CHAPTER ONE

INTRODUCTION

Background to the Study

Technical and vocational education is used as a comprehensive term in the education process involving, in addition to general education, the study of technologies and related sciences and acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (Federal Republic of Nigeria, 2013). In recognition of the role of technical and vocational education in supplying essential skilled manpower for industries and the society at large. Technical and vocational education was enshrined into the National Policy of Education (NPE). The implementation of the policy brought some new challenges, which the three tiers of government (Local, State and Federal) have to contend with. One of such challenges is the provision of adequate number of qualified technical teachers who would teach technical and vocational subjects in schools (Arthur, 2015).

The success of any educational programme depends largely on the availability of adequate number of professionally trained, committed, motivated, conscientious and efficient classroom teachers (Arthur 2015). In recognition of the important role of technical teachers in the successful implementation of technical

and vocational education programme, the Federal Government of Nigeria made some efforts to improve the production of technical teachers. The efforts as reported by Yaroson (2016) included the establishment of seven additional Federal Colleges of Education (Technical) at Asaba, Bichi, Gasau, Omoku, Potiskun, Umunze and Arochukwu. The federal government has equally encouraged the state governments to establish more colleges of Education. Universities and Polytechnics have also been encouraged to mount technical teachers' education programme where it is not in existence.

Inspite of the efforts made by the Federal government, shortage of technical teachers has persisted as reported by Ugokwe (2016). About 74% of the total number of technical and vocational education teachers needed to teach the various trade subjects in technical colleges are not available (Ogbuagu, 2015). Adesina (2015) while explaining some reasons for teacher's shortage in technical colleges asserted that technical teachers who received training do not remain in teaching profession due to poor conditions of service and lack of interest. He further stated that those who were not interested before they went to teacher training college might have developed poor attitude and detest teaching due to poor conditions of service and contemptuous attitude of the general public towards teachers.

Other reasons technical teachers have continued to leave the teaching profession as observed by Momoh (2014) include, poor remuneration, delay in

promotion, poor image, poor staff development programmes, irregular payment of salaries, allowances and general dissatisfaction with teaching job, poor school facilities, disagreement with some administration policies and inability to meet higher professional standard (Ishiaku, 2015). Similarly, Enebeli (2013) linked the teacher's attrition to poor preparation of teachers, low image of technical teachers and lack of motivation. Furthermore, Ishiaku (2015) highlighted other factors that made it difficult for many teachers to remain in service which include poor working environment, lack of inducement and inadequate staff development.

Similarly, Ukaegbu (2014) and Ndomi (2016) reported that technical teachers from the South-East Nigeria were gradually leaving the teaching profession to other professions due to some of the reasons mentioned earlier. Recent statistics obtained from the ministries of Education of Imo state and Ebonyi state respectively have shown that technical teachers were gradually leaving the teaching profession. In Imo state alone out of 150 technical teachers appointed in 2004, twenty eight (28) left the profession before the year 2007. Studies recently conducted by (Okonkwo, 2013, Ekwugha and Uwa, 2014, Igbokwe 2016), Observed the constant exodus of technical teachers from the teaching service to industries and other better paying jobs has further worsened the shortage of technical teachers in technical colleges in the south-eastern states of Nigeria.

From the Digest of Statistics of National Board for Technical Education published in 2010. It was revealed that most states in Nigeria have students to a technical teacher ratio of about 35:1 with some states up to 40:1 ratio. This indeed indicates that most schools are grossly understaffed and are operating above the recommended ratio of 20:1 in Nigeria's post-primary institutions. The shortage of technical teachers should not be a surprise to us. According to Ofoma (2014) technical teacher education programme in Nigeria is quite young when compared to other forms of teacher education. This is because educational planners and policy makers did not accept or view technical education as an essential component of general education.

Some people erroneously believed that technical education is designed for people that are mentally retarded while another school of thought considered it as an educational programme meant for people with poor cognitive abilities but could do well in psychomotor skills (Nnama, 2009). Nwankwo (2014) observed that practicing technical teachers as well as technical education students are not adequately motivated. It may be correct to say that few technical teachers in the school system are no longer committed to their jobs due to poor remuneration and frustration arising from promotion stagnation over a long period of time (Ekeruo 2016).

