

**ASSESSMENT OF THE RECRUITMENT AND RETENTION OF
PRIMARY SCHOOL TEACHERS IN BORNO STATE**

BY

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CERTIFICATION

This project titled “**Assessment of the Recruitment and Retention of Primary School Teachers in Borno State**” by Sarah Madu meets the regulations governing the award of the degree of Master in Educational Administration and Planning (M.Ed) of Ahmadu Bello University, Zaria and Approved for its contribution to knowledge and literary presentation.

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DECLARATION

I **Sarah Madu** hereby declare that this project has been written by me and that the material presented has not been previously submitted for a degree of the Ahmadu Bello University or that of any university.

Sarah Madu

Date

DEDICATION

This work is dedicated to Almighty God.

ACKNOWLEDGEMENT

Firstly, I wish to express my sincere gratitude to the Almighty God. I give him all the glory, praise and adoration for his grace, love and mercy.

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ABSTRACT

Primary education is education given to children in an institution aged 6-11years plus. Primary education is considered vital for the development of the state. As Anderson (1973) state, 'The possibilities of improving the quality of education are strongly influenced by the competence or the human services that local school. System can employ". Thus, appropriate policies must be designed to ensure that as far as possible only the right people are selected to teach at the primary level, and to be able to get the right people (teachers) i.e teachers proper recruitment and selection must be executed. The prosperity of any organization especially school system depends upon the effort made by teachers, teachers interaction and their behavior with the student in the classroom is the backbone on which the national curriculum and it implementation lies. Educational policy depends upon those who are directly charge with its implementation and teachers are directly implements of educational policies. In view of these statement, I decided to assess recruitment and retention of teachers in Borno State.

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DEFINITIONS OF TERMS

Primary education: Primary education is education given to children in an institution aged 6-11 plus.

Recruitment: Recruitment is an integral human resources, and involves the process of identifying and attracting or encouraging potentials applications with needed skills to fill vacant position in an organization peretomode (2001); matching them with specific and suitable jobs, and assigning them to those jobs Clanda (1897).

Retention: Retention according to English Dictionary Advanced Learner's 5th Edition, "is the action of keeping rather than losing it or stopping it

Selection: Ojo (1998) defines selection as the process that strive to sort out, eliminates those judge unqualified to meet identified requirements. He viewed that selection tends to be negative since it rejects many of those who apply.

Teaching: The concept of teaching involves sharing experiences between the teacher and the learner . it is the expression of intent with the aim of bringing about desirable change in the behavior of the learner.

Teacher: A teacher is a person who had undergone approved professional training in education at appropriate levels and has accured some skills of impacting knowledge, attitudes, morals and skills to learners. John (2003) defines a teacher as “an individual who is friendly and also impacts knowledge to learners.

Placement: placement is the process of deciding which of the several jobs is best suited for an individual who has been selected or employed

Orientation: Ojo (1998) viewed orientation as “the process by which new employees are introduced to their tasks, colleagues, work groups, superiors and the organization in general”

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Primary education is education given to children in an institution aged 6-11 plus. Primary education is considered vital for the development of the state. As Anderson (1973) stated, "The possibilities of improving the quality of education are strongly influenced by the competence of the human services that local school system can employ". Thus, appropriate policies must be designed to ensure that as far as possible only the right people are selected to teach at the primary level.

The recruitment process is the starting point for the appointment of staff. At this stage, school system must have clarified its intentions as to the quality and quantity of the staff it wants, it must have an idea of the salary range it proposes to offer and other conditions of services that it can meet.

Generally, recruitment can be done in two ways i.e. internal source and external sources. Job opening in an organization can be filled from among current employees through transfer or promotion. The selection (for promotion) can be done either through a formal process of announcing job vacancies and allowing employees to bid for them; or through

search skills inventory to identify those with requisite qualifications. And External Sources can be done through solicited applications, public recruitment agencies, private recruiting agencies or advertising.

Recruitment is faced with problems such as the labour market or the state of the economy, the degree of labour mobility, conditions of employment in individual organizations, labour unions and resource constraints. Labour market conditions have significant impact on the recruitment and selection methods and policies of any organization. For instance, changes in the level of economic activity, unemployment rate, shortages in specific skills and projections of future economic activity have important effects on recruitment and selection.

Demand for labour is characterized by continually, geographically and seasonally. In essence, the supply of labour should also be flexible enough to cope with such changes. In Nigeria, since labour demand and supply are sometimes at variance especially geographically, mobility is essential.

Conditions of employment especially the level of remuneration in individual enterprises, significantly affect the recruitment process.

Labour unions also constitute a constraint to the recruiter in a number of ways, first in the area of contract agreements between unions and management often have provisions for promotion and lay off, which affect the hiring process. And secondly, unions have considerable control over recruitment in organizations where there is a closed shop; and thirdly, in case where unions raise wages excessively, the level of resource available can be affected; this in turn affects an organizations capacity to recruit. And lastly, organization may be unable to recruit nationally (i.e. in the whole country) when most appropriate due to limited resource availability finance and competent recruiters. Unlike Oil Company, a major bank of a large manufacturing company may be able to recruit nationally and see the whole country as its labour market. Some organization may not be so placed.

Generally, the type of appointment offered to teachers recruited into the teaching services in primary schools in Borno State is permanent/ pensionable, temporary appointment and contract appointment.

Permanent and pension-able appointment is the type of appointment which demands a three year's probationary period. An officer must pass any compulsory examination prescribed for

his appointment in order to be confirmed and promoted. Failure to pass the prescribed examination might result in the termination of the probationary appointment. To be eligible for permanent and pensionable appointment, a candidate must have a minimum qualification of National Certificate of Examination (NCE).

Temporary appointment is the type of appointment in which applicant may be engaged without the full formality attached to appointment to established posts. The offer of such appointments is one through letters of appointment, which are valid only if the candidate has written a letter of acceptance of the offer. Termination of temporary appointment is governed by the terms contained in the letter of appointment. The time and letter of appointment are prescribed by the term of the Local Government Education Board. All candidates irrespective of their disciplines are employed on this basis.

The conditions of service of primary school teachers in this research work refer to payment of salaries and allowances, staff development, such as courses and training, grant of study leave with pay, award of in-service, promotion, health facilities, transport and accommodation. Chapter two will contain detail discussion of the mentioned conditions of services in Borno State.

Retention of teachers is a most serious dilemma facing the Nigerian educational system, keeping the school system staffed continuously with competent teachers and retaining those in service.

Teachers, like any other group of workers want to provide reasonable comfort for their families and to enjoy a good standard of living on retirement; they will react negatively if their income does not satisfy these wishes, and if the general conditions of service, including housing and prospects for promotion are poor. Teachers' affairs need careful and periodic review in order to retain them in the service.

1.2 Statement of Problem

The recruitment of personnel for the primary school system is one of the most critical decisions that confront board members. It is at this stage that the educational management decides to fill the existing vacancies with people who have not only met established qualification but also appear to be in the best position to make maximum and effective contributions to the overall success of the system. In some state, Grade II teachers and secondary school leavers are employed as primary school Teachers without considering the National Policy on

Education which requires the National Certificate of Education (NCE) to be the minimum qualification of an applicant to teach in the primary school.

There is a general outcry that standards of our Schools are falling and morals are becoming weak and tired (Nwabueze, 1998). Although Teachers as a group blame parent and the children, but finally government are also blamed because of poor conditions of services such as:

1. Lack of in-service training programme for teachers.
2. Irregular payment of Teachers salaries and allowances.
3. Low salaries of Teachers compared with the salaries of people in other profession with similar qualifications.
4. Poor physical facilities in the classrooms.
5. Lack of motivational factors such as the staff loans, car loans and furniture loans.
6. Non-payment of Teachers retirement benefit after retirement.

Meanwhile, retention of teachers is the most serious dilemma facing Nigerian educational system in Borno State, even keeping the school system staffed continuously with competent teachers and retaining those in service, the rate at which teachers were leaving teaching profession is at the highest level.

In a paper entitled "Retention of Teachers and their Condition of Service" presented at the National Conferences of principals of Teachers Training Colleges held at Ahmadu Bello University, Zaria in (1971), Baike pointed out that no profession is without attrition, but that, the rate of withdrawals from Teaching profession is excessive compared to other occupation such as medicine and law, stressing that the phenomenon of the Teacher attrition is world wide and is not peculiar to Nigeria alone, but the degree of seriousness may differ from country to country. Among the cases of attrition given by Baike (1971) are poor salaries, and low social status for Nigerian Teachers in comparism to other profession like law and medicine.

To this effect, the study therefore will focus on the issue of recruitment and retention of teachers in Borno State primary school as the procedures used in the recruitment and retention of primary school Teachers will be examine on their opinions. The problems they encounter with their condition of services will be analyzed. Coupled with the researcher intention to find out the causes of Teachers resignations and what can be done to retain them in service.

1.3 Objectives of the Study

The objectives of the study are;

1. to examine the procedures used in the recruitment of primary school teachers and its associated problems;
2. to examine the procedures used in the retention of teachers;
3. to find out the types of appointment offered to teachers in the state;
4. to examine the selection process, placement and orientation of new staff; and
5. to examine the teachers conditions of services and its effects on the teachers turnover in the state primary schools.

1.4 Research Questions

1. What are the procedures used in the recruitment of primary school teachers and the associated problems?
2. What are the procedures used in the retention of primary school teachers in the state?
3. What are the types of appointments offered to primary school teachers?
4. How do selection, placement and orientation of new staff take place in the state?
5. To what extent do the conditions of services affects teachers recruitment and retention?

1.5 Hypotheses for the Study

In the study, the following hypotheses are advanced:

1. There is no significant difference in the opinions of primary school teachers and head teachers and education officials on the procedures used in recruitment of teachers and their associated problems in Borno state.
2. There is no significant difference in the opinions of the primary school Teachers, Head teachers and Education Officials on the procedures used for the retention of teachers in the state primary schools.
3. There is no significant difference in the opinions of primary school Teachers, Head teachers and Education Officials on the types of appointment offered to teachers in the state primary schools
4. There is no significant difference in the opinions of the respondents on the selection, placement and orientation of new teachers in the state' primary schools.
5. There is no significant difference in the opinions of the respondents on the conditions of services for primary school teachers in the state

1.6 Basic Assumptions

The study is based on the following assumptions:

1. Teacher's motivation is an important aspect that can retain teachers in primary schools and should be look into so as to improve them.
2. Adequate school facilities, regular payment of salaries and allowances, regular promotion in primary schools are factors that encourage the retention of teachers.
3. It is assumed that primary schools in Borno State are well staffed in terms of teacher's recruitment and qualification.

1.7 The Significance of the Study

The study would be of significance in the following ways:

1. The study will enable the State Universal Basic Education Board(SUBEB) to take stock and evaluate teacher's recruitment in the primary school.
2. The study is also important to the officials of the State Universal Basic Education Board and local government education authorities as it will guide them on areas that will help in the improvement of teacher's conditions of service to be able to retain them.
3. The result of this study would add to the understanding of

the general administrative problems related to the retention of teachers in Borno State Primary Schools.

1.8 Scope and Limitations of the Study

The study is centered on the recruitment and retention of teachers in Borno State primary schools. The study is limited to teachers in primary schools in Borno State, as well as their head teachers, including some senior officials in the State Universal Basic Education Board and local government authorities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The purpose of this research work is to assess the recruitment and retention of primary school teachers in Borno state. The chapter reviews the relevant literature about the subject under the following headings:

- i. Conceptual Framework
- ii. Recruitment of Personnel in an organization
- iii. Retention of Primary school teachers
- iv. Teachers' conditions of service
- v. Funding of teaching/learning materials of primary school education.

The prosperity of any organization especially school system depends upon the effort made by teachers, teachers interaction and their behaviour with the student in the classroom is the backbone on which the national curriculum and its implementation lies. Educational policy depends upon those who are directly charged with its implementation and teachers are directly the implementers of educational policies.

