

*Full Length Research Paper*

# Determining the causes for the exodus of technical teachers from teaching in technical and vocational institutions to other jobs in Katsina State, Nigeria

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The study aimed to determine the causes for the exodus of technical teachers from teaching in TVET to other jobs in Katsina State, Nigeria. For convenience of data collection, research questions were formulated. The survey questionnaire was developed with 15 items and used to question technical education administrators, technical education principals/vice principals and technical teachers in TVET institutions who constituted the sample. A total of 10 TVET institutions were selected randomly and purposefully to acquire the data. The instruments were distributed among 170 TVET teachers. A total of 138 instruments were returned and analyzed using Statistical Analysis Software (SAS). Descriptive statistics, including frequencies, WA and percentages, were used to analyze the data. The research findings revealed that some of the major causes of TVET teachers leaving the teaching profession for other jobs were lack of appreciation by the Government for job well done, better condition of service in the private sectors and inadequate equipment and working tools for projects in TVET institutions. Based on the findings, the study recommends: to provide job satisfaction, arrange adequate instructional materials, equipment and working tools, enhance the social statuses of the TVET teachers, develop curriculum by emphasizing hands-on practice rather than theory, solve the problem of electricity. Finally, the welfare of TVET teachers should be taken utterly, their salaries, allowances, promotions etc. should be promptly attended to. Also, improve admiration by the State and Local Government of Katsina State and the general public to stimulate the interest of students in TVET.

**Key words:** Exodus of technical teachers, teaching, TVET institutions, Nigeria.

## INTRODUCTION

Technical and vocational education and training (TVET) programs and institutions have played a consistent limited role in approaches to technological development and economic growth in Nigeria over the past 50 years. TVET is defined as "a comprehensive term referring to those aspects of the educational process involving, in

addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life" (UNESCO, 2006).

Olaitan (1986) observed that one of the factors that

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affected development of technical education is that some skillful vocational and technical teachers often move to the industries where their skill are more highly valued and paid for than in the teaching profession. Research works conducted by Madugu (1992) and Mani (1992) have shown that for various reasons technical teachers leave teaching for more lucrative appointments after a while. Bond (2001) separately revealed that about 65 percent of qualified technical teachers in Katsina State left the teaching profession to private organizations and industries for reasons of irregular promotion, non-payment of technical teacher allowance, overloaded timetable due to inadequacy of technical teachers, and inadequate resources to work with. Uthman (1988) and Mani (1992) revealed that the rate at which qualified and experienced technical teachers leave the teaching profession to other places in Katsina State is alarming.

Based on the last ten years statistics, Mohammed and Ibrahim (1995) opined that about 75% of qualified, trained and experienced technical teachers in Katsina State left the teaching profession to Federal Ministry of works, industries, and private organizations and for more lucrative appointments. The authors, Uthman (1988), Maaji (1990) and Mohammed and Ibrahim (1995) separately called on the Katsina State government to arrest the situation immediately for the progress and development of technical education in the State. Iliya (1991) and Aghenta (1985) revealed that many available trained technical teachers abandon teaching jobs for more attractive opportunities in industries.

### **Why technical and vocational education teachers leave the teaching profession**

Previous researchers examined the rate at which professional technical teachers leave the teaching profession; it is shown that about six out of every ten technical teachers eventually change to another career (Nnodi, 1976; Odu, 1990; Pearson and Moomaw, 2005). Condition of service for teachers in general is far behind those of their counterparts in other professions. For that, technical teachers who have the opportunity by virtue of their qualification and influence to move to higher paying jobs never spare these chances. Sofolahan (1989) observed with dismay the acute shortage of qualified technical teachers in Nigeria. Sofolahan (1989) stressed that the few qualified ones in the schools have left for industries where their service will attract better remunerations. Strong (2005) stated that many technical teachers in Nigeria, particularly Katsina State had changed their career because of poor condition of service, and poor attitude of government to technical teachers' education generally. However, less emphasis has been given to the differences in characteristic (e.g. skills, abilities, and values) between those who leave the teaching and those remaining in the field. Information of

such differences can be of considerable importance in the career counseling of prospective technical teachers and in the design of teaching. It may also further the understanding of being a technical and vocational education teacher and may help to better comprehend the pressures of classroom teaching.

