



Teacher Qualification, Turnover and Job Performance in Public Senior Secondary Schools in Rivers State

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Abstract

The study focused on teacher qualification, turnover, and job performance in public senior secondary schools in Rivers State. Six research questions and three hypotheses guided the study. The ex-post facto and descriptive survey designs were adopted for the study. The population of the study was 5036 participants and the sample was 1007 participants and comprised principals and teachers in the area. The stratified and simple random sampling techniques were used for the study. Two instruments the “Teachers’ Educational Qualifications Inventory” (TEQI) and “Teacher Rate of Turnover Questionnaire” (TRTQ) were developed for the study. The instruments were validated by two experts from the department of Educational Psychology, Measurement and Evaluation, and the reliability was computed through the Pearson product moment correlation statistic to obtain (0.87) for TEQI and (0.77) for TRTQ. The frequency and percentage statistics were used to answer research questions 1 and 2, and mean and standard deviation statistics used to answer research questions 3, 4, 5, and 6. It was revealed that teacher employment showed a decreasing linear progression and teacher turnover an increasing linear progression. Teachers’ job performance was low and teachers had different reasons for turnover in schools. There was no significant relationship between the variables investigated. It was concluded that the secondary schools in the area needed more professional teachers for improvement and sustainability. Therefore, more qualified teachers should be employed in order to effectively address the issue of improvement in job performance, and high teacher turnover in the school system.

Keywords: Teacher qualification, turnover, job performance, teacher shortage, teacher retention

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INTRODUCTION

In times of educational expansion, teachers and not necessarily qualified teachers, are engaged to sustain the expanding educational systems. During such moments, the tendency is that only lip service is paid to the importance of professionally qualified teachers. In fact, a few reasons may account for this state of affairs: professionally trained teachers are perennially in short supply in most developing countries and when an educational system is expanding rapidly, it outgrows the number of such teachers because it takes a long time to produce well qualified teachers. Besides, moments of great educational expansion are usually preceded by periods of economic boom, in which case, many trained teachers, are lost to the industries for higher salaries and better conditions of service. During such expansions, the emphasis is often more on the provision of physical facilities than on meeting the demand by teachers. And, the value of professionally trained teachers is hardly recognized in countries where emphasis is not on quality education but simply on education.

It is important to distinguish between education and high quality education because it is said that high quality education starts with high quality teachers and that high quality teachers is no longer only born but also made. On this premise, it becomes obvious that no system of education can rise above the quality of its teachers (Federal Republic of Education, 2014). The type of teacher that is needed must have innate abilities and professional training. Though many people still have the born teacher notion, the requirements of modern classroom have made it desirable to have teachers who are professionally trained. Indeed, quality education can only be realized through trained teachers (Morakinyo, 2016).

On the other hand, there are those who believe that training teachers for producing high quality education is a waste of resources. They argue that graduate teachers without professional training in education, because of the depth of their knowledge in subject areas can do better than even the trained. It is therefore a waste that the Government should continue to invest the scarce resources on teacher education (Nworgu, 2016). This argument indirectly doubts the relevance of the economics of teacher education.

Nevertheless, evidence have shown that teacher training is necessary. Training generally whether for doctors, lawyers, farmers and others is necessary because it leads to improved skills, adaptability and new insight, new orientation, better organization, skill a confidence; through training teachers, who can think, feel and act are developed (Rich, 2014; Lezotte, 2015). In an era therefore, when there is an acute shortage of teachers owing to lack professional commitment and interest in the teaching profession, training could go a long way to orientate the new entrants to the profession (Osoba, 1971; Ogunsheye, 2013).

