FACTORS INFLUENCING BUSINESS TEACHER TURNOVER IN IMO STATE SECONDARY SCHOOLS

BY

JEROME NZERIBE NZEADIBE NJOKU M.ED/EDUC/0657 6/19 93-94

A THESIS SUBMITTED TO THE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, ANMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION (BUSINESS EDUCATION)

VOCATIONAL AND TECHNICAL EDUCATION DEPARTMENT, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA

FEBRUARY, 1999

DECLARATION

I hereby declare that this thesis has been written by me and that it is a record of my own primary research work. It has not been presented in any previous application for a higher degree. All quotations and sources of information as seen in this thesis are specifically acknowledged by means of the given references.

DATE

Njoku J.N.

CERTIFICATION

This thesis entitled "Factors Influencing Business Teacher Turnover in Imo State Secondary Schools" by Jerome Nzeribe Nzeadibe Njoku meet the regulation governing the award of the Degree of Master of Education Business Education (M.Ed) by Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and litrary presentation.

Chairman Supervisory Committee — Date: 10th March '99

Member Supervisory Committee — Date: 10th March '99

Dr F D Kolo
Interim Co-ordinator — Date: 10/02/99

Professor J Y Olayemi
Dean Postgraduate School — Date: 30/8/04

POST GRADUATE SCHOOL
Office of the Dean
A. B. U. Zaria Nigeria

KAS

DEDICATION

This thesis is dedicated to my beloved wife Philo (Dee) and my dear children, Chinasa (Asa) and Obioma (Daa) and Judith for their love, understanding, encouragement and perseverance during the period of this study.

ACKNOWLEDGEMENT

I wish to acknowledge with thanks the contributions of the following peoples towards the successful completion of this study.

I wish to express my great appreciation to my major supervisors Dr. M.M. Aliyu and my Minor Supervisor Dr. F.A. Adidu for their untiring and relentless support, guidance and patience throughout the period of this study.

I am greatly indebted to Dr. M. Afolabi for his patience as he read through this work. I am also grateful to Professor M.J. Shuaibu, Dr. A. Anyaniyi, Dr. Mrs. Ojo, Dr. P.I. Nwokocha, Dr. F.D. Kolo for their contributions and cooperation that saw me through this study.

I acknowledge the contributions of friends and colleagues notable among them are Mr. Vincent Nwasor, Mr. E. Oluyemi, Price S.C.A. Alia, Nze Charles Nwachukwu, Mr. Peter Ojilere, Mr. John Onwubiko, Miss Prisca Onuoha and others too numerous to mention.

I am grateful to Sir and Lady Basil Nwokocha, Dr. Theresa Abu, Professor J. Otuka, Mr. Marcus Kura (Maxilla), Mr. Perry Akos, Mr. Goddy Anyasodor, Miss Regina Iwuchukwu, Mrs. Gladys Ihemekewele and Mrs. Lizzy Anoruo for their encouragement.

ABSTRACT

This study was designed to investigate the factors influencing business teacher turnover in Imo state secondary school. It studied the following variables: resigned to accept better position, family problems, working conditions, social status and dissatisfaction with present conditions.

Two population groups were used for this study. A total of 296 business teachers still teaching, randomly selected from 301 state-owned secondary schools contributed the sample for the first group and a total of 375 business teachers who have withdrawn from teaching located throughout the the sate was sampled for the second group.

A questionaire was administered to survey the perceptions of the subjects to determine which factors showed significant relationship with business teacher turnover. Frequency distribution and percentages, means scores and pearson product moment coefficient correlation and t-test were used to analyse the data.

Result revealed significant relationship between resignation for better position, working conditions, social status, dissatisfaction and teacher turnover. Available better position in the private sector, unfavourable working conditions, lack of recognition, coupled with the poor

image of the teacher drive teachers from teaching profession to jobs offering career fulfilment.

Comparatively, the perception of the male business teachers do not differ from the perception of the female business teachers on causes of teacher turnover. Similarly the perception of business teachers who have left teaching for other jobs in the private sectors do not differ from the perception of those who are still teaching regarding causes of business teacher turnover. Teachers withdraw for jobs in other sectors to be able to cope with effect of increased burden of family responsibility in a depressed economy such as ours and aggravated by the irregular payment of monthly salaries and allowances and pensions and gratuity to teachers in the state secondary school system while other public servants are paid promptly and regularly.

A major implication of business teacher turnover is that the objectives of education for all about business and for business will not be attained and this will have far reaching consequences on business decisions of

the school for lack of teachers to effectively teach them.

TABLE OF CONTENTS

		PAGE
TITLE PAGE		i
DECARATION		ii
CERTIFICATION		iii
DEDICATION		iv
ACKNOWLEDGEMENT		v-vi
ABSTRACT		vii-viii
TABLE OF CONTENTS		ix-xi
LIST OF TABLES		xii
LIST OF APPENDICES		xiii
DEFINITION OF TERMS		xiv
CHAPTER ONE		
1.0	INTRODUCTION	1
1.1	Background to the study	1-4
1.2	Statement of the Problem	5-6
1.3	Research Question	6-7
1.4	Hypothesis (Null)	7
1.5	Purpose	7
1.6	Significance of the study	8
1.7	Assumption	8-9
1.8	Scope and Limitations	9- 11

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE 12

2.1 Introduction 12

2.2 Theories of Motivation 13-18

2.3 The Need for Business Education 18-27

2.4 The Teacher and Business Education 27-32

2.5 The Business Teacher and Guidance 32-36

2.6 Causes of Teacher Turnover 36-45

2.7 Empirical Studies 46-54

2.8 Summary 54-55

CHAPTER THREE

3.0 METHODOLOGY 56

3.1 Introduction 56

3.2 Research design Adopted 56-57

3.3 Desciption of Population 57-58

3.4 Sample and sampling technique 58-60

3.5 Instrument for data collection 60-61

3.6 Validity and Reliability 62-64

3.7 Procedure for Data Collection 64

3.8 Procedure for Analysing Data 64-65

3.9 Summary 65

CHAPTER FOUR

4.0 ANALYSIS AND INTERPRETATION OF dATA 66

4.1 Introduction 66-72

Hypothesis Testing 72-74

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS 75

5.1 Introduction 75

5.2 Summary of Findings 75-76

5.3 Conclusion 77-78

5.4 Implications of Findings to Business Teacher Turnover 78-79

5.5 Recommendations 79-82

Bibliography 83-92

Appendices

LIST OF TABLES

3.1 Distribution of Population of business teachers in the three educational zones in Imo State

3.2 Selection of a stratified sample of respondents.

4.1 Sex distribution of respondents of business teachers still teaching.

4.2 Summary of mean and standard deviation scores on causes of teacher turnover

4.3 Mean scores of factors affecting teaching profession in Imo State

4.4 Mean scores of factors responsible for dissatisfaction among business teachers in Imo State

4.5 t-test computed result in the differences in perception between male and female business teachers on business teacher turnover

4.6 t-test computed result of difference on perception of business teachers who have left and those still teaching regarding causes of business teacher turnover

LIST OF APPENDICES

PAGE

1. Letter of Introduction

2. Questionnaire to be completed by business teachers still teaching

3. Questionnaire to be completed by business teachers who have left teaching.

OPERATIONAL DEFINITION OF TERM

Business subject: Commercial subject in the field of marketing, accounting, management and related subjects taught in a department of business.

Family conditions: The unpleasurable emotional state resulting from the family like illness at home, separation from family, divorce, marriage and home duties interfering with school work.

Job dissatisfaction: The unpleasurable emotional state resulting from the appraisal of one's job as frustrating or blocking lthe attainment of one's value or as entailing disvalues.

Better position: Conditions offered in other employment because it offers higher pay, opportunity for advancement and improved working conditions.

Social Status/Recognition: Expression of praise and appreciation for teachers and their jobs, credit for achievements and accomplishments.

Business Teacher Education: Education to perform as a business teacher.

Teacher Turnover: Leaving of teachers permanently for jobs in the private sector.

Private Sector: Employment in organisation not owned by the government.

Working Conditions: adequacy in benefits such as training opportunities, promotion prospects, housing loan and allowances, pension and gratuity, annual leave and leave allowance and job security.

Perception: Views obtained and expressed by business teachers through what they observe or see.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Business education programme has witnessed rapid expansion in Nigeria in recent years. This expansion arose out of the need to keep up with the demand of ever-increasing commercial enterprises and preparing students to meet the challenges of a constantly changing technological development. Business now need a higher order of analytical tool and more ability to cope with the rapid changes. The job of managing a modern company is too demanding and too complex. The vigor and strength of modern industry clearly depends on strong leadership and that is what business education tries to bring out in the student, that is, making him able to face these challenges,

Business education not only provides the student with specific job skills but also enables him to become a useful member of the society. Business education prepares a person to be able to handle his own business affairs and to be an intelligent consumer and useful citizen.

The rapid expansion in the demand for business education and the resultant increase in enrolment in business courses in secondary schools made the Federal Government to appreciate the need for the production of

business teachers who will provide the needed manpower for the country's industrialization process. It therefore gave consideration for the establishment of Department of Vocational and Technical Education in our Universities, Polytechnic and colleges of Education.

The Technical Teacher Training Programme is seen as a manifestation of the realization of the need and the emphasis placed on professional and technical development of vocational teachers. The programme, a small one when view in the context of the growing shortage of well-qualified vocational teachers for our existing institutions and for those planned for the future, yet it is an important step in addressing the issue of vocational teachers shortage. The inability of the institutions to keep pace with the demand of well-trained higher level technical and vocational manpower poses a serious impediment to Nigeria's sustained industrial and technological development.

Seen from this perspective, the primary objective of the Technical Teacher Training programme is the production of qualified and experienced teachers who will be committed to the teaching profession and the development of a stronger more permanent group of teachers that may help

prevent teachers drifting to other sectors of the economy. The success of the business education programme among other things depend on the provision of well-trained adequately qualified and well- motivated classroom teachers. Qualified and sufficient number of teachers are needed to teach the business courses.

Generally speaking, the teaching profession at all level, secondary and post secondary alike has experienced a drain of its qualified competent and experienced teachers. This has considerably hindered the growth of technical education in the country. Experience in recent years show that a good number of business teacher graduates either do not become teachers at all or spend only a relatively short time as teachers. They accept employment in the private sector since they are educated for teaching, but can easily be adapted to business jobs in other sectors. Vacancies are created by these teachers who move to other sectors and these vacancies may be filled by unqualified business teachers, which makes the task of providing a satisfactory stream of competent business students particularly difficult.

The teaching profession is no doubt very crucial to the development of the country and if for any reason or

reasons the teachers are unstable in their jobs, the development of the country will be adversely affected. Available data about teacher-student ration are those which compare the total number of teachers in a given state with the total number of students. When there is a substantial number of teachers who are not qualified or due to inadequate business teachers, the teacher-student ratio is so high, then the student cannot have any personal attention from the teacher. This affects the quality of learning.

