

**ASSESSMENT OF JOB ENRICHMENT PRACTICES AND SALARY
ADMINISTRATION AS DETERMINANTS OF TEACHER RETENTION IN
PRIVATE SECONDARY SCHOOLS IN AKWA IBOM STATE.**

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ABSTRACT

This study sought to assess job enrichment practices and salary administration as determinants of 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 showed that there is a significant joint influence of salary administration and job enrichment to teachers' retention, Therefore, the null hypothesis which stated that there is no significant joint influence of salary administration, job enrichment on teacher's retention in private secondary schools in Akwa Ibom State is rejected. The study concluded that where teachers are given greater autonomy, opportunities for professional growth, participatory decision-making roles, and recognition for performance, and their commitment to the school increases. One of the recommendations made was that 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.

KEYWORDS: Job Enrichment Practices, Salary Administration, Teacher Retention, Private Secondary Schools, Akwa Ibom State

INTRODUCTION

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,

Retaining qualified and experienced teachers is a crucial task for the stability and effectiveness of educational institutions. Teachers 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.

The timeline of salary payment is another crucial factor that could influence teacher retention in secondary schools. Timely and regular salary payments ensure financial stability, reducing stress and uncertainty among teachers. Delays in salary payments could contribute to low morale and reduced commitment among teachers and may discourage teachers to stay in such an organization. In private secondary schools, where financial resources may be unstable, inconsistent salary payments can lead to frustration and job dissatisfaction. Ensuring prompt salary disbursement can enhance teachers' trust in the administration, improve their overall job and encourage teachers to retain teaching job (Taris and Schaufeli, 2020).

Pay equity is another salary administration variable that could significantly shape teachers' retention in private schools. Pay equity could be described as the fairness of compensation among teachers performing similar roles and possessing comparable qualifications and experience could encourage teachers' retention in secondary schools. Equity in salary may foster trust and cohesion among the teaching staff, reducing feelings of resentment, distrust and dissatisfaction in secondary schools (Greenberg, 2020). When teachers feel that their workload, qualifications, and years of experience are not adequately reflected in their pay, they perceive inequity, which reduces job satisfaction and loyalty. On the other hand, transparent salary scales that recognize experience and merit would encourage teachers to remain longer in the system but perceived salary disparities can lead to lower motivation levels and increased turnover rates. Private schools that prioritize pay equity by implementing structured salary scales and addressing discrepancies are more likely to retain their teachers and maintain a positive work environment.

Compensation is another indicator of job enrichment that can influence the teacher retention in secondary school. Compensation extends beyond basic salaries to include benefits such as health insurance, housing allowances, bonuses, and

professional development opportunities. According to Podolsky *et al.* (2019), comprehensive compensation packages enhance teacher retention. Schools that offer attractive benefits create a more stable and motivated workforce that will wish to continue with the school. However, many private secondary schools struggle to provide competitive compensation, leading to teacher attrition. Addressing this issue by introducing incentives, professional development opportunities and other benefits could significantly enhance teacher retention but, where compensation are lacking, it would bring about attrition or high level of teacher's turnover in secondary school.

Statement of Problem

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. Although, some private school proprietors have attempted to address this problem through in-service training, incentive packages, and flexible work conditions, such interventions are often poorly structured, inconsistently implemented. Consequently, the problem persists. 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.

Purpose of the Study

The main purpose of this study is to:

1. Examine the extent to which job enrichment is available for private secondary school teachers in Akwa Ibom State.
2. The relationship between job enrichment (compensation, communication) and teacher retention in private secondary schools in Akwa Ibom State.
3. Joint influence of Salary administration and job enrichment on teacher retention in private secondary schools in Akwa Ibom State

Research Questions

The following questions were raised to guide the study.

1. To what extent are job enrichments available to private secondary school teachers in Akwa Ibom State?

Hypotheses

1. There is no significant relationship between job enrichment (compensation, communication) and teacher retention in private secondary schools in Akwa Ibom State.
2. There is no significant joint influence of salary administration and job enrichment on teacher's retention in private secondary schools in Akwa Ibom State

LITERATURE REVIEW

Conceptual Framework

The Concept of Teachers' 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).

