



QUALIFICATIONS, EXPERIENCE AND RETENTION OF QUALITY TEACHERS IN PRIVATE SECONDARY SCHOOLS IN DELTA STATE

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ABSTRACT

This study examined qualifications, experience and retention of quality teachers in private secondary schools in Delta State. This study is correlational survey in nature of the ex-post-facto research design. The population comprises 324 registered private secondary school principals in Delta State as at 2019/2020 academic year. Stratified sampling technique was used to sample 162 private secondary school principals. A self-developed instrument titled "Qualification, Experience and Quality Teachers Questionnaire (QEQTQ)" was used to collect information from the respondents. The instrument was validated through face and content validity, thereafter it was subjected reliability test and a co-efficient of 0.78, was obtained. The responses were converted into mean scores and standard deviation for the purpose of answering the research questions while Pearson r was used to test the hypotheses at 0.05 level of significance. Findings show that quality teachers can be retained through support from school administrator, school location, provision of instructional facilities, conducive working atmosphere, opportunity to learn new skills and adequate salary among others. Significant relationship does not exist between qualifications and retention of quality teachers in private secondary schools in Delta State. While significant relationship exists between experience and retention of quality teachers in private secondary schools in Delta State. The researcher recommended among others that private secondary schools should not emphasize more on qualification, rather they should recruit teachers who are willing to learn and impart knowledge to students. Private secondary schools should strive to retain teachers with experience than those without less experience in order to achieve their vision and mission.

KEYWORDS: *Qualifications, Experience, Retention, Quality Teachers, Private Secondary Schools, Delta State*

INTRODUCTION

In private secondary school, quality teachers are needed to impart knowledge to students. Education necessitates teachers of high quality. A highly skilled and professional teaching force does, and will continue to make a difference in the private secondary schools. The most important factor determining how much students learn is the quality of their teachers (Berry, 2004). A very good teacher as attributed to a very bad one can make as much as one full year's difference in the accomplishment growth of students. Dimension of teacher's quality is the qualifications acquired overtime and experience attained before and during active service. Qualifications is measured by the level of education and knowledge acquired by the teachers while experience is measured by the skills and technical know-how required to disseminate knowledge to the students effectively. This could be acquired through

long years of dedicated and committed service in and after-job training and re-training programmes.

In teaching profession, individuals could get attracted because of their desire to make a change, have a vocation, enjoy social interactions, benefit from diversities of knowledge, be a lifelong learner and spend more time with their family, (Krasnoff, 2014). Teachers get implausible joy in sighting the change they make as students' advance in knowledge, become more absorbed in a subject and acquire about themselves. Some entities are fascinated to teaching by an intellect of service, since they want to make a clear or tangible modification in the lives of others. Daily, teachers shape the future leaders of humanity through impacting their students' views and understandings. Teachers nurture creativity, character, give students insight with which to view the globe and provide students with assistances they require to attain their potential and



live a life of productive. Teacher discovers the potential of their labours daily as they use their intellect and inspiration to help students become enthusiastic and discover their lives.

In field of education teacher retention focuses on how factor such as teacher demographics (qualifications and experience) influence whether teachers stay, move or leave teaching profession before retirement. According to Ingersoll (2012) leadership or school culture are most imperative effect on teacher choice to stay or leave a school. Also, school factors are “push” or “pull” factors that push or encourage teachers to leave or stay on their current school/profession. Certain features could link to teachers exit a school or profession before retirement. There are shared features that push teachers to also leave their schools or profession. The most substantial dynamics are low salary, qualifications, student behaviour issues, experience, absence of support from school administrator, and failure to contribute in decision-making (Raue, Gray, and O’Rear, 2015). Teachers might want to depart if they are resilient to adopting a prescribed curriculum or are depressed from adjusting their instruction. There is every propensity that school surroundings affect teacher retention more than school measures like salary, student demographics, and urban settings, (Blase and Blasé, 2010). Teachers could decide to stay longer in schools that have vision which align with the teacher’s personal mission. Some point to the status of teachers being treated as specialists who are reliable and collaborate with each other to achieve student’s needs. These professional practices can include uniqueness, originality, high prospects for students, and community building (Raue, Gray, and O’Rear, 2015).