The teaching profession has been considered by many as a stepping stone for other employment. It is always seen as an :Interim" job while they look for a "better" job and this has been responsible for the apparent shortage of teachers. However, this high turnover of teachers seem to be more pronounced among business teachers because of the various job skills they acquire during training. Considering the role of business education in providing education for and about business, one wonders how these dual role could be achieved if the teachers are there today and gone tomorrow.

1.2 Statement of the Problem

It is generaly accepted that graduates from business teacher education departments in our Universities, Polytechnics, and Colleges of Education should teach business subjects in our secondary and post secondary schools to help achieve the aims and objectives of vocational and technical education as contained in the national policy on education. This, no doubt requires highly motivated, conscientious and efficient classroom teachers.

The realization of these objectives places the teacher in a significant position in nation building and calls for not only an increase in the enrolment of business teachers but also an increase in the quality of teachers.

Regrettably, most graduates from the business teacher education departments prefer to look for employment in other sectors of the economy rather than teaching business courses for which they were trained. This has resulted in inadequate number of business teachers in our schools. The desire for upward social mobility may account for some of these teachers leaving, but where this becomes too much it becomes a cause for concern.

A preliminary observation by this researcher showed that most colleges/secondary schools under study in Imo state school system do

not have enough business teachers and as a result, do not effectively teach all business subjects.

Despite the large number of colleges of education, polytechnics and universities that offer courses in business teacher education, one wonders why most of our schools do not have enough qualified business teachers. What is the explanation as to why a large proportion of those trained to teach do not feel committed enough to enter and stay in teaching.

This problem is significant because this turnover results to inadequate number of business teachers in our schools which may affect the amount of business skills, attitudes, knowledge and understanding needed by the student to perform in the business world. Furthermore, business decision of tomorrow may be strongly affected and this will have a reaching consequences on the economy. It is also likely to adversely affect the business education programme and the contributions it makes towards the personal use and manpower development of the country.

1.3 Research Questions

The following question were answered in this study:

i **Why do some business teachers leaves the teaching profession for other jobs?**

1.6 Significance of the Study

This study will aid educational administration and planners to appreciate the need for a stable team of business teachers as their turnover affects the academic performance of students. it will also throw light on why some business teachers leave the teaching profession for jobs in other sectors of the economy and help to identify areas in which efforts should be concentrated in order to improve both the quality and quantity of business teachers in our school system, which will improve the business education programme in Imo State.

A careful search of literature by the researcher revealed that no thorough going research has been conducted on business turnover in Imo state. This study therefore is a useful contribution to the literature on business education as well as business teacher education and teacher turnover.

Assumptions

The following assumptions were made by the researcher. It was assuned that:-

i. Job in the private sectors of the economy offer better prospects than the teaching profession;

ii Teachers leave the teaching profession for jobs in the private sectors;

iii Business teachers who left teaching were not dismissed but left for better working conditions;

iv Adequate number of business teachers who have left the teaching profession will be found in the State;

v Turnover of business teachers is likely to affect the business education programme on Imo State.

1.7 Scope and Limitation

Scope

The problem of teacher turnover is fast becoming a problem to educational administrators at all levels of our educational system. This study however is concerned with turnover of business teachers in Imo State only.

Since it was not easy to reach all business teachers who have left teaching as they are located all over the country, only those that was with in Imo State was used for this study.

For the purpose of this study, teaching qualification includes Teachers' Grade 1 Certificate, Accociate Certificate in Education, Royal Society of Arts Teacher's Certificate Pitmans Teacher's Certificate, National

Teachers' Certificate and Post-Graduate Diploma in Education.

This study covers the period 1985 to 1995, and only covers the owned secondary schools offering business subjects.

Limitation

The researcher would like to recognize the following limitation arising out of the approach adopted in this study.

i. Questionnaire designed for this study incorporated questions on biodate and five turnover variables which are resigned to accept better position, family problems, working conditions, social status and dissatisfaction with present conditions. These are not all the turnover variables. However, the questions generated were validated by experts.

ii The outcome of this research is generalizable only to teachers within Imo State, since each state has its own peculiarities and problems which may cause turnover of their teachers

iii Ideally, the research should have investigated all members of the business teacher population

including those who withdrew. This cannot be feasible, given financial constraint of the researcher. However, the sample size was representative enough to warrant generalization.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

.1 Introduction

The purpose of this research was to find out the cause f business teacher turnover and the implication this has or business education in Imo State. The withdrawal of a ompetent teacher is a loss to the educational system and his is a losses many have not realized because it is not easured in Naira and Kobo.

To achieve the purpose of this research, a review of iterature on business education and teacher turnover is resented in this chapter.

The review is presented under these six major eadings:-

) Theories of Motivation;

i) The Need for Business Education;

ii) The Teacher and Business Education;

iv) The Business Teacher and Guidance;

v) Causes of Teacher Turnover;

vi) Empirical Studies;

ii) Summary.

2.2 Theories of Motivation

The more a person's needs are satisfied in his job, the lower the probability that he will leave the organization and this also is true of the business teacher. According to Ross and Zander (1957), "we found that the extent to which the job interferes with family and community satisfaction is related to turnover."

Three motivation theories will be discussed in this study. They are Maslow's Need Hierarchy, Herzberg's Motivation Hygiene Theory and the Expectancy Theory of Vroom and Lawler.

MASLOW'S NEED HIERARCHY:- Maslow (1975) postulated that there are five goals which we may call needs arranged in hierarchy. They are physiological, safety, love, esteem and self-actualization and are related to one another.

Man's action according to him are dominated by a lower need until that need is satisfied. This means that the most preponent needs will monopolize while the less preponent needs are minimized, even forgotten or denied. But when a need is fairly well satisfied, the next higher need emerges to dominate. Simply put, if all needs are unsatisfied, the physiological needs, needs for food, water and body survival, will dominate and all other needs may

become non-existence or be pushed into the background and when these in turn are satisfied, again new needs of safety and love emerge and so on. A satisfied need thus becomes unimportant in the current dynamics of the individual.

Maslow (1975) contended that all people in our society have a need or desire for a stable, firmly based, high evaluation of themselves, for self-respect or self-esteem and for the esteem of others. Firmly-based self-esteem means that which is soundly based upon real capacity, achievement and respect from others. These include desire for reputation or prestige, recognition, attention, importance or appreciation. He explained that satisfaction of the self-esteem need leads to feeling of self-confidence, work, strength, capability and adequacy of being useful and necessary in the world. But thwarting of these needs produces feeling of inferiority, of weakness and of helplessness.

At the top of the hierarchy is the need for self-actualization. This is the need of the individual to fulfill his potentials, that is, to become everything that he is capable of becoming. The specific form that these needs take will of course vary greatly from person to person.

FREDERICK HERZBERG'S MOTIVATION HYGIENE THEORY:- Herzberg (1966) proposed that there were essentially two types of needs relating to the work situation. The first set of needs he called hygiene factors. The presence or absence of these hygiene factors operate to prevent or remove obstacles in the work environment rather than motivate or improve performance. He related these hygiene factors to the lower needs: physiological needs, safety and love. According to Miller (1978); "The conditions that fall within Herzberg's factors include company policy administrative practice, supervision, interpersonal relationships, working conditions, salary, status and security."

The second set of conditions he referred to as the motivator factors. These needs concern the higher level needs of esteem and self-actualization. Herzberg (1966) maintained that it is these higher level needs, the motivator factors that would lead to higher levels of performance. According to Miller (1975) in Centers and Bugental (1966);

> Research has been conducted to substantiate the claim that workers are more likely to respond to the satisfaction of the higher level than the lower level needs. But the research demonstrates that the types of rewards that motivate workers differ greatly between higher skilled and lower skilled workers. The

higher skilled workers are more motivated by intrinsic rewards of their jobs (related to the higher level needs of esteem and self actualization), while the lower skilled workers are more motivated by the external rewards of the job: pay; security: and so forth.

The hyginene factors do not result in higher level perrformance because according to him they are those categories of enviromental events that a person is not deprived of in our society.

EXPECTANCY THEORY: The expectancy theories of Vroom (1964) And Lawler (1973) have defined expectancy as "the belief concerning the likehood that a particular act will be followed by a reward and to the value (valence) that reward holds for the individual.

Expectancy theory is an internal approach to motivation and behavioural causation. it presents an explanation of the causes of motivation, which in turn influences the behaviour of the individual. it is an incentive theory of motivation which describes behaviour as consciously purposeful and goal directed. it assumes that man consciously anticipates desirable outcomes and rewards which in turn influences his behaviour.

Lawler (1973) summarised expectancy theory proposition as follows:-

i People have expectation about the likelihood that certain outcomes will follow their behaviour.

Expectancy theorist refer to this as the performance outcome expectation;

ii People have a preference about the various outcomes potentially avaulable to them;

iii People have expectation about the likehood that an action on their part will lead to the behaviour or performance needed to produce the outcomes;

iv In any situation, the actions person chooses to take are determined by the expectancies and the performance that the person has at the time.

Theories of motivation and organisational behaviours have given considerable attention to individual needs. Maslow (1973) needs hierarchy, Herzberg (1966) motivation Hygiene factor and Vroom (1964) and Lawler (1973) Expectancy theories have viewed motivation as steeming from man's responses to filfill a need. The individual is dominated by a particular need and performance results from its satisfaction. The behaviour of the individual is thus influenced by the anticipated desirable outcomes and rewards, which satisfies the needs.

Miller (1978) contended that "rather than attempt to identify which factors are motivators and which are hygiene, which needs are satisfied and which are not, the

manager might ask the more parismonous question. For what consequence will this individual work? The answer provides the basis for direct, simple and workable performance improvement programme".

2.3 The Need of Business Education

Business is commonly defined as an economic organisation or system for using natural and human resources to supply human wants. Specifically, business is that part of social order which operates to provide people with goods and services used daily. Gitman, et al (1983) defined business as "a social process involving the assemble and utilization of productive resources to produce products and services capable of satisfying society's needs and wants." The prevailling standard of living is thus in large measure affected by the efficiency with which business operates.

The nature and function of business makes it an integral part of a society's daily living and of its everyday enviroment. To live in the world today is to live in an enviroment of business. Furthemore, the role of business grows steadily as more goods and services requiring material and labour are produced.

The study of business therefore attracts many people because business affects the life of every citizen. The relationship to business is two-dimensional either as producers of goods and services or consumers of goods and services produced by business. Each of these roles require the understanding of different element of business. As a consumer, it is useful to have an understanding that leads to beter informedd purchase decisions. For this, one must first understand business. On the other hand, in order to make a career in business occupation and to know what skills are needed to deal with advance in technology, an understanding of business is also essential.

Business has a social responsible. Unfortuantely, only the informed members of the society, the very few who actually understand the role of business, can determine what these responsibilities to the society should be. By understanding the impart of business on society, members of the society can make wise and intelligent decisions about the proper role of business in finding solutions to the everyday economic and social problem.