2.2 Conceptual Framework

2.2.1 Definitions of Recruitment

Recruitment is the process of searching for prospective employees and stimulating them to apply for job in an organization Flippo in Ojo (1998, p. 185). He went ahead to explain that this is often termed “positive” because its

objective is to increase the selection ratio, that is, the number of applicants per job opening. He also said that an organization needs to attract more candidates in order to increase selection ratio so as to select the most suitable out of all the candidates available.

McFarland also in Ojo (1998; p. 185), define recruitment as “the process of attracting potential employees to a company” he further observed, (“it is a systematic means of finding and inducing available candidates to apply to the company for employment”). This he said “recruitment process itself may be selective, or pre-selective through choosing among the various sources of supply, as well as the decision on which candidates should be permitted to go through subsequent screening procedures. Recruitment is an integral human resources, and involves the process of identifying and attracting or encouraging potential applicants with needed skills to fill vacant position in an organization Peretomode (2001); matching them with specific and suitable jobs, and assigning them those jobs, Chandan (1987). Edem (2007, P. 128), also sees recruitment of teachers as a means of attracting the right quantity and quality of personnel to achieve educational goals. It has both short-term and long term implications. The former guarantees a continuous flow of qualified staff into the school system, and the later seeks to fill vacancies created by retirement, resignation, promotion, dismissal or death. A good recruitment exercise enhances and reduces labour turn over rate and employee dissatisfaction Nwachukwu (2008). It is also important to note that a good recruitment

programme is one that is properly planned and will operate successfully. But poor recruitment could lead to the selection of poor applicant.

2.2:2 Retention

Retention according to English Dictionary Advanced Learner's 5th Edition, "is the action of keeping rather than losing it or stopping it. Edem (2007, p. 132), says that "teacher like any other group of workers, want to provide reasonable comfort for their families and to enjoy a good standard of living on retirement. According to him, teachers will react negatively if their income does not satisfy these wishes, and if the general conditions of service, including housing and prospects for promotion, are poor. Teachers' affairs need careful and periodic review. Some people take to teaching with various motives. Some do so as an escape from competition with other adults in other vocations, others accept it as a challenge, and others see it as an access to higher education through scholarship.

2.3 Recruitment of Personnel

Generally, recruitment relates to those activities in personnel administration commonly associated with the attraction of the quality and quantity of staff needed for the system.

The recruitment process is the starting point for the appointment of staff at this stage. The school system must have classified its intentions as to the quality and quantity of the staff it wants; it must have an idea of salary range it

proposes to offer and other conditions of service that it can met. Under the present system, school heads have highly limited powers to recruit and appoint their staff. They depend on school service boards. The Local Education Authority recruits officers on grade levels 0 – 6, and officers on grade levels seven (7) and above are recruited under the State Primary Education Board which is now called the State Universal Basic Education Board (SUBEB).

2.3.1 Sources of Recruitment

Ojo (1998) broadly categorized sources of recruitment into two:

- Internal
 - External
- A. Internal or Inside Source-** This he says, Job opening in an organization can be filled from among current employees through transfer or promotion. The selection (for promotion) can be done whether through a formal process of announcing job vacancies and allowing employees to bid for them or through search for skills inventory to identify those with requisite qualifications.
- i. Job posting and Bidding-** Here, the enterprise can notify its current employees about job openings through magazines, bulletin boards or departmental memoranda. All interested employees can apply in response to the internal advertisement thereby according them equal opportunity. If the advertisement is both “internal” and external, the

employees will have to respond to it along with external candidates with whom they will have to compete.

- ii. **Skills inventory and personnel appraisal-** He explained that skills inventory of employees contain a list of names with relevant skills and characteristics. Details will cover names, education, present job, position and location, past jobs, training, performance, salary levels, etc. According to Ojo the skill inventory therefore, provides an easy way of searching for employees with special skills or abilities who can fill vacant or newly created positions.

B. External Sources

There are several internal sources of recruitment, according to Ojo (1998):

- i. **Unsolicited Applications-** Many employees receive applications by letters or in person from several people, such “Unsolicited” or “Casual” applications or “Walk-ins” can be a major source of recruitment for unskilled and to a lesser extent for highly skilled employees.
- ii. **Public Recruiting Agencies-** Every state Employment Agencies constitute the main or only source of recruitment into the civil service in many countries. In Nigeria, there is a Federal Civil Service Commission and a Civil Service Commission in each state of the federation. There is also local government service commission which recruits certain categories of local government staff in each state.

- iii. **Private Recruiting Agencies-** Private employment agencies or consulting (recruiting) firms provide services for referrals for specific vacancies listed with them, and placement services for individuals seeking employment, all for some fee. Recruitment through private agencies has become prominent in Nigeria as the number of such agencies has increased considerably over the years.
- iv. **Advertising-** Advertisement for recruitment can be placed in trade or professional journals, magazines, newspapers, bulletins placed in supermarkets, and through radio or TV announcements.
- v. **Employee Recommendations-** Some employers recruit through their employees. Relevant information about job openings and the skills required are announced to employees who then convey same to friends and relatives who may possess such skills and seek work. “Employee recruiting” is common in Nigeria. It covers virtually all levels of personnel, junior or unskilled, senior and executive manpower. For instance as reported by Fashoyin (1986), in Ojo (1998. p. 190) about 33 percent of respondents got their first jobs through relatives, 27 percent through friends and 19 percent on merit.
- vi. **Educational Institutions-** Organizations quite often keep in touch with several educational institutions such as Universities, Polytechnics, Technical and Vocational Institutions. They are good sources of young applicants with various types of formal education. Some of such

institutions have counselors or placement officers who recommend particular candidates to employers.

vii. Labour Unions- This source of recruitment is more relevant in some advanced countries such as the United Kingdom, United States of America and Canada. It is mainly applicable to industries and occupations where employees are represented by craft unions, construction, maritime and dock-work. Request for new employees are usually sent by employers to the “Union Hiring Hall” for appropriate action. Usually, the union members who have been unemployed longest or are most senior are given priority in the filing of Job openings.

viii. Professional Associations- Here, some professional associations in Nigeria assist in the recruitment of new, senior and experienced members for appropriate or special job openings.

a. Power of recruitment- The Local Education Authority and the State Universal Basic Education Board has the mandate to recruit teachers into the service. The Local education Authority recruits teachers or (officers) on grade levels 0 – 06 and recommended to the state, while Universal Basic Education Board recruits officers from grade levels 07 and above, with prior approval and acceptance of the Local Government because the Local Government fund are use to pay the salaries of its staff.

- b. Types of Appointment Offered-** Borno State Local Education Authority is guided by the Civil Service Rules and Regulations, as such, the types of appointment offered are temporary appointment, contract appointment and permanent/pensionable appointment.
- c. Contract Appointment-** In this case, special teachers whose services are still needed from time to time are engaged on contract basis and mostly after retirement.
- d. Permanent and Pensionable Appointment-** This is the type of appointment, which demands a three –year probationary period. An officer must pass any compulsory examination prescribed for his appointment in order to be confirmed and promoted. And if the officer fails the prescribed examination, it might result in the termination of the probationary appointment. For any officer to be eligible for permanent and pensionable in the teaching service, a candidate must have a minimum qualification of National Certificate of Education (NCE).
- e. Temporary Appointment-** These are issued for a period of two years, teachers are put under observation for two years before their appointments are confirmed, that is to say that the officer must have been found efficient and productive in his duty before he or she is confirmed, but if the officer is found guilty, the appointment could be terminated at any time.

2.3.2 Employees Selective, Placement and Orientation

Since recruitment is the process of findings and attracting qualified applicants for job positions within an organization is not complete in acquiring personnel to work. Selection, placement and orientation are also important. After recruiting, candidate's selection must also take place, selection of the most suitable persons from the many applicants. While the aim of recruitment is to create large pool of people who are available and will want to work for a particular organization, the selection process strives to sort out or eliminate those judged unqualified to meet identified requirement. Interviews are carried out through the selection process and three basic steps must be followed. These are:

- Interviewers to acquaint themselves with job analysis;
- They must analyse the information to help reach employment decision to predict job success;
- They need to ask question that can add to what is included in the application book (Donnelly, *et al* (1987).

In order to achieve the goals of primary education as stipulated in the National Policy of Education (2005), proper recruitment and selection must be carried out. Placement also is very important following selection process. While placement is the process of deciding which of the several jobs is best suited for an individual who has been selected or employed. It is possible that applicants might fit into the institution but be poorly placed in terms of

matching with the specific job. This is a common problem in many of our educational institutions in Nigeria. Proper placement also requires a thorough knowledge of the need of the job as well as means of measuring and differentiating characteristics of applicants. Orientation or induction, plays a vital role after the proper placement, for the purpose of acquainting him or her with the work environment DAS (1984). In Ojo (1998;p.205) viewed orientation as “the process by which new employees are introduced to their tasks, colleagues, work groups, superiors and the organization in general”. He also noted that orientation activities are formal procedures organized to facilitate adjustment of new employees to their new environment.

2.4 Problems of Recruitment

Certain factors affect the recruitment process. Such factors can be regarded as constraints to recruitment; these factors are the labour market or state of economy, the degree of labour mobility, and condition of employment in individual organization, labour unions and resource available as identified by Ojo (1999).

- **Labour Market-** Changes in the level of economic activity, unemployment rates, shortages in specific skills and projections of future economic activity have important effects on recruitment and selection. For instance Nigerian labour market generally and many local labour markets now experience overall labour surpluses. As a result employers

pay less attention to rigorous recruiting procedures, labour shortages as experienced before call for a reversed approach.

- **Labour Mobility-** Demand for labour is characterized by continually shifting patterns occupationally, industrially, geographically and seasonally. In excess, the supply of labour should also be flexible enough to cope with such changes. Which he says in Nigerian labour, demand and supply are sometimes at variance especially geographically. Mobility is essential. For instance, if a firm or government agency in Sokoto needs certain skilled labour, those qualified from other parts of the country should be able to take advantage of the job opportunity as a result of ethnicity, statism, religion as it will result to constraints to mobility.
- **Conditions of Employment-** Conditions of employment, especially the level of remuneration, in individual enterprises, significantly affects the recruitment process before then teaching and civil services which were the most preferred areas of employment had changed. And today the oil, banking and manufacturing sectors have become the greener pasture for job seekers. All these trends affect the recruitment policies and procedures of enterprises.
- **Labour Union-** Trade Union constitutes a constraint to the recruiter in a number of ways. First, contract agreements between unions and management often have provision for promotions and lay off affect

hiring process. Second, unions have considerable control over recruitment in organization where there is a “closed shop”. Thirdly, in cases where unions raise wages excessively level of resources available can be affected; this in term affects an organization’s capacity to recruit.

- **Resources Constraints-** An enterprise may be unable to recruit natively in the whole country when most appropriate due to limited resources availability, finance and competent recruiters.

2.5. Retention of Primary School Teachers

Nigerian educational system is facing a very serious problem in terms of staffing their schools continuously with competent teachers and retaining those in service. According to the National Commission on Teaching and American’s future (2009), some estimates indicate that over a third of the nations teachers leave the teaching profession within three years. More recent research suggests that approximately 46% of teachers leave teaching by the end of their 5th year. There are important factors identified as reasons for teachers leaving the profession. These could be retirement; family issues, pregnancy/child rearing, salary/benefits, job dissatisfaction, and interest in moving into a better job either inside or outside of education. Many of these same teachers were concerned about issues such as:

Low salaries, students discipline problems, lack of supportive and little opportunity to participate in decision making, Judith & Deborah (2006).

