



ENUGU STATE UNIVERSITY OF SCIENCE & TECHNOLOGY

JOURNAL OF SOCIAL SCIENCES & HUMANITIES

Volume 8
Number 2,
2023

EDITOR-IN-CHIEF

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PUBLISHED BY

**Faculty of Social Sciences,
Enugu State University of Science And Technology**

Review of Teaching Staff Manpower Retention and Stock in Secondary Schools: Matching the Philosophy of National Policy on Education with the Realities in Ebonyi State, Nigeria

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Abstract

For some decades, scholarly debate on manpower related issues have dominated discussions on the standard of education. This paper tried to match manpower retention and attrition with the philosophy of public secondary education in Ebonyi north senatorial zone of Ebonyi state, Nigeria. We x-rayed the manpower capacity of public secondary schools with the view to finding if the current stock would achieve the philosophy of secondary education as contained in the approved National Policy on Education in Nigeria. Specifically, our emphasis was on the manpower qualification, sufficiency, sex mix and subject specialty. Using the multi-stage sampling techniques, the study revealed significant cases of unqualified teachers in the zone, cases of insufficiency of teachers in some schools; lopsided deployment of teachers and imbalanced sex mix amongst others. Study implications in these schools were evidenced on the performances of students in external examinations and the prevailing decline in the standard of education in the zone.

Keywords: *education policy, public Secondary schools, philosophy of education, standard of education, schools performance.*

Introduction

Attainment of any organizational goal significantly depends on the available manpower (Catherine 2017). To a very reasonable extent philosophy of education may be realized if the needed manpower is available to the schools. Notwithstanding the inevitable role of manpower in the secondary educational sector, there are pockets of problems confronting it in Nigeria. Report of the Education Status in Nigeria identified cases of skill flight and brain drain (FGN 2003). Brain drain or skill flight could be inter or intra. There could be brain drain outside the education sector or unequal distribution of skill within the sector. There are however causative factors for either of the identified flight. The report maintained that this problem distorts manpower plan in the education sector. Scholars outlined the problems of manpower in the education sector in many ways. In the view of George et al (1988) the problem of manpower in the education sector is fundamentally related to forecasting errors, the need for regular training of the staff (Olu & John, 2005 and Basse e tal 2011), retraining of teachers and adequate reform of teachers to avoid favoritism of any kind (Kalu et al,2013). In Ebonyi state, there are problems of manpower in the secondary schools and this is of paramount importance. Some of

the problems include inadequate manpower, unskilled manpower, lack of training and retraining. The problem of manpower in the schools resulted to fallen standard of education particularly in external exams and functional education.

Within the global context, education is the hub that coordinates and determines the pace of other activities given its documented sustainable development impact (UNESCO, Debeauvais 1981). In Nigeria, the philosophy of education is basically anchored to instill national consciousness in the citizens such that sustainable national development is achievable. Pundits and scholarly postulations are clear, firm and consistent on the relevance of education in achieving sustainable national development in Nigeria (Abiobu 2014, FGN 2004). Specifically 1998 National Policy on Education (NPE) prescribes that education functions to civilize and enlighten every Nigerian citizen to leave good life in the society as a citizen of Nigeria while harmonizing with and sharing in the world's cultural heritage and to equip every individual with the skills and job competencies for gainful employment. These highlights are undoubtedly very fundamental in achieving sustainable national development.

Attainment of the roles assigned to education in the society is largely a product of many factors one of which is manpower. Like in many other established organizations, manpower in the educational sector is fundamentally the secret of its success. Among many resources, manpower has the primary responsibility to coordinate every other activity so that positive results as captured by the philosophy of education would be achieved. In recognition of the outstanding role of manpower in the education sector (Anyanwu, 2011) emphasized the need for government to pay more attention to manpower development in the education sector as it would address the fallen standard of education in the country. Fallen standard of education refers to when the expected role of education in terms of attainment of sustainable national development are not achieved. For the purpose (manpower related problems) of this discuss, it means that the available manpower are incapable and inefficient to transform the citizens to the desired growth and role of education. El Mostafa (2006) rightly noted that the output and efficiency of an administration depend, to a great extent, on the performance of the staff tasked with carrying out the activities that are designed to achieve the institutional objectives. The assertion nonetheless points to the need for efficient and effective manpower in the educational sector.

September 30th 1999, Federal Government introduced Universal Basic Education Programme to enhance the training of teachers in the junior secondary schools. More so in 2012, Federal Government of Nigeria introduced Graduate Internship Scheme (GIS) under Subsidy Reinvestment Programm (SURE-P) as an intervention policy programm (Kayode 2014). In spite these efforts; there are still problems of manpower in the education sector, particularly in secondary schools in Ebonyi state, Nigeria.

The need for improved standard of education through qualified and sufficient manpower forms the nucleus of this paper. Manpower stands out among other determining factors in the educational sector. Qualification and sufficiency of manpower is very instructive in the efforts to improve standard of education in Ebonyi state. The choice of this focus is that even when other factors (money and facilities) are available or could be procured within a short space of time, the right manpower may not be readily available at all times. It is therefore fundamental to focus on the manpower status in the Ebonyi state secondary schools.

Periodically, this paper covers 2007 to 2014. The period witnessed substantial attention by the Ebonyi state government in the educational sector ranging from setting up Education Review Committee on the 16th July 2007, establishment of boarding pilot schools in the thirteen local governments and close monitoring of schools by the Secondary Education Board. Emphasis of this paper is on the tutorial staff of public secondary schools in Ebonyi North Senatorial Zone of the state. Specifically our focus is to review teaching staff manpower retention and stock in secondary schools in the Senatorial zone with a view to matching the philosophy of National Policy on Education with the realities. Our choice of the zone is because the schools are located at urban, semi-urban and rural areas, which greatly affect teachers' postings. Again, teachers postings and qualification are considered very fundamental factors and indeed determinants in achieving philosophies of secondary education.

