



**AN EVALUATION OF SALARY ADMINISTRATION FAIRNESS AND TEACHER RETENTION IN PRIVATE
SECONDARY SCHOOLS IN AKWA IBOM STATE**

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ABSTRACT

The study sought to evaluate salary administration fairness and teacher retention in private secondary schools in Akwa Ibom State. The study adopts descriptive survey research design of correlational type. The area for this study was Akwa Ibom State. The population of the study comprised all private secondary school teachers in Akwa Ibom State. The sample size for the study was 393 teachers in private secondary schools in Akwa Ibom State. The main instrument used for data collection was a self-structured questionnaire. The questionnaire was titled "Salary Administration, Job Enrichment, and Teachers' Retention Questionnaire (SAJETRQ)." The questionnaire was subjected to face and content validation by three experts. The data collected from the trial test was analyzed using Cronbach's alpha and a coefficient of 0.79 was obtained. The data for this study was collected by the researcher with the help of five trained research assistants. To ensure they are well-prepared, a training session was conducted to familiarize them with the study's objectives. The data collected for the study were analyzed using percentages, mean and standard deviation for research question. Also, the hypotheses were tested using Pearson Product Moment Correlation at .05 level of significance. The study concluded that teachers who are paid fairly and on time are more likely to stay. Likewise, when their work is enriched through compensations, and effective communication it will increase the level of turnover and such stability would increase private schools productivity one of the recommendation made was that private school owners are encouraged to improve more on teacher retention as it was established to be low among private school in the State.

KEYWORDS: Salary Administration Fairness, Teacher Retention, Private Secondary Schools, Akwa Ibom State

INTRODUCTION

A teacher is a professional, responsible for facilitating learning, imparting knowledge, and shaping the intellectual and moral development of students. Teachers play a crucial role in the transmission of knowledge, fostering critical thinking, and nurturing values that contribute to personal and societal growth. They serve as role models, mentors, and guides, ensuring that students acquire not only academic knowledge but also essential life skills (OECD, 2019). The effectiveness of teachers directly influences students' academic performance, career choices, and overall personality development. Therefore, ensuring that teachers remain stable, satisfied, and retained in schools is essential for educational sustainability and development (Ingersoll and Strong, 2021). Teachers play a pivotal role in achieving education goals and objectives, which



include fostering knowledge acquisition, character development, and preparing students for future societal responsibilities. According to Darling-Hammond et al. (2020), teachers contribute to students' academic success by creating structured learning environments, developing instructional materials, and employing effective teaching strategies. Additionally, teachers influence students' cognitive and emotional development by instilling discipline, curiosity, and lifelong learning habits. Without dedicated teachers, educational institutions would struggle to meet their objectives, leading to diminished student performance and societal underdevelopment. Retaining qualified and experienced teachers is a crucial task for the stability and effectiveness of educational institutions. Teacher's retention ensures continuity in instruction, enhances student learning and fosters a positive school climate. According to Podolsky et al. (2019), high teacher turnover disrupts instructional continuity and negatively affects students who are at the receiving end. Retaining teachers helps maintain institutional memory, reduces recruitment costs, and enhances student-teacher relationships. Furthermore, experienced teachers serve as mentors to new teachers, fostering a culture of collaboration and professional growth within the school community (Sutcher, et al, 2019). Therefore, understanding the factors that contribute to teacher retention is essential for improving the overall quality of education. Conversely, the failure to maintain teacher retention could leads to several negative consequences within the school system. High turnover rates may disrupt the learning process, as students must continually adjust to new teaching styles and expectations.

Salary administration refers not only to the amount of pay teachers receive but also to the structure, equity, and timeliness of remuneration. When teachers perceive that their salaries are fair, competitive, and regularly disbursed, they are more likely to remain committed to their schools. Conversely, poor salary administration often leads to dissatisfaction, low morale, and eventual turnover. So, a critical factor in teacher retention is salary administration, which encompasses several elements, including salary structure, timeline of payment, pay equity, compensation, and communication (Sutcher et al., 2019). The elements of salary administration would be adopted as sub variable of salary administration as they may significantly impacts teacher retention in private schools. Salary structure may be described as the framework within which teachers' pays are determined based on qualifications, experience, and job responsibilities. Salary structure plays a major role in influencing retention. Schools with clear and competitive pay structures may attract and retain qualified teachers, while those with irregular or below-market pay may struggle with high attrition.

