Effect of Demographic Variables on Teachers’ Decision to Quit or Stay in the Teaching Profession in Rivers State, Nigeria

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ABSTRACT
This study is designed to assess the effect of demographic variables on teachers’ decision to quit or stay in the teaching profession in Rivers State, Nigeria. The research design used in this study was the correlation survey design. The target population for this study was made up of all primary school teachers’ in Rivers State. A sample size of 50 teachers was used for the study which represents 40 percent of the total population, which was selected through the proportionate stratified random sampling techniques the instrument for data collection was questionnaire. The instrument was validated and it was subjected to content reliability using test-retest method with Pearson Product Moment Correlation (PPMC). The reliability coefficient obtained was 0.81. The results of data analysis revealed that salary has a significant effect on teachers continues stay in the teaching profession and that there is no significant relationship between school location and teachers’ decision to quit or stay in teaching profession. Lastly, there exists a significant relationship between educational qualification and teachers’ decision. It was recommended that state government should try as much as possible to encourage staff development programmes and for an effective teaching and learning to take place government should consider location of schools as yardstick for transfer purposes.

Keywords: teaching profession, decision, teachers, salary, educational qualification

INTRODUCTION
Teaching profession is generally seen in society as a noble and respectable career in the life of an individual. However, this feeling is gradually dwindling over the years as a result of competing market forces that constitute teaching profession as less significant in the society when compared with their counterparts’ from other professions. As a matter of this observed deficiency among teachers, some of them now think of whether to stay or not in the profession. Beside the complaints about the teachers’ poor attitude to work, attrition has been another major factor in the teaching profession. Mark and John (2016) stressed that, significant proportion of teachers resign from their positions as a result of the current prevailing circumstances in the profession. This may be seen as a global matter, but the trend is also observable in Rivers State of Nigeria. Apart from the older staff in the teaching profession, the rate of attrition among younger staff is very prevalent and common. The reason attached to this ugly trend is as a result of monetary considerations. However, those who stay on with the teaching profession do so owing to the fact that they are yet to get alternative to their current teaching profession. A major contributing factor to this trend in the profession is that of lack of professional satisfaction among teachers, which can be blamed on a number of attributes. Peter, Luke
and Bam (2014) observed that, many teaching staff changes their profession to another because of low salary structure, stress, poor working conditions and lack of involvement of teachers in organizational decision-making. Bamidele and Ayokunmi (2013) noted that the teacher ought to be satisfied professionally. This quality is very vital and necessary for a qualitative education to be achieved in society. Teachers’ professional satisfaction solely depends on their conditions of service and these conditions are provided by the government of the day on ground. In Rivers State of Nigeria, teachers’ seem not to have much satisfaction from their work and the teaching profession. This is reasoned as a result of the poor treatment accorded teaching as a profession.

The Nigerian educational system looks like a tale of problem. Makinde (2012) referred the educational situation at the time as being highly inadequate in equipping her youths with the required skills and competencies for manning various business ventures. The problem is currently more devastating today. On the other hand, Abdullahi (2017) also collaborate the fact that schools in Nigeria are fast decaying. The author further observed that the ‘rot’ in the system ranges from shortfall in teaching and learning resources to lack of effective leadership and proper motivation of teachers. This leads to teachers’ unhappiness, frustration and non-motivational in work place (Tolu, 2016). This in fact has contributed to teachers exhibition of low work morale and which in turn leads to their decision on whether to continue in the teaching profession or not.

Teachers’ motivation as an element of staff satisfaction could be seen as those factors that operate within the school system which if not made available to the teacher could hamper performance. In clear terms, this study main objective was to examine the effect of demographic variables on teachers’ decision to quit or stay on the teaching profession. Johnson (2015) defined motivation as all those inner striving conditions, described as wishes, desires, and urges to stimulate the interest of a person in an activity. It is therefore an inner state that stimulate and triggers an individual behaviour in organization.

