

Bayero Journal of Public Administration Volume 2, Number 1, Dec. 2022

BJPA ISSN
2814-1970



BAYERO
JOURNAL
of
PUBLIC ADMINISTRATION

Vol. 2 No. 1

A Publication of the
DEPARTMENT OF PUBLIC ADMINISTRATION
Bayero University, Kano

DECEMBER, 2022

**EFFECT OF TRAINING ON TEACHERS TURNOVER IN PRIMARY SCHOOLS
OF DAWAKINKUDU LOCAL GOVERNMENT EDUCATION AUTHORITY,
KANO STATE-NIGERIA**

Umar Abdulkadir Umar

Department of Public Administration

Faculty of Management Sciences

Bayero University, Kano

Email Address:Uaumar.pad@buk.edu.ng

Abstract

The level of teacher's turnover particularly at primary school level has reached an alarming rate, where teachers are massively leaving their teaching jobs to other organisations. This study assessed the extent in which training of teacher's influence turnover in Dawakinkudu Local Government Education Authorities of Kano State from 2011-2018. The mixed method were adopted for the collection of data for this study. The instruments used for primary data were administration of questionnaire and interview. 297 respondents from the questionnaires were found valid, 13 management staff were interviewed in the study as well as 3 teachers. The secondary sources of data used include publications such as annual reports, journals, text books, circulars, unpublished dissertations as well as data from internet. Both descriptive and inferential statistical tools were used in presenting and analyzing data. Simple linear regression was used in testing hypothesis. The study found out that there is no significant relationship between training and teacher turnover. The study therefore recommend that other issues such As releasing for studies should be strictly relevant to the teaching areas in primary schools as well as bond must be signed by releasing teacher to spend at least the years he spent in his study before leaving primary teaching.

Key words: Teachers, Training, Turnover, LGEA, Primary schools, Dawakinkudu.

Introduction

Teacher turnover has become worrisome to every school at all level be it public or private, simple or complex. The teachers are the life wire of every school. It is difficult for the school to compete favorably and to achieve its set goals and objectives without loyal and competent teachers. The loyal teachers are the most productive for the development of the society.

It can be stated here without exaggeration that for high productivity and efficiency to be achieved in every organization, there is need for dedicated, committed and enthusiastic employee, who will put their hands on deck to translate the goals and objectives of an organization into reality. According to Stahi (1995) the same way that organisations need a strategy for marketing

or operation, so also the same way they need a strategy for managing and retaining of their human resource (HR).

Mobley (1982) gave the meaning of employee turnover as the discontinuance of membership in an organization by the person who received monetary compensation from the organization. Bliss (2007) has defined turnover as the movement of employees out of the organization.

Over the years, employee turnover had become a challenge to many organizations across the global spectrum. According to Mercer's Global Talent Trends Study (2015) employee turnover had reached 23% in U.S.A, 20% in UK, 31% in China and 33% in India and Brazil respectively.

In Ghana, as in many other African countries, quitting of jobs among teachers is a pervasive phenomenon. The Ghana National Association of Teachers and Educational Workers Union (2009), for instance lamented that about 10,000 teachers leave the Ghana Education Service (GES) annually for various reasons. In addition, the General Secretary of Ghana National Association of Teachers disclosed that an estimated 33,185 teachers in Ghana had abandoned their post in recent years to seek greener pastures (graphic.com.gh, 15th August, 2013).

In Nigeria, labour turnover has been a common phenomenon in many organizations over the years, even so fundamental is the fact that labour turnover has badly affected one of the most important sector of the nation; the education sector most especially at primary and secondary levels,(Issa and Adebola 2014). According to the report by The Labour Force Survey conducted quarterly by the National Bureau of Statistics (2014) in Nigeria, the number of personnel who left the establishment as a result of Resignation, Retirement, Retrenchment, Dismissal and Death by suitable manpower categories have reached about 20% across the nation in 2012. The reports shows that education sector especially at primary level are worst hit by the trend.

In Kano State, labour turnover among the primary school teachers have assumed an alarming rate in the past years. According to report from the office of Planning, Research and Statistics of Kano State Universal Basic Education Board, (KNSUBEB) between 2011 to 2016, over 11254 primary school teachers across the forty four (44) Local Government Education Authorities (LGEAs) in Kano state have applied for transfer of service from SUBEB to other ministry agencies and parastatals This of course could be a serious threat to the survival and achievement of good and sound education at primary level in Kano state due to the loss of valuable human capital.