Experience is replete that in Nigeria teachers do not stay long in teaching if there is alternative employment which offers better pay package and welfare scheme. Ducan (2012) argues that this kind of situation may continue if no positive steps are taken. The two greatest consequences are high turn-over rate of teachers in our schools and poor jobs performance. Hirsch and Shark (2017) acknowledged that the turn over-rate is very high among university graduates who look for alternative jobs. There is also a growing concern about the poor attitude to work by many of the graduates. If Nigeria's investment in secondary education will not be a waste of national resources, qualified teachers have to be supplied in great number (p. 46). It means that if teachers are supplied in large numbers and do not stay on the job for some time, it is good as not having them at all. In fact, investment in teacher education could therefore be measured by long stay on the job and good job performance. Job performance should not be understood simply as entailing ability to teach a given subject to students, rather, the ability to understand, motivate the student, create a conducive atmosphere for learning, take part in school activities and so on. The research carried out in the following paragraphs is essentially along this line.

However, over the years, researchers have been paying attention to conceptual issues at the root of the so-called criterion problem and an increasingly energetic literature on the behavioral content of job performance and its causal antecedents is emerging (Osokoya, 2016). Studies on the effect of teacher experience on student learning have found a positive relationship between teachers' effectiveness and their years of experience, but the relationship observed is not always a significant or an entirely linear one. The evidence currently available suggests that while inexperienced teachers are less effective than more senior teachers, the benefits of experience level off after a few years (Wiki, 2013).

Hammond-Baratz-Snowden (2015) point to a selection bias that can affect the validity of conclusions concerning the effect of teachers' years of experience: if less effective teachers are more likely to leave the profession, this may give the mistaken appearance that experience raises teacher effectiveness. Selection bias could, however, work in the opposite direction if the more able teachers with better opportunities to earn are those teachers most likely to leave the profession.

Other studies have found higher levels of student achievement linked to teachers' participation in professional development activities directly related to the area in which they are teaching (George, 2018; Adebule, 2016). Voke (2012) found a positive correlation between professional development activities aimed at the needs of special education students, and students' higher-order skills and laboratory skills in science. More recently, Stuart (2017) identified what they call the "lagged effect of professional development," that is, the larger effect of teachers' professional development on student outcomes not becoming apparent until three years after the teachers had completed their courses.

In recent years, the researcher has become interested in the economics of investment in education stressing the returns from the investment. Experience shows that there were employments of teachers into the primary and secondary school system in Rivers State. These employments, included both the trained and non-trained teachers who will service the education industry in the production of primary school and secondary school graduates in the area.

However, the fear being expressed is over the ability of the non-trained graduate teachers to perform effectively on the job. There is also the fear that in an event of alternative job these teachers may leave the system thus creating shortages and imbalance between teacher demand and supply. This is further compounded by the apprehension over the retirement of teachers from service and without any known replacement in the face of increasing student enrolments into the system. In a situation where the secondary school system is challenged by trained-teacher shortage, there is no doubt that the teaching job performance might be questionable. Particularly, with increasing enrolment in secondary schools, there is fear of consequential negative impact on students' learning and quality production. In the light of this, the study measured existing teacher qualifications, and their rate of turnover as well as the reasons for the turnover in the light of job performance in the system. This is necessary to improve teacher motivation, retention and job performance for quality student output in the school system.

Research Questions

The following research questions guided the study:

- What is the rate of turnover of professional teachers employed to public senior secondary schools in Rivers State from 2014-2019?
- What is the rate of turnover of non-professional teachers employed and their turnover in public senior secondary schools in Rivers State from 2014-2019?

- To what extent do the professional teachers perform their job in public senior secondary schools in Rivers State?
- To what extent do the non-professional teachers perform their job in public senior secondary schools in Rivers State?
- What are the reasons for professional teachers' turnover from their job in public senior secondary schools in Rivers State?
- What are the reasons for non-professional teachers' turnover from their job in public senior secondary schools in Rivers State?

Hypotheses

Three null hypotheses were tested for the study at 0.05 level of significance:

Ho₁: There is no significant relationship between the teachers employed and their rate of turnover in public senior secondary schools in Rivers State from 2014-2019.