The unfortunate declining academic performance among students in technical and vocational subjects in public examinations as reported by Onyejeme (2013) was attributed to shortage in the number of technical teachers that are to teach those subjects. Out of 21 trade subjects that were offered in four technical colleges in Imo state, and out of these number only one received full accreditation of National Board for Technical Education (NBTE) and National Business Examination Board (NABTEB) from 2013 till date (Agubata, 2015). This might have led to de-accreditation of those trade subjects that did not receive full accreditation. Kamsi (2016) observed that there are other intervening factors that contributed to acute shortage of technical teachers in technical colleges. These factors cut across gender and public attitude to technical education.

Gender inhibitions in schools as regards course content and participation in technology showed remarkable dissimilarities as well as considerable differences in teaching and learning process (Nwafor, 2014). Dale (2014) asserted that the disparity or gender discrimination in access to technical education has continued to exist in favour of male folk. Most female candidates seeking for university admissions rarely apply for technical education courses. Consequently, the number of female technical teachers has always been on the down-ward trend when compared with their male counterparts.

The problem of attracting and retaining of quality technical teachers has been repeatedly reported in literature. For example, there is shortage of qualified technical teachers particularly in technical colleges in South-East, Nigeria. Moreover, there is continuing concern that professionals are leaving the teaching profession much earlier than professional in other fields. The constant leaving of qualified and experienced technical teachers from the teaching profession to other careers, such as business and other economic sectors suggests that teaching is not an attractive career to the prospective and in-service teachers (Ingersoll, 2015). Studies have shown that a fairly high proportion of teachers leave the teaching profession in the early years of teaching while some potential technical teachers do not join the teaching profession at all (Baker & Smith, 2015; Ingersoll, 2015). Hammond (2014) opined that recently in Hong Kong there has been an increasing tendency for school teachers seeking for early retirement or leave the teaching profession. Many of them are well experienced, with 10 to over 30 years of teaching experiences. The phenomenon has caused much concern in public and educational sector.

Certainly there are many reasons responsible for the turnover of teachers. For some people, salary, status and working conditions may be reasons they accept to stay or leave the teaching profession. Ingersoll (2015) pointed out that high rate of teacher turnover are often a result of teachers seeking to better their careers or

teachers that are dissatisfied with teaching as a career. He also observed that school characteristics and organizational conditions, including lack of administrative support, salary, student discipline and motivation, class size, in adequate planning, time, and lack of opportunity for advancement, have significant effects on teacher turnover. Connected with the above, stress and tiredness resulting from the teaching tasks and environment (example, constant changes in educational policy, school and curriculum reforms, class management problems etc.) may cause teachers to feel physically and emotionally exhausted, subsequently diminish their enthusiasm and commitment to teach. Eventually, some of them leave the teaching service with disappointment and a sense of frustration (Ingresoll, 2015).

It is indeed important to understand the motives of teachers to take up teaching appointment and their commitment to teach; and factors that influence their passion and commitment in teaching. Coladarci (2012) opined that most frequently, reported reason for leaving the profession is low salary and working conditions. When teachers were interviewed whether they would choose the teaching profession again, the reason given by the teachers for not wanting to return to the profession include, excessive non-teaching responsibilities, large classes, lack of job autonomy and disrespect, sense of isolation from colleagues and their non-involvement regarding important decision-making process. In

addition, teacher's commitment shifted or declined when they felt unsuccessful and unable to influence the students learning and other community members.

Uwaifo (2012) stated that generally, it is difficult to get young people to be trained as technical teachers because academic in Nigeria is unattractive when compared with the effort, commitment and finances put in to acquire it. Uwaifo (2012) further observed that government support to technical education is very minimal when compared with general education. The direct consequence of this is that while the number of technical teachers is dwindling, that of general education is increasing every day. Ojimba (2015) seriously lamented the scarcity of text books from the local environment, shortage of competent indigenous teaching and support staff (workshop assistants) with wide practical experience of technology. Okorie (2016) decried that the curricula are two academic and over loaded with intellectual content in pure science and mathematics at the expense of basic and practical aspect of technology in our technical colleges. Many of the qualified and experienced technical teachers have gone on retirement without the corresponding replacement. The younger ones move out to industries for greener pastures. This ugly development in technical education has been a course of worry to well-meaning stakeholders in technical education and to the researcher in particular.

The demand for technical teachers in technical colleges, if nothing is done urgently will continue to worse higher because of the great awareness about the

importance of the technical/vocational education in Nigeria currently. At present, both federal and state governments have increased the number of vocational/technical education institutions established in different parts of the country. Furthermore, Basic Science and Technology has been made a compulsory subject in all the junior secondary schools in Nigeria. In some states, the government has equally made it mandatory for every senior secondary school students to offer at least one technical subject in addition to technical drawing in their final year external examinations. All these have indeed increased the demand for technical teachers into the teaching profession.