In a paper entitled “Retention of Teachers and their Condition of Service” presented at the National Conference of Principals of Teacher Training Colleges held at the Ahmadu Bello University, Zaria in 1971, Baike observed that teachers could be dropout from the schools in which they teach and from the profession. He pointed out that; the rate of withdrawals from the teaching profession is excessive compared to other occupations such as medicine, pharmacy, and law. The phenomena of teaching and attrition is world wide and not peculiar to Nigeria alone he said, but the degree of seriousness may differ from country to country. Among causes of attention given by Baike (1971) are poor salaries and low social status for teachers in Nigeria in comparism to other professions like law and medicine. The Banjo commission in former Western Nigeria sums the problem of attrition up in the following:

“The teaching profession has been termed a sick profession. The minimum qualification for entry has been very low. The salary scales are not comparable with those types of employment like the civil service. (There are very few promotion possibilities; the teacher’s professional efficiency hardly affects his career). Many of those who succeed in “up lifting” themselves into grade one find it more worth while to

get out of the teaching profession and join the civil service, where they will be paid a higher salary”.

Two studies were conducted by Adesina (1971) in Lagos and former Mid-Western state on the supply and demand of school teachers. In the Lagos study, questionnaires were given to teachers to identify some of their grievances. The following answers were predominant:

- i. Under payment compared with the private sector
- ii. No promotion prospects
- iii. Poor conditions of service
- iv. Teachers are not respected and recognized by our society
- v. Lack of encouragement by the government.

Out of the 178 questionnaires returned, 147 stressed poor conditions of service and the fact that society still look down on teachers and the teaching profession.

A number of Nigerian writers have discussed these problems: Majasan (1979) had once drawn attention to the fact that the teaching profession is losing qualified teachers to other businesses at a time when it is unable to attract capable and interested youths. He noted:

The general manpower shortage which made it difficult to interest talented people in teaching coupled with poor conditions of services have worsened the

recruitment situation. Teaching has to compete with other occupations to able young men and women who for some reasons are attracted to it. Most of those attracted are the one who cannot succeed in entering other jobs and therefore take up teaching. The majority of primary institutions teaching staff are of this category.

Biobaku (1979) also had emphasized the poor situation of the drift from the teaching profession and said.

There is no need to revised teaching with it true majesty as a noble profession, teachers appear to be losing sight of their vacations for many years, teaching profession had ceased to be a calling, only an occupation to be abandoned as soon as possible.

In trying to find out what factors make teaching unattractive to many Nigerians, Gyang (1971) reported on attrition among primary school teachers, limiting himself only to one urban area, Jos. His conclusion was that drop out from primary school teaching was largely due to economic as well as social factors and calls for a review of teachers condition of service so as to compare

favorably with those of other profession. This necessitates discussion on the following: condition of service, funding and teaching/learning materials.

2.6. Primary School Teachers Condition of Service

Teachers conditions of service in this research work refers to the payment of salaries and allowances, staff development, such as courses and training, grant of study leave with pay, award of in-service, promotion, health facilities, transport and accommodation.

Primary school teachers like any other group of works, want to provide reasonable, comfort for their families and enjoy a good standard of living on retirement. Teachers will react negatively if their income does not satisfy these wishes and if the general condition of service, including housing and prospects for promotion are poor. Teachers' affairs need careful and periodic review. The conditions of service of teachers are meant to serve as morale booster and incentive for teachers to put in their best. But rather than boosting teachers morale and allowing higher productivity, the current treatment of teachers by various Local Government Councils in the state had demoralized the teachers considerably as characterized by various demonstrations and strikes embarked upon by primary school teachers in some state in the country.

Primary school teachers training and course facilities were not only unattractive, but also haphazard because of other systems of favoritisms and nepotism, study leave with pay were given to some selected teachers whom

their relations, friends or parents are in big positions. Even those who were lucky enough to be considered don't enjoy the facilities attached to such awards. A beneficiary used their salary to pay tuition, purchase training materials, and feed themselves as well as pay for personal effects. This hardship discourages some prospective beneficiaries from attending the courses which can enhance their productively, even if they manage and complete their courses, they will be tempted to leave teaching line and take up non-teaching jobs. This is also similar to the one that obtains in Tanzania as stated by Musaazi (1982) that "Today teachers are leaving the profession after completing their bond to find employment elsewhere, and only those who lack doing anything else offered themselves for teaching positions. Teachers could do more beneficial business than imparting knowledge to their pupils.

Teaching and learning should not be toyed with, as is the case at present. The teaching profession must be treated with dignity and not downtrodden as is the case these days. Gberiko (1993) in his write up titled "Are teachers breaking from their Yoke?" state that teaching has suffered "downtrodden professional image more particularly in Nigeria compared to what is obtained in more developed economy".

According to him "teaching in Nigeria has for a long time been invaded by all manners of persons who lack both the professional knowledge and skills required for practicing it at various levels of the country's educational system". Once the profession is given its rightful position and the conditions of service

are improved, there will be effective primary school teaching and learning in Borno state and indeed the whole country's schools can compete favorably with other nations of the world and can occupy key positions in economic and political sectors within the country and in the international communities and organizations.

2.7 Funding Of Teaching/Learning Materials of Primary School Education

Funding is one of the important factors to consider in the school system, the situation here is that, every primary school depends largely on funds for their success. For effectiveness in teaching and learning, this can only take place based on financial provision. To build schools, equip them, recruit staff of the right quality, one needs money. However, our educational institutions in Nigeria have been struggling without sufficient funding. Poor funding of schools has become a serious problem in the country and in some state the situation is critical especially the study area Borno state.

The introduction of some scheme in the country failed because of insufficient fund such as the Universal Primary Education (UPE) scheme introduced by the defunct Western region in January, 1955 and Eastern Region which followed in January, 1957 and Federal Capital territory of Lagos in the same year (1957).

Insufficient materials and manpower has become a major problem in schools, especially the study area (Borno State) to provide effective teaching

and learning and enhance the performance of teachers. Pupils in the state are not motivated due to poor school environment, poor satisfying and materials/teaching aids. A Research Survey in November 2002 revealed that no single primary school in the state had a junior library. One of the researchers had tempted to apologise that the country had no resources to fund its educational system. But according to United Nations (UN) survey, recorded in the National Concord of 27th April, 1992 “Cuba, one of the poorest countries of the world, had been credited with the highest educational achievement levels”. The report said further that “The United Arab Emirate which has the highest per capita income in the world, has half the educational achievement level of Cuba”. In regard to the above, one can say that the prevailing of poor funding, inadequate materials and manpower is a question of primary misplacement by the authorities.

2.8 Role of PTA in recruitment and retention of teachers

1. THEY assist in advertisement of vacancy in the community.
2. they also serve as a member of establishment committee in the local government.
3. they participate in recruitment process and the placement of teachers for example in interview and posting
4. assist in getting voluntary teachers around their community.

5. assist also in the provision of accommodation and other social need of the teachers in their community in order to retain them in the services.

2.9 Summary

The study reviewed the recruitment and retention of primary school teachers in Borno state, sources of recruitment, type of appointment offered, employee selection, placement and orientation, teachers condition of service, funding of teaching/learning material of primary schools education, and problems of recruitment were established based on the study. Therefore, It is concluded here, that, from the critical examination and discussion of related literature on the recruitment and retention of primary school teachers in Borno state, it is clearly seen that the problems are as a result of non-availability of instructional and operational facilities/materials, lack of qualified teaching staff, poor conditions of service of primary school teachers and poor funding of education. These factors could be some of the main variable to be taken into consideration in the remaining chapter.

CHPATER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This research work studies an assessment of the recruitment and retention of primary school teachers in Borno state. The chapter will examine the appropriate methodology that will include:

- i. research Design;
- ii. population of the study;
- iii. sample for the study;
- iv. instrument of Data collection;
- v. validity of the instrument; and
- vi. method of Data analysis.

3.2 Research Design

The descriptive survey research design will be adopted in this study. This will make use of percentage tools to analyze the data collection through questionnaire. Descriptive survey research is concerned with the collection of data for the purpose of describing and interpreting existing conditions, prevailing practices, beliefs, attitudes, on going process. As described by Nwanka (1984), Isaac and Michael (1973) the objectives of a descriptive survey research are as follow:

- i. To collect details factual information that described existing phenomena;
- ii. To identify problem or justify current conditions and practice;
- iii. To make comparison and evaluation.

This research will be analyzed statistically using appropriate reliant data using percentage.

3.3 Population

The population of the study comprises teachers, head teachers, Universal Basic Education Board and Local Government Education Authorities officials in Borno state. The Universal Basic Education Board records of 2007/2008 indicated that the state had a primary school pupils with total population of 581, 737. There was also a teacher population of 16, 328 (Universal Basic Education Board record 2007/2008). And the total number of primary schools was 1317 schools in Borno state. The local education had an average, 16 educational officials who dealt with the management and function of primary education in a local government area and 19 officials are in the state universal basic education board who were directly concern with primary schools teachers recruitment, the 27 local education authority in the state consist of 108 officials who were engaged in the administration of primary education.

3.4 Instrumentation

The main instrument for this study is basically the structured questionnaire designed by the researcher. The questionnaire contains questions on recruitment and retention of primary school teachers in Borno state. It is hoped that it is capable of soliciting honest and reliable information from the respondents. This method is appropriate and easy to administer to enlightened people like teaching staff; local government education authorities/the new Universal Basic Education Boards officials. For this reason, the researcher found the questionnaire method to be the most suitable for this study. To collect information from the respondents, about their personal data such as qualifications, sex, experiences, recruitment and retention policies, conditions of service for primary schools teachers, facilities, equipments and funding of primary schools.

The five point Likert will be used to score the responses from respondents.

Strongly agree	=	SA	=	5 points
Agree	=	A	=	4 points
Disagree	=	D	=	3 points
Strongly Disagree	=	SD	=	2 points
Undecided	=	U	=	1point

3.5 Sampling technique

The stratified random procedure was used in selecting the primary schools among the local government areas. From each of the stratum, the Kleajcie and Morgan (1970) approach to sample selection was then adopted to select the required samples. A total of nine Local Government Areas out of the 27 were selected randomly, three (3) from each of the senatorial districts. (Borno Central, Southern Borno and Northern Borno), the local government areas selected for the study and the senatorial zones are indicated in table 3.1.

Adamu and Tinuki (1985), stated that we cannot reach all the units of a population even if we have all the resources in the world to do so, therefore, whether we like it or not we have to be satisfied with a sample". Some officials of state Universal Basic Education Board (SUBEB) were used and some local government education authority officials were randomly selected and all of them were literate and they are engaged in the recruitment and retention of teachers in the State Universal Basic Education Board (SUBEB). It is therefore considered that the information obtained from them would be reliable.

Table 3.1: The Population and sample of the study

S/No	Senatorial Districts	Local Government Authority	No Schools.	No Selected	No Teachers selected	Head Teacher	Education Official
1	Borno Central	MMC	36	4	29	4	4
		Jere	56	6	43	6	4
		Kondoga	76	8	58	8	4
2	Southern Borno	Askira/Uba	90	9	65	9	4
		Chibok	33	3	22	3	4
		Damboa	48	5	36	5	4
3.	Northern Borno	Gubio	16	2	14	2	4
		Ngazai	47	5	36	5	4
		Magumeri	23	2	14	2	4
	Total		425	44	317	44	36

From each of the local government a number of primary schools were selected at random as shown in the table. For each of the primary school selected, the Head Teacher was automatically sampled along the teachers selected in the schools. Four Education officials were selected from each of the local government areas along the sampled primary schools. In all, a total of 317 teachers, 44 head teachers and 36 education officials were selected for the study as indicated in the table. The total population that was selected for the study is therefore 397.

3.6 Administration of the Instrument

The administration of the instrument was done by distributing the questionnaires personally by the researcher with the assistants of local government educational authorities' staff. After which the questionnaires were be collected back from each zone of the sample local government by the researcher with the help of the same officials after two days.

