

POOR CONDITIONS OF SERVICE OF TEACHERS IN NIGERIA AND ITS IMPACT ON TEACHER EDUCATION: A CASE STUDY OF EBONYI STATE

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ABSTRACT

This work investigated the impact of poor condition of service of teachers on teacher education program in Ebonyi State. Three research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey research design. A population size of 11,500 persons comprising teachers in public primary and secondary schools in Ebonyi State were used for the study while a sample size of 1150 persons representing 10% of the population were sampled using simple random sampling technique. A structured questionnaire titled "Impact of Poor Condition of Service Questionnaire (IPCSQ) was used for data collection. The instrument was validated by four experts in the Department of Measure and Evaluation, Alex-Ekwueme Federal University, Ndufu-Alike Ikwo. It was trial tested to 30 respondents not included to the main sample of the study who are teachers in private schools, to determine the reliability using Cronbach Alpha of 0.95. Mean and Standard Deviation was used to answer the research questions while the t-test was used to test the hypothesis at 0.05 level of significance. This research findings show that poor remuneration of teachers, low status of teachers in the society and the poor work environment of teachers all have contributed negatively to the perception of the teaching profession. Hence, the youths who are witnesses to the poor situation of the teachers, some of whom have teachers as their parents have no interest in seeking admission into teacher education programs most especially into N.C.E programs. Rather they seek admission to study the courses in which they observe that those who practice the profession are well remunerated, work in good and attractive environment and are well respected in the society. The paper recommends that government should pay greater attention to the welfare of teachers by giving them better condition of service, upgrade the work environment of teachers. Particularly the government should find the will to implement the New Teaching Policy promulgated recently by the government of Muhammed Buhari. This way the teaching profession will become attractive again and the youths develop interest in studying educational courses even at the N.C.E level.

Key Words: Teacher, Poor condition of service, Teacher education

INTRODUCTION

The pivotal role of the teacher in nation building has been expressly defined by the National Policy on Education. The document listed the objectives or the philosophy of the National policy as:

- a. the development of the individual into a sound and effective Citizens.
- b. the full integration of the individual into the community; and
- c. the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system. (FRN, 2004, 1-2).

The achievement of the national policy is squarely placed on the shoulder of the teacher. This is why the policy says that for national educational goals to be realized, there must be quality instruction at all levels of education. The quality instruction would be provided by the Nigerian teachers that through professional training have been equipped for effective performance of their duties. The document envisages clearly that no educational system can rise above the quality of its teachers to underscore the indispensable role of quality teachers. Teacher education is therefore saddled with the responsibility to produce highly motivated, conscientious and efficient classroom teachers.

The achievement of the national philosophy of education is not an end in its self but a stepping stone towards the achievement of national goals of Nigeria. The policy has it that education is the instrument for the achievement of the national development, fostering the worth and development of the individual as well as promoting a progressive, united Nigeria.

What this means in essence is that it's still the teacher who should champion the achievement of the national objectives which includes:

- a. A free and democratic society;
- b. a just and egalitarian Society
- c. a united, strong and self-reliant nation;
- d. a great and dynamic economy;
- e. a land full of bright opportunities for all citizens.

(Federal Republic of Nigeria, 2004:1)

In spite of the critical role of the teacher in nation building, the teaching profession has been grossly neglected in Nigeria over the years. The teacher works in a very poor environment. His welfare is not given the necessary attention. He is poorly remunerated. As his economic status is low in the society, so is his social standing. According to Ezeuwa (2023), "Regrettably, one of the major defects in the Nigerian educational system is the low priority accorded to welfare of teachers. ... the value of the teacher is ignored... Succinctly put, the Nigerian teachers are, in all ramifications, relegated and ascribed low status by the government and people that ought to extol and appreciate their enormous responsibilities and contributions to national development."

The result of this neglect and relegation of the teaching profession to the backdoor, today, is that the profession is no longer attractive. People come into it now as a last resort when every other

option has failed. This sad story of the Nigeria teacher is affecting adversely the fortunes of teacher education in the country. Teacher education is no more attractive to youths. This is why

subscription for admission into faculties of education in the universities is very low and its worst for colleges of education in the country. Parents given the experience of those in the field detest to see their wards ending up as teachers and the children themselves motivated by the get rich quick syndrome, do not want to have anything to do with the profession.

