



STRATEGIES FOR RETAINING HIGHLY QUALIFIED & EXPERIENCED TECHNICAL TEACHERS IN TEACHING PROFESSION IN KATSINA STATE, NIGERIA

Saifullahi Kasim Tafida¹ --- Che Kum Clement² --- Md. Abu Raihan^{3†}

^{1,2,3}Department of Technical and Vocational Education (TVE), Islamic University of Technology (IUT), Dhaka, Bangladesh

ABSTRACT

The objective of this study is to identify the strategies for retaining highly qualified & experienced technical teachers of technical and vocational educational institutions in Katsina State of Nigeria. Two research questions were formulated to guide the study. A 26 items survey questionnaire was developed and used to elicit responses from technical education administrators, technical education principals/vice principals and technical teachers in technical and vocational education institutions who constituted sample. The population for the study comprised 20 technical education administrators, 24 Principals/Vice Principals and 126 Technical teachers in technical and vocational education (TVE) institutions in Katsina State. 138 technical and vocational education administrators, principals/vice principals and technical teachers in Katsina State completed and returned the questionnaire used for data collection. The data was analyzed using weighted averages. The findings revealed that some of the strategies for retaining highly qualified, experience technical teachers of technical and vocational educational institutions in Katsina State as follow: Post highly qualified ones as principals and vice principals of technical and vocational education institutions, Only experienced technical teachers should be appointed as technical education administrators in the Ministry, Provide accommodation to qualified technical teachers within the college compound, Provide qualified technical teachers' special allowance, Provide vehicle loan to highly qualified technical teachers, Technical teachers should earn the same as their counterpart with the same qualifications in industry, Provide working tools, Enlighten the society on the importance of technical teachers, Improve working conditions and important fringe benefits, Provide workshops and adequate equipment in all technical and vocational institutions, Increase prospects for promotion, and salary increase, Give technical teachers high social status.

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Keywords: Qualified technical teachers, Teaching profession, Katsina State.

Contribution/ Originality

This study is one of very few studies which have vigorously investigated strategies for retaining highly qualified and experienced technical teacher in teaching profession in Katsina State, Nigeria. The findings could be used to improve TVET policies as they were significant for poverty mitigation and sustainable development of the country.

1. INTRODUCTION

The problem of retaining teachers, particularly vocational technical teachers in educational institutions is as far back as 1960s (Abbas, 1993). Ashby Report (1960) pointed out that the constant exodus of teachers from teaching to better paying jobs in other sectors of the economy is responsible for the shortfall of teachers in our institutions. Retention may be described as the ability of an organization to keep someone on the job, as long as he/she is still useful to the place. A most serious dilemma facing the Nigerian education system presently is that of keeping the school system staffed continuously with competent teachers and retaining those in service. Studies conducted by (Usman, 1992; Ajiji and Samuel, 1997; Abbas, 2001) have also pointed out that the constant exodus of technical teachers from teaching to better paying jobs in other sectors of the economy is responsible for the shortfall of technical teachers in our institutions particularly in the Northern part of Nigeria where the studies were conducted. As a result of trained technical teachers abandoning the teaching profession for more attractive opportunities in industries, there is acute shortage of professionally trained technical teachers in the northern parts of Nigeria schools and colleges. The Federal Government in an effort to resolve this problem adopted a number of measures to increase the number of needed trained technical teachers. Some of these measures include establishment of special technical teacher training institutions and introduction of degree programmes in technical education in some institutions of higher learning in the country. These efforts notwithstanding, the drastic shortage of trained technical teachers in Katsina State seems to defy solution. Therefore, one of the most pressing problems associated with technical education in Katsina State at present is that of retaining competent trained technical teachers in the teaching services. Uthman (1988) and Aina (1986) revealed that the rate at which qualified and experienced technical teachers leave the teaching profession to other places in Katsina State is alarming.