Research Objective

1. To examine the extent of teachers' retention in private secondary schools in Akwa Ibom State.
2. To assess the fairness of salary administration in private secondary schools in Akwa Ibom State.

Research Questions

The following questions were raised to guide the study.

1. What is the extent of teachers' retention in private secondary schools in Akwa Ibom State?
2. How fair is the salary administration in private secondary school in Akwa Ibom State?



Hypotheses

The following hypotheses were formulated to guide the study and were tested at .05 levels of significance.

- There is no significant relationship between staff salary administration (salary structure, timeline of payment, pay equity) and teacher's retention in private secondary schools in Akwa Ibom State.

Statement of problem

The issue of teacher retention in private secondary schools has persisted over the years, which has undermined the stability of the teaching workforce and the overall quality of education. This is manifest from frequent exits of teachers that have created a cycle of instability, where newly recruited staff often leave within a short period, making continuity in instructional delivery difficult. The extent of the problem is evident in the declining tenure of teachers, with many serving for only two to three years before transferring to public schools, seeking employment abroad, or leaving the profession entirely for better-paying sectors. This instability has limited the ability of private schools to retain experienced staff, thereby reducing the quality of instruction and negatively affecting student outcomes. The persistence of low teacher retention could carry serious implications for the education sector. It disrupts students' academic progress, weakens teacher-student relationships, and increases the financial and administrative burden of repeated recruitment and training. In addition, schools with high turnover rates risk losing their reputational value, thereby reducing parents' confidence in their capacity to deliver quality education. There appears to be a dearth of studies on salary administration (salary structure, pay equity, timeliness) and job enrichment (compensation and communication) as variables that could improve teacher retention in private secondary schools. This gap informed the present study, which investigated whether salary administration and job enrichment would influence teacher retention in private secondary schools in Akwa Ibom State, Nigeria.

Conceptual framework

The Concept of Teacher's Retention

Teachers are one of the most critical components of any educational system. Their presence, commitment, and effectiveness significantly determine the success of students and the achievement of educational goals (Ingersoll and Strong, 2018). However, in many parts of the world, including Nigeria, the issue of teacher retention has become a pressing concern, particularly in private secondary schools. Retaining qualified and experienced teachers is essential for ensuring consistency in teaching, improving student learning outcomes, and enhancing the overall quality of education (Skaalvik and Skaalvik, 2020). Teacher retention refers to the ability of schools to keep teachers within their workforce for an extended period. It is an essential measure of school stability and educational continuity (Guarino, Santibañez, and Daley, 2016). Retention is not merely about preventing teachers from leaving but also about creating an environment that encourages long-term commitment and professional satisfaction. Schools with high teacher retention rates tend to have a more experienced workforce, a stronger school culture, and better student performance outcomes (Borman and Dowling, 2018).

Teacher retention can be categorized into two main types: voluntary retention and involuntary retention. Voluntary retention occurs when teachers willingly choose to stay in their jobs due to job satisfaction, fair compensation, and professional growth opportunities. In contrast, involuntary retention happens when teachers remain in their jobs due to economic hardship, lack of alternative employment, or contractual obligations (Sorensen and Ladd, 2020). Understanding the dynamics of these two types of retention helps educational stakeholders develop effective strategies to retain teachers for the right reasons.

Despite the importance of retaining teachers, many private secondary schools in Akwa Ibom State and other parts of Nigeria struggle with high turnover rates. One of the most cited reasons for teacher attrition is low pay. Many private schools offer salaries that are not competitive, leading to financial dissatisfaction among teachers (Adelabu, 2019). Teachers who feel underpaid are more likely to leave in search of better-paying opportunities. Lack of career growth and professional development is also associated to the challenges of teachers' retention. Teachers are more likely to stay in a school where they have opportunities for career advancement and skill development. However, many private schools do not provide adequate training, mentorship programs, or promotion opportunities, leading to dissatisfaction (Oluwafemi, 2020).