The unification of JAMB exam has only gone to compound the problem of teacher education especially at the N.C.E level. The unified matriculation exam gives preference to universities, followed by polytechnics. Colleges of education come a distant third position as a last resort. Today we are witnesses to a situation that admission into faculties of education and colleges of education attracts the least cut-off marks just to ensure that some students are attracted to study courses in education.

This research intends to call attention to this ugly situation that is causing attrition in terms of admission into teacher education programs.

Statement of the problem

Teacher education in Nigeria is facing extinction because of the poor condition of the teaching profession. All indices indicate that the fortunes of teacher education will continue to dwindle if proper attention is not paid to the teaching profession, as subscription into the sector will remain a direct consequence of the experience of the teachers in the field.

Purpose of study

The general purpose of this study is to find out the impact of poor service condition of the teaching profession on teacher education in Nigeria general and Ebonyi state in particular. In particular the study has the following purposes:

1. To find out the impact of poor remuneration of teachers on teacher education
2. To find out the impact of poor social status of teachers on teacher education
3. To find the impact of non-conducive working school environment on teacher education.

Significance of the study

This study is significant in many respects.

1. It calls attention to the poor working condition of teaches with a view to addressing the situation.
2. It makes known the factors responsible for low enrollment into teacher education program.
3. It proffers solutions and makes recommendations that if implemented will reposition the teacher education sector.
4. It adds to the body of knowledge available in this regard and constitutes material for further research.

Research questions

1. What is the impact of poor remuneration of teachers on teacher education?
2. What is the impact of poor social status of teachers on teacher education?

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3. What is the impact of non-conducive working school environment on teacher education?

Hypothesis

Ho: There is no significant relationship between poor remuneration of teachers and low enrollment into teacher education programs.

Hi There is significant relationship between poor remuneration of teachers and low enrollment into teacher education program.

Conceptual Review

Under this framework, we will consider the following concepts: teacher, teacher education and poor conditions of service.

(1)Teacher:

According to Repository, a teacher is a person who helps others to acquire knowledge, competences or values. Teacher is a designation for the office, position, and profession for someone who devotes himself in the field of education through patterned educational interaction, formal and systematic. (<https://repository.uir.ac.id>)

Wikipedia on its own part has it that “A teacher, also called a schoolteacher or formally an educator, is a person who helps students to acquire knowledge, competence, or virtue, via the practice of teaching.” (<https://en.m.wikipedia.org>)

A teacher is someone trained and certified to instruct students in various subjects, helping them to learn and grow in a structured educational setting. (<https://www.igi-global.com>)

The primary role of a teacher is to give better education to his/her students. However, this is not the only role a teacher performs. An ideal teacher is not just limited to teaching the students but also to guide them on the right path, help them to be disciplined, and help them learn to respect other people.

(2). Teacher Education

Teacher education according to Wikipedia, refers to programs, policies, procedures, and provision designed to equip teachers with the knowledge, attitude, behaviours, approaches, methodologies and skills they require to perform their tasks effectively in the classroom, school and wider community (en.m.wikipedia.org).

While the Britannica sees it as any of the formal programs that have been established for the preparation of teachers at the elementary and secondary school levels. (www.britannica.com)

Yet for Teachermint, teacher education is an important training program in any educational setup. It deals with procedures, provisions and policies, to make candidates learn and gain knowledge about various concepts. Trainees of the system get trained to equip themselves with

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the best teaching skills, knowledge, attitudes, and behaviours which are required to perform effectively in any learning environment like a classroom or school. (www.teachermint.com)

The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

(3). Poor condition of service

Before establishing the meaning of poor conditions of service, it is necessary we first know what conditions of service means. The conditions of service in government organizations refers to the guidelines that stipulate the behaviours and work expectations, limitation, privileges and rewards for workers. It is a compendium of the rules and regulations; and includes guidelines for promotion, commendation, work expectations and discipline. It covers working environment and the situation of employment, including staff commitment and employer-employee relations.

Simplicable holds that working conditions are demands, environment and terms of a job that influence the satisfaction of employees. (Simplicable.com)

Poor condition of services can be described as “a situation where the working environment of a person is unsatisfactory including where benefits to be enjoyed are denied.

A poor workplace culture can include a lack of healthy competition (or a lack of motivation), lots of workplace politics, harassment by coworkers or clients, unusual high stress, lack of recognition for achievements, or discrimination (based on ethnicity, gender and more).