In the course of gathering data for this paper, we encountered some daunting challenges among which are: uncompromising attitudes of some school staff, bureaucratic exigencies in the secondary education board in releasing the required document, lack of well documented and compiled personnel data of state secondary schools. However persistent and diplomatic approach to the concerned staff significantly assisted us.

This paper is divided into seven main subheadings, namely; introduction, theoretical framework, structure and management of secondary schools and manpower status in Ebonyi state secondary schools. Others include manpower issues in Ebonyi state secondary schools, conclusion and recommendations.

Theoretical Framework

This paper adopted Scientific Management theory in the discussion of manpower needs in Ebonyi state secondary schools. The concept of Scientific Management theory can be traced to the publications of Fredrick Winson Taylor of the 20th century. Robert Owen, Charles Babbage (1828-1839), James Watt, and Mathew Robinson Boultoni are the fore-runners of Scientific Management theory.

Taylor in Obiekezie & Obi (2004:60), developed the principle on how greatest and most efficient output could be achieved "Assemble qualified and sufficient manpower based on the expected job; give each worker a definite task to perform in a definite time and in a definite manner..."

This view accords with the postulation of Charles Babbage were he stressed the need for dividing and assigning labour on the basis of skill. Gilbreth (1953) is known for his contribution to scientific management as presented in his work on time and motion studies, published in his book "Cheaper by the Dozen". He stressed that the professionals have to be assigned with the specific role on the basis of need. The theory presented a complete mental revolution for secondary education board, ministry of education and indeed government on the relevance of sufficient and qualified manpower.

Application of the submissions of scientific management theory could open another angle of assessing the true position of manpower in Ebonyi state secondary schools. The two propositions of the theory that is relevant in this paper include; assembling qualified staff and sufficient staff

based on the expected job. Staff qualification is a vital aspect to be considered in the recruitment process. This proposition aptly implies that output performances at the secondary schools depend on the manpower recruited to teach the subjects. This theory impliedly discourages situation where recruitment is tied to sentiment or patronage without substantial recourse to merit qualification and ultimately towards achieving functional education. The second proposition of the theory is sufficiency of manpower. This is another fundamental submission of the theory that makes it very suitable in this paper. The theory asserts the relevance of manpower sufficiency in the school system.

These propositions are exceedingly linked to the activities of every secondary school in the state. Therefore they have the daunting capabilities of ensuring robust, effective, and efficient secondary schools system in Ebonyi state if adequately applied. From the above submissions of scientific management theory, particularly as advocated in the two propositions, every secondary school can expectedly perform better with sufficient and qualified staff.

Philosophy of Secondary Education

The structure and management of secondary education in Ebonyi state ordinarily should anchor on the contents of Nigeria's National Policy on Education. Based on the policy, there are two levels, the first three years is for the junior and another three years in the senior secondary. Each of the levels is assigned with some subjects meant to key citizens into being positive tool for the attainment of sustainable national goals. In specific terms, secondary education shall: "(a) provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;(b) offer diversified curriculum to cater for the differences in talents, opportunities and future roles;(c)provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;(d) develop and promote Nigerian languages, arts and culture in the context of world's cultural heritage;(e) to inspire students with a desire for self improvement and achievement of excellence;(f) to foster National unity with an emphasis on the common ties that unite us in our diversity; (g) raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specific under our broad national and live as good citizen (h) provide technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development, (NPE,2004:18)"

To achieve the above philosophies, there are a minimum of ten (10) and maximum of thirteen (13) subjects at junior secondary while at the senior secondary; students are expected to take a minimum of seven (7) and maximum of eight (8) subjects. Accordingly government shall regulate the establishment of schools, supervise and inspect schools regularly and ensure that all schools follow approved curricula and conform to the National Policy on Education. The teacher-pupil ratio at this level of education shall be 1:40 (National Policy on Education (2004:22). It is expected that government should employ qualified (manpower) teachers for the different subjects and to conform to the student-teacher ratio.

Manpower stock of secondary education depends largely on priority of the state government on education generally and secondary education in particular. Each regime in the state since the creation and return to democracy in 1999 has always inaugurated education committee. More

elaborate work was done by the Professor Lawrence Ocho led education committee of 16th July 2007. Sincerity of the state government in implementing content of the committee since its report submitted on 19th September 2007 is questionable. The regime of Dr. Sam Egwu (first executive governor, 1999-2007) also experienced similar committee. The realities appear worrisome and the implication is significantly adverse correlation manpower stock of secondary schools in Ebonyi North senatorial zones and the content of the set objectives of philosophy of secondary education and National Policy on Education, 2004.

Realities and Implications of Manpower Retention in Public Secondary Schools in Ebonyi North Senatorial Zone

There are seventy seven (77) public secondary schools in the senatorial zone. The schools are located in urban, semi-urban and rural areas. Below (table 1) is the manpower stock of the schools indicating academic staff qualification, sex mix, and core subject specialization.

Table 1: SUMMARY OF STATISTICS OF TEACHERS ENROLMENT IN EBONYI STATE PUBLIC SCHOOLS.

