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**Direct queries/enquires via email:-
editor.imarj@gmail.com
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Full paper: Should be accompanied by an abstract, and should be between 3,500 and 5,500 words and not exceeding 15 printed pages. It should include, title, author(s) full name(s), institution(s), postal address, phone number(s) and email address of the corresponding author, tables, figures, and references should be in APA format.

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**QUALITATIVE SURVEY OF TEACHERS ATTENDANCE AND
ATTRITION IN PUBLIC PRIMARY SCHOOLS IN NASARAWA STATE
NIGERIA**

**KASHIM KPANJA LAGU PhD
DEPARTMENT OF EDUCATIONAL FOUNDATIONS NASARAWA
STATE UNIVERSITY KEFFI**

Abstract

The study collected information on some variables of attendance and attrition of teachers in public primary schools in Nasarawa State and used percentage to analyze the findings. The findings show that teachers were between 20-49 years of age, +there are more male than female teachers, their parental occupation were craftsmen and farmers without formal education. Teachers have both pre-service and in-service training. The teachers gave varied time school open; between 7.00am-8.00am for morning and 12noon- 3.00pm for afternoon session. Majority of the responded live in the LGA they work and go to school by motor cycle and trekking. Teachers reported indiscriminate transfer by the authority concern. Finding also shows teachers died of HIV-AIDS and do not engage in other activities. Based on the findings, recommendations were made on proper supervision, information, professional development, transfer of teachers and the issue of payment of salaries. All these and others would reduce the problem of attendance and attrition of teachers in our public primary schools in the State.

Keywords: Attendance, Attrition, Primary schools and Public primary schools.

Background of the study

Over the years there have been various efforts by stakeholder of education to see to the professional development of public primary school teachers in Nasarawa State. Workshops, seminars, conferences have been organized by educational institutions and UBEC in the state in 2013/2014 and 2014/2015. Cluster model of teachers professional development training was organized in order to address challenges and lapses associated with the cascading approach initially in place, the lapses includes: reaching only a small percentage of teachers in primary schools; relying on those who attend workshops to pass new information on to their colleagues. This lead too little change in teachers' classrooms approach hence experimentation of the cluster model of teachers professional development; primary schools are group into cluster in order to achieve quality educational school based professional supports. The teachers in public primary schools in Nasarawa State are now challenged to see from a holistic angle how to cope with teaching and learning. Some of the objectives of teachers development as put up by UBEC are: - to bridge the gaps brought into service, update the subject scope, sharpen teachers skills and methodology, improve teachers instructional skills and practice, empower teachers to have a more positive

impact in their classroom, encourage teachers to try new method and material within their school, train teachers on lesson plan development, pupil centered techniques. The researcher have been part of the facilitators in the workshops, seminars, and conferences. His discovery through interaction, observation and sharing of ideas with the participants prompted the survey on teacher attendance and attrition in public primary schools in Nasarawa State. Recently, the issues of promotion and payment of salaries in our public primary schools in the state had been a problem, the researcher have also observed that teachers attendance to school is low and they are leaving teaching to other sectors. This is alarming as the researcher have observed that both parents and teachers in the state are worry over the state of public primary education being the foundation of education.

As lamented by Elekwa (2010), that the education sector was going through very hard times. Apart from decaying infrastructure resulting from dwindling inputs, the preponderance of gross mismanagement and teachers unending strike become seemingly accepted as the status quo: the educational system was accepted as collapsing, requiring as a matter of urgency, a massive input of resources toward the rehabilitation of the infrastructure and the improvement of teachers conditions of service so as to make all classes of teachers focus on their traditional roles of educating the children of Nigeria. Elekwa's reports reflect the current state of our public primary schools in the state where teachers hardly focus on their traditional roles. The public primary schools are no longer attractive to parents. The researcher have observed that private primary schools enrolment is getting higher due to high patronage by parents in the state as compare to public primary school. The survey of teachers' attendance and attrition in public primary schools in simply means to find out teachers presence regularity in public primary school, and their gradual lack and lost of interest and leaving or quitting teaching to other sectors. On the other hand, primary education refers to the education given in institutions for children aged 6 to 11 years plus, which is also known as lower basic education (Federal Republic of Niger, 2008). It is the key to the success or failure of the whole system. Therefore, public primary schools are those owned and managed by the government.

Purpose of the study

This study is aimed at collecting and analyzing information on Attendance and Attrition of teachers in Nasarawa State.

The questions that guided the survey are:

1. Who are the teachers in terms of background, training and experience
2. Where is the school location rural or urban and Distance to reach it by teachers and pupils?
3. What is the rate of transfer of teachers?
4. What is the proportion of trained and untrained teachers in primary school and their geographical distribution between rural and urban?
5. What effect has HIV AIDS on teachers and education?
6. What are the hours of work per day and how effective use of this house by

teachers?

7. To what extent do teachers know their job characteristic?
8. Do teachers think of leaving the Job, how often do they think of leaving and factors motivating them to leave?

