachers' retention	2.99	0.78	+	3.01	0.74	+
7.	Isolation of rural teachers from social life influence retention	2.99	0.93	+	2.97	0.89	+
8.	Cultural characteristics of some rural communities can influence teachers' retention	2.94	0.68	+	3.01	0.68	+
9.	Safety condition of school location influence teachers' retention	3.06	0.97	+	2.97	0.82	+
10.	The state of infrastructure in rural schools determines teachers' retention	3.00	0.72	+	3.01	0.78	+
	Average Mean	2.99	0.80	+	3.00	0.77	+

Benchmark score =2.50.

KEY: R = Remark, + = Agreed (Accepted), - = Disagreed (Not accepted), SD = Standard Deviation, \bar{X} = Mean. **Source:** Field work, 2021.

Data in Table 3 shows the responses from the respondents in respect to research question two on ways school location influence teachers' retention in public primary schools in Bayelsa State. From table 3, the mean score of all items for urban and rural teachers exceeded the benchmark score of 2.50. Thus, respondents agreed that all the items are ways school location influence teachers' retention in public primary schools in Bayelsa state. The items are: allowing teachers stay rural schools for a reduced number of years guarantees retention, allowing rural teachers location

preference for next deployment encourages retention, target incentives for experienced teachers in rural schools encourage their retention, long distance of school from teachers' home location influence distribution and retention, roads leading to school influence teachers' distribution and retention, the presence of role models in urban schools influences school distribution and retention, isolation of rural teachers from social life influence teachers' distribution and retention, cultural characteristics of some rural communities influence teachers' distribution

and retention, safety condition of school location influence teachers' distribution and retention and the state of basic infrastructure in rural schools influences teachers' distribution and retention. The mean scores for urban schools are: 3.02, 3.02, 2.99, 2.96, 3.02, 2.99, 2.99, 2.94 and 3.00. For rural schools, the mean scores are: 2.98, 3.05, 3.01, 3.00, 3.02, 3.01, 2.97, 3.01, 2.97, 3.01, 2.97 and 3.01.

Testing of hypotheses

Hypothesis 1. There is significant difference between male and female teachers regarding the influence of remuneration on teachers' retention in public primary schools in Bayelsa State.

Table 4: Z-test of difference between male and female teachers regarding the influence of remuneration on teachers' retention in public primary schools in Bayelsa State.

Gender	N	Mean	SD	Z-Calculated	Z-Critical	Decision
Male	213	3.09	0.75	0.8733	1.960	Not Significant
Female	185	3.05	0.75			

Data in Table 4 shows that the calculated z-test value of 0.8733 is less than the critical z-test value 1.960 at 0.05 level of significance. Since the calculated z-test value is less than the critical z-test value, hypothesis two is therefore retained. Therefore, there is no significant difference between male and female teachers regarding the influence of

remuneration on teachers' retention in public primary schools in Bayelsa State.

Hypothesis 2. There is significant difference between urban and rural teachers regarding the influence of school location on teachers' retention in public primary schools in Bayelsa State.

Table 5: Z-test of difference between male and female teachers regarding the influence of remuneration on teachers' retention in public primary schools in Bayelsa State.

State	Location	N	Mean	SD	Z-Calculated	Z-Critical	Decision
Bayelsa	Urban	120	2.99	0.80	0.1162	1.960	Not Significant
	Rural	278	3.00	0.77			

Data in Table 5 shows that the calculated z-test value of 0.1162 is less than the critical z-test value 1.960 at 0.05 level of significance. Since the calculated z-test value is less than the critical z-test value, hypothesis two is therefore retained. Therefore, there is no significant difference between urban and rural teachers regarding the influence of school location on teachers' retention in public primary schools in Bayelsa State.

DISCUSSION

Findings on ways teachers' remuneration influence teachers' retention in public primary schools in Bayelsa States revealed that; substantial incentives encourage teachers' retention, housing loans promote teachers' retention, organized system of payment improves teachers' retention, improved distribution practices lead to teacher

retention, Welfare programmes boost teachers' retention, financial reward packages foster teachers' retention, early payment of pension guarantees teachers' retention, family benefits boost teachers' retention and medical allowances stimulate teachers' retention.

The hypothesis tested showed that, there is no significant difference between male and female teachers on the influence of teachers' remuneration on teachers' distribution and retention in public primary schools. The findings concur with the report of Obikwelu and Nwasor (2021) who found significant relationship between job security, remuneration, promotion, welfare and teachers' motivation and retention. The findings also agree with the report of Okeke (2019) who found that loan forgiveness and retention bonuses given to teachers decreased attrition rate of teachers.

Findings on ways school location influence teachers' retention in public primary schools in Bayelsa States indicate that: allowing teachers to remain in rural schools for a reduced number of years guarantees retention, allowing rural teachers location preference for next deployment encourages retention, target incentives for experienced teachers in rural schools encourage their retention, long distance of school from teachers' home location influence distribution and retention, roads leading to schools influence teachers' retention, the presence of role models in urban schools influences teachers' retention, isolation of rural teachers from social life influence teachers' retention, cultural characteristics of some rural communities influence teachers' retention, safety condition of school location influence teachers' retention and the state of basic infrastructure in rural schools influences teachers' retention.

The hypothesis tested in this regard showed no significant difference between urban and rural respondents in Bayelsa State on the influence of school location on teachers' retention in public primary schools. The findings have the support of Acheampong and Gyasi (2014) who discovered that many teachers do not like going to rural areas due to lack of motivational packages, poor supervision, and fear of being alienated from urban social life and their connections with opinion leaders in the country, who often interfere in the deployment of teachers.

CONCLUSION

The study concludes based on the findings that teachers' remuneration and school location influence primary school teachers' retention.

RECOMMENDATIONS

It was recommended that government of Bayelsa State should provide better remuneration packages that would help to boost teachers' retention in rural public primary schools.

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