

Personnel Management Practices for Secondary School Teachers' Retention in Afikpo Education Zone of Ebonyi State, Nigeria

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ABSTRACT

The study assessed the principals' personnel management practices for teachers' retention in secondary schools in Afikpo Education Zone of Ebonyi State. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey design. The population comprised seven hundred and twenty nine (729) teachers from 97 public secondary schools in Afikpo Education Zone, Ebonyi State. The sample of the study comprised two hundred and nineteen (219) teachers from seventy three (73) public secondary schools in Afikpo Education Zone of Ebonyi State (109 males and 110 female teachers) drawn through stratified random sampling technique. The instrument for data collection was researchers-developed questionnaire titled "Principals' Personnel Management Practices Questionnaire (PMPQ)". The instrument was validated by three lecturers in Faculty of Education, Ebonyi State University and reliability established which yielded the overall index of 0.73. Data collected were analysed using mean and standard deviation while the data on hypotheses were tested using t-test of independent sample at 0.05 level of significance. The study revealed among other things that promoting teachers' welfare packages and involving teachers in decision making by principals as a management practice positively affects teacher' retention in public secondary school in Afikpo Education Zone of Ebonyi State. There was no significant difference ($p > 0.05$) in the mean ratings of male and female teachers on the extent promoting teachers' welfare packages and teachers' participation in decision making by principals affects teacher' retention in public secondary school in Afikpo Education Zone of Ebonyi State. Based on these findings, the researchers recommended among other things that the All Nigeria Conference of Principal of Secondary Schools (ANCOPSS) should engineer the government on ensuring the advocacy and serve as pressure group on the government to ensure that teachers are remunerated, paid on time, provide healthcare services and promoted as at when due, among others to motivate them to stay in teaching profession.

Keywords: Personnel Management Practice, Teachers' Retention, Secondary Schools

INTRODUCTION

Every organization, formal or informal is characterized by the interplay of several variables that are often harnessed to achieve predetermined objectives. Among the variables include humans, materials, money, machines, school plants, time and other resources. All these resources mentioned herein, have a significant contribution that can make or mar the progress of the organization [1, 2, 3]. Humans constitute part of the most important factors in school growth and development. It is the persons who are available in an organisation that control every other resources in the organisation. Just like humans control other variables, they too, need proper management for

improved productivity and work performance [4, 5, 6]. Personnel management is a cooperative endeavour aims at achieving common goals of secondary schools [7, 8, 9]. According to [10, 11, 12], it is that phase of management which deals with the management of human resources of the organizations as distinguished from other resources. This definition shows that personnel management deals with the efforts directed towards coordinating and mobilizing human resources of the organization to achieve stated goals and objectives [13, 14].

The principals' role as a personnel manager in secondary schools is to

motivate, ensure that training of staff, placing of staff, as well as utilizing and maintaining an effective workforce geared towards the accomplishment of secondary school objectives. The responsibility for good personnel administration rests on every principal in secondary schools. Personnel management cannot be achieved by an individual. It is the sole responsibility of principals in secondary schools in Nigeria. These responsibilities could be regarded as principals' personnel practices [15, 16].

Personnel Management Practice involves planning, organizing, directing and controlling various operative functions of procuring, developing, maintaining and utilizing a labour force such that the objectives, for which the school is established, are attained efficiently and effectively [17]. This definition as portrayed covers all the activities carried out by the school principals to ensure that human resources of the schools are properly mobilized and utilized [18] adds that personnel management is the systematic process of obtaining, using and maintaining a satisfied workforce. It is a significant part of management concerned with employees at work and with their relationship within the organization [19]. She further states that personnel management is a set of activities aimed at coordinating human resources with the aim of achieving organizational goals in an efficient and effective manner. From these definitions, one could add that personnel management is the acquisition of personnel or human resources and co-ordination of their performance within the organization. [20] explain that human resource management in any organization (education or otherwise) is part of the process of management in general that focuses on the people as aspect of management, ensuring that the objective of the organization is met. In order words, personnel management practice is the activities conducted for effective utilization of people at work to achieve the aims and objectives of the organization. In the context of this study, personnel management practice includes all the activities directed towards maintaining

Aja-Okorie and Uche conducive working environment for teachers in order to ensure that teachers remain on the teaching profession without high attrition to other professions. One of such activities that could enhance teacher's retention in public secondary schools is the periodic in-service training of teachers [21].