The shortage of technical teachers should not be a surprise to us, because according to Maiyaki (1987) technical teacher education in Nigeria is young when compared to other forms of teacher education. It is so, because educational planners did not accept or view technical education as an essential component of general education. Secondly, government specifically did not want its involvement in technical education and its corresponding teachers' education at early stage of Nigeria education system. From this statement, there is clear evidence that it will not be possible as of now to get enough technical teachers, hence technical teacher education started too late. All the nation need now is to gear up the training of both quality and quantity of technical and vocational education teachers. The demand, if care is not taken will continue to be higher yearly because of the great awareness of Vocational/Technical education in Nigeria currently. At present, all the state governments have increased the number of Vocational/Technical Schools in their States; in addition to Introductory Technology in Junior Secondary Schools and Integrated Science. Some

States have even made it compulsory for each Senior Secondary School (SSS) Student to have at least one technical subject, in addition to technical drawing in their Senior Secondary School final year examination. All these added to the high demand of technical teachers.

Biose (1992) in his contribution on technical teachers' shortage stated that practicing technical teachers as well as technical students are not motivated in any way. It may be right to say that many of these teachers are no longer committed to their jobs according to Biose (1992), because of: (i) poor payment; (ii) delay in payment and; (iii) frustration arising from stagnation over a long period of time". Other research evidence have shown that more technical teachers are needed in the teaching profession, if we have to meet the aims of technical education then it should be followed:- (a) to provide trained manpower in applied science, technology and commerce, particularly at sub professional grades; (b) to provide technical knowledge and vocational skills necessary for agricultural, industrial, commerce and economic development; (c) to provide who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man; (d) to give an introduction to professional studies in engineering and other technologies; (e) to give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be interpreting and self-reliant, and (f) to enable Nigeria's young men and women to have an intelligent understanding of the increasing complexity of technology.

Aina (1991) stressed that in an extensive study that he conducted under the sponsorship of World Bank in 1989/90. The shortage of technical and vocational education teachers in Nigeria's post primary schools was found to be 55 percent of total requirement. The most disturbing development, according to Aina (1991), was a recent revelation in which states especially in Northern Nigeria made a return to the National Council on Education. That several technical and vocational trained and qualified teachers remain unemployed due to lack of funds to pay their salaries. This, of course, discouraged many of the teachers from taking teaching as a profession from the beginning. Thus, they seek for jobs in other places where their services are needed. And this creates more shortage of technical and vocational education teachers in Nigeria's post primary schools. However, with the production of technical and vocational education teachers in and outside Nigeria for the country since 1966 to date, one would have thought that the increase should be higher than this. In some states, the number is decreasing very rapidly than expected. This equally, shows the shortage of technical and vocational education teachers in the teaching profession. It looks as if the more technical and vocational teachers are produced, the less are involved in the teaching profession. From the Digest of Statistics on National board for Technical Education published in 2010, showed that most states have students to technical teacher ratio of about 35: 1, with some states up to 40: 1 ratio. This indicates that most schools are operating above the recommended ratio of 20: 1 in Nigeria's post primary schools.

1.1. Objective of the Study

The objective of the study is to identify the strategies for retaining highly qualified & experienced technical teachers of technical and vocational educational institutions in Katsina State of Nigeria.

1.2. Statement of the Problem

The technical and vocational education (TVE) teachers in Katsina State of Nigeria would vigorously move out from the institutions in every year after seeking and getting some other jobs in home and abroad. The problems were identified every year in all TVE institutions in Katsina State of Nigeria. With the passes of time, the problems become chronic and consequently the academic activities hampered enormously. The study was required to solve the problem by citation some recommendations. To address the problem, it was essential to formulate some significant strategies to absorb or continue to hold highly qualified and experienced TVE teachers to maintain the consistence and to ensure academic excellence of the program offered by TVE institutions in Katsina State of Nigeria.