It is against this background that this research seeks to answer this fundamental question how has teacher's training affects turnover in primary schools under Dawakinkudu Local Education Authority (LGEA) of Kano state from 2011 to 2018?

The objective of this study is to assess the effect of training on teacher's turnover in Dawakinkudu LGEA of Kano state from 2011 to 2018.

The hypothesis of this study was stated as follows, there is no significant relationship between training and teacher's turnover in Dawakinkudu LGEA of Kano state

2. Literature Review and Theoretical Framework

2.1 Concept of Turnover

Employee's turnover may be due to a particular cause but they can also be an indication of more fundamental organizational problems (Durbin, 2000 Meyer, 2001). According to Grobler (2006) and Nel (2008), the term is used to encompass all leavers, both voluntary and involuntary including those who resign, retire or are made redundant. This scenario may be described as overall or crude employee turnover because it covered voluntary and involuntary turnover while it fails to give the causes of turnover explicitly. Grobber (2006) view controllable staff turnover as resignations and dismissals, and define resignation as the ending of an employment contract by the employee. This definition depicts that there are turnover that are controllable and therefore unable to identified uncontrollable turnover such as death, retirement etc.

Employees' turnover is a much studied phenomenon (Shaw, 1998). But there is no standard reason why people leave organisations. Employee turnover is the rotation of workers around the labour market; between firms, jobs and occupations; and between the states of employment and unemployment (Abassi&Hollman, 2000). Employee turnover can be interpreted as a leave or departure of intellectual capital from the employing organization (Johnson, 2000).

The term "turnover" is defined by Price (1977) as: the ratio of the number of organizational members who have left during the period being considered divided by the average number of people in that organization during the period. This definition depicts that turnover is only measured by the percentage of staff who leaves organisation without considering the resourcefulness of those who are leaving, while in a real sense the term employee turnover is beyond quantitative

measurement but qualitative measurement is more important. Frequently, managers perceived turnover as the entire process associated with filling a vacancy: Each time a position is vacated, either voluntarily or involuntarily, a new employee must be hired and trained. This replacement cycle is known as turnover (Woods, 1995). The definition is inadequate because it views turnover as recruitment process for replacing those that have left instead of looking it as how vacant existed.

2.2 Concept of Training

According to Obisi (1996) the concepts, of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development goes beyond specifics development covers not only those activities which improve job performance, but also those which bring about growth of personality. In training, you use one stone to kill one bird while in development you use one stone to kill two birds Mamoria, (1995). This definition distinguished between training and development, the former is carryout to ensure improvement on specific performance. While the latter is to ensure improvement on general performance in the organisation.

Obisi (1996) notes that training is a short-term process, utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose. Development on the other hand is a long term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose.

From the above definition training is carryout on targeted purposes within certain period. While development is more wider concept it can be undergoing diplomas, HND, Degrees etc., but in real sense training encompasses both short term and long term processes of learning. Cambell, (1971) states that training refers only to instruction in technical and mechanical operations while development refers to philosophical and theoretical educational concept. Training is designed for non- managers while development involves managerial personnel.

In view of the above definitions training courses are typically designed for a short term, stated purpose, such as the operation of some piece(s) of machinery while development involves a broader education for long-term purpose. Training is for short-term while development is for long-term. Training is for specific job related purpose while development is for general purpose. Training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to a desired standard by instruction and practice. Training is a highly useful tool that can bring an employee into a position where they can do their job correctly, effectively, and conscientiously. Training is the act of increasing the knowledge and skills of an employee for doing a particular job.

Beach (1980) defines training as ‘the organized procedure by which people learn knowledge and/or skill for a definite purpose’. From the Beach definition above training is a broader term which entails the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and organization.

According to Flippo (1980) 'training is the act of increasing the skills of an employee for doing a particular job'. This definition views training in broader perspective but does not distinguish between training and development.

Every organization should provide training to all the employees irrespective of their qualifications and skills. Specifically, the need for training arises because of following reasons:

Environmental changes: Mechanization, computerization, and automation have resulted in many changes that require trained staff possessing enough skills. The organization should train the employees to enrich them with the latest technology and knowledge.

Organizational complexity: With modern inventions, technological up gradation, and diver-sification most of the organizations have become very complex. This has aggravated the problems

Human relations: Every management has to maintain very good human relations, and this has made training as one of the basic conditions to deal with human problems.

To match employee specifications with the job requirements and organizational needs: An employee's specification may not exactly suit to the requirements of the job and the organization, irrespective of past experience and skills. There is always a gap between an employee's present specifications and the organization's requirements. For filling this gap training is required.

