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PUBLICATIONS

Trends of Teachers' Retirement in Public Primary Schools in Akure South and North Local Government Areas of Ondo State, Nigeria

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ABSTRACT

The study investigated the trends of teachers' retirement in Public Primary Schools in Akure South and North Local Government Areas of Ondo State, Nigeria It adopted descriptive and analytical designs. One hundred and forty-one Public Primary Schools in the two Local Government Areas formed the main population while Headteachers of the schools were targets. Two questions were raised and two hypotheses formulated for the study. Data were collected using a self-developed questionnaire, well-validated, and tested for reliability(r-0.83). Data were analyzed using the SPSS program while hypotheses were tested using chi-square statistic at a 0.05 level of significance The study revealed among others, a fluctuating trend of retirement in the Public Primary Schools in the two LGAs, from 2013-2017; a significant difference in retirees in Akure South and North LGAs, no significant difference in male and female retirees in the two LGAs; as well in the number of retired class teachers and headteachers in the two LGAs during the period. The study recommended that government, at the state and federal levels should initiate a policy for an increase in the retirement age and length of service of teachers, and increase teachers' salaries and benefits, to enable them to invest in assets, stocks, bonds, and mutual funds ad thus prepare adequately for retirement.

Keywords: *Trend, teacher, retirement, public, school, primary school, government, area, state, Nigeria*

INTRODUCTION

There are stages in the life span of a worker in any organization. The first, being the stage of recruitment into the service. It is the stage at which a jobseeker, following his/her application for a post, is made to pass through established procedures for recruitment, such as writing test, being subjected to an interview, carry out physical and mental fitness tests. There is also the stage of actual discharge of the assigned duties in the organization. Except where a worker is dismissed from service due to involvement in professional misconducts, or leave due to death or sickness/illness, it takes several years and involves a lot of experiences, both positive and negative. The last stage is the stage of retirement, i.e. when he/she will quit the service. In most cases, the retirement of a worker from service is associated with celebration, more so that he/she is leaving the service alive, hale and hearty, as well as unblemished.

STATEMENT OF PROBLEM

Despite the role of teachers in the educational system, inadequacy of teachers has been an age-long and predominant issue that cut across all the levels of the system in Nigeria. While the system has continued to grow in strength, this is not matched by commensurate teachers. The implication has been the non-availability of teachers to teach some subjects in the curriculum and heavy workload for some teachers. The issue of teacher shortage is being aggravated by the attrition of teachers from the profession. Unfortunately, the trend of teachers leaving teaching over the years has been a matter of concern. UNESCO, cited in Onwonga (2012) reported that the number of teachers quitting the profession for other jobs is between 7,000 and 11,000 annually. There has also been a high rate of retirement of some of the available teachers. Ordinarily, when teachers leave the service due to retirement, new teachers should be recruited, to fill the gap created so as not to

hinder the service. Unfortunately, this has not been the case in most states in Nigeria where the cost of salaries and allowances payment has been a nightmare. Even though new teachers may bring new ideas and practices for the improvement in teaching and learning, losing experienced teachers may negatively affect the quality of performance in the national examinations and in, the co-curricular activities (Munguti, 2009). Even though studies on the inadequacy of teachers abound in literature, including books, journals, those that focus on the retirement of teachers are hardly noticeable. Even most of the available studies are foreign based, with foreign background, only a few are based on Nigeria which could have been better relevant. This study has therefore been instituted, to address these loopholes in the available literature.

PURPOSE OF THE STUDY

The main purpose of this study was to assess the trends of teachers' retirement in Public Primary Schools in Akure South and North Local Government Areas of Ondo State. Apart from this, it assessed the:

- The number of retirees (Class teachers, Assistant Headteachers, and Headteachers) in Akure South LGA, from 2013-2017.

- Number of retirees (Class teachers, Assistant Headteachers, and Headteachers) in Akure North LGA, from 2013-2017.

- Retirees (Class teachers, Assistant Headteachers, and Headteachers) in Akure South LGA, from 2013-2017, who are females and males?