Poor service conditions can also be defined as a situation in which a person’s working environment is unsatisfactory, with benefits that should be enjoyed being denied (Irfansyah, 2020). Poor service quality has become a serious concern in both public and private organizations, affecting the organization’s productive capability. Benefits such as leave bonuses, salary, and training allowances have been withheld from employees. Even the working environment for employees is unfavourable; working equipment is lacking, promotions are delayed, and most importantly, motivation is low (Nilsen and Ringholm, 2019)

Theoretical Review

Maslow’s Hierarchy of Needs Theory is found on the notion that needs drive motivation. When a need is met, it no longer serves as a motivator. As a result, higher-level needs become motivators. The hierarchy of needs is as follows:

Self-actualization

Esteemed need

Social need

Safety need

Physiological need

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Alderfer (2002) proposed an alternative to Maslow's need theory for analyzing employee motivation: the Alderfer Motivation. He discovered that when an individual obtains what he is looking for, he or she feels satisfied, and when he or she does not, he or she feels frustrated. The major difference between Alderfer and Maslow's that Alderfer found no evidence to support Maslow's position that needs were organized into a hierarchy. According to him each of his three types of requirements can be met, although to varied degrees of strength.

Fredrick Herzberg Two Factor Theory, (2009), explored a modified Maslow's need method, leading to a two-factor motivation theory that entails:

(A). Motivational factors: Herzberg drew the conclusion that motivation is made up of aspects that are linked to job satisfaction and explains people's feelings about what they do at work, such as the type of the tasks or work they do, the level of responsibility they bear, and the acknowledgement they get.

(B). Hygiene considerations: The second set of self-factors, which he refers to as hygiene factors, are designed to prevent unhappiness rather than to promote good performance. Here particular hygiene elements such as business policy and administration, supervision, work circumstances, interpersonal relationships, salary status, job security and so on.

According to Kerr (1995), reward serves a variety of goals in an organization. They help to increase a better employment agreement, retain good personnel, and lower turnover rates. He held that there are two forms of reward:

1. Extrinsic rewards: these are concrete rewards that employees receive, which include the following:

i. promotion

ii. Gifts

iii. Salary raise

iv. Bonuses

v. Other kinds of tangible rewards

2. Intrinsic rewards: these are things that tend to give personal satisfaction to individuals which include:

i. Trust/Empowerment

ii. Recognition

iii. Information/feedback

This set of rewards makes the employee feel better in the organization, while extrinsic rewards focus on the performance and activities of the employee in order to attain a certain outcome.

Empirical review

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Mohammad, Mohammad and Shamshad (2021) examined the impact of financial incentives on the employee productivity in an organization. Primary and secondary data gathering method were used. The key hypothesis is that there appears to be favourable correlation between financial incentives and employee productivity in the workplace. The findings imply that financial incentives are the most effective way to motivate individuals to achieve high levels of performance in the workplace, and that they have a major impact on employee motivation. Salary increases are ranked as the most motivating incentive aspects, followed by recognition, healthcare, and advancement leave.

Komal (2020) researched the impact of managerial support on the association between pay satisfaction, continuance and affective commitment, and employee task performance. Through a random sample technique, data were obtained from university faculty members in the Kingdom of Saudi Arabia (N=610) at two points in time. Descriptive statistics, Pearson's correlation analysis, and Preacher and Hayes' Process macro were used for data analysis. The findings revealed that commitment mediates the relationship between pay satisfaction and manager-rated task performance, whereas pay satisfaction has an indirect positive relationship with task performance via continuance and affective commitment, which was stronger in faculty with high managerial support.

These studies prove true for the teaching profession in Nigeria. Job performance has a direct correlation with job satisfaction. What we are witnessing today, is a high level of job dissatisfaction on the part of practitioners in the field and this has a dangerous ripple effect on teacher education. This has impacted negatively on enrolment figures into colleges of education and faculties of education in universities.