1.3. Significant of the study

This study will help the technical education administrators in Katsina State and the principals of vocational-technical institutions will also benefit immensely from the findings of this study. The findings will enable them to know the strategies to be adopted for retaining highly qualified experience technical teachers in the teaching profession. The technical education administrators in the ministry of education and secondary school board of Katsina State will benefit from this study because it will enable them to reduce the exodus of technical teachers through the use of the strategies identified in this study for retaining technical teachers. The study will be also significant to students of technical and vocational education, because if qualified and dedicated technical teachers are retained in the teaching profession through the result of this study, students will have qualified technical teachers to teach them effectively. As a result, the academic- performance of the students will be higher than before. The quality of the supervision an employee receives is critical to employee retention (Human Resource Category, 2014). The problems occurs due to- lack of clarity about expectations, lack of clarity about earning potential, lack of feedback about performance, failure to hold scheduled meetings, and failure to provide a framework within which the employee perceives he can succeed.

2. METHODOLOGY

The survey designs were used in carrying out this research study. The population for the study comprised 20 technical education administrators, 24 Principals/Vice Principals and 126 Technical teachers in technical and vocational education institutions in Katsina State of Nigeria. The entire population was considered as the sample of the study because of its small size. The questionnaire was administered to the population of 170 in 4 technical colleges and 6 vocational training centres in Katsina. 138 technical and vocational education administrators, principals/vice principals and technical teachers in Katsina State completed and returned the questionnaire used for data collection. This amounted to 81.17% return. Weighted Average were used to analyze and interpret the data. In this regards, the five point *Likeat-Scale* was used and the results were carried out on the calculated value of weighted average (WA) with corresponding percentage. The WA were interpreted as: Strongly Agree ($WA \geq 4.5$), Agree ($4.5 \geq WA > 3.5$), Undecided ($3.5 \geq WA > 2.5$),

Disagree ($2.5 \geq WA > 1.5$), Strongly Disagree ($1.5 \geq WA > 0$). The formula (Gay and Airasian, 2003) was $WA = (N_1 + 2N_2 + 3N_3 + 4N_4 + 5N_5) / (N_1 + N_2 + N_3 + N_4 + N_5)$.

3. FINDINGS

Post highly qualified ones as principals and vice principals of technical and vocational education institutions. Offer opportunity for self-improvement through in-service training. Do not transfer highly qualified technical teachers to rural areas. Post qualified technical teachers to the ministry as technical education administrators. Provide accommodation to qualified technical teachers within the college compound. Provide qualified technical teachers' special allowance i.e. Technical teachers' allowance. Provide vehicle loan to highly qualified technical teachers. Provide housing loan to highly qualified technical teachers. Technical teachers should earn the same as their counterpart with the same qualifications in industry. Provide working tools (hand, measuring and marking out tools). Enlighten the society on the importance of technical teachers. Improve working conditions and important fringe benefits. Provide in-service training for technical teachers. Provide workshops and adequate equipment in all technical and vocational institutions. Provide technical textbooks. Increase prospects for promotion, and salary increase. Provide accommodation for technical teachers. Give technical teachers high social status.

Table-1. Opinions of the Respondents Regarding Strategies for Retaining Highly Qualified Technical Teachers in the Teaching Profession

