

Salaries and Teachers' Mobility Among Private Schools in Nigeria

Subair Sikiru Omotayo^{[a],*}; Yemisi Comfort Ojo^[b]; M. Olasunkanmi Aliyu^[c]

^[a] Professor, Educational Management, Obafemi Awolowo University, Ile-Ife, Osun, Nigeria.

^[b] Educational Management, Obafemi Awolowo University, Ile-Ife, Osun, Nigeria.

^[c] Department of Educational Leadership, Memorial University, Newfoundland and Labrador, Canada.

*Corresponding author.

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Abstract

Teachers' activities remain important in the growth and development of any nation because the origins of other professions are from teaching. These teachers are paid salary as an economic reward to motivate them to put in more efforts that in turn reflects positively on the efficiency and productivity of the school. However, these teachers are found leaving for other schools at will the very moment opportunities come, with such involving an extra pay. This study therefore sought to establish the determinants of salary administration, teachers' mobility factors, and determine if any significant relationship exists between salary administration and teachers' mobility in private schools in Nigeria. The study adopted survey research design. The population of the study comprised all the teachers and school heads in approved 1163 private schools spread across the three Senatorial Districts and 30 Local Government Areas (LGAs) of Osun state, Nigeria. Using the Multi-stage sampling procedure, 360 teachers and 27 head teachers were selected. From each of the three senatorial districts in Osun State, three Local Government Areas were selected using purposive sampling technique. Also, from each Local Government, four private schools were selected using purposive sampling technique. The justification for this is to select big schools that are likely to have experienced teachers' mobility. Data were collected using a self-designed and validated instrument titled: Salary and Teachers' Mobility Questionnaire (STM-Q). Data collected were analyzed using frequency

counts, and percentages for the descriptive aspect of quantitative while correlation was used for the inferential aspect. The results showed determinants of salary in private schools to be whenever school income increases (96.7%), qualifications (84.6%), and students' school fees (53.2%). Teachers' mobility in private schools were as a result of welfare package (41.3%), 59.4% believed teachers' workload, 50.1% attested to opportunities for professional advancement offered and better salary elsewhere (60.5). The study thus concluded that private school owners and critical stakeholders should face current economic reality while determining their teachers' salary with attention paid to other incentives to discourage incessant mobility of private school teachers. This is for the fact that a significant relationship exists between salaries and teachers' mobility.

Key words: Salaries; Teachers; Teachers' mobility; Private schools

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INTRODUCTION

Teachers in this contemporary society are the brainbox of all levels of education across the world. Teachers' activities remain important in the growth and development of any nation because the origins of other professions are from teaching profession. Therefore, the relevance of this profession to the country around the world shows that teachers are the major contributors to determining school improvement. They attend to varieties of students' needs, feelings, and experiences. They also give information and listen when need be, demystify some issues,

demonstrate skills, subject student to test to evaluate their capacity; facilitate learning activities through note taking, interaction with students, giving assignment, practices and simulations. Teachers see to needs of the learners who come to school from different background with dissimilar sets of experiences and expectations. To measure up with these enormous tasks require teachers who are proactive, efficient and open to new ways of teaching that are capable of supporting students in different needs.

Teachers especially at basic and secondary levels are the important figures in the education enterprise because, they serve as foundation builders for all children by exposing them to basic knowledge needed to be integrated into the society. Besides, their influences are always felt in every aspect of life. Therefore, the effectiveness of any educational level depends greatly on the readiness of school teachers because no level of education can be qualitatively higher than the quality and commitment of its teachers. The fact remains that teaching and learning at basic and secondary schools greatly depend on teachers because, the duo breeds for subsequent levels of education, as there can be little or no meaningful political development and socio-economics in any country without teachers. It is on teachers' numbers, devotion and quality that rest the effectiveness of all educational arrangements, development and growth. Even the educational planners may have the best educational policies and designs, the government may make attempt to provide educational support to the educational system as a whole but nevertheless, the ultimate realization of any set of aims for education depends largely on the teachers as they serve as second parents for the children. The teacher will play a huge role in translating policies into action and principles into practices in their interaction with their learners.

