

**THE IMPACT OF PERSONNEL POLICIES ON TEACHER RETENTION IN  
UMUAHIA SECONDARY EDUCATION ZONE****\* Siaffa, David Meshach Fallah**

Department of Psychological Foundations, Faculty of Education, Abia State University, Uturu, Nigeria

**Received 05<sup>th</sup> July 2025; Accepted 09<sup>th</sup> August 2025; Published online 19<sup>th</sup> September 2025**

---

**Abstract**

Numerous programmes have emerged over the years to address the demand of improving teachers' condition of service in the educational system. These include conferences, symposia, outreach programmes, workshops, experimentation and teacher oriented programmes etc. However, the current wave of teacher grievance seen in incessant strikes over poor condition of service is lamentable. This state of affairs is reflected in the rate of mass exodus of teachers from teaching career in search of better paid employing sectors, and these who remain exhibit low morale and concentration. This study investigated the Impact of Personnel Policies on Teacher Retention in Umuahia Secondary Education Zone in Abia State and to find out to what extent staff personnel policies relate to teacher retention. Secondary school principals and teachers constituted the population of the study. Their views on the staff personnel policies that tend to influence them to remain on the job were sought. Six research questions and two hypotheses were posed to investigate the study. Fifteen duty principals and three hundred and fifty (350) teachers consisting of the sample were selected by stratified random sampling technique from the four zones of the state. A self-report questionnaire titled "Depressed Inventory Questionnaire (DIQ)" was used for data collection. Data were analyzed item by item using frequency distribution and mean scores. The results indicated that delayed and irregular payment of salaries, lack of promotion prospects, lack of fringe benefits, lack of teachers development opportunities, nonpayment of pension and gratuity and lack of maternity leave allowances were the factors which the teachers perceived as most depressing. Recommendations were made while areas for further research were pointed out.

**Keywords:** Umuahia, Education.

---

**1. INTRODUCTION****1.1 Background to the problem**

Teaching profession has an age-long tradition of being the least regarded occupation in the society. Although teachers are generally expected to contribute to the improvement of the society and to participate in its activities, yet socially teachers command no measurable public respect. Teachers in Umuahia secondary education Zone, like any other group of workers want to provide reasonable comfort for their families and to enjoy a good standard of living, but over the years, irregular payment of teachers salaries, lack of promotion prospects, nonpayment of fringe benefits, pension and gratuity benefits and the neglect of staff development and denial of maternity leave allowance have tended to retard the effectiveness of teachers performance in teaching and have discouraged them from wanting to remain on the job. In practical terms, the economic disadvantages experienced by secondary school teachers and the noticeable disparities between their conditions of service and those of their counterparts like medical doctors, lawyers and civil engineers, to a large extent, have resulted to the mass exodus of teachers in search of better paid occupational sectors. From these, the major shortcoming of personnel policies in Umuahia Secondary Education Zone are the lack of good conditions of service such as: prompt payment of teachers salaries, lack of promotion prospects, lack of fringe benefits, irregular payment of pension and gratuity benefits, lack of maternity leave allowance and neglect of staff development. In this light, teachers, especially male teachers lack job dedication, devotion and care are not enthused about teaching career thereby making it difficult for them to remain on the job. Teachers welfare needs careful and periodic review in order to develop strategies for good human relationship to facilitate best performance within the context of their career. In fact, Ogunu (2000) observed that: Human resources, along with financial and material resources, contribute to the production of goods and services in an organization. Physical and monetary resources by themselves cannot improve efficiency. It is through the combined and concerted effort of the people that monetary or material resources are harnessed to achieve organizational goals. But this effort has to be sharpened from time to time to optimize the effectiveness of the human resources. Arising from the above view, it implies that every organization should have personnel policies aimed at accomplishing the needs of the personnel and the organizational objectives. Thus Irondi (1995) defined policy as "a statutory statement often written, which delineates the behaviour of people in an organization, institution, and establishment for the purpose of achieving specific organizational objectives. Hence for personnel policies to be meaningful, functional and effective they must be reviewed, evaluated and controlled regularly to ensure that they are people oriented if organizational goals must be achieved. But despite the incessant strike actions undertaken by secondary school teachers to attract government attention in order to improve their conditions of service, it appears their effort is in vain since no step has yet been taken to respond positively to teachers salary problems and other basic benefits due to them. Therefore, it is against this background that teachers do not have favourable condition of service which make them to seek to other sector of the economy that this study on personnel policies has become necessary to embark upon.

---

**\*Corresponding Author: Siaffa, David M.,**

Department of Psychological Foundations, Faculty of Education, Abia State University, Uturu, Nigeria.

## 1.2 Statement of the problem

In Umuahia over 80% of secondary school teachers move to more lucrative jobs compared to other local government areas in Abia State. Generally, the local government areas identified as accounting for a greater percentage of teachers mass exodus to Urban centers in search of better paid employment opportunities include: Umuahia North, Umuahia West, Umuahia East, and Umuahia South Government Areas. From all indications, Umuahia secondary education zone ranks first in the table of other local government areas with the largest population of teachers mass exodus to other employment sectors. Indeed poor conditions of service leads to poor quality personnel performance in education, underdevelopment, over-dependency, avarice and dereliction to duty. Any effort at increasing quality education and development must be accompanied by a proportional effort of responding to teachers' salary payment, promotion prospects, fringe benefits, pension and gratuity, staff development and maternity leave benefits as a way of boosting their morale and retaining them on the job.

Based on the high rate of teachers mass exodus to urban centres in search of better paid employment sectors due, to poor conditions of service in Umuahia Secondary Education Zone, there is need to determine the extent of the impact of Personnel Policies on Teacher Retention in Umuahia Secondary Education Zone, with a view to making recommendations as appropriate for reducing to the bearest minimum the high rate of exodus of teachers to other occupational sectors in the zone.

## 1.3 Purpose of the study

The purpose of this study is to find out the Impact of Personnel Policies on Teacher Retention in Umuahia Secondary Education Zone. Specifically, the objectives of the study are as follows:

- To find out which personnel policies would tend to encourage teachers to remain on the job.
- To find out whether the present personnel policies on promotion will encourage teachers to stay on the job.
- To find out the extent the present personnel policies guarantee prompt payment of teachers salaries.
- To find out the aspect of personnel policies on fringe benefits that will motivate teachers enough to remain on the job.
- To find out whether personnel policies have satisfied the pension and gratuity benefits due to teachers.
- To find out if the present personnel policies have encouraged teachers development in their teaching profession.

## 1.4 Scope of the study

The study is designed to specifically look at the impact of Personnel Policies on Teacher Retention in Umuahia Secondary Education Zone of Abia State. In this regard the study will discussed the following variables of personnel policies: prompt payment of teachers salaries, Promotion prospects of teachers, fringe benefits, Teachers development, pension and gratuity benefits of retired teachers, and maternity leave allowance.

## 1.5 Significance of the study

The present study is designed to determine the Impact of Personnel Policies on Teacher Retention in Umuahia Secondary

**Education Zone:** The findings of this study will help education policy makers develop suitable wage and salary programmes, promotion prospects as performance inducement on teachers thereby minimizing the mass exodus of teachers in search of better paid occupational sectors. Also the result of this investigation will improve teachers financial incentives fringe benefits, pension and gratuity benefits, encourage teachers development and maternity leave allowance thereby motivating them to remain on the job since these benefits will impress upon their morale. In this light teachers dedication, devotion and performance will be enhanced. To the larger public and students in particular, they will acquire quality education and become responsible citizens and thus eradicate incessant strike actions and reduce crime incidence to the bearest minimum in the society. It therefore follows that with economic psychological and social satisfaction, teacher retention would prove worthwhile as part of standardized policy provision. The outcome of this study will add to the body of knowledge on personnel administration in Umuahia Secondary education zone, in the entire Abia State, and in Nigeria as a whole.

## 1.6 Research Questions

To guide the study six research question would be formulated as follows:

- What personnel policies would tend to encourage teachers to remain on the job?
- To what extent do the present personnel policies on promotion encourage teachers enough to stay on the job?
- To what extent has the present personnel policies facilitated teachers development?
- To what extent do the present personnel policies guarantee prompt payment of teachers salaries?
- To what extent do the present personnel policies guarantee prompt payment of pension and gratuity benefit to retired teachers?
- To what extent do the present personnel policies on fringe and maternity leave allowance motivate teachers to remain on the job?

## 1.7 Research Hypotheses

The following Null Hypotheses are formulated to guide the study:

HO (1): There is no significant difference between the mean responses of male and female teachers on the aspect of personnel policies which encourages teachers to remain on the job in Umuahia Secondary Education Zone in Abia State.

HO (2): There is no significant difference between the mean responses of old and young teachers on the aspect of personnel policies on prompt payment of teachers salaries which tend to encourage them to remain on the job in Umuahia Secondary Education Zone in Abia State.