3.7 Validity of the Instrument

The instrument was validated by experts in the field of educational administration and planning as well as statisticians and researchers from other departments. The face validity approach was used to ascertain the extent to which the instrument could be claimed to be feasible in the extent of coverage of the specific objective of the study with particular reference to the items within the instrument. The questionnaire designed by the researcher was therefore subjected to validation as recommended by scholars such as Kerlinga (1973) and Fred N. (1976) who consider face validation such instrument as adequate and acceptable for research purposes.

3.8 Result of pilot study

The designed instrument was subjected to a pilot study test in order to determine the feasibility of the instrument for the attainment of the study's objective as well as establish its reliability and internal consistency. A total of fifty respondents selected from Biu Local Government primary schools along

with the education officials in the zone were used for the test. Schools in this local government area would not be included in the main study. The data collected were analyzed statistically with the Statistical Package for the Social Sciences (version 17).

3.8.1 Reliability of the instrument

From the analysis of the data a reliability index of 0.842 was obtained for the Guttman Split-Half model. The observed internal consistency coefficient for the items within the instrument was 0.864. According to Anastasi (1980), the closer to 1 the reliability index of an instrument, the more reliable. Therefore the instrument could be said to be reliable and internally consistent for this study. A detail output of the reliability result is attached as Appendix II.

3.9 Method of Data Collection

The data collected from respondents were analyzed and presented in tables of frequency and percentage. The main variables of investigation would also be assessed in frequencies and percentages along with mean and standard deviations. The study's hypotheses were tested with analysis of variance (ANOVA) because of the three groups of respondents that are involved in the independent variable. Where significant difference is observed, the Scheffe procedure was used to determine the group that was significantly different from the others. All the hypotheses will be tested at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

In this Chapter, the researcher presents the statistical analyses, and interpretations of the results of the expressed opinions on the items and variables used in the assessment of the recruitment and retention of teachers at the primary school level in the educational system of the state. A comparative approach was used in the analysis of the data because of the three groups (Teachers, Head Teachers and Education Officials) involved in the assessment. The chapter is structured along the objective and research questions. The analysis is based on mean scores for the items and variables in determining the direction of opinion and conclusion of solution to the objectives and research questions. Decisions on mean scores are based on the five point interval scale with 3.5 and above standing for agreement while 3.4 and below stands for disagreement. The actual frequency counts and percentages for each group of the respondents are presented in Appendix III. The research hypotheses are tested separately along with the discussion of the findings at the end of the chapter.

4.2 Demographic characteristics of the respondents

A total of 397 respondents made up of Teachers (317 or 80.0%), Head Teachers (44 or 11.0%) and Education Officials (36 or 9.0%) were involved in

the study. Gender, highest educational qualification and years of working experience were the only demographic variables selected along their expressed opinions on the subject of investigation. Table 4.1, shows the classification of the groups by gender.

Table 4.1: Classification of the respondents by gender

Sex of respondent	Teachers		Head Teachers		Education officials	
	Freq	Percent	Freq	Percent	Freq	Percent
Male	198	62.5	25	56.8	21	58.3
Female	119	37.5	19	43.2	15	41.7
Total	317	100.0	44	100.0	36	100.0

Among the teachers 198 or 62.5% were male while 119 or 37.5% were female. The head teachers were made up of 25 or 56.8% male and 19 or 43.2% female while the Education Officials were 21 or 58.3% male and 15 or 41.7% female respectively. This distribution imply that both sexes were well represented in the study and therefore allow a gender balance in the expressed opinion since weighted mean score were used in the assessment of the variables. The classifications of the respondents by their highest educational qualifications are presented in Table 4.2.

Table 4.2: Classification of the respondents by their highest educational qualifications

Educational qualification	Teachers		Head Teachers		Education officials	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Grade II	13	4.1	1	2.3	2	5.6
Diploma	1	0.3	3	6.8	1	2.8
NCE	202	63.7	2	4.5	5	13.9
B ed	48	15.1	15	34.1	15	41.7
B Sc	53	16.7	23	52.3	13	36.1
Total	317	100.0	44	100.0	36	100.0

The dominant qualification among the teachers is the National Certificate in Education (NCE) which 202 or 63.7 of them said they possessed. Teachers with first degree of the B ed or BSC were relatively few and accounted for 48 or 15.1% and 53 or 16.7% of the total number respectively. Only 13 or 4.1% of the teacher said the Grade II certificate is their highest qualification. Among the Head teachers, 23 or 52.3% and 15 or 34.1% have B. SC and B ed respectively while 2 or 4.5% have the NCE as their highest educational qualifications. Head Teachers who have only the Grade II certificate were on 2.3% while 3 or 6.8% said they have the Ordinary diploma as their highest educational qualifications. For the Education Officials, 15 or 41.7% and 13 or 36.1% have B. SC and B ed respectively while 5 or 13.9% have the NCE. But 2 or 5.6 and 1 or 2.8% of them said they have the Grade II and Diploma certificates respectively as their highest educational qualifications. From this distribution, most of the teachers and the education

officials could be said to be educationally qualified to understand and expressed their opinions relatively to the subject of investigation.

Table 4.3: Classification of the respondents by their years of working experiences

Years of experience	Teachers		Head Teachers		Education officials	
	Freq	Percent	Freq	Percent	Freq	Percent
Less than 6years	105	33.1	5	11.4	1	2.8
6-10years	113	35.6	14	31.8	10	27.8
above 10years	99	31.2	25	56.8	25	69.4
Total	317	100.0	44	100.0	36	100.0

Working experience is expected to equip the respondents with adequate knowledge of the subject being investigated in the study. As indicated in the table, 105 or 33.1% of the teachers have less than 6years of working experience on the job. But 113 or 35.6% have between 6 and 10years of working experience on the job while 99 or 31.2% of them have more than 10years of working experience. Among the Head teachers, 25 or 56.8% have more than 10years of working experience on the job while 14 or 31.8% of them have between 6 and 10years of working experience. Only 5 or 11.4% of the Head teachers have less than 6years of working experience. The percentage of the education officials who have more than 10 years of working experience is 69.4% or 25 out of the total of 36. Those with between 6 and 10years were 10 or 27.8 while only 1 or 2.8 have less than 6 years of working experience. These distribution means that the respondents have enough years of working experience to give valid information about the recruitment and retention of primary school teachers in the state.

4.2 Opinions of respondents on the Recruitment and Retention of Primary School Teachers in Borno State

This section presents the responses of respondents on their opinions on Recruitment and Retention of Primary School Teachers in Borno State. The opinions of the respondents on the procedures used for recruitment of teachers, and their retention, types of appointments offered to teachers, selection, placement and orientation of teachers along with the condition of conditions of service were scored on a five point scale. A comparative approach was used for the analysis of the each groups' opinion on all the items. For purpose of analysis, the five point scale was re-categorized into a dichotomous scale of Agreed and Disagree. The corresponding frequencies and percentages for each item were then used for the discussions. These categorizations were not extended to the computation of the mean scores used for the test of the hypotheses.

4.2.1: Opinions of respondents on the procedures used in the recruitment of Primary School Teachers in Borno State

This section presents the opinions of the different groups of respondents on the procedures used for the recruitment of primary School Teachers in Borno State. Table 4.4 frequency scores presents and the corresponding percentages for the different groups. The expressed percentages are independent for the groups as indicated with their respective totals.

Table 4.4. Respondents' opinions on the procedures used in teachers' recruitment and their attendant problems in Borno State

Problems of teachers' recruitment in the primary schools	Groups	Disagree		Agree		Total	
		Freq	%	Freq	%	Freq	%
1. Teachers are recruited before they are interviewed to teach	Teachers	5	1.6	312	98.4	317	100.0
	Education Officials			36	100.0	36	100.0
	Head Teachers			44	100.0	44	100.0
2. Teachers are interviewed before they are recruited to teach	Teachers			317	100.0	317	100.0
	Education Officials			36	100.0	36	100.0
	Head Teachers			44	100.0	44	100.0
3. Most of the teachers recruited are indigenes	Teachers	4	1.3	313	98.7	317	100.0
	Education Officials	1	2.8	35	97.2	36	100.0
	Head Teachers			44	100.0	44	100.0
4. Only professional teachers are recruited	Teachers			317	100.0	317	100.0
	Education Officials			36	100.0	36	100.0
	Head Teachers			44	100.0	44	100.0
5. People from other discipline are also recruited	Teachers	4	1.3	313	98.7	317	100.0
	Education Officials	1	2.8	35	97.2	36	100.0
	Head Teachers			44	100.0	44	100.0
6. The minimum teaching qualification is NCE	Teachers	1	0.3	316	99.7	317	100.0
	Education Officials	1	2.8	35	97.2	36	100.0
	Head Teachers			44	100.0	44	100.0
7. Retired teacher are also recruited to teach on contract basis	Teachers	1	0.3	316	99.7	317	100.0
	Education Officials			36	100.0	36	100.0
	Head Teachers			44	100.0	44	100.0
8. Voluntary teachers also teach in the primary school	Teachers			317	100.0	317	100.0
	Education Officials	1	2.8	35	97.2	36	100.0
	Head Teachers			44	100.0	44	100.0
9. Some teachers are also recruited by some parents teachers association (PTA)	Teachers	7	2.2	310	97.8	317	100.0
	Education Officials			36	100.0	36	100.0
	Head Teachers			44	100.0	44	100.0
10. Pupil teachers ratio are adequate	Teachers	275	86.8	42	13.2	317	100.0
	Education Officials	27	75.0	9	25.0	36	100.0
	Head Teachers	39	88.6	5	11.4	44	100.0

From an examination of the expressed opinions of the three groups in the table, the procedures used for the teachers' recruitment could not really be said to be based on merit. Meritocracy would necessitate that prospective teachers should

be interviewed before they are recruited to teach in the primary schools. This is the consensus of the group in item 2 in the table where all the groups agreed. But the opinions of the respondents in the first item of the table, is that teachers' recruitment are carried out without appropriate interview or what could be refer to as the due process. In the table, 312 or 98.4% of the teachers, all the education officials and all the head teachers agreed with this procedure used for the recruitment.

There was a little variation in the opinion on the indigenes of the recruited teachers. Though all the head teachers (100.0%) were of the opinion that they were all indigenes of the local areas but 4 or 1.3% of the teachers and 1 or 2.8% of the education officials had a divergent view. The indication however is that recruitment was predominantly on the basis of indigenous of the respective local government area. All the respondents agreed that only professional teachers were recruited. This is indicated in item 4 by all the respondents with percentage score of 100.0% each respectively. There was a little variation among the teachers and the Education officials on the recruitment of teachers with other disciplines. In item 5, 4 or 1.3% of the teachers and 1 or 2.8% of the Education Officials were of the view that some selection is also made of other disciplines. This divergence opinion is extended to item 6 of the table where 1 or 0.3% of the teachers and 1 or 2.8% of the education officials disagreed that the minimum teaching qualification for the teachers

was the National Certificate in Education (NCE). But all the other respondents as indicated in the table were of the view that the NCE was the minimum acceptable qualification.

All the respondents were of the opinion that retired teacher were also recruited to teach on contract basis. The only divergent opinion here is 1 or 0.3% of the teachers who did not agreed with the opinion. Likewise, the respondents all agreed that voluntary teachers also teach in the primary schools. The respondents agreed that some of the teachers were also recruited by Parents Teachers Association (PTA). One point on which the respondents all disagreed is the notion that Pupil to teachers' ratio were adequate in the schools. In item 10 of the table where this issue was evaluated, 275 or 86.8% of the teachers, 27 or 75.0% of the Education Officials and 39 or 88.6% of the Head Teachers all disagreed with the suggestion. But 42 or 13.2% of the teachers and 9 or 25.0% of the Education Officials and 5 or 11.4% of the Head Teachers agreed that the ratio of teachers to pupils in the schools were adequate.

