

STRATEGIES FOR ATTRACTING AND RETENTION OF TECHNICAL TEACHERS IN TECHNICAL AND VOCATIONAL SCHOOLS IN BAUCHI AND GOMBE STATES.

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Abstract

The main purpose of this study was to assess strategies used by government of Bauchi and Gombe States to retain teachers and come up with new strategies that could be adopted to retain technical teachers in technical and vocational schools. Specifically, the study sought to find various existing strategies used by government to attract technical teachers, determine new strategies to be used by government to retain technical teachers in their teaching profession. The study was guided by four research questions. The study employed a survey research design. The population of the study was 492 technical teachers including administrators in technical and vocational schools in Bauchi and Gombe states. Random sampling technique was used in the study and a sample size of 220 (comprising of 190 technical teachers and 30 administrators) was drawn using Yaro Yamane's formula. A structured questionnaire containing 34 items was used for data collection. The data was analyzed using Mean, and Standard Deviation. The findings showed that technical teachers were attracted by the salaries and allowances given them during their in-service training. The suggested strategies for retaining technical teachers among others include promotion of teachers every year and accident insurance cover scheme, pay hardship allowances to technical teachers, and provide cyber café for Technical Colleges. The researcher recommended that government should employ the best technical teachers

Introduction

Technical and Vocational Education constitutes that aspect of education and training that emphasis on the acquisition of practical skills as well as basic scientific knowledge which are vital to the improvement of man's material well-being (Federal Government of Nigeria, 2004). In recognition of the role played by this type of Education in supplying essential skilled manpower for the industries the Federal Government of Nigeria included it in Nigeria's educational policy. The implementation of the policy brought new challenges, which the three tiers of Government (Local, State, and Federal) have to contend with. One of such challenges is the provision of adequate and qualified technical teachers who would teach technical and vocational subjects in the schools (Arfo, 1991). However, the success of any educational programme depends on the availability of adequate number of professionally trained, committed, motivated, conscientious and efficient classroom teachers (Arfo, 1991). Since "no educational system can rise above the quality of its teachers".

In recognition of the role of technical teachers in the successful implementation of technical and vocational programme, the Federal Government of Nigeria made some efforts to improve the production of technical teachers. These efforts as reported by Yaroson (2000) were the establishment of six additional Federal Colleges of Education (Technical) at Asaba, Bichi, Gusau, Omoku, Potiskum, and Umunze, encouraging other higher institutions (Colleges of Education,

polytechnics, Universities to mount technical teachers education programme.

In spite of these efforts made by the Federal Government shortage of technical and vocational teaching manpower was reported by Aina (2001) that 74% of the total number of technical teachers needed to teach the various trade subjects in technical and vocational schools in Nigeria were not available, Adesina (2001) while explaining some of the reasons for teachers shortage in school asserted that technical teachers who received training do not remain in teaching due to poor condition of service, and lack of interest. He further stated that those who were not interested before they went to teacher training college might have developed poor attitude and detest teaching due to poor condition of service and contemptuous attitude of general public towards teachers.

Other reasons why teachers continue to leave the teaching profession as observed by Momoh-Olle (2000) are poor remuneration, delay in promotion, prospect, image, poor staff development programme, irregular payment of the meager salaries and allowances and general dissatisfaction with teaching job, others include better conditions of service provided by other jobs, poor school facilities, disagreement with administration policies and personal and inability to meet higher professional standard (Isyaku, 2002). Similarly, Enebe (2000) linked the teacher's attrition to poor preparation of teachers, low image of technical teachers and lack of motivation. Also contributing, Isyaku (2002) highlighted other factors which make it difficult for many teachers to

remain in service as poor working environment, lack of inducement and inadequate staff development.