Ho₂: There is no significant difference in job performance mean scores between the professional and non-professional teachers employed to public senior secondary schools in Rivers State.

Ho₃: There is no significant difference in reasons for turnover (leaving the job) mean scores between the professional and non-professional teachers employed to public senior secondary schools in Rivers State.

THEORETICAL FRAMEWORK

The study was based on the Effective Schools Model by Lauwergys in the year 2010 cited in (Okuruwa, 1999). This model states that an effective school is a school that can measure student's achievement and demonstrate the joint presence of quality and equity. Lezotte (2015) states that there are seven correlates of effective schools - strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, and opportunity to learn/time on task. This infers that, strong instructional leaders are proactive and seek help in building team leadership and a culture conducive to learning and professional growth. In the effective school, the principal and others act as instructional leaders and effectively and persistently communicate and model the mission of the school to staff, parents, and students.

The theory is relevant to this study in that the seven correlates of effective schools require effective leadership on the part of the school administrators. This credits Abe and Adu (2018) in his assertion that a prime task of school leaders is to exercise instructional leadership of the kind that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the vision. By identifying the correlates of well performing schools in Rivers State, the study tests Lezotte (2015) Effective Schools Model, and also suggests measures that low performing schools can take to improve academic performance.

CONCEPTUAL CLARIFICATIONS

Teacher Qualification

It is the number of academic and professional certificate or degree that a person possesses to become a registered teacher in primary, secondary or tertiary institution. Abe and Adebule

(2016) defined teacher qualification as teaching qualification. Such qualification include, but are not limited to the Postgraduate Certificate in Education (PGDE), the Professional Diploma in Education (PDE), Bachelor of Education (B.Ed) and Nigeria Certificate in Education (NCE).

Teacher qualification determines academically qualified teachers in terms of those who have academic training as a result of enrolment into educational institution and obtained qualifications such as HND, B.Sc, B.A, and M.A. and so on. The professionally qualified teachers are therefore, those who got professional training that gave them professional knowledge, skills, techniques, aptitudes as different from the general education (Adebule, 2016). They are the academically qualified teachers. In Ekiti State, teachers who are academically qualified and those that are professionally qualified are engaged to carry out instructional process (Lezotte, Skaife & Holstead, 2018).

Turnover of Teachers

The turnover of teachers means teachers leaving the teaching service. One type of turnover is retirement and this is inevitable and expected. Another type of turnover is teacher attrition (Brock & Grady, 2010). The third type is the movement or transfer of teachers to other schools. Many schools consider teacher turnover as a serious problem. Ingersoll and Smith (2013); and Ingersoll (2014) stressed that employee turnover has serious consequences in workplaces that require extensive interaction among participants and that depend on commitment, continuity, and cohesion among employees. Teacher turnover in schools does not only cause staffing problems, but also impacts student achievement and the school atmosphere.

Ingersoll (2011) in an analysis of Schools and Staffing Survey data, argued that leavers rather than retirees are contributing to teacher shortages. Teacher turnover is important because it links the teacher job performance to school effectiveness. The movement of teachers from one public school to another does not represent a loss to the profession, but it does create recruitment problems for the schools (Ingersoll, 2011). Thus, the inability of schools to staff classrooms adequately with qualified teachers is a pivotal cause of inadequate school performance. Hence, the high rates of teacher turnover directly impact student achievement, teacher quality, and school accountability. The impact of well-prepared teachers on student achievement can be stronger than the influences of student background factors such as poverty, language background, and minority status (Darling-Hammond, 2000, 2011, 2012; NCTAF, 2013).

It is crucial for school leaders to retain qualified beginning teachers in the profession and support and help them develop into quality professionals. To retain highly qualified teachers in the profession, schools need to support quality teaching (Lezotte, Skaife & Holstead, 2018).