S/No	Items	SA	A	U	D	SD	WA
1.	Appoint highly qualified technical teachers as principals of technical and vocational institutions	76 (55.1%)	60 (43.5%)	0 (0%)	0 (0%)	2 (1.4%)	4.51
2.	Offer opportunity for self-improvement through in-service Training	78 (56.5%)	52 (37.7%)	5 (3.6%)	1 (0.7%)	2 (1.4%)	4.47
3.	Qualified technical teachers should not be transferred to rural areas.	31 (22.5%)	28 (20.3%)	27 (19.6%)	45 (32.6%)	7 (5.1%)	3.22
4.	Post highly qualified technical teachers to the Ministry as technical education administrators.	67 (48.6%)	67 (48.6%)	2 (1.4%)	2 (1.4%)	0 (0%)	4.44
5	Provide accommodation for qualified technical teachers within the College compound.	91 (65.9%)	47 (34.1%)	0 (0%)	0 (0%)	0 (0%)	4.66
6	Provide technical teachers special allowance (Technical Teachers Allowance).	104 (75.4%)	29 (21.0%)	0 (0%)	5 (3.6%)	5 (3.6%)	4.68
7	Provide vehicle loan to graduate and Post graduate technical teachers.	90 (65.2%)	42 (30.4%)	5 (3.6%)	1 (0.7%)	0 (0%)	4.60
8	Provide housing loan to graduate and Post Graduate Technical Teachers.	99 (71.7%)	33 (23.9%)	0 (0%)	5 (3.6%)	1 (0.7%)	4.62
9	Technical teachers should earn the same as their counterparts with the same qualifications in the industry.	97 (70.3%)	31 (22.5%)	0 (0%)	10 (7.2%)	0 (0%)	4.56
10	Provision should be made for technical teachers' allowance	96 (69.6%)	40 (29.0%)	0 (0%)	2 (1.4%)	0 (0%)	4.67
11	Provide working tools (hand, measuring and marking out tools).	109 (79.0%)	29 (21.0%)	0 (0%)	0 (0%)	0 (0%)	4.79
12	Enlighten the society on the importance of technical teachers.	68 (49.3%)	63 (45.7%)	0 (0%)	7 (5.1%)	0 (0%)	4.39
13	Improve the working conditions and important fringe benefits.	73 (52.9%)	65 (47.1%)	0 (0%)	0 (0%)	0 (0%)	4.53
14	Provide in-service training.	86 (62.3%)	52 (37.7%)	0 (0%)	0 (0%)	0 (0%)	4.62
							Continue

15	Provide workshops and adequate equipment in all technical and vocational institutions.	104 (75.4%)	34 (24.6%)	0 (0%)	0 (0%)	0 (0%)	4.75
16	Provide technical textbooks	106 (76.8%)	27 (19.6%)	0 (0%)	3 (2.2%)	2 (1.4%)	4.68
17	Increase prospects of promotion and salary increase	118 (85.5%)	19 (13.8%)	0 (0%)	0 (0%)	1 (0.7%)	4.83
18	Provide accommodation for technical teachers.	85 (59.4%)	56 (40.6%)	0 (0%)	0 (0%)	0 (0%)	4.59
19	Give technical teachers high status.	72 (52.2%)	59 (42.8%)	7 (5.1%)	0 (0%)	0 (0%)	4.47

Experienced technical teachers would remain as professional teachers if given the same looking as their counterparts in other sectors. Only experienced technical teachers should be appointed as technical education administrators in the Ministry. Provide vehicle loan to experienced technical teachers. Provide housing loan to experienced technical teachers. Give responsibilities to experienced technical teachers in the school i.e. principals/vice principals. Give experienced technical teachers special awards based on their years of experience. Provide free in-service training programmes for experienced technical teachers.

Table-2. Opinion of the Respondents Regarding Retaining Experienced Technical Teachers in the Teaching Profession

S/No	Items	SA	A	U	D	SD	WA
1.	Experienced technical teachers would remain as professional teachers if given the same looking as their counterparts in other sectors.	108 (78.3%)	30 (21.7%)	0 (0%)	0 (0%)	0 (0%)	4.78
2.	Only experienced technical teachers should be appointed as technical education administrators in the Ministry.	77 (55.8%)	48 (34.8%)	1 (0.7%)	12 (8.7%)	0 (0%)	4.38
3.	Provide vehicle loan to experienced technical teachers.	73 (52.9%)	60 (43.5%)	0 (0%)	5 (3.6%)	0 (0%)	4.46
4.	Provide housing loan to experienced technical teachers.	86 (62.3%)	47 (34.1%)	0 (0%)	0 (0%)	5 (3.6%)	4.51
5	Give responsibilities to experienced technical teachers in the school i.e. Principals/Vice Principals.	103 (74.6%)	35 (25.4%)	0 (0%)	0 (0%)	0 (0%)	4.75
6	Give experienced technical teachers special awards based on their years of experience.	60 (43.5%)	78 (56.5%)	0 (0%)	0 (0%)	0 (0%)	4.43
7	Provide free-in-service training programme for experienced technical teachers.	60 (43.5%)	71 (51.4%)	7 (5.1%)	0 (0%)	0 (0%)	4.38

