

## **Job Security and Teacher's Job Retention in Private and Public Secondary Schools in Delta State**

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### **Abstract**

*The study investigated the correlation between job security and teacher retention in private and public secondary schools in Delta State. The study utilised a correlational research design. The study included a total of 21,257 teachers from Delta State, with 11,777 teachers from public schools and 9,480 teachers from private schools. The study's sample comprised 1,178 teachers from private and public secondary schools in Delta State. This number represents 10% of the total population. The selection of participants was done using the stratified sampling technique. The data gathering process utilised the Influence of Job Security and Job Retention Questionnaire (IJSJRQ). IJSJRQ underwent validation by three specialists. The reliability of IJSJRQ was determined by the use of Cronbach Alpha, which resulted in a reliability coefficient of 0.81. The data obtained were examined via the Pearson Product Moment Correlation Coefficient and t-test statistics. The findings indicated a notable correlation between job security and teacher's job retention in both private and public secondary schools in Delta State. Additionally, there was a significant disparity in job security between teachers in private and public schools in the State, with public school teachers having a more favourable situation. The researcher concluded that job security had a beneficial impact on the ability of teachers to remain in their positions. Nevertheless, the level of job stability is greater in public schools. The study, among others, recommended that secondary school administrators in both public and private institutions enhance the working environment of their teachers.*

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**Keywords:** *Job Security, Job Retention, Private and Public Secondary Schools*

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### **Introduction**

Education is a vital factor in determining the future of a society, and teachers are the fundamental support of the system. Educational institutions depend wholly and comprehensively on teachers for their contribution to the attainment of their objectives. However, job security and teacher retention have emerged as major concerns in the education sector, affecting the quality of education provided. The ability of educational institutions to retain qualified and experienced teachers and prevent them from abandoning their positions is referred to as teacher's job retention. It is essential to the maintenance of a stable and effective educational system. Teachers can develop stronger relationships with students, contribute to a positive school culture, and provide consistent academic instruction and support when they remain in their positions. Although difficult, teacher's retention is an essential aspect of workforce administration in these institutions. Snyder and Dillow

(2013) observed that a school's efforts to retain the few gifted, skilled and competent teachers are continuous and deliberate. The retention of teachers in schools is the key to the survival and prosperity of any developing or even third-world nation. Teachers are extremely valuable human capital, and as such, they must be protected from all internal and external hazards. Ronfeldt et al. (2013) remind us that retaining teachers in schools is not only advantageous for teachers, but also for the growth and reputation of schools. Teachers who are unrestricted and have remained in a school for a considerable amount of time are responsible for the school's strong academic performance and positive student character. This also contributes significantly to the school's stability.

Teacher's job retention is affected by various factors such supportive leadership, collaborative and respectful work environment, professional development opportunities, competitive compensation and benefits, supportive policies and practices, and job security among others. Job security refers to the stability and assurance that individuals have regarding their employment and the stability of their income. It encompasses various factors, including the availability of employment opportunities, protection against job loss, and the ability to meet financial obligations. Job security is crucial as it not only impacts individuals' well-being and financial stability but also affects their families, communities, and overall economic growth (Sok et al., 2020). Job security plays a vital role in maintaining economic stability at both the individual and societal levels. When individuals have secure jobs, they have a stable income, which allows them to meet their basic needs and contribute to economic growth. This, in turn, leads to increased consumer spending and stimulates the economy.

Job security improves teacher retention, while lack of it can hurt it. Teachers are happier when they think their employment are secure. Due to job security, worry and concern regarding layoffs and future employment decrease. Teacher's retention is higher when they are happy with their jobs. Teachers feel safer and more appreciated with job security. Teachers may be motivated to invest in their professional development (Levinson et al., 2022). They may be more likely to attend workshops, pursue further degrees, and learn new skills, which improves their teaching and institutional worth. In contrast, a lack of job security can negatively impact teacher retention (Guarino & Santibanez, 2014). For instance, when teachers perceive their positions to be uncertain or insecure, they may be more likely to seek employment elsewhere, leading to high turnover rates. This can be detrimental to the continuity and stability of the educational institution, as well as disrupt student learning. In an environment with limited job security, teachers may experience decreased morale and motivation. Fear of job loss or lack of contract renewals can lead to increased stress and job dissatisfaction, impacting their commitment and effectiveness as educators.