Welfare of staff is also an important personnel management function. It deals with conditions of service and provision of social amenities at work place. [22] maintains that welfare of staff include such issues like adequate and prompt payment of salaries and allowances, grant of study leave, grant of maternity leave and sick leave, among others. The observation of the researcher from her interaction with teachers in the area showed that for some time now, there is no in-service training for teachers in Ebonyi State. This observation was confirmed by the data collected from the Secondary Education Board Abakaliki in 2022 which submitted the last training given to teachers was in 2018. A situation like this might result to poor knowledge progression and consequently leads to poor retention. However, promoting teachers' welfare packages could equally results in adequate participation of teachers in decision making of the schools [23].

Teachers' participation improves the quality of managements' decisions since there is greater diversity of views and expertise as inputs to decision making. According to [24], the decision making area at this level includes areas that affect the school as a whole. For example, setting school goals, formulation of school policies, formulation of admission policy, compilation of school budget, personnel management and staff development programmes. The advantage with this type of strategy is that groups can generate a greater number of alternatives that are of a higher quality than the individual. From the above, it is paramount to note that differences in leadership practices alone cannot adequately explain why teachers vary in their involvement in school improvement [25]. Although, some teachers may not participate actively in

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school no matter the encouragement given to them by their principals [26]. Thinking of a principal's efforts to have the teaching staff more engaged in school improvement as an invitation to take part in a professional learning process could however lead to teachers' retention in secondary schools. It is imperative to note that principals' in-service training practice, welfare practice, promotion of teachers practice, principals/ teachers' relationship practice, and participation of teachers in decision making practice could enhance teachers' retention in public secondary schools.

Teachers' retention is crucial in keeping the secondary educational system on track. Teacher retention in education refers to the steps or practices put in place to motivate teachers, to encourage teachers to stay in the field in order to prevent competent and valuable teachers from leaving their job [4]. It involves taking appropriate measures to encourage employees to remain in a work organisation for a maximum period of time [8]. This means that recruiting teachers to teach in secondary schools is important but retention is equally as important as hiring. Teacher retention aims at addressing the needs of teachers to enhance their job satisfaction and to reduce turnover [11]. If teachers are not well remunerated and their promotions are not regular, this is expected to have adverse effect on their retention in the teaching job.

Teacher retention is therefore a function of the "motivational factors they enjoy" [16, 19, 20, 23]. [22], add that work environment heavy workload and lack of promotion opportunities for teachers are factors contributing to teachers' turnover. Therefore, retaining the desirable teaching force in the secondary school system is imperative because it encourages better services and enhances high productivity and continuity of the school system. It is imperative to note that in secondary school teachers are not well remunerated and their promotions are not regular, it would affect their retention in the teaching job. The problem of teachers' retention in secondary schools therefore may be

Aja-Okorie and Uche influenced by personnel management practices adopted by the principals in secondary schools. This is because an effective and efficient personnel management makes for a good school organization that in itself brings academic success. School organization is regarded as good and productive if it is characterized with good personnel management. Such management is recognized by the competency, honesty, loyalty, inspirational stride and co-operation of the staff. However, the extent to which principals apply personnel management practice may be influenced by their gender characteristics or traits.

