

Teachers' Job Satisfaction Indicators and Labour Turnover in Private Secondary Schools in Akwa Ibom North-West Senatorial District Nigeria

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ABSTRACT: *This study sought to determine the extent to which teachers' job satisfaction indicators influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District. In order to carry out this study objectively, four specific objectives, three research questions and four research hypotheses were postulated to guide the study. A descriptive survey design was adopted for the study. The population of the study comprised 2,585 teachers in all the 121 government approved private secondary schools in Akwa Ibom North-West Senatorial District. Stratified random sampling technique was used in selecting a sample of 346 teachers. A questionnaire with 28 structured items designed by the researchers was used for data collection for this study. Cronbach's Alpha Technique was used in determining the reliability of the instrument and a correlation coefficient of 0.85 was obtained. Means with standard deviation was used in answering the research questions. The t-test statistics was used in testing the null hypotheses 1,2 and 4 while Analysis of Variance (ANOVA) was used in testing hypotheses 3 respectively at .05 level significance. The findings of the study reveal that there is no significant difference between the mean responses of male and female teachers on the extent to which job security, compensation, organizational policy and job prospect influences labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District. Based on the findings, it is concluded that provisions of teachers' job satisfaction indicators in private secondary schools would positively increase teachers' satisfaction, reduce labour turnover, increase students and teachers' performance, increase students' population, promote the image of the school, increase profitability earning capacity and competitive ability. It is recommended among other things that proprietors and proprietresses in private secondary schools should provide teachers with job satisfaction indicators such as job security, compensation, organizational policy and job propect in order to reduce labour turnover.*

KEYWORDS: teachers' job satisfaction, indicators, labour turnover, private secondary schools, Akwa Ibom, Nigeria

INTRODUCTION

Teaching is a highly noble profession and teachers are always a boon to the society. Teachers have very important roles and responsibilities in teaching and learning processes and in achieving the overall goals of education. Amongst the numerous factors having direct and serious implications for teachers' success in achieving the goals of education, the overall school milieu emerges as one of the key facilitating or hindering factors. Even the best teacher fails to do well under uncondusive conditions. According to Amuno (2004), the teacher has numerous responsibilities including, but not limited to, continuously upgrading his professional knowledge, motivating students, planning class activities, providing knowledge and skills to students, maintaining discipline in the class and keeping parents informed on children's progress.

Job satisfaction is very important both for the employers as well as employees. Teachers needs job satisfaction because they nurture the competency of future leadership, teachers nourish the children and youths to be good human beings and also hold the potential to develop the society. Locke and Lathan (2012) broadly defined job satisfaction as an emotional state which gives pleasure and positive energy to employees by perceiving that they are getting what they think is important for them. Weiner (2011) observed that employees can be retained and satisfied when they are satisfied with the work which includes the challenges, scope and variety of the job. Abassi and Hollman (2000) opined that employee turnover is the rotation of workers around the labour market, between different companies, occupations and jobs and also between states of employment and unemployment. According Carvel (2010), Employee turnover is a situation whereby employees exit the organization voluntarily for various reasons and thereby affecting the organization negatively in terms of costs and the capacity to deliver the minimum required services. When an employee leaves the organization, this may have a variety of effects that not only impact on organization but also on employee itself and society.

Teachers in private secondary schools remain under pressure for job security. Job security is the extent to which organization provides stable employment for its employees. According to Baraza (2013), job security has been conceptualized as the degree to which an employee could expect to stay on the job for over an extended period of time. Job security may motivate teachers to exchange obligation by showing reciprocal commitment to the school. Through job security, the school demonstrates commitment to the employees, and in return teachers reciprocate the commitment to the school.