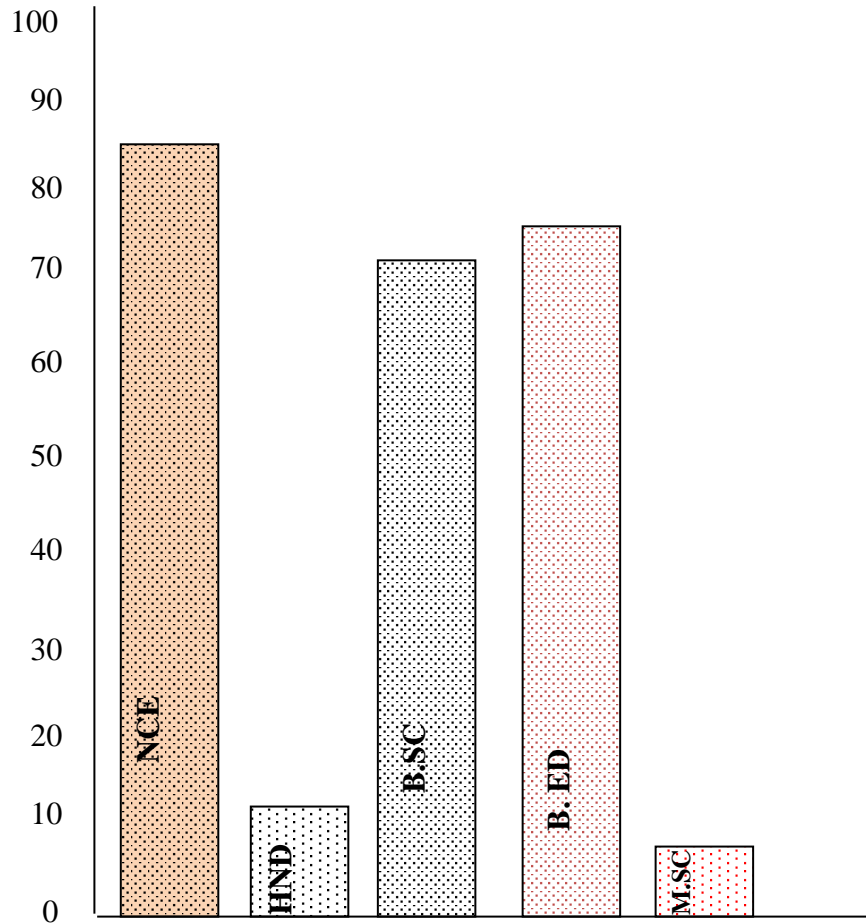
SUMMARY OF STATISTICS OF TEACHERS ENROLMENT IN EBONYI NORTH SENATORIAL ZONE OF ENONYI STATE, NIGERIA

S/ N	LGs	Qualifications												Subject Specialization																			
		HIS		NCE		G R1 1		ON D		HND		BSc		Bed		MEd		Ph D		OTH ERS		TOTAL		MATHS		ENG		SCIEN CES		SOC SC		ARTS	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F		F		F	M	F	M	F	M	F		F	M	F	M	F	M	F
1	ABAKA LIKI			30	4 6					6	4	2	2	2	3	1	3					89	120	8	8	1	1	4	35	1	41	10	22
2	EBONY I			38	9 1		1	4	2	2	4	6	4	3	6	8	4					178	247	12	1	1	3	6	92	5	70	29	34
3	IZZI			91	3 7		4		1	2	3	2	2	2	1	4	1					164	81	17	7	2	8	5	20	3	26	27	21
4	OHAU KWU			11	6 5				1	8		8	2	6	2	5						278	135	23	8	4	2	8	36	8	49	45	25

From the above table, Abakaliki local government has a total of two hundred and nine (209) teachers.

Staff qualification distribution is thus: NCE seventy six (76), HND ten (10), B Sc fifty six (56), B Ed sixty three (63), while M Ed is four (4).

Fig 1: Bar Chart Showing Qualification Distribution of Teachers



It is also important to note as shown in table 1 above that there are 89 male and 120 female teachers deployed across public schools in the senatorial zone. The meaning is that there are more female teachers than the male ones in the local government. However, distribution of teachers can be further analyzed in subject distribution using pie chart as shown in fig 2 below.

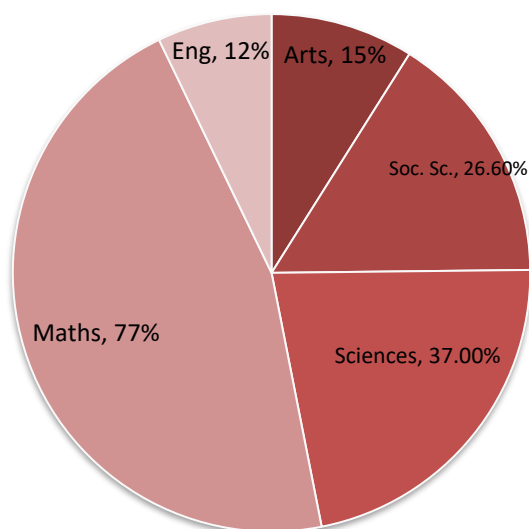


Fig 2

Pie Chart Indicating Subject Teacher Distribution

Fig 2 above shows distribution of teachers according to their subject specialization. It shows that there are sixteen (16) or 7.7% teachers that specialized in mathematics, twenty six (26) or 12.4% in English and seventy eight (78) or 37% teachers for sciences while in social sciences, there are fifty six (56) or 26.8% teachers and thirty two (32) or 15% in arts subjects.

The above manpower stock is grossly inadequate to achieve the eight (earlier stated as a-h) philosophies of secondary school education. It is even more worrisome in Mathematics and English language with the record of low teacher enrolment. Out of eleven schools in the local government, there is no mathematics teacher in three of the schools. The highest numbers of mathematics teachers are in CSS Ekumenyi and CSS Nduruku with three teachers respectively. It is of importance that the teachers are expected to teach across the all the streams (UB1-SS3). Similar situation can be seen in English language where three of the schools do not have teachers while others have abysmal low enrollment to teach in all the streams. Sciences, social sciences and arts are not exempted in the dearth of qualified teachers.