According to Awanbor (1996) the prestige enjoyed by teachers have been eroded quite considerably and indeed, there has been a loss of interest and attraction to the teaching profession. Consequently this situation, occasioned by low enrolment of teachers in preparation institutions, has become a source of worry to teacher trainers. Awanbor goes ahead to report that some teacher trainees in the colleges of education did not appear to be particularly enthused by the training goal of teaching as they indicated that the teaching profession was really not an attractive profession to them. Record showed that of the 700,000 candidates processed by the Joint Admission and Matriculation Board (JAMB) for admission into the various universities' courses, only about 10,000 (0.0147%) applied for education, yet teachers are needed to teach the far more than 20 million children in the Nigerian school system (Awanbor 1999)

According to Nwaokolo (1993), the cause of this problem is traceable to the low status accorded the Nigerian teachers by the Nigerian public. In a study by Taiwo (1980), it was observed that the teaching profession had gone down on a scale of respectability and that was causing a number of teachers to drift into what were perceived to be more respectable forms of employment. In another development, Omoregie in 1994 report held that attrition rate of teachers, particularly secondary school teachers, was attributable to the general poor attitude to the teaching profession. Similarly, Ojo (1971) observed that the university graduates who form the bulk of the teaching staff in the post-primary institutions were leaving the profession at alarming rate, while Nwangwu (1997) observed that the crisis in Nigeria system is traceable to lack of interest and low morale due to poor social status. Ezeuwa (2023) notes that in Nigeria, the teacher is regarded with disdain, discriminated against, denied rights and privileges and

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abysmally relegated. The teacher's voice makes no meaning at the community, state and national levels since he has less of the mundane things of the world to parade. He went on to enumerate areas of denials and poor conditions of service for teachers as:

- a. delay in the implementation of Teachers Salary Structure (TSS).
- b. delay in payment of leave allowances
- c. delay in payment of retirement benefits.
- d. delay in statutory promotion
- e. non provision of good accommodation
- f. non provision of means of transportation
- g. side-lined in political appointments to the extent that in most cases non-professionals are appointed to head education ministries and parastatals.

The table 1 below presents an analysis of salaries of teachers in developed countries as compared with what teachers in Nigeria receive.

TABLE 1: TEACHERS SALARIES IN SOME DEVELOPED COUNTRIES

S/ N	Country	Teacher s salaries per annum in Dollars	Naira Equivalent Per annum	Supposed salary per month in naira	Estimated salary paid Nigeria teachers per month	Deficit in payment comparable to other countries
1.	Switzerland	110,000	110,550,000	9,212,500	119,386.00	9,093,114
2.	Luxembourg	98,000	98,490,000	8,207,500	119,386.00	8,088,114
3.	USA	80,000	80,400,000	6,700,000	119,386.00	6,580,614
4.	Germany	65,000	65,325,000	5,443,750	119,386.00	5,324,364
5.	Australia	62,000	62,310,000	5,192,500	119,386.00	5,073,114
6.	Netherlands	60,000	60,300,000	5,250,000	119,386.00	5,130,614
7.	Canada	56,500	56,782,500	4,731,875	119,386.00	4,612,489
8.	Ireland	53,000	53,265,000	4,438,750	119,386.00	4,319,364
9.	Austria	50,000	50,250,000	4,187,500	119,386.00	4,068,114
10.	Denmark	47,000	47,235,000	3,936,250	119,386.00	3,816,864

Source: www.afterschoolafrica.com

Data in table one show the salaries of newly employed teachers in the primary, lower and upper secondary schools of each of the sampled countries selected from Europe, Asia, United States and Australia. Among the selected countries, Switzerland pays the highest salaries to her teachers while Denmark pays the least. In Nigeria, the last column of the table shows the amount of remuneration Nigeria teachers forgo in comparison with their counterparts in the countries studied above.

In African countries, funding of education has been relatively poor and has negatively affected the extent teachers are paid in some of the countries. The situation informed the decision of the United Nations Educational scientific and cultural organization (UNESCO) to prescribe minimum budgetary allocation for education at 26% and to be attained at least in 2015. Among the African countries, Nigeria seems to have less compliance. Okuwa (2007), states that the spending ratio of Nigerian government on education in proportion to its GNP in relation to some selected countries indicates poor funding status. The report is presented in table 2.

Table 2: Percentage (%) spending on Education for selected African countries in comparison with Nigeria

Country	% GNP	Ratio to Nigeria	Country	% GNP	Ratio to Nigeria
Angola	4.9	7.0	South Africa	7.9	11.29
Cote D'Ivoire	5.0	7.14	Tanzania	3.4	4.86
Ghana	4.2	6.0	Uganda	2.6	3.7
Kenya	6.5	9.29	Nigeria	0.76	1.0
Malawi	5.4	7.71	Mozambique	4.1	5.86

Source: Ezeuwa, (2023)

Data in table 2 indicate that out of the African countries listed, Nigeria spends the least percentage of her GNP on education. This is very poor for a country that clamours for all embracing education for her citizens. Nigerian teachers as a result of inadequate educational funding are paid poor salaries amidst poor infrastructure in schools.

