

PERCEIVED RETENTION OF ISLAMIC STUDIES TEACHERS IN SENIOR SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

BY

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Abstract

This paper investigated the perceived retention of Islamic Studies teachers in senior secondary schools in Kwara State, Nigeria. In the course of this study, secondary data used for this work were sourced from journals, textbooks, articles, newspapers and other relevant materials that are germane to this study. The simple random sampling technique was used to select 60 senior secondary school teachers of Islamic studies, Kwara State, Nigeria. A researchers-designed questionnaire was used to gather data from the respondents. The instrument used was validated by three experts in Test and Measurement and found it appropriate for this study. The reliability of the instrument was determined using test re-test reliability technique within a two week interval. The scores of the two tests were correlated using the Pearson's Product Moment Correlation (PPMC). The value of the correlation coefficient obtained was 0.87. Two research questions were raised and answered using the percentages. The findings of the study revealed that lack of motivation, poor leadership style, lack of staff development, poor salary structure and lack of interest to work in rural areas are factors that contribute to Islamic studies teachers' retention in senior secondary schools in Kwara state, Nigeria. Also, the study revealed that improved salary structure, investing more in staff development, training of effective leaders, creating a mentoring programme and improved welfare package for teachers' working in rural areas are solutions to Islamic studies teachers' retention in senior secondary schools in Kwara state, Nigeria. The study concluded that adequate attention should be channeled to the factors that may prompt teachers of Islamic studies retention to enhance effective teaching and learning of Islamic studies in senior secondary schools in Kwara State. Also, the study recommended that government, school heads and other relevant stakeholders should ensure that senior secondary school teachers' welfare are adequately taken care of to enhance effective teaching and stability of academic activities in schools.

Keywords: *Retention, Teachers, Islamic studies, Perceived*

Introduction

Teachers' Retention is the act of keeping teachers on the job without being moved from one school to another and or leaving the teaching profession entirely for other professions. Consequently, the achievement of the above objectives has been the priority of secondary school education in Nigeria. Achieving the goals of secondary education in Nigeria is therefore indispensable if excellence is required for the human resource base needed to move Nigeria to an enviable position it ought to occupy. The secondary education level is managed by the principal who is responsible for utilizing the available school resources to enhance the attainment of the stated goals of the school. Federal Republic of Nigeria (FRN, 2013) maintained that no educational level in Nigeria (Secondary education inclusive) could rise above the quality of its teachers. Therefore, to be able to achieve the goals and objectives of secondary education in Nigeria, the hiring and retention of qualified and experienced teachers are of utmost importance. This is because they are the cornerstone upon which the excellence of education rests. Teachers play important roles in the achievement of the stated educational objectives and in the task of nation building for sustainable development because they turn educational policies into practice in a normal classroom setting.

From the foregoing, it could be deduced that the goals of secondary education in Nigeria cannot be achieved without the retention of adequately trained and motivated teaching staff. Therefore, there is the need to keep teachers satisfied with their jobs and careers so that they can remain in the teaching

profession. Teaching is a highly stressful career, and teachers' are leaving the profession at an alarming rate (Inman & Maslow, 2004). This is not a welcome development because as observed by Faremi (2017), the retention of highly qualified teachers is of great importance if the objectives of secondary education in Nigeria are to be achieved. Teacher retention, according to Masood (2011), is the act of keeping teachers on the job without being moved from one school to another and or leaving the teaching profession entirely for other professions. Retention is also an action of holding something in position or containing it. Hence, the researcher defined teachers' retention as a state or a condition of attracting and enabling teachers to work and remain with the school organization before retirement. Retention is conceptualized in terms of teachers staying and teachers leaving.

Today, society is shifting the problems of education sector on the helpless teachers. The problems of the sector that are mostly shifted directly on teachers include but not limited to the followings: poor student academic achievement, indiscipline, cultism, examination malpractice, high incidence of student dropout, insufficient instructional materials and congested classrooms poor salaries, accommodations, poor recognition and low funding of the sectors (Rafindadi, 2014). Teachers' retention is the ability to keep teachers in service, to function effectively without having any thought of living their job for other job in the society, outside the teaching job. Baikie (2018) viewed teacher retention as an obligation to continue to work as a teacher in the class room or remain a teacher for life, and to handle teaching with all passion, without distraction and discouragement of any kinds. Hirsh and Emerick (2016) argued that teacher retention is a process in which the teachers are encouraged to remain within the teaching profession, to promote qualitative and functional education in Nigeria. In other words, the abilities to keep a teacher in service, through the provision of welfare, incentives, special salary scale, good condition of service fascinating working/teacher friendly environment, promote the stay of a teacher on their jobs, without immediately looking for other jobs and thereby promote teachers' retention.

