

Teachers' Advancement and Retention as Correlates of Students' Academic Performance in Ogun State Public Secondary Schools

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Abstract. This study was carried out to investigate the correlation among teachers' advancement, teachers' retention and students' academic performance in Ogun State Public Secondary Schools. Descriptive survey research design was used while fifteen (15) secondary schools were randomly selected from the One hundred and forty- two (142) in Ogun central senatorial district of ogun state. Also, four hundred and ninety eight teachers were selected from the chosen schools. Questionnaire tagged: 'Teachers' advancement and retention questionnaire' (TARQ) was used to collect data for the study. Also, Senior Secondary School Students' WAEC results from 2013 to 2015 was used to establish the performance of the students while Pearson product moment correlation (PPMC) and multiple regression analysis were used to establish the correlates among teachers' advancement, teachers' retention and students' academic performance in Ogun state Public Secondary Schools.

The result shows that there are significant correlates among teachers' advancement, teachers' retention and students' academic performance in Ogun state public secondary schools. Teachers' advancement also aids teachers' quality, commitment and retention which in turn influence students' academic performance. It was recommended among other things that: teachers' advancement should be fully implemented to accommodate and sustain compulsory in-service training in form of

enrollment for cluster meeting and regular promotion to enhance teachers' status and full blown professionalization of teaching profession. Also, there should be a deliberate attempt to address teachers' motivation crisis through introduction of teachers salary structure (TSS) and reduction of daily workload of teachers so that the best brains would be attracted into the profession and those in service would choose to stay thereby reducing high turnover rate of good teachers. Since one cannot give what he does not have, only qualified teachers should be employed to teach and they should be given necessary tools and provided with conducive environment to keep them on the job in order to achieve enhanced students' academic performance that we are all yearning for.

Key words: teachers' advancement, teachers' retention, correlates, motivation, academic performance

1. Introduction

It is an established fact that no education system anywhere in the world can survive without qualified and well-motivated teachers. FGN (2014) also posited that teachers are undoubtedly highly significant in the teaching-learning process as well as in the implementation of policies and programmes of government in the education sector. Teachers by

the nature of their job therefore affect their students in one way or the other through their character, personality and competence. They also perform key roles in influencing the students' academic performance. The importance of teachers was also corroborated by World Bank, (2010) that teachers are substantially responsible for the success or otherwise of students hence the need to address their concerns.

Students' academic performance as observed by Ayodele, (2015) is one of the acceptable yardsticks for measuring the success or otherwise of any educational setting including secondary schools because it shows how students deal with their studies and how they accomplish different tasks given to them by their teachers. The teacher according to him therefore determines to a large extent the success or failure of the students and educational enterprise as a whole. This was corroborated by Boon, (2010) that a well-trained and highly motivated teacher is significantly related to positive academic performance of students in examinations.

Ayodele (2015) declared that the desire of every parent is to see their children climb the ladder of academic performance to the peak. This expectation has put a lot of pressure on teachers, students and school administrators. It therefore appears that the whole system of education revolves round the academic performance of students. In Nigeria for instance, academic performance is measured especially at the secondary school level through achievement test, teachers' ratings and above all grades obtained in external examinations conducted by West Africa Examinations Council (WAEC) and National Examinations Council (NECO) with emphasis on the cognitive aspect.

World Bank (2013) in a report on the state of education in Africa however indicated that it has become a huge task for students to accomplish the standard level of academic performance in recent times. Poor academic performances, according to the report, have been recorded by most secondary school students in external examinations conducted by WAEC and NECO in Nigeria. For instance, 38.3%, 31.28% and 38.6% credit passes in five subjects

including English and Mathematics in 2013, 2014 and 2015 respectively. Stakeholders have therefore raised pertinent questions such as: What is the quality of persons employed as teachers in Nigeria? How does government treat its teaching force? What efforts are put in place to attract the best brain into teaching and retain them through their service years? These germane questions bring us to the issues of teachers' advancement and retention as well as their impact on students' academic performance.

Teachers' advancement has been described by Kayode, (2015) as the ability to improve as well as develop the capacity and conditions of teachers so that they can successfully handle greater responsibility and assume higher position in the School hierarchy as well as enhance students' performance. According to Lewis (2011), teachers' advancement can be considered in two ways. First is the career advancement of teachers including their initial training, entry point qualification, recruitment standard, confirmation, promotion, adjustment of salary, bonuses, terminal bar and retirement benefits as well as how the society view and value its teachers. Second is the issue of teachers' personal advancement. Here, teachers embark on self-development on a full or part time basis to improve their educational background and professional qualifications to make them the master of their subject areas in order to prepare themselves for school leadership position or to prepare them for other lucrative jobs.