According to Gana (1987):

> "The Nigerian Child is growing up with scarely any ideal of the Nigerian economicc structure. The current situation of depression, recession and inflation are words that do not mean much to many

literate Nigeran adults let alone the children. There is the need to develop a well thought out school curriculum in which the fundamental ideas of the business world are related to the experience of the student right from the primary school work increasing in depth and complexity to the university".

Business pervade every sphere of the social lives of the people. One is both a producer and consumer and education in business is therefore very important to develop those competencies which makes one perform in the business world. Not only is specific job skills acquired, But also general business consumer intelligent which Tonne, et al (1965) see as essential because it makes the individual a useful member of the society.

Business Education has been defined in many different ways by many people. By some, it is narrowly interpreted as petaining only to those occupation performed in the office by an office worker. By others, it is education for those who could not aspire to the grammar school where skills in "typing, shorthand and book-keeping" are taught (Commercial School). yet, others see it more broadly as relating to the functions of management and business ownership. To other still, it is conceived as education for those whose parents cannot afford the fees for the sate-owned secondary schools while for some school administrators, it is that of total comprehensive education where inferior and problem students are dumped.

The success of any educational programme largely depends on the objectives of the programme and business education is no exception. Business education may be as old as the history of education in Nigeria because the first seondary school established in Lagos in the 1850s had as its curriculum Bible knowledge, English, History, Geogralhy and Book-keeping. However, business education developed less quickly than other areas of education in Nigeria. This was partly due to the objectives of the missionaries and colonial administrators for educating Nigerians then, Which was basically to provide interpreters for the missionaries and clerks to aid the colonial administrators. Hence, education then was art-oriented. They were therefore unable to popularise vocational education as they did literary education.

As time went on, the need for more clerical officers and secretarial assistance forced the colonial officers of the era to introduce elements of the business education into the curriculum. Thus, the Bonny Government School and Hope Waddel Institute, calabar established about the same period had include in their curriculum more business subject like Shorthand, typewriting and economics.

Between the early fifties and late sixties, business education received the greates boost. There arose a sharp

Business education as defined by Nannassy, et al 971) seem more appropriate, that is, it is that total ducation programe that provides the knowledge, skills, nderstandings and attitudes needed to perform in the usiness world as a producer or consumer of goods and ervices. This view agree with the definition of the ditorial staff of the American Business Education Year ook (1949) which stated that "Business Education is oncerned with the development of occupational competency, onsumer-business competency and socio-economic ompetency".

From the foreging, business education is necessary ecause it gives students general education about business nd general education for business. Business education is ome what unique because a careful examination of the major egments of the labour market shows that each one contains n element of business education that is essential to its roper functioning. Everyone whether engaged in onstruction, manufacturing or agriculture need some of the ocational skills that can best be provided through usiness education. One best way to illustrate this is to ave a look at of the daily newspapers. There are pportunities existing in the world of business which needs ualified people.

demand for qualified secretary and administrative staff for the expanding civil service of the Federal and regional governments and also to replace the large number of non-Nigerians who had earlier dominated the workforce. The Federal and regional governments established staff development centres to train typists, secretaries, accounts clerks as well as middle level administrative officers. Private enterpreneurs were permitted to estabish commercial secondary schools not only to provide schooling opportunities for the ever-increasing students but to augment government efforts in the production of manpower needed for the business enterprises of the country. Established government secondary schools which hitherto had been art-oriented introduced into their curriculum business courses.

Aremu (1974), Abdullahi (1984) and Olorunmaiye (1988) all lamented the late inclusion of business education in the educational system in Nigeria. According to Aremu (1974), secondary schools in Nigeria had been primarily academic and great deal of emphasis was placed no science subjects at the expense of other disciplines like business education. Abdullahi (1984) on the other hand stated that "it is indeed unfortunate that this asepct of our education

has been negelated for a long time. Commercial education as it was called took a long time to become incorporated into the curriculum of our formal education system." Olorumaiye (1988) contributing stated that "business education at the secondary school level in Nigeria has been adversely affected by its late inclusion in the secondary school curriculum, thereby resulting in lack of societal recognition, lack of purpose and sense of direction".

However, there has been a need to change the objectives of the business education in line with the changing needs of the society. Accordingly, Olorunmaiye (1988) stated that, "However, today, the new national policy on education has accorded it a prominent position in the curricula offerings at the secondary school level and it is on the threshold of appropriate recognition". The change of objectives of any educational programme are definitely determined by the forces within that society. The extra-ordinary rapidity and unpredictability of the changes through which the society is going through places a greater responsibility on business educators in formulating objectives that will meet the needs of the society.

According to Behymer and Schafer (1990):

> As business educators entering the decade leading up to the year 2000, the end of the second millennium, and the beginning of the third, we have a heightened interest in the future. How will business education in the 1990s and beyond differ from the present? Why, who, what, when, where and how will we teach as we head towards the year 2000?

According to Olorunmaiye (1988), "Objective are matter of choice and they must therefore be the considered value judgement of those responsible for the school. "But he advised that "a comprehensive philosophy of education is a necessary guide in making those judgement. In addition, certain kinds of information and knowledge provide a more intelligent basis for applying the philosophy in making decisions about objectives".

Thus far, the business education curriculum in schools have been directed more towards offering courses in realization of the aims of technical and vocational education, that is, to provide trained manpower National Policy on Education (1981). However, the rapid changes in the socio-economic conditions in the country has made it necessary to begin to look ahead and readapt business education to meet these changing conditions. The two major objectives of business education as identified and which has implication for a sustained contribution towards the

socio-economic growth of this country should be the vocational and non-vocational phases of business education.

The trend is to regard these two major purpose as equally important to attain the business preparation of the student. It appears that there is apparent confusion in the minds of some business teachers, school administrators, businessmen, parents, the general public and even the students themselves regarding the objectives of business education. Surely there is nothing more important for the business teacher to do than establishing in the minds of school administrators and all others concerned with business education programme a clear concept of objective of what business education is trying to achieve.

Unfortunately, Njoku (1992) regrets than "school administrators, particularly principals of secondary schools seem not to be fully aware of all full components of business education subjects and therefore do not make adequate provision for their teaching in school time-table". The problem of this dual objective is one that needs serious consideration in its relationship to the general administration and other groups. Workshops, seminars are regularly organised for teachers from other academic disciplines to update their knowledge and improve

their teaching methods, but this is hardly so far business education. There is also lack of publicity of business education in the press, radio and television as compared to the publicity given to other academic disciplines.

Until this problem is resolved, business education will continue to be identified in some areas as only instruction in typewriting, shorthand and book-keeping.

2.4 The teacher and business education

The business teacher shares with all other teachers the need to possess certain qualities which are universally important for effective teaching. "Any teacher for instance need to be educated. The more he knows of life and living, the more apt he is to be a better teacher". Debrum (1969), A good teacher should be adequately prepared with techniques to promote students understanding and maintain students interest and generate enthusiasm for students and the teaching profession. He should have a spirit that accepts challenge and a desire to impact knowledge.

Teacher education deserves special consideration in educational policy and planning. Fafunwa (1974) agreed that "teacher education continues to be the key to educational development here as elsewhere for without an adequately

trained teaching cadre, Nigeria cannot hope to expand her educational facilities". Oladebo (1987), explaining the role of the teacher as the key to educational development stated that:

> The teacher as the key sobers us, warns us and challenges us. It sobers us because there is no escape. If we are educators, we have inescapable significance in the lives of our students, not only in the year during which they are in our classes but for the remainder of their lives as well. it warns us because an unusual key can insure that a door remains shut, closed and useless, a defective key on the other hand can turn the most elegant pillar into an insecure archway, an inaccurate key can send the traveller (student) on a pointless or even dangerous journey; a misleading key can produce horrible discords in one part of the music. It challenges us because the master key can open a mutltude of doors, the fashioned key can complete and secure the archway; the accurate key can send the traveller (student) on a pleasant and purposeful journey; and right key is the musical clue to melody, harmony and completeness.

The importance of teacher education can be justified if one relizes that the educational system of any country can hardly be meaningful if the quality and quantity of the teachers who operate the system are grossly inadequate. "In view of this, teacher education will continue to be given a major emphasis in all educational planning because no educational system can rise above the quality of its teachers". National Policy on Education (1981).

"No curriculum however well planned it may be, no

textbook however well written it may be, no equipment however costly it may be, will compensate for a poor business teacher. On the other hand, a good business teacher will more than offset deficiencies in curriculum, in textbooks and equipment". Nolan, et al (1967). This statement confirms the important role that the business teacher can play in the development of a meaningful education programme.

The business teacher is described as an individual with likes and emotions just like other individuals, but has learnt to control his emotion, and has dedicated himself to the education of the youths, a good neighbor, a wise consumer, a student continually looking for new method of teaching, a teacher of business skills and etics, a professional minded person, a Counsellor to his students and a humanitarian (Oyedele, 1992).

Essentially, a business teacher should possess a reasonable degree of intelligence and aptitude for the skills he teachers, enjoys with people, respects the rights and dignity of others and believe in the objectives of business education.

Beckelt (1970) stated that "certainly, the first quality practically everyone would place at the head of the

st would be scholarship. The ability to master bodies of owledge with little difficulty seemingly assures control destinies that lie ahead." This then calls for adequate eparation of teachers. Tonne and Nanassy (1970) specified iat adequate preparation of business teacher is one which ıould enable him have skills and attitudes desirable for ll educated persons, competency in business or in some hase of it and knowledge of principles and methods of eaching and a general cultural education."

Those preparing for business teaching must satisfy the eneral requirements of the college/university. Programme or the preparation of business teacher usually consist of general education courses, business courses, professional ducation course, Professional business education courses, he students teaching practice and a period of industrial ttachment. Tonne (1971) recommended that "approximately half of the Collegiate year should be in liberal and general education, something more than a quarter of the programme in business subject matter including specialized skills and something less than aqurter in elective and education courses and of course the key element in the education of the business teacher which is the teaching practice."

The business teacher is in a strategic position to improve business practices. If the business teacher is to accept this challenge, he in turn must be well prepared by the teacher education institution for meeting the problem that must be faced. The institution should recognise these challenges and its implication and develop programmes that meet the business needs of today and tomorrow. According to House (1970), "The innovation and expectations in business are constantly changing. it is the responsibility of all of us who are involved in the education of business teachers to keep pace with these innovations and to meet the challenges that arise from them."

Education for business has connoted education in preparation for business career. Education about business has been education in preparation for intelligent consumption of goods and services. The dual role becomes more important as the business environment continues to undergo metamorphosis. Educating people to function as producers and consumers in this changing world becomes a priority within the nation's educational system.

A major responsible of the teacher is to prepare students to enter a rapidly changing job market. If the Nigerian worker is to compete with others, the Nigerian

worker must be better trained. Teachers will be responsible for preparing students who should be more adaptable and able to responded quickly to the requirement of new technology.