Gender is the social ascribed status or roles expected from male and female in every society. These role differences define what a man or woman would be able to do in family, education, politics and religious. According to [8], gender is the sociological or cultural ascribed role differences that exist between male and female, boys and girls as well as men and female. These role differences that exist between male and female vary according to various societies. For instance, the role expected from women in African society is different from American society. In Africa, a man is in charge of every cultural and social rite while in Europe or America; a woman may be equal with a man in every aspect of the society. For instance in Ebonyi, women are not allowed to break kola nut or perform some social rites like marital rites. However, in Africa, this social and cultural role differences defines what a woman or man can do which culminates to various activities in the society such as educational leadership and management. According to [13], gender is an ascribed status that refers to the social stratification of humans into masculine and feminine categories, as well as the social positions and personality traits that are linked to masculinity and femininity in particular social contexts. Schwarz (2010) notes that the feminine traits include being emotional and dependent, while masculine traits include assertiveness and ambition. These traits could affect the personnel management practice of school principals as may be perceived by male and female

teachers in public secondary schools in Nigeria. It is against this background that the present study is indented to appraise the differences that exist between male

Statement of the Problem

Teachers' attrition rate in Ebonyi State keeps on increasing every year. Observation revealed that a large number of teachers leave the teaching profession in search of white collar jobs outside the secondary education sub-sector. This was evident when the Ebonyi State Secondary Education Board [10] reported that in 2009, the State lost 10.90% of teachers as a result of attrition. In 2010, the percentage increased to 15.50% and in 2011, the percentage rose to 21.10% [11]. This suggests that all is not well with the secondary school system in the state in terms of teachers' retention. The general public, parents and some educational administrators attribute this to ineffective personnel management practices. There is inadequate continuous training programme for teachers and the results of performance appraisal are not properly utilized for promotion and further training of teachers which would have served as a bond to keep the teachers in the school system. The compensation system seems not to be properly managed particularly the incentives which are not adequate to

Purpose of the Study

The main purpose of this study was to appraise the personnel management practices on secondary school teacher retention in Afikpo Education Zone of Ebonyi State. Specifically, the study is designed to;

1. Find out the extent promoting welfare packages by principals as a management practice affects

Research Questions

The following research questions guided the study:

1. To what extent promoting teachers' welfare packages by principals as a management practice affects teacher' retention in public secondary school in Afikpo

Hypotheses

The following null hypotheses tested at 0.05 level of significance guided the study:

Aja-Okorie and Uche and female principals particularly in Afikpo Education Zone of Ebonyi State using the opinions of male and female teachers as a moderating variable.

motivate teachers to remain on the job. It is worrisome to note that teachers' promotion, salary payment and other entitlements are unduly delayed. In most secondary schools in the area, most teachers are not directly involved in the process of decision-making, and the relationships between the principals and teachers appear to be unhealthy, sometimes resulting in conflicts. Similarly, the health programmes for teachers are not usually implemented and managed as it is in other parastatals. The consequence of the above problems is that many teachers could lose interest in their teaching profession resulting to low retention in public secondary schools in the area. Nevertheless, there is still an observed gap of knowledge on the personnel management practices of school principals on teachers' retention in secondary schools in Afikpo Education Zone of Ebonyi State. The thrust of this study was to appraise the personnel management practice for teacher retention of secondary schools in Afikpo Education Zone of Ebonyi State.

teacher' retention in public secondary school in Afikpo Education Zone of Ebonyi State.

2. Determine the extent promoting teachers' participation in decision making process by principals affects teachers' retention in public secondary school in Afikpo Education Zone of Ebonyi State.

Education Zone of Ebonyi State?

2. To what extent promoting teachers' participation in decision making process by principals affects teachers' retention in public secondary school in Afikpo Education Zone of Ebonyi State?

HO₁: There is no significant difference in the mean ratings of male and female teachers on the extent

promoting teachers' welfare packages by principals as a management practice affects teacher' retention in public secondary school in Afikpo Education Zone of Ebonyi State.

female teachers on the extent promoting teachers' participation in decision making process by principals affects teachers' retention in public secondary school in Afikpo Education Zone of Ebonyi State.