Also, Aristovnik and Jaklic, (2013) observed that in private schools, teachers are given low salary packages, making it very hard to meet their household requirements. Late payment of salaries is another major source of teacher job dissatisfaction in private schools. Compensation is the reward for service rendered by people at work place. Udukeke (2015) stated that the most important reason why people work is to earn a living. Therefore, the compensation to a teacher is a major determinant of commitment to job in the school. Regular pay constitutes an integral part of the success of any school. It motivates teachers

to put in more effort in their services in the school and this in turn reflects positively on the efficiency and productivity of the school. Regular salary payment is one of the most important motivator used in the schools to encourage teachers' high performance and reduce low productivity and labour turnover.

Organizational policy is the guide that clearly spells out responsibilities and prescribes action to be taken under a given set of circumstances. Every school has certain rule and regulation which need to be followed by the teachers. There are strict rules in private schools. The organizational policy under which teachers work, has a tremendous effect on their job satisfaction and labour turnover. These rules relate to teachers punctuality, availing leaves, developing lesson plans, dressing code and avoiding students' physical punishment. According to Dessler (2012), working conditions include aspects like employee voice, employee recognition, quality of the working life, work/life balance, time allotment, staff development, dressing code and workload. Therefore, private secondary schools should allow teachers to have some input in decision making that will affect them; establish goals and objectives but let the teachers determine how they will achieve those goals and objectives. Teachers enjoy a sense of recognition and self-worth when involved in the decision making processes of the school.

In addition, providing teachers ongoing professional development opportunities at schools and outside is getting increasing recognition. However, it seems private secondary schools in Akwa Ibom State have no proper system of providing ongoing professional development opportunities for teachers, as such the private secondary schools could not curtail labour turnover. The prestige that was previously bestowed on teachers has eroded in society, and to restore good quality education, the prestige of the teacher must be increased. Bidisha and Mukulesh (2015) stated that teaching profession has declined in status; hence, the teaching profession in developing countries is characterized by high attrition rates, constant turnover, lack of confidence and varying levels of professional commitment. Job prospects can help in making informed choices and support medium-term decisions for choosing a career. Teachers in private schools face a unique situation due to an apparent lack of career path and clear criteria for promotion. The qualifications and experiences of teachers are not considered for promotion in private schools and there are no equal opportunities for all teachers in private secondary schools. This situation can discourage teachers from being productive in the teaching-learning situation and some could lead to teachers' turnover when they realize that their aims cannot be achieved. Teachers have different motivations for entering teaching and irrespective of personal motives; teachers want to make a difference. Teachers' planned career progression and expected job satisfaction should be interesting, demanding, creative, and rewarding. Upon this background, it is pertinent to investigate teachers' job satisfaction indicators and labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District.

Statement of the Problem

A high quality teaching staff is considered the cornerstone of a successful education system. This also elevates the teacher as the most important variable for students' achievement because the daily interaction between teacher and students is at the centre of the educational process. However, the teaching profession

nationwide is continuously beset by several problems especially in private institutions. One of the most serious problems in the private secondary schools is the high labour turnover incidences of teachers. Observation seems to show that private secondary schools have not performed creditably well in terms of teachers' job satisfaction. This may be due to no credible compensation at work and after work, poor job climate, organizational policy is not favourably, job prospect is bleak. Indeed private secondary schools in Akwa Ibom state are finding it difficult to retain teachers. This problem is so profound and overwhelming that the proprietors and proprietresses in these private schools are experiencing problems in maintaining sufficient number of professional teachers to provide quality education.

Many teachers in private secondary schools in Nigeria continue to quit the teaching profession. This may be due to lack of teachers' job security satisfaction. Hence, the proprietors and proprietresses incur a lot of costs as they continue to recruit fresh graduates and inexperienced teachers from colleges and universities. This perplexing problem has lingered without solution in sight and it appears that studies have not been carried out to proffer solution to this worrisome problem. It is against this background that the researcher is carrying out a study to determine the influence of teachers' job satisfaction indicators and labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District.

Purpose of the Study

The main purpose of the study was to determine the extent to which teachers job satisfaction indicators influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District. Specifically the study sought to:

1. determine the extent to which job security of teachers influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District.
2. determine the extent to which compensation of teachers influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District.
3. determine the extent to which organizational policy of teachers influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District.
4. determine the extent to which job prospect of teachers influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District.