## 2. REVIEW OF RELATED LITERATURE

This chapter reviews related literature in order to highlight the expressed opinions and research findings and The Impact of Personnel Policies on Teacher Retention in Umuahia Secondary Education Zone. The literature review is organized along the following paragraphs:

- Personnel Policies on Teachers Salaries, Personnel Policies on Teachers Promotion Prospects,
- Personnel Policies on Teachers Fringe Benefits,
- Personnel Policies on Teachers Development,
- Personnel Policies on Teachers Pension And Gratuity,
- Personnel Policies on Teachers' Maternity Leave And

### Summary of Literature Review

#### 2.1 Personnel policies on teachers salaries

It is worthy to note that the proper administration of wage and salary program is extremely important in teachers' capacity building and maintaining a good employer- employee relation, yet it remained an unresolved problem in staff motivation in the education industry.

In a research work carried out by Okeke, Nosiri, Elele, Ozurumba and Igwe (1997) on conditions of service in Owerri, Imo State, it was stated that:

The most persistent and yet perhaps the most complex of all the professional problems confronting the teaching profession everywhere and particularly in Nigeria is the teachers' salaries. After the position hierarchy in the school system has been established, the position values are converted into monetary values whereby specific rate or salary or wage ranges are evolved, the specific salary within each range must be determined. For the most part, different methods are employed to determine how an individual progresses from the lowest to the highest point in salary, wage or earning. However, in a research work conducted by Maduabum, Okoli, and Oketui (2000) On Occupational Stress Factors Among Secondary School Principals in Abia State. The study investigated occupational stress factors among the secondary school principals in Abia State and to what extent the variables of gender and length of experience affect their stress level. One research question and two hypotheses were addressed. Data were collected from 132 duty principals selected by stratified random sampling from the three education zones of the State, A self report questionnaire titled "Stress Inventory Questionnaire (SIQ)" was used for data collection. Data were analyzed using means, ranking and the Z- test statistics.

Maduabum et. al (2000:17) found out that:

Delayed or irregular payment of salary, Inadequate financial support for the school and lack of adequate infrastructure and equipment needed in schools, amongst others, were the factors which the principals perceived most stressful. No significant difference was found in the degree of stress experienced by male and female principals. However, a significant difference was found between level of stress of the principals and their length of experience. Implications of the findings for effective secondary school administration and physical well-being of principals were also discussed by the researchers. The point being emphasized is that, late payment of teachers' salaries and in some cases non- payment of their salaries cause stress resulting to their dissatisfaction, lower emotional and physical health, which eventually lower their performance in the teaching career. Similarly, an investigation carried out by Agu (1998:113) on problems of the teachers in the Nigerian education system alleged that :

In a society where the teachers have been Peasantized and pauperized, their out-put will only fall within that level of operation. Their lack of initiative and the obvious acceptance of their status is as a result of the corporate gang-up against them by the government and the people anytime they demand a better treatment from the society whose quality of future existence depends on those teachers. This is because the present children society is the future adult society. This is the likely reason why teachers accept appointments in other lucrative businesses and employment sectors that will enhance their financial standing rather than waiting and depending on salaries that may never come. Nwagwu, Ehiametalor, Oguru, Nadiani and Onyene's (2001) work on Issues In Incentive Administration For Effective Workforce Retention: A Study of Some Primary School Teachers in Aguata council Area.

The target population was made up of all the primary schools in the fourteen communities in Aguata council Area of Anambra State. Five variables were studied, namely: Pay pattern and regularity; work surroundings or environment; upward movement of teachers; training; and re-training provision. Ten teachers were randomly selected from (twelve) 12 primary schools within the council area. In all, 120 teachers were used for the study (95 female and 35 male), but 90 teachers (i.e. 175% of the sample) responded (75 female; 15 male) in all. Their mean age was 49, only teachers with eight TC Ilor NCE were selected.

The research designed a survey inventory with twenty-two items as Teacher Assessment of Work Incentive Questionnaire (TAIQ). The instrument showed content validity to be 0.69 while a test-retest reliability analysis (within an interval of five weeks), came to 0.72. The researcher first administered the instrument during pre-test while three Research Assistants handled the main administration. Consequently the study:

Reveals a very strong discrepancy (70%) between the teachers' real pay and what they are actually paid. Their salaries are paid late even at 66.7% of their pay in a given year; most times 99.6% of their salaries are paid without the accruing allowances. While irregular payment of teachers allowances alone occurs 70% of the time, premium and other forms of motivational incentives are hardly used and this accounts for 61.1%. Thus the perceived potential of this occupation in satisfying personnel needs and in serving as a major source of satisfaction is found to be at great discrepancy too. Not only are these teachers short-changed by way of poor remuneration, they noted that they see no reason to remain to on a job that would starve their families, hence their 'mad rush' into buying and selling. These findings tend to reiterate that teaching profession is a hopeless job where no one must remain fully engaging in other income generating ventures. Following this line of reasoning, Okunamiri's (1981) study on Significance of Personnel Policy To Staff Retention Among Secondary School Teachers In Etiti Local Government Area, Imo State deserves mention. The study was conducted with the aim to find out to what extent the rate of staff retention is related to the nature of the personnel policies in the secondary schools of Etiti Local Government Area in Imo State. To this end the investigator involved the secondary school teachers in the study area to know their perception of personnel policy variables. The study is based on the argument that staff compensation and motivation policies might be perceived as related to the degree of retention of teachers in the Local Government Area, and that the perception of the personnel policy to staff retention will tend to vary among staff sub-groups. This assumption featured seven hypotheses. The design used was co-relational design. The methodology involved a sample of 5 schools out of 15 secondary schools in the Local Government Area. The random sampling technique was used. The instrument used-Staff Retention and Personnel Policy Questionnaire (SRAQ) comprises 44 items which tested for staff compensation, motivation and retention policy variables. The inter-correlations amongst these variables for the total sample as well as for the staff sub-groups were computed.

The results revealed that whereas there was a high significant correlation ( $r \geq 50$ ,  $p < .05$ ) between personnel policy and staff retention, the perception of significant of personnel policy to staff retention among staff sub-groups showed no significant differences ( $r > 0.4896$ ,  $p < 0.001$ , resign). Hence the first three hypotheses were accepted and the last four rejected. The study, therefore, suggested the need for the teachers' employers to provide the staff compensation and motivation. This is because the rate at which teachers migrate to other sectors of employment is overwhelming due to evidence of low morale and low productivity. Some teachers are even unequivocal in stating their readiness to leave if given an alternative job.

### 2.1.1 Private Schools Teachers Salaries:

Many private schools have a religious orientation and are staffed by teachers of the same religious denomination. Irondi's (2000:65) article on Private Schools in the Nigerian Education System. An Appraisal of policies, History and Development. This article reviews the foundations of Western education as private enterprise engaged in by voluntary agencies, communities and private individual. Government contribution to this early beginning of education is recaptured and analyzed. Schools run by religious organization in which they were advancing a religious mission, their teachers may be willing to work for less out of a religious commitment. In this sense, private teachers' salaries are consistently low. Even if starting pay in private schools is higher, it inclines thereafter. In a survey carried out by capacity-building in teacher education institutions Abia State Primary Education Board,

It was noted that:

Teacher, totaling close to 420,000 nationwide are undertrained and largely unmotivated as a result of low salaries and non-regular payment of salaries. There is inefficiency in planning, monitoring and supervision of the schools by federal, state and local government agencies. Civil society groups and communities distrust public education due, in part, to dwindling resources, mismanagement, corruption and neglect. Severe problems in the education system have also contributed to the high levels of undereducated, unskilled and unemployed youth. Thus teachers who believe that salaries are allocated unfairly, often on the basis of favouritism, are likely to lose respect for the teaching profession. Worse still, teachers who believe that pay policies do not recognize the value of their contributions in the society are more likely to withhold their future contributions.

### 2.1.2 Method Used to Administer Salary Increases :

The methods used to administer salary increases vary. Okeke et al, (1997) conducted a survey on conditions of service especially on teachers salary and methods used administer the salary increases and subscribed that basically the methods used in salary increase programmed include automatic, across the board, cost of living, merit and combination increases. In most instances, automatic and across-the-board increases are actually semiautomatic because the increase is usually granted upon the

determination of satisfactory service. To a considerable extent, the initial salary or wage of each position is determined by the position; subsequent increases are based upon the individual's performance. The idea Okeke et al (1997) seem to portray is that, methods used to administer salary increases are not just automatic, but are also based on individual performance, which employers are to recognize especially differences in qualification, experience and performance. If a personnel annual performance does not warrant a salary increase, documentation and caution should be observed to avoid undue disparities. It is hard to convince someone to stay in the classroom when the salary is so low. The average secondary school teacher's salary continues to fall well below the average wages of white-collar occupations. It is in respect of this view that Edem (1987) stressed that:

For a teaching to be recognized and respected as a profession, the average annual income for teachers, as well as adequate provisions for advancement, promotion, and benefits enjoyed by those in other occupations, must be assured. The morale of teachers is likely to fall if there are noticeable disparities between their conditions of service and those of others, with attendant consequent of the mass exodus of teachers to more lucrative employment.