Business teachers are now challenged to rise up to these challenges. In the words of Alexander (1990), "their success is our success. Highly qualified teachers are imperative in the educational process. Continuous technical and professional development of business teachers is crucial to maintaining a positive environment for the academic preparation of students. let us accept the challenge."

In order to keep up with changing times, business teachers need to constantly re-evaluate their teaching methods, course contents and over-all curriculum. They need to also manager the changes necessary to keep the programme not only current but relevant for tomorrow. Business teachers have a responsibility to help students to obtain necessary education for business and about business.

2.5 The business teacher and guidance

Guidance is a learning process that assist a person in making his own choice and decision wisely. Its objective is

to enable a person discover and make the fullest use of his talents and abilities in a manner that is most satisfying to him and most productive to the society.

Not much attention has been paid to vocational guidance. According to Hchenshill (1974), "For more than a decade, guidance personnel have been criticized by vocational educators at every level for their seemingly lack of interest and involvement in vocational guidance." Nolan, et al (1967) recognized that "a tremendous body of knowledge that exists in every field of human endeavour is increasingly complex and there is demand of those who enter and succeed in it, a broad education as well as a specialised training." In view of this, they enjoined business teachers "to help in the responsibility of guidance in guiding students of business education. This is because by virtue of his background and training and experience, he can acquaint student with the demands of business skills and to prepare the students to meet those needs."

There are still far many students floundering in the academic system that should be able to meet their vocational needs. Before that happens, business teachers need to understand what job and work are all about so that

concerned with the climate in which the social and economic changes are made.

Business teaching must be founded on both an understanding of the Nigerian economic system and a faith in the vitality of individuals to contribute to the solution of the nation's economic and social problems. This implies that the needs of the individuals and their part in meeting these legitimate needs that are rapidly becoming more numerous and complex are assessed and re-assessed constantly. The student should be properly guided in the face of increasing career opportunities because the dangers and wastefulness of a poor selection of schooling at an early age are serious problems for the individual and for the society. This implies that the student is to be made ready for an opportunity appropriate to his ability, capability and interest. He deserves the best possible help in choosing his form of business education or even being guided into a form of education more suited for his needs. Students should not be allowed to choose vocation on an emotional basis, social recognition of occupational status, wishes of parents or choice of classmates.

Regrettably, Lomax (1960) remarked that "there is a wide-spread point of view among both general administrators

nd business educators that the guidance programme in our econdary schools are very inadequate and the personnel to dminister such programmes are very inadequate both in umber and necessary qualifications."

If anything is to be achieved in this direction, a reatly improved guidance programme becomes necessary for usiness education. Only as business teachers work ncreasingly with students on a person-to-person basis can ur ideas about meeting the individual needs of our tudents become a reality.

.6 Causes of teacher turnover

Many factors have been given as the causes of turnover of teachers. Elsbree (1972) classified these factors as navoidable and avoidable factors. According to him, those who leave because of the unavoidable factors include cases of death, illness, old-age retirement, home conditions, marriage, maternity and for professional study. Avoidable teacher turnover consist of the following causes: resigned to accept a better position, dismissed, to teach nearer home, to enter another line of work and dissatisfied with present condition.

Teacher turnover according to Chamberlain and Kindred 1966) may be classified in three ways from the standpoint of dealing with the problems.

Firstly, a certain amount of turnover results from conditions that it would be unwise to change. For example, nothing would be gained from discouraging leave of absence for professional study or avoiding justifiable dismissal of teachers for inefficiency, insubordination and immorality.

Secondly, there are some causes of turnover that lie beyond the power of education boards, ministries and administrators to correct. Marriages will continue to take place regardless of their effect on turnover in teaching profession, ill health, home conditions, old-age retirement and death are further causes of turnover about which little or nothing can be done about.

A third type of teacher turnover result from causes which are avoidable and must be eliminated if teaching is to become increasingly effective. Withdrawal due to general dissatisfaction with working conditions, a desire to enter another field of work, unjustified dismissal are causes that belong to this classification. Accordingly, it is towards the eradication of these conditions that the professional must direct its efforts if turnover is to be

substantially reduced.

Herberman (1993) classified reasons for teachers leaving into three:

i) Leaving without crisis: According to him, this is the idea of leaving the teaching for something else without being particularly unhappy or frustrated with teaching. Some, he said think of leaving when a more attractive offer come their way in the private sector. There are also those who over the course of the years develop interest outside the school and at a certain point seriously consider pursuing them on a full-time basis.

ii) Institutional reasons: He identified this reason as accounting for half of the number who leave. The problem with this group he stressed is with the institution. When negative institutional conditions exist, teachers seriously start considering their exit. According to him, the complaint some teachers faced with this situation usually give are "the system is crushing me" or "I have a feeling that the teacher is unimportant, only the subject matter is";

ii) Fatigue, Routine, Frustration, Nervous Tension: Herberman (1993) explained that teachers in this group

speak about being "fed up" and being hit with a mixture of exhaustion and a feeling of wornout. For the young teachers, there is often a sort of initial cultural shock of "may be I have to teach for life." For the older teachers, they show a subtle tone of fatigue mixed with a certain apathy and feeling that they have been turning in a circle for years.

The unavoidable factors, Elsbree (1972), may be a great cause for concern to the school system. For example, the retirement of teachers. Some of these reasons are even desirable. For example, marriages, maternity and professional studies or even dismissing erring teachers. Chamberlain (1966) stated that "nothing would be gained from discouraging leave of absence for professional study or avoiding justifiable dismissal of teachers for inefficiency, insubordination and immorality." These unavoidable factors will continue regardless of their effects on business education.

Elsbree (1972) and Chamberlain (1966) agreed that resigned to accept better position, to enter another line of work and dissatisfied with present position are avoidable factors that cause teacher turnover. These factors can also be related to Herberman's (1993)

institutional reasons for teacher turnover. Negative institutional conditions result from dissatisfaction, lack of recognition and desire to leave. This should be a serious concern to the school system because they are serious losses to the system. According to Tape (1972), "consideration must be given to the fact that the loss extends beyond the expenses incurred in the education of new teachers to replace those who have left permanently, it extends in a more serious way in an educational loss for boys and girls even though this aspect may be difficult to measure in terms of costs." Elsbree (1972) opined that "could the community but realize the seriousness of the problem and its implication, it would exhibit an anxiety as to the amount and nature of its teacher turnover and an aggressive interest in means for its control rivaling that of our largest industrial concern." Gana (1987) agreed when he stated that "it qualified to be called a national disaster which requires an urgent and sustained government attention. In fact, time has come to declare a state of emergency in this sub-field of technical teacher education in this country."

Genuine professional interest in teaching is often damped by lack of recognition for teachers. According to

fedi (1982), "it is difficult to explain why teachers are n fact treated as the drags of society. The situation oday is that nobody wants to be a teacher." There appears o be a reduction in the status of the teacher as expressed y parents, the education ministry, the government, the ommunity and even the students they teach. Grace (1972) tated that in addition to specifically local factors, the iews was frequently expressed that the status of the eacher was declining as a result of increased numbers in he profession and the teachers were seen to be so to speak wo a penny."

Certain measures taken by the administrators and some arents in Imo State do not promote harmony and atisfaction for the teacher. A condition where the eachers are not paid when due, where teachers are not paid heir gratuity five years after retirement, where llowances for example leave allowance are always paid in rrears of two or three years, where teachers will embark n industrial actions before they are paid, where the ayment of their salary is always a news item and a ewspaper headline - "Teachers will soon smile," where eachers are usually beaten up by angry parents in the resence of their students who clap and cheer, just for

doing his duty. Such situation is bound to bring public ridicule, disgrace and lack of recognition.

It is believed that teachers who are supposed to manage the educational system of this country should be well cared for and not starved to death. Worried, Ifedi (1982) asserted that "Teachers will manage our proposed educational evolution, they will supervise it and endeavour to make it work. But we are already starving them. Why in the name of fairness should teachers receive their monthly emoluments and fringe benefits long after others in this country?" According to Goro (1982), "The major effects of non-payment of teachers' salary is that teaching profession is no longer accorded any dignity." Yet these teachers like any other person have families to take care of, have responsibilities and commitments. Most of them have their children thrown out of school for late payment of school fees, landlords now hesitate to rent out their houses to teachers because of uncertainties in payment. Still nobody seem to care or take any bold step to address this trend, not even the parents whose children the teachers labour and toil to make literate. Yet all have pass through the teacher. This is why Grace (1972) stated that "the majority of teachers saw themselves engaged in a value struggle with

powerful external agencies, a struggle which they felt they were progressively loosing mainly because parents did not support them effectively."

According to Baike (1983), "there were time when one can rightly describe the Nigerian teacher as highly motivated, conscientious and dedicated to his work, those were time when he enjoyed the cooperation of the parents; time when his salaries, although meager, were paid on time, time when he was not distracted by the avarice, greed and corruption prevalent in the society. Time has changed and the attitude and disposition of teachers have changed with it."

The delay in the payment of teachers' salaries and other allowances which unfortunately are promptly paid to other public servants in the State will certainly not help in producing and retaining highly motivated, stable, dedicated, conscientious and efficient classroom teachers. It will also not help in enhancing the commitment of teachers to the teaching profession necessary to make them less mobile. In order to motivate the business teacher, his socio-economic status must be improved and enhanced. This status and prestige of the business teacher is a most crucial determinant of his job satisfaction. The training

f business teachers, their financial remuneration, ɔmmitment and social standing are all factors that can ɲhance their roles as teachers or hamper them.

It is clear as Elsbree (1972) puts it that "a teacher ith faith in policies of the administration, who is atisfactorily adjusted to his work and in a congenial ɲvironment is very likely to sacrifice the known for the ɲknown."

Furthermore, the expansion of the economy which has iven rise to the increase in the number of new rganizations has equally encouraged the movement of eachers to take more lucrative positions. Lowe (1973) greed that "a wide gap between teachers salaries and ɔnditions in the private sector create difficulties in ɲat it will tempt school teachers to neglect their duties ɲile they look for other jobs. If this job doubles a man's alary perhaps also providing a car loan and an attractive ɔuse allowance, the tendency to move is understandable." ɲis is even more pronounced with the business teachers ecause of the job skills they acquire during training.

These causes seem to be more influential in providing ɹrnover among men than women. According to Elsbree (1972),

hat men are influenced to a greater degree by pportunities for advancement, money possibly weighing more s a factor than in the case with women." It also appears ccording to him that "men are more prone to using teaching s a stepping stone to another profession than women." erberman (1993) however stated that "proportionally, there re more men than women who have thought about leaving eaching without grievance, but the different is slight."

Comparatively, little attention has been paid to the arious causes of teacher turnover. There is a tremendous oss which result from the continual readjustment of new eachers to fill the places of experienced and qualified eachers who leave. This is particularly so with business eachers because of the vocations skills they acquire. bviously, the task of preparing Secondary School business eachers to teach in the existing schools and the ones lanned for the future is an uphill task because only leven out of the thirty-eight universities in the country nd four colleges of education offer first degree courses n business teacher education. (UMES, JAMB Brochure: Universities and Courses available during 1966/97 and 1997/98 academic year).