Change in the job assignment: Training is also necessary when the existing employee is promoted to the higher level or transferred to another department. Training is also required to equip the old employees with new techniques and technologies.

Training of employees and managers are absolutely essential in this changing environment. It is an important activity of HRD which helps in improving the competency of employees. Training gives a lot of benefits to the employees such as improvement in efficiency and effectiveness, development of self-confidence and assists everyone in self-management.

The stability and progress of the organization always depends on the training imparted to the employees. Training becomes mandatory under each and every step of expansion and diversification. Only training can improve the quality and reduce the wastages to the minimum. Training and development is also very essential to adapt according to changing environment.

2.2.7 Empirical Perspectives of the Related Studies

The phenomenon of employee turnover has caught attention of many organisations and managers over the years. This issue attracted the attention of many researchers and scholars to make their contributions in addressing the problem. Many writers within and outside the country attempts to proffer solution to the employee turnover in many organisation. In spite of all attempts made by the academics, experts and managers the efforts remains futile.

George (2013) in his work: An analysis of factors influencing turnover of Teachers in public high schools. The general objective of this study was to analyse the factors influencing teacher turnover in public secondary schools in Limuru district of Ghana. The study found a significant relationship between compensation and teachers' turnover, the study also discovered significant relationship between career development and teachers' turnover. On the other hand the study discovered there is no significant relationship between condition of work places and teachers turnover. The study recommend for better salary, better promotion policy and expand seminars and workshops programmes.

In the work of Rosemary et al (2011) The research deals with the issues of teacher attrition in Nigeria as it affects the Universal Basic Education. A number of theorist opinion were sought and there was a general agreement among them that teachers with specific human capital were less likely to leave the teaching profession while teachers who had acquired generic human capital were most likely to leave the job for other better paying jobs. Other reasons for attrition were, childbirth, moving house, ill health, old age etc. Two major types of teacher attrition were identified namely: temporary and permanent attrition. Reasons why teachers leave their jobs were also identified as lack of incentive for the job, poor salary structure, late or non-payment of teacher's salaries and allowances, non-inclusion of teachers in decision making in matters concerning them among others. It was therefore suggested that for the UBE to succeed in Nigeria, teachers' salaries and allowances should be paid as at and when due, incentives should be given to serving teachers, teachers should be part of decision-making in matters concerning them among others.

Khan and Aleem (2014) in their work "impact of job satisfaction on employee turnover". An empirical study of autonomous medical institutions of Pakistan. The findings stated that the variable like pay, promotion, working conditions and nature of work are prominent for the job satisfaction level and employees. It is suggested that management should take into account of the factors such as pay, promotion, work in conditions and nature of wok in order to minimize the turnover level of the employees.

In the work of Kosi etal (2015) The study investigated the influence of motivation and job satisfaction on teachers' intention to quit teaching in public senior high schools in Tamale Metropolis, Ghana.

The results revealed that job satisfaction made the most significant but negative contribution to intention to quit. Motivation made the least but significant contribution to intention to quit. It is recommended that training and development programmes as well as offering of more extrinsic motivation variables by all stakeholders in the education sector is required to retain more teachers in public schools.

Issa and Adebola (2014) Conducted research on the implication of employee turnover in Nigerian Higher Education. It was found out that an institution with low turnover rate may still experience low

productivity. It was discovered that low turnover is not an indication of high performance and productivity. The research also revealed that turnover intention can also slow productivity. Turnover is high in academic staff compared to non-academic staff. It is therefore recommended that an exit interview should be conducted for any staff leaving the service of the institution with a view to determining the immediate and remote causes of leaving the service.

Theoretical Frame Work

The study adapted Equity Theory propounded by Adams (1963). Adams' equity theory helps to explain why pay and conditions alone do not determine motivation. It also explains why giving one person a promotion or pay-raise can have a demotivating effect on others. When people feel fairly or advantageously treated they are more likely to be motivated; when they feel unfairly treated they are highly prone to feelings of disaffection and demotivation.

Employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others. The belief in equity theory is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization. Words like efforts and rewards, or work and pay, are an over-simplification - hence the use of the terms inputs and outputs. Inputs are logically what we give or put into our work. Outputs are everything we take out in return.

The Relevant of the Theory to this Study

According to Al-zawahreh and Al-Mahdi (2016) Equity theory could be applied to any social situation in which an exchange takes place (e.g., between a man and his wife, between football team mates, and between employee and his employer). When two people exchange something, there is a possibility that one or both will feel that the exchange was inequitable. Equity theory is considered to be one of the most valid frameworks to understand human attitudes and motivation (Miner, 1984). Equity theory is unbounded by space or time. This means that it is applicable to any relationship which increases its generalizability.