The reality of the situation as described above is that demands on teachers are usually great and they particularly need good health, physical stamina, emotional stability and social recognition. But hardly are teachers' psychological and welfare needs met. Secondary school teachers' potential earnings are not the same as in other professions. Nwagwu et al, (2001) observed that "the societal image of the teacher has made the "noble" profession unattractive and considered as not being adequate for meeting their economic, social and psychological needs. Rather, it stimulated them to take the earliest opportunity to leave". Okeke et al's (1997) empirical study on the rate at which the teachers were leaving teaching profession found out that:

The rate at which the teachers were leaving teaching profession led to the concern of looking at the organizational provisions designed to retain personnel and to foster continuity in personnel service, as well as on the process by which plans are designed, implemented, and controlled. The organization should therefore do something to maintain the health of members, provide for their well-being, and to have replacements available when, for any of a multitude of reasons, they are unable to perform their work.

This is in line with Igwe's (1997) findings on the research carried out on the principles of salary scheduling have the following characteristics as recommended by the National Education Association of the United States of America, which he outlined thus:

Minimum salaries should be high enough to attract well educated, promising young people into teaching.

- Maximum salaries should be high enough to retain highly competent and professional ambitious men and women in classroom teachings.
- Equity of treatment of classroom teachers of like qualification and experience is essential,
- Annual increments should provide an orderly progress to the maximum salary.
- The salary schedule should offer professional stimulation through incentives in recognition of professional qualifications
- Salary schedule should be adjusted periodically with due consideration for trends in earning in other professions and for changes in the cost of living
- Salaries for professional school personnel other than classroom teachers should be scheduled in accordance with the principles that apply to classroom teachers, with suitable recognition of responsibilities and preparation for leadership
- There should be professional preparation by classroom teachers in development and administration of salary policies.

The above principles of salary scheduling are generally intended to encourage scholarship among teachers, and ensure continued professional growth and competence. They make for uniform salary grade for all teachers with the same or equivalent teaching qualifications and experience. The evidence points consistently to the fact that where teachers morale is high, demonstrated in prompt payment of salaries among other benefits due them, professional achievement is high and makes teaching good and retention possible. Teachers need motivational variables, regular payment of salaries, involvement in decision-making, in-serving training, workshops, seminars and advancement to gain more experience on the job. In view of this therefore, teachers' salaries need to be restructured with more incentives and be paid regularly and not in arrears as well as organizing workshops, seminars, conferences, and in-service training for teachers. This will be added as part of their experience for material reward. On the contrary, however, it is lamentable that secondary school teachers are faced with lack of job satisfaction, poor motivation, slack of recognition, poor image and lack of esteem in the society. As a result of the inconveniences for material reward.

On the contrary, however, it is lamentable that secondary school teachers are faced with lack of job satisfaction, poor motivation, slack of recognition, poor image and lack of esteem in the society. As a result of the inconveniences experienced by teachers, it has contributed to a barrier to teachers' effectiveness in their job and leads them to search for better paid employment sectors thereby adversely affecting their performance in teaching profession.

#### Personnel Policies on Teachers Promotion Prospects

There is no single or one-way definition for the term promotion; definition may vary with societies and with situations. A promotion is the upward movement from one position to another position that is established through an approved personnel requisition in a higher salary grade and will involve salary increase. A promotion may be within a department, between departments or divisions of an organization and may result in a title change.

Ogugu (2000:103-4) adds his own definition of promotion thus:

It deals with upward reassignment given to an employee in the organization to occupy higher position which commands better status and/or pay keeping in view the human resources of the employees and the job requirements. This function covers:

- a) Formulating of equitable, fair and consistent promotion policies and procedures.
- b) Advising line management and employee matters relating to promotions.
- c) Overseeing the implementation of demotion policies and procedures.

A synthesis of these definitions indicate that promotion is an approved change of an existing position to a higher position along with an increase pay of an employee as a result of significant changes in the duties and responsibilities of that position. Promotion often results in a pay grade increase and a title change and high productivity. The National Policy on Education (1981) stretched the idea further that "promotion opportunities will be created at every educational level to allow for professional growth at each level. Action on the harmonization of teacher's conditions of service will be speeded up. In other words, school administrators and the public should be properly informed on the position of the teachers in the society so that their image will be taken on esteem and thus raise their status through an improve condition of service. In the light of the above, Nwagwu et al (2001) research work on Issues In Incentive Administration For Effective Workforce Retention: A study of some primary school teachers in Aguata Council Area, findings revealed that It is unfortunate that 80% of the total promotion exercise in the under study, protest and even take the extreme measure like strikes are used to get the authority respond to such which is of right. Eighty percent of teachers who attended sandwich courses for academic uplift did not get their salaries and positions upgraded after course. About 56.7%of the teachers could be on one level for over seven years.

They explained that even when union executives collectively do bargaining, upgrading is still a personal issue, hence many teachers never get to the next level so easy. Well over 94% of teachers perceived the fact of sealing the primary school teachers' salary grade at level 12 to be inimical to productivity. From the findings of this study, it can be perceived that since the Educational Authority does not bother so much with the professional uplift of teachers who got re-trained by any means are unevenly distributed. They, at worst, become apathetic to their profession just as they could constitute logs in the system's wheel of progress.

### **2.3 Personal policies on teachers fringe benefits**

Okeke et al's (1997:223) work on conditions of service of teachers in Imo State stated that "a collateral or "fringe" benefits as the term is used herein, refers to direct or indirect forms of compensation initiated by the board of education generally on behalf of all the personnel, which do not require additional service to be performed by the personnel beyond those required under the basic compensation structure". However, benefits which the school system provides are not as comprehensive as those provided in business and industry. Kinds of fringe benefits are discussed below:

#### **2.3.1 Kinds of fringe benefits:**

There are various kinds of fringe benefits. According to Okeke et al (1997) and these include: life insurance, health and accident care, study leave with pay, study leave without pay, time off with pay (holiday, vacations) tuition payments, deaths, retirement, car loans, accommodation and so on. The largest fringe benefit cost is retirement. With the foregoing, virtually all public school teachers are included in traditional defined-benefit plans in which teachers receive pension payments according to a defined schedule on retirement. In most instances the retirement benefits depend on salary earnings and may vary from teacher to teacher. But it is sad to note that many teachers stay for years after retirements without enjoying their retirements benefits whether pension or gratuity.

#### **2.3.2 Importance of fringe benefits to secondary school teachers :**

A research work carried out by Okeke et al (1997) on Economic And Psychological Objectives and institutional objectives at the board of education showed that both interests must be served. Fringe benefits if properly administered can be useful vessels for achieving both instructional and personnel aims. This is so because fringe benefits are provided with certain professional growth incentives and secured against economic risks. They make a difference in the quality of education presented to the students. Besides, fringe benefits show the benefit programme not only as a contribution to current compensation but also as a means of helping to recruit, hold appropriately motivate the teachers to achieve the fundamental objectives of public education. Other advantages of fringe benefits include the reduction of economic problem which give rise to illness, disabilities, retirement stress, death, absences and other forms of professional plights. Hence a judicious application and sustenance of fringe benefits will increase the chances favourable for teachers retention.

### **2.4 Personnel policies on teachers development**

No matter what other resources are available for personnel management, man-power resource to manipulate and direct the material resources to achieve educational goals and objectives are to be procured. Training is often used in conjunction with development but the terms are not synonymous. Training typically focuses on providing employees with skills or helping them correct deficiencies in their performance. In contrast, development is an effort to provide employees with the abilities the organization

will need in future. It therefore follows that training tends to focus on immediate organizational needs, while development tends to focus on long-term requirement. The goal of training is a fairly quick improvement in teachers performance while the goal of development is the overall enrichment of the organization's human resources, Ezeocha's (1992) investigation on the National Development Plans in Nigerian Education found out that:

As a result of the expanding primary schools the first development plan proposed to increase the numbered of trained teachers. A standard 5-years course was introduced and this was planned to produce grade III teachers at the end of three years and grade II teachers at the end of the whole 5-years course. During the second development plan (1970-74) both the federal and state governments realized the importance of teachers and good quality education and so embarked on expansion of teacher training programmes.

Efforts were to be made to turn out NCE teachers as well as graduate teachers.

D. That is to say, Advanced Teacher Training Colleges were established to train non-graduate teachers. This period intended to abolish Grade III training colleges throughout the Country in an attempt to improve the quality of teaching. When the Third Development Plan (1975-80) came into existence, Ezeocha (1992:112) discovered that, "the UPE was already launched and so there was a plan for the construction of addition classroom (6,699) in teachers training collages for massive training of teacher to cope with the UPE programmes". The Fourth Development Plan, currently on, according to Ezeocha's (1992) findings, does not only emphasize the expansion of existing facilities for the training of teachers but also aimed at enhancing the quality of the training given to these teachers. NO !