Scholars have also raised concerns about the possibility of retaining competent teachers on school pay roll over a considerable length of time to make them deliver their job satisfactorily as students would be used to the teachers' style, method and system of delivering lesson content. Teachers' retention as described by Spector, (2010) is the ability to keep quality teachers on the Job and it is therefore another factor worthy of consideration. Retention according to him also refers to the ability of an organization to keep its employees. It could be related to the efforts by which employers attempt to retain their work force on their pay roll against all odds. It is however disheartening that government which is the largest employer of

teachers in Nigeria is perceived to be finding it extremely difficult to keep quality teachers on its pay roll till their statutory retirement period.

In the pre- independence era, missionaries acted as teachers and taught school children with little or no involvement by indigenous people. All the mission schools available at that time utilized their members who are mostly expatriates from foreign countries to teach our children and improved academic performance was sustained overtime. Shortly before independence however, especially as observed by Ahmed (2009), government decided to exert some measures of control over the activities of schools including the introduction of various educational ordinances to address the recruitment and development of teachers as well as establishment of conditions of service for teachers in Nigeria. This marked the beginning of defining the future of teachers as government began to show some level of interest in teachers' advancement.

From that time till year 2010, teachers were subjected to mass advancement system. This means that teachers advance in the service on the basis of their qualifications and years of service rather than on the basis of competitive examinations and corresponding students' academic performance as opined by (Olori, 2015). Successive governments in Nigeria especially those led by General Abdulsalam Abubakar and Chief Olusegun Obasanjo introduced minimum wage of three thousand naira and six thousand five hundred naira respectively for Nigerian workers including teachers at the secondary school levels. This period marked a watershed in the history of teachers' advancement in Nigeria as teachers for the first time bought cars in large number and became proud owners of their houses. This singular effort of government even though considered by stakeholders as still far from expectation improved the societal views about teachers. Olori (2015) however observed that it is disheartening that such improvement in teachers' welfare has not translated into the desired improved students' academic performance in secondary schools.

Kayode (2015) opined that since better performance of students in the secondary schools especially in the examinations conducted by West African Examinations Council(WAEC) and National Examinations Council (NECO) could be achieved by teachers who are sound in their subject areas, highly motivated and communicate effectively with their students, government should therefore employ only qualified teachers and motivate them to advance on the job as well as encourage them to remain in service till their statutory retirement period.

According to Oyekan (2008), With the rapid increase in the turnover of quality teachers at almost every level of our educational system in developing nations (Nigeria inclusive) and with the limited efforts of government to arrest the situation, stakeholders in the education industry have questioned the quality of service delivery in our secondary schools. There is therefore a growing argument to improve students' academic performance in secondary schools in less developed countries including Nigeria by enhancing teachers' advancement and retention in order to attain the Sustainable Development Goals (SDGs) set for secondary education. Ogun state in particular has in recent time encouraged teachers' advancement and retention through regular training and retraining programmes including cluster meetings, seminars, workshops, symposia, conferences, promotion examinations, prompt payment of salary, teachers' professional allowance (27.5% of basic salary), leave bonuses and opportunity for job mobility (MOEST, 2015). This study therefore aims at examining the correlates among teachers' advancement, teachers' retention and the academic performance of students in secondary schools in Ogun State, Nigeria.

2. Statement of the Problem

Service rendering organization like a school requires the services of qualified and well-motivated teachers to achieve quality students' performance. However, the perceived turnover of quality teachers to other lucrative Jobs which has affected service delivery and resulted in poor academic performance of secondary school

students in external examinations conducted by West African Examination Council (WAEC) in recent time is giving education stakeholders a cause for concern. While some people attribute this to the low nature of teachers' advancement, others shift the blame on poor nature of teachers' motivation and retention.

Students' academic performance which is one of the acceptable yardsticks for measuring the success or otherwise of a secondary school is on a downward trend, hence, the response of stakeholders in the education sector to recruit, develop, motivate and retain qualified teachers led to an attempt to investigate the correlates among teachers' advancement, teachers' retention and students' academic performance in secondary schools.

3. Purpose of the Study

The main purpose of this study is to examine the correlates of teachers' advancement, teachers' retention and students' academic performance in secondary schools in Ogun state

4. Hypotheses

Based on the purpose above, the following hypotheses were developed:

H₀₁: There is no significant relationship between teachers' advancement and students' academic performance in Ogun state secondary schools.