Many researchers have shown that salary and poor working conditions influence teacher attrition (Darling-Hammond, Berry & Thoreson, 2011; Darling-Hammond, Chung & Frelow, 2016). In a 2004 study, Staut (2017) documented that several teachers and school-level characteristics influenced attrition, including teachers gender, whether or not teachers had a graduate degree in a subject area, the percentage of students in a teacher's school, and salary, as compared with the cost of living. Average teacher salary, average years of experience teachers have with a district, percentage of minorities to total staff within a district, the number of students per teacher, the percentage of minorities in the student population, and the percentage of students with disciplinary placements were described as factors related to teacher turnover (Wiki, 2013; Nworgu, 2016).

Researchers and education experts concur that, in general, new teachers need from three to seven years in the field to reach proficiency and maximize their student's achievement (Claycomb & Hawley, 2014). Generally, beginning teachers (those with fewer years of teaching experience) are not as effective as teachers with more years of teaching experience, with brand-new teachers typically being the least effective teachers (Morakinyo, 2016).

Teacher Shortages

Teacher shortages simply refer to inadequacy of teachers in number in relation to expectation. Teacher attrition is the most bothersome aspect of teacher shortage. However, Ingersoll (1999, 2011) disagreed with retirement being a major factor causing teacher shortages. However, there is the observation that the qualified candidates who graduated from college fully qualified to teach do not enter the teaching profession immediately after earning their degree. Ingersoll (2011) concluded that school staffing problems are primarily due to excess demand over supply of teachers.

Teacher shortage may not affect all schools in the same way but initially strikes the most severely under-privileged areas (Dossier of Education, 2017). Many schools in the urban and rural areas, especially those areas with a majority of low-income students, have a difficult time filling positions and certain certification areas lack qualified teachers. Voke (2012) noted that there are not enough teachers who are both qualified and willing to teach in urban and rural schools or particularly those schools serving economically disadvantaged students.

Similarly, Hammond and Baratz-Snowden (2015) stated that teacher shortages are due to high attrition rates of beginning teachers and unequal distribution of teachers across schools and regions whereas some places experience surpluses and others experience shortages. Mainly, substantial numbers of those schools with teaching openings have experienced difficulties finding qualified candidates to fill their positions (Ingersoll & Smith, 2013). In this direction, efforts should be made to employ more teachers with degrees in subjects that suffer teacher shortages and/or develop alternative routes for teachers to the classroom.

Teacher Retention

Teacher retention refers to retaining the teacher in the school for instructional purposes. The NCTAF (2013) noted that teacher retention is the answer to staffing classrooms with a highly qualified teacher. Teacher retention is a necessary component in addressing school staffing problems and improving the successful learning chances for students.

Three strategies have been recommended for meeting the challenge of increasing teacher retention rates: organize every school for teaching and learning success; insist on high quality teacher preparation, accreditation, and licensing; and build a high quality teaching profession (NCTAF, 2013). Other strategies to improve human performance in work organizations involve recruitment and selection, training and development, or motivation removing constraints that prevent individuals from contributing to organizational objectives and providing individuals with enhanced opportunities for organizational contributions (Morakinyo, 2016). Thus, job performance could allow for variation in traits measured in selection programs, participation in training and development programs, exposure to motivational interventions and practices, and situational constraints and opportunities.

Job Performance

Job performance is defined as the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period of time (Morakinyo, 2016). One important idea in this definition is that performance is a property of behavior. In particular, it is an aggregated property of multiple, discrete behaviors that occur over some span of time. A second important idea is that the property of behavior to which performance refers is its expected value to the organization. Thus, the performance construct by this definition is a variable that distinguishes between sets of behaviors carried out by different individuals and between sets of behaviors carried out by the same individual at different times.