4. DISCUSSION

The result of analysis of data in Table1 reveals that all the 3 groups (technical education administrators, principals/vice principals and technical teachers of technical and vocational institutions) agreed with all the items with exception of item 3 where a certain percentage of the group (32.6 %) disagreed with the issue that qualified technical teachers should not be transferred to rural areas. The following items of Table 4.2 (6, 5, 8 and 7) attracted the highest weighted averages (4.68, 4.66, 4.62 and 4.6) while item 3 attracted the lowest weighted average (3.22). The table revealed that technical education administrators, principals/vice principals and teachers of technical and vocational education institutions strongly agreed with items 17, 11, 16, 15, 9 (85.5 %, 85.5 %, 85.5 %, 85.5 %, 85.5 %).

79 %, 78.8 %, 75.4 % and 70.3 %) respectively and agreed with the remaining 6 items, even though at the same time a negligible majority (7.2 %) of the respondents disagreed with item 9. Also, a negligible majority (5.1 %) of the respondents were undecided on item 19. However, from the individual weighted averages of Table1 with each greater than 3.5 except item 3, it is seen that all the three groups; technical education administrators, principals/vice principals and teachers of technical and vocational education institutions in Katsina State agreed with all the items except 3 with weighted average below 3.5. This suggests that in order to retain highly qualified technical teachers in the teaching profession in technical and vocational education institutions in Katsina State, the 18 items in Table1 should be considered. The information in Table11 presents a detailed analysis of the item weighted averages. With exception from item 1 where the 3 group of respondents strongly agreed that experienced technical teachers would remain as professional teachers if given the same looking as their counterparts in other sector, all the respondents agreed with the other items in Table11 as shown by their various weighted averages which are greater than 3.5. Further information in Table11 showed that the highest weighted average for the cluster was obtained by item 1 and5 respectively. However, a few respondents (8.7 %) of the 3 groups disagreed with the issue of item 2 that only experienced technical teachers should be appointed as technical education administrators in the ministry. Again, a smaller majority of the respondents (3.6 %) of them strongly disagreed with the issue that housing loan should be provided to experienced technical teachers as shown in item 3 of Table11. Thus, it may be suggested that in order to retain experienced technical teachers in the teaching profession, all the 7 items should be considered.

5. CONCLUSION AND RECOMMENDATION

It is expected that adequate implementation of the identified strategies for retaining technical teachers in the teaching profession will lead to increase in the interest of qualified technical teachers in the teaching service in Katsina State technical and vocational education institutions.

Thus also decrease the rate of qualified technical teachers leaving from teaching to other jobs and equally increase the number of experienced and qualified technical teachers in Katsina State technical and vocational education institutions. The following recommendations were made based on the findings of this study: Strategies for retaining technical teachers identified in this study should be incorporated into the retention of technical teachers exercise by the various technical education administrators, technical principals/vice principals and technical teachers in technical and vocational institutions to ensure the production of competent graduates from technical and vocational education institutions. Katsina State Government should through her education ministry and school boards set in motion machinery for implementing the findings of this study in respect of the technical teachers' qualification, and experience towards technical teacher recruitment and retention into technical and vocational education institutions. The Federal and State Ministries of Education should embark on large scale training and re-training of technical teachers in all subject areas currently offered in technical and vocational education institutions to ensure the implementation of the national policy on technical education as it affects the retention of technical teachers to teach in technical and vocational education institutions.

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