It is in this concept a number of view points by authorities such as Owolabi (2001:153-4) findings on curriculum planning and Man power Development at University of Lagos provided additional dimension that: "It is now popularly believed that the yes acceleration of development of a nation may be thwarted unless deliberate effort is made to develop the manpower resources of that nation. Effective use of physical capital seems to depend upon the efficiency of human capital. A slow national growth in essential knowledge is undoubtedly a severe restraint on progress".

In another sense, personnel policies on teachers development involves more than construction of quantitative forecasts, projections or targets for the formal education sector. It is part of the broad field of human resource development, which according to Nwagwu et al (2001) findings included such activities as.

Health facilities and services, broadly conceived to include all expenditures that affect the life expectancy, strength and stamina, and the vigour and vitality of a people; On - the- job training, including old - style apprenticeship organized by firms;

- Formally organized education at the elementary, secondary and higher levels;
- Study programmes for adults that are not organized by firms, including extension programmes notably in agriculture;
- Migration of individual and families to adjust to changing job opportunities.

#### **2.4.1 Problems militating against teachers development in Nigerian education system :**

In Nigeria, it appears that relative earning and statuses do not always reflect the value of the contributions of teachers to development. The morale of teachers is continually falling partly because of low income. Thus based on Ezeocha's (1992:6) findings on his investigation on some administrative problems of school principals, he contended that, "For any organization or function well, it must be financially viable. This is because finance is required for the establishment of infrastructures, equipment, salaries etc. To operate any system or project without adequate finance is quite an up-hill task, which could lead to either non-accomplishment or frustration on the job.

Similarly a classic work carried out on Educational Financing in Nigeria by Okunamiri (2002:7) noted that:

Nations all over the World look up to education as an instrument for the attainment of national objectives. The objectives such as national unity and political cohesion, bridging the social and economic gaps between regions or states, manpower requirement for socio-economic development, etc can only be easily achieved if government controls and funds education, for it is he who pays the piper that dictates the tune. The author therefore held that manpower development will be unbalanced and teachers performance and retention would hardly be achieved unless deliberate measures are introduced to influence teachers socio-economic values and continued training opportunity are introduced and sustained.

#### **2.4.2 Strategies For Teachers Development In Nigerian Education System :**

Appropriate strategies for teachers development include:

Buildings skills, improving various occupational training programmes through workshops, seminars, convention, in-service training among others could be maximized. However strong an yes individual or a country may claim to achieve educationally, the effectiveness of the system in which he operates depends not only Leaders on the quantity of the teachers, but also on the right numbers of such teachers. The above views are supported by Nwadiani (1998) when he commented that:

The role of manpower in the foregoing indicates a wide knowledge of the use of other elements in the environment to enhance productivity and achieve desired results. Often, management emphasizes the human element without adequate attention to the technology, ability and motivation. Thus, individuals within an organization may process the technology and ability and with sufficient motivation fail, to perform as required. No matter the amount of materials procured by an organization high level productivity of the human resource, with the other materials in a synchronising relationship. In other words, to improve teachers development, there is need to significantly improve their financial services, social welfare services and a good dose of training opportunities. While the above remain true, Nwagwu, Okorinkwo, Igwe, Anwukah and Akpan's (1992) work on man-power training and utilization in Nigeria Educational System: A study of the Ministry of Education, Plateau State Nigeria, indicated that:

The rationale behind this study is the growing concern over the inappropriate utilization of manpower in the educational system, particularly the training of educational administrators and planners and their development. Not only is the fact there is a no proper placement of the qualified few in management positions on our ministries of education. We rather have "square pegs in round holes" because of the fact that their selection criteria are largely based on political considerations and in some cases, practical experience on the job. The main thrust of the paper therefore, is to consider the manpower training and utilization of educational administrators and planners, in Plateau State Ministry of Education with a view to recommending necessary steps to be taken to correct the discordance. This is considered imperative in our bid to attain an effective and functional educational system, not only for Plateau State alone but the Country as a whole. This will as well be of policy to other developing Countries.

Even as good as the picture may appear, there are yet several teachers, who have acquired the professional training, these are not being properly utilized since they are not challenged with management responsibilities. That is to say they have not been so properly placed, either because they do not have sufficient experience or the prevailing political climate is not yet their favour. Based on the findings of Nwagwu et al (1992), the study revealed that:

Worse still, there are evidences of trained Educational Administrators and planners who are not in the ministry's service at all. For example, from the faculty of Education, University of Jos, where the bulk of the ministry's personnel receive their postgraduate training, over fifty staff who have successfully passed out of the course in the last three years have not returned to the Ministry. Evidently, they must have been deployed to other ministries or Parastatals that are unrelated to education. It is possible too, that they might have completely left Government service in search of greener pastures in the private sector.

Therefore, further intensification of teacher training and development in education and planning skills with corresponding responsibilities that relate to their training and orientation will accrued relevance to teaching career and retention possibility on the job.

## **2.5 Personnel policies on teachers pension and gratuity**

Pension is a life time cash payment as a retirement benefit to retirees of an employing authority while gratuity is a payment of bulk some money to a retired employee of an employment sector. Over the years, retired personnel have experienced difficulties due delays or non-payment of their terminal benefits. As a result, the major question being asked by people approaching retirement age is whether they will be able to live and support their family in a manner in which they have been accustomed. In essence, pensions and gratuity are not secure source of income since they may not materialize. A work carried out by Quadagno (1980) on problems Associated with Aging The Individual And Society noted that: "In all too many cases, the pension promise shrinks to this: if you remain in good health and stay with same company until you are sixty-five years old, and if the company is still in business, and if there is enough money in the (pension) fund, and if that money has been prudently managed, you will get a pension". The problems associated with retirement especially with payment of pension and gratuity are not necessarily caused or masterminded by people being unable to adjust to increased leisure and the absence of work. Rather it is the lack of sufficient assurance of being paid. But if people have adequate financial provisions when they retired, this time of life can be interesting and satisfying as when they were in active service. A survey conducted by Olukoya, October 16 2003 (Lagos) On why many teachers died without their pension pointed out that, "poverty they say is better experienced than imagined.

The pathetic condition and untold hardship, which our retired colleagues are going through is unimaginable most especially the retired primary school teachers. These senior citizens who have meritoriously served the State in their prime are subjected to serious humiliation while their legitimate entitlements are being denied". That is a deliberate neglect of this retired teachers by the government, some of whom have neither been paid gratuities nor placed on pension scheme over a long period of time is not only worrisome but barbaric to meritorious and selfless services by these individuals. Worse still, no provisions are made to accommodate secondary school teachers in the effective implementation of the various pensions allowances due them. Infact, Edukugho (October 16, 2003: 2) Commenting on the economic situation in Nigeria, observed that: "In the swirling economic currents of rising cost of living, fuel price like, low wages, high rents, widespread poverty, low purchasing power and prevalent recession, unpaid pensions of retired teachers is sending many of them to the grave beyond." The implications are that teachers who retired are subjected to undue hardships thereby discouraging the practicing teachers to go in search of better-paid jobs.

## **2.6 Personnel policies on teachers maternity leave**

Maternity leave is the time a mother takes out from work at the birth or adoption of a child. This right, together with existing rights to parental leave and time off for dependants, provide parents with more opportunities to balance work and family life. (A research work conducted by Anurash Insurance Services- Employment Legislation on Maternity Leave). The study revealed that ordinary

Maternity leave is normally paid leave, which affect the economic and social realities of majority of women who, are in part or full-time work for most of their lives. Paid maternity leave is a legitimate right to women through which they socialize and gain identity from their roles as wives and mothers.

In another sense, it is a supportive arm in home maintenance and equitable distribution of job opportunity and the improvement of women's earning power and job satisfaction. Ironically inspite of the double roles women play in the society and especially in the education system, They are neglected in terms of recognition, respected and motivation. Not only are they not paid the basic salaries due them while on duty, the possibility of obtaining the due maternity leave allowance remains completely doubtful if not impossible. A survey work claimed out by Quadagno (2000) on The Women At Work in the United States. The survey covered more than 10,000 people in over 100 public polls. The results were starting. He wrote that:

Consider this: In this age of liberation and equal opportunity, 94 percent of all women who live with a man say they do more work around the home. And the men agree. Surprisingly, however, only about 1 in 5 women - 21 percent wish the men would do more around the house. This is the key to understanding the conflict fssor women .... As they explain their horizons, they are not all sure they want to give up their thing that has always given them self-esteem-the ability to take care of their home and family.

Obviously, a successful career women such as those in the teaching career are surrounded by numerous pressures, at home and at work and they are likely to feel beleaguered by enemies on all sided especially if their rights such as maternity leave and other work entitlements are denied them. As observed in the current educational system.