The main features of this theory are inputs and equitable outputs. Inputs is an effort or contribution or sacrifice made by an employee to the organisation such which include time, effort, loyalty, commitment, ability, adaptability, flexibility, tolerance, determination, hardworking, enthusiasm, personal sacrifice, trust in superiors, support from co-workers and colleagues, skills etc.

While the outputs is the reward that an employee received as a result of his/her effort or contribution or sacrifice from the organisation which include Compensation (salary), job security, esteem, promotion, employee benefits, expenses, recognition, work challenging, reputation, responsibility, training, sense of achievement, praise, thanks, stimuli etc.

In the absence of equitable output which are the essential ingredients of employee retention and strategies to minimized employee turnover in any organisation, eventually employee will display a propensity to leave (turnover) the organisation.

The inputs are the contribution of the employees to his/her organisation or employer, in this study also the contributions of employee are efforts, loyalty, hard work, ability, skills, adaptability, trust in superior among others.

While outputs are what employee received from his employer or organisation as reward or cost.

In this study training serves as the output.

The outcomes or consequences is the decision that employees made as the result of his/her reward or cost (Inputs), the consequences might be positive or negative. In this study the positive consequences is retention while the negative consequences is employee turnover.

3.1 Methodology

The study employs mixed method research design, which contained both quantitative and qualitative methods of analysis, the qualitative here is to complement quantitative data. The population of the study comprised Dawakinkudu LGEA and KNSUBEB head quarter with total 1788 population. Gill et al (2010) sample size table was used in determining the sample size of the respondents where Dawakinkudu LGEA and SUBEB head quarter have 1788 as population size and 306 as sample size, (Gill et al, 2010). Both probability and non-probability sampling were used in this study. The sources are both primary and secondary data the primary data include questionnaire and interview while secondary sources include text books, circulars, Annual Reports journals, internet etc. The study used both descriptive and inferential statistics in describing and analysing the data. Linear regression was used as a tool for analysis.

4.1 Data Presentation and Analysis

The total of 317 copies of questionnaires were distributed to the teachers of Dawakinkudu LGEA, out of which 297 were successfully filled and returned. Data obtained using interviews of the management staff of SUBEB head quarter and Dawakinkudu LGEA were used to complement the data from the questionnaires. The rate of return of the questionnaires by each category of respondents under study was presented in table 5.1 below.

Table 4.1 Rate of Return

Questionnaires	Number	Percent
Administered	317	100%
Retrieved	305	96%
Unreturned	07	2%
Valid	297	94%
Invalid	05	2%
Total	317	100%

Source: Researcher's Survey, 2017

The table below shows interview respondent's distribution from the respondents of SUBEB Head Quarter and Dawakinkudu LGEA respectively.

Table 4.2: Summary of the Interview Responses

Category	Number of Respondents
Dawakinkudu LGEA	8
SUBEB H/Q	12
Total	20

Source: Researcher's Survey, 2017

The above table shows that 8 officers were interviewed in Dawakinkudu LGEA while in SUBEB H/Q 12 officers were interviewed. The respondents were selected purposely as members of management staff. Their opinion is critical to this study.

The data collected from Dawakinkudu LGEA and SUBEB headquarters were merged, presented and analysed. Dawakinkudu LGEA is under the control of SUBEB, their compensation (Salary), promotion and training are directly under the control of SUBEB. The responses from the questionnaires and interviews are moving towards the same direction. The data collected from

the secondary data with regards to training were also showing the same information, because the population shared the same characteristics.

Bio-Data of Respondents.**Table 4.3: Length of Service**

	Frequency	Percent	Valid Percent	Cumulative Percent
1-10 years	129	43.4	43.4	43.4
11-20 years	117	39.4	39.4	82.8
Valid 21-30 years	33	11.1	11.1	93.9
30-above	18	6.1	6.1	100.0
Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

Table 4.3 above shows the number of years that respondents have been in active service. It shows that 1-10 year's category 129(43%) of the respondents have been in the service within the last 10 years. 117(39%) of the respondents have been in the service between 11 to 20 years, 33 (11%) have been in the service between 21-30 years, 18 (6%) have been in the service between 31 and above. This implies that most of the respondents are in the most important and critical years of service, they have all the experiences and knowledge about the causes of employee turnover in their organisations, particularly respondents from 1-10 and 11-20 years which constituted 43% and 39% respectively. Findings shows that 82% of the respondents are at the most productive and exuberance years of service.