Schein (1978) identified career dynamics and theorized that career cycle is inherent in all organizations. Usually, according to Schein, workers are moving in form of promotions, transfer, retirement and resignation for other organizations. With Nigeria technical teachers, promotion is not an easy task. This is because most of the school administrators do not recognize technical teachers and so, do not recommend them for promotion. Chances of moving up to get appointment to positions of responsibilities as Vice-Principals and Principals are normally given to the traditional teachers. Since technical teachers are not recognized by their administrators, transfer to another place, turnover are always equally at high risk. With other careers, those who remain, do so because they receive a certain number of promotions. They can rise to reach high level of leadership, and continue to climb until they reach the retirement age. This hardly happens in teaching profession which is among major factors of teachers' exodus to other jobs.

Keiser (1981) opined that the social relationship with family has great impact on the career choice. Keiser (1981) observed that the man who lives apart from his family, does so because his job calls for constant posting, forced dislocation of family. This type of development (live apart) of families causes career discomfort and may lead to career changing. Issues of posting or transfer of technical and vocational education teachers from urban areas to rural areas is common. As such, most of technical and vocational education teachers leave the family behind in urban areas. Cases of separations of families as a result of such transfers cause frequent family problems. Findings revealed that many teachers left their jobs to place where there would be no transfer, to avoid unnecessary family problems. This shows that family is also a major contributory factor to career choice. Hence, for many reasons, the family stands to benefit from the earning, prestige and status that goes with the career.

On vocational development and career choice, Okorie and Ezeji (1988) categorized the different period, stages and phases of the vocational development process as follows:- (a) "Growth period (1 to 14 years) (b) Exploration stage (15 to 24 years) (c) Establishment stage (25 to 45 years) (d) Maintenance stage (46 to 65 years) and (e) Decline stage (66 years - Retirement to death)" The researcher is concerned with stage "C", because most of the technical teachers are within that stage (25 to 45 years). Stage "C" according to Okorie and Ezeji is establishment stage (25 to 45 years); the period of actual choice. The individuals really choose and start a career. If it is satisfying, he remains, otherwise he may

change. The authors further observed that there is job mobility at this stage due to changing circumstances. The author's statement confirmed that the technical and vocational education teachers in the teaching profession who leave to other jobs do so frequently. They do so, because most of them are not satisfied with their jobs. And since there is job mobility at this age, they mostly change their jobs for satisfying career ambitions. Ozigi (1981) opined that career crises and turn-over of TVE teachers could be explained to be due to dissatisfaction with the teacher's condition of service. The author emphasized that government has to do everything possible to satisfy TVE teachers like their counterparts in other sectors. Thus, according to him it will be a lead way to retain them in the teaching profession.

Relative deprivation as a significant factor in the teaching profession cannot be contested. It was the force that led many qualified and experienced products in technical education out of the educational system to other jobs. Swanta (1986) supported this statement by saying, "one of the factors affecting teachers commitment to duty, was the differential treatment accorded university graduates with teaching qualification and their counterparts who possess in addition, the Nigerian Certificate in Education (N. C. E.) ". These deprivations according to Uyanga (1988) were in the areas of promotion and appointment to posts of responsibilities.

Their feelings of deprivation become justified since they too possess the pre-requisite qualification for teaching. They are also university graduates, and possibly have some length of service yet treated differently. Technical teachers are also not left behind with this type of treatment. One of the inherent constraints of technical education is the disproportionate remunerations in work organizations (Dainty, 2012). Dating back to the colonial era, technical teachers had been relatively deprived in terms of salaries and other privileges compared to their civil service counterparts. On this, Lugard in Goldstein (2003) noted and said, "I should like to see these appointments more attractive in pay, prospects of promotion and privileges equal to the clerical branches". There were no incentives to the professional level.

Provisions for staff training were shallow and inadequate. Many trainees ended up being ill-equipped for their jobs. This encouraged technical teachers' mass drift to clerical services and other professions.

Majority of the students preferred to work in private organizations and industries. Those who wish to go for further studies preferred to go for their Master and Ph.D. degree programmes in "Educational Administration" or "Guidance and Counseling" or "Banking" etc.. Indeed, they prefer to go in for any course as long as it is not technical. Reasons given for their decision include: (a) the comparatively low pay and other fringe benefit in teaching generally; (b) lack of substantial allowances or life insurance policies in teaching; (c) low prestige and status compared to their colleagues in non-teaching

profession; (d) poor prospects of educational advancement; and (e) inadequate facilities and equipment in schools for job satisfaction. The survey further revealed that even students who are on in-service training from the private sector preferred going back to join the administrative or production arms of their industries, than to teach in the industries training department. This in a nutshell, portrays the presence of relative deprivation within.