## 2.7 Summary of literature review

The study examined the Impact of Personnel Policies on Teacher Retention in Umuahia Secondary Education Zone. The findings have shown that there is ineffective personnel retention in Umuahia secondary education zone. This arises from irregularity and delays in the payment of teachers salaries and other benefits due them, such as: promotion prospects, fringe benefits, development opportunity, pension and gratuity and maternity leave allowances with the explanation that there is no money. The stress caused by lack of motivation when compared with other categories of the work force the unfavourable treatment of teachers become apparent. There is at present no ongoing programme designed to provide adequate staff personnel designed to provide adequate staff personnel policies for teachers well being and improve their public image. This make them to seek other better paid employment sectors so as to enable them cater for their families, educate their children, settle health bills and contribute meaningfully to education and to the society at large.

In view of this, there is no aspect of personnel policies that addressed matters relating to the improvement of conditions of service of teachers and strategies of advancement and retention in the teaching career. The study is important because it will help to determine whether the undue irregularity and delays in the payment of teachers salaries and other benefits such as life insurance, health and accident care, study leave with pay, maternity leave allowance teachers development through government sponsored conferences, seminars, workshops, or in-service teacher training and retirement benefits can be added to the basic compensation paid to secondary school teachers as and when due.

## 3. RESEARCH METHODOLOGY

This chapter discusses the method and procedure employed  
In the study. It is organized along the following sub- headings:

The research design, area of the study, Population of the study, sample and Sampling technique, instrument for data collection, validation of the instrument, Administration of the instrument, administration of the instrument and methods of data analysis.

### 3.1 Research Design

The research is a descriptive survey carried out ex-post-facto because the independent variables of personnel policies that correlate with staff retention of secondary education zone of Abia State have already taken place and the researcher has no control over them.

### 3.2 Area of the study

The study is restricted of the secondary schools in Umuahia secondary education zone. It is made up of four local government areas namely: Umuanianonn, Ikwuano, Umuahia south and Umuwneochi.

Umuahia North Local Government area has sixteen secondary schools, Ikwuano Local Government area has eight Secondary Schools, Umuahia South Local Government area has nine Secondary Schools and Umuwneochi Local Government area also has nine secondary schools. Altogether, Umuahia Secondary Education zone has a total of forty-two secondary schools.

### 3.3 Population of the study

The target population of the study comprises all secondary school teachers totaling one thousand and thirty-six (1036) in the forty-two secondary schools in the four local government areas of Umuahia Secondary Education Zone, Abia State six variables were

employed in the study, namely: Pay pattern and regularity of teachers' salaries; promotion or upward movement of teachers; fringe benefits, development or training; pension and gratuity and maternity leave provision.

**Table 3.1 Secondary school teachers' population in Umuahia Education Zone.**

S.No.	Local Govt. Area	No. of secondary schools	No. of teachers
1	Umuahia North	16	613
2	Ikwuano	8	119
3	Umuahia South	9	218
4	Umuahia	9	86
Total = 4		42	1036

SOURCE: Research and statistics unit, secondary Education Management Board, Umuahia, 22 June, 2004.

### 3.4 Sample and sampling technique study

The sample for the, comprises three hundred and fifty Secondary School teachers (350) in Umuahia Secondary Education Zone chosen from a population of one thousand and thirty-six teachers (1036). Stratified random sample technique was used to choose the samples. The schools populations were first stratify according to local government areas in the zone. There after 37% of the population of teachers in each local government areas were chosen by simple random technique using table of numbers Similarly 37% of the schools were chosen as school sample using the same technique Twenty (20) secondary schools out of forty-two schools were chosen as school sample. This is show on table 3.2 below:

**Table 3.2. The principals and teachers sample of study Local Govt.**

Local Govt. Area	No. of schools	School sample	% of school sample	No. of teachers	Teachers sample	% of teachers sample
Umuahia North	16	6	37%	613	225	37%
Ikwuano	8	6	37%	119	44	37%
Umuahia south	9	4	37%	218	81	37%
Umunneochi	9	4	37%	86	32	37%
Total	42	20	37%	1036	382	37%

Two hundred and twenty five teachers from six schools were randomly selected from Umuahia North Local Government Area. forty-four teachers were similarly selected in Ikwuano. Eighty-one teachers were randomly selected from Umuahia North. Thirty-two teachers out of eight-six teachers were randomly selected from Secondary schools participants in all the Local Government Areas are three hundred and eighty- two (382). The total number of sample school was twenty (20). Teachers, principals, vice-principals minister of Education officials occupying administrative posts were used as sample for this survey. They rational for the choice of this sample is that these are the main people that experience the impact of personnel policies. In addition the influence of personnel policies determines the degree of teachers desire to remain on the job.

### 3.5 Instrument for data collection

Questionnaire was the instrument for collection of data for this study. The questionnaire was categorized into sections A and B.

Section A required information on some personal data of the respondents.

Section B required information on personnel policies influencing teacher retention. There were forty questions which were answered by the respondents.

The level of agreement and disagreement with the items is the questionnaire were shown since the respondents provided their options by ticking the chosen scale. The items were based on a four-point Likert rating scale weighted as follows:

Strongly agree SA (4 points) (i) Agree A (3 points) (iii) Disagree PI D (2 points) (iv) Strongly Disagree SD (1 point)

### 3.6 Validation of instrument

To conduct this study a combination of questionnaire and interview were employed. The questionnaire was designed and administered to some teachers who were not part of the sample, but responses were received and analyses. Some of the questions were modified while a few others were deleted and replaced with others for the purposes of establishing both face and content validity. To this end, the questionnaire could be said to have face validity and content validity. It has face validity because it has the approval of experts including my supervisor in the faculty. It also has content validity because it underwent item analysis. That is to say that the item statements to which the secondary school teachers in Umuahia Secondary Education Zone were expected to respond to actually centered on personnel policies that influence teachers to remain on the job in Secondary Schools.

### 3.7 Reliability of the instrument

A structured questionnaire, whose items were drawn from several relevant literatures on the topic, was used to collect data for the study. The first section asked questions on the personal attributes of respondents such as sex, job experience and post held while

the second section asked questions on personnel policies on teacher retention. The respondents were required to tick (v) their choice among the variables provided most of the questions were close ended. The reliability of the questionnaire was determined by the test-retest method. After two weeks the researcher administer the same questionnaire to the same group of teachers who were not part of the sample for the study. The two sets of tests were treated statistically using Sperman's Rank Order Correlation Co-efficient. The instrument was found to have a high reliability co-efficient level of 0.81 significance which is considered adequate for this study. (see appendix D for the conclusion).

#### Administration of the Instrument

The questionnaire were administered personally by the researcher to the respondents in various secondary schools. The respondents were assured of confidentiality and asked to be as honest as possible. The mood of filling the questionnaire was explained in some instances where clarification was required. The subjects needed for analyses were then chosen for the study from 250 questionnaires administered. It is hoped that the secondary school teachers and principals who were given the questionnaires filled them will some degree of honesty since the researcher solicited their cooperation. The questionnaire administration, which was done in person, lasted for about fourteen working days and there was 90% completion and return rate.

### 3.9 Method of data analysis

The data collected in this study were analyzed using frequency distribution, means and standard deviation to answer the research questions. Z-test statistics was used in comparing the impact of personnel polices on teacher retention based on sex, age and experience in the teaching career.

## 4. DATA ANALYSIS AND PRESENTION OF RESULTS

This chapter deals with data analysis and presentation of results. The responses given by the sample of the population were analyzed and presented in relation to the research questions and hypothesis formulated for this study. The responses of all the respondents were tallied item by item. This produced a response table, setting out for each question item, the number of responses under the different responses alternatives. SA, A, D and SD distribution. The mean score procedure was employed to answer the research questions while the Z- test statistics was used to test the hypothesis at 0.05 level of significance. The results are presented hereunder.

### 4.1 Research Question 1

To what extent do the personnel policies encourage teachers to remain on the job?

To answer the research question, the data from item Nos. 1-7 were used.

Table 4.1: Presents the mean scores of respondents' responses on Personnel Policies that tend to encourage teachers to remain on the job:

**Table 4. 1: Teachers' responses on the personnel policies that tend to encourage them to remain on the job.**

Payment of teacher Salaries	SA (4)	A (3)	D (2)	SD (1)	X	Decision
1. Regular payment of salaries will enhance teachers cooperation and encourage them to remain on the job	35	45	8	5	33.18	Significant
2. Teacher salaries compare favourably with salaries of their counterparts in other establishments	3	5	40	50	1.60	Not Significant
3. My salary as a teacher does not enable me to provide satisfactory standard of living for my family	54	49	9	8	3.24	Significant
4. Prompt and regular salaries will influence teachers performance in the discharge of their duties	50	30	5	10	3.36	Significant
5. There is discrimination by the government against the teachers in payment of wages and salaries.	55	37	5	4	3.46	Significant
6. Teacher obtain higher qualification have their salaries adjusted to suit their responsibilities and qualification	20	10	56	9	2.37	Not Significant
7. Old and young teachers are not satisfied with teaching because they not earning income to maintain their desired standard of living	61	52	9	8	3.27	Significant

Decision Range : (1) Mean of 2.5 and above is significant (s) while below 2.5 is not significant (NS) (ii) The pooled mean is 2.93. From the above results, item Nos. 1,3,4,5, and 7 are significant while item Nos. 2 and 6 are not significant. The pooled mean is 2.93. This mean that teachers agree that their salaries encourage them to remain on the job.