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1. Job Insecurity and contractual issues can also play a significant role in teachers' retention: Many private school teachers are employed on short-term contracts with little job security. The uncertainty of continued employment discourages long-term commitment and pushes teachers to seek more stable job options (Ezenwaji, 2018).

2. Lack of Recognition and Motivation for teachers also discourages teachers to stay in the profession: Teachers need to feel valued and appreciated for their efforts. Schools that fail to recognize teacher contributions through incentives, awards, or supportive leadership may struggle to retain staff (Nwagwu, 2019). Several factors influence a teacher's decision to stay in or leave a school. Teachers are more likely to remain in schools that offer fair and competitive salaries.

3. Pay Equity is another factor that could influence teacher's decision to stay or leave a school: Teachers compare their salaries with those of their colleagues and peers in other institutions. Perceived inequities in pay can lead to dissatisfaction and attrition. Ensuring fairness and transparency in salary distribution is key to retention (Adeyemi and Uko, 2018). Beyond basic salaries, teachers consider other financial and non-financial incentives such as health insurance, pensions, housing allowances, and bonuses when deciding whether to stay in a school (Obi and Chukwuma, 2019). Schools that offer comprehensive compensation packages tend to retain their teachers for longer periods. Effective communication between school administrators and teachers fosters a sense of belonging and engagement. A positive school culture where teachers feel heard and respected contributes to higher retention rates (Asiyai, 2020).

The Concept of Salary Administration

Salary administration plays a crucial role in determining employee satisfaction, motivation, and retention, particularly in private secondary schools where financial incentives often dictate job commitment (Afolabi, 2021). The concept of salary structure encompasses the organization, distribution, and periodic adjustments of salary to ensure equity, competitiveness, and alignment with institutional goals (Okeke and Mtyuda, 2017). The importance of a well-defined salary structure in educational institutions cannot be overstated, as it directly impacts teachers' job performance and long-term retention (Nwagwu, 2019). Salary structure refers to the systematic arrangement of salaries within an organization, taking into account various factors such as job roles, experience levels, and industry standards (Adelabu, 2019). It serves as a framework for determining employees' earnings and provides clarity on salary progression, bonuses, and other financial rewards. Salary structures are designed to ensure fairness, competitiveness, and motivation within the workforce (Guarino, et al, 2016). In private secondary schools, a well-structured salary system not only attracts qualified teachers but also retains them in the long run (Borman and Dowling, 2018). Different organizations adopt various salary structures depending on

their financial capacity, industry regulations, and strategic objectives. The most common types include:

Graded Salary Structure: This type of structure classifies employees into different grades, each with a predefined salary range (Ezenwaji, 2018). Teachers in private secondary schools are often placed in salary grades based on their qualifications, years of experience, and job responsibilities. This system promotes fairness by ensuring that employees with similar roles and competencies receive comparable salary (Asiyai, 2020).

Broadband Salary Structure: A broadband salary structure offers a wider pay range within each grade, allowing for greater flexibility in salary adjustments (Sorensen and Ladd, 2020). This system is often used in private schools to accommodate salary negotiations and reward high-performing teachers without the constraints of rigid pay grades.

Market-Based Salary Structure: Market-based salary structures align teachers' salaries with industry benchmarks and competitors' pay scales (Ronfeldt, Loeb, and Wyckoff, 2019). Private school administrators who adopt this system ensure that their salary offerings are competitive enough to attract and retain skilled teachers.

Several factors influence how salaries are structured in private secondary schools, including: Government regulations and policies influence salary structure in private schools. Though private schools operate independently, they are often subject to government policies regarding minimum salary laws, tax obligations, and labor rights (Ingersoll and Strong, 2018). For instance, a senior teacher overseeing curriculum development may earn more than an entry-level classroom teacher. The salary structures of competing schools often dictate how much a private institution is willing to pay its teachers (Skaalvik and Skaalvik, 2020). Schools that fail to match market standards risk losing their best teachers to competitors offering better remuneration. **Defined Pay Periods:** Employees are aware of the exact dates they will receive their salaries.