H₀₂: There is no significant relationship between teachers' retention and students' academic performance in Ogun state secondary schools.

H₀₃: There is no composite relationship among teachers' advancement, teachers' retention and improved students' academic performance in Ogun state secondary schools.

5. Significance of the Study

The result of this study would be of immense benefit to stakeholders in the education sector as well as the general public at large. It would guide government to really professionalize teaching and serve as an alternative to motivate and retain serving teachers for improved

students' academic performance in secondary schools.

It would also reduce cases of teachers using teaching job as a stepping stone to cross to other lucrative careers as teaching would no longer be all comers affair and those who choose to teach would do so with passion and strive to develop themselves on the job. Such individuals would also enjoy their career progression and reciprocate with renewed sense of dedication to contribute optimally to the improvement in their teaching ability so as to improve students' academic performance.

6. Research Design and Instrument

The study adopts descriptive survey research design to assess the correlates among teachers' advancement, teachers' retention and students' academic performance in secondary schools in Ogun state. A questionnaire tagged: Teachers' Advancement and Retention Questionnaire (TARQ) and students' academic performance proforma for senior secondary school certificate examinations conducted by West African Examination Council (WAEC) from 2013 to 2015 was used as instruments to collect data for the study.

6.1 Population and Sampling Techniques

The population for this study consists of four thousand nine hundred and eighty one (4981) teachers and the results of fourteen thousand six hundred and fifty three students in the One hundred and forty – two (142) public secondary schools in Ogun central senatorial district of Ogun State, Nigeria. Based on the above, a multi- stage sampling technique was used to break Ogun central senatorial district into local government areas as well as the secondary schools and teachers available in each of the local government areas while simple random sampling technique was used to select fifteen (15) public secondary schools out of the one hundred and forty two (142) in Ogun central senatorial district of Ogun state. Simple random sampling technique was also used to select four hundred and ninety eight (498) teachers out of the four thousand nine hundred and eighty-one available in Ogun central senatorial district.

6.2 Data Collection procedure

The researcher began the collection of data for the study by briefing the respondents on the purpose of the study, the research instruments to be used and how the findings of the study would be utilized. The researcher sought the permission of the principals of the selected schools and the consent of teachers before any questionnaire was administered. 85% return was achieved.

6.3 Validity and reliability of the Instrument

The content validity of the research instrument was subjected to face and content validity by experts while reliability of the instrument was carried out through pilot study using test- retest

method with the application of Pearson product moment correlation coefficient. This yielded a reliability coefficient of 0.76 which is an indication that the research instrument has a high coefficient of stability.

6.4 Method of Data analysis

The data collected for the study was analyzed using Pearson product moment correlation coefficient (PPMC) to specify the relationship between the teachers’ advancement and students’ academic performance as well as the relationship between teachers’ retention and students’ academic performance while multiple regression analysis was used to determine the teachers’ advancement and retention strategies that influence students’ academic performance

7. Analysis of Data

Hypothesis 1: There is no significant relationship between teachers’ advancement and students’ academic performance in Ogun state secondary schools.

Table 1: Regression analysis model of the relationship between teachers’ advancement and students’ academic performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	45900.163	1	45900.163	647.698	.000
Residual	35149.847	496	70.867		
Total	81050.010	497			

Note. N= 498, R= .753, R²= .566, Adj. R²= .565

Table 1 shows the regression analysis for the relationship between teachers’ advancement and students’ academic performance in Ogun state secondary schools. It was revealed that there was statistically significant relationship between teachers’ advancement and students’ academic performance, F (1, 496) = 70.867, p< .0005. The regression model further indicates that the correlation coefficient, R= .753 explains 56.6% of the variability of the dependent variable. The postulated null hypothesis one which states that there is no significant relationship between teachers’ advancement and students’ academic performance in Ogun state secondary schools is therefore rejected and not sustained. This means that teachers’ advancement significantly predicts students’ academic performance and accounted for 56.5% of the explained variance in students’ academic performance in Ogun State public secondary schools.

Hypothesis 2: There is no significant relationship between teachers’ retention and students’ academic performance in Ogun state secondary schools.