Students' learning can be evaluated in many different ways, but in a developing country like Nigeria parents use the performance of their children in public examinations to pass judgment on the schools and teachers. To them, the schools are supposed to be staffed by good teachers and supplied adequate facilities and instrumental materials. It is the responsibility of government to ensure through such provisions and regular inspection or supervision that effective teaching and learning go on in the schools. The task of parents is to send children to school and pay whatever fees and levies are charged by the institutions (Darling-Hammond, Hudson & Kirby, 1989; Goldhaber, 2013). Unfortunately, there are many factors that help to determine the academic performance of students.

METHODOLOGY

The ex-post facto design and descriptive design were adopted for the study. The population of the study was 5036 teachers of all 248 public senior secondary schools in the 23 Local Government Area of Rivers State. The sample was 1007 (799 professional and 208 non-professional) teachers, 54 secondary schools and 5 Local Government Areas of the State. The stratified and simple random sampling techniques were used for the study. The instrument for data collection were two: Two instruments the "Teachers' Educational Qualifications Inventory" (TEQI) and "Teacher Rate of Turnover Questionnaire" (TRTQ) were developed for principals and teachers. The instruments were validated by experts in the field while the reliability tests were computed through the Pearson product moment correlation statistic to obtain (0.87) for TEQI and (0.77) for TRTQ. Responses to the items on TRTQ were placed along the 4-point rating scale and weighted: Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE), and were rated 4, 3, 2 and 1, respectively.

The study made use of 4 trained research assistants to administer and retrieve the instruments within one month period. All copies of the instruments administered were all retrieved and considered for analysis. The descriptive statistics of frequency and percentage were used to answer research questions 1 and 2, while mean and standard deviation were employed to answer research questions 3, 4, 5, and 6. The inferential statistic of the z-test statistic used to test hypotheses 2 and 3. The test of all hypotheses was based on the alpha level of 0.05 for acceptance or rejection of results obtained.

DATA ANALYSIS

Research Question 1: What is the rate of turnover of professional teachers employed to public senior secondary schools in Rivers State from 2014-2019?

Table 1: Analysis of the rate of turnover of professional teachers employed to public senior secondary schools in Rivers State from 2014-2019

Year	Number Employed	No. on Transfer	No. for Further Training	No. Leaving Entirely	Percentage Turnover
	B.Ed and above	B.Ed and above	B.Ed and above	B.Ed and above	
2014/2015	1420	78	150	25	1.76
2015/2016	1395	63	86	42	3.01
2016/2017	1353	46	263	56	4.13
2017/2018	1297	28	388	69	5.32
2018/2019	1228	75	400	86	7.00
Mean	1339	58	257	56	4.26

Table 1 shows the percentage turnover in a linear progression from the first year to the last year. Hence, the rate of turnover of professional teachers employed to public senior secondary schools in Rivers State from 2014-2019 was in increasing proportion.

Research Question 2: What is the rate of turnover of non-professional teachers employed and their turnover in public senior secondary schools in Rivers State from 2014-2019?

Table 2: Analysis of the rate of turnover of non-professional teachers employed and their turnover in public senior secondary schools in Rivers State from 2014-2019

Year	Number employed	No. on transfer	No. for turnover training	No. leaving entirely	Percentage Turnover
	B.A/B.Sc and others	B.A/B.Sc and others	B.A/B.Sc and others	B.A/B.Sc and others	
2014/2015	580	12	150	3	0.52
2015/2016	577	80	80	5	0.87
2016/2017	572	100	120	20	3.49
2017/2018	552	92	50	36	6.52
2018/2019	516	163	86	45	8.72
Mean	559	89	97	22	4.02

Table 2 shows the percentage turnover in a linear progression from the first year to the last year. Hence, the rate of turnover of non-professional teachers employed to public senior secondary schools in Rivers State from 2014-2019 was in increasing proportion.

Research Question 3: To what extent do the professional teachers perform their job in public senior secondary schools in Rivers State?