Table 4.4: Educational Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
SSCE/Grade II or Equivalent	12	4.0	4.0	4.0
NCE/Diploma	174	58.6	58.6	62.6
Degree/HND	104	35.0	35.0	97.6
Postgraduate	7	2.4	2.4	100.0
Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The table above shows the level of education of the respondents. It shows that 12 (4.0%) are secondary school certificate holders or equivalent, 174 (58.6%) are NCE/Diploma holders, 104 (35.0%) are Degree/HND holders, 7(2.4%) are postgraduate holders. This shows that majority of the respondents constituting 93% met the minimum of teaching requirement which is NCE and also have attained higher level of education and thus can provide answers to the questions asked in the questionnaires.

Table 4.5: Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	214	72.1	72.1	72.1
Valid Female	83	27.9	27.9	100.0
Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

Table 4.5 shows the gender of the respondents. The total of 214 of the respondents representing 72.05% are males while only 89 representing 27.9% are females. This shows that male gender is the dominant gender among the teachers in Dawakinkudu of LGEA and SUBEB H/Q. The low number of the females may be attributed to traditions, cultural values and norms which may hinder women from fully

engaging in the public service. This also shows that males have the habit of movement from one job to another when compared with females counterpart.

Table 4.6 Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Married	241	81.1	81.1	81.1
Valid Single	56	18.9	18.9	100.0
Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The table above shows the marital status of the respondents. The total of 214(72.2%) are married while only 83(27.9%) are not married. This indicates that the majority of the respondents are married and they need a lot to cater for their family needs and to meet for the living standard. For up keeping the family they need more compensation from their employer for their family needs.

4.2 Data presentation on the Research Hypothesis

Analysis of the data collected for hypothesis which states that, *"There is no significant relationship between training and teachers turnover in Dawakinkudu LGEA of Kano state."* The data collected were presented and analyzed as follows:

Table 4.7: Merit criteria on Selection for Teacher Training.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagreed	58	19.5	19.5	19.5
Disagreed	99	33.33	33.33	52.83
Undecided	21	7.07	7.07	59.9
Valid Agreed	81	27.3	27.3	87.2
Strongly Agreed	38	12.8	12.8	100.0
Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The above table 4.7: presents responses on the assertion that says ‘Selection criteria used for personnel training is based on merit’. 58(19.5%) strongly disagreed that selection criteria for personnel training based on merit, 99(33.33%) disagreed, 21(7.07) undecided, 81(27.3%) agreed while 38(12.8%) strongly disagreed. Investigations discovered that majority of the responses disagreed that selection criteria for training adhered merit and those who disagreed with the assertion are 157(52.83%). This clearly shows that there is non-adherence of merit principle in the trainees’ selection criteria and it also signifies that favouritism was adopted as an order of the day in the selection process.

The interviews conducted to members of staff and management of the LGEA and SUBEB head quarter revealed that majority of the respondents agreed that merit in the selection criteria for training were mostly not adhered. Therefore, from the above analysis from both questionnaires and interviews we can conclude that there is no merit principle in the selection criteria for trainees.

Table 4.8: The Relevance of the Training programmes organized for employees in this organisation.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagreed	33	11.1	11.1	11.1
Disagreed	67	22.6	22.6	33.7
Valid Undecided	9	3.0	3.0	36.7
Agreed	87	29.3	29.3	66.0
Strongly Agreed	101	34.0	34.0	100.0
Total	297	100.0	100.0	

Source: Researcher’s Survey, 2017

The table 4.8 above shows the views of the respondents that stated ‘Training Programmes organized for employees in this organisation are relevant and have encouraged their retention. 33(11.1%) strongly disagreed, 67(22.6%) disagreed, 9(3.0%) undecided, 87(29.3%) agreed while 101(34.0%) strongly agreed. Findings from the majority respondents which constituted 188 (63.3%) agreed that training programmes organized for employees in this organisation are relevant and have encouraged their retention.

Corroborating the responses from the questionnaires, the interviews responses indicates that training programmes organized for employees are mostly relevant. Therefore, both responses from the

questionnaires and interviews goes along the same line of direction. This simply shows that training programmes organized in Dawakin Kudu LGEA are relevant and have encouraged their retention.