Enhanced Teacher Retention: One of the main reasons teachers leave private secondary schools in Nigeria is the irregular or delayed payment of salaries (Ezenwaji, 2018). When schools adhere to a strict payment schedule, teachers are more likely to remain in their jobs, reducing turnover rates and ensuring continuity in the education process.

Improved Work Performance: Financial insecurity can negatively impact teachers' productivity and performance in the classroom. When teachers worry about meeting their financial obligations due to delayed salaries, their concentration on teaching is compromised. Schools that pay salaries on time create an environment where teachers can perform optimally without financial distractions (Skaalvik and Skaalvik, 2020).

Strengthened Employer-Employee Trust: Trust is a fundamental component of a healthy employer-employee relationship. Schools that consistently pay teachers on time demonstrate reliability and commitment to their workforce, leading to a more cooperative and harmonious working environment (Afolabi, 2021).

To address these Challenges, Private Secondary Schools can Adopt the Following Strategies:

- **Efficient Financial Planning and Budgeting:** Proper financial planning ensures that salary payments are prioritized. Schools should allocate a specific portion of their revenue to teachers' salaries and avoid using those funds for non-essential expenditures (Borman and Dowling, 2018).
- **Diversifying Sources of Revenue:** Schools can explore additional revenue streams such as grants, endowments, and investments to supplement tuition fees. This strategy helps create a financial cushion that prevents salary delays during low-income periods (Ronfeldt, Loeb, and Wyckoff, 2019).
- **Automation of Payroll Systems:** Adopting automated payroll systems ensures that salaries are processed efficiently and disbursed on schedule. Digital payment systems reduce



human errors and prevent delays caused by manual processing (Carver-Thomas and Darling-Hammond, 2017).

- **Strengthening Communication with Teachers:** When unavoidable salary delays occur, school administrators should communicate with teachers transparently. Providing clear reasons and an expected timeline for resolution can help maintain trust and reduce dissatisfaction (Bastian and Marks, 2017).
- **Internal Equity:** Internal equity refers to fairness in compensation within an organization. Employees performing similar roles should receive comparable salary based on objective criteria such as qualifications, experience, and job performance (Nguyen and Winters, 2021). In private secondary schools, internal pay disparities can cause dissatisfaction and resentment among teachers, negatively impacting collaboration and job performance.
- **External Equity:** External equity ensures that employees' salary are competitive with those offered by similar institutions in the labor market (Frye, 2018). If private school teachers earn significantly less than their counterparts in public schools or other private institutions, retention issues may arise. Conducting market salary surveys can help school administrators set competitive pay scales that enhance retention.
- **Individual Equity:** Individual equity involves fairness in pay among employees in the same organization based on personal contributions, such as performance, skills, and tenure (Guerin, 2020). Performance-based pay systems can promote motivation and retention among teachers by rewarding high achievers while maintaining transparency.
- **Job Satisfaction and Commitment:** Teachers who perceive fairness in their salaries exhibit higher levels of job satisfaction and organizational commitment (Podgursky et al, 2020). This commitment translates into reduced absenteeism, increased engagement, and greater willingness to contribute beyond assigned duties.

Empirical Framework

- **Salary Structure and Teachers' Retention**

Agboola and Offong (2018) conducted a study to examine the relationship between occupational incentives and teacher retention in private secondary schools in Akwa Ibom State, Nigeria. The study employed an ex-post facto research design and was situated in Akwa Ibom State. The population comprised 10,614 teachers, and a multi-stage sampling method was utilized to select a sample of 784 participants. Data collection was facilitated through a structured questionnaire, which underwent validation by experts in educational management to ensure content validity. Reliability was established using Cronbach's alpha, yielding coefficients ranging from 0.70 to 0.80, indicating high reliability. The study's findings revealed a significant positive relationship between remuneration and teacher retention, suggesting that improved salary structures could enhance retention rates in private secondary schools.

Borman and Dowling (2018) conducted a meta-analytic review to investigate the factors influencing teacher attrition and retention, with a focus on salary and working conditions. The study synthesized data from various empirical studies conducted across different regions, including private secondary schools. The analysis encompassed a diverse population of teachers, and the sample included studies that met specific inclusion criteria. The researchers employed meta-analytic techniques to aggregate findings and assess the impact of salary on teacher retention. The results indicated that higher salaries were associated with lower attrition rates, underscoring the importance of competitive compensation in retaining teachers.