Methodology

Information was collected through interviewing and observing the teachers of public primary school in selected LGEA in Nasarawa State. what survey include-school observation and personal information on teachers, the job migration of teachers, the job characteristics of teachers, the Job mobility of teachers, HIV AIDs and education. The target population for the study consist of the public primary schools teachers in Nasarawa State.

The sample size for the study was 126 teachers drawn from 6 LGEA in Nasarawa. To get the representation sample, lists of LGEA in the state were made, it was necessary to use hat and draw method of sampling because individual LGEA in the State have an equal chance of being selected for the sample. The six LGGEAs picked for the study were Akwanga, Doma, Wamba, Karshi, Keffi and Lafia. This is considered the best single way to obtain representative sample use for the study, for better generalization. The same method was used in selecting the schools and finally purposive sampling technique was used to select teachers in their schools.

The instrument was designed to survey the background of teachers, migration of teachers, Job characteristics of teachers, Job mobility of teachers, HIV AIDS status qualification of teachers and teachers instructional time.

Data collection/administration took place at different LGEA in Nasarawa State. A training workshop was organized for research assistants. The research assistants were graduates and postgraduate students. A total of one hundred and twenty six copies of questionnaire were given to research assistant who conducted the administration in their respective LGEA.

Report of the Findings

In this segment, the findings are reported in line with the guided questions, simple percentage was used in the analyses.

Sex, Age, Experience and Marital Status of Teachers

Teachers in the state are predominantly married and also predominantly male. The average male teachers were 75.5 percent while that of female teacher was 24.5 percent. This finding contradicted the general idea that teaching is predominantly female profession. This also revealed the attitude and belief of people in the past toward girl-child education. In the 60s and 70, parents prefer to send male children to school to female children. Females were only given training on domestic and farming for the purpose of marriage. The findings show that the average number of married teachers was 83.6 percent. There are more married teachers in the state. This is a good finding for education; married people are more settled in life than the single

people and effectively do locus parenting. Regarding to age, the range is between 20 49years with mean age of 35.91 (SD 6.027). This finding shows that there are older people than younger people in the state primary schools. This is good for the state, as the saying goes experience is the best teacher. Years of formal education was between the range of 1- 28 years with the mean of 14.82 (SD 3.420). The mean 14.82 agrees with the presence of more NCE teachers in Nasarawa State primary school. Teachers might have gone through 7 or 6 years primary, 5 years grade II and 3 years NCE = 7 (6) + 5 + 3 = 15 (14) years. Years of experience was between 1 years minimum and 26 years maximum with the mean of 11.13 agrees with what the researcher observed on the study area; teachers that attend 25 service year are redeployed to office as policy makers or supervisors.

Family Background of Teachers in Nasarawa State

(a) Parental Occupation

Family background information shows that the majority of respondents' parents were farmers while others were business owner (small scale) and manual workers. Going by statistics, (65%) responded that their parents were farmers, (33%) were craftsmen and women and there was negligible (2%) percent in executive and big land lords.

(b) Parental Education

Parental background information shows that the majority of teachers' parents never go to school. Very few either completed or did not complete primary school. Statistic shows that (56%) responded that their parent never go to school. (20%) responded that their parent did not complete primary school while (15%) responded that their father completed primary school and (9%) further completed specialization course. This finding revealed that primary school teachers in the state were born and brought up by illiterate parent especially illiterate mothers. There is a saying that to educate a woman you educate the nation, girl-child education is very important.

Training and Qualification of Teachers in Nasarawa State

45% of teachers indicated their teaching qualification was through pre-service training. 42.2% indicated their teacher training qualification was in-service training while 13.3% indicated that teaching qualification was through distance learning. The finding revealed high percentage of teachers further their training while on the job. This should be encouraged. It leads to professional development of teachers. The finding also showed 56.0% teachers attended management training. The Head teachers were more than classroom teachers in attendance; this may help them in the management of school.

Regarding their teaching qualification 96.0% teachers agreed that they have teaching qualification while 4.0% teachers do not have teaching qualification. The researcher is projecting 5 year with in-service training scheme the 4% untrained teachers in the state would have their teaching qualification.

Q2 School Observation

In a typical day, Schools opens between 7.30 7.45am. It was reported that 40.5% teachers indicated 7.30 as the time school opens. 23.8% teachers indicated that the school opens at 7:00am. The respondents gave varied time school open. This may be as a result of individual organization of time which ranges between 7.00am 8.00am for morning session and 12 noon 2.00 pm for afternoon session. It was observed that main assignment of teachers was multi subject teaching except those on Arabic and Bible teaching. Significant percent teach mathematics, science and language. Teaching were their main assignment. It was also observed that School supervision was not regular in rural areas due to its remoteness and the low attendance of teachers was reported.

Job Migration

All the respondents live in the same LGA they work. To further confirm if they were born in the LGA , 91.7% teachers reported they were born within the state while 8,3% teacher reported they were not born in the place. It was again confirm that 95.8% of teachers reported that they did not live in another LGA while 4.2% live outside the LGA. The study showed that majority of respondents live close to school. One of the most frequent reasons for transferring from one school to another in the state was to live close to school which may not affect the attendance and attrition of teachers

Regarding the means of mobility for teachers, 51.2% teachers reported going from home to school by motor cycles while 49.8 teachers go from home to school by trekking. This finding revealed how rural are most primary school in the state. This is the reason why the teacher would want to live close to school. Teachers should be allowed to leave close to school to reduce the problem of attendance and attrition.