From the general observation of the opinions of the teachers, the Head Teachers and the Education Officials in the table, It could be said that recruitment of teachers into the primary schools teaching service of the state is not adequately giving room to merit. This lack of meritocracy resulted in low turnout of teachers and lack of professionalism in the teaching services at the primary school level in the state

4.2.2: Opinions of respondents on the procedures used on the retention of Primary School Teachers in Borno State

This section presents the expressed opinions of respondents on the procedures used for the retention of teachers in the primary School Teaching

service of Borno State. The groups are presented in frequencies and percentages for the respective items.

Table 4.5. Respondents’ opinions on the procedures used for retention of teachers in the primary schools

Procedure for retention of teachers in the schools	Groups	Disagree		Agree		Total	
		Freq	%	Freq	%	Freq	%
1. Teachers salary is inadequate to retain them in the services for many years	Teachers			317	100.0	317	100.0
	Education Officials			36	100.0	36	100.0
	Head Teachers			44	100.0	44	100.0
2. Maximum comfort are been provided to make them enjoy a good standard of living	Teachers	305	96.2	12	3.8	317	100.0
	Education Officials			36	100.0	36	100.0
	Head Teachers	34	77.3	10	22.7	44	100.0
3. Teachers are respect and recognized by our society	Teachers	309	97.5	8	2.5	317	100.0
	Education Officials	35	97.2	1	2.8	36	100.0
	Head Teachers	43	97.7	1	2.3	44	100.0
4. Lacks of encouragement by the government also lead to teachers turn-over	Teachers	4	1.3	313	98.7	317	100.0
	Education Officials			36	100.0	36	100.0
	Head Teachers	1	2.3	43	97.7	44	100.0
5. Teachers condition of service can retain them in the services	Teachers	312	98.4	5	1.6	317	100.0
	Education Officials	35	97.2	1	2.8	36	100.0
	Head Teachers	42	95.5	2	4.5	44	100.0
6. Poor salary background lead to teacher turnover	Teachers	3	0.9	314	99.1	317	100.0
	Education Officials			36	100.0	36	100.0
	Head Teachers			44	100.0	44	100.0
7. Irregular transfer of teacher with biasness also discourages them from the services	Teachers	2	0.6	315	99.4	317	100.0
	Education Officials	1	2.8	35	97.2	36	100.0
	Head Teachers			44	100.0	44	100.0
8. Teachers are not given any motivational factors to retain them in the services	Teachers	4	1.3	313	98.7	317	100.0
	Education Officials			36	100.0	36	100.0
	Head Teachers	3	6.8	41	93.2	44	100.0
9. Teacher retirement benefit are paid duly after retirement.	Teachers	285	89.9	32	10.1	317	100.0
	Education Officials	29	80.6	7	19.4	36	100.0
	Head Teachers	39	88.6	5	11.4	44	100.0
10. Poverty can contribute to teachers withdrawal from the service	Teachers	5	1.6	312	98.4	317	100.0
	Education Officials	2	5.6	34	94.4	36	100.0
	Head Teachers	1	2.3	43	97.7	44	100.0

The opinions of the respondents did not differ in any of the items in the table. From item 1, all the respondents agree that the teachers' salaries were inadequate to retain them in the services. There was however difference of opinion item two of the table where 305 or 96.2% of the teachers and 34 or 77.3% of the Head teachers disagreed with the suggestion that maximum comfort were provided to make the teachers enjoy a good standard of living. All the education officials agreed with this suggestion along with 12 or 3.8% of the teachers and 10 or 22.7% of the Head Teachers. In the same vein, 309 or 97.5% of the teachers, 35 or 97.2% of the Education Officials and 43 or 97.7% of the Head Teachers disagreed completely with the notion that teachers were respect and recognized by our society. This is a psychological dimension to the problem of retention for the teachers in the service. It is not therefore a surprise that the respondents unanimously agreed that the lack of encouragement from the government also lead to teachers' low turn-over in the primary schools within the state. The only exception to this opinion is 4 or 1.3% of the teachers and 1 or 1.3% of the Head Teachers who disagreed with the suggestion that the Lacks of encouragement by the government was responsible for low teachers turn-over in the primary schools.

Further demonstration of the non-provisional procedure for retention of teachers in the primary schools is shown in the response to item 5 where 312 or 98.4% of the teachers, 35 or 97.2% of the Education Official and 42 or 95.5% of the Head Teachers disagreed with the suggestion that the teachers' condition

of service is adequate to retain them in the services. As a prelude to this condition of service, 314 or 99.1% of the teachers and all the Education Officials and Head Teachers in item 6 agreed that the reason for low turnout of teachers in the primary schools is the poor salaries paid to them in the state.

Coupled with poor salaries is irregular transfer of teachers which 315 or 99.4% of the teachers, 35 or 97.2% of the Education Officials and all the Head Teachers agreed was based on bias considerations and therefore discourages them from remaining in the service. Apart from the lack of motivation experienced by the teacher, there did not seem to be a prospect as those who were retired from the service were not paid their retirement benefits when due. This is the consensus of all the Education officials, 313 or 98.7% of the teachers and 41 or 93.2% of the Head Teachers. The only contrary opinion to this generalization is 4 or 1.3% of the teachers and 3 or 6.8% of the Head Teachers. In item 9 of the table, 285 or 89.9% of the teachers, 29 or 80.6% of the Education officials and 39 or 88.6% of the Head Teachers all disagreed with the suggestion that the teachers' retirement benefit were paid duly after retirement. These all lead to a low standard of living by the teachers which 312 or 98.4% of the teachers, 34 or 94.4% of the education officials and 43 or 97.7% of the Head Teachers agreed in item 10, constituted poverty among the teachers and their withdrawal from the service. From the overall examinations of the variable, it could be said that there were no procedure for the retention of teachers at the primary school level in the state.

4.2.3: Opinions of respondents on the procedures used on the Types of appointments offered to teachers in Borno State primary schools

This section presents the opinions of the respondents on the types of appointments offered to teachers in Borno State primary School. The expressed opinions are presented in frequencies and percentages for the respective items with respect to the individual group of respondents.

Table 4.6. Respondents’ opinions on the types of appointments offered to teachers in the primary schools

Types of appointment offered to teachers in the primary schools	Groups	Disagree		Agree		Total
		Freq	%	Freq	%	
1. Tenure appointment, permanent/pensionable appointment and contract appointment are offered in the state	Teachers	3	0.9	314	99.1	317
	Education Officials	1	2.8	35	97.2	36
	Head Teachers			44	100.0	44
2. Special teachers whose services are still need are offered contract appointment	Teachers			317	100.0	317
	Education Officials			36	100.0	36
	Head Teachers			44	100.0	44
3. Only a teacher that has educational qualification are eligible for permanent and pensionable appointment in the teaching services	Teachers			317	100.0	317
	Education Officials			36	100.0	36
	Head Teachers			44	100.0	44
4. Confirmation of temporary appointment is done only to efficient teacher	Teachers	5	1.6	312	98.4	317
	Education Officials			36	100.0	36
	Head Teachers			44	100.0	44
5. A teacher must reaches a maximum of two –three (2-3) years before he or she is permanent	Teachers	1	0.3	316	99.7	317
	Education Officials			36	100.0	36
	Head Teachers			44	100.0	44
6. Teachers on contract basis are not eligible to pension	Teachers	4	1.3	313	98.7	317
	Education Officials			36	100.0	36
	Head Teachers			44	100.0	44
7. Teachers on contract basis do not enjoy retirement benefit	Teachers	1	0.3	316	99.7	317
	Education Officials			36	100.0	36
	Head Teachers			44	100.0	44
8. Only few teachers are recruited on contract basis	Teachers			317	100.0	317
	Education Officials			36	100.0	36
	Head Teachers			44	100.0	44
9. Teacher on contract basis received larger salary	Teachers	6	1.9	311	98.1	317
	Education Officials			36	100.0	36
	Head Teachers			44	100.0	44
10. Teachers most reach up to a maximum of fifteen (15)years to be eligible to pension	Teachers			317	100.0	317
	Education Officials			36	100.0	36
	Head Teachers	1	2.3	43	97.7	44

The table revealed that 314 or 99.1% of the teachers, 35 or 97.2% of the Education officials and 44 or 100.0% of the Head Teachers were of the opinion that recruitment on tenure where permanency is obtained after two years of probation period was the dominant appointment offered to teachers in the state. All the respondents as indicated in percentages scores for items 2 and 3 in the table agreed that special teachers whose services were needed were usually offered contract appointment and that only a teacher that has educational qualification were eligible for permanent and pensionable appointment in the teaching services. Such permanent appointment implied that the teacher would be entitled to such benefits as pension and other such benefits accruable on retirement.

Though all the respondents agreed that contract appointment is usually given to some of the teachers but it was not the normal procedure of appointment used in the state. This is clearly demonstrated in item 4 where the respondents agreed that some teachers whose services were still needed were offered contract but that it was not a dominant practice of employment used in the schools.

Modalities of such appointment are based on the teacher' educational qualifications and efficiency of service provided. Thus such appointment are usually confirmed after two years of probation but such formation of appointment is not usually extended to teachers who on offered contract appointment. The conditions of service thereby apply all teachers respectively

in line with the terms of their appointment. From these observations, it could be said that the state government actually follow some laid down procedures in giving out appointment to teachers at the primary school level. The appointments could be said be majorly on tenure since contract appointment was only found to occur in some special circumstances like where there is a dearth of teachers.

4.2.4: Opinions of respondents on the procedures used in the Selection process, placement and orientation of new teachers in the schools

This section presents the opinions of the respondents on the procedures used in the selection process, placement and orientation of new teachers in the state primary schools are presented in frequencies and percentages for the respective groups in Table 4.7.

Table 4.7. Respondents’ opinions on the Selections, placement and orientation of teachers in the primary schools

Selections, placement and orientation of teachers in the primary schools	Groups	Disagree		Agree		Total	
		Freq	%	Freq	%	Freq	%
Selection is done with bias/favoritism in the state	Teachers	18	5.7	299	94.3	317	100.0
	Education Officials	1	2.8	35	97.2	36	100.0
	Head Teachers	4	9.1	40	90.9	44	100.0
Only indigence are selected to teach even if they are not qualified	Teachers	22	6.9	295	93.1	317	100.0
	Education Officials	2	5.6	34	94.4	36	100.0
	Head Teachers	2	4.5	42	95.5	44	100.0
Selection is based on merit	Teachers	286	90.2	31	9.8	317	100.0
	Education Officials	29	80.6	7	19.4	36	100.0
	Head Teachers	38	86.4	6	13.6	44	100.0
Teachers are placed to teach different subject instead of their area of specialization	Teachers	17	5.4	300	94.6	317	100.0
	Education Officials	2	5.6	34	94.4	36	100.0
	Head Teachers	4	9.1	40	90.9	44	100.0
Some teachers are placed to teach in senior class while they	Teachers	2	0.6	315	99.4	317	100.0
	Education Officials	2	5.6	34	94.4	36	100.0

are suppose to teach in the junior class	Head Teachers	2	4.5	42	95.5	44	100.0
Teachers are not familiar with their colleague due to lack of orientation	Teachers	5	1.6	312	98.4	317	100.0
	Education Officials	1	2.8	35	97.2	36	100.0
	Head Teachers	1	2.3	43	97.7	44	100.0
Orientation of teachers takes place after a teacher might have stayed long in the school	Teachers	6	1.9	311	98.1	317	100.0
	Education Officials	1	2.8	35	97.2	36	100.0
	Head Teachers	1	2.3	43	97.7	44	100.0
Some competent teacher are placed to do administrative work instead of teaching	Teachers	5	1.6	312	98.4	317	100.0
	Education Officials	1	2.8	35	97.2	36	100.0
	Head Teachers	1	2.3	43	97.7	44	100.0
New teachers are wrongly place after recruitment	Teachers	7	2.2	310	97.8	317	100.0
	Education Officials	2	5.6	34	94.4	36	100.0
	Head Teachers	1	2.3	43	97.7	44	100.0
Orientation of teacher does not takes place in some school	Teachers	7	2.2	310	97.8	317	100.0
	Education Officials	1	2.8	35	97.2	36	100.0
	Head Teachers	1	2.3	43	97.7	44	100.0

The table revealed that 299 or 94.3% of the teachers, 35 or 97.2% of the Education Officials and 40 or 90.9% of the Head Teachers agreed that merit is not applied in the selection of teachers in the primary schools of the state. But 18 or 5.7% of the teachers, 1 or 2.8% of the Education Officials and 4 or 9.1% of the Head Teachers did not agree with this opinion. A further confirmation of this opinion is seen in the response to the second item of the table where 295 or 93.1% of the teachers, 34 or 94.4% of the Education officials and 42 or 95.5% of the Head Teachers agreed consensually that only indigenes were selected to teach even where were not qualified. But 22 or 6.9% of the teachers, 2 or 5.6% of the education officials and 2 or 4.5% of the Head Teachers did not agree with this assumed bias.