Qualifications of a teacher could powerfully relate to teacher retention. For instance, teacher with knowledge of special education are not likely to leave teaching, but more likely to relocation to positions as over-all educators, (Boe, Bobbitt, and Cook, 2007). DeAngelis and Presley, (2011), stated that teachers with improved academic qualifications are more. Teachers with confident teaching qualifications and teaching assignments are more likely to leave their schools. Primary school teachers are likely to stay than middle or high school teachers. Teacher who feels effective are likely to continue teaching, (Hughes, 2012). Earlier research established that the teachers who depart schools first are likely to be teachers with the highest qualifications (Murnane, 1991; Schlecty and Vance 1981), and thus the undesirable impact of quick turnover is perhaps even greater than it seems on the surface.

According to Ingersoll (2012) at secondary level, rates of out-of-study teacher were much higher, with approximately one-third of all secondary Mathematics teachers lacking a major or minor in

Mathematics or a related discipline. About one-fourth of English teachers had no major or minor in English or related subjects, and one-fifth of science and social science teachers lacked such credentials in their field. Ingersoll (2012) concluded, in each of the fields of history, English, and Mathematics, more than four million secondary students are taught by teachers with neither a major nor a minor in the field. It is a matter of considerable concern that so many students have teachers who are unprepared for the subjects they teach. Teachers who are assigned out of their field are likely to experience teaching as stressful, unrewarding work and may choose to leave teaching as a result. Goldhaber, (2007) established that teachers who have high academic credentials like having the highest undergraduate grade point average are the most group likely to leave teaching for other reasons than retirement reason. Correspondingly, the Utah Foundation RAND Report (2007) adds that teachers with higher measured ability teacher certification tests have the greatest probability of leaving teaching than teachers with lower measured ability.

Predictably, the problem of out-of-study placement is more prevalent in private secondary schools serving low-income rather than high-income communities. The poverty and race gaps (between high-poverty and low-poverty schools) for out of field teaching are even greater than for teacher qualifications. In other words, teachers in disadvantaged schools are marginally more likely to have less qualifications, are far more likely to be mis-assigned than are teachers in advantaged schools (Ingersoll, 2012). Out-of-subject placements present clear difficulties for students and teachers. Ingersoll (2012) observed that extremely qualified teachers may essentially become extremely unqualified if they are allocated to teach subjects for which they have slight knowledge. However, mis-assignment also creates dissatisfaction amid the teachers themselves, who must ascent to stay ahead of their class and who experience the distresses of doubt and ignorance. This is far more than a practical matter of academic qualifications, for out-of-study placement gratuitously upsurges many teachers’ displeasure with their jobs. The literature makes arguments that, the more individuals have the greatest amount of knowledge and experience characteristics, the greater the probability of them to leave or stop teaching. Another standpoint is that, the more the amount of specific capital, the less probably it is that such individuals will even consider leaving the profession. In most cases, these teachers with specific human capital are least qualified, mediocre and inexperienced teachers because they are not multi-skilled. This makes them difficult to find other jobs elsewhere. As a result, they end up being posted to rural areas schools (Mpokosa and Ndaruhutse, 2008).



