

Factors Hindering Retention of Basic School Teachers in Border Areas as Perceived by Educational Stakeholder in Katsina State, Nigeria

Daramola, C.O. Ph.D Amali, I.O.O. Ph.D Yusuf, A. Ph.D Bello, M.B. Ph.D
Department of Social Sciences, Faculty of Education, University of Ilorin, Ilorin, Nigeria.
E-mail: muhinat4islam@yahoo.com

Abstract

This study is a descriptive survey research that investigated factors hindering retention of basic school teachers in border areas as expressed by education stakeholders (teachers and community members) in Katsina state of north-Western, Nigeria. A researchers- design questionnaire with psychometrics properties of content validity as well as 0.68 reliability index was administered to 234 respondents. Mean rating with 2.50 as accepted mean score value was adopted to answer the research questions raised in the study. While test was used to test the research hypotheses raised. The results revealed that lack of social amenities of life, lack of special allowances for teachers deployed to serve in the border areas, as well as insecurity of the border areas among others constitute serious part of the factors hindering retention of basic school teachers in the border areas of Katsina State. The researcher recommends that, in the areas, provision of social amenities and adequate security to enhance high rate of teachers' retention in the border areas. Finally, the researchers also recommended that the Federal Government of Nigeria should focus special attention on the plight of people living in the border areas.

Keywords: Border areas, Teacher retention, Basic Education, Education stakeholders and Border education

Introduction

Nigeria, with vast land (about 983,000 kilometres in diameter) shares common boundaries with four countries; Niger Republic and Chad to the North, Cameroun to the east and Republic of Benin in the South- West. Its border lines are about 4,000 kilometres and the northern part alone accounts for about 2,000 kilometres of that stretch (www.history-of-nigeria/htm).

Border communities are towns close to the boundary between two countries, states or regions. It could have the feature of a highly cosmopolitan towns or flashpoint for international conflicts as well as isolated extreme rural areas, lacking basic necessities of life (Wills, 2010). Border areas are characterised by various factors that negatively influence the delivery of quality education, such as Insecurity; Researches such as that of Folami and Karimu (2010) have shown that Nigerian border areas are so porous and have failed to curtail influx of illegal aliens and the challenges faced by the law enforcement agencies at the borders.

Natural phenomena, Political inadequacies and Government neglect are other factors responsible for the sorry state of the Nigerian borders. With over 55 border posts in the Northern part of the country, the Immigration Service that is responsible for the management of the movement of people in and out of the country has less than 300 officers deployed in the areas and about ten vehicles to do the peripheral patrolling. The only patrol boat available is at the moment broken down and out of use, while there are less than one hundred motorcycles available for their use (Oluwalana, 2011).

There are no clear cut forms of demarcation between Nigeria and her neighbours and everybody wanders in and out of the Country in these areas as they wish without showing any concern for rules or laws governing international borders.

Nigerians in the Baki area of Borno state prefer to live in the Cameroonian end of the border, because there are virtually no infrastructural facilities at their own end. There are no light or health facilities in the Nigerian side, whereas the Cameroonians have adequate health facilities which service not only Cameroonians but also their Nigerian neighbours who move in droves to benefit from these facilities (Wills, 2010).

Singh and Rangnekar (2000) also highlighted the followings as feature of border communities in the north-western part of Nigeria. High rate of unemployment of educated and uneducated, skilled and unskilled youth poor economic situation, poor state of social infrastructures and problems of unmarked demarcation of the land among others. Typically, border areas are remote and relatively underdeveloped, as a result, many border communities and their schools are poor and disadvantaged, lacking of basic infrastructural facilities such as water, roads, electricity and information and communication technologies (ICTs) among others.