HO₂: There is no significant difference in the mean ratings of male and

Conceptual Review

The conceptual framework of the study is presented on the schematic diagram below:

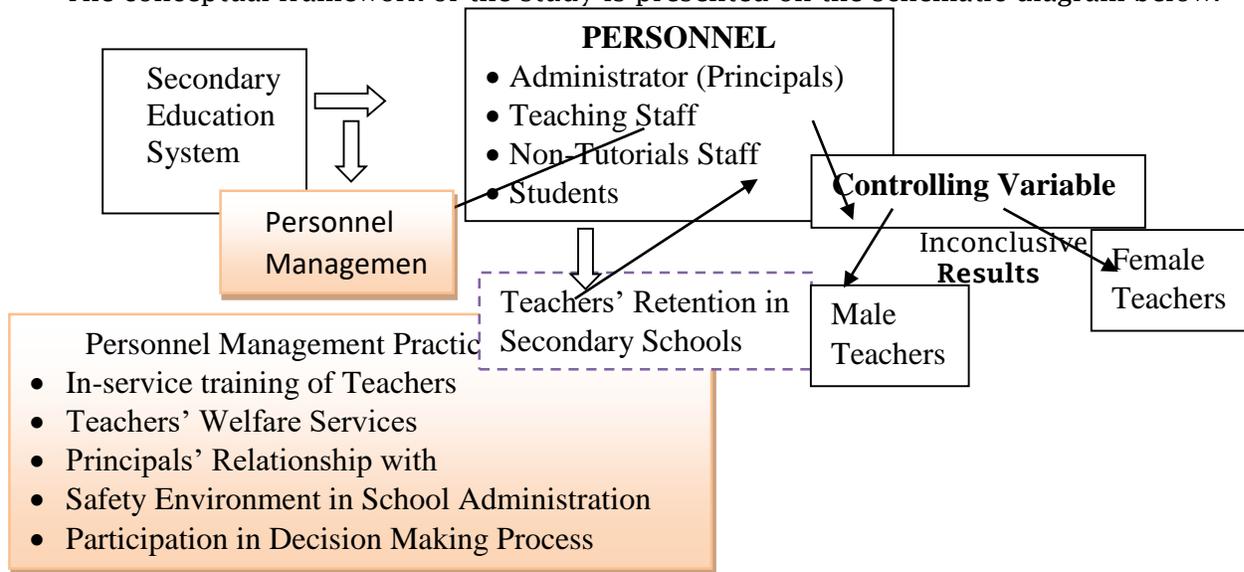


Figure 1: Schematic diagram showing the conceptual framework on the personnel management practices for secondary schools teachers' retention

The schematic diagram above showed that secondary schools as an organisation is made up of personnel (principals, tutorials, non-tutorial staff and students). The proper planning, directing, coordinating and efficient utilizing of this personnel in secondary school administration will help to attain the aims and objectives of secondary education in the study area. Efficient management of school personnel has to do with the ability of school administrators to adopt good practices. These practices in this study are: providing in-service training for

teachers, ensuring promotion and welfare services for staff, promoting atmosphere of principal/teachers relationship, ensuring health and safety administration and teachers' participation in decision making process. The extent to which these personnel management practices are utilized in secondary schools in Afikpo Education Zone to large extent could leads to teachers' retention in secondary schools. However, the schema showed that the personnel management practices of school principals may vary depending to gender (ascribed role differences).

METHODOLOGY

The study adopted descriptive survey design. According to Shona (2019), descriptive survey design aims to accurately and systematically describe a population, situations or phenomenon. This design was used to collect data from the sample of the population on the extent of compliance of Early Childhood Care

Education Centre providers to the minimum standard on early childhood care education in Afikpo Education Zone of Ebonyi State. The choice of this design is because it would enable the researcher to collect data objectively and descriptively using a sample representation of the population without manipulation of

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independent variables. This study was carried out in the Afikpo Education Zone of Ebonyi State, Nigeria. Ebonyi State has three education Zone namely; Abakaliki, Afikpo and Onueke Education Zones. Afikpo Education Zone is geographically bounded in North by Abakaliki Zone; in the West by Enugu State, in the South by Abia State and in the East by Cross-Rivers States. Afikpo Education Zone is made up of five Local Government Areas: Afikpo North, Afikpo South, Ivo, Onicha, and Ohaozara. The area is bordered between the longitude 5°53'35.23"N and latitude of 7°56'14.46"E. The area is made up ninety seven (97) public approved secondary schools (Afikpo North has 22 schools, Afikpo South has 15 schools, Ivo has 9 schools, Onicha has 21 schools, and Ohaozara has 12 schools). The choice of Afikpo Education Zone as a case study is anchored on the fact that the area has witnessed high teachers' attrition in public secondary schools (Ebonyi State Ministry