From the perspective of the schools, the departure of an experienced teacher reduces that school's capacity to attract patronage. Whether the leaving teacher leaves for another career or moves to the school across town because it offers a better workplace, that teacher takes away an acquired expertise and accumulated knowledge about the students, their families, the curriculum, and the school's practices. Such turnover severely compromises the chance that all students will be taught by effective teachers (Timmer 2013). The best teachers entering schools today have a wide range of professional careers open to them, many of which were not available to experienced teachers when they first chose teaching as a career. Often, these other careers offer better pay, more opportunities for advancement, and a work atmosphere with far better resources. Evidence shows that new teachers are likely to change schools or leave teaching if they are dissatisfied, thus, schools must become more supportive workplaces if they are to retain teachers of high quality, (Johnson, 2016). Misassignment is inequitably experienced by new teachers, who often are expected to teach classes that are left over once experienced teachers have chosen their schedules. Often new teachers find themselves assigned to teach in multiple classrooms. Having no classroom to call their own, they lack ready access to their bookshelves and reference texts, filing cabinets with class records or handouts, and blackboards that might inform students about long-term or daily assignments. It is unusual for new teachers simultaneously to experience the stresses of being asked to teach out of field, having a split assignment, and moving like an itinerant worker from classroom to classroom or school to school, (Johnson, 2016).

It is important to note that large proportions of today's cohort of new teachers are entering the classroom at midcareer. Using random sample surveys of teachers in seven states, Johnson (2016) reported that between 28 and 47 percent of the entering teaching force had completed a substantial period of work in another field. Typically, these career switchers entered their new schools with extensive experience working on teams. Meanwhile, their colleagues who came to teaching as a first career also differed from the veterans they replaced in that many had participated in cohort-based teacher preparation programs where they regularly observed others' work. These new teachers, both mid-career and first-career entrants, expect to work closely with colleagues and fear the consequences of isolation. Utah Foundation (2007); Egu. (2011) who revealed that experienced teachers have the highest degree of leaving teaching, but most schools will want to retain them due to their experience. Mfaume (2012) observed that least experienced teachers are likely to leave teaching due to the fact that they have nothing

to lose in terms of fringe benefits such as pension, given their few years of serving the profession in case they are terminated.

STATEMENT OF PROBLEM

Private secondary schools in Delta State are held in high esteem in the society by government, parents and society at large. Thus, the need for quality teachers who will transmit knowledge to students. What then can retain quality teachers in teaching profession, particularly in private secondary schools? Studies have identified salary, qualification, leadership techniques, school environment, experience, student behaviour, support from school administrator, and ability to participate in decision-making as features that could retain quality teachers in secondary schools. However, could these identified retention features retain quality teachers in private secondary schools? Informed by this question, the researcher decided to examine qualifications, experience and retention of quality teachers in private secondary schools in Delta State.

Purpose of the Study

The purpose of this study is to examine qualifications, experience and retention of quality teachers in private secondary schools in Delta State. In specific the study aimed at;

1. identify ways private secondary schools in Delta State retain quality teachers.
2. examine the relationship between qualification and retention of quality teachers.
3. ascertain the relationship between experience and retention of quality teachers.

RESEARCH QUESTIONS

The following research questions guided the study;

1. what are the ways to retain quality teachers in private secondary schools in Delta State?
2. what is the relationship between qualification and retention of quality teachers?
3. what is the relationship between experience and retention of quality teachers?

HYPOTHESES

The following hypotheses were formulated and to be tested at 0.05 level of significance.

1. significant relationship does not exist between qualification and retention of quality teachers.
2. significant relationship does not exist between experience and retention of quality teachers.



METHOD

This study is correlational survey in nature of the *ex-post-facto* research design. The population comprises 324 registered private secondary school principals in Delta State as at 2019/2020 academic year. Stratified sampling technique was used to sample 162 private secondary school principals in Delta State. A self-developed instrument titled “Qualification, Experience and Quality Teachers Questionnaire (QEQTQ)” was used to collect information from the respondents. The instrument

was validated through face and content validity, thereafter it was subjected to split half reliability test using 20 principals who were excluded from the main study. The scores were correlated using the Pearson Product Moment Correlation Statistics and a coefficient of 0.78, was obtained. The responses were converted into mean scores and standard deviation for the purpose of answering the research questions while Pearson r was used to test the hypotheses at 0.05 level of significance.

PRESENTATION OF RESULTS

Research Question 1: what are the ways to retain quality teachers in private secondary schools in Delta State?