Table 4.9: Proper placement after the training programmes.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagreed	54	18.2	18.2	18.2
Disagreed	91	30.6	30.6	48.8
Undecided	3	1.0	1.0	49.8
Agreed	82	27.6	27.6	77.4
Strongly Agreed	67	22.6	22.6	100.0
Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

Table 4.9 above presents the views that stated 'Employees of this organisation received proper placement after training. 54 (18.2%) strongly disagreed, 91 (30.6%) disagreed, 3(1.0%) undecided, 82(27.6%) agreed while 67 (22.6%) strongly agreed. Findings revealed that 149 (50.6%) constituting simple majority agreed that employees of the LGEAs received proper placement after training programmes.

However, majority of the interviews responses from the LGEA and SUBEB management have the opinion that employees received improper placement after training while the questionnaires output indicates simple majority agreed with the assertion. In spite of the views that shows simple majority agreed with the above assertion from questionnaires respondents. Therefore, this simply shows that there were issues with regards to employee placement after training.

Table 4.10: Training programmes have improved your job performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagreed	36	12.1	12.1	12.1
Disagreed	49	16.5	16.5	28.6
Undecided	9	3.0	3.0	31.6
Valid Agreed	141	47.5	47.5	79.1
Strongly Agreed	62	20.9	20.9	100.0
Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The table 4.10 shows the views of the responses that stated 'Training programmes have improved your job performance in the organisation'. 36(12.1%) strongly disagreed, 49(16.5%) disagreed, 9(3.0%) undecided while 141(47.5%) agreed, 62(20.9%) strongly agreed. Findings from the majority respondents evinced that training programmes have improved workers performance which constituted 203(68.4%) of the total respondents.

Complementing this findings with interviews responses from the staff and management of the LGEAs and SUBEB head quarter, majority of the interviewees agreed with majority views of the questionnaires which says training programmes have improved employees performance in the LGEA. Therefore we can simply conclude that training programmes improved workers performance in the LGEA and consequently reduced teachers' turnover.

Table 4.11: Retention with current training provisions.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagreed	33	11.1	11.1	11.1
Disagreed	56	18.9	18.9	30.0
Valid Undecided	27	9.09	9.1	39.1
Agreed	121	40.7	40.7	79.8
Strongly Agreed	60	20.2	20.2	100.0
Total	297	100.0	100.0	

Source: Researcher's Survey, 2017

The table 4.11 above shows the responses that the current training provisions will retain employees in this organisation. 33(11.11%) strongly disagreed, 56(18.85%) disagreed, 27(9.09%) undecided, 121(40.7%) agreed, 60(20.2%) strongly agreed. Findings indicates that majority of the respondents who constituted 181(60.9%) agreed that the current training provisions will retain employees in this organisation.

However, corroborating with the findings above large portion of the interviews respondents from LGEA and SUBEB management concurred with questionnaires responses where majority of the responses agreed that provision of training will dissuade teacher turnover.

Furthermore, from the data extracted it shows that from 2011-2016 Dawakin kudu LGEA released 427 teachers for furthering their studies which span across various tertiary institution in the country. NGOs like Educational Sector Support Programme in Nigeria (ESSIPIN) in collaboration with SUBEB in their programme tagged “**Train the trainers**” 965 teachers were trained in Dawakin kudu. Fitila also an NGO partake in training teachers were 545 teachers were trained in Dawakin kudu. Similarly Kano state government came up with the teacher upgrading programme alias “**Maja**” where teachers with Diploma and those with irrelevant degrees were enrolled in NCE and PDE respectively. Under this arrangement 246 and 350 teachers benefited in Dawakin kudu LGEA (LGEA Annual Report, 2016).

Therefore, based on these submissions we can say that the provisions of training made in the LGEA and entire SUBEB will not cause employee turnover.

Test of Hypothesis

The null hypothesis (H_0) tested states that: **H_0 : There is no significant relationship between training and teacher turnover in Dawakinkudu and LGEA of Kano state.**

Table 4.12 Regression Table 1 ANOVA

ANOVA^a

Mode 1		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	259.446	3	86.482	1394.008	.000 ^b
	Residual	18.115	292	.062		
	Total	277.561	295			

a. Dependent Variable: Teacher Turnover

b. Predictors: (Constant), Training

The table above shows the F statistics which stood at 1394.008 having a p-value of 0.000 which is less than 0.05 indicating that its significance at 95% confidence level. This implies that the model is fit and the variables are not wrongly selected. Hence, we can proceed with the regression analysis

Table 4.13 Regression Table 2 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.753 ^a	.568	.563	.64107

a. Predictors: (Constant), Training

The table above shows the coefficient of correlation (r), the coefficient of determination (r^2) and the adjusted r^2 . The correlation coefficient (r) being 0.753 indicates that there is a moderate and positive correlation between independent variables and teacher turnover. The coefficient of determination (r^2) stood at 0.568 indicating that 56.8% of the variations in employee turnover in Dawakinkudu LGEA of Kano State can be explained by independent variables. The adjusted r^2 stood at 0.233 indicating that independent variables would still explain 56.8% of the variations in teacher turnover even if other variables are added to the model.