2.7 Previous studies

A careful search of the literature in this field by the researcher has failed to reveal any thorough-going study on the problems of business teacher turnover. However, there are related studies which have attempted to look into the causes associated with business teacher turnover.

Udo (1979) studied labour Turnover and Wastage in Kaduna Textile Industry. His study was anchored on the following:

i) An investigation of recruitment and withdrawal patterns of personnel forms an essential element in human resources management;

ii) Although adequate labour mobility is desirable for competitive functioning of the labour market, rapid and unnecessary movements of labour may impose a series of costs such as replacement cost on both the employer and the worker;

iii) Training of workers may involve material waste, machine damage and production of faulty goods, all at the expense of the employer;

iv) Staff administration is a situation of rapid labour turnover may call for large office accommodation and personnel assignments.

His study revealed that high labour turnover were attributed to poor recruitment and engagement procedures which involve inadequate job information to recruits, lousy working conditions, inadequate wage structure and lack of advancement hierarchies through which workers could progress. He also identified socio-economic factors of entry age, entry qualification, wage structure and marital status as affecting labour turnover. He found out that entry and withdrawals of labour affected workers whose ages range between 19 and 24 years. He also identified external factor of expansion of firms in the industry as influencing the rate of turnover. This study is related to the present study because they are concerned with high labour turnover be it in the textile industry or in the teaching profession. What the two studies seem to be concerned about is the undesirable labour turnover and not the desirable labour turnover.

Silber (1982) studied a multivariate model of employee turnover. He contended that previous models of employed turnover had focussed primarily on job context variables such as satisfaction with pay or supervision as predictors of turnover. These approaches he believed have constantly demonstrated that only about 25% of the variance in

turnover decisions can be accounted for by job satisfaction, organizational commitment and other contextual variables. The primary hypothesis of his research was that some people have a propensity to quit personal, social and employment activities and that this hypothesized "quitting" construct will explain additional variance in turnover unaccounted for by job context variable.

A conceptual model of turnover, one which included the construct "quilting tendencies" was proposed and empirically validated. Quitting propensities were purported measured by a comprehensive biographical data questionnaire designed to secure experiential information across a wide array of activities. The following job context variables as predictors of turnover were also include; satisfaction with pay, supervision co-workers, promotions and job itself. Organizational commitment, intention to remain on the job and perceived commitment by the organization were also included.

His study revealed that the variables with an indirect impact on turnover decisions were in order of strength of relationship, organizational commitment, satisfaction with work and biodata. Although biodata was demonstrated to be an important variable in the model of turnover.

This research relates to the present one in terms of the turnover predictors employed, that is, biodata and satisfaction with work. However, it differs in approach in the sense that while the former hypothesized on the "quitting" propensities of particular individuals to social personal and employment activities, the present research looked at the working environment, that is beyond the personality of the individual.

Graham (1985) studied factors affecting job satisfaction and turnover among public school superintendent in IOWA and Minnesota. His findings revealed that;

i Length of service made significant contribution to job satisfaction-in the areas of community, attitudes, work hours per week, paper work safety co-workers and pay;

ii Length of service does not affect the level of overall job satisfaction among superintends;

iii. Three-fourths of the superintends would choose superintendency as a career again;

iv. Superintendents in IOWA and Minnesota were more highly satisfied than those involved in the national study;

v. Job satisfaction does not predict turnover.

His research relates to the current one in terms of interest and socio-economic effect of turnover in the educational sub-sector. However, the differences lies in the status of the subjects. While the former was conducted among school superintendents, an administrative groups the present will be conducted on business teachers.

In a related study on Predictors of Turnover among trained economically disadvantaged, Martin (1985) investigated a predictive model of turnover among the trained, economically disadvantaged. The predictive model included five primary variable (individual values) job staitsfaction, performance, appraisal, perceived supervision supports and training satisfaction and five variables (biographical information), perceived ease of movement, source of recruitment, job expectation and starting salary. The research also tested the ability of expectancy theory to predict turnover, Analysis indicated that the primary turnover model was a significant predictor of turnover. THe study did not support expectancy theory as a significant predictor of turnover, although the results for the results within subjects analysis approached significance. The study is related to the current study because both adopted the same predictors of turnover which

anchored on primary variables and secondary variables. owever, this study differ from the former because the ability of the expectancy theory as a predictor of turnover was not tested as it is not the subject of this research.

Irondi (1985), studied factors influencing teachers' mobility in Nigeria. The purpose of this study was to determine if Nigerian teachers perception of their profession and their personal backgrounds influence their decision to either quit teaching or move between schools.

The study revealed significant relationship between perceived reward inadequacies and teacher mobility. It also showed that poor career perception and unfulfilled career aspiration drive teachers to jobs offering career fulfillment. The study also revealed that job quits were higher among younger, less experienced single teachers and those with small families. Finally, the poor perception of the profession was less among female teachers than among male teachers. This research is related to the current because the individual's perception of his profession and to the extent to which this perception affects his self-esteem and actualization makes to stay on or desire to move to a more seemingly rewarding job.

Salawu (1987), investigated the causes and of job satisfaction among business teachers in tertiary institutions in Nigeria, with the aim of determining how to influence, motivate and retain while arresting their constant turnover from teaching to other areas in the industry or parastals where the pasture is greener.

The study revealed that business teachers in the higher institutions showed satisfaction in varying degrees to satisfiers identified as prospects, recognition, advancement and growth opportunities, social interaction, administrive policies, benefits and jobs itself. They were however dissatisfied with pay, working condition and supervision. The non-challant attitude of educational authorities to teachers interest and Welfare, ambivalent attitude of society towards the teaching profession and a poor salary incentive not commensurate with the amount of input in the teaching job makes it difficult for teachers in professional subjects to remain in the teaching profession.

Arresting the constant turnover of business teachers to other areas in the industry or parastatals was the basis of this study, which is what the current research is all about. They are thus related because they are all aimed at

finding solution to the "academic precession" called teacher turnover.

In a related literature, Nwokocha (1990) studied the problem of teaching vocational and technical subjects in secondary schools in Kaduna State. The study was designed to answer the following questions:

a. Are the factors involved such as teachers, students, instructional facilities and the society in general operating in harmony?

b. Are adequate administrative measures being taken to ensure effective teaching of these subjects?

The study identified the following problems as militating against the effective teaching of these subjects:

i) Lack of proper incentive of vocational and technical teachers;

ii) Lack of recognition of vocational and technical teachers;

iii) High labour turnover of vocational and technical teachers to move to more lucrative jobs;

iv) Lack of qualified teachers.

According to his study, high labour turnover of teachers to other lucrative jobs is ranked lower. With mass retrenchment of staff coming from industrial establishment

not many teachers may have opportunity to secure lucrative jobs elsewhere. Instead, he considered lack of qualified staff, lack of proper incentive to vocational and technical teachers as having greater implication for business education. This study is related to the current study because they relate to problems that affect the teaching of vocational and technical subjects in our schools, which centers on maintaining a regular flow of qualified and well motivated and stable teachers. However, they differ in that while the former ranked high labour turnover as lower, this study sees it as the culmination of all other factors mentioned in his study, for when there is lack of incentive and lack of recognition, the next thing is the desire to leave. As Hargreaves (1994) puts it, "they threaten the very desire to teach itself. They take the heart of teaching."

2.8 Summary

In this chapter, an attempt has been made to understand the causes of business teacher turnover. The literature reviewed highlighted the role of business education and business teacher in educating the students for and about business and also the importance for guiding the student properly.

A look at the causes of teacher turnover revealed that lack of proper incentive, working conditions, job dissatisfaction and lack of recognition were among the causes for teachers leaving their positions. Maslow's need hierarchy, Herberg's Hygiene motivation theory and Vroom and Lawler's expectancy theories were also looked into in explaining the influence of satisfaction or lack of it on one's job and his desire to quit or stay. Related empirical studies were also reviewed.

In conclusion, it is evident that from this review, business teacher turnover is a great loss to the educational system. The loss becomes more apparent when it is recognised that the number who leave include many successful teachers who may not be replaced because of the nation's economy. A careful search of literature in this field by the researcher has failed to reveal any serious study on this problem. The literature available have discussed turnover in general. The need for more literature in business teacher turnover is apparent.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of this chapter is to provide the research design and general structure within which the research was conducted as well as describing the framework employed in treating the data gathered.

The chapter is organised according to the following sub-headings.

i. Research design adopted
ii. Description of population
iii. Sample and sampling technique
iv. Instrumentation
v. Validity and reliability
vi. Procedure for collecting data
vii. Procedure for analysing data
viii. Summary.

3.2 Research design adopted.

The research design used in this study was the descriptive method. The business teachers who are still teaching were located in different post primary schools in

Imo State and therefore, data was gathered using questionnaire on a sample selected randomly. The business teachers who have left the teaching profession were located in different private sector establishments in the State. Questionnaire was used to gather data from them.

Given the geographical spread of business teachers who are still teaching and those who have left teaching, the survey method lent credence to this study. This method was further justified because it saved time and cost as well as ensured efficiency.

3.3 Description of population

Two population groups were used for this study. The first group consisted of business teachers who have left teaching profession and are now either self-employed or employed in the private sector of the economy located all over Imo State. According to statistics from the State Education Management Board, Owerri, there are 987 business teachers who have left the teaching profession during the period covered by this study.

The second group consisted of business teachers drawn from all State-owned post primary schools offering business subjects in Imo State. Business teachers in Imo State are

740 (see table 1 - Distribution of population of teachers and business teachers in Imo State).

Business teachers are those who have received instruction in business subjects and principles and practice of education from a teacher training institution.

Table 3.1: Distribution of population of business teacher in the three educational zones in Imo State

Zone	No. of Schools	No. of Business Teachers
owerri	148	415
Orlu	82	182
Okigwe	71	143

Source: Statistics from Education management Board, Owerri Imo State, 1996/97

3.4 Sample and sampling technique

The sample size for this study, as recommended by Borg and Gall (1974) was 375 business teachers who have left teaching profession and are now located in different private sector employment in Imo State.

The sample size for the second group of business teachers still teaching in the State-owned post-primary schools in Imo State is 296 business teachers (See Table II

· Selection of Stratified Random Sample of Respondents from a given Population of 740 business Teachers).

The population for business teachers still teaching was stratified according to the three educational zones in Imo State, that is, Owerri Zone, Orlu Zone and Okigwe Zone. Random sampling was then conducted within each stratum. Owerri Zone with an estimated population of 415 business teachers provided 166 members of the sample, Orlu Zone with an estimate population of 182 business teachers provided 73 members of the sample and Okigwe Zone with an estimated population of 143 business teachers provided 57 members of the sample.

e 3.2 Selection of a stratified random sample of respondents from a population of 740 business teachers. still teaching

Zone	No of Business teachers	No of Business teachers samples	% of population
Owerri	415	166	40
Orlu	182	73	40
Okigwe	143	57	40
Total	740	296	

A list of business teachers still teaching and those who have left teaching in each stratum was produced and numbers were assigned to each one of them, using a table of random numbers, the required size was drawn and numbers compared with the assigned numbers to get the sample for the study.