Meanwhile, school instructors are a part of the resources that must be adequately provided and managed for quality output and enhancement of teaching-learning process in schools because teachers at this level of education are the persons who facilitate knowledge to ensure that pupils are made to acquire foundational knowledge needed to be acclimatized into the society; thus, become useful to themselves and the society. Teachers at this level are crucial for the learners as no organized educational activity can be carried out in schools without the committed teachers. They implement policies of educational, they demystify the compendium of curriculum and as well play important roles in the achievement of educational objectives at all levels especially at primary level (Ogunyinka, Okeke & Adedoyin, 2015). For all these attributes about teachers to be accomplished, there is the need for salary to be paid as and when due and the salary must commensurate with work done because it is one of the factors that motivate the teachers to discharge their responsibility as required.

Salary could be seen as a form of monetary payment or episodic compensation made by employer to his employees for the service rendered or the work done. The employee or worker provide his/her services and receive payment in return such as salary/wages. Industrial workers are usually paid remuneration for their services, especially in terms of money called wage payment, which is usually paid in cash at the end of the day, week or as the case may be. It is called salary if the payment is made at the end of the month attached with other allowances. Salary can also implies the cost of gaining human resources in order to ensure the smooth running of operations, and are designated at different positions and employers bear personnel disbursement or salary expenses. Salary is an indicator, that play a huge role in motivating teachers and their behavior towards the goals of employer (Oshagbemi, 2000).

Therefore, salary is a part and parcel of any organisational success. It play a huge role in enhancing employees interest towards work, which in turns reflect positively on the productivity and efficiency of the organisation. It is an economic reward for the services rendered over a specified period of time usually monthly as is the case with school teachers in Nigeria. Salary motivates teachers to contribute their best for the achievement of educational goals, it improves teachers' morale, gives them drives to ensure that contents of the curriculum are demystified for the learners so that they become better people in the society. Salary is one crucial factor in attracting teachers to schools, persuading them to remain and inducing them to contribute positively to achieve school goals and education at large. The significance of teachers' salary stems mainly from the fact that it provides income to the teachers; it represents the most crucial cost item to the employers; it is the single largest recurrent cost for schools; it provides means of satisfying wants and needs of teachers and that it is a major component of the compensation process, which is aimed at reimbursing the teachers for their work and motivating them to perform to the best of their abilities.

Salary gives teachers drive, positive attitudes and better performance to put their best for efficient achievement of school goals. Salary is significant to teachers at all levels because it constitutes a major share of their income in one way or the other. It is indeed one of the main springs of motivation in the society as it provides more than a means of satisfying the physical need but also provides recognition. It is also used to help build teachers' loyalty and commitment, and to increase job satisfaction, turnover and reduce absenteeism and presenteeism, complaints and grievances. Salary in schools especially in private schools should however aim at satisfying the needs of teachers including desires self-esteem and security; at attracting, motivating and retaining teachers; thus, competing with similar schools and achieving desired performance.

Consequent upon this, it becomes expedient to ensure appropriate and regular payment of the teachers' salary (Obanya, 2010).

Ideally, teachers stay in school is not tenured but then one would expect that a teacher should remain in their schools for up to 5 years, even before he/she can think of moving to another school. However, teachers frequently change schools especially at private schools before the year ends to seek greener pasture elsewhere without considering its implications for teaching, learning and success of the pupils; but teachers only consider staying in a particular school if they feel that there is fair treatment where they are and equitable with similar skill in some other schools.

LITERATURE REVIEW

A research carried out by Rynes et al. (2004) on the importance of pay in employee motivation with emphasis on the discrepancies between employees report and performance postulated that while there are a good number of factors that motivate employees and determines their choices to join or leave an organisation, salary remains the most basic motivator. Other factors may include personal interest, participation in decision making, and the likes. The study reviewed behavioral evidences of workers and affirmed the powerful effects of monetary incentives on workers. It was evident that employees' decision to pursue goals within the organisation and exert their commitment towards such is predated on how well they are financially remunerated. As a result, it is imperative for managers to consider not only non-monetary gains but financial benefits as well, which is a vital arsenal for attracting, motivating, and retaining employees. It was concluded that monetary rewards such as salary are highly important to employees and it would be a mistake for any organisation to agree otherwise. Hence, the need for managers to take complaints about pay seriously, fix salary at or above market pay level and evaluate salary system with appropriate measure of reverence to the strength of the pay-performance relationships.