Table 4.14 Regression Table 3: Coefficient

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.066	.040		1.627	.105
Independent Variable Training	-.042	.040	-.058	-1.053	.293

a. Dependent Variable: Teacher Turnover

Decision Rule

We accept the null hypothesis where the probability value (Sig.) of a particular independent variable is greater than 0.05 and we reject the null hypothesis if the probability value (Sig.) is less than 0.05. From the above model the coefficient of training as an independent variable stood at -0.042 which is likewise, negative. This implies that an increase in the training of staff would lead to a reduction in teacher turnover in Dawakinkudu LGEA of Kano state. Likewise, the significance of this can be judged from the t statistics and its significance. The t statistics of training stood at -1.053 with a p-value of 0.293 indicating that the negative relationship depicted in the model is insignificant at 95% confidence level. This implies that we do not have enough statistical evidence to reject the null hypothesis.

Based on the above analyses, we fail to reject the null hypothesis H_{03} which states that “*There is no significant relationship between training and teacher turnover in Dawakinkudu LGEA of Kano state*”.

4.2 Discussion of findings

The hypothesis which states “There is no significant relationship between Training and Employee Turnover was accepted because the test of hypothesis proved that there is no relationship. This goes to show that the rate of turnover in Dawakinkudu LGEA was not a function as well as related of lack of training and training opportunities but other factors. The study revealed that training programmes were conducted accordingly and the individual’s workers were given opportunities to partake in one type of training or another. From 2011 to 2016, Dawakinkudu LGEA released 427 teachers respectively to undergo different courses in universities, polytechnic and colleges of education.

Education Sector Support Programme in Nigeria (ESSPIN) as non-governmental Organisation (NGO) in collaboration with SUBEB helped tremendously in training the primary schools teachers in Kano State particularly in Dawakinkudu LGEA. In ESSPIN training programme tagged “**Train the Trainers**” 965 teachers were trained in Dawakinkudu, this training programme greatly improved teaching and learning in Dawakin kudu LGEA and Kano state at large.

However, Fitila Project also an NGO dedicated in training primary schools teachers in Kano state. They came up with different forms of training were they trained 545 teachers in Dawakinkudu LGEA.

Similarly, Kano state government in 2013 came up with the massive teacher upgrading Programme alias “**Maja**” where teachers with Diploma were enrolled under Maja Programme to acquire Nigerian Certificate of Education (NCE) which is the minimum teaching requirement at Saadatu Rimi College Of Education, Kano, Aminu Kano College of Islamic and Legal Studies, Federal College Of Education, Kano and Bichi respectively. Teachers with irrelevant Degree or HND were also sent to acquire Professional Diploma in Education (PDE) at FCE Kano and FCE Bichi. Under Maja upgrading teaching Programme 246 teachers have benefitted in Dawakinkudu LGEA.

This finding was in tandem with the data collected and presented in this chapter, in which majority of the responses agreed that the training programme improved their performance as presented on table 4.10 while table 4.11. majority of the respondents agreed that the Provision of training can retain workers in the LGEAs. Contrarily to this finding, Kosi, Sulemana, Boteng and Mensah (2015) revealed that there is significant relationship between opportunities for training and development and employee turnover. In contrary with this finding Price and Mueller (2001) believed that increased general training produces a greater amount of turnover.

The research noted that despite all the provisions for training opportunities, there is non-compliance with merit principle in the selection of eligible candidates for training. Some were selected on the basis of favouritism or whom you know most especially on the issue of seminars and workshops. Some were sent for seminars on the same theme twice while others were not sent even at once, this is

because there is financial benefit attached thereto. This can be substantiated from the data obtained and presented in this chapter couple with the result of interviews conducted by the researcher in which majority of the responses indicates that merit principle in the selection of trainees were not adhered.

It is also found out that there was improper placement after training, in spite all the training opportunities. Most of the teachers were not properly placed after their training. The teachers that were trained at particular profession but posted to teach in different profession. This finding is in tandem with data obtained and presented in this chapter most especially with reference to table 4.9 which majority of the responses disagreed that workers are properly placed. This also was substantiated from the majority views of the interviewees as discussed in this chapter underneath tables with relevant issue.