Table 1: Mean scores and standard deviation analysis on ways to retain quality teachers

S/N	Ways to retain quality teachers	Mean	SD	Remark
1.	Support from school administrator	2.91	.82	+
2.	Teachers qualification	3.05	.83	+
3.	School location	2.95	.77	+
4.	Provision of instructional facilities	2.99	.81	+
5.	Conducive working atmosphere	2.95	.81	+
6.	Opportunity to learn new skills	2.97	.85	+
7.	Adequate salary	2.90	.83	+
8.	Provision of physical facilities	2.83	.81	+
9.	Experience of the teacher	2.99	.81	+
10.	Participation in decision making	3.01	.84	+
Average Mean Score		2.84	.92	+

*Keys: + = Agree, - = Disagree

Mean Benchmark = 2.50

Data in Table 1 shows mean scores and standard deviation analysis on ways to retain quality teachers in private secondary schools in Delta State. Result of the study revealed that respondents agree on all the items with mean scores above 2.50 benchmark. Thus, quality teachers can be retained through support from

school administrator, teachers’ qualification, school location, provision of instructional facilities, conducive working atmosphere, opportunity to learn new skills, adequate salary, provision of physical facilities, experience of the teacher, participation in decision making.

Research Question 2: what is the relationship between qualifications and retention of quality teachers?

Table 2: Mean scores and standard deviation analysis on relationship between qualifications and retention of quality teachers (N=152)

Variables	Mean	SD	r	r ²
Qualifications	1.60	.49	.055	.003
Retention of Quality Teachers	29.57	2.82		

Data in Table 2 shows descriptive statistics on relationship between qualifications and retention of quality teachers. The result shows that qualification has a mean score of 1.60, SD=.49 and retention of quality teachers has a mean score of 29.57, SD=2.82. The computed r=.055 implies a low positive relationship between qualifications and

retention of quality teachers. The r² value of .003 indicated that qualification predict retention of quality teachers by 3%. Conclusively, there is a relationship between qualifications and retention of quality teachers in private secondary schools in Delta State.



Research Question 3: what is the relationship between experience and retention of quality teachers?

Table 3: Mean scores and standard deviation analysis on relationship between experience and retention of quality teachers

Variables	Mean	SD	r	r ²
Experience	1.41	.49	.125	.016
Retention of Quality Teachers	29.57	2.82		

Data in Table 3 shows descriptive statistics on relationship between experience and retention of quality teachers. The result shows that experience has a mean score of 1.41, SD=.49 and retention of quality teachers has a mean score of 29.57, SD=2.82. The computed $r=.125$ implies a positive relationship

between experience and retention of quality teachers. The r^2 value of .016 indicated that experience predict retention of quality teachers by 16%. Conclusively, there is a relationship between experience and retention of quality teachers in private secondary schools in Delta State.

Hypothesis 1: significant relationship does not exist between qualifications and retention of quality teachers.

Table 4: Relationship between qualifications and retention of quality teachers

		Qualification	Retention of Quality Teachers
Pearson Correlation	Qualification	1.000	.055
	Retention of Quality Teachers	.055	1.000
Sig. (1-tailed)	Qualification	.	.251
	Retention of Quality Teachers	.251	.
N	Qualification	152	152
	Retention of Quality Teachers	152	152

Table 4 shows the relationship between qualifications and retention of quality teachers. The result shows no significant relationship between qualification and retention of quality teachers with $r=.055$ and significance $p=.251$. Therefore, the null hypothesis which states that significant relationship

does not exist between qualifications and retention of quality teachers was retained. Thus, significant relationship does not exist between qualifications and retention of quality teachers in private secondary schools in Delta State.

Hypothesis 2: significant relationship does not exist between experience and retention of quality teachers.