Research Questions

The following research questions guided this study.

1. To what extent does teacher job security influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District?
2. To what extent does compensation of teachers influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District?
3. What is the extent to which organizational policy of teachers influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District?

4. What is the extent to which job prospect of teachers influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

- H₀₁:** There is no significant difference between the mean responses of male and female teachers on the extent to which job security influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District.
- H₀₂:** There is no significant difference between the mean responses of married and unmarried teachers on the extent to which compensation influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District
- H₀₃:** There is no significant difference between the mean responses of teachers on the extent to which organisational policy influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District with respect to their educational qualification.
- H₀₄:** There is no significant difference between the mean responses of male and female teachers on the extent to which job prospect influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District with respect to their school location.

RESEARCH METHODOLOGY

The descriptive survey design was adopted for this study. This study was conducted in Akwa Ibom North-West Senatorial District, also known as Ikot Ekpene Senatorial District. The District is made up of ten Local Government Areas namely; Ikot Ekpene, Abak, Obot Akara, Essien Udim, Etim Ekpo, Oruk Anam, Ukanafun, Ika, Ikono and Ini. Population of the study comprised 2,585 teachers in all the 121 government approved private secondary schools in Akwa Ibom North-West Senatorial District (Akwa Ibom State Ministry of Education, 2014). The sample size was 346 of the total population of teachers in government approved private secondary schools in Akwa Ibom North-West Senatorial District. The sample size was determined statistically using Yaro Yamane formulae. Out of 346 copies of the questionnaire that were administered on the respondents, **331** of the questionnaire were completely filled by the respondents and retrieved giving a 96 percent rate of return. The completed copies of the instrument were therefore used for data analysis.

The researchers made structured questionnaire with 28 items which is titled “Teachers’ Job Satisfaction Indicators and Labour Turnover in Private Secondary Schools Questionnaire (TJSILTPSSQ)” was used for data collection. The instrument was validated by three research experts. The internal consistency of the instrument was determined using split half reliability method. The instrument was carried out using 30 teachers that were not part of the main study in private secondary schools. The scores obtained was analyzed using Cronbach alpha. A reliability coefficient of 0.85 was obtained. The questionnaire was administered on the respondents by the researchers together with two research assistants. Mean and

standard deviation were used in answering the research questions. The independent t-test statistics was used test the null hypotheses 1, 2 and 4, while Analysis of Variance (ANOVA) was used to test the null hypotheses 3 respectively at .05 level of significance.

In testing the null hypotheses 1,2 and 4, the calculated t-value was compared with Table value. If the calculated t-value was greater than or equal to the Table value, the null hypothesis (H_0) was rejected in favour of the alternative hypothesis. On the other hand, when the calculated t-value was less than the Table value, the null hypotheses was retained. Similarly, in testing the null hypotheses three the calculated F-value was compared with the Table value. When the calculated F-value was greater than or equal to the F-value, the null hypothesis (H_0) was rejected in favour of the alternative hypothesis. On the other hand, when the calculated F-value was less the Table value, the null hypothesis was retained.

DATA ANALYSIS AND DISCUSSION OF FINDINGS

Research Question One

To what extent does teacher job security influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District?

**Table 1: Mean responses of respondents on the extent to which teacher job security influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District
n = 331**

S/N	Items	Mean	SD	Remarks
1.	Life assurance policy	3.50	0.50	VGE
2.	Stability of appointment terms	3.55	0.49	VGE
3.	Safety of employee in work place	3.56	0.58	VGE
4.	Protection from threat	3.16	0.70	GE
5.	Freedom from fears due to loss of job	3.13	0.73	GE
6.	Stability school calendar	3.19	0.71	GE
7.	Permanent appointment letter	3.02	0.71	GE
	Grand Mean	3.30	0.63	GE

Note: VGE = Very Great Extent and GE = Great Extent.