- Retirees (Class teachers, Assistant Headteachers, and Headteachers) in Akure North LGA, from 2013-2017, who are females and males

- Percentage of total retirees in Akure South and North LGAs combined, who are males and females.

Also, it found if there was a significant difference in the retirees in Akure South and North LGAS; the number of male and female retirees in the two LGAs combined from 2013-2017.

SIGNIFICANCE OF THE STUDY

The findings would extend the current knowledge on the trends of the retirement of primary school teachers from public service in Ondo State; provide insight into whether the retirees are increasing or decreasing annually, and the implication of the trends to service delivery in Public Secondary Schools. The study also touches on how to stem teacher attrition and high teacher turn over since the early retirement of teachers is a contributing factor to teacher attrition and high teacher turnover. Also, the findings of this study have the potential of guiding policymakers on which policies to review or streamline as it looks at policies that govern the early retirement of Public Primary School teachers.

The researcher hopes that the research findings will benefit the Ministry of Education and Teachers Service Commission in streamlining education management in connection to the retirement of public primary school teachers. It will also help in cutting down the unnecessary cost of recruiting and training new teachers to replace the experienced ones who retire. The finding may provide vital data which will benefit researchers, development practitioners, academicians, policymakers, planners, and program implementers to monitor and evaluate the trends of the retirement of public primary school teachers specifically; and, all teachers in general concerning teaching Service Commission employment in Nigeria. This would help develop new strategies and design new policies that will influence decision-making processes regarding the early retirement of teachers for competitive organizational management.

The teacher unions would benefit from the study because it may provide them with data about the trend of teachers' retirement from service It may reflect some of the difficulties teachers face daily which may lead to job dissatisfaction and ultimately, premature exit.

The findings of this study have the potential of guiding policymakers on which policies to review or streamline as it looks at policies that govern the early retirement of public secondary school teachers. Some of the policies may need a review if at all the teachers have to be retained in their profession. The findings may also provide vital data that will benefit researchers, development practitioners, academicians, policymakers, planners, and program implementers to monitor and evaluate the trends of early retirement of public secondary school teachers specifically; and, all teachers in general

concerning TSC employment in Kenya. This would help develop new strategies and design new policies that will influence decision-making processes regarding the early retirement of teachers for competitive organizational management.

Also, the findings will add to existing related literature in the area of Educational Planning.

RESEARCH QUESTIONS

The following questions were raised to guide the study:

- What percentage of the total retirees in Akure South and North LGAs combined, are males and females?

- What is the trend of retirement in Public Primary Schools in Akure South and North LGAs, from 2013-2017?

HYPOTHESES

- The following hypotheses were formulated to guide the study:

- There is no significant difference in the number of retirees in Akure South and North LGAs of Ondo State.

- There is no significant difference in the number of male and female retirees in Akure South and North LGAs of Ondo State.

TEACHER, IN NIGERIA'S CONTEXT

In Nigeria, an individual is regarded as a teacher if he/she has been appropriately trained in any of the following institutions of learning and obtained the appropriate qualification:

- Faculty of Education of University

- College of Education

- National Teachers Institute

- Institute of Education of University

- School of Education of Polytechnic(FRN, 2004).

The qualifications to be obtained from the institutions include Bachelor of Education (B.ED), Bachelor of Science-Education (Sc Ed), Bachelor of Arts Education (B.A. ED, Nigeria Certificate in Education (NCE). To teach in a primary school in Nigeria, a person needed a Nigerian Certificate in Education (NCE) as the minimum qualification.