Aja-Okorie and Uche of Education, 2022). The population comprised seven hundred and twenty nine (729) teachers from 97 public secondary schools in Afikpo Education Zone, Ebonyi State. The sample of the study comprised two hundred and nineteen (219) teachers from seventy three (73) public secondary schools in Afikpo Education Zone of Ebonyi State (109 males and 110 female teachers) drawn through stratified random sampling technique. The instrument for data collection is a researcher-developed questionnaire titled "Principals' Personnel Management Practices Questionnaire (PMPQ)". The instrument was validated by three lecturers in Faculty of Education, Ebonyi State University and reliability established which yielded the overall index of 0.73. Data collected were analysed using mean and standard deviation while the data on hypotheses were tested using t-test of independent sample at 0.05 level of significance.

RESULTS

Research Question 1: To what extent could promoting welfare packages by principals as a management practice affects teacher' retention in public secondary school in Afikpo Education Zone of Ebonyi State?

Table 1: Mean Ratings of Male and Female Teachers on the extent Promoting Welfare Packages by Principals as a Management Practice Affects Teacher' Retention in Public Secondary School in Afikpo Education Zone of Ebonyi State

S/N	Items Statements	Male Teacher s	\bar{x}	SD	Female Teacher s	\bar{x}	SD	Decision
1	Regular payment of staff leave allowances at the motivate teachers to love their job	109	3.02	0.93	110	2.94	0.99	VGE
2	Providing Health Insurance Schemes to teachers makes them to feel safe doing their work	109	2.78	0.98	110	2.95	1.02	VGE
3	Ensuring that well packaged send-off parties are organized for teachers going on transfer makes hem to love their profession	109	2.69	1.05	110	2.81	0.91	GE
4	Regular sick leaves with pay are granted to teachers motivate them to love their profession	109	2.66	1.14	110	2.82	1.03	VGE
5	Regular payment of retirement benefits encourages serving teachers o stay on the profession	109	3.27	0.93	110	3.13	0.96	VGE
6	Including secondary school teachers in low income earners housing Scheme enhances their retention on the job.	109	3.09	0.81	110	2.83	0.95	GE
7	Teachers are promoted in the Zone at as when due to enhance their retention on the job	109	2.93	0.99	110	2.88	0.95	GE
8	Promotion arrears are paid regularly to enhance teachers' retention in secondary schools	109	2.72	1.02	110	2.67	1.05	GE
	Overall		2.90	0.98		2.88	0.98	GE

Key: Very Great Extent (VGE), Great Extent (GE)

Data in **Table 1** show that items 9-16 had mean scores ranging from 2.67-3.27 with the standard deviation scores ranging from 0.81-1.14 for male and female teachers respectively on Teachers on the extent Promoting Welfare Packages by Principals as a Management Practice Affects Teacher' Retention in Public Secondary School in Afikpo Education Zone of Ebonyi State. It indicates that all the respondents in items 9-16 agreed to very great extent and great extent that promoting welfare packages by principals as a management practice affects teacher'

retention in public secondary school in Afikpo Education Zone of Ebonyi State. The grand mean and standard deviation scores for male and female supervisors' responses were 2.90 ± 0.98 and 2.88 ± 0.98 respectively. Therefore, promoting welfare packages by principals as a management practice affects teacher' retention in public secondary school in Afikpo Education Zone of Ebonyi State to great extent.