With regards to teachers' salaries in African countries, reports from (www.google.com.ng) show that South African teacher is the highest paid in Africa, followed by the Kenyan counterpart that earns 12 times more than the average pay of civil servants in Kenya. Among countries that pay poor salaries to their teachers include Uganda that pays the least, Tanzania and then Nigeria that seems to have taken the third position in the row of countries that neglect the welfare of teachers throughout the world. Teachers have something in common as they all share responsibility for the future of young people. Sadly, the vast differences in teachers' remuneration are worrisome, especially among the third world countries.

Summary of Literature Review

The literature review was undertaken under the following subheadings: conceptual framework, theoretical framework, empirical studies. Conceptual review explained the concepts of teacher education, poor conditions of service and the term teacher. Under theoretical framework, the review considered Maslow's Hierarchy of Needs Theory, Alderfer's Alternative to Maslow's Need Theory and Fredrick Herzberg's Two Factor Theory. These theories agree that when people's needs are met they are better motivated to work leading to greater productivity. The general view from the empirical study here agrees that teachers' working conditions in Nigeria is generally poor. Ezeuwa, Mohammed, Mohammed and Shamshad all agree that the teachers are poorly remunerated. Nwaokolo and Nwangwu think the Nigerian teacher now battle inferiority complex due to the low status teachers enjoy in the society. In all poor conditions of service of teachers have a negative impact on enrolment figures into teacher education programs.

RESEARCH METHODOLOGY

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This chapter describes the methods that were used in carrying out the study. This was done the following sub-headings;

Research Design

The study adopted the descriptive survey design. A descriptive survey attempts to describe, explain and interpret conditions of the present as it is. Therefore, it is appropriate to be used here.

Area of the Study

The research area covers all the public primary and secondary schools in Ebonyi State. These include 350 primary schools and 227 secondary schools.

Population of the Study

The population for the study consist all the teaching staff in all the public primary and secondary schools in Ebonyi State. Therefore the population is 11,500 teachers.

Sample and Sampling Techniques

The sample for the study is 1,150 which constitutes 10 per cent of the population. The researcher applied Yarrow Yamani formula to determine the sample size. Simple random sampling technique of balloting with replacement was applied. The method was through squeezing of piece of paper and putting them into a tray for the respondents to pick. The distribution of the sample is presented in the table (see Appendix 3).

Instrument for Data Collection

The instrument that was used for data collection for the study was a structured questionnaire called “Impact of Poor Condition of Service Questionnaire” (IPCSQ) was used for data collection. The questionnaire was made up of two parts, A and B. Part A sought for personal information from the respondents, while part B consisted of twenty items, which were arranged in five clusters. The modes of response for the items of the clusters were 4 points Likert-type-scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The response options were weighted 4, 3, 2 and 1 (for positive items) while negative items are weighted 1, 2, 3 and 4 respectively. (See Appendix 1)

Validation of the Instrument

The instrument was subjected to both face and content validity by presenting the draft copies to four experts in the Department of Measure and Evaluation, Alex-Ekwueme Federal University, Ndufu-Alike Ikwo.

Reliability of the Instrument

The reliability of the instrument was determined through a pilot test using test and retest method by administering the instrument to randomly selected 30 teachers of private schools in the area who were not part of the study. The data collected from the instrument was analyzed using Cronbach Alpha statistics which yielded reliability co-efficient of: cluster 1, 0.73, cluster 2, 0.81, cluster 3, 0.89, cluster 4, 0.75 and cluster 5, 0.80. The grand reliability index was 0.89, which indicated that the instrument had a very high reliability (See Appendix 11).

Method of Data Collection

The copies of the questionnaire were administered to the 1,150 respondents comprising teachers in public primary and secondary schools in Ebonyi State who constituted the sample of the study. The researcher was assisted by some non-teaching staff of the public schools involved in the study, who helped administer the questionnaire directly to the respondents which they filled and data collected back within 5 days.

Method of Data Analysis

The researcher in analyzing the data made use of mean scores to answer the five research questions stated in the study. A bench mark of 2.5 and above was used as basis for acceptance or otherwise, while Pearson Product Moment Correlation Co-efficient Statistics was used to test the null hypothesis at 0.05 significant level.