Quality Education Quality education refers to educational system that is based on a curriculum relevant, or educational programme who it curriculum is relevant to it learner, the society, gender sensitivities, gender friendly, and it is constantly reviewed, reformed, or even changed with the changing circumstances. Isyaku, (2017), stated that it is a situation where schools are provided with adequate and quality teachers and put all necessary measures in to make them stay on teaching profession and to promote quality and functional education. Researches had shown that retention of teachers is important as far as performance of students in schools is concerned. For instance, Dolton and Newson (2003) in an exploration of the relationship between teacher turnover and school performance reported that high levels of teacher turnover had detrimental effects on pupil progress and achievement. Özoglu (2015) investigated mobility-related teacher turnover and the unequal distribution of experienced teachers in Turkey found out that teacher turnover had far-reaching negative consequences across school-wide performances and processes.

Ronfeldt, Loeb and Wyckoff (2013) in analysis of the harm teacher turnover had on student achievement found out that turnover had disruptive and harmful effects on student achievement. The findings of the studies above revealing that turnover of teachers negatively affected schools and students' performance implied that retention of teachers had beneficial effects on school and student performance. On the other hand, Rodríguez (2009) in a study on teacher retention and student achievement revealed that teacher retention significantly improved achievement of students. Nguyen and Spring (2019) conducted an exhaustive search reviewing of more than 25,000 scholarly records and synthesizing effects across 120 of these studies to better understand what drives teacher mobility. They adopt a school-centered approach in their meta-analysis. The study examines whether teachers leave a particular school, regardless of whether they move to another school or leave the profession entirely. The findings of the study revealed that female teachers are no more likely to leave the profession than male teachers; teachers with graduate degrees are no more likely to leave than teachers without graduate degrees; teachers' satisfaction plays an important role in teacher decisions to stay in teaching; traditionally certified teachers are less likely to leave teaching than those teachers entering through alternative route; performance evaluations does not lead to increase in teacher's exit; evaluation of teachers' effectiveness had a significant impact on teacher's retention because it shows a sense of empowerment and professional improvement; teachers in merit –based programs are less likely to leave teaching than those who are not; and that additional supports and incentives are factors that contribute to keeping of teachers in their school.

Moreover, Akinwumi (2000) observed that dissatisfied worker is more likely to leave his job than a satisfied worker. Satisfaction can only result from the extent of motivational rewards intrinsic or extrinsic within the job (setting) context of the work. Therefore salary is an important and strong force in the life of employee because of its effect on human behavioural attitudes, in the achievement of organizational goals. It is pertinent to note that the urban areas retention of teachers tends to be high because of the social amenities present and also access to some other private business that may induce retention. Ayeni (2003) noted that there are some areas that did not have electricity this can discourage teachers posted to such area to remain in the job or alternatively seeking for transfer to urban areas. It has been observed that over time, teachers who are the custodians of qualitative education at the secondary school level are paid out a stipend: thereby forcing some teachers to engage themselves in other activities that generate income at the expense of disseminating quality education to the up-coming generations. Yesufu (1999) observed that Teachers are grossly under paid and many have had to, migration to other countries to seek how to keep body and soul together and further intellectual development. Many others have abandoned academics for the greener pastures of the private industry, the banks and consultancies, part time jobs and moonlighting have become the rule rather than the exception. All hands must therefore be on deck on the lot of the teachers. The teachers must be well-taken care of, so as to enable them to give their very best in the discharge of their duties.

In a related development, Akinwumi (2010) investigated the effect of new salary structure on the retention of teachers in secondary schools in Oyo State, Nigeria. Two hundred teachers were randomly sampled from twenty (20) local governments of the state. The new salary structure and teachers retentions questionnaire was used to gather data from the respondents. Research questions and five (5) hypotheses were formulated and tested using the chi-square and Pearson moment correlation coefficient statistics to determine if there was any significant correlation existed between salary and retention and other variables. The findings of the study revealed that there was a significant relationship between the new salary and retention of teachers. There was a significant relationship between retention of teachers and their qualification. There was a significant relationship between the teaching experience of teachers and retention. There was no significant relationship between rural urban teachers and retention. Mugizi, Tumuhaise, Samanya and Dafiewhare (2019) conducted a study on leadership styles and retention of teachers in private primary schools in Bushenyi-Ishaka Municipality, Uganda. The study examined the leadership styles in terms of transformational, transactional and laissez-faire using 107 primary school teachers as sample of the study. The study adopted correlational design and data were gathered using a self-administered questionnaire. Descriptive and inferential statistical tools were used to analyse the data for the study.