Implication of the above statistics is enormous. Students within the local government are likely to perform below the set objectives of the philosophies of secondary education. Another dimension of the above statistics is possible poor performance in external examinations, low enrollment in tertiary institutions, high semi illiteracy level and consequently low high manpower capacity. The manpower status is undoubtedly a major setback in the overall education performance index in the state in particular and the country, Nigeria in general. There is the possibility that students within the local government may perform poorly in their final examinations. Some of the students under this prevailing manpower stock at the secondary schools end up as willing political thugs being vulnerable. Others may get frustrated and jump into hawking in major cities and are exposed to victims of child labour and human trafficking.

Ebonyi local government has a total population of one hundred and twenty seven thousand, two hundred and twenty six (127,226) people, (NPC, 2009). The local government has

nineteen public secondary schools which is the second largest in the zone after Ohaukwu local government area. Total teacher enrollment in the local government is four hundred and twenty five (425) teachers. Further analyses of the table show concentration of teachers (30 and above) in most schools within and around the urban city. Evidences are clear in Abakaliki High School which has 48 teachers; GTC Abakaliki as well has 84 teachers while Nnode Sec School has 63. MCGSS Abakaliki and Urban Sec. School Abakaliki have 38 and 46 teachers respectively.

Percentage representation of teachers in the listed five (5) schools (out of nineteen (19) schools) represents 65.6% of the total teachers in the local government. Schools located in the remote rural areas like Ndegu CHS Ndugo six (6) teachers, CSS Onuenyim Agalegu Ishieke, CSS Mbeke Ishieke and Ndioke Gr. Sch., Ishieke has only nine teachers (9). The records of teachers in those areas are low even when there is the possibility of high student enrollment in those areas.

Teachers' qualification distribution is thus: NCE, one hundred and twenty nine (129), OND five (5), HND fifty one (51). Also, B Sc and B Ed have one hundred and eighteen (118) and one hundred and two (102) teachers respectively. Also teachers with M Ed qualification are twelve in number. It is also important to note here that there are more B Sc teachers than B Ed who are seen to be professionals.

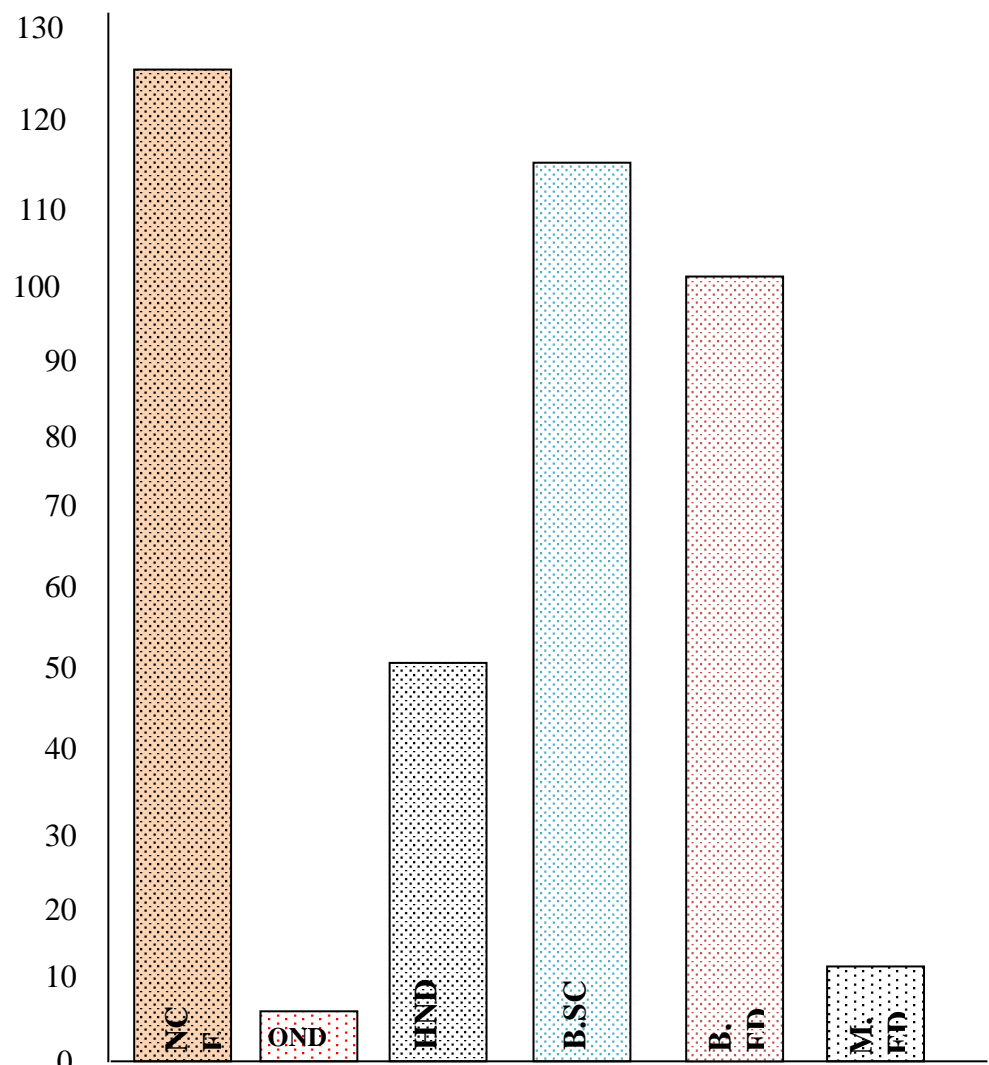


Fig 3: Bar Chart Distribution of Teachers According to Qualification

Data in table 1 above shows that there are one hundred and seventy eight (178) and two hundred and forty seven (247) male and female teachers respectively. The table shows that most of the female teachers concentrate in the urban schools listed above with a percentage representation of 82.9% of the entire female teachers in the local government. The causative factors need to be discovered and addressed as it represents inequality in the distribution of female teachers with possible socio-psychological implication.