This study sought to determine the extent motivational strategies attract and retain technical teachers in technical colleges in South-Eastern states of Nigeria.

Statement of the Problem

Technical and Vocational Education (TVE) teachers in South-Eastern states of Nigeria move out in mass from the technical colleges every year seeking for more attractive jobs both at home and abroad. The declining academic performance in external public examinations reported by Onyejeme (2013) among students in technical subjects was attributed to inadequate number of qualified technical teachers to teach the subjects in schools. If nothing is done urgently in this respect, students might abandon technical education in preference to other

areas with qualified teachers. Shortage of qualified technical teachers has also resulted to inadequacy of skilled and semi-skilled technical manpower needed in the Nigeria industries. Trained technical teachers are often lost in the wider labour market because of poor remuneration. Opara (2013) and Dike (2015) both recognized and lamented the effects of low wage and poor incentives to technical teachers. Nwankwo (2014) asserted that a teacher's decision to enter and remain in the teaching profession depends not only on his or her initial salary but also on the expected growth in the salary overtime. Therefore to address this nagging problem, it has become imperative for the researcher to determine the extent motivational strategies attract and retain technical teachers in technical colleges in South-East Nigeria.

Purpose of the Study

The purpose of this research work was to determine the extent motivational strategies attract and retain technical teachers in technical colleges in South-East, Nigeria.

Specifically, the study sought to determine the extent:

1. Financial incentive (Monetary) strategies attract technical teachers in technical colleges in South-East Nigeria.

2. Staff capacity-building strategies attract technical teachers in technical colleges in South-East Nigeria.
3. Provision of infrastructural facilities attract technical teachers in technical colleges in South-East Nigeria.
4. Job satisfaction strategies attract technical teacher in technical colleges in South-East Nigeria.
5. Correction of the misconceptions about technical education strategies attracts technical teachers in technical colleges in South-East Nigeria.
6. Incentive strategies retain technical teachers in technical colleges in South-East Nigeria.
7. Staff capacity-building strategies retain technical teachers in technical colleges in South-East Nigeria.
8. Provision of infrastructural facility strategies retain technical teachers in technical colleges in South-East Nigeria.
9. Job satisfaction strategies retain technical teachers in technical colleges in South-East Nigeria.
10. Correction of misconceptions about technical education strategies retain technical teachers in technical colleges in South-East Nigeria.

Significance of the Study

It is hoped that the result of this research work will be of immense benefits to technical teachers, students, education administrators. Industrialists, Society and future researchers. The results of this study will make the teachers happy and willing to accept teaching appointment in technical colleges when salaries are enhanced, promotion comes as at when due, grant study leave with pay, receive hazard/workshop allowances among others.

Students seeking admission into tertiary institutions will be interested to apply for technical teacher education programme which will qualify them to be technical teachers. It will provide the students with "life skills" to become productive entrepreneurs as technical education engenders creativity and innovation that can enlarge their economic fortunes. It will enable the students to acquire technical skills needed to enhance their productivity and economic development. The students will be motivated to learn the art of doing work in the most efficient and economic manner possible.

This will enable the technical education administrators to recruit and retain adequate number of technical teachers in technical colleges. (That is the movement of technical teachers to other professions that they consider more attractive than the teaching profession). The result of this study will also help in minimizing the

problem of “train to loose” or “brain drain syndrome” experienced in technical education. The Nigeria society will have adequate number of competent auto-mechanics, electricians, plumbers, carpenters, welders, drivers and builders, when the teachers to train them are available. Enough skilled and semi-skilled manpower will be produced for the industries. This is capable of increasing industrial productivity. It will also reduce drastically the level of the youth unemployment and poverty in Nigeria. This will promote a synergy between the technical colleges and the industries whereby the industrialists will acquaint the teachers colleges about the current technologies that are needed in industries. The technical teachers on their part will train the students based on such needs.

The empirical evidence provided in this study will equally help students, teachers and researchers in seminars, conference paper preparation and research work in future. It will serve as reference material to similar and related topics of researches. The result will provide first hand information for writers and authors who may wish to publish in the area of motivational strategies.