CONCEPT OF RETIREMENT AND TYPES

According to the Oxford Advanced Learners Dictionary, retirement is "to stop working at one's occupation," or "withdraw from one's position or occupation or active working life." According to Akinade (1993), it is a final stage of life when one leaves an occupation, which one had been involved in for a considerable length of one's working life. Denga (2010) views retirement as the longest vacation and a pleasurable experience while Okorodudu & Irikefe (2002) view it as the peak of carrier accomplishment. Akinboye (2004) considers it as a process in which an individual disengages from routine work performance. Akinloye (2002), cited in Oladunjoye & Omeni (2013) enumerated that work allows controlling it allows the individual to generate goals, the worker is allowed to like his skills, work gives variety to life, work enhances the individuals financial status, if affords him physical and social security, it gives the worker the opportunity for interpersonal contests, it places him in a valued social status, and it nurtures creativity. In light of these definitions, retirement can simply be explained as a situation where an individual is formally or officially stopped from an active work role. Work is how an individual can achieve improvement of self either materially, intellectually, or physically.

There are several types of retirements. Akinboye (2002) enumerated the following.

Age Related Retirement: In most of the employment in Nigeria, there is a specific age limit. The Nigerian teacher is expected to retire from active service at the age of sixty. Among the Nigerian lecturers in the universities, the retirement age is sixty-five years, whereas judges are expected to retire at the age of seventy. The length of service is thirty-five years.

Forced or Involuntary Retirement: A teacher may be forced to retire if he violates the law. Any teacher who is involved in the fraudulent practice, if he is tired and found guilty, may be forced to retire if the number of years he has put in the job is reasonable enough.

Forced or Involuntary Resignation: A teacher may be forced to resign his appointment when the employer consider the services of the teacher no longer needed either as a result of ill health or such a teacher is found guilty of a particular offense and as his continual stay on the job will

be inimical to the progress of the establishment. Teachers may also be advised to resign his appointment if he is considered non-productive on the job.

Voluntary Retirement: A teacher may voluntarily retire from the job if he has attained the required age limit on the job or has attained the maximum years of experience needed on the job.

Voluntary Resignation: A teacher may also voluntarily resign his appointment even when he has not attained the required age limit or years of experience. However, voluntary resignation often occurs when the teacher has found a better job or opting for a different profession. A teacher may disengage from work as a result of poor health.

Retirement due to Redundancy: A teacher may be retired from work if he is found to be redundant on the job. With modern technologies, it is envisaged that more teachers may be redundant if they don't move with the tide of the season.

Dismissal Termination: A teacher found to be involved in any fraudulent practice, or found guilty in a criminal charge that may threaten the continued existence of the organization, maybe dismissed or terminated from office.

Retirement Policy in Nigeria

Retirement is inevitable for every teacher in active service in Nigeria, especially in public schools. It may come as a result of age or years of service if there are no disciplinary issues. The policies and guidelines on employment, appointments, promotion, discipline, and retirement are called conditions of service or public service rules. Among these guidelines, is the length of service of a Nigerian worker including the teachers which stipulate that the maximum length of service for any worker to remain in service is 35 years while the maximum age for a civil servant to work is 65 years. In essence, the civil servant must leave service either on the attainment of the stipulated age of 60 years or 35 years of service. When a teacher reaches the age of sixty years in service, he/she has to retire from service mandatorily. Also, when a teacher has served for thirty-five years, such a teacher has to retire from service.

METHODOLOGY

Design

This study adopted descriptive and analytical research designs. A descriptive- design was used where data collected were subjected to analysis and used to describe the state of the retirement of teachers in the public primary schools in the two Local Government Areas of the State.

Population

The main population of this study is the one hundred and forty i.e. Public Primary Schools in the two selected Local Government areas of the State, comprising of 91 Public Primary Schools in Akure South and 58 Public Primary Schools in Akure North Local Government Areas. All the Headteachers of the schools constituted the target population of the study.

Sample and Sampling Techniques

All the one hundred and forty-nine (149) public primary schools in the Local Government Areas of the state were used for the study. There was thus no sampling carried out for the study.

Instrument: Validity and Reliability of Instrument

A questionnaire was the instrument used for data collection. The questionnaire consists of two (2) sections. Section A assessed the demographic characteristics of the public primary schools while section B contains proforma for indicating the number of class teachers, Assistant Headteacher, and Headteacher who retired from service in the Local Government Areas, from 2013 to 2017.