A similar study by Rai Technology University (2014) on wages and compensation management affirmed that workers' financial compensation has taken a new shift simply because organisational operations have also moved from individual tasks to team tasks. As a result of this new trend in the manner at which employees collectively discharge their roles, organisations also need to commence payment of salary to individual workers based on the performance of their team through the team-based compensation technique. This technique is a method of salary administration that must be implemented in all fairness and easily communicated to staff. It was also argued that the effective implementation of team-based reward system necessitates the following prerequisite:

interdependent jobs, objectivity while measuring team's performance, social support for teams, an organisational principle that brings about collaboration among team members at all levels, well organized communication between managers and employees, organisational structure that fosters team attitude etc. Employers of labour are enjoined to take team-based reward very important as individual compensation because success of any individual employee is hinged on the success of the team he or she belongs. This will therefore promote cooperation and collaboration in the workplace.

It is evident from the work of Harma (2011) which compared the relationship between job satisfaction and salary satisfaction in private and public sector organisations that employees' job satisfaction in private sector is high simply because the salary system is comparatively good and higher than that of the public organisations. Meanwhile, the jobs in public organisations are also considered to be satisfactory not for reason of high salary but for job safety and security which is totally not the situation with employees in the private organisations; the private organisations are mostly challenged with instability, insecurity and job pressures even though they have greater value on monetary rewards. It should be noted that high salary and job security being factors of job satisfaction in private and public organisations respectively, as indicated in the study should be well factored into salary administration of any organisation.

Ajoku (2005) indicated that most teachers who seek for upgrading are mainly from rural schools. For them, this is an opportunity to break away from the hold of rural areas. The implication of this upgrading he added is that it has continued to affect the teaching work force of rural schools since teachers, especially female teachers posted in replacement of these transiting teachers, have always refused rural posting, because they would like to stay with their families in the urban areas and regard any posting outside the urban areas as a form of punishment and therefore attend to classes at their will. Similarly, Shymala (1990) at a conference in France considered the issue of salary as something sacrosanct in the profession of teaching and it was unanimously agreed upon that salary should be improved for teachers and salary scales must be reviewed at a regular interval. While reviewing the salary scale, the purchasing power of money must also be factored in to ensure teachers' retention at all levels of education.

It is no doubt that salary play a significant role in job fulfilment and displeasure and invariably in teachers' retention. Susanna and James (2007) however noted that despite the widely held view that happiness cannot be bought with money, it is a universal medium of exchange, money is certainly the key to a great many things that matter to people. Härmä (2011) wrote that the major

reason for teachers' mobility is salary. Okendu (2012) posited that there is a significant relationship between teachers' commitment and the salary. Teachers tend to stay in a school for a very long time if there is a robust salary and other welfare packages. A study by Maicibi (2003) suggested that salary can be a major factor that contributes to teachers' satisfaction or dissatisfaction on the job. Mulkeen (2007), concluded that low salary is one of the most important reasons of demotivation of employees that other factors such as feedback, appreciation, chance for advancement and the value of the organisation, management supervision and co-workers' behavior play crucial roles in the motivation of teachers. However, Monyatsi (2006) stated: "but only money is not able to fulfill the needs of human beings" so, Okendu (2012) stressed that when monetary rewards are combined with proper feedback and recognition, motivational level of employees will be increased. This is affirmed as Adeyemi (2008) asserted that teacher's attrition is usually in place as a result of frustration and the low status that has been attributed to the teaching career in the society.

Adepoju and Fabiyi (2007) declared that, above all stated condition of service, salary is the most crucial indicator that play a huge role in predicting a teacher's productivity and performance. Furthermore, they noted that job that offers a higher rate of salary would attract more and better qualified personnel than a job with lower pay. Studies has however shown that teachers salaries are inadequate. Hence, It is however difficult for teachers to meet their basic needs , especially considering the salaries paid to other workers within other sectors such as engineer's, banker's , nurses and other office works. In Nigeria, a person's social worth largely depends on the size of his earnings or acquired monetary wealth exhibited in either building raised , types of houses he can afford to live in and type of cars he uses.