Table 5: Relationship between experience and retention of quality teachers

		Experience	Retention of Quality Teachers
Pearson Correlation	Experience	1.000	.125*
	Retention of Quality Teachers	.125*	1.000
Sig. (1-tailed)	Experience	.	.062
	Retention of Quality Teachers	.062	.
N	Experience	152	152
	Retention of Quality Teachers	152	152

*Significant at 0.05

Table 5 shows the relationship between experience and retention of quality teachers. The result shows a significant positive relationship between experience and retention of quality teachers with $r=.125$ and significance $p=.062$. Therefore, the null hypothesis which states that significant relationship does not exist between experience and

retention of quality teachers was rejected. Thus, a significant relationship exists between experience and retention of quality teachers in private secondary schools in Delta State.



DISCUSSION OF RESULTS

Finding shows that quality teachers can be retained through support from school administrator, teachers' qualification, school location, provision of instructional facilities, conducive working atmosphere, opportunity to learn new skills, adequate salary, provision of physical facilities, experience of the teacher, participation in decision making. This finding could be as a result that teachers wish to continue teaching when the above features are available in private schools. This finding supports Raue, et. al., (2015) who discovered that school culture and leadership has the most significant effect on teacher decisions to stay or leave a school. This finding also supports Futernick, (2007) who surveyed 2,000 current and former teachers in California showed that teachers felt greater personal satisfaction when they believed in their own efficacy, were involved in decision making, and established strong collegial relationships. This also supported Oshemughen, and Oshemughen, (2014) who revealed that transport allowance, meal subsidy, furniture allowance, sick leave, casual leave, study leave and promotion, interest and morale boosting, development of positive attitude and meeting of teacher needs will help teachers to decide if/not to leave the school.

Finding shows that significant relationship does not exist between qualifications and retention of quality teachers in private secondary schools in Delta State. This finding could be as a result that qualifications alone may not necessarily be a yardstick to retain a quality teacher. Most people might acquire or obtain the right qualification(s) but might not have the ability to impart knowledge to students. This finding did not support Goldhaber, (2007) established that teachers who have high academic credentials like having the highest undergraduate grade point average are the most group likely to leave teaching for other reasons than retirement reason. This finding did not also support the finding of Utah Foundation RAND Report (2007) who revealed that teachers with higher measured ability teacher certification tests have the greatest probability of leaving teaching than teachers with lower measured ability. This finding did not also support DeAngelis and Presley, (2011), who established that teachers with improved academic qualifications are more. Teachers with confident teaching qualifications and teaching assignments are more likely to leave their schools.

Finding shows that significant relationship exists between experience and retention of quality teachers in private secondary schools in Delta State. This finding might be as a result that overtime and constantly doing a particular time could make an individual become a master in the discipline or field. Same is applicable to teaching, an individual could

be tag a "quality teacher" when the individual has gained positive experience overtime on the job. This finding is in line with Egu. (2011) who revealed that experienced teachers have the highest degree of leaving teaching, but most schools will want to retain them due to their experience. This finding is also in line with Mfaume (2012) who observed that least experienced teachers are likely to leave teaching due to the fact that they have nothing to lose in terms of fringe benefits such as pension, given their few years of serving the profession in case they are terminated.

CONCLUSION

Quality teachers can be retained through support from school administrator, school location, provision of instructional facilities, conducive working atmosphere, opportunity to learn new skills and adequate salary among others. Significant relationship does not exist between qualifications and retention of quality teachers in private secondary schools in Delta State. While significant relationship exists between experience and retention of quality teachers in private secondary schools in Delta State.

RECOMMENDATIONS

Arising from the findings, the researcher recommended that;

1. Private secondary school particularly those in Delta State should employ features such as provision of instructional and physical facilities, creating conducive working atmosphere, emphasis on learning new skills, adequate salary and allow teachers to participate in decision making in order to retain quality teachers.
2. Private secondary schools should not emphasis more on qualification, rather they should recruit teachers who are willing to learn and impart knowledge to students.
3. Private secondary schools should strive to retain teachers with experience than those without less experience in order to achieve their vision and mission.

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