The correlation between job security and teacher retention in both public and private schools can be intricate and impacted by multiple factors. In public schools, teachers enjoy a relatively higher level of job security due to several reasons. Teacher tenure policies in public schools provide a level of job security by ensuring that teachers cannot be easily dismissed. Tenure is typically granted after a probationary period where a teacher demonstrates effective teaching and meets certain criteria. Teachers in public schools often have the support of teachers' unions, which negotiate contracts and advocate for teachers' rights and job security. Public schools are funded by the government, which generally provides a more stable and consistent source of income. The job security provided in public schools may positively impact teacher retention by

creating a sense of stability and reducing the fear of losing one's job. Teachers may feel more inclined to stay in public schools due to the opportunities for professional growth, benefits, and retirement plans ((Guarino & Santibanez, 2014).

Job security in private schools may be different from public schools. Private schools operate under different employment policies, often allowing for more flexibility in hiring and firing (Goldhaber et al., 2014). Teachers in private schools might not have the same degree of job security as those in public schools. Private schools rely on tuition fees and private funding, making them susceptible to financial fluctuations. If a private school faces financial constraints or declining enrollment, teachers may be at higher risk of losing their job. Some private schools tie job security to teacher performance, which can motivate teachers to excel but can also lead to a higher turnover rate if teachers do not meet expectations. The correlation between job security and teacher retention in private schools can be less unequivocal. While some teachers may prefer the perceived job security and benefits of public schools, others may be drawn to the potentially higher salaries and greater autonomy often found in private schools. In light of this, the study examined the correlation between job security and teacher retention in private and public schools in Delta State, taking into account the prevailing circumstances. The study also conducted a comparative analysis of job security in private and public secondary schools in Delta State.

### **Purpose of the Study**

The primary purpose of the study was to examine the correlation between job security and teacher's job retention in private and public secondary schools. Concretely, the study aimed to ascertain:

- the relationship between job security and teacher's job retention in private and public secondary schools in Delta State;
- the difference between the job security of teachers in private and public secondary schools in Delta State

### **Research Questions**

The study was guided by two research questions:

1. What is the relationship between job security and teacher's job retention in private and public secondary schools in Delta State?
2. What is the difference between the job security of teachers in private and public secondary schools in Delta State?

### **Research Questions**

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1. What is the relationship between job security and teacher's job retention in private and public secondary schools in Delta State?
2. What is the difference between the job security of teachers in private and public secondary schools in Delta State?

### **Hypotheses**

The study was further guided by two hypotheses:

- HO<sub>1</sub>: There is no significant relationship between job security and teacher's job retention in private and public secondary schools in Delta State.
- HO<sub>2</sub>: There is no significant difference between the job security of teachers in private and public secondary schools in Delta State.

## Method

The study utilised a correlational research design. Simon and Goes (2013) recommended that this approach is optimal for examining cause-and-effect relationships through hypothesis testing, particularly in cases where implementing a genuine experimental design is not feasible. Efforts were undertaken to elucidate the outcome by considering preceding circumstances, ascertain the impact of one variable on another variable, and validate a proposition through the application of statistical hypothesis testing. The study aimed to ascertain the correlation between job security and teacher's job retention. The survey included a total of 21,257 teachers, with 11,777 from public schools and 9,480 from private institutions in Delta State. The study's sample comprised 1,178 teachers, selected using a stratified random sampling technique. This sample size represents 10% of the total population. The data gathering process utilised the Influence of Job Security and Job Retention Questionnaire (IJSJRQ). IJSJRQ underwent validation three specialists, consisting of three academicians from the Department of Educational Management and Foundations at Delta State University, Abraka. The reliability of IJSJRQ was assessed using Cronbach's alpha coefficient. This was accomplished by delivering IJSJRQ to a cohort of 30 teachers in schools located in Bayelsa State, who reside outside the designated research area. The teachers' answer was evaluated and examined using Cronbach Alpha analysis in SPSS. A reliability coefficient of 0.81 was obtained upon examination. The IJSJRQ was administered to the teachers who participated in the study and answered the questions in the survey. The instrument was promptly collected from the respondents at the location. For respondents who were not present, the instrument was left behind and retrieved the following day. Subsequently, the answers provided by the participants were gathered and examined using Pearson product moment correlation and t-test statistics.

## Results

The results of the analysed data are presented in tables and interpreted immediately after the tables.

### Answering Research Questions

**Research Question 1:** What is the relationship between job security and teacher's job retention in private and public secondary schools in Delta State?

**Table 1**

#### Relationship Between job Security and job Retention

Variables	N	Mean	SD	r	r <sup>2</sup>	r <sup>2</sup> %	Decision
Job security	2,126	59.18	12.31	0.740	0.548	54.8	Positive relationship
Job retention	2,126	57.89	11.30				

Table 1 shows that the correlation coefficient (r) between job security and retention is 0.740, with a coefficient of determination (r<sup>2</sup>) of 0.548. Job security contributed 54.8 percent to job retention. This suggests a significant correlation between job security and teacher's job retention in both private and public schools.