### 4.2 Research Question 2

Do the present personnel policies on promotion encourage teacher enough to stay on the job?

To answer the research question, the data from item Nos. 8-13 were employed.

Table 4.2: Presents the mean scores of the respondents' responses on the present personnel policies on promotion that encourage teachers enough to stay on the job.

**Table 4.2. Teachers' responses on the present personnel policies on promotion that encourage them enough to stay on the job**

Promotion	SA (4)	A (3)	D (2)	SD (1)	X	Decision
8. Promotion is done on a merit basis in this school	4	10	40	55	1.66	Not Significant
9. The practice of teachers staying on one level for over seven years without promotion kills their interest and morale in teacher	60	55	9	8	3.26	Significant
10. Annual promotion burst teachers' morale and motivates them to stay on the job.	10	45	12	8	3.19	Significant
11. Promotion seat at Grade 12 affects teachers' performance in teaching	70	50	9	5	3.38	Significant
12. Lack of promotion opportunity retards teachers' development and professionalism in teaching	160	120	14	4	2.68	Significant
13. promotion exercise done annually encourages teachers and gives them a sense of relevance in the society	40	30	8	7	3.21	Significant

Decision Range: (1) mean of 2.5 and above is significant (S) while below 2.5 is not significant (NS), (ii) The pooled mean is 2.89. From the above results, item nos. 9,10,11,12 and 13 are significant while item No. 8 is not significant the pooled mean is

**2.89. This means that teachers agree that promotion encourage them enough to stay on the job.**

#### 4.3. Research Question 3

To what extent do personnel policies on fringe benefits motivates teachers to remains on the job?

To answer the research question, the data from item Nos. 14-18 were used.

**Table 4.3. Presents the mean scores of respondents responses on personnel policies on fringe benefits that motivate teacher to remain on the job**

Fringe Benefits	SA (4)	A (3)	D (2)	SD (1)	X	Decision
14. There is a cordial relationship between the administrators and their subordinates in fringe benefits distribution	7	8	50	70	1.64	Not Significant
15. Newly employed teachers hardly secure fringe benefits or annual award and premium in this school	15	10	5	7	2.89	Significant
16. Fringe benefits are given to both old and young teachers on a regular basis in this school	5	8	45	65	1.57	Not Significant
17. I shall prefer to undertake any other profession if I were asked to make a choice	20	10	6	8	2.95	Significant
18. Fair distribution of fringe benefits to both experienced and inexperienced teachers will motivate and effectiveness in teaching profession	20	15	9	5	3.02	Significant

Decision Range : (1) mean of 2.5 and above is significant (S) while below 2.5 is not significant (NS) . (ii) The pooled mean is

2.41: From the above results, item Nos. 15,17 and 18 are significant while item Nos. 14 and 16 are not significant. The pooled mean is 2.41. This means that teachers disagree that fringe benefits motivate them to remain on the job.

#### 4.4. Research Question 4

To what extent has the present personnel policies facilitated teachers development?

To answer the research question, the data from item Nos.19-28 were employed.

Tables 4.4: Presents the mean scores of respondents' responses on the present personnel policies that facilitated teachers development.

**Table 4.4. Teachers responses on the present personnel policiesthat facilitated their development**

Teachers Development	SA (4)	A (3)	D (2)	SD (1)	$\bar{X}$	Decision
19. Availability of workshops and seminars help develop teachers' knowledge and skills in teaching	35	45	5	7	3.17	Significant
20. Teachers who are privileged to attend school and government organised conferences, seminars and retreats perform better in teaching than those who do not	90	60	7	10	3.42	Significant
21. Provision of training services for enriching teachers practical experience is done in the school	4	6	40	60	1.58	Not Significant
22. Adequacy of out of school seminars and conference opportunities are only guaranteed for highly placed school administrators	10	15	70	45	1.92	Not Significant
23. Teachers in this school are reinforce through annual increment and in-service training	6	8	40	15	2.14	Not Significant
24. Head-teachers are partial over staff Significant development nomination	40	15	10	5	3.28	Significant
25. Provision of funding subsidy for in-service course is practically not available in this school	55	67	-	-	3.45	Significant
26. There is equal distribution of re-trained teachers among secondary schools	7	18	40	30	2.38	Not Significant
27. The principal helps teachers' development through service education in this school	9	18	45	20	2.15	Not Significant
Teaching is more challenging work to less trained and underdeveloped teachers than it is to the already trained and developed teacher	70	45	5	3	3.47	Significant

Decision Range : (I) Mean of 2.5 and above is significant (S) while below 2.5 is not significant (NS), (ii) The pooled mean is 2.69. From the above results, item Nos. 19, 20, 24, 25 and 28 are significant while item Nos. 21, 22, 23, 26 and 27 are not significant.

The pooled mean is 2.69. This means that teachers agree that their development facilitated them.

#### 4.5. Research Question 5

To what extents do personnel policies guarantee prompt payment of pension and gratuity benefits motivate retired teachers to remain on the job?

To answer the research question the data from item Nos. 29-35 were used

Table 4.5: Presents the mean scores of respondents 'responses on personnel policies on guarantee prompt on personnel policies on guarantee prompt payment of pension and gratuity benefits that motivate retired teachers to remain on the job.

**Table 4.5. Teachers responses on personnel policies that guarantee prompt payment of pension and gratuity benefits that motivate retired teachers to remain on the job.**

Pension And Gratuity	SA	(4)	A	D	SD	$\bar{X}$	Decision
			(3)	(2)	(1)		
29. Retirement provision bursts teachers' morale and efficiency in teaching career	70		50	-	-	3.58	Significant
30. Teachers enjoy sick leave allowances which enhances job sign is-faction and performance in this school	-		-	45	68	1.39	Not Signification
31. Ineffectiveness, inefficiency and noticeable deterioration in the performance of teachers duties are enough signs for compulsory retirement	68		65	-	-	3.51	Significant
payment of retired teachers pension and gratuity benefits motivate the practising teachers to remain on the job	80		70	15	10	3.25	Significant
33. Lack of commit-ment of the existing pension board to pay teachers has made teachers and principals to dislike teaching career	70		65	10	-	3.41	Significant
34. Retired and 13reciticing teachers will be satisfied if teaching profession is tagged with handsome pension and gratuity rewards	58		65	5	2	3.37	Significant
35. The pension and gratuity board has a structure that coordi-nates her with the federal and local government areas in the state	30		40	3	2	2.90	Significant

Decision Range : (I) Mean of 2.5 and above is significant (S) while below 2.5 is not significant (NS). (ii) The pooled mean is 3.05. From the above results, item Nos. 29, 31,32,33,34 and 35 are significant while item No. 30 is significant. The pooled mean is 3.05. This means that teachers agree that guarantee prompt payment of pension and gratuity benefits motivate them to remain on the job.

#### 4.6. ich Question 6

To what extent personnel policies on maternity leave motivated female teachers to stay on the job?

To answer the research question, the data from item Nos. 36-40 were employed.

Table 4.6 Presents the mean scores of respondents responses on personnel policies on maternity leave that motivated female teachers to stay on the job.

**Table 4.6. Teachers' responses on personnel policies on maternity leave that motivated the female teachers to stay on the job**

Maternity Leave	SA (4)	A	D	SD	$\bar{X}$	Decision
		(3)	(2)	(1)		
36. Prompt payment of maternity leave allowance make it easier for female teachers to be more stable and cooperative in teaching profession	55	68	-	-	3.55	Significant
37. Availability of maternity leave allowance maximise female teachers self-esteem and positive contribution in teaching career	45	60	8	7	3.19	Significant
38. Female teachers prepare adequately for teaching if their mater-nity leave allowance are designed to meet their educational and dometic needs	15	10	5	7	2.89	Significant
39. Maternity leave allowance are paid to both old and young female teachers on equal ratio	3	4	30	50	1.54	Not Significant
40. There is unfair distribution of maternity leave oppportunity and allowance in this school	74	56	-	-	3.56	Significant

Decision Range: (I) Mean of 2.5 and above is significant (s) while below 2.5 is not significant (NS). (ii) The pooled mean is 2.94. From the above results, item Nos. 36, 37, 38 and 40 are significant while item 39 is not significant the pooled mean is 2.94. This means that teachers agree that maternity leave motivated them to stay on the job.

#### 4.7 Hypothesis 1 (HO1)

There is no significant difference between the mean responses of male and female teachers on the aspect of personnel policies, which encourages teachers to remain on the job in Umuahia Secondary Education Zone in Abia State.

The result of the data analyzed is shown on table 4.7. That is to say the table of Z-test analysis for male and female teachers scores on questionnaires on the aspect of personnel policies which encourages teachers to remain on the job in Umuahia Secondary education zone in Abia state.