Table 1 above presents the distribution of teachers according to their subject specialization. Indeed, areas of specialty for the teachers are very instrumental for the attainment of the overall philosophy of secondary education in the state. The table presents the number of teachers in all the subjects as accordingly classified (Maths, English, Sciences, social sciences and arts) in secondary schools. The distribution is further presented in Fig 4 pie chart below

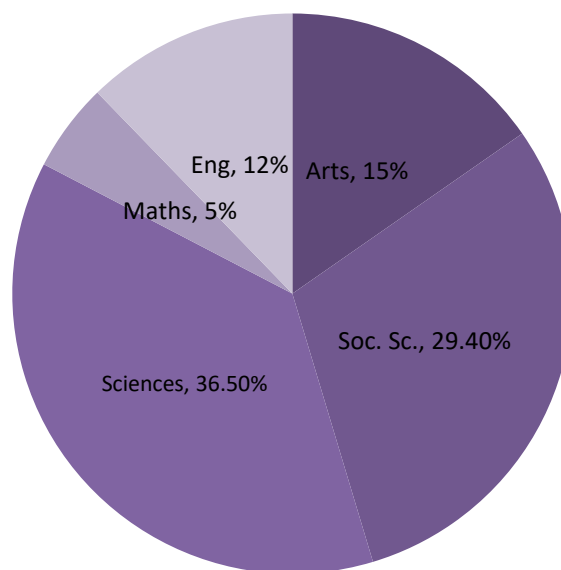


Fig 4

Pie Chart Showing Distribution of Teachers According to Subject Specialization

Again Mathematics and English record low teacher enrollment of twenty two (22) and fifty three (53) or 5% and 12% respectively. Other areas of specialization are one hundred and fifty five in sciences (155) or 36.5%, one hundred and twenty five (125) or 29.4% in social sciences and sixty three (63) or 15% in arts. This data implies gross imbalance in the distribution of specialized teachers deployed to the schools in the local government.

Implication of the presented data is unprecedented particularly to students in the area. Most of the schools in the remote areas do not have sufficient teachers in all the subject areas, and this will likely jeopardize the set philosophies of secondary education.

Possible factors responsible for the observed imbalance in teachers' deployment include lack of basic social amenities (such as water and electricity and housing) and un-conducive teaching environment which are considered by many as essential for teaching and learning, thus resulting in skill flight or brain drain to the urban cities. It is possible that grater population of students in the local government (Ebonyi) reside in rural areas. The data shows

that teachers with NCE are grater (129 or 30.4%) compared to other certificate areas like OND, HND, B Sc, B Ed and M Ed. Yet, NCE teachers are not trained to teach in the upper secondary. This situation creates gap in attainment of the philosophy in the upper and lower secondary education. Further analysis of the table revealed concentration of the NCE holders to urban cities (Abakaliki High School 22, GTC Abakaliki 16 teachers while Nnode Sec School has 18 and Urban Sec., Sch 22) secondary schools. Using the sampled schools in the urban, only GTC Abakaliki and Nnode Sec., School have reasonable B Sc teachers. The implication is that NCE teachers are possibly used in upper secondary in most schools including the rural areas. As earlier observed, the implications of more B Sc than B Ed teachers is that the later has been drilled on various methods of teaching which helps in the transfer of knowledge to the leaner. There is the possibility that B Sc teachers who are not trained to teach are assigned to teach some subjects.

Izzi local government has seventeen secondary schools with a total teacher enrollment of two hundred and forty five (245). Secondary schools in the local government are predominantly located in the semi urban and rural communities. Except in two schools (CSS Mkpuma Ekwoku and Ndieze CSS Ohage) with less than ten teachers, others have ten teachers and above. This is not to say there is no observed imbalance of teachers posted to schools in semi urban communities, as evidenced in Boys Sec., Sch., Iboko and Station Vocation Sec., School Ndiogbu.

Distribution of teachers according to qualification revealed thus, GR11- 4 or 1.6%, NCE- 128 or 52%, OND- 4 or 1.6%, HND- 17 or 6.9%, B Sc--57 or 23.2%, B Ed- 31 or 12.7% and M Ed- 5 or 2.0%. From the presented data, NCE holders are more in number compared to holders of other certificate. This is followed by B Sc and B Ed certificates respectively. Implication of the presented data is worrisome in attaining the set philosophies of secondary education. With the above revealed data, total number of teachers with GR II, NCE, and OND is 136 or 55.5 % while others are 110 or 44.5%. I t means that there are more teachers for junior secondary than senior. There are more B Sc teachers than B Ed holders were as the later are professionals and this has implication in attaining the philosophies of secondary education in the local government. Below is bar chart showing the distribution of teachers according to their qualification.

