
ASSESSMENT OF JOB PLACEMENT, ENVIRONMENT, AND SOCIO-ECONOMIC IMPACTS ON LABOUR MIGRATION AMONG PRIMARY SCHOOL TEACHERS IN MUBI SOUTH LOCAL GOVERNMENT AREA, ADAMAWA STATE

Musa, K. A. Waila
Department of Science Education
Adamawa State University, Mubi, Nigeria
e-mail: mayomi7@yahoo.com

ABSTRACT

One of the important problems of great magnitudes which regularly feature in the literature of teacher education in Nigeria is that of teacher retention in our school system. Teachers now abandon their teaching jobs at alarming rate for other more rewarding occupations within and outside the country. Labour migration in our schools have been attributed to the unattractiveness of the teaching profession due to poor remuneration, poor conditions of service, undue low social status and poor public image. Lickert scale techniques was used to analyze the questionnaires that were administered to teachers, headmasters, supervisors and the administrative staff of the Local Education Authority in the Mubi south Local Government Area (LGA) to investigate the impacts of job placement, environment and socio-economic factors on the labour migration among the primary school teachers. The study revealed that there is no impact of job placement, place of posting and the attitudes of school managers on teachers' labour migration in the LGA, but the social status of teaching profession and teachers' incentives has great impact on teachers' labour mobility and retention. The opinions of those who were interviewed were integrated in the analysis. It was suggested that the social status of our teachers should be raised and salaries should be more attractive than any other professions since they are the trainers of the other professions

INTRODUCTION

Teachers are crucial inputs of any educational system and since no education system can rise above the equality of its teachers, due consideration must be given to the retention of quality teachers. The teacher has been described as the pivot on which any educational development hangs and that any attempt to improve the quality of education an any country, must involve a well articulated programmes that would not only train teachers but to retain them as highlighted by Edem (2003) that 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; whenever their current general conditions of service, they deflect to other professions or jobs. Odigbo and Okeke (1999) in his view on teacher retention reported that one of the important problems of great magnitudes which regularly feature in the literature of teacher education in Nigeria is that of teacher retention in our school system. Teachers, especially the male ones are becoming the endangered species in the teaching profession. They are abandoning their teaching jobs at alarming rate for other more rewarding occupations within and outside the country. According to Odigbo (2000) research has shown that one of the most important contributing factors to labour migration among school teachers is the unattractiveness of the teaching profession due to poor remuneration, poor conditions of service, undue low social status and poor public image. Ejiogu and Ajelami

(1978) further itemized other factors to include non-recognition of teaching as a profession in Nigeria, the wrong value system of the Nigerian society to get rich quick within a short time and poor staff development. All these factors make it difficult to retain teachers at all levels of our education system as they justifiably prefer other prestigious jobs. The situations of the teachers in Mubi South LGA is not different from the other places in Nigeria, teachers in the council often engage themselves in private jobs such as farming, petty trading, commercial motorcycle riders and other jobs outside their teaching profession. When the combinations of all these jobs could still not meet their demand they deflect to other professions whenever they have the opportunity.

OBJECTIVES OF THE STUDY

The specific objectives of this study are:

- to assess the impact of placement at entry point, managerial efficiency, working environment and teachers incentives on labour migration among primary school teachers in Mubi South LGA.
- to provide solutions to the impacts
- to make recommendations to appropriate authorities on the impact of the aforementioned factors on teachers labour migration.

RESEARCH METHODS

Questionnaires and interview methods were the main techniques of data acquisition for this study. For the fact that all the target populations are literate, and expected to respond in writing, the questions were constructed in a simple tone that may not require much explanation or interpretation for data generation. Some other people including those who filled the questionnaires were also interviewed to obtain their opinions on the study.