The retention of qualified teachers is vital for the sustainability and effectiveness of any educational system. Schools that experience high teacher retention rates benefit in several ways: Research has shown that when students have consistent teachers over several years, they perform better academically (Ronfeldt, Loeb, and Wyckoff, 2019). Teachers who remain in a school for a long period understand the specific needs of their students and can tailor their teaching methods to improve learning outcomes. Schools with low teacher turnover rates tend to develop a strong sense of community and shared goals among staff members. A stable teaching workforce fosters collaboration, teamwork, and the transfer of institutional knowledge, which contributes to a positive learning environment (Sutcher, Darling-Hammond, and Carver-Thomas, 2019).

The Concept of Job Enrichment

Job enrichment is the process of managing different aspects of an employee's job. It includes organizing tasks, defining job roles, assigning duties, monitoring performance, and making sure that employees follow rules and policies at work. In simple terms, job enrichment helps in planning and controlling how people do their jobs in an organization (Armstrong, 2014).

In schools, especially private secondary schools, job enrichment involves making sure that teachers know what to teach, how to teach, and when to carry out their duties. It also includes helping teachers understand the goals of the school and making sure their roles match these goals. Good job enrichment ensures that every teacher has clear duties and works under proper guidance (Dessler, 2020). When job enrichment is done well, teachers feel more organized and confident. It reduces confusion, prevents task duplication, and improves job performance (Okoye and Eze, 2016). For instance, when a school defines the roles of its teachers properly, they are likely to enjoy their work and stay longer in the school.

Another aspect of job enrichment is communication. Communication is a fundamental aspect of human interaction, serving as a bridge for exchanging ideas, knowledge, and emotions. It is a critical factor in organizational success, particularly in

educational institutions, where effective communication enhances collaboration, decision-making, and teacher retention (Robbins and Judge, 2019).

Communication can be classified into various types based on purpose, medium, and participants. Understanding these types is essential for fostering effective workplace interactions in private secondary schools.

Verbal communication involves spoken words and is the most direct form of communication in schools. It includes face-to-face discussions, meetings, and phone conversations (Miller, 2021). Effective verbal communication enhances clarity and reduces misunderstandings in salary administration and job enrichment policies. Non-verbal communication includes body language, facial expressions, gestures, and tone of voice (Knapp et al., 2019). In educational institutions, non-verbal cues from school administrators and teachers can influence perceptions of fairness, respect, and job satisfaction. Written communication involves emails, reports, memos, and policy documents. It is crucial in maintaining transparency in salary administration and school policies (Guffey and Loewy, 2020). Private school administrators must ensure clarity and accessibility in written communication to prevent misunderstandings that may affect teacher retention.

Formal communication follows established hierarchical channels, such as official meetings, newsletters, and policy announcements (Robbins and Judge, 2019). Informal communication, including casual conversations and social interactions, plays a vital role in building relationships and fostering collaboration among teachers.

Despite its importance, communication in private secondary schools can be hindered by several barriers, leading to misunderstandings, conflict, and dissatisfaction. Rigid school hierarchies can create communication gaps, making it difficult for teachers to express concerns or provide feedback (Tourish, 2019). Schools must establish open-door policies to enhance two-way communication. Diversity in linguistic and cultural backgrounds may lead to misinterpretations and hinder effective communication (Gamble and Gamble, 2020). Schools should adopt inclusive communication strategies to accommodate all teachers. When school administrators withhold critical information, such as salary structures or promotion criteria, it leads to distrust and dissatisfaction among teachers (Clampitt, 2021). Transparency is essential for maintaining morale and retention. While digital communication tools enhance accessibility, excessive reliance on emails and messages may reduce personal interactions and lead to misinterpretations (Dennis et al., 2020). Schools must balance digital and face-to-face communication.

Concept of school 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,

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). These policies influence how school proprietors structure their teachers' salaries. A school's ability to pay competitive salaries depends largely on its financial strength (Carver-Thomas and Darling-Hammond, 2017). Schools with stable tuition revenue are more likely to offer attractive salary packages compared to those struggling with low enrollment rates. Teachers with higher workloads, specialized skills, or administrative responsibilities typically receive higher salaries (Kyriacou, 2020). 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.