Timellne of Payment and Teachers' Retention

Isaac (2024) explored the relationship between occupational incentives and teachers' retention in private secondary schools in Rivers State, Nigeria. The study utilized a descriptive survey design and was conducted in Rivers State. The population consisted of teachers employed in



private secondary schools within the state. A sample of 150 teachers was selected through stratified random sampling to ensure representation across different schools. Data collection was carried out using a structured questionnaire, which was validated by educational experts for content and construct validity. The reliability of the instrument was confirmed using Cronbach's alpha, yielding a coefficient of 0.78. Questionnaires were distributed and collected from the respondents for data gathering. Data analysis involved the use of descriptive statistics and multiple regression analysis to determine the influence of various occupational incentives on teacher retention. The findings revealed that financial incentives, including timely payment of salaries, significantly contributed to teachers' decisions to remain in their current positions.

Mugweru (2024) aimed to determine the influence of motivation on the retention of employees in private secondary schools in Kenya. The research employed a correlational design and was conducted across various private secondary schools in Kenya. The population targeted teachers working in these institutions. A sample of 200 teachers was selected using purposive sampling techniques. Data were collected through a self-administered questionnaire, which was validated by experts in educational psychology to ensure its suitability. Reliability testing using the split-half method resulted in a coefficient of 0.81. The data collection process involved administering the questionnaires to the participants and retrieving them upon completion. Data analysis was conducted using both descriptive statistics and inferential statistics, including correlation and regression analyses. The study found that financial motivation, particularly the prompt payment of salaries and allowances, had a significant positive effect on teacher retention in private secondary schools.

Pay Equity and Teachers' Retention

Kariuki (2020) investigated the influence of motivation on the retention of teachers in private secondary schools in Kenya. The study adopted a descriptive survey design within Nakuru Sub County, Kenya. The target population included teachers from private secondary schools in the area. A sample of 150 teachers was selected using stratified random sampling techniques. Data were gathered using a structured questionnaire. The instrument was validated through expert judgment to ensure it effectively measured the intended constructs. Reliability was assessed using the test-retest method, resulting in a reliability coefficient of 0.78. Data collection involved distributing questionnaires to the respondents. Quantitative data were analyzed using descriptive statistics and inferential statistics, including correlation and regression analyses. The results indicated a significant positive relationship between motivation factors, such as equitable remuneration, and teacher retention, highlighting the critical role of fair compensation in retaining teachers in private secondary schools.

METHODOLOGY

The study adopts descriptive survey research design of correlational type. The area for this study was Akwa Ibom State. The population of the study comprised all private secondary school teachers in Akwa Ibom State. The sample size for the study was 393 teachers in private secondary schools in Akwa Ibom State. The main instrument used for data collection was a self-structured questionnaire. The questionnaire was titled "Salary Administration, Job Enrichment, and Teachers' Retention Questionnaire (SAJETRQ)." The questionnaire was subjected to face and content validation by three experts. The data collected from the trial test was analyzed using Cronbach's alpha and a coefficient of 0.79 was obtained. The data for this study was collected by the researcher with the help of five trained research assistants. To ensure they are well-prepared, a training session was conducted to familiarize them with the study's objectives. The data collected for the study were analyzed using percentages, mean and standard deviation for research question. Also, the hypotheses were tested using Pearson Product Moment Correlation at .05 level of significance.



Result and Discussion

Research Question 1

What is the extent of teachers' retention in private secondary schools in Akwa Ibom State?

Table 1:
Extent of Teachers' Retention In Private Secondary Schools

S/N	Teachers' Retention Intention	N	Mean	SD	Remark
1	I plan to stay in this school for a long time.	389	1.94	1.03	Low
2	I feel valued by the school management.	389	1.72	1.14	Low
3	My work is mostly appreciated by the school management, which makes me stay in this school.	389	2.03	1.13	Low
4	I have good opportunities for career growth and professional development in this school.	389	2.60	0.97	Moderate
5	The work environment in this school makes me want to continue working here.	389	1.98	1.12	Low
6	I have a good relationship with my colleagues, which makes me enjoy working here.	389	2.59	1.09	Moderate
7	The work condition is fair and does not make me think of leaving.	389	2.08	1.17	Low
8	I receive regular support and feedback from the school management, which makes me stay.	389	1.72	0.94	Low
9	The job security in this school is strong enough to encourage me to remain here.	389	1.82	0.73	Low
10	I would recommend this school as a good place for teachers to work.	389	2.04	1.16	Moderate
Grand Mean			2.05		Low