Salary as a source of motivation to staff of any given organization in society cannot be over emphasized. Salaries are very important, because as an aspect of the teacher condition of service and poor remuneration is a determinant of the degree of professionalism that can be expected. Poor pay or no pay at all means that educational leaders cannot have the moral authority to expect their subordinates to showcase high level of professional commitment in work place. Titus (2012) identified that, in Bayelsa State of Nigeria there was a considerable variation in the remuneration of primary school staff of 172 out of a total number of 303.

School location was regarded as the geographical position of the school within the chosen area of the study. In this study, it is simply referred to as urban or rural areas. Rural areas can be described as those areas that lack some basic amenities such as tarred roads, electricity and pipe borne water. On the other hand, urban areas refer to those areas within the state that are accessible by good transportation system. Alternatively, these are areas that are provided with social amenities such as tarred roads, electricity and other basic infrastructures. Dauda and Olaojo (2013) investigated the effect of school location on teachers’ decision to quit the teaching profession. Findings revealed that there was significant relationship between school location and teachers decision to quit the teaching profession. The researcher concluded that school location has a significant effect on teachers’ decision making process. In another study carried out be Temiloluwa (2013) on school location and teacher’s decision making. Specifically the study was designed to examine the effect of school location on teachers’ decision making. Findings revealed that, there was no significant relationship school location and teachers’ decision making process. The researcher concluded that, school location has no significant effect on teachers’ decision making process.

Educational qualification simply refers to the academic qualification attained by the teachers. Research findings have indicated the effect of educational qualification on teachers’ decision making in our school organizations. Damole (2004) studied effect of educational qualification on teachers’ decision making. Findings revealed a significant relationship between educational qualification and teacher’s decision making. The researcher concluded that educational qualifications have significant effect on teachers’ decision making.
Statement of the Problem
Lack of professional satisfaction by school teachers in Rivers State has some element of dire consequences on the educational system. Observed among these is the poor attitude to work and inability to withstand the rigours of duties by teachers’. Teachers’ professional satisfaction has to do with teachers’ motivation by government. The employers of teachers in Rivers State schools seem to ignore this most important aspect of the job. Much attention is focused on the hygiene or maintenance factors of job (salaries, job security, working conditions and quality of supervision), on the other hand, not much is done in the area of real motivation or growth factors for teachers’. On this note, the problem of this study therefore is the lack of motivation from the demographic variable that affect teachers’ decision making process in Rivers State. The study seeks to determine the effect of demographic variables on teachers’ decision to quit or stay in teaching profession in the State.

Research Questions
1. What is the relationship between salary and teachers’ decision to quit or stay in teaching profession in Rivers State?
2. What is the relationship between school location and teachers’ decision to quit or stay in teaching profession in Rivers State?
3. What is the relationship between educational qualification and teachers’ decision to quit or stay in teaching profession in Rivers State?

Research Hypotheses
1. There is no significant relationship between salary and teachers’ decision to quit or stay in teaching profession in Rivers State.
2. There is no significant relationship between school location and teachers’ decision to quit or stay in teaching profession in Rivers State.
3. There is no significant relationship between educational qualification and teachers’ decision to quit or stay in teaching profession in Rivers State.

RESEARCH METHODOLOGY
Research Design
The research design used in this study was the correlation survey design. This according to Makinde (2012) is aimed at necessarily establishing cause-effect relationship between demographic variable and teachers’ decision to quit or stay in teaching profession in Rivers State. This design for this study was adopted because it is adequate to determine the relationship between demographic variables and teachers’ decision to quit or stay in teaching professions.

Population of the Study
The target population for this study was made up of all primary school teachers’ in Rivers State. The total population was made up of 126 primary school teachers’ from five primary schools in Rivers State.

Sample and Sampling Techniques
A sample size of 50 was used for the study which represent (40 percent) of the total population, which was selected through the proportionate stratified random sampling technique. The sample size of 50 was distributed as 34 female and 16 male teachers’ in Rivers State. Table 1 shows the sample frame and distribution of sample into two strata.