Furthermore, Abbas (1996) and Ndomi (2002) reported that technical teachers from North-Eastern Nigeria were gradually leaving the teaching profession to other profession due to some reason mentioned earlier. Recent statistics obtained from the Ministries of Education of Bauchi and Gombe State has revealed that technical teachers were gradually leaving the teaching profession. In Gombe State alone out of 200 technical teachers appointed in 2004, twenty six (26) left the profession. (Gombe State Ministry of Education, 2005). In Bauchi State out of 450 technical teachers offered appointment in 2004, forty left (Bauchi States Ministry of Education, 2005). In recent time Bauchi and Gombe States Government have introduced some motivational strategies to improve the standard of living of their works (including teachers). These incentives include car refurbishing loans, furniture loans and increase pay package to their workers. Also introduced sciences and technical teachers allowances as well as professional allowances among others all in attempts to attracts and retain their workers, but yet technical teachers are still leaving the teaching profession. There are a lot of studies that indicated the high rate of attrition of technical teachers to other professions. One then is tempted to ask whether all these strategies put in place by the two state governments are not adequate. This study intends to asses empirically the adequacy of these strategies used by the state governments in retaining technical teachers.

Statement of the Problem

Ministry of Education at all levels of Governments find it difficult to attract and retain qualified teachers. This difficulty in attracting and retaining qualified technical teachers is having an adverse impact on many schools. It has been reported that some graduate of technical and vocational education who were hitherto employed by Bauchi and Gombe states Ministry of Education are leaving technical teaching service. For instance, Ndomi (2002) reported that technical teachers left the teaching job in North-Eastern Nigeria (Bauchi and Gombe States inclusive). Also Bauchi state Ministry of Education reported that technical teachers at urban areas were leaving the school (Ndomi, 2002). The exit of these teachers according to Adamu (2003) has resulted to the gradual collapsing of some of the vocational school. Consequently vocational and technical schools in Bauchi State no longer produce the required number of graduates needed to feed technical school in recent times. (Adamu, 2003). It has been on record that all the science and technical teachers in both states are being paid special allowance along with their salary (Bauchi State ministry of education 2008). In recent times,

Bauchi and Gombe States approved the paying of improved salaries, leave grants, car loan, furniture loan, vehicle refurbishing loan , grant in-service training to teachers, yet technical teachers continue to leave despite all these strategies adopted in the past which seem not to be yielding positive results. This study therefore seeks to assess the various strategies used to retain technical teachers and determines new strategies for their retention

Purpose of the Study

The study assessed the strategies used for retaining technical teachers in Bauchi and Gombe states and identified possible strategies that could be adopted to retain technical teachers in technical and vocational schools.

Specifically the study intends to

1. To assess strategies used by Bauchi & Gombe States government to attract technical teachers to the teaching profession in technical and Vocational Schools in Bauchi and Gombe States.
2. To determine the extent to which these strategies would help in attracting the teachers.
3. To identify possible strategies that can be used by Government to retain technical teachers in teaching profession in Technical and Vocational School in Bauchi and Gombe states

Research questions

Three research questions were formulated to guide the study, these include:-

1. What are the strategies used by the Bauchi & Gombe States Government to attract technical teachers in teaching profession in Bauchi and Gombe states?
2. To what extent do these strategies used to attract the teachers to the teaching profession in Technical and Vocational Schools in Bauchi and Gombe states worked?
3. What are the possible strategies that can be used by the Government of Bauchi and Gombe States to retain technical teachers in schools?

Research Methodology

Survey research design was used for the study. Survey research design according to Yalams and Ndomi (2002), involves data collection from a large number of people or object by studying a representative sample of the entire group. The survey which is to come up with strategies that could be adopted to retain technical teachers in technical and vocational schools.

The population for the study was all technical teachers and administrators in Bauchi and Gombe States. A sample of 220 was randomly selected and used. This comprised of 190 technical teachers and 30 technical administrations (Principals, Vice Principals, Head of Departments and Ministry of Education Officials). For this study, the instrument for data collection was a questionnaire. The questionnaire

items were generated from the information sourced from the review of related literature. The questionnaire comprises of two parts. Part one sourced general information about the respondents. While part two was divided into four, i.e section A; strategies that attracts technical teachers' section B; sourced information on the extent to which strategies or factors have helped in attracting technical teachers. Section C; sourced information on the possible strategies to be adopted by Government to retain technical teachers. The instrument was content and face validated by three experts from School of Technology and Science Education, Modibbo

Adama University of Technology Yola. In taking decision, any item with a means of 3.50 and above was considered as agree/moderate extent and highly extent while any item with a mean of 3.49 and below was considered as disagree/low extent. Reliability was done on the instrument using cronbach method of reliability and a reliability coefficient of 0.88 was obtained.