Research Question 2: To what extent could teachers' participation in decision making process management practice affects teachers' retention in public

Table 2: Mean Ratings of Male and Female teachers on the extent teachers' Participation in Decision Making Process Management Practice affects Teachers' Retention in public secondary school in Afikpo Education Zone of Ebonyi State

S/N	Items Statements	Male Teacher S	\bar{x}	SD	Female Teacher S	\bar{x}	SD	Decision
9	Ensuring that teachers participate actively in decision making on school planning promotes teacher's retention	109	3.04	0.92	110	2.95	0.90	VGE
10	Ensuring that teachers are involved in decision making on teachers' welfare services promotes teacher's retention	109	3.14	0.87	110	2.97	0.89	VGE
11	Ensuring that teachers participate in decisions concerning teaching and learning enhances teacher's retention	109	2.98	0.86	110	3.02	0.87	VGE
12	Teacher's participation in decision making concerning school budgeting promotes teacher's retention	109	3.24	0.85	110	2.94	0.99	VGE
13	Teacher's participation in decision making concerning school rules promotes teacher's retention	109	2.95	0.79	110	3.06	0.91	VGE
14	Teacher's participation in decisions concerning student affair in school enhances teacher's retention	109	2.95	0.89	110	3.13	0.87	VGE
15	Ensuring that teachers are allowed to air their view in staff meetings enhances their retention on the job	109	3.25	0.82	110	3.08	0.89	VGE
16	Ensuring that teachers participate in financial decision making of the school promotes teacher's retention	109	2.50	0.89	110	2.55	0.89	GE
	Overall		3.00	0.86		2.96	0.90	VGE

Key: Very Great Extent (VGE), Great Extent (GE)

Data in **Table 2** show that items 33-40 had mean scores ranging from 2.50-3.25 with the standard deviation scores ranging from 0.79-0.92 for male and female teachers respectively on the extent teachers' participation in decision-making process management practice affects teachers' retention in public secondary school in Afikpo Education Zone of Ebonyi State. It indicates that the respondents in items 33-39 agreed to very great extent that that ensuring that teachers participate actively in decision making on school planning promotes teacher's retention, ensuring that teachers are involved in decision making on teachers' welfare services promotes teacher's retention, ensuring that teachers participate in decisions concerning teaching and learning enhances teacher's retention, teacher's participation in decision making

concerning school budgeting promotes teacher's retention, teacher's participation in decision making concerning school rules promotes teacher's retention, teacher's participation in decisions concerning student affair in school enhances teacher's retention, ensuring that teachers are allowed to air their view in staff meetings enhances their retention on the job. It also show that the respondents in Item 40 agreed to great extents that ensuring that teachers participate in financial decision making of the school promotes teacher's retention. The grand mean and standard deviation scores for male and female supervisees' responses were 3.00 ± 0.86 and 2.96 ± 0.90 respectively. Therefore, promoting teachers' participation in decision making process management practice affects teachers' retention in public secondary

Test of Hypotheses

H₀₁: There is no significant difference in the mean ratings of male and female teachers on the extent promoting welfare package by principals as a

management practice affects teacher' retention in public secondary school in Afikpo Education Zone of Ebonyi State.

Table 3: t-test Summary of Male and Female Teachers on the Teachers Promoting Welfare Package by Principals as a Management Practice Affects Teacher' Retention in Public Secondary School in Afikpo Education Zone of Ebonyi State

S/N	Gender	NO	X	S.D	Df	T	P-Value	Decision
1	Male	109	3.02	0.93	217	0.63	0.53	NS
	Female	110	2.94	0.99				
2	Male	109	2.78	0.98	217	-1.29	0.19	NS
	Female	110	2.95	1.02				
3	Male	109	2.69	1.05	217	-0.91	0.36	NS
	Female	110	2.81	0.91				
4	Male	109	2.66	1.14	217	-1.07	0.20	NS
	Female	110	2.82	1.03				
5	Male	109	3.27	0.93	217	1.09	0.28	NS
	Female	110	3.13	0.96				
6	Male	109	3.09	0.81	217	2.22	0.03	S
	Female	110	2.83	0.95				
7	Male	109	2.93	0.99	217	0.34	0.73	NS
	Female	110	2.88	0.95				
8	Male	109	2.72	1.03	217	0.37	0.71	NS
	Female	110	2.67	1.05				
Overall		2.85	0.98	217		0.17	0.38	NS

Key: Significance (S), Not Significant (NS)
 Data in **Table 3** show that the mean values of male and female supervisees had no significant difference in items 9-16 respectively. It also showed overall t-calculated value of 0.17 and P-value of 0.38 which is greater than the chosen level of significance, 0.05. Therefore, the null hypothesis which stated that there is no significant difference in the mean ratings of male and female teachers on the extent promoting welfare package by principals as a management practice

affects teacher' retention in public secondary school in Afikpo Education Zone of Ebonyi State was not rejected.