**Table 4.7. Sample size mean and standard deviation scores of male and female respondents**

Z-statistics	Male	Females
		190
		79.22
		11.16
Z-tabulate=6.34		Z-critical at 0.05 alpha = 1.96

The table above shows that since the  $Z$  – calculated is greater than  $Z$  – critical, we would reject the null hypothesis. Thus, reject the null hypothesis  $H_0$  and accept the alternative. That is to say that there is a significant difference in the mean responses is a significant different in the mean responses of male and female teachers on the aspect of personnel policies, which encourages teachers to remain on job in Umuahia Secondary Education Zone in Abia State.

#### 4.8. Hypothesis 2 (HOz)

There is no significant difference between the mean responses of old young teachers on the aspect of personnel. Policies on prompt payment of teachers' salaries which tend to encourage them to remain on the job in Umuahia Secondary Education Zone in Abia State.

The result of the data analyzed is shown on the table 4.8. That is to say the table of  $Z$  - test analysis for old and young teachers scores on questionnaires on aspect of personnel policies on prompt payment of teachers' salaries which tend to encourage them to remain on the job.

**Table 4.8. Sample size mean and standard deviation scores of old and young respondents**

Z-statistics	Old Teachers	Young Teachers
Sample size	186	175
Mean X	80.71	85.55
Standard Deviation (S.D)	13.05	12.1
Z-tabulated = 3.67	Z-critical at 0.05 alpha = 1.96	

From table 4.8 above, the value of  $Z$  - calculated is 3.67 and is greater than  $Z$ -critical at 0.05 level of significance, we would reject the null hypothesis and accept the alternative. That is to say that there is significant difference between the mean score of old and young teachers on their opinion about the aspects of personnel policies on prompt payment of teachers salaries which tend to encourage them to remain on the job in Umuahia Secondary Education Zone in Abia State.

## 5. DISCUSSION OF RESULTS, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter is arranged according to the following sub-headings: Discussion of result, conclusions, and implications of the findings, limitation of the study, recommendations and suggestions for further research.

### 5.1 The discussion of results

The discussion in this study is based on data collected and analyzed in chapter four. The results are discussed below according to the research questions and the hypotheses.

#### (a) Research Question one :

The research question one sought to find out to what extent do the personnel policies encourage teachers to remain on the job. As shown in table 1 for research question one the opinion of teachers was that their salaries encouraged them to remain on the job as evidenced in the significant mean scores of 3.18 (item 1), 3.24 (item 3), 3.36 (item4), 3.46 (item 5) and 3.27 (item 7) respectively. While factors such as unfavourable payment of salaries between teachers and their counterparts in other establishments and the inability to adjust salary payment according to responsibilities and qualification (item nos. 2 and 6) were not significant as factors that are responsible for retaining teachers on the job. The summary scores for the pooled means showed that teachers agreed in their opinion that their salaries encourage them to remain on the job with the highest pooled mean of 2.93.

#### (b) Research Question Two :

The research question two sought to find out the extent the present personnel policies on promotion encourage teachers enough to stay on the job. In respect of research question two and as shown in table 2, teachers are agreeable that promotion encourages them enough to stay on the job with the significant mean scores of 3.26 (item 9), 3.19 (item 10), 3.38 (item 11), 2.68 (item 12) and 3.21 (item 13). However, the teachers disagreed that promotion is done on merit basis in this school with the mean scores of 1.66, which is not significant. But teachers are of the same opinion that teachers staying on one level over seven years without promotion kills their interest and morale in teaching, but annual promotion bursts teachers morale and motive them to stay on the job, promotion seal at Grade 12 affect their performance in teaching, lack of promotion retards teachers development and

professionalism in teaching and annual promotion encourages and gives teachers a sense of relevance in the society were significant factors that encourage teachers enough to stay on the job with the pooled mean of 2.89.

(c) Research Question 3 :

The Research Question Three sought to find out to what extent do personnel policies on fringe benefits motivate teachers to remain on the job. The teachers were in agreement that fringe benefits motivate them to remain on the job as indicated in the significant mean scores of 2.89 (item 15), 2.95 (item 17) and 3.02 (item 18) respectively. While there is no cordial relationship between administrators and subordinates in fringe benefits distribution, and the nonpayment of fringe benefits to both old and young teachers on regular basis (item nos. 14 and 16) were not significant factors for teacher retention. As shown in the table employed teachers hardly secure fringe benefits or annual award and premium in this school, other profession could be taken if asked to make a choice and fair share of fringe benefits to experience and inexperienced teachers will motivate and enhance their effectiveness and efficiency. The pooled mean is 2.41, which showed that teachers disagreed that fringe benefits motivate them to remain on the job.

(d) Research Question 4 :

The Research Question four sought to find out to what extent has the present personnel policies facilitated teachers development. As can be seen from table 4 teachers held that their development facilitated them to remain on the job as evidenced in the significant mean scores of 3.17 (item 19), 3.42 (item 20), 3.28 (item 24), 3.45 (item 25) and 3.47 (item 28) accordingly. While issues like training services for teachers to enrich teachers experience is done in this school, teachers are reinforced through annual increment and in-service training, equal distribution of retrained teachers among secondary schools and principal teachers secondary schools and principal helps teachers development through in-service education in this school (items 21, 22, 23, 26 and 27) were not significant factors that are responsible for teacher retention. However, teachers are of the same opinion that workshops and seminars aid their knowledge and still in teaching, attendance to government and school organized conferences, seminars and retreats help them perform better in teaching than those who do not, partiality over staff nomination is done by head-teachers, non availability of funding subsidy for in-service course and teaching being a challenge work to less trained and underdeveloped teachers than it is to the trained and developed teachers.

The pooled mean is 2.69. This implies that teachers agreed that their development facilitated them.

(e) Research Question 5:

The research question five sought to find out to what extent do personnel policies guarantee prompt payment of pension and gratuity benefits motivate retired teachers to remain on the job. The results of research question five as present in table 5 showed that teachers agreed that guarantee prompt payment of pension and gratuity benefits motivate them to remain on the job with mean scores of 2.90 and above which is the level of significance indicated thus 3.58 (item 29), 3.51 (item 31), 3.25 (item 32), 3.41 (item 33), 3.37 (item 34) and 2.90 (item 35) respectively. While the factor of teachers enjoying sick leave allowances which enhances job satisfaction and performance in this school (item no 30) was not significant factor that guarantee prompt payment of pension and gratuity benefits for teacher retention. Meanwhile teachers are agreeable that retirement provision bursts their morale and efficiency in teaching profession, ineffectiveness and inefficiency are enough signs for compulsory retirement, prompt and regular payment of retired teachers pension and gratuity benefits motivate practicing teachers to remain on the job, lack of commitment of the pension board to pay teachers made teachers and principals to dislike teaching career, retired and practicing teachers are satisfied if tagged with handsome pension and gratuity rewards, and a structure that coordinates the pension board with Federal and Local government areas in the State. The pooled mean is 3.05 which showed that teachers agreed that guarantee prompt payment of pension and gratuity benefits motivate them to remain on the job.

(f) Research Question 6:

The Research Question Six sought to find out the extent personnel policies on maternity leave motivated female teachers to stay on the job. The data analyzed as shown on table 6 revealed that prompt payment of maternity leave allowance make it easier for female teachers to be more stable and cooperative in teaching profession, Availability of maternity leave allowance maximize female teachers self-esteem and positive contribution in teaching, female teacher prepare adequately for teaching if their maternity leave allowances are designed to meet their educational and domestic needs, and there is unfair distribution of maternity leave opportunity and allowances in this school as evidenced in the significant mean scores of 3.55 (item 36), 3.19 (item 37), 2.89 (item 38) and 3.56 (item 40) respectively. While the factor of maternity leave allowances are paid to both old and young female teachers on equal ratio (item 39) was not significant as being responsible for female teachers to stay on the job. The summary scores for the pooled means showed that teachers agreed that maternity leave motivated them to stay on the job with the pooled mean of 2.94.

(g) Null Hypothesis 1 (H<sub>0</sub>) :

The results obtained in table 4.7, hypothesis I revealed that there was a significant difference in the mean responses of male and female teachers on the aspect of personnel policies which encourages teachers to remain on the job in Umuahia Secondary education Zone in Abia State. The difference appears to be in favour of females who had a mean score of 79.22, which is higher than the mean score of males of 69.11. The identified personnel policies which encourage teachers to remain on the job tend to

affect male teachers more negatively than their female counterparts. Indeed it appears that males are getting less interested in teaching profession. While female teachers appear to have higher retention percentage than male teachers in the School teaching profession at the secondary, level.