The main purpose of retention is to prevent competent teachers from leaving the school organization as this could have adverse effects on productivity and service delivery. Every school, whether public or private, strives to retain a pool of qualified, committed, and talented teaching staff that can deliver quality education to its students and in turn produce students of high quality. When qualified teachers for any reason have intentions of leaving the school system or teaching field, it would portend a negative impact on students and the institution's overall performance as well. Thus, it is essential to retain highly qualified teachers in the school system on continuous basis for quality education delivery viz-a-viz the achievement of the objectives of secondary school education. It is important for schools, through the employment process, to attract quality teachers. However, it is more important for educational managers to devise means with which to retain the talented teachers in the service of the school organizations in order for teachers to benefit from the investment already made in them (Michael, 2008).

Purpose of the Study

The main purpose of the study is to examine the perceived retention of Islamic Studies teachers in senior secondary schools in Kwara State, Nigeria. Specifically, the study is to:

1. find out the factors that contribute to the retention of senior secondary school teachers of Islamic Studies in Kwara state;
2. investigate the solutions to retention of senior secondary school teachers of Islamic Studies in Kwara state.

Research Questions

The following research questions were answered in the course of the study:

1. What are the factors that contribute to the retention of senior secondary school teachers of Islamic studies in Kwara state?

What are the solutions to retention of senior secondary school teachers’ of Islamic Studies in Kwara state?

Methodology

This study adopted research quantitative method of research. The researchers-designed questionnaire tagged “Questionnaire on Islamic Studies Teachers’ Retention (QISTR)” was used as instruments for this study. Simple random sampling technique was used to select sixty (60) senior secondary school teachers of Islamic studies in Kwara State, Nigeria. The instrument used for data collection was validated by three experts in Test & Measurement and found it appropriate for this study. The reliability of the instrument was determined using the test re-test reliability technique within a two week interval. The scores of the two tests were correlated using the Pearson’s Product Moment Correlation (PPMC). The value of the correlation coefficient obtained was 0.87. Three research questions were raised and answered using the percentage. Similarly, the instrument was personally administered by the researchers to all the 60 senior secondary school teachers of Islamic studies in Kwara State, Nigeria. The researchers sought the permission from all the heads of the sampled schools in Kwara State. Ten items were designed for the respondents to react to by ticking “Yes” or “No”.

Results

Table 1:

Frequency Distribution of the Respondents

S/N	Sex	Frequency	Percentage (%)
1.	Male	33	55
2.	Female	27	45
	Total	60	100%

Table 1 shows that 33 (55%) of the respondents are male senior secondary school teachers of Islamic Studies teachers while 27 (45%) of the respondents are female senior secondary school teachers of Islamic studies sampled for this study. This implies that the population of male senior secondary school teachers sampled in this study was more than the female senior secondary school teachers sampled in this study in Kwara State, Nigeria.

Research Question 1: What are the factors that contribute to the retention of senior secondary school teachers of Islamic Studies in Kwara state?

Table 2:

Factors that contribute to the Islamic studies Teachers’ Retention

S/N	Items	Yes	No
1.	Lack of motivation	51(85%)	9(15%)
2.	Poor leadership style	47(78.3%)	13(21.7%)
3.	Lack of staff development	57(95%)	3(5%)
4.	Poor salary structure	60(100%)	-
5.	Lack of interest to work in rural areas	50(83.3%)	10(16.7%)

Table 2 shows that 51 participants representing 85% of the respondents agree that lack of motivation is one of the factors that contribute to Islamic studies teachers’ retention while 9 participants representing 15% of the respondents disagree. Also, 47 participants representing 78.3% of the respondents agree that poor leadership style is one of the factors that contribute to the Islamic studies teachers’ retention while 13

participants representing 21.7% of the respondents disagree. Similarly, 57 participants representing 95% of the respondents agree that lack of staff development is one of the factors that contribute to Islamic studies teachers’ retention while 3 participants representing 5% of the respondents disagree. Moreover, 60 participants agree that poor salary structure is one of the factors that contribute to Islamic studies teachers’ retention while none disagree. In a similar vein, 50 participants representing 83.3% of the respondents agree that lack of interest to work in rural areas is one of the factors that contribute to Islamic studies teachers’ retention while 10 participants representing 16.7% of the respondents disagree. This implies lack of motivation, poor leadership style, lack of staff development, poor salary structure and lack of interest to work in rural areas are factors that contribute to Islamic studies teachers’ retention in senior secondary schools in Kwara state, Nigeria.