To ensure the validity of the instrument for data collection, the researcher gave the instrument to experts in the Department of Educational Psychology & Counselling, NOUN, Akure Chapter for content and face validation. Their advice and suggestions were incorporated into the final draft of the instrument. To ensure the reliability of the instrument, a test-retest method was used. A pilot study was conducted using a total of 10 schools (from each LGA). The instrument was administered twice, at an interval of two weeks. Responses in the pre and post-tests were recorded and correlated using the Cronbach Alpha correlation formula. The value obtained was 0.83 which indicates that the reliability of the instrument is satisfactory.

Method of Data Collection and Analysis

Permission to collect data was obtained from the Local Government Education Authority Secretariat at Akure South and Akure North. The researcher then visited each school to seek consent from management to research

explaining to the school Headteacher about the purpose of the study after which they were requested to respond to questionnaire items as honestly as they could.

They were assured of confidentiality and anonymity. The respondents were allowed two weeks to be able to respond to the items appropriately

Data collected through the questionnaires were analyzed using mean and percentages. While the hypotheses were tested using chi-square statistics.

DATA ANALYSIS

Table4.1: *Demographic Profile of Respondents*

Characteristics	N	%
AKURE SOUTH		
Number of Schools surveyed	90	100%
Age Group of Schools		
1-10 years	9	10%
11-20 years	16	18%
21-30 years	4	4%
Above 30 years	61	68%
Type of Schools		
Private	0	0%
Public	90	100%
AKURE NORTH		
Number of Schools surveyed	58	100%
Age Group of Schools		
1-10 years	8	14%
11-20 years	3	5%
21-30 years	2	3%
Above 30 years	45	78%
Type of Schools		
Private	0	0%
Public	58	100%

As indicated in table 4.1, ninety primary schools were surveyed in Akure South Local Government Area. Out of these, 9(10%) were within the range of 1-10 years, sixteen(16) within the range of 11-20 years, only four (4) within the range of 21-30 years while the remaining sixty-one (61) schools (68%) were above 30 years. In the case of Akure North Local Government Area, as further indicated in the table, fifty-eight (58) primary schools were surveyed. Out of the schools, 8(14%) were within the range of 1-10 years, tree(3) (5%) within the range of 11-20 years, only two (2) within the range of 21-30 years while the remaining sixty-one (61) schools (68%) were above 30 years.

Table4.2: *Teacher Retirees in Akure South LGA from 2013 to 2017*

Year	Head Teacher				Asst. Head Teacher				Class Teacher				Total				Total
	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	
2013	1	2	52	98	3	16	16	84	3	16	16	84	7	8	84	92	91
2014	2	4	43	96	1	8	12	92	3	13	21	88	6	7	76	93	25
2015	5	7	64	93	2	10	18	90	4	22	14	78	11	10	96	90	107
2016	4	6	60	94	8	22	28	78	0	0	10	100	12	3	98	97	110
2017	0	0	64	100	3	16	16	84	0	0	6	100	3	3	86	97	89
	12	4	283	96	17	16	90	84	10	13	67	87	39	8	86	92	
Total	295		62%		107		22%		77		16%		479		100%		479

Table4.3: *Teacher Retiree in Akure North LGA from 2013 to 2017*

Year	Head Teacher				Asst. Head Teacher				Class Teacher				Total				Total
	M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%	
2013	7	27	19	73	4	36	7	64	2	25	6	75	13	29	32	71	45
2014	7	64	4	36	2	33	4	67	3	38	5	63	12	48	13	52	25
2015	6	43	8	57	4	40	6	60	3	60	2	40	13	45	16	55	29
2016	1	7	13	93	1	25	3	75	1	25	3	75	3	14	19	86	22

2017	0	0	5	100	1	20	4	80	1	50	1	50		2	17	10	83		12
	21	30	49	70	12	33	24	67	10	37	17	63		43	32	90	68		
Total	70		53%		36		27%		27		20%			133		100%			133

Question 1

What percentage of the total retirees in Akure South and North LGAs combined are males and females respectively? Table 4.4 shows that the percentage of total retirees in Akure South and North LGAs combined are 13.4% male and 86.6% females. This revealed that from 2013-2017 there have been more records of retired female teachers than that of male.