Table 2: Regression analysis model of the relationship between teachers’ retention and students’ academic performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	42031.980	1	42031.980	534.314	.000
Residual	39018.030	496	78.665		
Total	81050.010	497			

Note. N= 498, R= .720, R²= .519, Adj. R²= .518

Table 2 shows the regression analysis for the relationship between teachers’ retention and students’ academic performance in Ogun state secondary schools. It was revealed that there was statistically significant relationship between teachers’ retention and students’ academic performance, $F(1, 496) = 78.665, p < .0005$. The regression model further indicates that the correlation coefficient, $R = .720$ explains 51.9% of the variability of the dependent variable. The postulated null hypothesis two which states that there is no significant relationship between teachers’ retention and students’ academic performance in Ogun state secondary schools is therefore rejected and not sustained. This means that teachers’ retention significantly predicts students’ academic performance and accounted for 51.8% of the explained variance in students’ academic performance in Ogun State public secondary schools.

Hypothesis 3: There is no composite relationship among teachers’ advancement, teachers’ retention and improved students’ academic performance in Ogun state secondary schools.

Table 3: Regression analysis model for the composite relationship among teachers’ advancement, teachers’ retention and improved students’ academic performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	47115.100	2	23557.550	343.628	.000
Residual	33934.910	495	68.555		
Total	81050.010	497			

Note. $N = 498, R = .762, R^2 = .581, \text{Adj. } R^2 = .580$

Table 3 shows the regression analysis for the composite relationship among teachers’ advancement, teachers’ retention and improved students’ academic performance in Ogun state secondary schools. It was revealed that there was statistically significant composite relationship among teachers’ advancement, teachers’ retention and improved students’ academic performance, $F(2, 495) = 68.555, p < .0005$. The postulated null hypothesis three which states that there is no composite relationship among teachers’ advancement, teachers’ retention and improved students’ academic performance in Ogun state secondary schools is therefore rejected and not sustained. The regression model further indicates that the multiple regression coefficient, $R = .762$ explains 58.1% of the variability of the dependent variable. This means that teachers’ advancement and teachers’ retention significantly predict students’ academic performance and accounted for 58.0% of the explained variance in students’ academic performance in secondary schools in Ogun central senatorial district of Ogun State.

8. Discussion of Findings

The results from the analyzed data are presented below:

The result of the analysis on hypothesis one revealed that there is a significant relationship between teachers’ advancement and students’ academic performance in secondary schools in Ogun State, $F(1, 496) = 70.867, p < .0005$. This agrees with the position of Milken (2015) that American government decided to key into the idea of teachers’ advancement when it was obvious that teachers’ advancement demonstration schools surpass others in terms of mental and physical competitions and produce national awardees annually in Basic School Certificate examinations.

The result of the analysis on hypothesis two revealed that there is a significant relationship between teachers’ retention and students’ academic performance in secondary schools in Ogun State, $F(1, 496) = 78.665, p < .0005$. This support Spector’s (2009) view that qualified teachers who teach a particular set of students for a considerable length of time tend to win the heart of the students to school work and more importantly enhance their academic performance.

The result of the analysis on hypothesis three showed that there was a significant composite relationship among teachers’ advancement, teachers’ retention and improved students’ academic performance, $F(2, 495) = 68.555, p <$

.0005. The two independent variables accounted for 58.0% systematic variation in students' academic performance in secondary schools in Ogun central senatorial district of Ogun State. This corroborates the submission of Duze (2011) that recruitment, motivation and keeping of qualified teachers is likely to influence positive academic gains by 30%.

9. Recommendations

Based on the result of this study, the researcher suggests the following recommendations to meet the study's objective:

- It is recommended that in service training in form of cluster meetings should be sustained by government and there should be a template for regular promotion of deserving teachers based on the academic performance of their students as well as enhancement of career advancement to be at par with other professionals.
- Also, there should be a recognized and standard structure that supports teachers' advancement through which the teachers and indeed other relevant stakeholders would be encouraged to work towards its achievement for the advancement of the Job and enhanced students' academic performance. Also, quality teachers should be retained on government pay roll through the introduction of special salary scale, career progression enhancement, provision of conducive teaching and learning environment as well as reduction of teachers' workload to attract and motivate teachers for enhanced performance.
- Moreover, special recognition should be given to teachers who excel on the Job to attract the best brains and retain them on the Job through their service years for improved performance.
- In addition, teachers who engage in personal development should be monitored so that it would not be at the expense of their students and their courses should be approved before they

proceed. This would minimize cases of teachers using teaching as stepping stone to other seemingly lucrative jobs and by extension reduce drastically the high turnover rate of good teachers.

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