This could explain the respondents' disagreement with the third item of the table where 286 or 90.2% of the teachers, 29 or 80.6% of the education

officials and 38 or 86.4% of the Head teachers agreed with the suggestion that selection of teachers in the schools was based on merit. A further attestation to the improper placement of teacher is reflected in the response to item 8 where 312 or 98.4% of the teachers, 35 or 97.2% of the education Officials and 43 or 97.7% of the Head teachers agreed that some competent teacher were placed to do administrative work instead of teaching in the primary schools. And in item 9, 310 or 97.8% of the teachers, 34 or 94.4% of the Education Officials and 43 or 97.7% of the Head Teachers agreed that new teachers were usually wrongly placed after recruitment.

The non-adherence to merit resulted in wrong placement of the teachers in the primary schools. This is clearly demonstrated in the opinions of the respondents on item 4 where 300 or 94.6% of the teachers, 34 or 94.4% of the Education Officials and 40 or 90.9% of the Head Teachers agreed that the teachers were placed to teach different subjects instead of their area of specialization in the schools. In item 5 of the table, there was an affirmation of this opinion by the respondents. The Teachers (315 or 99.4%), Head Teachers (42 or 95.5%) and Education officials (34 or 94.4%) all agreed that some teachers were placed to teach in senior classes when they were supposed to teach in the junior classes of the schools.

There is also the problem of esprit de corps resulting from improper orientation of newly appointed teachers; such that teachers already in the schools find it difficult to familiarize with the new ones. This problem is

clearly demonstrated in item six of the table where 312 or 98.4%, 35 or 97.2% of the Education officials and 43 or 97.7% of the Head Teachers agreed that teachers were not familiar with their colleague due to lack of orientation. But 5 or 1.6% of the teachers, 1 or 2.8% of the education Officials and 1 or 2.3% of the Head Teachers did not agree with this opinion. In item 7 of the table the 311 or 98.1% of the teachers, 35 or 97.2% of the Education Officials and respondents agreed that orientation of teachers takes place after a teacher might have stayed long in the schools. But 6 or 1.9% of the teachers, 1 or 2.8% of the Education officials and 1 or 1.3% of the Head Teachers did not agree with the opinion.

A further confirmation of this development is seen in item 10 of the table where 310 or 97.8% of the teachers, 35 or 97.2% of the Education Officials and 43 or 97.7% agreed that orientation of newly recruited teachers does not even take place in some of the primary schools in the state. But 7 or 2.2% of the teachers, 1 or 2.8% of the Education official and 1 or 2.3% of the Head Teachers did not agree with this opinion. From these observations, it could be said that there are problems with teachers' selection, placement and orientation in the state primary schools.

4.2.5: Opinion of respondents on the conditions of service of teachers' recruitment and retention in the primary schools

This section presents the opinions of the respondents' on the conditions of service of teachers' recruitment and retention in the primary schools in the

state's Primary School teaching service. The opinions are tabulated in frequencies and percentages Table 4.8.

4.8. Respondents' opinions on effect of condition of service on turnout and retention in the primary schools

Teachers' condition of service, Funding, instructional materials and schools' facilities	Groups	Disagree		Agree		Total	
		Freq	%	Freq	%	Freq	%
1. Irregular payment of teachers salary causes teacher's turn-over	Teachers	5	1.6	312	98.4	317	100.0
	Education Officials	1	2.8	35	97.2	36	100.0
	Head Teachers			44	100.0	44	100.0
2. There are no incentives provided for teachers to seek more educational training	Teachers	4	1.3	313	98.7	317	100.0
	Education Officials	1	2.8	35	97.2	36	100.0
	Head Teachers			44	100.0	44	100.0
3. Teachers salaries are low compare with other people in different organization but same qualification	Teachers	3	0.9	314	99.1	317	100.0
	Education Officials	1	2.8	35	97.2	36	100.0
	Head Teachers			44	100.0	44	100.0
4. Teachers retirement benefits are low and are not paid on time	Teachers	3	0.9	314	99.1	317	100.0
	Education Officials	1	2.8	35	97.2	36	100.0
	Head Teachers			44	100.0	44	100.0
5. Only indigenes are permitted to go on study leave	Teachers	9	2.8	308	97.2	317	100.0
	Education Officials	2	5.6	34	94.4	36	100.0
	Head Teachers	1	2.3	43	97.7	44	100.0
6. Teaching/learning materials are inadequate in the school	Teachers	8	2.5	309	97.5	317	100.0
	Education Officials	1	2.8	35	97.2	36	100.0
	Head Teachers			44	100.0	44	100.0
7. Poor physical facilities compared to private schools as a result of insufficient funds to replace with new ones	Teachers	20	6.3	297	93.7	317	100.0
	Education Officials	2	5.6	34	94.4	36	100.0
	Head Teachers			44	100.0	44	100.0
8. Teaching aids are not provided in the schools	Teachers	277	87.4	40	12.6	317	100.0
	Education Officials	30	83.3	6	16.7	36	100.0
	Head Teachers	41	93.2	3	6.8	44	100.0
9. Teaching/learning materials in primary schools are inadequate	Teachers	23	7.3	294	92.7	317	100.0
	Education Officials	3	8.3	33	91.7	36	100.0
	Head Teachers	3	6.8	41	93.2	44	100.0
10. Most of the allocation that came from each local government is used for the teachers' salaries	Teachers	13	4.1	304	95.9	317	100.0
	Education Officials	3	8.3	33	91.7	36	100.0
	Head Teachers			44	100.0	44	100.0

The regularity of the teachers' salaries could not be said to be an encouragement for their services. In item 1 of the table, 312 or 98.4% of the Teachers, 35 or 97.2% of the Education Officials and 44 or 100.0% of the Head Teachers agreed that irregular payment of teachers' salary causes teacher's low turnover. But 5 or 1.6% of the teachers and 1 or 2.8% of the Education Officials did not agree with this opinion. And in item 2, 313 or 98.7% of the teachers, 35 or 97.2% of the Education Officials and all the Head Teachers agreed that there were no incentives provided for teachers to seek more educational training while on the job.

Apart from the irregularity in payment of the salaries, the amount paid to them is very low. This is confirmed in item 3 of the table where 314 or 99.1% of the teachers, 35 or 97.2% of the Education Officials and 44 or 100.0% of the Head Teachers agreed that the teachers' salaries were low compare with their counterparts in other organization who have the same qualifications. The irregular and low salary is also reflected in retirement which 314 or 99.1% of teachers, 35 or 97.2% of education Officials and 44 or 100.0% of the Head Teachers associated with the low turnout of teachers in item 4 of the table.

On prospect of growth, the respondents were unanimous on the lack of avenues for pursuing advancement by the teachers. This is clearly demonstrated in item 2 of the table where the respondents agreed that there were no incentives provided for teachers to

seek for more educational training. And in item 5, the 308 or 97.2% of the teachers, 34 or 94.4% of the Education Officials and 43 or 97.7% of the Head Teachers were of the view that only indigenes were permitted to go on study leave which somehow worsen and darken the inspiration of those who did not belong to such class of teachers in the system. But 9 or 2.8% of the teachers, 2 or 5.6% of the Education Officials and 1 or 2.3% of the Head Teachers did not agree with this opinion.

On the learning environment, 309 or 97.5% of the teachers, 35 or 97.2% of the education Officials and 44 or 100.0% of the Head Teachers did not give much credit to the available physical facilities and the instructional materials for teaching and learning in the schools. For example, in item 7 of the table, 297 or 93.7% of the teachers, 34 or 94.4% of the Education Officials and 44 or 100.0% of the Head Teachers agreed that the physical facilities in the public schools were poor compared to those in private schools as a result of insufficient funding by the respective authorities. But 20 or 6.3% of the teachers, 2 or 5.6% of the Education Officials did not agree with this assertion. The condition of instructional material for teaching and learning in the schools was not better as indicated the expressed opinions of the groups in items 6 and 8 in the table. In item 6 for example, the respondents agreed that teaching and learning materials are inadequate in the schools and in 8, 277 or 87.4% of the teachers, 30 or 83.3% of the education officials and 41 or 93.2% of the Head Teachers disagreed with the notion that teaching aids were provided in the

schools. But 40 or 12.6% of the teachers, 6 or 16.7% of the Education Officials and 3 or 6.8% of the Head Teachers did not agree with this opinion.

These inadequacies are partly associated with inadequate funding and the lack of meritocracy which characterized the schools' management. In item 9 for example, 294 or 92.7% of the teachers, 33 or 91.7% of the Education Officials and 41 or 93.2% of the Head Teachers agreed that teaching and learning materials in the primary schools were inadequate and in item 10, 304 or 95.9% of the teachers, 33 or 91.7% of the Education Officials and 44 or 100.0% of the Head Teachers were of the opinion that most of the allocation made from each the local government were used for the teachers' salaries with none remaining for any other purchase. These would mean that the general conditions of services obtained in the primary schools is very poor and does not encourage prospective teachers into the service if they have alternatives. This could thus be associated with the low turnout of teachers in the primary schools.

4.3 Test of hypotheses

The hypotheses formulated in the study are aimed at determining possible significant difference between the Teachers, Head teachers and Education Officials in the opinions on the recruitment and retention of the primary school teachers in the state. This is necessary to give statistical

validation to the solution proffered for the objectives and research question of the study. The hypotheses are tested as follows:

Hypothesis I: There is no significant difference in the opinions of primary school teachers and head teachers and education officials on the procedures used in recruitment of teachers and their associated problems in Borno state.

This hypothesis was tested with the mean scores of the respondents (Teachers, Head teachers and Education Officials) on the associated problems of teachers' recruitment in Table 4.4. The one way analysis of variance (ANOVA) was used for the test because of the multiple levels of the independent variable. A summary of the result of the analysis of variance model is presented in Table 4.9.

Table 4.9: One way analysis of variance on problems of primary school teachers' recruitment exercise in Borno State

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	.267	2	.133	5.158	.006
Within Groups	10.197	394	.026		
Total	10.464	396			

(F-critical = 3.00, P < 0.05)

The result in the table revealed significant difference in the opinions of the respondents on the problems of primary school teachers' recruitment in the state. The observed F-value (5.158) is higher than the critical value of 3.00 at

the same degree of freedom. The observed level of significance is 0.006 ($P < 0.05$). This means that the null hypothesis that there is no significant difference in the opinions of primary school teachers and head teachers and education officials on the procedures used in recruitment of teachers and their associated problems in Borno state could therefore be rejected. The mean scores of the respondents on the problems of recruitment of the teachers are presented in Table 4.10.

Table 4.10: Mean scores of the respondents on the problems of recruitment of the teachers

Designation	N	Mean	Std. Deviation	Std. Error
Teacher	317	4.3050	.16374	.00920
Education Official	36	4.3889	.18012	.03002
Head Teacher	44	4.3455	.11705	.01765
Total	397	4.3171	.16255	.00816

The mean scores in the table revealed that the teachers, Head Teachers and the Education Officials all agreed that the recruitment of primary school teachers in the state is associated with problems. The significant difference observed in their variability between the mean scores could therefore be in the magnitude of the score. A post hoc test was therefore performed on the mean scores to establish the group that was significantly different from the others in their perception of the problems. Scheffe procedure was used for the test as summarized in Table 4.11.