Table 3: Mean and standard deviation on the extent professional teachers perform their job in public senior secondary schools in Rivers State

S/no	Items	Professional teachers (799)				X	sd	Decision
		VHE	HE	LE	VLE			
1.	Conscientiousness at work in school.	400	100	200	99	3.00	0.13	Agree
2.	Creativity and innovative with ideas in school.	200	250	100	249	2.25	0.01	Disagree
3.	Adaptability to community life in school.	150	100	200	349	2.06	0.06	Disagree
4.	Academic competence in school work.	349	350	25	25	3.40	0.38	Agree
5.	Professional committed to school work.	149	300	300	50	2.06	0.06	Disagree
6.	Motivated to school work.	250	200	149	200	2.63	0.02	Agree
7.	Efficient at school work.	49	100	150	500	1.63	0.65	Disagree
	Grand mean					2.43	0.19	

Table 3 above shows that the overall Grand mean set score was (M=2.43, SD=0.19) and this compared to the criterion mean of 2.50 is lower indicating low extent mean score. This implies that professional teachers performed their job very low in public senior secondary schools in Rivers State.

Research Question 4: To what extent do the non-professional teachers perform their job in public senior secondary schools in Rivers State?

Table 4: Mean and standard deviation on the extent non-professional teachers perform their job in public senior secondary schools in Rivers State

S/no	Items	Non-professional teachers (208)				x	Sd	Decision
		VHE	HE	LE	VLE			
8.	Conscientiousness at work in school.	13	20	104	71	1.88	0.01	Disagree
9.	Creativity and innovative with ideas in school.	30	26	104	48	2.18	0.00	Disagree
10.	Adaptability to community life in school.	91	65	39	13	3.13	0.56	Agree
11.	Academic competence in school work.	26	45	85	52	2.22	0.01	Disagree
12.	Committed to school work.	7	32	39	130	1.59	0.11	Disagree
13.	Motivated to school work.	7	26	45	130	1.56	0.13	Disagree
14.	Efficient at school work.	6	46	104	52	2.03	0.00	Disagree
Grand mean						2.08	0.11	

Table 4 above shows that the overall Grand mean set score was (M=2.08, SD=0.11) and this compared to the criterion mean of 2.50 is lower indicating low extent mean score. This implies that the non-professional teachers performed their job very low in public senior secondary schools in Rivers State.

Research Question 5: What are the reasons for professional teachers' turnover from their job in public senior secondary schools in Rivers State?

Table 5: Mean and standard deviation on reasons for professional teachers' turnover from their job in public senior secondary schools in Rivers State

S/no	Items	Professional teachers (N=799)				X	Sd.	Decision
		SA	A	D	SD			
15.	Not Interested in Teaching	10	10	729	50	1.98	0.01	Disagree
16.	Not willing to serve in rural areas	200	250	250	99	2.69	0.17	Agree
17.	Poor conditions of service	10	0	749	40	1.99	0.00	Disagree
18.	Poor conditions of work	0	50	749	0	2.06	0.00	Disagree
19.	Too much work load	0	0	799	0	2.00	0.00	Disagree
20.	Indiscipline of students	0	0	0	799	1.00	0.57	Disagree
21.	Lack of incentives	25	25	699	50	2.03	0.00	Disagree
22.	Retirement from service.	499	250	25	25	3.53	0.99	Agree
23.	Dismissal from service.	5	10	499	285	1.67	0.08	Disagree
24.	Resignation from service	5	0	744	50	1.95	0.01	Disagree
Grand mean						2.09	0.18	Disagree

Table 5 above shows that the overall Grand mean set score was (M=2.09, SD=0.18) and this compared to the criterion mean of 2.50 is lower indicating strong disagreement. This implies

that the reasons for professional teachers' turnover from their job in public senior secondary schools in Rivers State were not willing to serve in rural areas and retirement from service.

Research Question 6: What are the reasons for non-professional teachers' turnover from their job in public senior secondary schools in Rivers State?