In Katsina State, the monthly payment system of TVET teachers is relatively poor and they get no promotion, rewards, incentives, family allowances, housing allowance, medicare facilities and so on. Though, the TVET institutions are recruiting qualified teachers in terms of academic credential and skills, most of the cases they are paid less compared to the engineering personnel in the private sector of the state. Consequently, recently the trend to move took place vigorously. As the problem is unembellished, and As TVET teachers are not stable in their job places, the rate of progress of the TVET institutions is very slow. It is unproductive, if TVET institutions of Katsina State lose their workforces every time.

The TVET authorities are unable to find out the main reasons of the whys and wherefores of migration of the job. Accordingly, the purpose of the study addressed the crucial issue to discern why TVET teachers are leaving their job? why they are not satisfied with their job places? and how to hold onto them in the TVET institutions? Thus, the main research question is- what are the causes for the exodus of TVET teachers from TVET institutions to other jobs in Katsina State, Nigeria?

## Significance

Though effective and efficient teaching and learning cannot be guaranteed, TVET cannot function properly unless there is high quality in the standard of teaching, instructional materials, infrastructure, teaching methods, proper evaluation of students in the program where they are lacking. In Nigeria today, vocational and technical education programs in institutions are severely underfunded as most institution programs are run on deficit budgets (Idialu, 2014). The undesirable economic and political conditions made it difficult to increase fees in schools. In TVET in Nigeria, some of the current situations that affect the quality of teaching and learning are as follows: lack of infrastructure, lack of funding, the poor image in the society, shortage of manpower, ineffective administration, and low training quality (Idialu, 2014). The exodus of TVET teachers might be taken place due to the problems. Thus, this study will help the TVET administrators in the ministry of education and secondary school board in Katsina State to know the causes for the exodus of technical teachers from teaching in TVET for other jobs and to devise some

means of minimizing their exodus. The principals of vocational-technical institutions and technical education administrators will also benefit immensely from the findings of this study.

## METHODS

It is a descriptive research where the researchers had an extensive survey on the TVET teachers in Katsina State, Nigeria. The *tool* of the study was *questionnaire* which was distributed by the researchers via e-mail. The instrument and a cover letter were mailed to the subjects. The questionnaire was self-explanatory type, simple and contained 15 items. A cover letter explained the importance and purpose of the study and requested their assistance and cooperation. Two follow-up mailings were conducted at three and six-week intervals after the initial mailing. The researchers have sent their country representatives to collect the response directly from the subjects. The approximate population (TVET teachers) for the study was 300. A total of 10 TVET institutions were selected randomly and purposefully to acquire the *data* for the study. The instruments were distributed among 170 TVET teachers in their institutions. In this regard, 4 technical colleges and 6 vocational training centers in Katsina State were taken as sample. A total of 17 teachers from each TVET schools were selected. So, total *sample size* was  $(17 \times 10) = 170$ . A total of 138 instruments were returned, which constituted a final response rate of 82%.

Some respondents were given their opinion via direct interview which were conducted by the researchers. It was noted that, the instruments were not distributed to the TVET teachers who already left the profession. This is because it was difficult to address them properly. Thus, the in-service TVET teachers were selected as the respondent group. However, for this study, the senior teachers had utmost preferences in selection process as it was deemed to increase the reliability and authenticity of the data.

The data were coded and analyzed using Statistical Analysis Software (SAS). Descriptive statistics, including frequencies, WA and percentages, were used to analyze the data in order to answer the research questions. In this regards, the five point *Likert-Scale* was used and the results were carried out on the calculated value of weighted average (WA) with corresponding percentage. The WAs were interpreted as: Strongly Agree ( $WA \geq 4.5$ ), Agree ( $4.5 > WA > 3.5$ ), Undecided ( $3.5 \geq WA > 2.5$ ), Disagree ( $2.5 \geq WA > 1.5$ ), Strongly Disagree ( $1.5 \geq WA > 0$ ). The formula (Gay et al., 2003) was  $WA = (N_1 + 2N_2 + 3N_3 + 4N_4 + 5N_5) / (N_1 + N_2 + N_3 + N_4 + N_5)$ .

