

Causes of Teacher Shortage in Private Schools: Implications for Human Resource Managers in Ilorin Metropolis

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Abstract

This study ascertain the causes of teacher shortage in Private schools in Ilorin Metropolis. The population of the study comprised all the school heads in Ilorin Metropolis. The target population was 1,370 private school head teachers and 411 were sampled using stratified random sampling for both primary and secondary. Three research questions were raised to guide the study. A 15 item questionnaire was used to elicit responses from school head teachers in Ilorin Metropolis. The research questions were answered using mean and percentage. The respondents agreed that most of the items listed such as irregular payment of salary and lack of motivation were causes of teacher shortage in Private schools in Ilorin Metropolis. The researcher concluded that adequate welfare package, remuneration and motivation will assist in reinforcement of teachers confidence in private schools and it was recommended that school human resource managers should make provision for staff pension.

Keywords: Private schools, human resources, teacher shortage, motivation

Introduction

Education is the key to growth and development within the society. The quality of education is determined by the quality of staff. Therefore, qualified teachers are required in the process of educating others. The aspect or branch of education that deals with getting and maintaining qualified staff is human resource management and the resource utilized by private schools are the teachers, non teaching staff, students and parents.

Hence, human resource is an important aspect of resources utilized in education sector. It does not deal with school personnels only but also include all humans involved directly or indirectly in educating students. These includes teachers, non-teaching staff, parents, and students. Human resources also deals with the plan of established systems in an organization to ascertain serviceable and efficient use of talents to achieve organizational goals. Ganesan (2020) defined human resources as human beings working in an establishment and the management of staff is very paramount and challenging due to the changing nature of people.

Human resource is a fundamental activity of management which ascertains the work done by a staff in any school. This shows that when personnel in the education system are properly employed, selected, supervised and promoted, they are likely to be more committed to the job, remain dedicated and productive in the education system

(Alabi, 2002). Hence, the coordination of the activities of the staff in the school system ensures the achievement of goals. It could also mean that human resources entail the process of encouraging personnels (teachers) to increase their productivity in order to obtain higher output.

Private schools are citadel of knowledge established, constructed, maintained and financed by an individual or religious group instead of the government, charging fees and maintaining a particular philosophy. It could be also be regarded as an institution that is financed by parents throuy tuition and other levels. Thus, private schools are financed by the goVernment rather individuals generate money to finance it. Therefore, the establishment, recruitment of staff (both teaching and non teaching) as well as the day to day running is that of the proprietor. The proprietor employees capable and trained teachers to uphold the standard of teaching learning in various schools. A private school could be a nursery, primary and secondary or it could combined (Ramon, 2007).

The teaching profession especially with reference to private schools have been greatly affected with the phenomenon that any graduate can teach and it has cost the human resource a great deal in this present dispensation. Teachers are ill-treated in the private schools with poor remuneration that is a far cry from the minimum wage. Coupled with poor income support, most of the teachers do not have access to annual leave bonus, end of year bonus, health insurance as well as gratuity and pension (Arikewuyo, 2019). This shows that there is lack of motivation for staff to encourage them. The teachers become redundant, lackadaisical and eventual withdrawal from the profession due to absence of motivation. The teachers are also faced with high work load of as much as thirty periods in a week which is exhausting. There is no job security for them as they can be laid off at will and there is no labour law will.

Further more, COVID-19 pandemic created opportunity for private school teachers to explore other avenues that caused shortage of teachers. Thus, many principals, head teachers and teachers resigned their appointment. The pandemic gave many teachers the opportunity to venture into other things which are more profitable than the meager salary teachers are paid (Emma and Weiss, 2021). COVID-19 pandemic was a disease that ravaged the world and affected schools negatively. It led to the death of many, the economy of the world was negatively impacted and many were rendered jobless. According to Ogunode (2020) many private school teachers were not paid during the pandemic, private school teachers were not captured in the special loan package provided by the government and private school teachers have no association to front for welfare package from the government. It was stated that few private schools organized online classes to support their staff. The pandemic led to retrenchment of many private school teachers.

Shortage of teachers has to do with vacant posts required to be filled. When the positions are not filled it means there are shortages of staff. According to Emma and Weiss (2021) teacher shortage is real, much and increasing and higher than it use to be. The indicators of teacher quality is certificate, required training and experience. When examined it was discovered that shortage of teachers is great and private schools are the most affected. Teachers retire annually, some resigned and filling their post is difficult.