Education has become one of the most powerful weapons known for reducing inequality in modern societies. It is also used for laying the foundation for a sustainable growth and development of any nation. Basic education in particular is the level of education that develops in the individual the capacity to read, write and calculate. In other words, it helps to eradicate illiteracy (Bruns, Mingat and Rakotamalala, 2003). Thus, basic education is the only level of education that is available everywhere in both the developed and the developing

countries as well as in border, urban and rural areas (Akinbote, Oduolowu & Lawal, 2001). This explains why basic education is the largest sub-sector of any education system and offers the unique opportunity to contribute to the transformation of societies through the education of the young ones (UNESCO, 2001).

Education program continues to be undercut as the biggest victims of the educational system are those living in border areas. The attitudes of the children and teachers also affect the quality of the schools. Allocation of government funds and the conditions of the destitute in border schools contribute to the low quality of education for children in border areas. Overall enrollment in basic schools is very low, as about fifty percent of children living in these areas leave school before completion of the first primary cycle (Tefft, 2009). These children leave school for variety of reasons: some leave because of lack of interest; most leave so that they can work in the fields, etc. As these children grow into adults, many are still illiterate by the age of forty. These uneducated adults are also reluctant to send their own children to school because of their failure in the education system. This in turn creates a problem for the next generation.

While the children living in border areas continue to be deprived of a quality education, part of the reason could also be attributed to their teachers. A large number of teachers refuse to teach in border areas and those that do are usually under qualified (Bob, 2007). In recent years, the number of qualified teachers has increased because of increased efforts by the government and private groups to improve the general education and professional training of teachers (UNESCO, 2007). Despite all these efforts, teachers' deployment and retention has constituted serious challenge to schools in the border areas. Several researches have been conducted in this areas, such as the study of Bob (2007), Aina (2010), and Folami and Karimu (2010) but with different variables, geographical locations and sample scope. This study investigated into the challenges, implications and prospects of teachers' retention on the quality of basic education in border areas of Katsina State.

Purpose of the Study

The main purpose of this study is to investigate the factors hindering retention of basic school teachers in the border areas of Katsina State as perceived by educational stakeholders (Teachers and community members). Specifically, the study would examine:

- i. Teachers' perception of the factors hindering the retention of basic school teachers in the border areas of Katsina State.
- ii. Community members' perception of the factors hindering the retention of basic school teachers in the border areas of Katsina State.
- iii. Perception of teachers and community members on possible solution to the factors hindering retention of basic school teachers in the border areas of Katsina State.

Research Questions

The following research questions were put forward to guide this study:

- i. What are the factors hindering the retention of basic school teachers in the border areas of Katsina State?
- ii. What are the possible solution to the factors hindering retention of basic school teachers in the border areas of Katsina state as perceived by the stakeholders.
- iii. Is there difference in the teachers and community members' perception of the factors hindering the retention of basic school teachers in the border areas of Katsina State?
- iv. Is there difference in the perception of teachers and community members on how best to enhanced retention of basic school teachers in the border areas of Katsina State.

Research Hypothesis

Ho₁ There is no significant difference in the teachers and community members' perception of the factors hindering retention of basic school teachers in the border areas of Katsina State.

Ho₂ There is no significant difference in the perception of teachers and community members on how best to enhanced retention of basic school teachers in the border areas of Katsina State.

Methodology

The descriptive survey design was used in this study. The choice of the descriptive survey was in line with Daramola (2006), who maintained that it is concerned with gathering of information on peoples' opinion. The target population for this study comprised all the teachers and border community members of Bugaje, Farfaru, Gangara, Gulbin Baure, and Jibiya Kusa of Jiba in Katsina State. There are 12,657 of people living in these four border communities of Jiba Local Government Areas of Katsina State out of which 235 respondents (consisting of both teachers and community members) were purposively sampled (National Bureau of Statistics, 2009). This is in line with Research Advisors (2006) table for selecting the sample size. A 19 item Five Point-Likert scale type questionnaire designed by the researchers was used for eliciting the needed data from the