The result presented in Table 1 highlights the extent of teachers' retention in private secondary schools in Akwa Ibom State. The overall grand mean of 2.05, which falls within the low range, indicates that teacher retention is generally poor in these schools. Specifically, most of the items assessed reflect low levels of intention to remain, such as feeling valued by school management (Mean = 1.72), receiving regular support and feedback (Mean = 1.72), and perceiving job security (Mean = 1.82). Similarly, aspects such as appreciation of teachers' work (Mean = 2.03), fairness of work conditions (Mean = 2.08), and willingness to stay long-term in the school (Mean = 1.94) all fall within low levels. However, some areas showed moderate retention influences. For instance, teachers indicated moderate satisfaction with career growth and professional development opportunities (Mean = 2.60), collegial relationships (Mean = 2.59), and their willingness to recommend the school as a good workplace (Mean = 2.04). These moderate indicators suggest that while professional development and peer relationships provide some motivation for retention, the lack of strong management support, job security, and appreciation undermine overall teacher retention



Research Question 2

How fair is the salary administration in private secondary schools in Akwa Ibom State?

Table 2:

Fairness of Salary Administration In Private Secondary Schools In Akwa Ibom

S/N	Salary Structure	n	Mean	SD	Remark
1	The salary I receive is fair compared to my workload in this school.	389	2.52	0.84	Fair
2	My salary is paid on time every month without delay.	389	2.01	0.91	Unfair
3	The school provides salary increases based on performance.	389	1.92	0.56	Unfair
4	The salary structure in my school is competitive compared to other private schools in the area.	389	2.18	1.16	Unfair
5	My salary is based on my job experience.	389	2.51	0.73	Fair
Mean			2.23	0.84	Unfair
Timeline of Payment					
6	My salary is always paid on the agreed date each month.	389	1.86	0.81	Unfair
7	There are no delays in salary payment in my school.	389	2.81	1.10	Fair
8	The management informs teachers in advance if there will be a delay in salary payment.	389	1.72	1.16	Unfair
9	My school has a consistent salary payment schedule.	389	2.74	1.14	Fair
10	The management makes effort to pay as soon as possible.	389	3.54	0.16	Very fair
Mean			2.534	0.874	Fair
Pay Equity					
11	Teachers in my school receive salaries that match their qualifications.	389	1.98	.56	Unfair
12	There is no disparities in my salary compared to other teachers.	389	2.48	1.16	Unfair
13	Teachers receive equal pay for the same job in my school.	389	2.56	0.74	Fair
14	Teachers in my school are paid fairly compared to teachers in other private schools.	389	2.72	0.54	Fair
15	Salary increases in my school are based on clear criteria.	389	2.01	.51	Unfair
Mean			2.35	0.702	Unfair
Grand Mean			2.38		Unfair

The analysis in Table 2 reveals teachers' perceptions on the fairness of salary administration in private secondary schools in Akwa Ibom State. The results reveal mixed opinions across the three dimensions assessed salary structure, timeline of payment, and pay equity. For salary structure, the weighted mean of 2.23 with a standard deviation of 0.84 indicates that teachers generally perceive the salary system as unfair. Although some items such as fairness of salary compared to workload (Mean = 2.52) and salary based on job experience (Mean = 2.51) were rated fair, critical aspects such as timely payments (Mean = 2.01), performance-based increases (Mean = 1.92), and competitiveness with other private schools (Mean = 2.18) were viewed as unfair. Regarding the timeline of payment, the weighted mean of 2.53 with a standard deviation of 0.87 suggests a perception of fairness in salary administration. Interestingly, while issues such as salary being paid on the agreed date (Mean = 1.86) and advance notice of delays (Mean = 1.72) were rated unfair, items like consistent salary schedules (Mean = 2.74) and