PRESENTATION OF RESULTS AND FINDINGS

In this chapter, the findings of the study: Poor Conditions of Service of Teachers in Nigeria And its Impact on Teacher Education: A Case Study of Ebonyi State were presented and analyzed in order to answer the research questions. The mean scores and standard deviation were used to compute the t-test statistics. The results are presented as follows:

Research question 1

What is the impact of poor remuneration of teachers on teacher education?

Table 1: Mean and Standard Deviation rating of impact of poor remuneration of teachers and teacher education

S/N	ITEMS	X	SD	DECISION
1.	Poor remuneration of teachers have a direct negative impact on teacher education	2.59	1.22	Agree
2.	Teachers who are poorly paid discourage their children from enrolling into teacher education programmes	3.51	1.25	Agree
3.	Poor wages paid to teachers is partly responsible for low enrolment into N.C.E programmes	2.55	1.21	Agree
	Teachers' remuneration has no impact on enrolment into teacher education programmes	3.50	1.23	Strongly disagree

Grand Mean

3.04

Agree

From table 1, the grand mean score of 3.04 which is above, the mean cut off point of 2.50 indicated the impact of poor remuneration of teachers on teacher education in Ebonyi State. Items 1 to 4 with mean scores of 2.57, 3.51, 2.55 and 3.50 respectively indicated that teacher education in Ebonyi State is witnessing low enrolment due to poor remuneration of teachers.

Research Question 2

What is the impact of poor social status of teachers on teacher education?

Table 2: Mean and Standard Deviation ratings of impact of poor social status of teachers on teacher education?

S/N	ITEMS	X	SD	DECISION
5.	The poor regard teachers have in the society today is largely responsible for why young people do not want to take to the profession	2.62	1.30	Agree
6.	Children of teachers who see how their parents are relegated to the backdoor in the society do not wish to seek admission into teacher education programme and end up as teachers	2.63	1.30	Agree
7.	Those who go into teacher education these days are seen as less opportuned.	3.00	1.40	Agree
8.	Since JAMB cut-off marks for education courses are low relative to other courses, those who go into teacher education programmes are seen as those who couldn't make it elsewhere	3.38	1.42	AFgree
	Grand mean	2.91		Agree

Table 2 with a grand mean score of 2.91 which is above the cut-off point of 2.50 showed that poor social status of teachers has a negative effect on the perception of the teaching profession in Nigeria. Items 5 to 8 have mean scores of 2.62, 2.63, 3.00, and 3.38 respectively which indicated agreement.

Research Question 3

What is the impact of non-conducive working-school environment of teacher education?

Table 3: Mean and Standard Deviation rating of the impact of non-conductive working-environment of teachers on teacher education.

S/N	ITEMS	X	SD	DECISION
9.	The poor state of public schools environments discourage a lot people from working as class room teachers.	3.55	1.53	Agree
10.	Public school environments are so attractive that young people cherish to work as teachers	3.10	1.27	Strongly Disagree
11.	The dearth of infrastructure and facilities in public schools Scare young people from ending up as teachers.	3.43	1.45	Agree
12.	Most young people do not want to work as teachers because most schools are located in rural areas where there are no social amenities.	2.50	1.20	Strongly agree
Grand mean		2.91		Agree

From table 3, the responses on items 9, 10, 11, and 12 showed positive responses. The grand mean score is 2.91. reveals that non-conductive working school environments deters young people from entering into the teaching profession.

Hypothesis

Ho: There is no significant relationship between poor remuneration of teachers and low enrollment into teacher education programs.

Table 5: t-test Analysis of impact of poor remuneration of teachers and low enrollment into teacher education programs.

S/N	Variable	N	X	SD	df	t-cal.	59 t-crit	Decision.
1.	Poor remuneration	400	2.65	1.10				
	Low enrollment	200	2.46	1.07	598	0.61	1.91	NS
2.	Poor remuneration	400	2.47	1.09				
	Low enrollment	200	2.35	1.08	598	-0.40	1.96	NS
3.	Poor remuneration	400	2.67	1.55				
	Low enrollment	200	2.56	1.99	598	0.39	1.96	NS
4.	Poor remuneration	400	2.56	1.08				
	Low enrollment	200	2.25	1.04	598	-0.06	1.96	NS
Average t-cal				0.14	1.96	NS		

S= significance, NS =not significant

Table 5 provided information for null hypothesis 1. Items 1 to 5 were used to test the hypothesis using the t-statistics to test the null hypothesis. The calculated t-value of 0.14 was obtained. The calculated value is less than 1.96, which is critical t-value at 0.05 level of significance and 598 degree of freedom. It therefore, follows that there is significant co-relation in the mean rating of poor remuneration of teachers and low enrollment of students in teacher education programme.