respondents. The questionnaire was also translated in to two other languages (Hausa and Arabic). The questionnaire items were validated by experts in the Department of Arts and Social Sciences Education, Faculty of Education, University of Ilorin to ensure its content validity. This is in line with Sambo (2008) who maintained that the best procedure for validating research instrument is to give it to a panel of experts. A test re-test reliability method was carried out with a sample of 40 respondents (teachers and border community members) in Illela Local government of Sokoto State. Three-week interval period was given. The scores of the first were correlated with the scores of the second using Pearson's Product-Moment Correlation Coefficient and reliability index of 0.68 was obtained. The questionnaire contained two sections. Bio-data of the respondents constituted the first section while the second section contained 19 items with 4 points responses (Strongly Agreed (5), Agreed (4), Disagree (3), Strongly Disagree (2) and I don't know (1). The questionnaire was administered to the respondents by the researchers in the company of trained research assistants. The data collected was analyzed using mean and standard deviation with 2.50 as accepted means score value.

Results

The results were presented in the tables below:

Research Question One: What are the factors hindering the retention of basic school teachers in the border areas of Katsina State?

Table 1: Stakeholders' Responses on the factors hindering retention of basic school teachers in borders areas.

s/no	Statements Challenges	Mean	SD	Decision
1	Poor infrastructural facilities in border school	3.31	1.06	Agreed
2	Lack of teachers' teaching facilities in border schools.	3.55	0.96	Agreed
3	Poor monitoring of teachers in the border schools.	3.84	1.05	Agreed
4	Lack of special allowance to Teachers posted or teaching in border area schools	3.18	0.93	Agreed
5	Lack of access to professional opportunities to develop basic school teachers.	3.71	1.10	Agreed
6	Insecurity nature of border areas.	3.50	1.01	Agreed
7	Outright neglect of teachers in border schools.	3.74	1.13	Agreed
8	Marital status of basic school teachers influence their retention in border schools negative (married and single)	3.53	1.04	Agreed
9	Poor accommodation for basic teachers deployed to border schools.	3.50	1.00	Agreed
10	Poor school environment	3.10	1.01	Agreed
11	inconducive teaching and learning environment	3.61	1.04	Agreed

Table 1 reveals some factors hindering retention of basic schools teachers in the border schools, this was unanimously agreed that the factors listed above influence teachers' retention in border schools. With the mean score values ranging from 3.10 to 3.84 which is above the acceptable value of 2.50.

Research Question Two : What are the possible solution to the factors hindering retention of basic school teachers in the border areas of Katsina state as perceived by the stakeholders.

Table 2: Stakeholder responses on the possible solution to the factors hinder retention of basic education teachers in the border areas.

s/no	Prospects	Mean	SD	Decision
1	Involvement of border school teachers in the communities work may help to retain more teachers in to the community.	3.44	1.03	Agreed
2	Inclusion of border education as a course of study in the Nigeria teacher training institutes would help to increase retention among teachers of borer schools	3.58	0.95	Agreed
3	Allocation of more funds for education at the border Local Government Areas to support education at the border areas would influence retention among teachers positively.	3.83	1.05	Agreed
4	Adequate provision of in-service training for teachers would promote high retention rate among border teachers.	3.30	0.99	Agreed
5	Adequate provision of social infrastructural facilities in the border communities would promote high retention rate among basic school teachers	3.81	1.07	Agreed
6	Adequate provision of security at the border areas.	3.55	1.00	Agreed
7	Government should be more committed to education at the border areas	3.78	1.11	Agreed
8	Support, inspection and supervision services should be adequate at the border schools	3.56	1.02	Agreed

Table 2 revealed some possible solutions to the factors hindering retention of basic schools teachers in the border areas of Katsina State as perceived by both the teachers and the community members. With the mean score values ranging from 3.30 to 3.83 which is above the acceptable value of 2.50.

Hypotheses one: There is no significant difference in the teachers and community members perception of the factors hindering the retention of basic school teachers in the border areas of Katsina State?