**Research Question 2:** What is the difference between the job security of teachers in private and public secondary schools in Delta State.

**Table 2**

**Independent Samples t-test Comparison of Mean Rating of Teachers in Private and Public Secondary Schools on Job Security**

Schools	N	$\bar{x}$	SD	Mean Difference
Public	1,178	63.57	8.87	14.95
Private	948	48.62	10.55	

Table 2 demonstrates a significant disparity of 14.95 in the average evaluation of job security among teachers in private and public schools. This discrepancy favours public school teachers.

**Test of Hypotheses**

**HO<sub>1</sub>:** There is no significant relationship between job security and teacher’s job retention in private and public secondary schools in Delta State.

**Table 3**

**Correlation of job Security and job Retention**

Variables	N	Mean	SD	r-cal	Sig. (2-tailed)	Decision
Job security	2,126	59.18	12.31	0.740	0.000	HO <sub>1</sub> is significant
Job retention	2,126	57.89	11.30			

Table 3 displays a strong correlation between job security and job retention, with a correlation coefficient (r) of 0.740 and a p-value of less than 0.05. Therefore, the null hypothesis is disproven. Hence, a significant correlation exists between job security and teacher retention in both private and public schools.

**HO<sub>2</sub>:** There is no significant difference between the job security of teachers in private and public secondary schools in Delta State.

**Table 4**

**Independent Samples t-test Comparison of Mean Rating of Teachers in Private and Public Secondary Schools on Job Security**

Schools	N	$\bar{x}$	SD	df	t-cal.	Sig. (2-tailed)	Decision
Public	1,178	63.57	8.87	118	8.403	0.000	Significant
Private	948	48.62	10.55				

Table 4 presents a significant difference in the mean evaluation of job security among teachers in private and public schools, as indicated by a t-value of 8.403 and a p-value of 0.000, which is below the threshold of 0.05. Consequently, there is a notable discrepancy in the level of

job security experienced by teachers in private and public schools, with public school teachers benefiting from a more advantageous position.

### **Discussion**

The study revealed a noteworthy correlation between job security and teacher's job retention in both private and public schools in Delta State. This implies that the higher the job security, the higher the teacher's job retention. Possible explanation for this finding is that Job security provides teachers with a sense of stability and reassurance about their future prospects. This sense of stability can lead to increased job satisfaction and motivation, ultimately contributing to higher retention rates. Job security also ensures a steady income and financial stability for teachers. Financial concerns, such as paying bills and meeting basic needs, can be a significant source of stress for individuals. By offering job security, teachers can focus on their work without worrying about their financial situation, leading to higher job retention. By offering job security, educational institutions demonstrate their commitment to supporting and retaining their teachers. This commitment can foster a sense of loyalty and dedication among teachers, who may feel more valued and appreciated in their roles. As a result, teachers may be more likely to stay in their positions for longer periods. This finding agrees with that of Levinson et al. (2022) found that job security is one of the most significant factors in teachers' decisions to stay or leave their jobs. The study examined data from a national survey of teachers and found that job security played a significant role in teachers' decisions to stay in their current positions. The study further supports the findings of Ingersoll and Perda (2020), who concluded that job security measures, including as tenure and due process protections, had a beneficial impact on teacher retention. Teachers who had a higher sense of job security were less inclined to quit their careers.

The study also showed a significant difference between the job security of teachers in private and public secondary schools in Delta State, in favour of public secondary school teachers. This implies that the job security in public secondary schools is higher than the job security in private in the State. This finding aligns with the perspectives of Ronfeldt et al. (2013) who examined teacher job turnover in public and private schools in Los Angeles. The study revealed that teachers in private schools exhibited a higher propensity to depart from their current institution or abandon the teaching profession entirely, in comparison to their peers in public schools. This finding is in agreement with that of Snyder and Dillow (2013) who reported that private school teachers had lower overall job security compared to public school teachers.

### **Conclusion**

The study's findings indicate that job security is positively associated with teacher job retention in both private and public schools in Delta State. The study also concludes that job security is greater in public schools compared to private schools, resulting in a higher rate of job retention in public schools and a lower rate of employment retention in private schools.

### **Recommendations**

Based on the study's findings and conclusion, it was recommended for administrators of secondary schools in both public and private sector to enhance the working circumstances of their

teachers. Creating a favourable working environment for the workers is important, as it can impact job security and affect employee retention in any organisation.

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