Therefore, human resource managers are required to be abreast of happenings in their domain. They are required to put in place measures that would eradicate shortage of staff. Challenges encountered by teachers must be adequately addressed for the

education of students not to suffer. It should be noted that the private schools employs a larger number of staff and its shortage is an indication of emerging problem which is detrimental to the success and progress of education. Hence, this paper examined the causes of teacher shortage in Private schools in Ilorin Metropolis.

Problem of the Study

From time immemorial teachers have been available for private schools. To the extent that human resource managers are privy to interview numerous teachers and select the best. Private schools are known for quality delivery of teaching and learning, a standard that is not achievable without qualified teachers and human resource managers ensure they are adequately available. However, after COVID-19 pandemic that ravaged the world the demand and supply of teachers took a new turn. The minimal motivation received by teachers could no longer suffice which led to the resignation of many. This act brought about shortage of teachers in this dispensation and a challenge to human resource managers. The study therefore examined the causes of shortage of teachers in private schools in Ilorin metropolis.

Purpose of the Study

The main purpose of this study was to examine the causes of teacher shortage in Private schools in Ilorin Metropolis. Other purposes are to find out:

- I. to establish teacher shortage in Private Schools in Ilorin Metropolis
- II. to identify the causes of teacher shortage in ilorin Metropolis
- III. to provide solutions to problem of teacher shortage in Private Schools in Ilorin Metropolis.

Research Questions

- I. What are the causes of teacher shortage in Private schools in Ilorin Metropolis?
- II. What is the effect of welfare and COVID-19 on teacher shortage in Private schools in Ilorin Metropolis?
- III. What is the solution to problem teacher shortage in Private schools in Ilorin Metropolis?

Sample and Sampling Technique

The population of the study comprised of all school heads in all the private schools in Ilorin Metropolis. As at the time of the study there were 1,370 private schools in Ilorin Metropolis with the same number of school heads which form the population of the study. The sample size comprised of 411 school heads. Stratified random sampling technique was used to pick the school heads on equitable basis.

Literature Review

Human resource management is an important management function that deals with obtaining, developing and motivating the teachers required by a school to achieve its objectives. According to Alabi (2002) human resource managers encourages making the best use of the skills and capabilities of all those employed in a school with a view to attain the potentials of individual teachers and school goals and objectives. It can also be perceived as a responsibility in management dealing with teachers to be provided and managed. This is the management of people at work. This relate to the handling of recruitment issues and activities that are teacher centered.

People are the functional agents who work with natural resources and production factors to develop a nation. The nation which is not able to develop the knowledge skills of its people and utilize them effectively in the national development will not be able to develop anything. According to Ajayi (2002) human resource management deals with careful selection and placement of new staff with a view to reach the potentials of each staff and school goals and objectives. Therefore, human resource management refers to getting organized and motivating the staff needed by the school to develop school climate and management style which would promote effective gesture and team spirit and trust among the teachers for the achievement of set goals and objectives. The aspect of motivation is deficient in most private schools resulting to complain of little or no motivation at all. Thus, teachers welfare in private schools is not encouraging. The output of teachers are mostly affected.

Nwachukwu (2012) stated that in modern schools emphasis is placed on division of labour. The responsibility is that of human resource. This deals with selection, training, development, assimilate and remunerate teachers. There should be policies, detailed financial incentives, and coordination of performance appraisal. Discipline, promotion, use of news letters and good communication must be put in place. However, Ganesan (2020) opined that teachers must be effectively harmonized by human resource managers through proper recruitment, selection, training and placement of appointed staff for the achievement of set goals and objectives. Also Alabi (2002) referred to management of teachers as a specialized tasks of managers which has the sole responsibility for formulating, processing and obtaining acceptance for teacher policies and strategies of the school. School managers are guided on the implementation of teacher strategies. They are also charged with the task of providing adequate teachers for the school and motivate them to remain on the job at all levels.

This, provision of teachers in the school system is the responsibility of the managers. The needed personnels are grouped into two and these are the teaching and non-teaching staff. Teaching staff refers to the teachers while the non-teaching staff include the school administrative staff such as bursar, account clerks, clerical officers, office assistant, secretary, driver, gardener, gateman and security guards. The major task of the teaching staff is to bring about desired changes in the students. The quality of education depends on the number and quality of its teachers. Hence, qualified teachers are expected to be on the job.