Table 2: t-test table of teachers and community members' responses

Status	N	MEAN	SD	df	t-test	Sig(2-tail)	Decision
Teachers	12	38.5	3.74	232	0.56	0.58	Accepted
Community members	223	77.30	590.05				

P= 0.05

Table 3 reveals that t-value is 0.56 with significant probability value (P value) of 0.58. Since the probability value, P-value = 0.58 > 0.05 alpha level, the null hypothesis is therefore not rejected. This implies that no significant difference existed in the perception of teachers and community members as regard the factors hindering the retention of basic school teachers in the border areas of Katsina State.

Hypotheses two: There is no significant difference in the perception of teachers and community members on how best to enhanced retention of basic school teachers in the border areas of Katsina State.

Table 4: t-test table of teachers and community members' responses on possible solution

Status	N	MEAN	SD	df	t-test	Sig(2-tail)	Decision
Teachers	12	28.25	2.89	232	-0.74	0.46	Accepted
Community members	223	28.91	3.05				

P= 0.05

Table 4: reveals that t-value is -0.76 with significant probability value (P value) of 0.46. Since the probability value, P-value = 0.046 > 0.05 alpha level, the null hypothesis is therefore not rejected. This implies

that both teachers and community members don't differ in the way they perceived the possible solution has been able to promote retention of basic education teachers in the border areas of Katsina state.

Discussion of the findings

The findings in this study revealed that both the teachers and community members perceived that there are factors such as ; lack of access to professional opportunities where the teachers can develop their profession either through seminars./workshop or training and re-re-training programme. Other factors include; low salary, lack of special allowance for teachers deployed to service in the border areas, lack of social infrastructure in the environment. To worsen the situation is the problem of insecurity of the border inhabitant. Basic schools in these communities lack facilities and infrastructures such as electricity, drinkable water, functional laboratories, good usable toilets, among others. Also, the schools lack adequate supervision and inspection from the States Ministry of Education. Limited resources in border areas often extend to teachers. Border schools find it difficult to attract good and suitable teachers, because there are less financial resources available. For the same reason, it is difficult to retain teachers in border areas. Finding suitable accommodation is another challenge for teachers in border areas. Most teachers and administrators in border schools are relatively young, less education, and get lower pay and benefits than non border employees. The problem with most border teachers today is retaining them, it is extremely difficult to find teachers who fit in with the border communities and will stay for a long period of time because of this. Usually the teachers who end up staying are either from a border background or have previous experience with border communities. Poor physical school structures, inconducive teaching and learning environment , Marital status of basic school teachers (married or single) and outright neglect of teachers in border schools among others. This is agreement with the findings of Castle (1995). These definitely, the stakeholders perceived have influence on access, retention, not minding the vital roles of education in the society, generally. Probably, this is why there was no significant difference in the perception of stakeholders as regard factors hindering retention of basic school teachers.

Findings of the study have also revealed that low retention rates of basic school teachers in the border areas have negative implications for quality education. The quality of school inputs such as teachers, facilities and materials influence school enrollment, attendance, completion and achievement rates among school-age children in border areas. This is because border school teachers carry out their duties in a difficult environment combined with less support from the government, inadequate supervision, and poor remuneration. All these demoralized even the dedicated teachers. This is why many of these teachers do redeployed themselves back to the urban areas, leaving the border areas with very few workforces.

Among the strategies that may help border schools retain teachers as perceived by both teachers and community members are to involve teacher in the community activities. Also, increasing people's awareness of the problems of border schools may also be promising. This will help them develop interest in border schools and may contribute to the development of these schools.

Recent statistics from the Ministry of Education, National Teachers' Institute (NTI), National Commission for Colleges of Education (NCCE) and Faculties of Education in Nigerian Universities revealed that adequate numbers of trained teachers are being produced on a yearly bases but the problem lies in teacher distribution or deployment. Adequate funds are also considered necessary so as to take care of teachers teaching in border areas. This would afford the Local government the opportunities of allocating special allowances for the teachers teaching in the schools in border areas and also to make adequate provision for the necessary teaching and learning materials and all other necessary facilities in the school. Training and re-training of teachers should on the priority list of the government, especially for teachers in the border areas. This would enhance productivity and retention among them.