The result presented in Table 1 shows that the mean range of male and female teachers is between 3.02 to 3.56 and the mean range is all above the cut-off point of 2.50. As it was observed the standard deviation range from .50 to .71 which are not far away from the mean as the score clusters around the grand mean of 3.30. This means that there is a great extent of influence of job security on teachers' job satisfaction and labour turn over in private secondary schools in Akwa Ibom North-West Senatorial District.

Research Question Two

To what extent does compensation of teacher's influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District?

Table 2: Mean responses of respondents on the extent to which compensation of teachers influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District
n = 331

S/N	Items	Mean	SD	Remarks
1	Regular payment of salary	3.72	0.49	VGE
2	Festive bonuses	3.21	0.63	GE
3	Timely payment of salary	3.36	0.63	GE
4	Payment of fringe benefits	3.53	0.57	VGE
5	Regular annual increment in salary	3.32	0.58	GE
6	Payment of housing allowance	3.32	0.68	GE
7	Payment of transport allowance	3.48	0.50	GE
8	Availability of accommodation facilities	3.67	0.47	VGE
9	Continuous payment of salary during vacation	3.14	0.68	GE
	Grand Mean	3.41	0.48	GE

Note: VGE = Very Great Extent and GE = Great Extent.

The result presented on Table 2 reveals that the mean range of married and unmarried teachers is between 3.14 to 3.72 and the mean range are all above the cut-off point of 2.50. As it was observed the standard deviation range from .49 to .68 which were not far away from the mean as the score clusters around the grand mean of 3.41. This means that there is a great extent of influence of job compensation on teachers' job satisfaction and labour turn over in private secondary schools in Akwa Ibom North-West Senatorial District.

Research Question Three

What is the extent to which organizational policy of teachers influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District?

Table 3: Mean responses of respondents on the extent to which organizational policy of teachers influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District
n = 331

S/N	Items	Mean	SD	Remarks
1	Favourable promotion policy	3.23	0.69	GE
2	Teachers welfare regulation	3.45	0.56	GE
3	Remuneration policy	3.46	0.66	GE
4	Staff quarter rules	3.04	0.54	GE
5	Staff dressing/grooming code	3.06	0.71	GE
6	Staff workload	3.42	0.51	GE
7	Staff inclusive approach in decision making	3.61	0.50	VGE
	Grand Mean	3.32	0.60	GE

Note: VGE = Very Great Extent and Extent; GE = Great Extent.

The result presented on Table 4 shows that the mean range of educational qualification of teachers is between 3.04 to 3.61 and the mean range are all above the cut-off point of 2.50. As it was observed the standard deviation range from .50 to .71 which are not far away from the mean as the score clusters around the grand mean of 3.32. This means that there is a great extent of the influence of organizational policy on teachers' job satisfaction and labour turn over in private secondary schools in Akwa Ibom North-West Senatorial District.

Research Question Four

What is the extent to which job prospect of teachers influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District?

Table 4: Mean responses of respondents on the extent to which job prospect of teachers influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District
n = 331

S/N	Items	Mean	SD	Remarks
1	Future training opportunity	3.53	0.50	VGE
2	Promotion prospect	3.53	0.50	VGE
3	Possibility of salary increment	3.73	0.54	VGE
4	Anticipation of recognition in future	3.32	0.70	GE
5	Unemployment rate	3.07	0.74	GE
	Grand Mean	3.41	0.60	GE

Note: VGE = Very Great Extent and GE = Great Extent.

The result presented on Table 5 reveals that the mean range of urban and rural teachers is between 3.07 to 3.73 and the mean range are all above the cut-off point of 2.50. As it was observed the standard deviation range from .50 to .74 which are not far away from the mean as the score clusters around the grand mean of 3.41. This means that there is a great extent of the influence of job prospect on teachers' job satisfaction and labour turn over in private secondary schools in Akwa Ibom North-West Senatorial District.