Results

Research Question One

What are the strategies used by government that attract technical teachers to teaching job in Gombe and Bauchi states.?

Table 1: Mean and Standard Deviation of Respondents on the Strategies for Attracting Teachers.

S/N	Strategies for Attracting Technical teachers in	Bauchi		Gombe		SD ₂	Grand Mean	Remark
		X ₁	SD ₁	X ₂	SD ₁			
1	Improve salaries and allowance	4.50	1.16	4.50	1.00	4.50	4.50	Strongly Agreed
2	Job security in teaching	4.40	0.95	4.34	0.95	3.69	3.69	Agreed
3	Provision of free residential accommodation	4.50	1.02	4.34	1.00	4.42	4.42	Agreed
4	Provision of Vehicle and furniture loan	4.04	0.58	4.30	0.81	3.67	3.67	Agreed
5	Automatic scholarship	4.30	0.86	4.22	0.92	4.26	4.26	Agreed
6	Technical Education in tertiary institution	4.20	0.50	4.12	0.56	4.66	4.66	Agreed
7	Technical and science allowance are paid to technical teachers	3.59	1.12	3.01	1.08	3.50	3.50	Agreed
8	Prompt payment of leave grant	3.34	1.20	4.40	1.18	3.87	3.87	Agreed
9	Bursary allowance are given to trainee teachers	3.26	0.91	4.10	0.91	4.18	4.18	Agreed
10	Opportunity to rise to management position	3.74	1.04	3.74	0.91	3.74	3.74	Agreed
11	Good office accommodation	4.24	0.99	4.20	0.66	4.12	4.12	Agreed

Key X₁ = mean of Respondent in Bauchi X₂ = Respondent in Gombe SD₁ = Standard Deviation of Bauchi SD₂ = Standard Deviation in Gombe.

Table 1 showed that responses to the items on the strategies that attracted the technical teachers in Bauchi and Gombe. All the eleven items, were rated agreed by the respondents with grand mean from 3.50 – 4.50 which implies that the listed factors attracted teachers.

Research Question Two

To what extent has this Strategies helped in attracting Technical Teachers in Gombe and Bauchi States?

Table 2: Mean and Standard Deviation of Responses of Technical Teachers on the extent these Strategies have helped in attracting Technical Teachers in Bauchi and Gombe states.

S/N	strategies for attracting Technical teachers in	Bauchi		Gombe		Grand Mean	Remark
		X ₁	SD ₁	X ₂	SD ₂		
1	Improve salaries and allowance	2.15	0.93	2.21	0.98	2.18	low extent
2	Job security in teaching	3.18	1.00	2.18	0.97	2.68	low extent
3	Provision of free residential	3.18	1.00	2.18	0.97	2.68	low extent
4	Provision of vehicle and furniture loan	2.22	1.01	2.38	1.03	2.30	low extent
5	Automatic scholarship	3.00	0.99	2.32	0.98	2.66	low extent
6	Technical education in tertiary education	4.00	0.96	3.42	1.00	3.71	moderate extent
7	Technical and science allowance are paid to technical teachers	4.05	0.92	4.07	0.94	4.06	high extent
8	Prompts payment of leave grant	4.05	0.92	4.07	0.94	4.06	high extent
9	Bursary allowance given to trainee teachers	3.13	0.88	2.75	0.86	2.94	low extent
10	Opportunity to rise to management position	2.20	0.69	2.18	0.84	2.19	low extent
11	Good office	2.70	0.88	3.18	0.78	2.94	low extent

Table 2 presented eleven items on factors that government could adopt to attract teachers in Bauchi and Gombe states. All the items presented had a mean less than 3.5 except items 6, 7 and 8 have a mean above 3.50 this implies that the existing strategies used by Government to attract

teachers in Bauchi and Gombe States have not helped in attracting them.