Adequate security provision is needed in order to promote high retention rate among teachers in the border schools. This is because there cannot be development in any society when her citizens are living in fear. This may be one of the reasons why Stuart (2009) pointed out that the primary responsibilities of any leader in a state or nation is to preserve the security of the people occupying its territory. Accordingly, policies should be focused on protecting homeland, rural / border security, freeing people from fear and pushing forward with development.

Conclusion

Rethinking basic schools in the border areas requires first reviewing the characteristics of the border areas, particularly in developing countries, like Nigeria and then considering the place of education in the policy and programme of the Nation. To a large extent, Katsina State international border communities have been suffering from low or poor retention rate of basic school teachers. This has put its population at disadvantaged educationally. As low teachers retention in the schools creates many obstacles for basic school students in border schools, another setback is the lack of school facilities which becomes detrimental to the learning process.

Recommendations

The strategy to retain high-calibre teachers in border areas must focus on the issue of teachers' salaries and other financial incentives. First, all teachers should receive salaries that reflect the value of being part of the teaching profession and their contributions to the society. Second, to attract and retain teachers in isolated communities such as the border areas, they should be compensated with additional financial incentives, in the form of hardship allowance, travel allowance for teachers to go to the border area, etc. Evidently, some measures must be put in place to help mitigate the problems teachers in border communities are facing in Nigeria generally. Lastly, special attentions need to be focus on border areas, to alleviate the suffering of the populace and plan the education system to be more inclusive.

References

- Aina, F. (2010). *Addressing development challenges of border communities*. Retrieved from: www.sunda.dailytrust.com/index.php?development.border
- Akinbote, R.O., Oduolowu, E.A. & Lawal, B.O. (2001). *Pre-Primary and Primary Education in Nigeria*. Ibadan: Stirling-Horden Publishers
- Bruns, B. Mingart, A. & Rakotomalala R. (2003). *Achieving Universal Primary Education by 2015: A chance for Every Child*. Washington, D. C. the World Bank.
- Castle, K. (1995). *Border teachers*. Retrieved from: www.thewhiskyexchange.com/P-7131.aspx - United Kingdom -
- Daramola, S.O. (2006). *Research methods and statistical analysis in education*. Ado-Ekiti: PETORA Educational publisher.
- Folami, A. O. & Karimu, O. O. (2010). Climate change and cross border crime in Nigeria. Paper presented at the 250th Anniversary Conference Organized for the Royal Norwegian Society of Sciences and Letter on Climate Change and Security in Trondhiem, Norway.
- History of Nigeria. Retrieved from: www.history-of-nigeria/htm.
- National Bureau of Statistics, (2009). Social statistics in Nigeria. Retrieved from: www.national-bureau-of-stat/htm
- Oluwalana, S. (2011). Nigeria's porous borders entry point for illegal aliens. Retrieved from: www.mirro-new-desk/htm
- Sambo, A. A. (2008). *Research methods in education*. Edo: Stirling-Horden Publishers.
- Singh, K. & Rangnekar, U.S. (2000). A profile report on pre- project survey of border area development programmes in developing countries. Retrieved from: www.pbplanning.gov.in/pdf/Annexure-VI.pdf.
- Teachers and community stakeholders perspectives about schools.
Retrieved from: www.ernape.net/ejournal/index.php/IJPE/.../viewPDFI_nterstitial/.../14.
- Tefft, O. (2009). VSO gender equality and education paper .Retrieved from: www.vsointernational.org.
- The Research Advisors(2006). *Sample size table*. Retrieved from: <http://research-advisors.com>.
- Ujo, A. A. (2000). *Social research: a non- quantitative approach*. Nigeria: Anyaotu Enterprise and publisher Ltd.
- UNESCO: *Education for All - Global Monitoring Report (2007). Reaching the Marginalized*
- Wills, N. (2010). *School-based professional support by Border CommunityDevelopment Agency*. Retrieved from: www.voiceofnigeria.org/Bordersecub.htm

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