H₀₂: There is no significant difference in the mean ratings of male and female teachers on the extent teachers' participation in decision making process affects teachers' retention in public secondary school in Afikpo Education Zone of Ebonyi State.

Table 4: t-test Summary of male and Female Teachers on the extent Teachers' Participation in Decision Making Process Affects Teachers' Retention in Public Secondary School in Afikpo Education Zone of Ebonyi State

S/N	Gender	NQ	\bar{X}	S.D	Df	T	P-Value	Decision
9	Male	109	3.04	0.92	217	0.66	0.51	NS
	Female	110	2.95	0.90				
10	Male	109	3.14	0.87	217	1.39	0.17	NS
	Female	110	2.97	0.89				
11	Male	109	2.98	0.86	217	-0.31	0.76	NS
	Female	110	3.02	0.87				
12	Male	109	3.24	0.85	217	2.41	0.02	NS
	Female	110	2.94	0.99				
13	Male	109	2.95	0.79	217	-0.95	0.35	NS
	Female	110	3.06	0.91				
14	Male	109	2.95	0.89	217	-1.45	0.15	NS
	Female	110	3.13	0.87				
15	Male	109	3.25	0.82	217	1.42	0.16	NS
	Female	110	3.08	0.89				
16	Male	109	2.50	0.89	217	-0.42	0.68	NS
	Female	110	2.55	0.89				
Overall				2.84		0.34	0.35	NS

0.87 217
Key: Significance (S), Not Significant (NS)
 Data in **Table 4** finally show that the mean values of male and female supervisees had no significant difference in items 33-40 respectively. It also showed overall t-calculated value of 0.34 and P-value of 0.35 which is greater than the chosen level of significance, 0.05. Therefore, the null hypothesis which

stated that there is no significant difference in the mean ratings of male and female teachers on the extent teachers' participation in decision making process affects teachers' retention in public secondary school in Afikpo Education Zone of Ebonyi State was not rejected.

DISCUSSION OF FINDINGS

The discussion of the findings was made based on the two research questions and two null hypotheses. The finding of the study also revealed that promoting welfare packages by principals as a management

practice affects teacher' retention in public secondary school in Afikpo Education Zone of Ebonyi State to great extent [3]. This implies that the more principals ensure teachers' welfare in their administrative

practice, the more dedicated and willing to stay on the job by teachers. The significance of this findings lies on the adage which says that "a hungry man is an angry man". If teachers were denied their welfare packages by the school administrators, it would reduce their commitment and likeness of the job. This finding is in consonance with the findings of [12] who found that personnel policy implementation of promotion as teachers' welfare services enhanced teacher performance on the job and has positive impact on teacher retention among secondary schools in South Eastern Nigeria. This finding was also in agreement with the finding of [6] who submitted that significant relationship existed between job security, remuneration, promotion and welfare on teacher retention in private secondary schools. This positive correlation in this findings shows that the more principals promote teachers' welfare, the more teachers are interested in teaching profession. The finding was further supported by the finding of [23] whose finding revealed that poor conditions of service, poor salaries and wages contributed to the teachers' attrition rates which resulted in shortage of the teachers, overloading of existing teachers are among the factors that hinder teachers' retention in public secondary schools. Hence, for teachers to be motivated to stay, they must be part in the formulating and implementing of school policies. The result of null hypothesis II also submitted that there was no significant difference ($p>0.05$) in the mean ratings of male and female teachers on the extent promoting welfare package by principals as a management practice affects teacher' retention in public secondary school in Afikpo Education Zone of Ebonyi State. This finding was supported by the finding [25] whose findings submitted that there is no significant relationship between internal welfare packages factors and teachers' job satisfaction and retention in Ondo State secondary schools. The implication of this finding is that all the teachers are aware of the significant effects of teachers' welfare in relation to teachers' retention.