Research Hypotheses

Table 5: t-test analysis of the difference between the mean responses of male and female teachers on the extent to which job security influences labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District.

Male (n₁ = 145), Female (n₂ = 186)

S/N	Items	Male (1)		Female (2)		t.cal	t-tab	p-sig	Remarks
		Mean	SD	Mean	SD				
1	Life assurance policy	3.48	.50	3.52	.50	-.698	1.96	.486	NS
2	Stability of appointment terms	3.54	.50	3.58	.49	-.651	1.96	.516	NS
3	Safety of employee in work place	3.57	.56	3.54	.59	.458	1.96	.647	NS
4	Protection from threat	3.16	.72	3.16	.68	-.034	1.96	.973	NS
5	Freedom from fears due to loss of job	3.17	.73	3.09	.73	.994	1.96	.322	NS
6	Stability school calendar	3.15	.70	3.22	.71	-.806	1.96	.421	NS
7	Permanent appointment letter	3.01	.69	3.03	.72	-.167	1.96	.868	NS

Note: NS = Not significant, $p > .05$ and $df = 329$

The result presented on Table 1 reveals that the t-values of t-test analysis comparing the mean responses of male and female teachers on the extent to which teachers' job security influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District. The result reveals that there is no significant difference between the mean responses of male and female teachers on the extent to which job security influence labour turnover in private secondary schools for all the items. The null hypothesis is retained for all the items since the calculated t-values ranging from -.034 - .994 is less than Table value of 1.96 at 0.05 level of significance and 329 degree of freedom. From the null hypothesis tested it is concluded that the respondents accepted that gender in teacher (male and female) has influence on teachers' labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District.

Table 6: t-test analysis of the difference between the mean responses of married and unmarried teachers on the extent to which compensation influences labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District. Married (n₁=131), Unmarried (n₂=200)

S/N	Items	Mean	SD	Mean	SD	t.cal	t-tab	p-sig	Remarks
1	Regular payment of salary	3.73	.44	3.72	.45	.359	1.96	.724	NS
2	Festive bonuses	3.19	.62	3.22	.65	-.026	1.96	.684	NS
3	Timely payment of salary	3.33	.66	3.38	.62	-.531	1.96	.518	NS
4	Payment of fringe benefits	3.51	.57	3.54	.58	-.579	1.96	.606	NS
5	Regular annual increment in salary	3.37	.55	3.29	.59	.383	1.96	.298	NS
6	Payment of housing allowance	3.36	.66	3.30	.69	1.065	1.96	.406	NS
7	Payment of transport allowance	3.50	.50	3.47	.50	.651	1.96	.643	NS
8	Availability of accommodation facilities	3.68	.46	3.66	.47	.369	1.96	.786	NS
9	Continuous payment of salary during vacation	3.13	.68	3.14	.67	.069	1.96	.893	NS

Note: NS = Not significant, $p > .05$ and $df = 329$.

The result presented on Table 2 shows that the t-values of the t-test analysis comparing the mean responses of married and unmarried teachers on the extent to which compensation of teachers influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District. The result reveals that there is no significant difference between the mean responses of married and unmarried teachers on the extent to which compensation influences labour turnover in private secondary schools for all the items. The null hypothesis is retained for all the items since the calculated t-values ranging from $-.026$ - 1.065 is less than Table value of 1.96 at 0.05 level of significance and 329 degree of freedom. From the null hypothesis tested it is deduced that the respondents' agrees that status of teacher (married or unmarried) has influence on teachers' labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District.

Table 7: One-way analysis of variance of difference between the mean responses of teachers on the extent to which organisational policy influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District with respect to their educational qualification.