Table 6: Mean and standard deviation on reasons for non-professional teachers' turnover from their job in public senior secondary schools in Rivers State

S/no	Items	Non-professional teachers (N=208)				X	SD	Decision
		SA	A	D	SD			
25.	Not Interested in Teaching	130	52	26	0	3.50	0.99	Agree
26.	Not willing to serve in rural areas	5	13	8	182	1.24	0.33	Disagree
27.	Poor conditions of service	130	52	13	13	3.44	0.91	Agree
28.	Poor conditions of work	130	65	13	0	3.56	1.07	Agree
29.	Too much work load	7	13	58	130	1.50	0.16	Disagree
30.	Indiscipline of students	0	0	0	208	1.00	0.55	Disagree
31.	Lack of incentives	103	65	26	13	3.25	0.67	Agree
32.	Retirement from service.	0	0	26	182	1.13	0.43	Disagree
33.	Dismissal from service.	0	0	13	195	1.06	0.49	Disagree
34.	Resignation from service	0	0	0	208	1.00	0.55	Disagree
Grand mean						2.07	0.62	Disagree

Table 6 above shows that the overall Grand mean set score was (M=2.07, SD=0.62) and this compared to the criterion mean of 2.50 is lower indicating strong disagreement. This implies that the reasons for non-professional teachers' turnover from their job in public senior secondary schools in Rivers State were poor conditions of work, not interested in teaching, poor conditions of service, and lack of incentives.

Ho₁: There is no significant relationship between the teachers employed and their rate of turnover in public senior secondary schools in Rivers State from 2014-2019.

Table 7: Chi-square (χ^2) contingency of no significant relationship between the teachers employed and their rate of turnover in public senior secondary schools

Year	Professional Teachers		Non-Professional Teachers		Total
	Number Employed	No. leaving entirely	Number Employed	No. leaving entirely	
2014/2015	1420 (1371.4) 2264.76 1.65	25 (57.1) 1030.42 18.04	580 (574.2) 33.64 0.05	3 (22.3) 372.49 16.70	2028
2015/2016	1395 (1368.1) 723.61 0.52	42 (56.8) 219.04 3.85	577 (571.7) 28.09 0.04	5 (22.2) 295.84 13.32	2019
2016/2017	1353 1355.9 8.41 0.01	56 (56.3) 0.09 0.00	572 (566.6) 29.16 0.05	20 (22.0) 4.00 0.18	2001
2017/2018	1297 (1324.1) 734.41	69 (54.9) 198.81	552 (553.3) 1.69	36 (21.5) 210.25	1954

	0.55	3.62	0.00	9.77	
2018/2019	1228 (1270.6) 1814.76 1.42	86 (52.7) 1108.89 21.16	516 (530.9) 222.01 0.41	45 (20.6) 595.36 28.90	1875
Grand Total	6693	278	2797	109	9877

$X_o^2 = 120.24 > X_e^2 = 21.03$ at $p < 0.05$ and $df = 12$ is significant

Table 7 shows that $X_o^2(120.24)$ was greater than $X_e^2(21.03)$ at $df = (1006)$ and 0.05 level of significance. The null hypothesis was rejected and alternative hypothesis accepted. We, therefore, state that there is a significant relationship between the teachers employed to public senior secondary schools and their rate of turnover in Rivers State from 2014-2019.

Ho₂: There is no significant difference in job performance mean scores between the professional and non-professional teachers employed to public senior secondary schools in Rivers State.

Table 8: z-test of no significant difference in job performance mean scores between the professional and non-professional teachers employed to public senior secondary schools

Nature of Teacher	N	X	Sd	Df	z-cal	z-crit	Decision
Professional	799	2.43	0.19	1006	0.030	1.96	Not significant
Non- Professional	208	2.08	0.11				

Table 8 shows that z-calculated (0.030) was less than z-critical (1.96) at $df = (1006)$ and 0.05 level of significance. The null hypothesis was accepted and alternative hypothesis rejected. We, therefore, state that there is no significant differences in job performance mean scores between the professional and non-professional teachers employed to public senior secondary schools in Rivers State.