Scope of the Study

This research study focuses on the extent motivational strategies attract and retain technical teachers in technical colleges in South-East Nigeria. The scope is delimited to incentive strategies, staff capacity-building strategies, provision of

infrastructural facilities, job satisfaction strategies and correction of misconceptions about technical education strategies. The study did not cover student's attitudes and perceptions towards technical education. Respondent variable was delimited to male and female technical teachers in technical colleges in South-East Nigeria.

Research Questions

The following research questions guided the study.

1. To what extent do incentive strategies attract technical teachers in technical colleges in South-East Nigeria?
2. To what extent do staff capacity-building strategies attract technical teachers in technical colleges in South-East Nigeria?
3. To what extent do provision of infrastructural facility strategies attracts technical teachers in technical colleges in South-East Nigeria?
4. To what extent do job satisfaction strategies attract technical teachers in technical colleges in South-East Nigeria?
5. To what extent do correction of public misconceptions about technical education strategies attract technical teachers in technical colleges in South-East Nigeria?

6. To what extent do incentive strategies retain technical teachers in technical colleges in South-East Nigeria?
7. To what extent do staff capacity-building strategies retain technical teachers in technical colleges in South-East Nigeria?
8. To what extent do the provisions of infrastructural facility strategies retain technical teachers in technical colleges in South-East Nigeria?
9. To what extent do job satisfaction strategies retain technical teachers in technical colleges in South-East Nigeria?
10. To what extent do correction of public misconceptions about technical education strategies retain technical teachers in technical colleges in South-East Nigeria?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance: There is no significant difference between mean ratings of male and female teachers on the extent incentive strategies attract technical teachers in technical colleges in South-East Nigeria.

1. There is no significant difference between mean ratings of male and female teachers on the extent staff capacity-building strategies attract technical teachers in technical colleges in South-East Nigeria.

2. There is no significant difference between mean ratings of male and female teachers on the extent provision of infrastructural facilities attract technical teachers in technical colleges in South-East Nigeria.
3. There is no significant difference between mean ratings of male and female teachers on the extent of job satisfaction strategies attract technical teachers in technical colleges in South-East Nigeria.
4. There is no significant difference between mean ratings of male and female teachers on the extent correction of public misconception about technical education attract technical teachers in technical colleges in South-East Nigeria.
5. There is no significant difference between mean ratings of male and female technical teachers on the extent incentive strategies retain technical teachers in technical colleges in South-East Nigeria.
6. There is no significant difference between the mean ratings of male and female technical teachers on the extent staff capacity-building strategies retain technical teachers in technical colleges in South-East Nigeria.
7. There is no significant difference between mean ratings of male and female technical teachers on the extent provision of infrastructural facility strategies retain technical teachers in technical colleges in South-East Nigeria.

8. There is no significant difference between the mean rating of male and female technical teachers on the extent job satisfaction strategies retain technical teachers in technical colleges in South-East Nigeria.
9. There is no significant difference between mean rating of male and female technical teachers on the extent correction of public misconceptions about technical education strategies retain technical teachers in technical colleges in South-East Nigeria.
10. There is no significant difference between the mean ratings of male and female technical teachers on the extent correction of public misconceptions about technical education strategies retain technical teachers in technical colleges in South-East Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter on review of related literature is organized under the following Sub headings:

Conceptual Framework

Motivation in Technical Education

Employee Attraction to Technical Education

Employee Retention as a Technical Teacher (or in Technical Education)

Technical Teacher

Theoretical Frame work

Valence Expectancy Theory

Abraham Maslow Needs Hierarchy Theory

Theoretical Studies

History of Technical Education Programme in Nigeria

Problem Affecting the Teaching of Technical Subjects in Nigerian Technical Colleges.

Need To Attract And Retain Quality Teachers In Technical Colleges.

Relevance of Motivation in Work Performance of Teachers

Motivation Strategies that Attract And Retain Technical Teachers In Technical Colleges.

Empirical Studies

Studies on Incentive Strategies and Attraction of Workers

Incentive Strategies and Retention of Workers

Summary of Review of Related Literature

Conceptual Framework

Relevant concepts in the title of the study were reviewed in this section as follows:

Motivation in Technical Education:

Historically the word "Motivation" came from the Latin word "Movere" which means to "move". It literally means the process of arousing movement in an organism. A number of terms have been used by psychologist to stress various aspects of motivation. These include incentive, interest, drive, need and motive. Okoro (2015) defined motivation as the arousal of tendency to act or to produce one or more effects. It refers to all those phenomena which are involved in the

stimulation of actions towards particular objectives where previously there was little or no movement towards the achievement of those goals. According to Johnson and Medinnus (2014), motivation is the tendency to expend effort in order to achieve a set goal or goals. It is the willingness to exert high levels of effort to satisfy some individual needs. Motivation could be seen as internal energizer capable of directing behaviour in a particular direction.