S/N	Item	Source of Variation	Sum of Squares	df	Mean Square	F	F-tab	P-Sig.	Remarks
1	Favourable promotion Policy	Between Groups	5.055	3	1.685	3.65	3.00	.013	S
		Within Groups	150.91	327	.462				
		Total	156.006	330					
2	Teachers welfare Regulation	Between Groups	1.794	3	.598	1.92	3.00	.127	NS
		Within Groups	150.951	327	.462				
		Total	103.825	330					
3	Remuneration policy	Between Groups	3.968	3	1.323	3.08	3.00	.028	S
		Within Groups	140.232	327	.429				
		Total	144.199	330					
4	Staff quarter rules	Between Groups	2.465	3	.822	2.86	3.00	.039	NS
		Within Groups	95.100	327	.291				
		Total	97.565	330					
5	Staff dressing or Grooming code	Between Groups	.990	3	.330	.647	3.00	.585	NS
		Within Groups	166.678	327	.510				
		Total	167.668	330					
6	Staff workload	Between Groups	1.572	3	.524	2.01	3.00	.112	NS
		Within Groups	85.056	327	.260				
		Total	86.628	330					
7	Staff inclusive approach in decision Making	Between Groups	.826	3	.275	1.07	3.00	.359	NS
		Within Groups	83.676	327	.256				
		Total	84.502	330					

Note: S = Significant, NS = Not significant, $p > .05$ and $df = 3$ and 327 .

The result presented on Table 3 indicates that the summary of ANOVA analysis comparing the mean responses of teachers by educational qualification on the extent of influence on labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District. The result reveals that there is no significant difference between the mean responses of teachers on the extent to which organisational policy influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District with respect to educational qualification for item 2, 4, 5, 6, and 7. The null hypothesis is retained for these items since the calculated F-values ranging from .647 - 2.86 is less than the Table value of 3.00. However, there is significance difference between the mean responses of teachers on the extent to which organizational policy influence labour turnover in private secondary schools with respect to educational qualification for items 1 and 3. Therefore, the null hypothesis for this items is rejected since calculated F-values of 3.08 - 3.65 is greater than the Table value of 3.00 at 0.05 level of significance and 329 degree of freedom. From the null hypothesis tested it is deduced that educational qualification (NCE, B.Sc. Ed, Masters, Ph.D) has influence on organizational policy of teachers' labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District.

Table 8: t-test analysis of the difference between the mean responses of male and female teachers on the extent to which job prospect influence labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District with respect to their school location.

S/N	Items	Urban (n ₁ =130)		Rural (n ₂ =201)		t-cal	t-tab	p-sig	Remarks
		Mean	SD	Mean	SD				
1	Future training opportunity	3.55	.499	3.52	.501	.559	1.96	.577	NS
2	Promotion prospect	3.55	.499	3.22	.501	.736	1.96	.463	NS
3	Possibility of salary increment	3.75	.432	3.71	.457	.947	1.96	.345	NS
4	Anticipation of recognition in future	3.27	.702	3.20	.702	.826	1.96	.410	NS
5	Unemployment rate	3.00	.737	3.11	.747	-1.311	1.96	.191	NS

Note: NS = Not significant, $p > .05$ and $df = 329$.

The result presented on Table 10 reveals the t-value of the t-test analysis comparing the mean responses of teachers based on urban and rural schools on the extent to which job prospect influence labour turnover in private secondary school in Akwa Ibom North West Senatorial District. The result reveals that there is no significant difference in the mean responses of urban and rural teachers' on the extent to which job prospect influence labour turnover in private secondary schools for all items. The null hypothesis is retained for all items since the calculated t- values range from .559 to -1.311 is less than the Table value of 1.96 at 0.05 level of significance and 329 degree of freedom. From the null hypothesis tested it is deduced that location of school (urban or rural) has influence on teachers' labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District.

DISCUSSION OF FINDINGS

The finding shows that job security of teachers has great influence on labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District and that male and female were not significantly different in their responses on the extent to which job security influences labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District. This finding corroborated with the finding of Akpan (2013) who found that both job security and job satisfaction jointly had a significant effect on organizational commitment of teachers and labour turnover. From this finding, the researcher which to assert that teachers' job satisfaction start from job security. When suitable job security indicators such as stability of appointment terms, safety of employee in work place, protection from threat, freedom from fears due to loss of job, stability school calendar, and permanent appointment letter are put in place, it will help in reducing labour turnover in private secondary schools.