Viano, Pham, Henry, Kho and Zimmer (2018); Ingersoll and May (2012) are of opinion that the rate at which teachers are leaving the profession for another job is very high. This may be attributed to the recent anomalies confronting the education sector in terms of poor remuneration, skill mismatch, low motivation, heavy workload etc. As a result, the rates of entries, exits and transfers in and from the teaching profession have increased tremendously, thereby making the market dynamics of the teaching job difficult to comprehend and manage. Keigher (2010) specifically noted that about eight percent of the total workforce in U.S. which constitute over 50 percent teachers left the teaching profession. Also, Ugwu (2005) believes that there is every possibility that teachers are likely to stay on the teaching job for a long period when they are motivated by way of promotion as and when due; or show apathy towards teaching when stagnated in one rank for years, and this is not healthy for implementation of instructional programmes.

It should not be forgotten that teachers' influences are always felt in every facet of life because the success of any educational system depends greatly on the efficiency of the teachers. It is on teachers' efficiency that the educational arrangements, development and growth rest on. Therefore, teachers are saddled with the responsibility of developing the intellect, emotion, social, spiritual and physical make-up of the children within and outside the school premises to ensure that their three Hs hand, head and heart are developed to make them useful for themselves and entire nation. Most of the time, Teachers are spiritually committed and can be emotionally concerned about the development of learners. They encourage the maximization of the learners' potentials in order to make him/her an acceptable and productive member of the society (Aklahyel, Ibrahim, & Bawa, 2015). This means that the teachers go a long way to make lots of sacrifices to ensure that students that are performing below average level are well integrated into the class such that they will be able to measure-up with their peers who are performing excellently. They look out for ways of coping with learners' individual differences in perception.

STATEMENT OF THE PROBLEM

Teachers are the most indispensable entity in the society because of their immense contributions to the progress of the country by ensuring that pupils are taken through the learning processes which will make them functional members of the society, contributing to national development and be self-reliant. The development of any country heavily depends upon the quality of its teachers as no nation is capable of developing without the contribution of responsible and motivated teachers. Observations have shown that private school teachers constantly move from one school to the other without minding the implications on the pupils if they feel unfair treatment in their present work place. No wonder that teachers frequently change schools before the year ends to seek greener pasture elsewhere without considering its implications for teaching, learning and success of the pupils but only stay in a school if they feel that there is fair treatment. A large number of teachers are coming and leaving especially the private schools due to the sole reason of better salary elsewhere. Even, many teachers are switching to other non-teaching jobs while vacancies created by these teachers are being filled with incompetent and untrained teachers. For these and other reasons, teachers' retention in private schools has become a priority issue nation-wide. It therefore becomes expedient to examine relationship between salary and other factors of teachers' mobility among private schools in Nigeria.

RESEARCH QUESTIONS

- i. What are the determinants of salary administration in private schools in Nigeria?
- ii. What are the causes of teachers' mobility in private schools in Nigeria?

RESEARCH HYPOTHESIS

H₀₁: There is no significant relationship between salary administration and teachers' mobility in private schools in Nigeria.

METHODOLOGY

The study adopted survey research design. This design was considered suitable because it enabled the researchers to sample opinions of respondents who are representative enough to give required data for the study. Thereafter, generalization was made. The population of the study comprised all the teachers and school heads in approved 1163 private schools spread across the three Senatorial Districts and 30 Local Government Areas (LGAs) of Osun state. (Source: Osun State Ministry of Education, June, 2020). The Multi-stage sampling procedure was used for selecting 360 teachers and 27 head teachers. From each of the three senatorial districts in Osun State, three Local Government Areas were selected using purposive sampling technique. Also, from each Local Government, four private schools were selected using purposive sampling technique. The justification for this is to select big schools that are likely to have experienced teachers' mobility. From each LGA., 10 teachers from each school were selected using snowball sampling technique to ensure that teachers selected were those that have experienced mobility in one way or the other. Also, all the 27 headteachers in the selected schools were purposively considered for the study because it is believed that they would have had sufficient knowledge of salary administration and teachers' mobility in private schools in Osun State. Data were collected using a self-designed research instrument titled: Salary Administration and Teachers' Mobility Questionnaire (SATM-Q); validated via pilot study and reliability ensured by subjecting it to test-retest reliability method. Data collected were analyzed using frequency counts, and percentages for the descriptive aspect of quantitative while correlation was used for the inferential aspect.