Research Question Three

What are the strategies to be used to retain technical teachers and administrators in Gombe and Bauchi States?

Table 3: Mean and Standard Deviation of Respondents of Technical Teachers and Administrators on the possible Strategies for Technical Teachers Retention

S/N	Strategies	All Technical Tech Teachers		Administrators		Grand Mean	Remark
		X ₁	SD ₁	X ₂	SD ₂		
1	Promote technical teachers every two years irrespective of one's entry point	4.10	1.16	3.30	1.08	3.70	Agreed
2	Pay technical teachers Textbooks allowance	4.00	0.95	3.98	0.96	3.99	Agreed
3	Pay Technical Teachers Accident free bonus like their Counterpart in the industries	4.00	0.58	4.02	1.05	4.01	Agreed
4	Give technical teachers National award for excellent performance in school	4.20	0.86	4.16	0.99	4.18	Agreed
5	Recruit technical teachers from their immediate communities	4.18	0.50	4.14	0.62	4.16	Agreed
6	Pay monthly stipend to graduates technical teachers from tertiary institution who are yet to be employed	4.20	1.12	4.24	2.50	4.22	Agreed
7	Pay to training teachers monthly training allowance	3.43	1.20	3.20	1.16	3.81	Agreed
8	Provided accident insurance cover scheme for tech teachers.	4.10	1.11	4.20	1.25	4.15	Agreed

Key X₁ = mean of Respondent in Bauchi X₂ = Respondent in Gombe SD₂ = Standard Deviation of Bauchi SD₂ = Standard Deviation in Gombe.

Table 3 presented eight (8) suggested item on the strategies to be adopted by the government to retain teachers in Bauchi and Gombe states. All the item were rated agreed meaning that the respondents has accepted all the items suggested as the strategies that can be used to retain technical teachers in the two states.

Discussion of the findings

The findings of the study revealed that the Strategies that attract technical teachers include improved salaries and allowances, job security, provision of loan facilities, opportunity for in-service training, prompt payment of leave grant, bursary award to technical students in tertiary institutions, good promotion, prospect and opportunity to rise to management position in the two states. This finding is in line with Gesinde (1973) when he emphasized the consideration of money and other material advantages as a major factor in entering a particular job. Those other material factors are good working condition, recognition of work done achievement, and job security.

The result of this study indicated that salary, opportunity for in-service training, opportunity for growth, instructional material, office and housing accommodation, recognition of work done, facilities and opportunity to participate in decision making in the two states are not enough to retain technical teachers. This is not in line with Nwosu (2003) who reported that working condition of teachers, classroom and other infrastructure facilities were not enough to attract and retain highly qualified teachers. Similarly, Baba (2003) reinstates that technical teachers are not given enough of the following chance to contribute to decision that affects them. Migration, opportunity for refresher course in-service programme, health, extra income and freedom to initiate work should be provided for them.

The result indicated that the respondents accepted all the suggested items as strategies to be

adopted by both Bauchi and Gombe state Government to retain their technical teachers in technical and Vocational schools. This finding is in line with the finding of Hertzberg's, (1968) emphasized that for workers to remain in work place there must be good compensation package, improve recognition, favorable working condition, good status, job security, cordial impersonal relationship, favourable management policy, good supervision among others, similarly Isyaku, (2000) reinstated that improve salaries, allowance and other benefit's such as improvement in involvement of teachers in decision making, good pre-service training and conducive working environment improve teachers retention

Conclusion

Teachers' attrition, though a common phenomenon is peculiar and more easily accomplished in technical and vocational education, as their training and development provide them more skills which are not teaching specific. Adequate steps must therefore be taken to ensure that quality and professionally trained technical teachers are retained. The strategies suggested can reduce the attrition rate if adopted by Bauchi and Gombe states Government to retain technical teachers. Based on the finding of this study the strategies for improving technical teachers' retention can be adopted.

Recommendations

Based on the finding of this study, the following recommendations are made

1. The teaching service condition should be reviewed with view of ameliorating deficiencies and make teaching an attractive profession in Bauchi and Gombe states.
2. The staff development programme should be accorded prominent attention.
3. Government should adopt all strategies recommended.

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