The finding reveals that compensation has a great influence on labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District. It also revealed that married and unmarried teachers do not significantly differ in their responses on the extent to which compensation influence labour turnover in private secondary schools. This finding is buttressed by that of Carsten (2009) who found that regular compensation payment is the glue that binds the teacher and the employer together in the school's sector, which is further codified in the form of a contract or a mutually binding legal document that spells out exactly how much should be paid to the teacher and the components of the compensation package. From this finding, the researcher which to assert that, regular payment of salary, festive bonuses, timely payment of salary, regular annual increment in salary, payment of housing allowance, continuous payment of salary during vacation, payment of transport allowance and availability of accommodation facilities promote job satisfaction and reduces labour turnover. Salaries should be fair according to teacher's contribution.

The finding reveals that organization policy of teachers has a great influence on labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District. It also revealed that teachers are not significantly differ in their responses on the extent to which organization policy influence labour turnover in private secondary school in Akwa Ibom North-West Senatorial District with respect to their educational qualification. This finding is buttressed by that of Obiri (2015) who found that work conditions and workload are among the key policies that influence teacher turnover in most schools in Embakasi District. In relation to this finding, the researcher position is that flexibility in promotion policies, teachers welfare regulation, remuneration policy, staff workload, staff inclusive approach in decision making, and staff quarter rules will motivate teachers and reduces labour turnover in private secondary schools. Teachers will be satisfied when they have some input in decision making that will affect them.

The finding reveals that job prospect of teachers has a great influence on labour turnover in private secondary schools in Akwa Ibom North-West Senatorial District and that male and female were not significantly different in their responses on the extent to which job prospect influence labour turnover in private secondary schools. This finding is corroborated with the finding of Zahid, Aman, and Khan1 (2015) who found that that job promotion and job advancement have positive relationship with job satisfaction. In relation to this finding, the researcher position is that future training opportunity, promotion prospect, possibility of salary increment, and anticipation of recognition in future will promotion job satisfaction in private secondary schools. Teachers will be satisfied in schools that provide opportunities to pursue higher education and job advancement schemes. Promotion can be used as an incentive tool. Promotion has its importance due to the fact that it carries with it a significant change in the wage package of a teacher. Promotion enhances the yield of school when a teacher climbs a promotion ladder on the basis of his seniority and resultantly he gets an increased wage. To restore good quality education the prestige of the teacher must be increased.

CONCLUSION

The following conclusions are drawn based on the findings on teachers' job satisfaction indicators of job security, compensation, organizational policy, on labour turnover in private secondary school in Akwa Ibom North-West Senatorial District.

Where there is no proper application of these teachers' job satisfaction indicators, the school would experience poor academic performance, teacher's dissatisfaction, low students' population, loss of school resources, loss of school prestige, examination malpractice, poor students and teachers' relationship, and labour turnover. It is further concluded that provisions of teachers' job satisfaction indicators in private secondary schools would positively increase teachers' satisfaction, reduce labour turnover, promote the image of the school, increase students and teachers' performance, increase student's population, profitability earning capacity and competitive ability. This indicated that job satisfaction indicators are increasingly influencing labour turnover in private secondary schools.

Recommendations

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

1. Proprietors and proprietresses in private secondary schools should provide teachers with job satisfaction indicators such as job security, compensation, and organizational policy in order to reduce labour turnover.
2. The owners of private secondary school should ensure that the compensation of teachers' are improved and paid regularly to enhance teaching effectiveness.
3. School administrators should ensure that only competent and professional teachers are allowed to teach in private secondary schools.
4. The owners of private schools should provide teachers with training and development opportunities to enhanced satisfaction.
5. Proprietors and proprietresses should be flexible in policy making and allows teachers to make input since they are the implementers.

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