Research Question 2: What are the solutions to retention of senior secondary school teachers’ of Islamic Studies in Kwara state?

Table 3

Solutions to Islamic Studies Teachers’ Retention Strategies

S/N	Items	Yes	No
1.	Improved salary structure	60(100%)	-
2.	Invest more in staff development	58(96.7%)	2(3.3%)
3.	Train effective leaders	59(98.3%)	1(1.7%)
4.	Create a mentor programme	48(80%)	12(20%)
5.	Improved welfare package for teachers working in rural areas.	60(100%)	-

Table 3 shows that 60 participants representing 100% of the respondents agree that improved salary structure is one of the solutions to Islamic studies teachers’ retention while none disagree. Also, 58 participants representing 96.7% of the respondents agree that investing more in staff development is one of the solutions to Islamic studies teachers’ retention while 2 participants representing 3.3% of the respondents disagree. Similarly, 59 participants representing 98.3% of the respondents agree that training of effective leaders is one of the solutions to Islamic studies teachers’ retention while 1 participant representing 1.7% of the respondents disagree. Moreover, 48 participants representing 80% of the respondents agree that creation of mentorship programme is one of solutions to Islamic studies teachers’ retention while 12 participants representing 20% of the respondents disagree. In a similar vein, 60 participants representing 100% of the respondents agree that improved welfare package for teachers working in rural areas is one of the solutions to Islamic studies teachers’ retention while of the respondents disagree. This implies lack of improved salary structure, investing more in staff development, training of effective leaders, creating a mentoring programme and improved welfare package for teachers’ working in rural areas are solutions to Islamic studies teachers’ retention in senior secondary schools in Kwara state, Nigeria.

Discussion of the Findings

Lack of motivation, poor leadership style, lack of staff development, poor salary structure and lack of interest to work in rural areas are factors that contribute to Islamic studies teachers’ retention in senior secondary schools in Kwara state, Nigeria. The findings corroborated the submissions of Yesufu (2009), Akinwumi (2000) and Ayeni (2003) whose findings revealed that lack of motivation, poor salary structure, lack of social amenities in rural areas and low level of interest on the part of teachers are factors that contribute to the teachers’ retention in schools. In a similar vein, the submissions of Rafindadi (2014) poor student academic achievement, indiscipline, cultism, examination malpractice, high incidence of student dropout, insufficient instructional materials and congested classrooms poor salaries, accommodations, poor recognition and low funding of the sectors are factors that contribute to teachers’ retention in schools.

Improved salary structure, investing more in staff development, training of effective leaders, creating a mentoring programme and improved welfare package for teachers’ working in rural areas are solutions to Islamic studies teachers’ retention in senior secondary schools in Kwara state, Nigeria. The findings of this

study was in line with the submissions of Nguyen and Spring (2019), whose findings revealed that additional supports and incentives are factors that contribute to keeping of teachers in their school. Also, the submissions of Baikie (2018) supported the findings of this study that the solutions to teachers' retention is for the teacher to handle teaching with all passion, without distraction and discouragement of any kinds. Furthermore, the findings of Isyaku, (2017) was in line with the findings of this study that when schools are provided with adequate and quality teachers and put all necessary measures in place would make teachers to stay on teaching profession and thereby promotes quality and functional education.

Conclusion

The study concluded that adequate attention should be channeled to the factors that may prompt teachers of Islamic studies retention to enhance effective teaching and learning of Islamic studies in senior secondary schools in Kwara State.

Recommendations

The study recommends that:

1. Government and other relevant stakeholders should ensure that senior secondary school teachers' welfare are adequately taken care of to enhance effective teaching and stability of academic activities in schools.
2. School heads should ensure that senior secondary school teachers' welfare are adequately taken care of to ensure stability of academic activities in schools.

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