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary of the Study

From the foregoing, its abundantly clear that the poor condition of service of teachers and the low social status of teachers are major factors that are responsible for the dwindling fortunes of teacher education especially in terms of subscription to the sector. Each year the number of candidates admitted into teacher education programmes especially at the N.C.E level continue to nosedive particularly in Ebonyi State. The study found out that this worrisome situation has everything to do with the people's perception of the teaching profession as it is today which is formed by the ugly experiences of teachers in the field which in turn is a consequence of government sheer negligence.

The study found out that due to poor remuneration received by teachers as wages and salaries, the teaching profession is attracting enough young people, hence the dwindling numbers that seek admission into teacher education programme. The teaching job is hectic and therefore demands adequate remuneration and when this is not forthcoming people definitely will loss interest in the profession.

The study also found that the teaching environment is poor compared to other white collar jobs. Public schools are poorly maintained and managed with dilapidated buildings, shabby classrooms with no toilet facilities, running water etc. This non-conducive teaching environment discourages young people from taking to teaching and this affects the number of students who enroll into teacher education programmes. Add the above factor to the fact that primary and secondary schools are largely established in rural areas lacking social amenities like good roads, electricity, pipe-borne water, GSM network and internet services and the picture of non-conducive working environment is complete with attendant consequence on the teaching profession and teacher education.

Another factor implicated in the study as responsible for attrition in subscription into teacher education programme is the poor social status of teachers in the society. Before now, teachers used to command a great deal of respect in the society but no more. Today the society has become so materialistic that wealth or material possession is now a measure of a man in the society. It does not matter what the contributions of a man may be in the society today, in terms of knowledge, hard work, moral probity if he lacks material means, he is regarded as nothing. This is the lot of teachers today. With their poor remuneration which has thrown them into poverty, they are looked down in the society. With what they see of the current teachers some of whom are their parents, the younger generation make up their minds not to go into the teaching profession so that they do not end up being poor and so looked down upon in the society.

Conclusion

Based on the discussion, the following conclusions were drawn.

1. There is attrition in subscription into teacher education programmes due to poor conditions of service of teachers
2. Low remuneration of teachers discourages young people from enrolling into teacher education programmes and this in turn affects the number taking to studies in teacher education .
3. The rural setting of most schools and non-conducive teaching environment of public schools discourages young people from going into the teaching profession.
4. Teachers' low social status in the society brings disrespect to teachers and so young people are not attracted to the profession and this affects the number subscribing into teacher education.

Implication of the Study

This study has implication for the government who should address the issue of the condition of service of teachers by ensuring that teachers are paid living wage, address the problem of poor work environment of teachers by ensuring that schools have the needed infrastructures and facilities. Rural areas where most primary and secondary schools are located should have good roads, pipe-water, electricity and GSM and internet services. When attention has been given to these challenges working against the teaching profession, the profession can become attractive again and now draw many young people to subscribe into teacher education programmes.

Limitation of the Study

It was difficult to reach some of the respondents both at the point of distribution and collection of the questionnaire. There was also the issue of insufficient data on the subject matter and where available the authorities in charge were not so eager in volunteering and making available the information/data. Due to poor road network, it was difficult traversing the rural areas in a bit to get across to the rural schools and teachers. Finally the fund made available for the research was insufficient given the rising cost of items every day in market.

Recommendations

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

1. The Federal and state government should implement the New Teaching Policy which has addressing sufficiently the challenges faced by teachers and the teaching profession.
2. A state of emergency should be declared in the public primary and secondary schools in terms of facilities and infrastructure so as to give the teachers conducive work environment.
3. The much emphasis on wealth or money in the society should be discouraged so that due recognition can be given to all those who contribute in developing the society especially teachers.
4. All public colleges of education in Nigeria should be encouraged to adopt dual mode of running both N.C.E and degree programmes autonomously as a means attracting and retaining more students in the sector.
5. The adoption of the dual mode should be followed up with the implementation of other incentives as contained in the new Federal Law establishing Federal Colleges of Education aimed at attracting more students into the sector like reduction of years for degree programme for direct entry students and entry placement of those with both N.C.E and degree certificates in education in service.

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