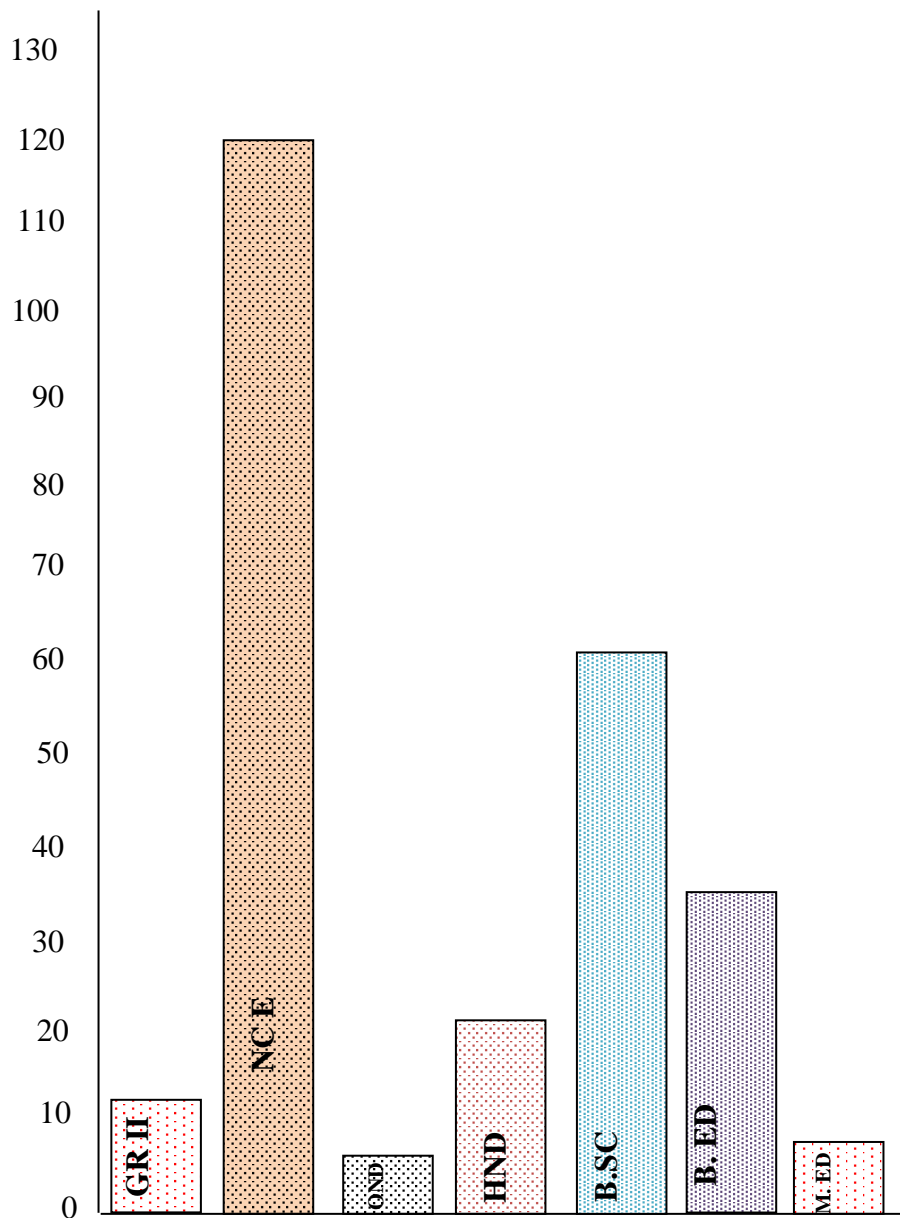


Fig 5

Bar Chart Distribution of Teachers According to Qualification

In subject specialization, the table revealed thus English-32 or 13%, Mathematics-24 or 9.8%, Science-74 or 30.2%, Social Sc 26.5%, Arts-48 or 19.6%. By this data, English and Mathematics record low number of teachers. This is followed by Social Science and Arts. This represents an imbalance in the sector with implications on the overall attainment of the philosophies of secondary education in the local government. Below is a pie chart showing distribution of teachers according to subject specialization.