Table4.4: *Descriptive presentation of Teacher Retiree in Akure South & North LGA*

	Male	Female	Total
Total Retirees	82	530	612
% Retirees	13.4%	86.6%	100%

Question 2

What is the trend of retirement in Public Primary Schools in Akure South and North LGAs, from 2013-2017?

Fig. 4.1 shows a fluctuating trend of retirement in Public Primary schools in Akure South from 2013-2017 revealing a reduction in the number of retirees from 2013-2014, a sharp increase from 2014 to 2015, a gradual increase in 2016 and thereafter gradual decrease/reduction in the number of retirees which is a sign of fluctuation in the trends of retirees in Akure South LGA
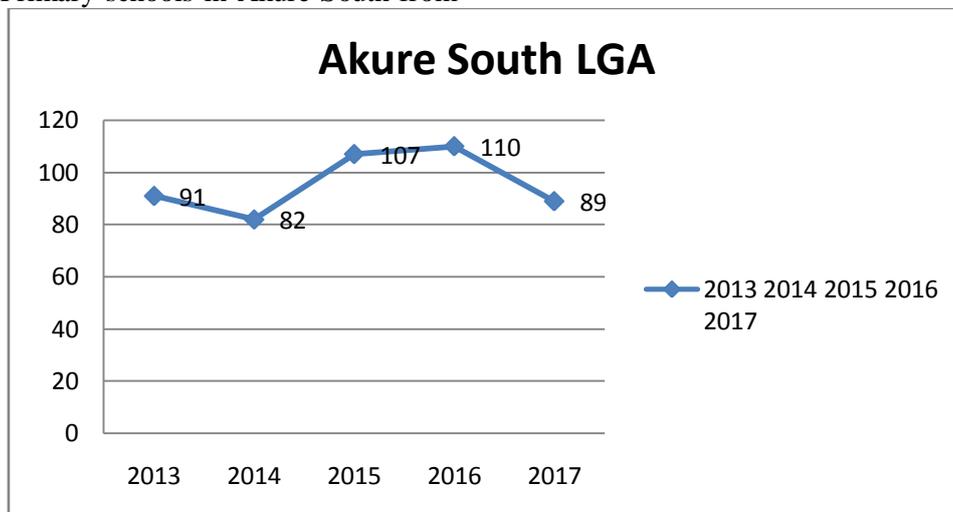

Fig4.1: *Chart representation of Teacher Retiree in Akure South LGA*
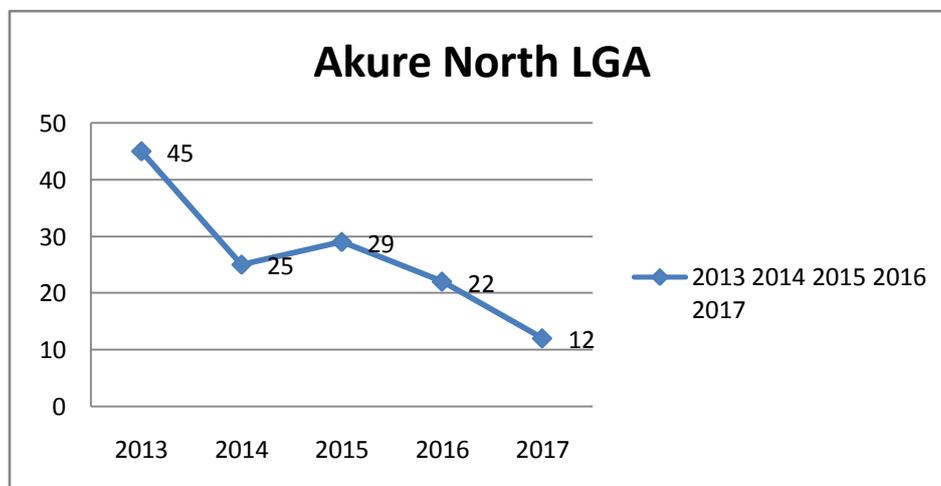

Fig.4.2: *Chart representation of Teacher Retiree in Akure North LGA*

Fig. 4.2 shows a downward trend of retirement in Public Primary schools in Akure North revealing a gradual decrease in the total number of retirees over the years except in 2015 when there was a slight increase.