Table 4.11: Result of Scheffe test on the mean score by the respondents

(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.
Teacher	Education Official	-.08384(*)	.02829	.013
	Head Teacher	-.04041	.02588	.297
Education Official	Teacher	.08384(*)	.02829	.013
	Head Teacher	.04343	.03615	.487
Head Teacher	Teacher	.04041	.02588	.297
	Education Official	-.04343	.03615	.487

* The mean difference is significant at the .05 level.

The only observed difference was between the teachers and the Education Officials. Between the Head Teachers and the Teachers, no significant difference was observed and between the Education officials and the Head Teachers, no significant difference was observed. The observed difference between the teachers and the Education Officials, stem from the lower perceptions of the problems of recruitment by the teachers.

Hypothesis II: There is no significant difference in the opinions of the primary school Teachers, Head teachers and Education Officials on the procedures used for the retention of teachers in the state primary schools.

The perceived procedures used by the state educational authorities for the retention of teachers in the primary schools were assessed in Table 4.5. In the test of this hypothesis, the one way analysis of variance was used to determine possible differences in the opinions of the groups on the effectiveness of the procedures Table 4.12 shows that summary of the analysis of variance model.

Table 4.12: One way analysis of variance on the procedures used for the retention of teachers in the state primary schools

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	.449	2	.225	6.214	.002
Within Groups	14.236	394	.036		
Total	14.685	396			

(F-critical = 3.000, $P < 0.05$)

The Teachers, Head Teachers and Education Officials differed significantly in their opinions on the procedures used for the retention of the primary schools teachers in the school system of the state. This is deduced from the observed probability level of significant (0.002) in the table ($P < 0.05$). Therefore the null hypothesis that there is no significant difference in the opinions of the primary school Teacher, Head teachers and Education Officials on the procedures used for the retention of teachers in the state primary schools is rejected. The mean scores of the groups on the variable are presented in Table 4.13.

Table 4.13: Mean scores of the respondents on the procedures used for the retention of teachers in the primary schools.

Designation	N	Mean	Std. Deviation	Std. Error
Teacher	317	3.8227	.19790	.01112
Education Official	36	3.9250	.15561	.02593
Head Teacher	44	3.8864	.15340	.02313
Total	397	3.8390	.19257	.00966

From the respondents were in agreement that the procedures itemized in for the retention of teachers in the primary schools of the state were not effective. This is indicated by their mean scores in the table. However, there was significant variability in the rating of this ineffectiveness of the procedures. To determine the group that was significantly different from the other in this perspective, a mean separation test was performed on the mean scores using the Scheffe procedure. The result of the Scheffe procedure used in the test is summarized in Table 4.14.

Table 4.14: Result of Scheffe test on the mean scores by the respondents on the procedure for retaining teachers in the primary schools.

(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.
Teacher	Education Official	-.10229(*)	.03343	.010
	Head Teacher	-.06365	.03058	.116
Education Official	Teacher	.10229(*)	.03343	.010
	Head Teacher	.03864	.04272	.665
Head Teacher	Teacher	.06365	.03058	.116
	Education Official	-.03864	.04272	.665

* The mean difference is significant at the .05 level.

The result of the test showed that the observed significant in the mean scores' variability was only between the Teachers and the Education Officials. Between the Education officials and the Head Teachers, No significant difference was observed and the Head teachers did not differ significantly in their opinion from the Teachers on the procedures used for the retentions. Like the observation in the test of hypothesis I, the teachers had the least perception rating of the procedure used for their retention in the primary schools.

Hypothesis III: There is no significant difference in the

opinions of primary school Teachers,
Head teachers and Education Officials on
the types of appointment offered to teachers
in the state primary schools

The one way analysis of variance was used in the test of this hypothesis in order to establish possible differences in the opinions of the respondents on the type of appointment offered to teachers in the state primary schools. The scores of the respondents in Table 4.6 was used as the dependent variable for this test. The result of the analysis of variance model is summarized in Table 4.15.

Table 4.15: One way analysis of variance on types of appointment offered to teachers in the state primary schools

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	.119	2	.059	2.538	.080
Within Groups	9.219	394	.023		
Total	9.337	396			

(F-critical = 3.000, $P > 0.05$)

The respondents did not differ significantly in their opinions on the types of appointment offered to teachers in the state primary schools. The observed F-value (2.538) is lower than the critical value of 3.000 at the same degree of freedom ($P > 0.05$). This means that the null hypothesis that there is no significant difference in the opinions of primary school Teachers, Head teachers and Education Officials on the types of appointment offered to teachers in the state primary schools cannot be rejected. The mean scores of the respondents on the type of

appointment given to teachers in the state primary schools are presented in Table 4.16.

Table 4.16: Mean scores of the respondents on type of appointment given to teachers in the state primary schools.

Designation	N	Mean	Std. Deviation	Std. Error
Teacher	317	4.4991	.16372	.00920
Education Official	36	4.5500	.07368	.01228
Head Teacher	44	4.5341	.11400	.01719
Total	397	4.5076	.15355	.00771

The mean scores are clearly within the higher side of the scale, implying that all the respondents agreed with the type of appointment offered to the primary school teachers in the state. The rating could be said to be approximately of the same levels. This accounted for the no significant observation in the test.

Hypothesis IV: There is no significant difference in the opinions of the respondents on the selection, placement and orientation of new teachers in the state' primary schools.

The opinions of the Teachers, Head Teachers and Education Officials on the selection, placement and orientation of new primary school teachers in the state were assessed in Table 4.7. To test for significant differences in their opinions the analysis of variance was used in this hypothesis. The result of the test is summarized in Table 4.17.

Table 4.17: One way analysis of variance on the selection, placement and orientation of new teachers in the state' primary schools

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	.232	2	.116	1.357	.259
Within Groups	33.756	394	.086		
Total	33.988	396			

(F-critical = 3.000, P > 0.05)

The respondents did not differ significantly in their opinions on the selection, placement and orientation of new teachers in the state' primary schools as indicated by the observed F-value of 1.357 in the table. More over the observed significant level for the test is 0.259 (P > 0.05). Therefore the null hypothesis that there is no significant difference in the opinions of the respondents on the selection, placement and orientation of new teachers in the state' primary schools is thus retained. The mean scores of the groups on the variable are presented in Table 4.18.

Table 4.18: Mean scores of the respondents on the selection, placement and orientation of new teachers in the state' primary schools

Designation	N	Mean	Std. Deviation	Std. Error
Teacher	317	4.3098	.26505	.01489
Education Official	36	4.3944	.32421	.05403
Head Teacher	44	4.3227	.42801	.06452
Total	397	4.3189	.29297	.01470

From the scores in the table the variability among the respondents did not differ much. All the groups agreed with the suggested items used in the assessment of

the selection, placement and orientation of new teachers in the state' primary schools and their rating of the variable could be seen to be basically the same in the table. This accounted for the no significant observation in the test.

Hypothesis V: There is no significant difference in the opinions of the respondents on the conditions of services for primary school teachers in the state.

This hypothesis was tested with the mean scores of the respondents in Table 4.8 where the condition of service for primary school teachers in the state was assessed. The one way analysis of variance (ANOVA) was used for the test because of the multiple levels of the independent variable. A summary of the result of the analysis of variance model is presented in Table 4.19.

Table 4.19: One way analysis of variance on the conditions of services for primary school teachers in the state.

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	.220	2	.110	.625	.536
Within Groups	69.250	394	.176		
Total	69.470	396			

(F-critical = 3.000, $P > 0.05$)

The result of the test revealed that the respondents did not differ significantly in their opinions on the conditions of services for primary school teachers in the state. The observed F-value (0.625) is lower than the critical value of 3.000 and the significant level of the test is 0.536 ($P > 0.05$). This means that the null hypothesis that there is no significant difference in the opinions of the

respondents on the conditions of services for primary school teachers in the state is therefore retained. The mean scores of the groups on the variable are presented in Table 4.20.

Table 4.20: Mean scores of the respondents on the conditions of services for primary school teachers in the state.

Designation	N	Mean	Std. Deviation	Std. Error
Teacher	317	4.2874	.42303	.02376
Education Official	36	4.2806	.58301	.09717
Head Teacher	44	4.3614	.13677	.02062
Total	397	4.2950	.41884	.02102

The table shows that all the respondents approximately rated the perceived condition of service of the primary school teachers in the same level of agreement. This accounted for the no significant observation in the test of the hypothesis.

4.5 Summary of tested hypotheses

A summary of the tested hypotheses in the study is presented in table 4.23.

Table 4.23: Summary of tested hypotheses of the study

Sn	Hypotheses	Statistic	Alpha level	Decision
Ho1	There is no significant difference in the opinions of primary school teachers and head teachers and education officials on the procedures used in recruitment of teachers and their associated problems in Borno state.	ANOVA	0.05	Significant, Ho rejected
Ho2	There is no significant difference in the opinions of the primary school Teachers, Head teachers and Education Officials on the procedures used for the retention of teachers in the state primary schools.	ANOVA	0.05	Significant, Ho rejected
HO3	I: There is no significant difference in the opinions of primary school Teachers, Head teachers and Education Officials on the types of appointment offered to teachers in the state primary schools	ANOVA	0.05	Not significant, Ho retained
Ho4	There is no significant difference in the opinions of the respondents on the selection, placement and orientation of new teachers in the state' primary schools.	ANOVA	0.05	Not significant, Ho retained
Ho5	There is no significant difference in the opinions of the respondents on the conditions of services for primary school teachers in the state	ANOVA	0.05	Not significant, Ho retained

4.5 Discussion

The analysis of the data from the respondents in this study revealed that recruitment and retention of primary school teachers in Borno State primary schools system is compounded with multidimensional problems. In the test of hypothesis I, it was observed that teachers, Head Teachers and Education Officials all agreed that the procedures used for the teachers' recruitment were not free from bias and attachment of other primordial cleavages. Such cleavages include ethnic sentimentality, inappropriate application of processes and general lack of meritocracy. These deficiencies, the respondents all agreed affects the recruitment and turnover of teachers in the state primary schools. However, there was significant variability in the rating of the problems of recruitment by the individual groups. The education officials were found to differ in their opinion from that of the Primary school Teachers. This finding is a reflection of Nwabueze, (1998), where it was reported that among problems affecting the schools is the falling morals associated with weak and tiredness of the stakeholders. The finding here is however contrary to the specification of the National Policy of Education (2005), where it was advanced that proper recruitment and selection must be carried out in order to achieve the goals of primary education.

In the test of hypothesis II, the respondents were found to have agreed that procedures for retention like the regular payment of salaries, due recognition of teachers especially by the school authorities, provision of good

learning and teaching environment among others were generally poor in the primary schools. This development was not found to encourage prospective teachers into the service especially where they could find alternative jobs. Though there was significant difference between the rating of the effectiveness of these retention procedures between the teachers and the education officials but the observed significant in the variability was only in the degree of rating since all the groups were of the view that the procedures used in retaining the teachers were grossly inadequate. This finding agrees with the report of Edem (2007, p. 132), where it was postulated that “teacher like any other group of workers, want to provide reasonable comfort for their families and to enjoy a good standard of living on retirement. In the report, it was pointed out that, teachers will react negatively if their income does not satisfy these wishes, and if the general conditions of service, including housing and prospects for promotion, are poor.

Hypothesis III tested for significant difference in the opinion of the three groups on the type of appointment given to the primary school teachers in the state. There was no significant difference among the group in their opinions relating to this factor. All the respondents were unanimous that appointment of teachers is mostly based on tenure which starts with a temporary appointment with confirmation two years after. They all agreed that such appointment were pensionable. The respondents agreed that contract appointment were given

occasionally but of limited level since such appointments are based on requirement and efficiency of the prospective candidates.