3.5 Instrumentation

The instrument used in this study for collection of data in the questionnaire adopted from Elsbree (1972) and modified for use in this study. The questionnaire according to Afolabi (1993) "is used by researchers to convert information provided by respondents in a research into research data." he however advised that "success in the use of questionnaire as an instrument largely depended on the respondent based on faithfulness, without exaggeration or distortion and more importantly, the recipient's knowledge of the information he is providing."

Questionnaire is a widely used instrument in educational research. Karlinger (1973) estimated that as many as half of the research studies conducted used questionnaire as part of data collection process. Questionnaire was administered at the schools for business teachers who are still teaching and at the place of work

for those employed in private sectors of the economy.

The likert-type scaling method was used. It consisted of a body of items given to individuals who are requested to indicate the degree of their agreement or disagreement with each statement on a four-point rating scale. Each proposition was expressed with the following statements: Strongly Agreed, Agreed, Disagree and Strongly Disagree.

For the purpose of tabulation and scoring, numerical values of one to four was assigned to each of the statements.

They were graduated by number values as follows:-

1) Strongly Disagree
2) Disagree
3) Agree
4) Strongly Agree

The questionnaire for this study was divided into two sections. The first part was on biodata for each respondent. The second part of the questionnaire was designed to gather data on the perception of the business teachers on causes of teacher turnover.

3.6 Validity and Reliability

To test the validity and reliability of the instrument of any weakness that may manifest, a pilot study was conducted. According to Papillon (1978), this is a critical point in a descriptive study because the data is only as good as the instrument which collects it: and the findings will be only as good as the data on which they are based.

The questionnaire was first submitted to experts who independently evaluated it to ensure that it measures what it is intended to measure. After making revisions based on the evaluation of these experts, a pilot study was conducted on 28 business teachers still on the teaching profession. These are part of the population but not part of the sample.

The reliability of a test is the consistency with which it measures what it intended to measure. The spilt-half reliability method was used to determine the internal consistency of the questionnaire, after an item analysis was conducted on the reponses. This involved comparing the responses on both odd and even number items. The correlation - coefficient (r) is given by the

formula:

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}$$

where N = total number of respondents

X = total score on odd number items

Y = total score on even number item.

The correlation coefficient (r) of 0.96 obtained showed reliability.

The result of the pilot study showed that the instrument gave a reliable measurement of dimensions on causes of business teacher turnover. However, the result also led to the total elimination of some question items, like items on turnover arising from dismissal. This is justified because there has not been prevalent cases of dismissal of business teachers over the years, but then, if teachers leave on account of poor discipline, lack of cooperation, inefficiency, inadequate preparation, social or moral difficulties, it is desirable and good for the business education programme. The result also led to the modification of some question items, while new ones were also added. The questions were thus reduced to 37 as against 41 questions before the pilot study.

However, certain questions could not be modified

enough as to change the response pattern on the respondents because of the emotions attached; like questions on salaries and allowances. As at the time the researcher conducted this pilot study, teachers in Imo State were still owed three months' salaries in arrears and two years annual leaves allowances.

Their responses, suggestions and opinions have been incorporated into the final draft of questionnaire which was printed and administered to the sample.

3.7 Procedure for data collection

A letter was collected from the head of Department of Vocational and Technical Education to solicit for permission to enable data to be collected.

The questionnaire was administered on the teachers at their schools and at the place of work for those teachers employed in the private sector. Three days later, the researcher went for the questionnaire.

3.8 Procedure for analysing data

The data gathered were analyzed using frequency counts and percentages. Tables were used to summarize the frequencies.

In addition, some statistical techniques were used by the aid of a computer using the statistical package for social science (SPSS). In analysing the data, the statistical techniques used in the study were means scores, correlation r and t-test the hypothesis on the difference in the perception of male and female business teachers on causes of teacher turnover and the perception of business teachers still teaching and those who have left on causes of teacher turnover at a significant level of 0.05. This level of significance of 0.05 is to decide either to reject or not to reject the null hypothesis.

3.9 Summary

This chapter has described the research method used in this study. It has described the population as well as the sample size and sampling procedure. It also described the instrument used and pilot study which tested the validity and reliability of the questionnaire. Consideration was given to the procedure for collecting and analysing data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

The purpose of this research was to investigate the factors influencing business teacher tunover in Imo State secondary schools and its implications for business education in Imo State. To achieve this purpose, the data collected in this study statistically anlaysed and interpreted, the result of which is presented and discussed in this chapter.

A total of 293 business teachers still which represents 99% of the sample respondents filled and returned the questionnaire out of the total of 296. Out of this, 290 copies of the questionnaire which represent 98% were usable. Similarly, a total of 356 copies of questionnaire were filled and returned by business teachers who have left teaching out of a total of 375. This represents 95%. All copies of questionnaire returned were usable.

Table 4.1 Sex distribution of business teachers still teaching

Sex	Frequency	Percentage
Male	174	60
Female	116	40
Total	290	100

Table 4.1 shows that 174 of the respondents were males and 116 were females .It is an indication that there are still more male business teachers in our secondary school system.

Answer Research Questions

Research Question 1

Why do some business teachers leaves the teaching profession for other jobs? The data on dimensions of business teachers turnover variable which include "resigned for better positions, family problems, working conditions, social status and dissatisfied with present conditions" were analyses to seek answer to the cause of the turnover among business teachers.

Table 4.2 Summary of mean scores and ranks on causes of teachers turnover

Cause of Turnover	X	Rank
Resigned to accept better position	17.67	2
Family Problems	8.89	5
Working conditions	32.08	1
Social Status	16.55	3
Dissatisfaction	15.72	4

X mean

As indicated in Table 4.2, working conditions of business teachers with a means score of 32.08 is read as the most important causes of turnover. It is evident that all other turnover variables in this study revolve around the working conditions. If the working conditions are favorable, better than that of any other alternative employment, the business teacher will not likely resign, will be satisfied and will be able to take care of various intervening family problem variables. The working conditions no doubt determined his social status and his recognition in the society.

Family problem though a cause of turnover is ranked least and considered to have less implication for teacher turnover. It has a means score of 8.89. The present

economic situation in the country and improvement in communication has greatly reduced the impact of family problem as a cause of teacher turnover. People now work many miles away from their homes.

Research Question 2:

What factors affect the teaching profession in Imo State?

Table 4.3 Means scores and ranks of factors affecting teaching profession in Imo State

Items	Factors	X	Rank
1.	Lack of recognition which the teaching Profession receives from the society	4.34	2
2.	Irregular payment of monthly salary	3.43	5
3.	Lack of prestige which the teaching Profession suffers in the society	3.93	3
4	Lack of recognition which the teaching Profession receives from the society	3.91	4
5.	Difficulty in paying pensions and gratiuty	3.35	6
6.	The poor image of the teacher	4.36	1

X = Mean

Table 4.3 indicates the factors affecting teaching profession in Imo State in ranking order. The poor image of the teacher with mean score of 4.36 is ranked as the most important factors affecting the teaching profession in Imo State. The teaching profession in Imo State has assumed a solitary history of humiliation. The situation today is that nobody wants to be a teacher. The position of the teacher today is that helplessness and hopelessness. Teachers are dreaded to enter into transaction with because they do not know when the next salary will be paid, such is the extent of the image of the teacher in Imo State. They shy away from social commitments. Furthermore, teachers now dread retirement because of non-payment of gratuity to retired teachers. Many have died and many more are dying waiting for their reward after 35 years or more of loyal and dedicated service to Imo State.

Research Question 3:

What factors are responsible for dissatisfaction among business teachers in Imo State?

Table 4.4: Mean scores and rank of factors responsible for dissatisfaction among business teachers

Items	Factors	X	Rank
1	Little incentives provided for business teachers to stay within teaching	4.33	1
2.	The unfairness with which government implement policies and regulations affecting teachers	3.69	3
3	The low extent to which teaching satisfies personal goals and objectives	4.15	2
4.	The unfairness with which the State Education Ministry implements policies and regulations affecting teachers	3.55	4

176618

X - mean.

Table 4.4 indicates the factors responsible for dissatisfaction among business teachers in Imo State. Little incentive provided for business teachers to stay within teaching with a mean score of 4.33 is ranked as the most important factor. Business teachers acquire additional marketable skills which makes them able to seek for jobs in the private sectors. Lack of incentives amount, to not recognizing the role they like others play in educating the child. The unfairness with which the

State education and government implement policies and regulations affecting teachers makes the teachers dissatisfied as indicated by the mean scores of 3.55 and 3.69 respectively. They seem not to be satisfied when the same government pay salaries and allowances regularly and promptly to other public servants while the teachers are owed.

Hypothesis 1

There is no significant difference in the perceptions of male and female business teachers regarding causes of business teacher turnover.

4.5 T-test computed on the difference in perception between male and female business teachers still teaching on business teacher turnover.

Sex	N	X	SD	t value	Df	Level of Sig	t Critical
M	174	90.3377	4.474	.58	288	0.05	1.657
F	116	90.7800	3.743				

From table 4.5 above the result shows that t-calculated was found to be 0.58, at 0.05 significant level of 288 degree of freedom, t-critical was found to be 1.657. The

t-calculated was found to be less than the t-critical. The hypothesis was retained. It means that there is no significant difference in the perception of the male and business teachers regarding causes of business teacher turnover. Sex has nothing to do with their perception on the prevailing conditions of the teacher and especially the business teacher in Imo State.

Hypothesis 2

There is significant difference in the perception of business teachers who have left teaching and those still regarding causes of business teacher turnover.

Table 4.6. t-test computed on the difference in perception of business teachers who have left teaching and those still teaching regarding causes of business teacher turnover

Sex	N	X	SD	t value	DF	Level of Sig.	t critical
Still teaching	290	90.5118	4.192	1.24	642	0.05	1.651
Left teaching	356	91.2836	5.732				

From table 4.6, the result shows that t-calculated was found to be 1.24, at 0.05 significant level of 642 degree of freedom, t-critical was found to be 1.651. The t-calculated was found to be less than the t-critical. The hypothesis was retained. This means that there is no significant difference in the perception of business teachers who left teaching and those still teaching regarding causes of business teacher turnover. The present status of the business teacher does not change his perception of what causes turnover of business teachers.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study was conducted in order to investigate the factors influening business teacher turnover of business in Imo State and its implications in Imo State. It was also to determine if there were differences in the perceptions of male and female business teachers and in the perceptions of business teachers who have left teaching and those still teaching on causes of teacher turnover.

This chapter summarizes the findings of the study and conclusions drawn, implications and recommendations made on the basis of the findings.

5.2 Summary of findings

The result of the analysis of data showed that the causes of turnover among business teachers were social status, working conditions, dissatisfaction with present conditions and resignation to accept better position. The study did not however support family problems as a significant cause of turnover.