Ho₃: There is no significant difference in reasons for turnover (leaving the job) mean scores between the professional and non-professional teachers employed to public senior secondary schools in Rivers State.

Table 9: z-test of no significant difference in reasons for turnover (leaving the job) mean scores between the professional and non-professional teachers employed to public senior secondary schools

Nature of Teacher	N	X	Sd	Df	z-cal	z-crit	Decision
Professional	799	2.09	0.18	1006	0.042	1.96	Not significant
Non- Professional	208	2.07	0.62				

Table 9 shows that z-calculated (0.042) was less than z-critical (1.96) at $df = (1006)$ and 0.05 level of significance. The null hypothesis was accepted and alternative hypothesis rejected. We, therefore, state that there is no significant difference in reasons for turnover (leaving the job) mean scores between the professional and non-professional teachers employed to public senior secondary schools in Rivers State.

DISCUSSIONS

The discussions in response to the findings that emanated from the study are hereby presented:

Teachers' Qualifications in Secondary Schools

There were more professional teachers than the non-professional teachers employed to public senior secondary schools. The number of teachers both the professional and non-proportional teachers employed to public senior secondary schools decreased in a linear progression over years from 2014 to 2019. Test of the hypothesis depicted a significant negative relationships between the professional and non-professional teachers employed to public senior secondary schools. This finding supports the finding of Adebule (2016) and Abe (2018) that more professional teachers had always been in the education industry but problem borders on the influence of this qualification on teacher job performance.

Turnover of Teachers Employed to Secondary Schools

The rate of turnover of professional and non-professional teachers employed to public senior secondary schools in Rivers State from 2014-2019 was in increasing linear proportion. The professional teachers' turnover from their job in public senior secondary schools in Rivers State was based on their unwillingness to serve in rural areas and also because of retirement from service while for the non-professional teachers it was because of poor conditions of work, not interested in teaching, poor conditions of service, and lack of incentives. The test of hypothesis showed that there was no significant difference in rate of turnover (leaving the job) mean scores between the professional and non-professional teachers employed to public senior secondary schools in Rivers State. This finding credits Ingersoll (2011); Brock and Grady (2010) who agreed that turnover through attrition, retirement and transfers are inevitable and expected.

Teachers Job Performance in Secondary Schools

To a low extent the professional and non-professional teachers performed their job in public senior secondary schools in Rivers State. There was no significant difference in job performance mean scores between the professional and non-professional teachers employed to public senior secondary schools in Rivers State. This finding upholds Morakinyo (2016) who earlier found out that teachers perform their job at low ebb and recommended that motivation strategy be adopted to remove constraints that prevent individuals from contributing to organizational objectives and providing individuals with enhanced opportunities for organizational contributions.

CONCLUSION

From the facts of the study, it is concluded that two levels of teachers existed in public senior secondary schools, the professional and non-professional teachers. The professional were more in number than the non-professionals in schools, but both of them suffer decrease in their number every year. Both levels of teachers also leave the school system for various reasons ranging from retirement, not interested in condition of service and condition of work. It implies that more teachers are needed in secondary schools. Besides, all teachers needed to attain professional status in order to be committed to service.

Recommendations

Based on the findings drawn from the study, the following recommendations are presented;

- The State Government should employ more teachers in secondary schools in the Rivers State to close the existing gap between teacher supply and teacher demand.
- The State Government and the Senior Secondary School Management Board should have a data base on teacher turnover as an effective device to check decreasing linear trend in the school system.
- The Senior Secondary School Management Board should check her existing teacher distribution by location and motivate teachers serving in rural schools as a measure to encourage their retention.
- The Senior Secondary School Management Board should encourage non-professional teachers to attain professional status through various teacher professional development programmes for quality service.
- The State Government and the various school management should create favourable working environment and incentives that will motivate teachers for better performance on their job.

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