## FINDINGS

Lack of appreciation for job well done by the government; lack of job satisfaction; lack of instructional materials; irregular payment of salary; irregular promotion; lack of rapid educational advancement opportunities, that is, in-service training; better condition of service in the private sectors; lack of equipment and working tools for practical projects in technical and vocational education institutions; lower social status (prestige) of technical and vocational teachers in general; lack of other sources of extra income; lack of good fringe benefits; too much emphasis on theory than practice in the curriculum; too much workload not commensurate with their pay packets; lack of electricity to operate equipment were the reasons for teachers' exodus to other jobs (Table 1).

## DISCUSSION

The study revealed that technical education administrators, principals/vice principals and technical teachers in technical and vocational education institutions strongly agreed + agreed ( $WA=4.24$ , 85%) with item (15), the lack of electricity to operate equipment as one of the causes for technical teachers leaving the teaching profession in technical and vocational education institutions for other jobs. In fact, electricity is essential for every engineering works such as to operate machine, computer, and equipment. The TVET institutions may have the facility of own electric power generating system to address the issue. Most respondents ( $WA=4.09$ , 85%) with item (14) agreed that 'TVET curriculum emphasized theory rather than practice'. The item 15 and 14 correlated in that sense as the institutions had the problem of electricity, the practical classes are not properly conducted. As a result, the students have been getting only the theoretical knowledge without sufficient hands-on practice.

The findings in Table 1 also revealed that technical education administrators, principals/vice principals and technical teachers of technical and vocational education institutions agreed that there are lower status (prestige) of technical teachers (71.70%); inadequate equipment and working tools (71%) and lack of job satisfaction (65.20 %). The dissatisfaction in jobs may take place due to inadequate teaching equipment and working tools in the institutions. In fact, those matters are the symbol of status bearer in the institutions. The physical facilities of the institutions are indeed needed for enhancing the knowledge and skill of the teachers. The TVET teachers are the group of knowledge creator and skill provider. However, in the Katsina State, they could not do so because of those constraints. As a result, the teachers have not been honored by their status. Consequently, technical teachers have been leaving the teaching profession in TVET institutions for other jobs.

It is also noteworthy that a reasonable percentage of technical education administrators, principals/vice principals and technical teachers of technical and vocational education institutions disagreed with issue of irregular payment of salaries (37%); inadequate instructional materials (25.4%); lack of educational advancement opportunities i.e. in-service training (22.5%) and lack of appreciation for a job well done (22.5%) as some of the causes of technical teachers leaving the teaching profession in technical and vocational education institutions for other jobs.

## Summary

In items (1 to 5), most respondents (69%) agreed (32.60%) and strongly agreed (36.20%) that lack of appreciation for job well done by the government was a cause for the exodus. The majority of respondents

**Table 1.** Opinions of the respondents regarding why technical teachers leave the teaching profession in technical and vocational education institutions for other jobs.