To find if the school was part of another project, 55% teachers said yes while 45% teachers said No. For those who said that the school is part of another project. They were asked to name the project. (67%) mentioned World Bank Assisted program. 24% mentioned UNICEF and 9% of them mentioned UBE.

On non - salary benefit

On Non salary benefit, total of 57% reported they receive non salary benefit while 43% reported they do not receive Non salary benefits.

Regarding type of benefit, such as receiving classroom teaching increment, receive transport allowances, housing allowances and leave grant. 56.9% respondents know of four non salary benefit they receive. The rest 43.1% do not know salary benefit they receiving.

Job Mobility

Regarding leaving the job, total of 76.2% never think about leaving the job, while 12.3% once a year think of leaving. Other 11.5% once a month or once a week or once daily think about leaving the job. How often do they discuss leaving the job? Total of 73.3% had never discussed with a friend or speak of leaving the job. Total of

12.2% had discussed about leaving once a year. 14.5% has discussed twice a year, once a month, and once a week.

Teachers could not indicate reasons for leaving the job except retirement. Reasons like family problem, health problems, low salary, to pursue another job outside education, and pursue a political position were not significantly indicated. However, even with low salaries teacher would not want to leave the job. This may be as a result of no available opportunity existing elsewhere.

HIV and AIDS Education

This was aimed to find out if HIV AIDS had impact on the education. The report shows that total of 56.8% reported that they receive training on HIV Aid and 43.2%, reported they do not receive any training on HIV Aids. From the percentage who received training on HIV AIDs, they were asked the type and quality of information they received. 46.3% attended an information session (30 minutes to 1 hour), 21.3% received information during visit to clinic, hospital and seminars, 18.2% read HIV AIDs materials on their own and 15.2% had informally discussed with head teacher and teacher. Do teachers believe they should have information on HIV AIDs? 98.1% believed they should received information about HIV AIDs. Knowing teachers with HIV AIDs, total of 28.6% know a teacher who has HIV Aids and 71.4% reported they do not know any teacher with HIV AIDs.

Regarding knowing the numbers of teachers that die with HIV Aids 39.2% know 10 teachers died, 30.2% know 4 died, 30.2% know 5 teachers that died of the dreaded disease. The percentage is not negligible, HIV Aids is one of the problem of teachers attendance and attrition in the state.

1st Job Characteristics

On Job Characteristics, 73.8% teachers indicated only one job. However 26.2% indicated more than one job. These were head teachers that also teach. While none indicated jobs like tutoring, farming, tailoring, petty trading etc. Hours dedicated to these activities were: 64.3% mentioned no hour, 22.4% indicated 1 to 2 hours and 23.2% indicated 3 to 5 hours. As observed by the researcher, teachers actually engaged in other activities as listed above but would not report in a finding like this because they are afraid of sanction. The law clearly state no civil servant shall take up another job as a second job.

How long do teachers have stayed on job? 22.4% stayed for one year 54.4% reported to have stayed more than 5 years and 13.3% had stay for more than 10 years.

2nd Job Characteristics

On the nature of their work, majority 85.2% of the teachers reported they are teaching regular scheduled classes and are full time and also reported they have workload as full time employee; teach 8 periods per day and 5 days per week.

To find out if teachers know their career ladder, 86.2% agree that they know career ladder while 13.8% reported not having knowledge of career ladder. This study

revealed that some teachers in the state do not know their career ladder. However report showed that Head teachers were in a senior position between 11 years to 15 years of experience and few teachers in senior position. Some teachers were in junior category (3 to 5 years) of experience while others were beginner less than 2 years.

RECOMMENDATIONS

Based on the foregoing:

The researcher is recommending that girl-child education be encouraged by granting scholarship to them and the percentage of female enrolment in the state college of education be raised to give room for more qualified female enrolment.

The researcher is projecting 5 year with in-service training scheme the 4% of untrained teachers in the state to have their teaching qualification proper supervision should take place in primary school especially in rural schools and special allowance and motor cycle be given to teachers and supervisors respectively to enable them access rural areas.

One of the most frequent reasons for transferring from one school to another in the state was to live close to school. The researcher recommends that the condition for transfer of teacher by the authority concern be clearly stated, communicated to teachers and strictly adhere to. The researcher recommends that pay slip be made available to teachers, indicating the basic salary and allowances to enable teachers know their monthly salary and non salary benefit. The researcher also suggest the non- salary benefits be reviewed to include other benefits like rural or bush allowance and allowances for specialized teachers, who read primary education students (PES) and early child care education (EECE). The researcher also recommends that the rule and regulation of transfer of teacher be strictly followed unless for exceptional reason a teacher could be transferred. The paper recommends that the authority concern should make career ladder available to head teacher and mandate these head teacher to display it in various offices and staff notice board or bulletin board for teachers to know their career ladder. It also recommends that of salary payment as and when due be looked into in the public primary schools to enable the teachers put in their best in their work.

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