Causes of Teacher Shortage in Private Schools in Ilorin Metropolis

Teachers are pivotal to the teaching and learning process which occurs in schools. They are the force instrument for improving quality education via good classroom activities in schools (Davidson, 2011). Teachers are required in abundance for effective teaching and learning in schools. Prior to 2022, private schools usually have access to large number of applicants and schools had the privilege of selecting the best for their schools. However, presently many of these schools experienced shortage of teachers immediately after the ease of COVID-19 pandemic lockdown. There is need to examine the causative factors of these new development. Teachers possibly decided to leave the profession for greener pastures or business opportunities due to the following: poor remuneration, lack of motivation, lack of welfare package and the pandemic that ravaged the world.

Poor remuneration is a very big issue as many private schools fail in the aspect of minimum wage for teachers. Most teachers are paid meager salary that could not pay bills and put decent meal on their table. The school managers usually complain of lack of funds which should not be a concern to the teacher. However, teachers are subjected to a life of penury which is not acceptable to them anymore. In fact, many schools fail to pay salaries during holidays claiming teachers did not work. However, the proprietors collect full school fees from parents. The school calendar of three months work and a month holiday was designed to give room for teachers to recover from the term's stress. The level of motivation is very low. There is no opportunity for self development without paying for it one way or the other. According to Durosaro (2002) motivation refers to the drive or intrinsic force within the human organism that makes him want to contribute action towards the achievement of an organizational goals. It deals with motives or unsatisfied needs of the individual. It is strongly believed that motivation leads to job satisfaction of workers and this could enhance productivity. However, Oyediji (2017) defined motivation as those inner drives that activate an individual to action. It means whatever we do comes from needs that must be met and this is better explained by Maslow's hierarchy of needs. When teachers needs are not met within a particular school they seek for something new.

The developed nations built their human resource fully. Those who invested their time and energy to mould and develop the character of others should be properly encouraged and motivated for the key to improvement and greater achievement is their welfare (Joe, 2022). Therefore, welfare of teachers meant to improve the quality of life for teachers is not forthcoming. There are no welfare packages such as health care, insurance, and pension. According to Patrick and Jane (2013) teachers welfare is faced with different views. Those who move for welfare programs for teachers believe it will boost teachers morale and increase their productivity. Private school teachers desire and deserve a better life after their working years. It is very unfortunate that this service is not available to teachers in the private schools. Welfare refers to available resources and good condition of service needed for teachers comfort, health and good living as well as good working conditions, appropriate environment for continuous production, in service training and constant incentive to help teachers performance. The welfare of teachers is equally a goal driven character. It deals with each teacher trying to achieve individual set goals through work situations.

The issue of the pandemic that ravaged the world was a big upheaval. COVID-19 caused significant vacant challenges for district through out the nation. Office staff substituted deficient sections and travelled to other sections to work with the aim of meeting up with the need of pupils and students for classrooms to be opened.

Analysis and Discussion

The findings of the research questions are analysed and discuss as follow.

Table 1. is there shortage of teachers in private schools in Ilorin metropolis?

S/N.	Items.	SA	A	SD	D	X.
1.	There is shortage of teachers in my school.	1080	60	60	104	3.2
		82.8%	4.6%	4.6%	8.0%	
2.	Teachers resigned enmass.	1120	210	122	50	2.1
		74.6%	13.9%	8.0%	3.3%	
3.	There are vacant posts in my school.	1044	114	104	61	3.0
		78.9%	8.6%	7.98%	4.6%	
4.	Filling vacant posts is challenging	1084	87	122	40	3.2
		81.3%	6.5%	9.1%	3.0%	
5.	There is need for more teachers	844	150	240	30	2.0
		99.7%	11.9%	19.0%	2.4%	

Table 1 shows that shortage of teachers exist in private schools with a mean score of 3.2 and percentage of 82.8. The shortage created vacant posts that need to be filled.