5.0 Conclusion and Recommendations

The study assessed training on teacher turnover in primary schools in Dawakin kudu LGEA of Kano state. The study came on board when there are an issues militating against of teachers turnover in primary schools of Kano state. The data was presented and analysed as well as hypothesis was tested. The study concluded that the level of teacher turnover in Dawakin kudu LGEA of Kano state in the period under study is alarming. After gathering the data different literatures were consulted, the research revealed importance findings.

Since the study discovered that there is no significance relationship between training and teacher turnover. The study therefore recommend that other issues such As releasing for studies should be strictly relevant to the teaching areas in primary schools as well as bond must be signed by releasing teacher to spend at least the years he spent in his study before leaving primary teaching.

References

- Abassi S.M, Hollman K.W. (2000). Turnover: The Real Bottom Line: *Journal of Public Personal Management. Vol. 2 No. 3.*
- Adam, J.S. (1963) Towards On Understanding of inequity; *Journal Of Abnormal and Social Psychology; Vol. 67 (7)*
- Al-zawahreh, A. and Almahdi, F, (2015) The Utility of Equity Theory in Enhancing Organisational Effectiveness; *European Journal of Economics, Finance and Administrative Science; Vol. 4 No. 2.*
- Beach, D.S. (1980) *Personnel Management of People at Work*: Macmillan Publishing Company P.L.C.

- Bliss, W.G. (2007). Cost of employee turnover. Seneca, SC: Bliss & Associates, Inc. Available at http://www.blissassociates.com/html/articles/cost_of_turnover15.html.
- Dawakinkudu LGEA (2016) *Annual Report*; Unpublished Report Submitted to SUBEB, Kano.
- Flippo, E. (1990) *Personnel Management*: New York: McGraw-Hill.
- George, M. (2013) *An Analysis of Factors Influencing Turnover of Teachers in Public High Schools in Limuru Districts, Kenya*: Unpublished Project Report Presented to School of Business, Kenyatta University.
- Global Talent Trends (2015) available at www.mercer.com/newsroom,
- Grobler, P.A. & Warnick S., Carrel N.F., Elbert, & Hartfield, R.D. (2006). *Human Resource Management in South Africa*. (2nd ed). UK London, Cornwall Institute of Management.
- Issa, A. and Adebola, D.E. (2014) The Implications of Employee Turnover In Nigerian Higher Education. *Journal of Research and Development*. Vol. 1 No. 10.
- Johnson, S. (2000) Job To Job Turnover To Non –Employment Movement: *Journal of Personnel Review*. Vol. 31 No.6.

- Khan, H. A. And Aleem, M. (2010) Impact of Job Satisfaction On Employee Turnover; An Empirical Study of Autonomous Medical Institutions of Pakistan: *Journal of International Studies. Vol. 7.No. 1.*
- Kosi, I. Sulemana, I. Boteng, J. S. and Mensah, R. (2015) Teacher Motivation and Job Satisfaction on intention To Quit; An Empirical Study in Public Cycle Schools in Tamale Metropolis, Ghana; *International Journal of Scientific and Research Publications Vol: 5 Issue 5.*
- Mobley, W. H. (1982). *Employee Turnover. Reading In:* Addison- Wesley Press.
- Nel, P.S., Werner, A., Haasbroek, G.D., Poisat, P., Sono, T. and Schultz, H.B. (2008). *Human Resource Management.* (8thed). Oxford University Press, Cape Town.
- Obisi, C. (2001) Employee Development, Issues and Dimensions: *Unical Journal of Public Administration: Vol.2. No. 4.*
- Price, J. (2001) Reflections on Determinants of Voluntary Turnover: *International Journal of Manpower: Vol. 22, No. 2.*
- Rosemary, H. Egu, E. Ogbonna, W. and Joku, G.C. (2011) Teacher Attrition in Nigerian Schools: A case study of UBE. *Journals of Emerging Scholar Link Research Institute Vol 2. No.2.*
- Shaw, D. Jason, D. (1999). Job Satisfaction and Turnover Intention: The Moderating Role of Positive Effect. *Journal of Social Psychology, Vol.139 (2)*
- Stahi P.M. (1995). *Human Behaviour: An Inventory of Scientific Findings*, New York, Harwards Brale and Javanich inc.
- State Universal Basic Education Board, Kano (2013) *Annual Report: Raab Printing Press and Ventures Nigeria Ltd, Kano.*