RESULTS AND DISCUSSION

Research Question 1: What are the determinants of salary administration in private schools in Nigeria? To answer this, data obtained were subjected to analysis using percentage and the results are presented in Table 1.

Table 1 shows the determinants of salary administration in private schools. Majority of the participants 384 (96.7%) agreed that teachers experience

little increase in salary whenever school income increases. In addition, the respondents 336 (84.6%) also agreed that teachers' qualifications determine their salary. However, 245 (61.7%) of the respondents disagreed that teachers' work rate determines their salary. Also, 211 (53.2%) respondents disagreed that teachers' salary is based on the students' school fees. Likewise, 309 (77.8%) of the respondents disagreed that the number of subjects taught determine teachers' salary and 361 (91%) of the respondents also disagreed that school location and that of teachers determine their salary. Conclusively, the results showed that the determinants of salary administration in private primary schools in Osun State include, teachers' qualifications and school income.

Table 1
Determinants of Salary Administration in Private School

S/ N	Determinants of Salary	SA	A	D	SD
1	Increase in School Income	137 34.5%	247 62.2%	13 3.3%	0 0.0%
2	Teachers Work Rate	65 16.4%	87 21.9%	208 52.4%	37 9.3%
3	Teacher's Qualifications	185 46.6%	151 38%	61 15.4%	0 0.0%
4	Students School Fees	38 9.6%	148 37.3%	125 31.5%	86 21.7%
5	Number of Subjects Taught	0 0.0%	88 22.2%	212 53.4%	97 24.4%
6	School Location	0 0.0%	36 9.1%	252 63.5%	109 27.5%

Research Question 2: What are the causes of teachers' mobility in private schools in Nigeria? To answer this question, data obtained were subjected to analysis using percentage and the results are presented in Table 2.

Table 2
Causes of Teachers' Mobility in Private School

S/ N	Teachers' Mobility Factors	Very High	High	Moderate	Low
1	Better salary elsewhere	240 (60.5)	100 (25.1)	57 (14.4)	0 (0.0)
2	School welfare package	99 (24.9)	134 (33.8)	164 (41.3)	0 (0.0)
3	Students' behaviour	0 (0.0)	150 (37.8)	223 (56.2)	24 (6.0)
4	Relative job security	37 (9.3)	210 (52.9)	150 (37.8)	0 (0.0)
5	Teachers' workload	25 (6.3)	112 (28.2)	236 (59.4)	24 (6.0)
6	Opportunities for professional advancement	25 (6.3)	173 (43.6)	199 (50.1)	0 (0.0)
7	School administrative style	75 (18.9)	172 (43.3)	150 (37.8)	0 (0.0)
8	Opportunity for collegiality	0 (0.0)	210 (52.9)	175 (44.1)	12 (3.0)
9	School ineffectiveness	100 (25.2)	198 (49.9)	75 (18.9)	24 (6.0)
Average Total:		63 (15.8)	165 (41.6)	148 (37.3)	21 (5.3)

Table 2 shows other causes of teachers' mobility in private schools. Researchers were informed by 164 (41.3%) of the respondents that school welfare package determines teachers' mobility. In a similar trend, majority of the respondents 223 (56.2%) were of the opinion that students' behaviour determines teachers' mobility. Likewise, many of the respondents 236 (59.4%) believed that teachers' workload determines mobility and slightly more than half of the respondents 199 (50.1%) attested that opportunities for professional advancement offered determine teachers' mobility. However, better salary elsewhere had very high tendency to contribute to teachers' mobility in private schools with 240 (60.5) respondents attested to it. Also, majority of the respondents 210 (52.9%) believed that job security determines teachers' mobility. Also, 172 (43.3%) of the respondents believed that school administrative style determines teachers' mobility. Majority of the respondents also 210 (52.9%) were of the opinion that collegiality equally determines teachers' mobility and 198 (49.9%) of the respondents also informed researcher that school ineffectiveness was another factor of teachers' mobility.