RESEARCH DESIGN

Mubi South Local Government Area has sixty (60) primary schools; One hundred and fifty (150) teachers (one hundred from the rural areas and fifty from Mubi metropolis) were sampled using whoever is seen first from all the schools that were visited. Other sampled people include five supervisors, twenty headmasters and twenty five administrative staff of the education unit in the LG headquarters since they interact with teachers who are leaving their teaching jobs before they sign their documents. The items in the questionnaires provided alternative options, which require the respondents to choose from the list of options that best reflect the individual's personal feelings or opinions. The items comprises only five questions from which the respondents were expected to respond through any one of the four options, that is, Strongly Agree (SA) for a question that the respondent felt that there is a strong positive response. The next option is Agree (A) where the respondent felt the question has positive response but not too strong. When the respondent's opinion on a question is negative but not too strong, the respondent is expected to choose Disagree (D). The last option is Strongly Disagree (SD) where the respondents felt the question has strong negative response.

RESEARCH STATEMENTS

- ◆ Labour migration among primary school teachers is due to the unfavourable teachers’ placement (Grade Level or cadre) at the point of entry. Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)
- ◆ Labour migration among primary school teachers is due to their unwanted placement of service (that is, rural or urban). Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)
- ◆ Labour migration among primary school teachers is due to the unfavourable treatment and ineffectiveness of the school managers such as headmasters, supervisors or the staff in ministry. Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)
- ◆ Labour migration among primary school teachers is due to the unfavourable environment of the schools where they are posted. Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)
- ◆ Labour migration among primary school teachers is due to inadequate incentives such as prompt salary, motivation, from the government. Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

The respondents were expected to choose one from the four options based on their personal opinions.

RESEARCH ANALYSIS

The use of Likert scale was employed for the analysis of the respondents to the questionnaires. Values 1-4 were assigned to each point on the scale, higher scores indicates favourable responses to the statement while low scores were to unfavourable responses to the statements as shown in table 1

Table 1: Allocation of Scores to the Items on the Questionnaires

Options	Allocated Scores
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1
TOTAL SCORES	10

Using the scores in the scale, the computation was done by adding the points in each items and divide the sum by four, that is, the number of the items to choose from as calculated below.

$$\frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

The 2.5 is the working scale. It is this working scale that was used to test the level of significance, that is, if the ratings or the calculated score exceeds 2.5, then it can be inferred that there are significant differences between the research statement, but if the ratings of a

research statement is below the scale of 2.5, then there are no significant differences. The information collected from the interview was used to support the analysis of each statement. For instance, the reasons that might a place to be environmentally not conducive were all obtained during the interview.

RESULTS AND DISCUSSION

Each of the five statements was taken one after the other for investigation using the Likert scale technique

LABOUR MIGRATION AMONG PRIMARY SCHOOL TEACHERS IS DUE TO UNFAVOURABLE PLACEMENT AT THE POINT OF ENTRY

The first item of the research statement probed into whether labour migration of the primary school teachers in the LG was due to their placement in terms of their Grade levels or cadre at the point of entry into their teaching jobs that were unsuitable to them which forms the bases of their living. The result of the respondents is presented in table 3

Calculated Mean = 1.8

Table 2: Computation of Teachers Migration Due to Job Placement

			Points
Strongly Agree (SA)	4	4	16
Agree (A)	3	11	33
Disagree (D)	2	121	242
Strongly Disagree (SD)	1	64	64
TOTAL	10	200	355

Calculated Mean = 1.8

From table 3, to derive the calculated mean, the total point (355) was divided by the frequency (200) = 1.8. Since the calculated score of 1.8 is less than the working scale of 2.5, then it was concluded that there is no significant relationships, which means that teachers deflection to other occupations or professions has little or nothing to do with their placement at the point of entry.

LABOUR MIGRATION AMONG PRIMARY SCHOOL TEACHERS IS DUE TO UNWANTED PLACE OF POSTING.