Table 1: Sample frame and distribution of sample into two strata

<table>
<thead>
<tr>
<th>S/N</th>
<th>Categories of strata</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Female</td>
<td>86</td>
<td>34</td>
</tr>
<tr>
<td>2.</td>
<td>Male</td>
<td>40</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>126</td>
<td>50</td>
</tr>
</tbody>
</table>

Daniel (2017) defines sample population as the population of the target population, which is accessible to the researcher. It can also be termed as the population from which generalization about the population is made, in view of these; the target population of this study was made up from five selected primary school teachers’ in Rivers State.
Instrumentation
A demographic Variables and Teachers Decision Making Questionnaire (AVTDMQ) was developed. The AVTDMQ instrument had two sections, A and B. Section A sought information on demographic data of the respondents, while section B sought information on teachers’ decision making. The section B was further subdivided into four sections. Each subsection measured an aspect of the independent and dependent variables. Items 1-4, 5-8, 9-12 and 13-18 sought information on salary, school location, educational qualification and teachers’ decision making respectively. All items were measured on 4-point rating scale of strongly agree, agree, disagree and strongly disagree.

Validity and Reliability of the Instrument
The face and content validity of the instrument was carried out by two experts, one from educational management and planning and the other from measurement and evaluation all of whom were from the Federal College of Education (Technical) Omoku, Rivers State. The expert from educational management and planning carefully reviewed the relevance of the items on the content value. The other expert critically analyzed the clarity and appropriateness of each item on the construct value. All their corrections and comments were sincerely utilized in the final draft of the instrument. The experts approved a total of 18 items as against the original 24 items. For the purpose of the instrument reliability analysis, the instrument was administered twice within an interval of two weeks and the scores obtained were used to establish the stability of the instrument reliability coefficient using Test-retest method with Person Product Moment Correlation (PPMC) analysis which stood at 0.81 and this value was considered as an acceptable reliability value for the study.

Method of Data Analysis
The Pearson Product Moment Correlation (PPMC) was used in analyzing all the three hypotheses. All hypotheses were tested at 0.05 alpha level.

RESULTS
Hypothesis One
There is no significant relationship between salary and teachers’ decision to quit or stay in teaching profession.

Table 2: Pearson Product Moment Correlation analysis of the relationship between salary and teachers’ decision to quit or stay in teaching profession

<table>
<thead>
<tr>
<th>Variables</th>
<th>∑X</th>
<th>∑X²</th>
<th>∑Y</th>
<th>∑Y²</th>
<th>∑XY</th>
<th>df</th>
<th>r.cal</th>
<th>r.crit</th>
<th>Decision at p&lt;0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>559</td>
<td>6405</td>
<td>7818</td>
<td>78</td>
<td>0.480</td>
<td>0.232</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ decision</td>
<td>696</td>
<td>9726</td>
<td></td>
<td></td>
<td></td>
<td>78</td>
<td>0.480</td>
<td>0.232</td>
<td>*</td>
</tr>
</tbody>
</table>

* = Significant at 0.05 alpha level; N = 80

The data presented in Table 2 indicates that, the calculated r-value of 0.480 is greater than the critical r-value of 0.232 at 0.05 alpha level with 78 degrees of freedom. Hence, the null hypothesis, which states that, there is no significant relationship between salary and teachers’ decision to quit or stay in teaching profession, is rejected. The alternative hypothesis which states that, there is a significant relationship between salary and teachers’ decision to quit or stay in teaching profession is upheld.

Hypothesis Two
There is no significant relationship between school location and teachers’ decision to quit or stay in teaching profession.

Table 3: Pearson Product Moment Correlation analysis of the relationship between school location and teachers’ decision to quit or stay in teaching profession

<table>
<thead>
<tr>
<th>Variables</th>
<th>∑X</th>
<th>∑X²</th>
<th>∑Y</th>
<th>∑Y²</th>
<th>∑XY</th>
<th>df</th>
<th>r.cal</th>
<th>r.crit</th>
<th>Decision at p&lt;0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>School location</td>
<td>565</td>
<td>6467</td>
<td>7886</td>
<td>78</td>
<td>0.380</td>
<td>0.232</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ decision</td>
<td>696</td>
<td>9726</td>
<td></td>
<td></td>
<td></td>
<td>78</td>
<td>0.380</td>
<td>0.232</td>
<td>*</td>
</tr>
</tbody>
</table>