(h) Null Hypothesis 2 (HO<sub>2</sub>) :

As shown on table 4.8, hypothesis 2 there is a significant difference between the mean score of old and young teachers on their opinion about the aspect of personnel policies on prompt payment, of teachers salaries which tend to encourage them to remain on the job in Umuahia Secondary Education Zone in Abia State. The difference appears to be in favour of the young teachers who had a mean score of 85.55. The aspect of personnel policies on prompt payment of teachers salaries which the researcher find affecting the old teachers more is that of pension and gratuity, etc. Younger teachers consider more importantly the aspects of salary, promotion, etc.

## 5.2 Conclusion

The study examined the impact of personnel policies on teacher retention in Umuahia secondary education zone in Abia State. Based on the research findings the following conclusions were drawn:

Results of the research question revealed that prompt and regular payment of teachers salaries encourage them to remain on the job; promotion prospects is another factor that encourages them enough to stay on the job. But it is observed that fringe benefits do not motivate them to remain on the job. However, teachers development opportunity benefits motivate them to remain on the job guarantee prompt payment of pension and gratuity benefits motivated them to remain on the job and payment of maternity leave allowance motivate especially the female teachers to stay on the job. The result also indicated that there were different pooled mean scores to determine the effectiveness of opinions on the items of the research questions.

Similarly, the null hypotheses were analyzed using Z-test analysis and the calculated values of Z-test were greater than the table values (Z-critical). Thus, the null hypothesis were all rejected and accepted the alternative and these results pointed out the following:

- (a) The identified personnel policies which encourage teachers to remain on the job tend to affect male teachers more negatively than their female counterparts which indicates that female teachers have higher retention percentage than male teachers.
- (b) Prompt and regular payment of teachers salaries is affecting (c) the old teachers negatively more especially that of pension and gratuity, etc.
- (d) Younger teachers on their part consider more importantly the aspects of salary, promotion, etc.

Consequently, this study has shown that personnel policies have impact on teacher retention in Umuahia secondary education zone in Abia State. But the extent of the impact differs from teacher to teacher. In view of this, the level of effectiveness of teacher retention is dependent on the application of each aspect of the personnel policies on teachers.

## 5.3. Educational implications of the findings

The findings of the study have implications for educational practice in general and for effective teacher retention in Umuahia Secondary education zone in Abia State. It has created an awareness for secondary school principals, teachers and policy makers to design, apply, and sustain suitable personnel policies that could retain secondary school teachers. In light of the findings, if teachers' condition of service is improved through prompt and regular payment of their salaries, they would remain on the job. It will enable policy makers to reexamine their strategy in conducting promotion exercise thereby setting up fair and suitable criteria that will encourage teachers enough to stay on the job. A more transparent and articulated measure will be put in place to facilitate fair and effective distribution of fringe benefits thereby making teaching profession attractive like it is being done in other professions. A sense of renovation and innovation of teacher development through in- service training, seminars, workshops, computer education and conferences etc will enhance teachers knowledge, experience, creativity and efficiency in the computer era thereby encouraging others to enroll in the teaching career. Availability of pension and gratuity benefits will keep education industry very competitive and advance national development as teachers will be encouraged to stay on the job and train others in other professions. The disparities between teachers and other professions over the conditions of service will be resolved as teachers conditions of service are redressed to meet their domestic, social, and economic needs in the society. Prompt and regular payments of their salaries and other benefits due them will reduce the mass exodus of male teachers for better paid employment sectors of the economy and increase the retention percentage in teaching industry. While the female teachers will be motivated to remain on the job, increase their retention percentage and make more positive contributions to education.

## 5.4. Limitations of the study

The following limitations need to be acknowledged and attended to in future by researchers. In the first instance the research is limited to the impact of personnel policies on teacher retention. It did not cover other areas or the perceived policy makers' leadership styles and achievements. The research was limited to secondary school teachers in Umuahia North, Ikwuano, Umuahia South and Umunneochi Local Government Areas in Umuahia Secondary Education Zone. In the course of carrying out this research, there were a lot of constraints witnessed by the researcher. The administration of instrument to both teachers and

principals whose number ranged from 225 to 350 respectively consumed much time and energy. Some teacher and principals did not fill the questionnaire on the ground of time constraint. It took the researcher so many days to cover the four local government areas. Also distribution and collecting of questionnaire took more days than the case should have been if some teachers were in school to return the questionnaires to the researcher. In spite of all these limitations the researcher was able to collect the required data which contributed to the feasibility of the research.

### 5.5 Recommendations

Based on the findings and the conclusions of the study, the researcher made the following recommendations to encourage secondary school teachers to remain on the teaching profession.

- Efforts should be made by the government and school authorities to ensure that teachers are paid salaries as and when due.
- The promotion of teachers should be such that will be in line with their counterparts in public service and no teacher should be unduly over delayed.
- Teachers should be allowed to reach the highest-grade level as is practiced in the civil service.
- Since various forms of in-service education and training are available for/secondary school teachers aimed at improving their professional knowledge, skills and attitudes, to enhance their efficiency and effectiveness in teaching career every teacher must participate in government and school organized workshops, seminars, conferences, retreats and in-service training opportunities etc. and be adequately rewarded for participation.
- The teachers should be properly motivated with enhanced financial incentives such as: fringe benefits, pension and gratuity, and maternity leave allowance through the provision of more funds resulting in the meeting of their basic economic domestic and social needs.

### 5.6. Suggestions for further research

On the basis of the present findings, the researcher suggests the following topics for further research :

- Significance of community involvement in personnel policies formation and implementation for teacher retention in Umuahia Secondary Education Zone in Abia State.
- Assessing the Role of Principals in Teacher Retention for effective Secondary School Management.

Need for Continuing Teacher Training : A correlate to Students Performance in External Examinations in Umuahia Secondary Education Zone in Abia State.

## REFERENCES

1. Agu, Se O. (1998). *Sociology of Education: Trends And Practices*. Owerri: Barloz Publishers.
2. Aka, COS. G. (1992). "Man-power Training And Utilization in Nigerian Educational System: A Study of the Ministry of Education, Plateau State", In: *Training And Utilization Of Educational Planners And Administrators In Africa*. Owerri: The Nigerian Association For Educational Administration And Planning (NAEP).
3. Arurash Insurance, Service: *Employment Legislation On Maternity Leave*, 2003, P.10.
4. *Capacity-building In Teacher Education Institutions Abia State Primary Education Board 2003*. P.3.
5. Edem, D. A. (2003). *Introduction To Educational Administration In Nigeria*. Ibadan: Spectrum Books Limited.
6. Edukugho, Es- (October 16, 2003). "Many Teachers Died Without Their Pension", Vanguard, p.2.
7. Ezeocha, Po-\* A. (1992). *School Management And Supervision*. Owerri New Africa Publishing Co., Ltd.
8. Igwe, S.O,' (1997). *A Handbook On Educational Administration*. Owerri: New African Publishing Co., Ltd.
9. Maduabum, M.A. (2000). "Occupational Stress Factors Among Secondary School Principals in Abia State", *Internatione Journal Of Educational Planning And Administratrin*, vol.No. 1, pp. 17-25.
10. Federal Republic of Nigeria, *National Policy On Education*, A Revised Edition in 1981.
11. Nwadiani, Me (ed.) (1998). *Educational Management For sub-Saharan Africa*.
12. Benin: Nigerian society for educational planning (NSEP).
13. Nwagwu N.A. (ed.) (2001). *Current Issues In Educational Management In Nigeria*. Benin :Ambik Press Ltd.Irond (2001). "Private Schools in the Nigerian Education System: An Appraisal of Policies, History And Development", *International Journal of Education Planning and administration* vol. 1, No.1. PP 65-71.
14. Ogunu, Mb.= - (2001). *Introduction To Educational Management*.
15. Benin: Mabogun Publishers. Okeke, B.S., C.P. Nosiiri, J.D. Elele, N.M. Ozurumba And S.O.
16. Igwe (1997). *A Handbook On Educational Administration*. Owerri: New Africa Publishing Co., Ltd.
17. Okunamirri, Po- (2001) *Researching And Guidelines For Educational Finance In Tertiary Institutions In Nigeria*.
18. Okigwe: Fasmen Communication.
19. Kunomi(1981). "Significance Of Personnel Policy To Staff Retention Among Secondary School Teachers In Etit Local to Staff Retention Among Secondary School Teachers In Etit Local Government Area, Imo State", unpublished Master's Degree Thesis. Department of Educational Management, University of Ibadan.
20. Olukoya (October 16, 2003), "Many Teachers Died without their pension" ", Vanguard, pp.2-3.

21. Onyene, Ve . (2001), "Issues In Incentive Administration For Effective Workforce Retention: A study of some primary school teachers in Aguata Council Area", In: Current IssuesIn Educational Management In Nigeria. Benin: Nigerian Association For Educational Administration And Planning.
22. Owolabi, Jo: (2001). \*Curriculum Planning And Manpower Développement" In Current Issues In Educational Management In Nigeria. Benin Nigerian Association For Educational Administration And Planning.
23. Quadagno, Je S. (1980). Aging, The Individual And Society: Readings In Social Gerontology. New York: St. Martin's Press.

\*\*\*\*\*