It is very common to hear rural teachers complaining that they do not want to work in some of the places where they were posted. This is especially common among the people that were posted into rural areas where there is no electricity, portable water and other amenities and infrastructure. Since one hundred out of the one hundred and fifty teachers that filled the questionnaires were those in the rural areas, the result is believed to bring a true situation. The scale was then used to test if there is a significant difference between the place of posting and labour migration among school teachers. The respondents responses is shown in table 4

Table 3: Computation of Teachers Migration Due to Unwanted Place of Posting

Options	Scores	Frequencies	Points
Strongly Agree (SA)	4	32	128
Agree (A)	3	41	123
Disagree (D)	2	94	188
Strongly Disagree (SD)	1	33	33
TOTAL	10	200	472

Calculated Mean = 2.4

The total points (472) were divided by the frequency (200) to arrive at the mean or calculated value which gives 2.4. The outcome of this research statement was very close to the working scale of 2.5 but yet since it is not up to the working scale, it means there is no significant impact. This result is not surprising if the responses of one those that were interviewed at Gella (one of the remote villages of the study area) is taken into consideration "look at my neighbour who is a NEPA (Power Holding) staff, his salary is more than seven times above mine, give me NEPA job and I will remain here where I will be able to take care of my people and avoid the struggles of the cities to get water, housing and other problems".

LABOUR MIGRATION AMONG TEACHERS IS DUE TO ATTITUDES OF THE SCHOOL MANAGERS

Civil servants often complain of their bosses in the office, their supervisors, the ministries or parastatals where they work as a strong factor for their hatred for the place where they work and hence their preference for other occupation. Some of the problems of the school managers on the teachers as obtained from the interview include tribalism, religious favouritism and general corrupt practices, of some managers. The result to this issue is presented in table 5

Table 5: Computation of Teachers Migration Due to Attitudes of School Managers

Options	Scores	Frequencies	Points
Strongly Agree (SA)	4	15	60
Agree (A)	3	42	126
Disagree (D)	2	78	156
Strongly Disagree (SD)	1	65	65
TOTAL	10	200	407

Calculated Mean = 2.0

Since 2.0 is less than 2.5, the study revealed that no significant impact exist between teachers' labour migration and the attitudes of the school managers.

LABOUR MIGRATION AMONG PRIMARY SCHOOL TEACHERS IS DUE TO LOW SOCIAL STATUS UNFAVOURABLE ENVIRONMENT OF THE SCHOOLS OF THEIR POSTING.

A working environment is all that which makes the employers complacent, confident, efficient and effective in the discharge of their various responsibilities in any organizations (Kolo 1998). A good working environment presets to the employers housing, offices, classes, chairs, tables, stationeries e t c. a good working environment portrays to the employers some sense of dignity, security, self-respect and recognition. The probe to the impact on teachers' labour migration gave the result in table 6.

Table 6: Computation of Teachers Migration Due to Teachers Low Social Status

Options	Scores	Frequencies	Points
Strongly Agree (SA)	4	110	440
Agree (A)	3	67	201
Disagree (D)	2	16	32
Strongly Disagree (SD)	1	07	07
TOTAL	10	200	680

Calculated Mean = 3.4

In table 6, the calculated mean which is 3.4 is more than the working scale of 2.5, therefore, there is much impact of the environment where teachers are working on labour mobility to other jobs.

LABOUR MIGRATION AMONG PRIMARY SCHOOL TEACHERS IS DUE TO INADEQUATE INCENTIVES FOR THE TEACHERS.

Incentives are services and privileges offered to employees to keep them on the job and to motivate them to put in their best to the development of an organization (National Youth Publication (2001). The interview revealed that no prompt payment of salary, leave grants and the other entitlements, no housing or vehicle loans, no settlement of hospital bills and most importantly meagre salary are some of the denied incentives.