Table 2: Causes of Teacher Shortage in Private Schools in Ilorin Metropolis

S/N. Items.	SA	A	SD	D	X
1. In my school lack of staff motivation is responsible for staff shortage	400	330	212	85	2.5
	38.9%	32.1%	20.6%	8.3%	
2. Irregular payment of salary is responsible for staff shortage in my school	480	120	200	55	2.1
	56.1%	14.0%	23.4%	6.4%	
3. In my school shortage of teachers is caused by poor remuneration.	800	300	100	51	3.0
	63.9%	23.9%	8.0%	4.1%	
4. In my school shortage of teachers is caused by lack of palliative to teachers during COVID-19.	600	171	208	100	2.6
	55.6%	15.9%	19.3%	9.3%	
5. In my school there is no shortage of teachers	160	60	500	104	2.0
	19.4%	7.3%	60.7%	12.0%	

Source field work 2022

From table 1 it is established that the major cause of teacher shortage in Private schools in Ilorin Metropolis is poor remuneration with a mean score of 3.0 and 68.9%. It means teachers are poorly paid and the present minimum wage is not applicable to them. The next cause of this shortage is lack of care for teachers during COVID-19 pandemic which shows a mean score of 2.6 and 55.6%. Also lack of motivation affected teachers supply and this is established with a mean score of 2.5 and 38.9%.

Table 3: Solution to Problem of Teacher Shortage in Private Schools in Ilorin Metropolis

S/N. Items.	SA	A	SD	D	X
1. Compensation for good teaching motivate teacher.	464	252	210	106	2.5
	45.0%	24.4%	20.3%	10.3%	
2. Teachers are motivated by award	320	210	410	56	2.4
	32.1%	21.1%	41.2%	5.6%	
3. Opportunities for self development motivate teachers	480	255	212	100	2.5
	45.8%	24.4%	20.3%	9.5%	
4. Opportunities to attend conference within and outside the state, motivate teachers	684	243	200	56	2.3
	57.8%	20.5%	16.9%	4.7%	
5. Provision of soft loan motivate teacher	776	198	200	51	2.9
	63.4%	16.2%	16.3%	4.2%	

Source field work 2022.

Table 3 revealed that provision of soft loan motivate teachers. This was established with a mean score of 2.9 and the percentage was 63.4%. Compensation and self development also encourage teachers. The mean score of 2.5 and percentage of 45% and 45.8% respectively revealed this.

Discussion of Findings

The findings of the study showed that causes of teacher shortage in private schools in Ilorin Metropolis are numerous. It ranges from poor remuneration, lack of care during COVID-19 pandemic lockdown, lack of motivation of staff to irregular payment of teachers salaries.

Staff welfare received poor attention as established by table 2. Many of the teachers attested to it that they were not paid during holidays. It implies difficulty for teachers survival during the year. This corroborate Alabi (2002) finding that when teachers are properly remunerated they are likely to be more committed to the work vice versa.

It is clear that COVID-19 pandemic is an eye opener for teachers in private schools. This is because many discovered that the schools have little or nothing to offer them. There was no payment for the period of lockdown, those paid were based on the online classes taught and the Parents Teachers Association were not forthcoming during the period. Thus, many got engaged in other things that provided for their financial needs. Hence, what Ajayi (2002) said was reiterated that school managers (Proprietor and Proprietress) require teachers for teaching and learning to be achieved. Thus, their welfare is important.

The motivation teachers get are in the area of soft loans without interest released for a short loans given to teachers. These are loans without interest released for a short period that is not more than a year. They are also compensated for good teaching. This support the work of Nwachukwu (2012) who stated that some school resource managers perceive teachers as partners in progress. They believe in team spirit and making life worthwhile for the teachers in order for them to do their work with commitment.

Implications for Human Resource Managers

Teachers are very important to teaching and learning in the private schools, there shortage is not good for the school. Human resource managers need to ensure they are readily available.

Better remuneration, motivation and welfare package must be put in place in order to reduce shortage of teachers.

Human Resource Managers are required to be flexible in the day to day running of the school.

Conclusion

Base on the data collected, the analysis made and the discussion of findings, it was observed that shortage of teachers exist in private schools in Ilorin metropolis. The causes of this shortage include lack of welfare packages, poor remuneration, irregular payment of salary, lack of motivation and lack of parliative during COVID-19 pandemic. It was therefore concluded that teacher shortages can be reduced by human resource managers through motivation.

Recommendations

The following recommendations were made based on the findings of the study.

- A. Private schools should pay teachers regularly that is payment should be for twelve calendar months.
- B. There should be welfare packages for teachers such as NHIS and pension scheme.
- C. Teachers should be motivated from time to time to reduce shortage of teachers in private schools.

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