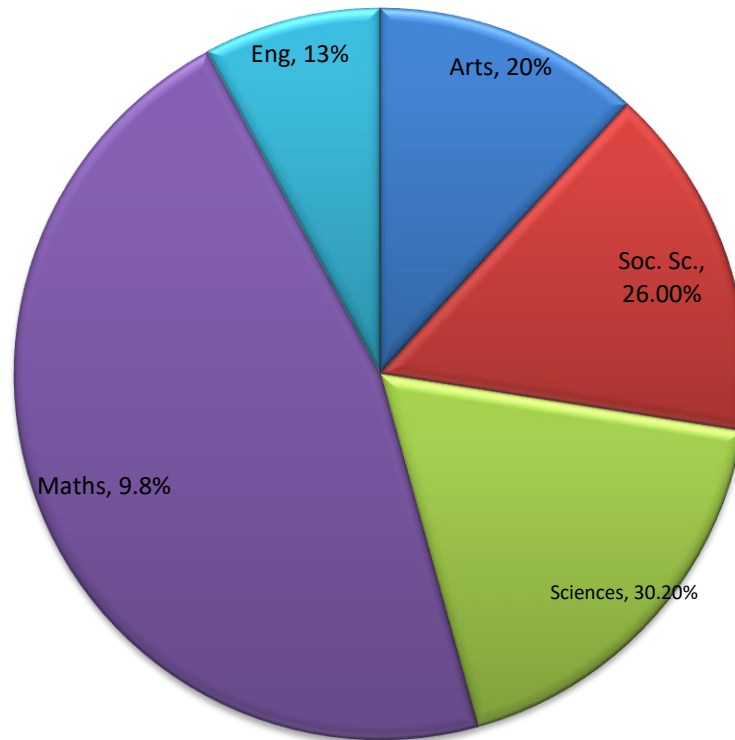
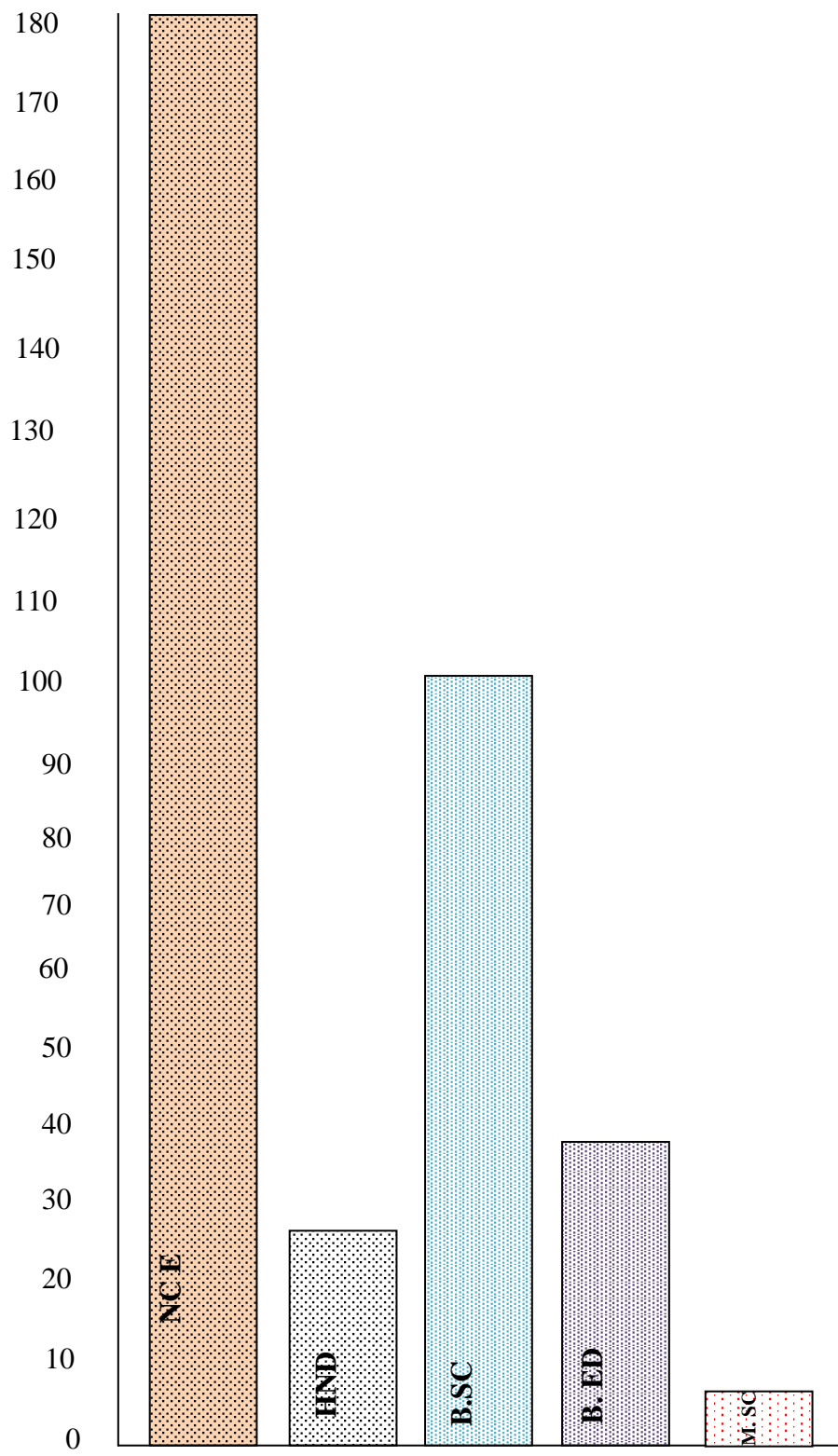


Fig 6

Pie Chart Showing Distribution of Teachers According to Subject Specialization

Location of most schools (remote communities) in the Local Government accounts significantly for the observed low number of teachers which is 245 for 17 schools compared to Ebonyi Local Government 19 schools and 423 teachers. Importantly, difference of two schools cannot justify the gap in the number of teachers, and this has implication in the overall attainment of the philosophies of secondary education.

In Ohaukwu Local Government, there are 30 public secondary schools for the 16 autonomous communities and this is however the highest number among local governments in the senatorial zone. According to NPC (2009), total population of the local government was 195,555, The zone is predominantly rural communities with few semi urban communities. Semi urban schools are Boys Secondary schools Ezzamgbo and Izhihah Girls Secondary School. The rest of the 28 schools are located in the rural communities of the local government.



Total teacher enrollment in the local government according to Ebonyi State Secondary Education Board is 413. Further analyses of table 1 above depict concentration of more teachers in schools around semi urban communities. Indeed such schools (Boys Secondary schools Ezzamgbo and Izhia Girls Secondary School) have highest number of teachers, 24 or 5.8% and 32 or 7.7% respectively. It is also revealing that the two schools alone house 31 or approximately 23% of the entire 135 female teachers in the area. These revelations have implication in attaining the set philosophies of secondary education.

Distribution of teachers according to qualification is very critical in attaining secondary education philosophy. According to table 1 above, qualification distribution in the local government is thus: NCE-180 or 43.6%, HND-22 or 5.3%, B Sc- 107 or 25.9, B Ed-85 or 20.6%, M Ed-5 or 1.2%. From the revealed data, NCE teachers alone constitute 43.6% of the entire teachers' population, even when they are expected to teach at the junior secondary level. The remaining can be seen to be insufficient when allocated to upper/ senior secondary level, and this is worrisome. Below is bar chart to represent the distribution of teachers according to their qualification.