Table 7: Computation of Teachers Migration Due to Inadequate Teachers incentives

Options	Scores	Frequencies	Points
Strongly Agree (SA)	4	135	540
Agree (A)	3	58	174
Disagree (D)	2	07	14
Strongly Disagree (SD)	1	00	00
TOTAL	10	200	728

Calculated Mean = 3.6

The calculated mean in table 7 is 3.6 which are far more than the working scale of 2.5 which revealed that teachers' incentive has strong impacts on teachers retention strategy, that is, if

teachers incentives are raised and promptly paid labour migration among the teachers will be drastically reduced.

CONCLUSION AND RECOMMENDATIONS

The findings of the study revealed that there are no significant impacts of job placement, place of posting and school managers' actions on the teachers' labour migration among the primary school teachers in Mubi South LGA. Most of respondents confirmed that they were properly placed when they were employed and hence, not part of the reasons that might make them to abandon teaching for other professions or jobs. As was also revealed, the place of posting whether rural or urban, small school or large schools e t c has no effect on teachers' labour migration in the LGA. Teachers claimed that if they were given equal pay with their counterparts in other places they would even prefer to stay close to their people and take care of them instead of going through the pains of "struggle for survival" in the cities. The treatment accorded the teachers by the school managers such as headmasters, supervisors and the entire ministry is not so unfavourable to make the teachers defect from their jobs as revealed from the study.

However, the study revealed that there is a strong relationship between the social status accorded school teacher and teachers' defection to other occupations. This has earlier been noted by Odigbo (2000) that poor carer prospects and lack of social status have reduced the status of teachers to mere beggars and hence, Nigerian teachers have occupied a low social status. One of the interviewee was so furious in his response to the social status of teachers, in his own opinion, teachers cannot marry a woman of their choices because would not want their children to suffer, teachers cannot rent a befitting house because even if he has the money to do so, the land lord would be afraid of the possibility of not been paid accordingly. Like social status, teachers' inadequate incentive was also revealed to be one of the principal reasons for labour migration among teachers. Teachers are generally poorly remunerated as Odigbo (2001) reported that experience has shown that irregular or non-payment of salaries and allowances are the teachers' sources of numerous complaints, grievances, dissatisfaction and frustration which do not augur well for effective teaching.

Social and other benefits such as settlements of hospital bills, overtime and disturbance allowance, housing and vehicle loans should be provided to our teachers because they would help in attracting and retaining the people in the profession. Moreover, teachers' salaries should be more attractive than any other professions since they train the people in the other professions, the social status of the teachers will be raised if this is implemented. Unless drastic decisions are taken now to retain our teachers, our children in the near future will suffer inadequate teachers in all the various levels of education. Our teachers must be retained in their professions to save our future.

REFERENCES

- Edem, D.A. (2003). *Introduction to Educational Administration in Nigeria*. Spectrum Books Ibadan P58
- Ejiogu, A.M., and Ajeyalami, D. (1987). *Emergent Issues in Nigeria Education*. Joja Press Limited, Lagos.
- Kolo, I.A. (1998). Sustainable Strategies for full Integration of Exceptional Persons in Nigeria. *National Life*. Deka Publication, Jos
- National Youth Publication. (2001). *Youth Empowerment Strategies in Nigeria*. A Ministry of Youth and Sports Publication, Abuja, Nigeria
- Odigbo, C.I. (1999). *A New Approach to Educational Administration, Planning and Supervision*. Cape Publishers International, Onitsha. P54
- Odigbo, C.I. (2000). Curriculum Issues and Problems in Vocational Technology Education in Nigeria: Strategies for Improved Performance. *Journal of Research in Contemporary Education (JORCED)*, 1(1) 114
- Odigbo, C.I. (2001). *Effective Teacher Education in Nigeria*. University Publishing Company, Onitsha. P 38.
- Odigbo, C.I., and Okeke, M. N., (1999). Issues and problems in primary education in Nigeria: The way out in the new millennium. A paper presented at the maiden National Conference on Primary and Secondary education, held at federal College of Education Technical, Umunze, Anambra State.