HYPOTHESES TESTING

Hypothesis 1

H_0: There is no significant difference in the retirees in Akure South and North LGAs of Ondo State.

H_1: There is a significant difference in the retirees in Akure South and North LGAs of Ondo State.

Table4.5: **Data for testing Hypothesis 1**

Attribute	Male	Female	Total
Akure South	39 (64.18)	440 (414.82)	479
Akure North	43 (17.82)	90 (115.18)	133
Total	**82**	**530**	**612**

Decision Rule: Reject H_0 if Chi-Square calculated is greater than Chi-Square tabulated.

$X^2 = \sum (Oi-Ei)2/Ei$

Where Oi = Observed value and Ei = Expected value

$X^2_{calculated} = 4.14$

$X^2_{tabulated} = X^2_{.950} = 0.352$

Since $X^2_{calculated}$ (4.14) is > $X^2_{tabulated}$ (0.352) we reject H_0 and conclude that there is a significant difference in the retirees in Akure South and North LGAs of Ondo State.

Hypothesis Two`

H_0: There is no significant difference in the male and female retirees in the two LGAs combined from 2013-2017.

H_1: There is a significant difference in the male and female retirees in the two LGAs combined from 2013-2017.

Table4.6: *Data for testing Hypothesis 2*

Attributes	Male	Female	Total
2013	20 (18.22)	116 (117.78)	136
2014	18 (14.34)	89 (92.66)	107
2015	24 (18.22)	112 (117.78)	136
2016	15 (17.69)	117 (114.31)	132
2017	5 (13.53)	96 (87.47)	101
Total	82	530	612

Decision Rule: Reject H_0 if Chi-Square calculated is greater than Chi-Square tabulated.

$X^2 = \sum (Oi-Ei)2/Ei$

Where Oi = Observed value and Ei = Expected value

$X^2_{calculated} = 0.425$

$X^2_{tabulated} = X^2_{.950} = 3.325$

Since $X^2_{calculated}$ (0.425) is < $X^2_{tabulated}$ (3.325) we accept H_0 and conclude that there is no significant difference in the male and female retirees in the two LGAs combined from 2013-2017.

DISCUSSION

Two major findings can be deduced from the research questions answered and hypotheses tested. First and foremost, it has been found that female retirees are more than the male retirees in the two Local Government Areas. This is not a surprise because more females are showing an inclination to work in primary schools in Nigeria. Most of the male graduates are feeling reluctant to work in primary schools because of the perception that it is of low status to them.

It has also been found that there is no significant difference in the number of retirees in the two Local Government Areas. This could have been because a similar trend of retirement is taking place in almost all the Local Government Areas of the state annually. Most of the teachers recruited in the 1980s are thus due for retirement, having attained the mandatory thirty-five years in the service. Also, it must have been because most of the teachers that retired have reached the mandatory sixty years of age for a public servant in Nigeria.

CONCLUSION AND RECOMMENDATION

It can be concluded from this study that although efforts were being made by the government to retain teachers in their profession, many teachers do retire/leave teaching annually in Nigeria. Also, it can be concluded that more female than male teachers are retiring from service annually, which could be linked to hardship conditions; some of which

are very difficult for ladies to endure especially when working away from the family.

Based on the findings of this study, the following are recommended:

- Government, at the state and federal levels, should initiate a policy for an increase in the retirement age and length of service of teachers. In this case, seventy years for retirement age is suggested.

- The government should increase teachers' salaries and benefits, to enable them to invest in assets, stocks, bonds, and mutual funds ad thus prepare them adequately for retirement.

- The government should enlighten the teachers on the need to save for retirement and to offer retirement counseling to teachers early from 40 years of age and not two years to retirement to prepare teachers adequately for retirement

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