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).

ii. Step-Based Salary Structure

A step-based structure allows employees to progress within a salary grade based on tenure and performance (Bastian and Marks, 2017). Teachers in private schools may receive incremental salary increases after a specified number of years, fostering job satisfaction and reducing turnover rates.

iii. 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

Empirical Review

Timeline of Payment and Teachers' Retention

Wambede and Bisaso (2020) investigated the influence of remuneration on staff retention in private secondary schools in Mbale Municipality, Uganda. The study adopted a cross-sectional survey design within Mbale Municipality. The target population included teachers from private secondary schools in the area. A sample of 190 teachers was selected using simple random sampling techniques. Data were gathered using a combination of questionnaires and interview guides. The instruments were validated through expert judgment to ensure they effectively measured the intended constructs. Reliability was assessed using the test-retest method, resulting in a reliability coefficient of 0.75. Data collection involved distributing questionnaires and conducting interviews with selected respondents. Quantitative data were analyzed using descriptive statistics and Pearson Product-Moment Correlation, while qualitative data underwent thematic analysis. The results indicated a strong positive significant

relationship between monthly salary and staff retention, highlighting the critical role of timely salary payments in retaining teachers in private secondary schools.

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.

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.

Compensation and Teachers' Retention

Atanda and Jaiyeoba (2020) investigated the impact of compensation dynamics on teacher retention in private secondary schools in Ibadan North Local Government Area of Oyo State, Nigeria. A descriptive survey design was used, targeting all private secondary school teachers within the specified area. From this population, a sample of 200 teachers was selected through simple random sampling. A validated questionnaire served as the primary instrument for data collection, with a reliability coefficient of 0.76 obtained using the test-retest method. Data were analyzed using descriptive and inferential statistics. The results indicated that competitive compensation packages significantly influenced teacher retention. The study suggested that school proprietors should prioritize salary increments, bonuses, and other financial incentives to reduce turnover rates and improve teacher satisfaction.

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.

RESULTS AND DISCUSSIONS

Research Question 1

To what extent are job enrichments available to private secondary school teachers in Akwa Ibom State?

Table 1: Extent of Job Enrichment Available to Private Secondary School Teachers

S/N	Compensation	N	Mean	Std.Dev	Remark
1	Teachers in my school do receive extra pay for the good job done.	389	2.81	1.10	High
2	The school provides extra benefits such as housing, transport, medical allowances.	389	1.92	1.16	Low
3	Bonuses are given to teachers who perform well in their duties.	389	2.74	1.14	High
4	Teachers receive regular salary increments based on their years of service.	389	1.84	.93	Low
5	The school provides financial rewards for extra responsibilities taken by teachers.	389	1.96	0.81	Low
Weighted Mean			2.25		Low

Communication

6	Teachers in my school receive clear information about their duties from the school administrator.	389	2.74	1.14	High
7	The school management communicates openly about important decisions affecting teachers.	389	2.54	0.93	High
8	There is an effective system for teachers to	389	2.59	1.09	High

	share their concerns with school administrators.				
9	Teachers are informed in advance about changes in school work schedules.	389	2.08	1.17	Low
10	The school encourages open discussions between teachers and management.	389	1.72	0.94	Low
Weighted Mean			2.33	1.05	Low
Grand mean			2.29		Low

The results in Table 1 present the extent of job enrichment available to private secondary school teachers in Akwa Ibom State, using weighted mean and grand mean as indicators. For compensation, the findings reveal a low overall mean of 2.25, indicating that teachers generally do not enjoy significant financial incentives or rewards. While some aspects, such as receiving extra pay for a good job done (Mean = 2.81) and performance bonuses (Mean = 2.74), were rated high, other crucial components like extra benefits (Mean = 1.92), regular salary increments based on years of service (Mean = 1.84), and financial rewards for extra responsibilities (Mean = 1.96) were all rated low. This suggests that although some performance-based rewards exist, the broader compensation structure remains inadequate in enriching teachers' jobs.

On the other hand, communication had a slightly higher mean of 2.33 but still fell within the "low" category. Teachers acknowledged that they receive clear information about their duties (Mean = 2.74) and that school management sometimes communicates openly about important decisions (Mean = 2.54). Similarly, the existence of systems to share concerns with administrators (Mean = 2.59) was rated high. However, communication was found to be weak in advance notification of schedule changes (Mean = 2.08) and encouragement of open discussions between teachers and management (Mean = 1.72), which were rated low.

The grand mean of 2.29 further confirms that, overall, the level of job enrichment among private secondary school teachers in Akwa Ibom State is low. This implies that while certain practices like performance recognition and duty-related communication are present, they are not consistent or sufficient enough in private schools.