management’s effort to pay as soon as possible (Mean = 3.54) received higher ratings, raising the overall perception to a fair level. For pay equity, the weighted mean of 2.35 with a standard deviation of 0.70 shows that teachers generally perceive salary equity as unfair. While there were fair assessments regarding equal pay for the same job (Mean = 2.56) and fairness in comparison with other schools (Mean = 2.72), concerns remain with qualifications not being adequately reflected in salaries (Mean = 1.98) and lack of clear criteria for salary increases (Mean = 2.01). Finally, the grand mean of 2.38 indicates that overall, teachers in private secondary schools in Akwa Ibom perceive the administration of salaries as unfair. This implies that while certain aspects such as payment timelines show relatively better ratings, issues of salary competitiveness, performance-based increases, and equity in relation to qualifications continue to undermine salary administration in private secondary schools.

Hypothesis 1

There is no significant relationship between staff salary administration (salary structure, timeline of payment, pay equity) and teacher’s retention in private secondary schools in Akwa Ibom State.

Table 3:

Correlation Matrix on the Relationship between Staff Salary Administration and Teachers’ Retention

Variables		Teachers' Retention	Salary Structure	Timeline of Payment	Pay Equity
Teachers' Retention	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	389			
Salary Structure	Pearson Correlation	.776**	1		
	Sig. (2-tailed)	.000			
	N	389	389		
Timeline of Payment	Pearson Correlation	.791**	-.580**	1	
	Sig. (2-tailed)	.000	.000		
	N	389	389	389	
Pay Equity	Pearson Correlation	.648**	.229**	-.433**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	389	389	389	389

** . Correlation is significant at the 0.05 level (2-tailed).

The result in Table 3 presents the correlation between salary administration components (salary structure, timeline of payment, and pay equity) and teachers’ retention in private secondary schools. The analysis shows that salary structure has a strong and positive relationship with teachers’ retention ($r = .776, p < .05$). This suggests that when teachers perceive the salary structure as fair and rewarding, they are more likely to remain in their schools. Similarly, the timeline of payment demonstrates the strongest positive correlation with teachers’ retention ($r = .791, p < .05$). This indicates that prompt and consistent payment of salaries is a critical factor influencing whether teachers stay or leave. Delays in salary disbursement likely reduce teachers’ job satisfaction and increase turnover intentions. The results also reveal a significant and positive relationship between pay equity and teachers’ retention ($r = .648, p < .05$). This means that when teachers feel that their salaries are equitable compared to their colleagues with similar qualifications and experience, they are more inclined to remain in the system. Therefore, the null hypothesis which stated that there is no significant relationship between staff salary administration (salary structure, timeline of payment, pay equity) and teacher’s retention in private secondary schools in Akwa Ibom State is rejected. Hence, there is significant relationship between staff salary



administration (salary structure, timeline of payment, pay equity) and teacher's retention in private secondary schools in Akwa Ibom State.

CONCLUSION

Based on the results from the finding, the study concluded that salary administration (structure, timelines and pay equity) and job enrichment (Compensation, Communication) enhanced teachers' retention in private secondary schools in Akwa Ibom State, Nigeria. This study examined the relationship between Salary administration, job enrichment, and the findings showed that there is a moderate level of staff retention, salary administration, and job enrichment in these schools. However, the study also found that staff salary administration and job enrichment significantly influence teachers' retention. In particular, both variables made a meaningful influence in determine the intention whether teachers chose to remain in their jobs. It was therefore concluded that teachers who are paid fairly and on time are more likely to stay. Likewise, when their work is enriched through compensations and effective communication it will increase the level of turnover and such stability would increase private schools productivity.

RECOMMENDATION

Based on the findings of the study the following recommendations are made:

1. Private school owners are encouraged to improve more on teacher retention as it was established to be low among private school in the State.
2. Private school owners are encouraged to be fair in their salary administration as it was established that teachers are experiencing unfair salary administration in the area of structure, timeliness and pay equity. This will help to reduce the rate at which they leave the schools.
3. School administrators should assign teachers meaningful tasks, allow them to take part in decision-making, and provide opportunities for professional development. This will make their work more fulfilling and increase retention.



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