It was established that teachers' mobility in private schools is because of the reasons like salary differentials, better employment opportunities elsewhere, and school administrative styles. To corroborate the findings, Obanya (2010) argued that man is an economic being; whose attitude to work can only be influence largely by monetary rewards such as money. He further, asserted that, salaries paid to workers is very vital as a result of monetary demands, which is needed for people to satisfy their needs for security, status, recognition and affiliation. For instance, in Nigeria a person's social worth depends largely on money acquired and the size of his/her earnings exhibited, the types of houses, the location and the exact type of car purchased. Findings that the rate at which teachers are leaving the profession for another job is very high. This may be attributed to the recent anomalies confronting the education sector in terms of poor remuneration, skill mismatch, low motivation, heavy workload etc. As a result, the rates of entries, exits and transfers in and from the teaching profession have increased tremendously, thereby making the market dynamics of the teaching job difficult to comprehend and manage. Keigher (2010) specifically noted that about eight percent of the total workforce in U.S. which constitute over 50 percent teachers left the teaching profession.

Also, Ugwu (2005) believed that there is every possibility that teachers are likely to stay on the teaching job for a long period when they are motivated by way of promotion as and when due; or show apathy towards teaching when stagnated in one rank for years, and this is not healthy for implementation of instructional programmes.

H₀₁: There is no significant relationship between salary administration and teachers' mobility in private schools in Nigeria. To test the hypothesis, data obtained were subjected to analysis using inferential statistics of Pearson Product Moment Correlation. The results are presented in Table 3.

Table 3
Significant relationship between Salary Administration and Teachers' mobility

		Salary Administration	Teachers' Mobility
Salary Administration	Pearson Correlation	1	.743
	Sig. (2-tailed)		.016
	N	397	397
Teachers' Mobility	Pearson Correlation	.743	1
	Sig. (2-tailed)	.016	
	N	397	397

Source: Field Survey, (2021).

Table 3 shows the significant relationship between salary administration and teachers' mobility in private schools in Nigeria. From Table 3, the results showed the relationship between salary administration and teachers' mobility was significant (Pearson Correlation = .743; $p > 0.05$). That is, the value of the relationship ($p = .016$) was lesser than the value α at ($p < 0.05$). Therefore, the hypothesis was rejected, hence, there is significant relationship between salary administration and teachers' mobility in private primary schools in Osun State.

The study found that there is significant relationship between salary administration and teachers' mobility in private schools in Osun State. This is in line with the position of Susanna and James (2007) that pay or salary is an important factor in job satisfaction and dissatisfaction and invariably in teachers' retention. Although, it is rightly said that happiness cannot be bought with money, as a universal medium of exchange, money is obviously the key to a great many things that matter to people. Therefore, in most cases, the reason for teachers to leave teaching job is the issue of remuneration. Also, Maicibi (2003) suggested that salary can be a major factor that contributes to teachers' satisfaction or dissatisfaction on the job. Similarly, Mulkeen (2007) concluded that low salaries is one of the most important reasons of demotivation of teachers that other factors such as feedback, appreciation, chance for advancement and the value of the organisation, management supervision and co-workers' behavior play crucial roles in the motivation of teachers.

CONCLUSION

This study concludes that the determinants of salary administration in private primary schools are: school

income, teachers' qualifications, and teachers' bargaining power, degree of need of particular teachers and of service. Also, other causes of teachers' mobility in private schools are reasons like salary differentials, better employment opportunities elsewhere, and school administrative styles. Finally, there is significant relationship between salary administration and teachers' mobility in private schools.

RECOMMENDATIONS

Based on the findings of the study, it was recommended that private school owners and critical stakeholders should face current economic reality while determining the salary of private school teachers in Nigeria. Hence, expected attention needs to be paid to other incentives for teachers in private schools in Nigeria to discourage incessant mobility of private school teachers.

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