Hypothesis Testing

Hypothesis 1

There is no significant relationship between job enrichment (compensation, communication) and teacher retention in private secondary schools in Akwa Ibom State.

Table 2: Correlation Matrix on the Relationship Between Job Enrichment and Teachers' Retention

Variables		Teachers' Retention	Compensation	Communication
Teachers' Retention	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	389		
Compensation	Pearson Correlation	.733*	1	
	Sig. (2-tailed)	.000		
	N	389	389	
Communication	Pearson Correlation	.777*	.197**	1
	Sig. (2-tailed)	.000	.000	
	N	389	389	389

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

The results presented in Table 2 show the relationship between job enrichment (compensation and communication) and teachers' retention in private secondary schools in Akwa Ibom State. The findings indicate that there is a strong and positive correlation between compensation and teachers' retention ($r = .733, p < .05$). This means that improvements in the compensation structures such as fair salaries, bonuses, and allowances are strongly associated with higher levels of teacher retention. In practical terms, the more adequate and motivating the compensation, the more likely teachers are to remain in the school system. Similarly, communication also shows a strong and positive correlation with teachers' retention ($r = .777, p < .05$). This suggests that effective communication practices, such as open dialogue, clear instructions, and regular feedback from school administrators, significantly contribute to teachers' willingness to remain in their schools. Where teachers feel informed, heard, and engaged in decision-making, they are less likely to leave. Therefore, the null hypothesis which stated that there is no significant relationship between job enrichment (compensation, communication) and teacher retention in private secondary schools in Akwa Ibom State is rejected. Hence, there is significant relationship between job enrichment (compensation, communication) and teacher retention in private secondary schools in Akwa Ibom State.

Hypothesis 2

There is no significant joint influence of salary administration, job enrichment on teacher's retention in private secondary schools in Akwa Ibom State.

Table 3: Multiple Regression Analysis of the joint influence of Salary Administration, job Enrichment on Teacher’s Retention in Private Secondary Schools

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.979 ^a	.959	.959	.73274	
Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	4856.321	2	971.264	1808.974	.000 ^b
Residual	205.638	386	.537		
Total	5061.959	388			

a. Dependent Variable: Teachers' Retention

b. Predictors: (Constant), salary administration and job enrichment

Table 3 shows the significant joint influence of salary administration and job enrichment to teachers’ retention in private secondary schools. The results present the values of R, R² (model summary), and the ANOVA Table. The findings from Table 4.6 reveal a multiple correlation coefficient of 0.979 salary administration and job enrichment to teachers’ retention, indicating a linear relationship between the independent variables and the dependent variable. salary administration and job enrichment jointly contribute to teachers’ retention. The R² value is 0.959 suggesting that salary administration and job enrichment accounted for 95.9% of the total variance observed in the dependent variable (teachers’ retention), leaving the remaining 4.1% to other factors not considered in the study. Additionally, Table 4 demonstrates that the combination of all independent variables (salary administration and job enrichment) allows for reliable prediction of teachers’ retention (F (3,85) = 1808.974, p = 0.000). Hence, there is a significant joint influence of salary administration and job enrichment to teachers’ retention, Therefore, the null hypothesis which stated that there is no significant joint influence of salary administration, job enrichment on teacher’s retention in private secondary schools in Akwa Ibom State is rejected.

CONCLUSION

The study concludes that job enrichment practices play a significant role in enhancing teacher retention in private secondary schools in Akwa Ibom State. Where teachers are given greater autonomy, opportunities for professional growth, participatory decision-making roles, and recognition for performance, their commitment to the school increases. Schools that implement enriched job designs tend to experience lower turnover rates and improved staff morale. Conversely, limited opportunities for advancement and lack of meaningful responsibilities contribute to dissatisfaction and higher attrition. The findings therefore suggest that effective job enrichment strategies are essential for sustaining a stable and motivated teaching

workforce. Private school administrators should prioritize structured enrichment policies to improve long-term teacher retention.

RECOMMENDATIONS

1. 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.
2. Private school owners are encouraged to improve more on teacher retention as it was established to be low among private school in the State.
3. In addition to salaries, schools can offer recognition, flexible schedules, and opportunities for promotion to encourage teachers to stay.

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