S/No	Items	SA	A	U	D	SD	WA
1	Lack of appreciation for job well done by the government	50 (36.2%)	45 (32.6%)	6 (4.3%)	31 (22.5%)	6 (4.3%)	3.74
2	Lack of job satisfaction.	33 (23.9%)	90 (65.2%)	10 (7.2%)	5 (3.6%)	0 (0%)	4.09
3	Inadequate instructional materials	28 (20.3%)	66 (47.8%)	2 (1.4%)	35 (25.4)	7 (5.1)	3.53
4	Irregular payment of salary	16 (11.6%)	27 (19.6%)	8 (5.8%)	51 (37.0%)	36 (36.1%)	2.54
5	Irregular promotion.	32 (23.2%)	56 (40.6%)	24 (17.4%)	16 (11.6%)	10 (7.2%)	3.61
6	Inadequate educational advancement opportunities (i.e. in-service training)	14 (10.1%)	68 (49.3%)	7 (5.1%)	31 (22.5%)	18 (13.0%)	3.21
7	Better conditions of service in the private sector.	48 (34.8%)	69 (50.0%)	21 (15.2%)	0 (0%)	0 (0%)	4.04
8	Inadequate equipment and working tools.	32 (23.2%)	98 (71.0%)	2 (1.4%)	6 (4.3%)	0 (0%)	4.13
9	Lower social status (prestige) of technical and vocational teachers in general.	13 (9.4%)	99 (71.7%)	20 (14.5%)	5 (3.6%)	1 (0.7%)	3.86
10	Lack of students interest in technical and vocational courses	34 (24.6%)	74 (53.6%)	10 (7.2%)	14 (10.1%)	6 (4.3%)	3.84
11	Inadequate resources for additional income	41 (29.7%)	60 (43.5%)	23 (16.7%)	13 (9.3%)	1 (0.7%)	3.92
12	Lack of good fringe benefits.	47 (34.1%)	66 (47.8%)	7 (5.1%)	18 (13.0%)	0 (0%)	4.03
13	Too much emphasis on theory than practice in the curriculum.	61 (44.2%)	57 (41.3%)	5 (3.6%)	2 (1.4%)	13 (9.4%)	4.09
14	Too much workload not commensurate with their pay packets	67(48.6%)	37(26.8%)	15(10.9%)	6(4.3%)	13(9.3%)	4.01
15	Inadequate electricity to operate equipment	86 (62.3%)	31 (22.5%)	5 (3.6%)	0 (0%)	16 (11.6%)	4.24

(WA=4.09, 65.20%) agreed that the technical teachers are leaving due to 'lack of job satisfaction' and no respondents (0%) strongly disagreed with the issue. 47.8% of respondents agreed and 20.30% strongly agreed that the teachers are leaving because of 'inadequate instructional material' in the TVET institutions. Most of the respondents were undecided (WA=2.54) about irregular payment of salary; however, 40.60% agreed and 23.20% strongly agreed that they have irregular promotion.

In item (5-10), about in-service training, most of the respondents (WA=3.21%) were undecided. 34.80% strongly agreed, 50% agreed (WA = 4.04) that the private sector jobs have better condition of service than TVET. Around 94% TVET teachers opined (WA=4.13) the cause of leaving was 'inadequate equipment and working tools'. Likewise, 71.7% TVET teachers agreed and 9.4% strongly agreed that 'TVET teachers have lower social statuses' and so they are leaving the teaching profession. Total 78% respondents opined (WE=3.84) lack of students' interest in TVET.

In item (10-15), most respondents (WA=3.92, 74%) agreed that 'TVET institutions have inadequate resources for additional income and lack good fringe benefit' (WA=4.03, 81%). Most respondents (WA=4.09, 85%) agreed that 'TVET curriculum emphasized theory rather than practice' and also (WA=4.01, 75%) agreed that 'too much work load not commensurating with their pay packets'. Most of the respondents (WA= 4.24, 85%) agreed that 'TVET institutions have inadequate electricity' to operate equipment.

## CONCLUSION AND RECOMMENDATION

The causes for the exodus of technical teachers from the teaching profession identified by the study represents

what the technical education administrators, technical principals/vice principals and technical teachers in technical and vocational education institutions involved in the study considered as important factors for the exodus of qualified, trained and experienced technical teachers from teaching service in technical and vocational education institutions in Katsina State.

The study recommends that the Federal and State Ministries of Education to embark on large scale training and re-training of technical teachers in all subject areas currently offered in technical and vocational education institutions to ensure the implementation of the national policy on technical education as it affects the retention of technical teachers to teach in technical and vocational education institutions.

The State and Local Government of Katsina State should address with seriousness the problems of non-availability and/or the existence of ill-equipped workshops, lack of electricity supply to the institutions, lack of instructional materials, and non-payment of technical teachers' allowance, lack of qualified and experienced technical teachers in technical and vocational education institutions. The study recommends

- i) To provide job satisfaction,
- ii) To arrange adequate instructional materials, equipment and working tools,
- iii) To enhance the social statuses of the TVET teachers,
- iv) To develop curriculum by emphasizing hands-on practice rather than theory,
- v) To solve the problem of electricity.

Finally, the welfare of TVET teachers should be taken utterly, their salaries, allowances, promotions etc. should be promptly attended to. Also, improve admiration by the State and Local Government of Katsina State and the

general public to stimulate the interest of students in TVET.

## Conflict of Interests

The authors have not declared any conflict of interests.

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