The result of the t-test between the perception of the male and female business teachers still teaching on

causes of business teacher turnover showed no significant difference. The t-critical was greater than the t-calculated at 0.05 significant level. This implied that the hypothesis was retained.

The t-test between the perception of the business teachers who have left and those still teaching on causes of teacher turnover showed no significant difference. The t-critical was greater than the t-calculated at 0.05 significant level. This implied that the hypothesis was retained.

The study identified the following factors as affecting the teaching profession in Imo State. The poor image of the teacher, lack of recognition and prestige from the society and the government, irregular payment salaries and allowances and difficulty in paying pension and gratulate. It also identified factors responsible for dissatisfaction as: little incentive provided for the business teacher to stay, the low extent to which teaching satisfies personal goals and objectives and the unfairness of the education ministry and government on matters affecting teachers.

5.3 Conclusion

Based on the findings obtained from this study, the following conclusions were drawn.

A careful analysis of data on turnover of business teachers indicate the following to be the causes: Resigned to accept better position, family problems, working conditions, social status and dissatisfaction. Any recommendation for the control of turnover must therefore give special consideration to these causes identified. The high rate of turnover is a reflection of the lack of opportunity within the State school system and dissatisfaction and disaffection among business teachers which has resulted to teachers leaving the profession. It must be recognized that a stream of stable business teachers is required to teach these business subjects in our schools. Business teacher turnover leaves the business education programme in the State at the mercy of private commercial schools.

It is true that certain amount of turnover is good, that is, those who leave without crisis. However, there is no justification for the large number that leave because of institutional reasons. It must be recognized that irregular payment of monthly salaries to teachers

(which has created a poor image for the teacher) while other public servants receive theirs on time, will continue to play an important part on decisions of teachers leaving the profession.

5.4 Implications of findings to business teacher turnover

The relationship to business is two-dimensional either as producers of goods and services or consumers of goods and services produced by business. This understanding of business is best provided under a planned school curriculum that the State school system can provide which can hardly be meaningful if the quality and quantity of the teachers who operate the system are grossly inadequate. Unfortunately, teacher turnover may vest this all important task to the privately run commercial schools in the State with no defined school curriculum and run with teachers whose competencies are questionable. If this is allowed to happen, business education will once more be seen as kills in typewriting and shorthand meant for those weak and poor student who cannot afford a place in the State school system.

Furthermore, the withdrawal of business teachers for

greener pastures will lead to scraping some of these subjects in some schools for lack of teachers. Often, the workload of remaining teachers are unnecessarily increased which in turn affect their efficiency. This has implications for business decisions of tomorrow.

5.5 Recommendations

On the strength of the findings of this study, the following recommendations are made:-

i The problem of secondary education management is too burdensome not only for Imo State government but for most of the States of the federation. It is recommended that the Federal Government be involved in the payment of the teachers salaries and allowances. A similar body like the National Primary Education Commission (NPEC) should be set up for the secondary education in the country. It is hoped that this will take care of the state's lapses in payment of monthly salaries and allowances;

ii Obviously, the influence of late payment of salaries and allowances cannot be ignored. The facts in Imo State indicated that teachers are not paid their monthly salaries and allowances along with other

public servants. It is however apparent that a lot of man-hour from this delay in payment have not been estimated by the government. This runs into millions of Naira yearly. It is therefore strongly recommended that the State Government should ensure that teachers are paid at the same time as other public servants in the State. It will be understandable if there is no fund to pay all workers in the State than When some are paid and other not paid;

iii Pensions and gratuity are provisions made for the teacher like every other public servant on retirement, and many look forward to it. Unfortunately, retirement is now dreaded by teachers. Retirement benefit are not paid four years after retirement. It is highly recommended that the State government should source for fund and pay the arrears owed to teachers and ensure that teachers are paid promptly on retirement;

iv. The inadequate number of business teachers, it was observed, has resulted in assigning business subject to teachers who did not major in business education. It is recommended that only business education major

with appropriate pedagogy should teach business especially at the lower levels of our secondary school system.

v. Teaching material and equipment should be provided for effective learning. Like the science laboratories, the Home-economic laboratory, the technical workshops for the technical subjects, a laboratory should be established for business subjects. It is unfortunate that students come out of the school not being able to operate simple business machines;

vi Human knowledge and skills atrophy over time. Existing skills and methods need to be refurbished and updated to meet the emerging social needs and conditions. In this regard, it is recommended that business teachers be encouraged to attend and participate in seminars and workshops, and in-service training opportunities provided. This will improve their performance and acquaint them with current development in business education;

vii. The State government should improve on and expand the facilities in the Business Education Department of Alvan Ikoku College of Education, Owerri, to be

able to take in more student teachers and should also establish a Business Education Department at Imo State University, Owerri;

viii The business teacher should be given subject allowance. It will indeed be preposterous to remmend a different salary scale of pay for business teachers, but enhance salary steps should be givens entry points to business teachers. Conditions in the teaching profession should be made more attractive so as to bring in and retain the right calibre of business teachers for our march towards the year 2000; - 476618

ix. The personality of the administrative and supervisory staff may make for a loyal and happy group of business teachers or may produce fricition and dissatisfaction and resentment. The importance of the right kind of leadership must not be underestimated in an attempt to control teacher turnover. It is recommended that Business Education Department be carved out from the present Technical Education of the Education Ministry for effective control and supervision;

BIBLIOGRAPHY

Abdullahi, A. (1984);
Speech at the launching ceremony of the Nigerian Association of Business Educators at Ahmadu Bello University, Zaria.

Afolabi, M. (1993);
Introduction to Research Methods for Writing Proposals, Projects and Thesis. Alpha Publishers, Zaria.

Alexander, M. J. (1990);
Curricular concerns in the preparation of Business Teachers. Business Education Forum. Vol. 44, No. 6, March pp. 33.

Aremu, E. A. (1974);
Business Education in Secondary Schools of Western Nigeria. Unpublished M.Ed Thesis: University of Tannessee.

Baike, A. (1983);
National Policy on Education. The Provision made for teachers. Nigerian Herald, March 12, pp 7 & 11.

Bahymer, J. and Schafer, J. C. (1990);
Implications for business education for the 1990s and beyond Business Education Forum, Vol.44, No. 6, March, pp. 9 - 10.

Boggs, L. J. (1969);
Changing certification requirements. National Business Quarterly, Vol.37, No. 4.

Borg, W. W. and Gall, M. D. (1974);
Educational Research: An Introduction, 2nd Edition David Mckay Company Inc. 2nd Edition, New York.

Chamberlain, L. M. and Kindred, L. V. (1966);
The teacher and school organisation. Prentice-Hall Inc. New Jersey.

Coleman, J. W. (1967);
Education for business in the next decade. Journal of Business Education, Vol.XII NO. 1, pp. 21 - 22.

Debrum, S. J. (1969);
Creativity in the basic business classroom, Business Education Forum. Vol. 23, No. 6, March, pp. 4 - 5.

Editorial Staff (1949);
General Business Education. The American Business Education Year Book. Vol. VI.

Elsbree, W.S. (1972);
Teachers turnover in the cities and villages of New York State. AMS press Inc. New York.

Enoh, A.O. (1992);
A handbook of educational Foundations. George Allen and Unwin Ltd., London

Federal Republic of Nigeria (1990);
National Commission on Colleges of Education: Minimum standards for NCE Teachers. Ade-Clear Tape Press Ltd., Kaduna.

Gana P.Z. (1987);
Business education in Nigeria: Past, present and future. Business education Journal, Vol. 11, No.1, April, pp.4 - 7.

Garrelt, M.E. (1965);
Testing Teachers. American Book Company, New York, p. 152.

Gitman, L.J. and McDaniel, C. (1983);
Business World. John Wiley ans Sons, New York.

Goro, V. (1982);
Government are Architects of Teachers Agony. Sunday Standards December 5, p.

Grace, G.R. (1972);
Role Conflict and the Teacher. Routledge and Keyan Paul, London.

Graham, M.;
Factors affecting job satisfaction abd turnover among public schools superintendents in IOWA and Minresota. Unpublished thesis (Ph.D) IOWA State University 1985 (Dissertation Abstracts International A: The Humanities and Social Sciences, Vol.46, No.7, November, 1995, p. 1141 A. Ann Arbur, Michingan University Microfils International.

Herberg, F. (1966);
Work and the Nature of Man. World Publishing Company, New York.

Hohenshil, T.H. (1974);
The Guidance Administrator and Vocational Education. American Vocational Journal. Vol.49, No.5, May, pp. 42-43.

House, F.V. (1970);
Business Teacher Educational Contemporary Problems. Business Education Forum, Vol. 25 No. 3, December.

Huberman, M. (9993);
The lives of Teachers. Cassell, London.

Ifedi, C. (1982);
Is teaching a decaying profession? Daily Times, 21 July, p

Inyang, N.E. (1988);
The Construction, Validation and Standardisation of Integrated Science Achievement test for Junior Secondary Schools, Unpublished Ph.D. Thesis, Ahmadu Bello University, Zaria.

Irondi, E.O.;
Factors Influencing Teacher Mobility in Nigeria. Unpublished Ph.D Thesis, University of Illionois, 1985 (Dissertation Abstract International A: The Humanites and Social Sciences, Vol. 46, No. 7, January, 1986, p. 1793, A Ann Arbor, Michigan: University Microfilms International

Kerlinger, F.N. (1977);
Foundation of Behavioural Research. Halt, Ripehart and Vision, New York.

Kolapo, L.K. (1993);
Address for the 1993/94 participants for the Technical Teachers Training Programme, Kaduna.

Krejeie, R.V. and Morgan, D.W. (1970);
"Determining sample size for research activities: Educational and Psychological Measurement p. 608

Lawlwer, E.E. (1973);
Motivation in Work Communication, Monterey; Brooks/Cole Publishing Company, California.

Lemax, P.S. (1960);
Trends and Problems in the administration and supervision of Business Educational Quarterly, Vol. 28, no, 4, Summer.

Lowe, J. et al (1973);
Educatioanal and Nation Building in the Third World. Onibonoje Press and books Industries Ltd., Ibadan.

Makeri, C.I. (1986);
Business Teachers Expectation - A cause of Shortage - (The case of Kaduna State) Unpublished M.Ed. Thesis, Ahmadu Bello University, Zaria.

Martin, D.T.;
Predictor of Turnover among Trained Economically disadvantaged. Unpublished Ph.D Thesis, University of Maryland 1984 (Dissertation abstract International A. The Humanites and Social Sciences, Vol. 46, No. 2, August, 1985, p. 463. A. Ann Arbor, Michigan University Microfilms International.

Maslow, A.H. (1975);
A theory of human motivation. In vroom, V.M. and Deci, E.I Management and Motivation. Pengiun Education, Middlesex England, pp. 27 -41.

Miller, L.M. (1978);
Behaviour Management; John Wiley and Sons, New York.