* = Significant at 0.05 alpha level; N = 80

The data presented in Table 3 indicates that, the calculated r-value of 0.380 is greater than the critical r-value of 0.232 at 0.05 alpha level with 78 degrees of freedom. Hence, the null hypothesis, which states that, there is no significant relationship between school location and teachers’ decision to quit
or stay in teaching profession, is rejected. The alternative hypothesis which states that, there is a significant relationship between school location and teachers’ decision to quit or stay in teaching profession is upheld. 

**Hypothesis Three**

There is no significant relationship between educational qualification and teachers’ decision to quit or stay in teaching profession.

**Table 4: Pearson Product Moment Correlation analysis of the relationship between educational qualification and teachers’ decision to quit or stay in teaching profession**

<table>
<thead>
<tr>
<th>Variables</th>
<th>∑X</th>
<th>∑Y</th>
<th>∑X²</th>
<th>∑Y²</th>
<th>∑XY</th>
<th>df</th>
<th>r.cal.</th>
<th>r.crit.</th>
<th>Decision at p&lt;0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational qualification</td>
<td>586</td>
<td>6942</td>
<td>8174</td>
<td>78</td>
<td>0.319</td>
<td>0.232</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ decision</td>
<td>696</td>
<td>9726</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*= Significant at 0.05 alpha level; N = 80

The data presented in Table 4 indicates that, the calculated r-value of 0.319 is greater than the critical r-value of 0.232 at 0.05 alpha level with 78 degrees of freedom. Hence, the null hypothesis, which states that, there is no significant relationship between educational qualification and teachers’ decision to quit or stay in teaching profession in Rivers State, is rejected. The alternative hypothesis which states that, there is a significant relationship between educational qualification and teachers’ decision to quit or stay in teaching profession in Rivers State is upheld.

**DISCUSSION OF FINDINGS**

The result in Table 2 indicates that, there is a significant relationship between salary and teachers’ decision to quit or stay in teaching profession. The null hypothesis was therefore rejected. From Table 2 it is observed that, a positive relationship value of (0.480) exist between salary and teachers’ decision to quit or stay in teaching profession. The finding of this study is in agreement with the finding of Titus (2012) who noted that, salary has a significant effect on teachers continues stay in the teaching profession.

The result in Table 3 shows that there is a significant relationship between school location and teachers’ decision to quit or stay in teaching profession. The null hypothesis was therefore rejected. Table 3 reveals that, a positive relationship value of (0.380) exist between school location and teachers’ decision to quit or stay in teaching profession. The findings of this study is in disagreement with the finding of Bolaji (2011) who noted that, there is no significant relationship between school location and teachers’ decision to quit or stay in teaching profession.

The result in Table 4 indicates that, there is a significant relationship between educational qualification and teachers’ decision to quit or stay in teaching profession. The null hypothesis was therefore rejected. From Table 4 it is also establish that, a positive relationship value of (0.319) exist between educational qualification and teachers’ decision to quit or stay in teaching profession. The finding of this study is in agreement with the finding of Damole (2014) who noted that, there exists a significant relationship between educational qualification and teachers’ decision to quit or stay in teaching profession.

**CONCLUSION**

Based on the findings of this study, the following conclusions were reached.

1. Salary has a positive significant relationship with teachers’ decision to quit or stay in teaching profession.
2. A positive significant relationship exists between school location and teachers’ decision to quit or stay in teaching profession.
3. Educational qualification has a positive significant relationship with teachers’ decision to quit or stay in teaching profession.
RECOMMENDATIONS
Based on the findings of the study and conclusions reached, the following recommendations were put forward.
1. Rivers State government should endeavour to improve on the salaries of teachers’ in the state.
2. For an effective teaching and learning to take place government should consider location of schools as yardstick for transfer purposes.
3. In order to achieve maximum teaching and learning, Rivers State government should try as much as possible to encourage staff development programmes.

REFERENCES