Fig 7 Bar Chart Distribution of Teachers According to Qualification

In subject specialization, table 1 also revealed thus: English-66, or 16%, Mathematics-31 or 7.5%, Science-124 or 30% Social Science-133 or 32.2% and Arts-70 or 17%. Analysis of the presented data shows that there are more teachers for Social Science followed by Science. English and Mathematics has the least number of teachers even as they are seen to be the core subjects in secondary education and very fundamental in understanding other subjects. Below is a pie chart showing the distribution of teachers according to subject specialization.

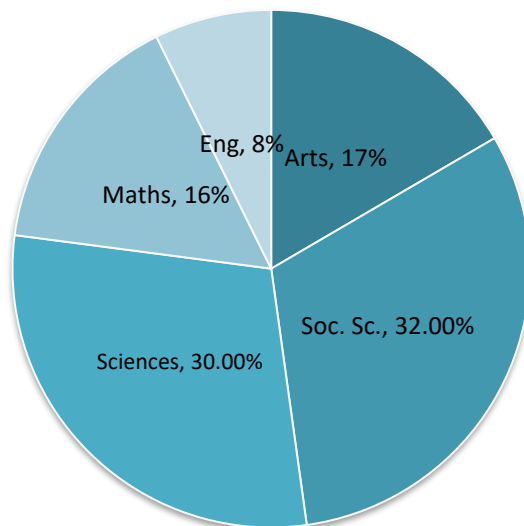


Fig 8

Pie chart showing the distribution of teachers according to subject specialization

Implications of the above revelations are worrisome especially as it jeopardizes attainment of the set philosophies of secondary education. Imbalanced teacher deployment between semi urban and rural communities puts rural schools at disadvantage. Insufficient or lack of core subject teachers in some of the schools has monumental negative implication because all the students would be exposed to the same external examination and later face the same labour market and challenges in feature. Concentration of female teachers to some schools calls for

concern where there are incidences gender problems among students. Beyond this, there is the possibility of manpower waste in those schools with crowded teachers.

Conclusion

This study was set to find if the qualification status and sufficiency of tutorial staff of public secondary schools in the senatorial zone can actualize the philosophies of secondary education. Revelations were quite worrisome because schools in the urban and semi urban houses most of the teachers at the disadvantage of rural or remote schools.

Schools in the urban or semi urban cities have more qualified teachers and they are quite sufficient or congested. To some extent, such schools can actualize the philosophies of secondary education but not when they are congested. However such schools in the rural or remote areas lack teachers and as such jeopardize attainment of the set philosophies.

Recommendations

The above revelations on manpower stock of public secondary schools in Ebonyi North senatorial zone is worrisome and therefore calls for urgent attention from the state Ministry of Education, Secondary Education Board and indeed all stakeholders in. the education sector. The options includes: Developed transfer guide, avoidance of political interference from government and undue influence from stake holders. Others are corporation from host communities, provision of infrastructures in the schools, incentives for rural schools and regular orientation for teachers.

Developed deployment/transfer guide: In order to ensure unbiased deployment or transfer of teachers, the state Secondary Education Board should develop for rectification by the ministry of education a guide or template for all transfers. The guide should be developed by the core civil servants from Planning Research and Statistics (PRS) department. This is instructive as it would be bias free with minimal or no objection by the affected teachers. Experience shows that most times criticism for transfer list anchors on perceived or insinuated reasons which may however be right. Such bias would be controlled or eliminated if there is a working transfer template in existence. The template has to consider areas of need, subject specialization, minimum or maximum years of service for teachers and so on..

Avoidance of political interference from government: Often times, politicians interfere with the transfer of teachers thereby negatively skewing the graph. There is no exception to this as it has affected most of the transfers and even some times make it impossible to carry out general transfer of teachers over periods of time. Such interferences are from the board members of SEB, ministries and political allies of appointees. This is possibly the reason for congestion of teachers in some schools, especially urban cities. In order to avoid this, politicians should not be appointed into Secondary Education Board as there is no law mandating politicians into the board in order to reduce tension, pressure or patronage associated with transfers.

Avoidance of undue influence from stakeholders: Stakeholders here refers but not limited to staff of the ministry, SEB, members of community development union and so on. Often times experience has shown that they interfere with transfer of teachers. They sometimes use their official position to even threaten those assigned to transfer. Therefore undue influence from stakeholders should be avoided by scheduled transfer staff in order to ensure balanced deployment of teachers to all schools within the senatorial area.

Corporation from host communities: Analysis of table one across shows that remote schools have the lowest number of teachers. Reasons are perhaps not unconnected with lack of basic infrastructures and limited opportunities. This condition has continuously affected availability of teachers. Host communities should therefore establish and regularly maintain corporation mechanism with the posted teachers by providing them some palliative incentives especially schools located in remote areas.

Provision of facilities/infrastructures in the schools: Availability of infrastructures is very fundamental in teaching and learning and therefore need to be given adequate attention by government and host communities. Consumable facilities such as laboratory chemicals and materials, chalk/marker, pen, paper, ink and so on has to be made available in order to ease teaching. Also such other non consumables like tables, chairs, white or chalk board deserve priority attention in order to encourage teachers and facilitate teaching and learning. Such other infrastructures like building for classes and offices are very vital for teachers to accept transfers and optimally perform. Government should therefore ensure that schools are provided with these facilities and infrastructures to encourage teachers accept transfers. It is quite revealing that urban schools with facilities and infrastructures attract more teachers than in rural areas.

Regular orientation for teachers: Orientation is very important as this would remind them of the basics needed to actualize their mission and primary responsibilities. It is instructive to organize orientation before and after transfers to remind affected teachers that the fundamental aim of transfer is ultimately for their good and for the system. This will likely correct the impression that any transfer not lobbied for is punitive. Such orientation should be for both the host community and school in order to build a synergy between the incoming teachers and every other person connected with school administration.

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