The selection, placement and orientation of the newly recruited primary school teachers was tested in hypothesis IV to find out whether the respondents (teachers, Head Teachers and Education Officials) differ significantly in their opinions on these factors in the primary schools. The finding from the data and test of the hypothesis revealed that the respondents all agreed that selection and placement of teachers were not management with due process. In the case of orientation of the new teachers, they all agreed that it is not properly done and that in some cases it is never done at all. These developments they agreed affect the teachers' *enspirit de corps* and the ability of the teachers to work together in the schools. As they pointed out, some teachers find out that they did not know each other, since in some of the schools the orientation never take place at all. This finding contradicts the report of DAS (1984), where it was postulated that orientation or induction, plays a vital role after the proper placement and employee, for the purpose of acquainting him or her with the work environment.

The effect of the teachers' condition of service was investigated in hypothesis V. The hypothesis tested for significant difference in the opinions of the respondents on the effect of the teachers' condition of service on teachers' turnover in the system and the impact on their job. From the analysis of the data, it was revealed that the obtained condition of service was not attractive to

motivate teachers on the job. First, the salaries were poor, the facilities for teaching and learning in the schools were not encouraging and other entitlement and benefits were grossly inadequate to attract prospective teachers in to the system. All the respondents agreed with these observations and the test did not reveal significant difference in their ratings. This finding agrees with the report of Judith and Deborah (2006) where it was said that low salaries, students discipline problems, lack of supportive and little opportunity to participate in decision making are some of the problems affecting the retention of teachers. The finding is a reflection of the National Commission on Teaching and American's future (2009), where it was reported that some estimates indicate that over a third of the nations' teachers leave the teaching profession within the first three years.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter provides the summary, conclusion and recommendations on the assessment of the recruitment and retention of teachers at the primary school level in the educational system of Borno state.

5.1 Summary

The recruitment and retention of teachers is a vital aspect of improving the quality of Primary education in any given state. This is because the possibilities of improving the quality of the children's education is strongly influenced by the competence such teachers. The declining quality of education characterized by poor academic performance of children in the primary schools of the state and the lack of enthusiasm of the teachers coupled by dearth of professionalism calls for questioning regarding the merit of their recruitment. The National Policy on Education requires that prospective teachers should hold the National Certificate of Education (NCE) as a minimum qualification for teaching in the primary school.

Apart from the dearth of this minimum qualification among the state primary school teachers, already recruited teachers do not often stay long in their appointment. The retention of

teachers is the most serious dilemma facing Borno State primary school educational system. The rate at which teachers leave the teaching profession at this level in the state is very high. This study therefore set out to investigate recruitment and retention of teachers at the primary school level of Borno state educational system towards identifying the mode of recruitment, problems associated with the procedures of retaining teachers in the service in relation to their condition of service.

To effectively assess the recruitment and retention of teachers at the primary school level of the state educational system, a structured questionnaire was developed by the researcher and was validated. The questionnaire was then pilot tested its' reliability index was established and was found to be reliable. The instrument administered to some selected teachers, Head Teachers and Education Officials through a stratified random sampling procedure among primary schools of the local government areas of the state. A total 397 respondents made up of teachers, Head teachers and Education Officials thus constituted the total respondents involved in the study.

The study was structured into five chapters. Chapter one gave the statement of the problem, the research questions, and the study's hypotheses. The scope and limitation of the study were also given within the chapter. Chapter two consisted of the review of the related literatures to the study. Chapter three was made up of the research design, the structures of the instrument used for the data collection, procedure of collecting the data and the

statistical procedures used analyzing the collected data. The statistical analysis and interpretation of the findings from the analyzed data were presented in chapter four. The chapter is made up of the description of the respondents' demographic variables, their opinions on the variables investigated in line with the recruitment, retention of the teachers and their condition of service in the schools. From the analysis of the data and test of the hypotheses, the major findings of the study are summarized as follows:

5.1.1 Summary of findings

From the analysis of the data and test of the hypotheses of this study, the major findings could be summarized as follows:

1. The procedures used in the recruitment of the state primary school teachers are not based on meritocracy.
2. The procedures available for the effective retention of teachers in the teaching service are not adequately implemented
3. Selection and Placement of teachers in the state primary schools' teaching service is not based on due process.
4. The teachers' conditions of service in the state primary schools are generally poor and devoid of motivation.
5. The teachers, head teachers and Education officials differed significantly on the procedure used for the teachers' recruitment in the state

6. There was significant difference among the respondents on the effectiveness of the procedure used for the retention of teachers in the service.
7. The respondents did not differ significantly on the undue selections, and placement of teachers obtained in the state teaching service.
8. The respondents did not differ significantly about the poor conditions of services of the teachers in the state.

5.2 Conclusion

From the investigation carried out in this study, it was observed that the recruitment of teachers and the procedure used for their retention in the state primary schools teaching service were devoid of merit and lack of motivation. The selection process and placement were found to be characterized with bias and sentimental cleavages. Coupled with these inadequacies are the poor conditions of service which did not encourage prospective teachers into the system. The results are the recorded poor performance of primary school pupils, demoralized teachers and low turnout of teachers in the service. Therefore, it could be concluded that the recruitment, retention, selection and placement of teachers in the state primary school teaching service lack some merit and transparency with negative effects on the teachers' conditions of service.

5.3 Recommendations

Based on the findings of the study, the researcher would want to recommend as follows:

1. That recruitment of teachers should be based on merit and professionalism
2. Teachers in the state's teaching service should be motivated by improvement programmes like in-service training and regular promotion as at when due
3. The schools State Education Board should make effort towards improvement in the salary levels of teachers so as to encourage prospective ones
4. Selection and placement of teachers should be based on merit
5. The state government should improve the funding of schools to enhance the facilities and equipment for the teaching and learning
6. There is need to ensure that salaries and allowances are paid regularly to teachers

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APPENDIX I

Questionnaire on the Recruitment and Retention of teachers in Borno State

Dear Respondent,

Kindly complete this questionnaire. The study is intended to help us to have a better understanding of the recruitment and retention of teachers in Borno State primary schools, so that a fruitful suggestion for implementation could be made.

Please give your responses as honestly as possible. Note that your answers or information will be treated as most confidential.

Thank you.

SECTION A:

Personal Data

1. Name of Local Government Area: _____
2. Name of Your School: _____
3. Your Position: Teacher (), Head Teacher () Education Official ()
4. Sex: Male () female ()
5. Educational Qualification
Grade II () WASC () Diploma () NCE ()
B.ed. () B.Sc. () MSc. () M.ed () Phd ()
7. Number of years of Experience:

- a. 0 – 5 years ()
- b. 6 – 10 years ()
- c. 11 and above ()

SECTION B.

Questionnaire on the procedure guiding the recruitment and retention of teachers in Borno State Primary School for local government official and State Universal Basic Education (SUBEB) officials, Tick the most appropriate answers for each statement.

Strongly agree = SA = 5 points

Agree = A = 4 points

Disagree = D = 3 points

Strongly Disagree = SD = 2 points

Undecided = U = 1point

Problems of teachers' recruitment in the primary schools	SA	A	D	SD	U
1. Teachers are recruited to teach without appropriate interviewed					
2. Teachers are supposed to be interviewed before they are recruited to teach					
3. Most of the teachers recruited are indigenes					
4. Only professional teachers are supposed to be recruited					
5. People from other discipline are also recruited					
6. The minimum teaching qualification is NCE					
7. Retired teacher are also recruited to teach on contract basis					
8. Voluntary teachers also teach in the primary school					
9. Some teachers are also recruited by some Parents Teachers Association (PTA)					

10. Pupil teachers ratio are adequate					
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Procedures for retention of teachers in the primary schools	SA	A	D	SD	U
11. Teachers salary is inadequate to retain them in the services for many years					
12. Maximum comfort are been provided to make them enjoy a good standard of living					
13. Teachers are respected and recognized by our society					
14. Lack of encouragement by the government also lead to teachers low turn-over					
15. Teachers condition of service can retain them in the services					
16. Poor salary background lead to teacher low turnover					
17. Irregular transfer of teacher with biasness also discourages them from the services					
18. Teachers are not given any motivational factors to retain them in the services					
19. Teacher retirement benefit are usually paid after retirement.					
20. Poverty poor payment contributes to teachers withdrawal from the service					

Types of appointments offered to teachers in the primary schools	SA	A	D	SD	U
21. Tenure appointment predominates offers made to primary school teachers in the state					
22. Contract (Special teachers whose services are still needed are offered contract) appointment but not dominant					
23. Only a teacher that has educational qualification are eligible for permanent and pensionable appointment in the teaching services					
24. Confirmation of temporary appointment is done only when due for efficient teachers					
25. A teacher must reaches a maximum of two or three years before he or she is confirmed permanent					
26. Teachers on contract basis are not eligible to pension					

27. Teachers on contract basis do not enjoy retirement benefit					
28. Only few teachers are recruited on contract basis					
29. Teacher on contract basis received larger salary					
30. Teachers must reach a maximum of fifteen (15) years to be eligible to pension					

Selections, placement and orientation of teachers in the primary schools	SA	A	D	SD	U
31. Selection of teachers is done with bias and favoritism in the state					
32. Only indigence are selected to teach even if they are not qualified					
33. Selection is based on merit					
34. Teachers are placed to teach different subject instead of their area of specialization					
35. Some teachers are placed to teach in senior class while they were supposed to teach in the junior classes					
36. Teachers are not familiar with their colleague due to lack of orientation					
37. Orientation of teachers takes place after a teacher might have stayed long in the school					
38. Some competent teacher are placed to do administrative work instead of teaching					
39. New teachers are wrongly place after recruitment					
40. Orientation of teacher does not takes place in some school					

Teachers' condition of service, Funding, Instructional materials and schools' facilities	SA	A	D	SD	U
41. Irregular payment of teachers salary causes teacher's low turn-over					
42. There are no incentives provided for teachers to seek for more educational training					

43. Teachers' salaries are low compare with their counterparts in other organization but same qualification					
44. Teachers retirement benefits are low and are not paid on time					
45. Only indigenes are permitted to go on study leave					
46. Teaching and learning materials are inadequate in the school					
47. Physical facilities in the public schools are poor compared to those in private schools as a result of insufficient funding					
48. Teaching aids are provided in the schools					
49. Teaching/learning materials in primary schools are inadequate					
50. Most of the allocation that came from each local government are used for the teachers' salaries.					

Appendix II

Reliability

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded(a)	0	0.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	0.761
		N of Items	25
	Part 2	Value	0.770
		N of Items	25
Total N of Items			50
Correlation Between Forms			0.733
Spearman-Brown Coefficient	Equal Length		0.846
	Unequal Length		0.846
Guttman Split-Half Coefficient			0.842

a. The items are: VAR00007, VAR00008, VAR00009, VAR00010, VAR00011, VAR00012, VAR00013, VAR00014, VAR00015, VAR00016, VAR00017, VAR00018, VAR00019, VAR00020, VAR00021, VAR00022, VAR00023, VAR00024, VAR00025, VAR00026, VAR00027, VAR00028, VAR00029, VAR00030, VAR00031.

b. The items are: VAR00032, VAR00033, VAR00034, VAR00035, VAR00036, VAR00037, VAR00038, VAR00039, VAR00040, VAR00041, VAR00042, VAR00043, VAR00044, VAR00045, VAR00046, VAR00047, VAR00048, VAR00049, VAR00050, VAR00051, VAR00052, VAR00053, VAR00054, VAR00055, VAR00056.

Intraclass Correlation Coefficient

	Intraclass Correlation(a)	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	0.113	0.076	0.172	7.353	49.0	2,450	0.000
Average Measures	0.864	0.805	0.912	7.353	49.0	2,450	0.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.