Therefore, teachers' welfare services need to be included in principals' administrative practice to ensure that teachers are retained in the profession and avoid high rate of attrition. It is obvious to note that teachers' health insurance is always neglected in Nigeria, they are usually stigmatized because of their low status, their allowances are not usually paid as at when due [22]. All these are the issues that usually results in low retention of teachers on teaching profession in Nigeria. The finding of the study also revealed that promoting teachers' participation in decision making process management practice affects teachers' retention in public secondary school in Afikpo Education Zone of Ebonyi State to very great extent. This finding portrays the importance of collective and participatory school administration where teachers are involves in decision-making process of the school. The significance of this finding is that teachers' participation in decision making cultivate cooperation, hard-work and commitment towards achieving the set goals. This idea reduces stress on the part of teachers and encourages them to stay on teaching profession. The finding of this study is in consonance with the findings of [4] who found that teachers' participation in decision making help teachers to air their view about school programmes and equally feel at home. This process can encourage teachers to stay in teaching profession with leaving for another job. In addition, the finding was supported by [7] hold that teachers' participation in decision making process in school administration would give teachers sense of belongings and corporation which makes teaching profession.

The obvious significance of this finding is that teachers being involved directly in the decisions made in schools, as specialists and professionals in different thematic areas, they are in a better position to take into account what is obligatory of them as teachers to bring to reality. This was in line with the view of [14] who added that teachers' participation in decision making improve their opportunities in acquiring insights and new knowledge, thereby enhancing their instructional

implementation and consequently student outcomes. [8] adds that teachers play a greater part when devoted to participate in the decision-making process more actively. This implies that teacher participation in decision-making improves the schools' effectiveness as well as the quality of the decision. The result of null hypothesis V which stated that there was no significant difference ($p>0.05$) in the mean ratings of male and female teachers on the extent teachers' participation in decision making process affects teachers'

RECOMMENDATIONS

The following recommendations were based on the findings of the study Secondary education is paramount in offering literal and functional skills to young ones, and prepares them for tertiary education. Quality secondary schools generate the energy and speed with which a nation grows. Quality secondary school therefore is the foundation stone of development of all nations, and that many of the countries that have been able to do so, is as a result of their sound basic secondary education. Therefore, for secondary school administrators to achieve a great feat in education, then teacher's personnel management practice of principals must be given utmost attention, to boost their retention. It is

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. The All Nigeria Conference of Principal of Secondary Schools (ANCOPSS) should initiate a programme to reach the government on ensuring that teachers are remunerated, paid on time, provide healthcare services and promoted as at when due, among others to motivate them to stay in teaching profession.

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Aja-Okorie and Uche retention in public secondary school in Afikpo Education Zone of Ebonyi State also confirmed the significance the finding of the study. This implies that gender variable does not affect the participation of teachers in decision making process in school administration. It also portrays that teachers were aware that their involvement in decision making would help principals to understand the opinions and weaknesses of every teachers and how to tackle them to enhance their effectiveness and retention in public secondary schools.

important to note that effectiveness and efficiency of teachers in secondary schools is largely depended on the personnel management practice of school principals. It could mar or make the attainment of objective of secondary education in Nigeria. The study therefore concluded that principals should adopt promote in-service training and welfare packages of teachers, ensure principals-teachers' relationship and participation of teachers in decision making among others as personnel management practice to enhance teachers' retention in public secondary schools in Afikpo Education Zone of Ebonyi State Nigeria.

2. The principals of public secondary schools in Afikpo Education Zone of Ebonyi State should ensure that the school administrative process is democratic and not tyrannical to enable everybody contribute his/her quota in decision making process. This invariably would motivate teachers not to leave teaching profession.

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