Nanassy, et al (1977);
Principles and Trends in Business Education. Boobs - Merril Educational Publishing Company, Indianapolis.

National University Commission: (1996);
Universities and Courses available during the 1996/97 and 1997/98 academic year.

Njoku, C.O. (1992);
Teaching of Business Education subjects in Nigeria: Present status and evidence from Imo State. Business Education Journal, Vol. II, No. 4 September, pp. 84 - 92.

Nolan, C.A. (1959);
Principles and Problems of Vocational Education, South-Western Publishing Company, Cincinatti.

Nolan, C.A et al (1967);
Principles and Problems of Business Education. South-Western Publishing Company, Cincinnati.

Nwokocha, P.I (1991);
The problems of teaching Vocational and Technical subjects in secondary schools in Kaduna State: Implication for the implementation of the 6-3-3-4 system of education and counselling Nigerian Journal of Counselling and Development. Vol.6, November.

Ober, S. (1989);
Business education defining our discipline. Business Education Forum: Vol. 44: No. 2, November, pp. 3 - 10.

Oladebo, S.A. (1987);
The challenge of New National Policy on Education to business education. Business Education Journal. Vol.11, No.1, April, pp. 32 - 39.

Olurunmaiye, J.A. (1988);
A perspective study of objectives of secondary school business education programme by experts and non-experts in Nigeria. Unpublished Ph.D Thesis, Ahmadu Bello University, Zaria.

Oyelede, J.F. (1992);
What is a Business Teacher? Business Education Journal, Vol 11 No. 4, September, pp. 6 - 7.

Papillon, A.L. (1988);
Foundations of Educational Research. University Press of America, Illinois.

Salawu, A.S. (1988);
Causes and Correlates of Job Satisfaction among business teachers in tertiary institutions in Nigeria, Unpublished Ph.D Thesis. Ahmadu Bello University, Zaria.

Silber, A.S. (1988);
A multivariate model of employee turnover. Unpublished Ph.D Thesis, Meniphis State University 1982 (Dissertation Abstract International A.: The Humanities and Social Science, Vol 43, No. 6, December, 1982 p. 2030 A. Ann Abror, Michigan: University Microfilms International.

Tape, H.A. (1972);
Factors Affecting Turnover of Teachers of the one-room rural schools in Michigan, Ams Press Inc. New York.

Tonne, H.A. and Nanassy, L.C. (1970);
Business education overview: The Encyclopedia of Education, Vol 1

Education, Vol 1.

Ulo, F.E (1979);
Labour Turnover and Wastage in Kaduna Textile Industry. Unpublished M.Sc Thesis, Ahmadu Bello University, Zaria.

Ulinfun, F.E. (1990);
Training and Development of Technical Teachers for Nigerian Technical Institutions: Problems and issues. Business Education Journal, Vol 11, No 2, September, pp. 6 - 12.

Vroom, V.H. (1964);
Work and Motivation: John Wiley and Sons, New York.

Waller, W. (1965);
The Sociology Teaching Science: John Wiley and Sons Inc. New York.

Watson, F. (1966);
An Analysis of Business Curriculum: South Western Publishing Company, Cincinnatti.

R GENERAL MAMMAN KONTAGORA(RTD)
ADMINISTRATOR.
f Department: DR. P.I.NWOKOCHA
.ND, ED.D (USA)

Faculty of Educat

Telephone: 069/51765; 506
Telegrams: Unibello, Zaria

Date: 16-7-97

476618

r Sir/Madam,

LETTER OF INTRODUCTION

The bearer of this letter, Mr/~~Mrs~~/~~Miss~~ NJOKU, J.N.
is our Post graduate student in Vocational and Technical Education Department.

He is carrying out a research in the area of .....
PERCEPTION OF BUSINESS TEACHER ON TURNOVER: IMPLICATION FOR IMO STATE

We will be grateful if the necessary assistance is given to him in the cause of his investigations and we assure you o maximum confidential treatment of any information given.

Yours sincerely,

P.I.NWOKO

DR. P.I.NWOKOCHA
HEAD OF DEPARTMENT.

AHMADU BELLO UNIVERSITY, ZARIA.

Questionnaire for Business Teachers still in the teaching profession.

This questionnaire is designed to reflect dimensions on causes of business teachers turnover and its implications for business education in Imo State, and wish to know the business teachers' reasons for leaving or wanting to leave teaching profession for other jobs.

Please complete this questionnaire honestly. The questionnaire is in two sections (1 and 2). Your response would be treated in strict confidence. You are not to write your name.

SECTION II

Please tick ( ) in the appropriate box that represents your best answer.

1. Sex: Male ( ) Female ( )
2. Marital status: Married ( ) Single ( )
3. Age:
   Between 21 - 20 ( ) 31 - 40 ( ) 41 - 50 ( ) 51 - 60 ( )
4. Highest educational qualification
   i) TC Grade I/ACE ii) RSA/Pitman Teachers' Certificate iii) NTTC/OND/NCE iv) HND/B.B.Ed, B.Ed/B.A./B.Sc v) M.Ed/M.Sc/M.A./Ph.D/Any other (specify.....)
5. Teaching experience:
   1 - 4 ( ) 5 - 8 ( ) 9 - 12 ( ) 13 - 16 ( ) 17 and above ( )
6. Do you consider leaving?
   Yes ( ) No ( )

opinion on the reasons why business teachers leave the teaching profession. Read each statement carefully and then check the extent to which you agree or disagree with the statement and tick ( ) in the column opposite the statement.

Please, note the following: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree.

	SA	A	D	SD
RESIGNED TO ACCEPT BETTER POSITION because it offered:				
1. Higher salary				
2. Less work				
3. Opportunity for advancement				
4. Improved working conditions				
5. Location in or near large city				
6. Opportunity to take extension courses or do further study				
7. Others (Please specify)				
FAMILY PROBLEMS				
8. Illness				
9. Separation from family				
10. Divorce				
11. Marriage				
12. Interference of home duties with school work				
WORKING CONDITIONS				
13. Lack of or inadequate medical facilties				
14. Not enough training opportunities				
15. Poor promotion prospects				
16. Housing allowance not adequate				
17. No housing loan				
18. Difficulty in paying pensions and gratuity				
19. Salary not comparable to the private sector				
20. No job security				
21. Irregular payment of monthly salary				
22. Irregular payment of annual leave allowance				
SOCIAL STATUS				
23. Lack of prestige which the teaching profession suffers in the society				
24. Lack of recognition which the teaching profession receives from government				
25. Lack of recongition whcih the teaching profession receives from the society				
26. The poor image of the teacher				

	SA	A	D	SD
DISSATISFIED WITH PRESENT CONDITION				
27. The unfairness with which government implement policies and regulations affecting teachers				
28. The unfairness with which the State education ministry impliments policies and regualtions affecting teachers				
29. Little incentive provided for business teachers to stay within teaching				
30. The low extent to which teaching satisfies personal goal and objectives				
OPEN ENDED QUESTIONS				
31. State other factors not listed in the questionnaire which in your opinion contribute to business teachers leaving the teaching profession				
32. State what in your opinion are the implications of business teacher turnover on business education programme in Imo State				
33. What factors or problems affect the teaching profession in Imo State				

Questionnaire for Business Teachers who have left teaching profession.

This questionnaire is designed to reflect dimensions on causes of business teachers turnover and its implications for business education in Imo State, and wish to know the business teachers' reasons for leaving or wanting to leave teaching profession for other jobs.

Please complete this questionnaire honestly. The questionnaire is in two sections (1 and 2). Your response would be treated in strict confidence. You are not to write your name.

SECTION I

Please tick ( ) in the appropriate box that represents your best answer.

1. Sex: Male ( ) Female ( )
2. Marital status: Married ( ) Single ( )
3. At what did you leave the teaching profession?
   Between 21 - 20 ( ) 31 - 40 ( ) 41 - 50 ( ) 51 - 60 ( )
4. Highest educational qualification
   i) TC Grade I/ACE ii) RSA/Pitman Teachers' Certificate iii) NTTC/OND/NCE iv) HND/B.B.Ed, B.Ed/B.A./B.Sc v) M.Ed/M.Sc/M.A./Ph.D/Any other (specify.....)
5. Teaching experience before you left
   1 - 4 ( ) 5 - 8 ( ) 9 - 12 ( ) 13 - 16 ( ) 17 and above ( )
6. If conditions are made as favourable as in your present employment, would you consider going back to the teaching profession?
   Yes ( ) No ( )

Questionnaire for Business Teachers who have left teaching profession.

This questionnaire is designed to reflect dimensions on causes of business teachers turnover and its implications for business education in Imo State, and wish to know the business teachers' reasons for leaving or wanting to leave teaching profession for other jobs.

Please complete this questionnaire honestly. The questionnaire is in two sections (1 and 2). Your response would be treated in strict confidence. You are not to write your name.

SECTION I

Please tick ( ) in the appropriate box that represents your best answer.

1. Sex: Male ( ) Female ( )
2. Marital status: Married ( ) Single ( )
3. At what did you leave the teaching profession?
   Between 21 - 20 ( ) 31 - 40 ( ) 41 - 50 ( ) 51 - 60 ( )
4. Highest educational qualification
   i) TC Grade I/ACE ii) RSA/Pitman Teachers' Certificate iii) NTTC/OND/NCE iv) HND/B.B.Ed, B.Ed/B.A./B.Sc v) M.Ed/M.Sc/M.A./Ph.D/Any other (specify.....)
5. Teaching experience before you left
   1 - 4 ( ) 5 - 8 ( ) 9 - 12 ( ) 13 - 16 ( ) 17 and above ( )
6. If conditions are made as favourable as in your present employment, would you consider going back to the teaching profession?
   Yes ( ) No ( )

	SA	A	D	SD
DISSATISFIED WITH PRESENT CONDITION				
27. The unfairness with which government implement policies and regulations affecting teachers				
28. The unfairness with which the State education ministry impliments policies and regualtions affecting teachers				
29. Little incentive provided for business teachers to stay within teaching				
30. The low extent to which teaching satisfies personal goal and objectives				
OPEN ENDED QUESTIONS				
31. State other factors not listed in the questionnaire which in your opinion contribute to business teachers leaving the teaching profession				
32. State what in your opinion are the implications of business teacher turnover on business education programme in Imo State				
33. What factors or problems affect the teaching profession in Imo State				

SA	A	D	SD

DISSATISFIED WITH PRESENT CONDITION

27. The unfairness with which government implement policies and regulations affecting teachers
28. The unfairness with which the State education ministry impliments policies and regualtions affecting teachers
29. Little incentive provided for business teachers to stay within teaching .
30. The low extent to which teaching satisfies personal goal and objectives

OPEN ENDED QUESTIONS

31. State other factors not listed in the questionnaire which in your opinion contribute to business teachers leaving the teaching profession
32. State what in your opinion are the implications of business teacher turnover on business education programme in Imo State
33. What factors or problems affect the teaching profession in Imo State