Motivation is a desire which arouses behaviour in a particular way the person feels will lead to rewards (Ugo, 2013). It is an inner stimulus that induces a person to behave the way he or she does. Smith (2016) defines motivation as that energizing force that induces or compels and maintains behaviour. It refers to the way in which urges, desires, aspirations, and strivings or needs influence the choice of alternative in the behaviour of human beings. Motivation is responsible for variations in the intensity, quality, quantity, direction of ongoing behaviour. Motivators are those things that induce an individual to perform. Balisunset (2012) defined motivation as complex process that influences individuals to begin, pursue and persist in an activity. Balisunset observed that a worker will work more effectively only if the reward is enough or the punishment sufficiently unpleasant. Okorie (2015) stated that the commitment of employees in an organisation is a reflection of the level of their motivation. Anyanwu (2013) opined that where the reward of an employee is not commensurate with the input, the attraction and

retention of workers will remain elusive in the organisation, thus the organisation will be experiencing frequent labour turn over.

Human capability is a critical resource in the overall performance of any organisation. Managers and education administrators are interested in getting their workers or subordinates apply enough efforts to achieve the desired goals of their organizations. However, experience and empirical studies have proved that people vary extensively on how hard they work and consequently in their performances. Motivation is a critical factor influencing behavior and attitude to work. Job motivation induces the expenditure of efforts to achieve desire goals of the organisation or institution. Thus, motivation is an instrument for securing good job performance.

Rosenberg (2014) defines strategy as a guide for making directional decisions involving an organizations long-run performance. Ramson (2011) see strategy as a broad programme designed to guide how resources are to be deployed to achieve organizational objectives. Immanuel (2013) opined that strategy attempts to answer the question regarding “how” best to achieve corporate goals of an organisation. Strategies identify and describe a set of actions to take in a given situation in order to achieve specified goals. It is the act of planning the best way to achieve something (Akude, 2015). Therefore in order to have adequate number of qualified

and experienced technical teachers, there is need to determine those strategies that would make them attracted and retained in the teaching profession.

Employee Attraction

Employee attraction refers to the different policies and strategies put in place by an organization or employers which make a job seeker get interested to accept an employment in the organisation. Attracting qualified technical teachers into the technical colleges in this context refers to an unseen intricically propelled force which can pull these teachers out of their present diverted employments back to the job of technical instruction as professional technical teachers. It is a means of arousing the interest or prompting this teachers that are scattered into strange jobs to come back to their abandoned profession so that qualifying new teachers can equally be pleased to take up teaching jobs in the extent motivate job seekers accept employment opportunities and remain in the teaching profession.

Employee attraction takes into account the various measures taken so that an individual job seeker becomes interested to work in that organisation. Many research works have shown that workers are often attracted to work in an organisation because of adequate motivation (Maxwell 2012). Employee attraction strategies are to a large extent motivate job seekers accept employment opportunities and remain in the same job for a very long period of time.

When a job seeker knows that he will receive the same amount of money as salary in a state owned establishment with a person in a Federal owned establishment, definitely he will be willing to accept such employment. This happens when the academic qualifications and experience are the same. Loeb, Rove and Shorris (2007) observed that people are likely to enter teaching when starting teacher salaries are high relative to salaries in other occupations. A teacher's decision to enter and remain in the teaching profession depends not only on his/her initial salary but on the expected growth in the salary overtime. One way to improve teacher attraction is to increase salaries, either by uniform increases for all teachers or by targeted salary increases or bonuses (Ladd, 2015). Enhanced salaries for teacher are among the top factors that can cause attraction to the teaching service. In some states in Nigeria, teachers are no longer paid their full salaries while some owe the teachers arrears of salaries up to six months and above. Other factors that could attract people into the teaching profession include regular payment of salaries and allowances, payment of pension and gratuity to retires, granting of study leave with pay, regular staff promotion, and sponsorship to conferences, seminars and workshops, award of scholarship to teachers for higher degrees, provision of free medical service. Therefore both Federal and state government are advised to include in the condition of service for teachers those motivational strategies that would attract more qualified those motivational

strategies that would attract more qualified technical teachers in technical colleges in the South – East Nigeria.

Employee Retention in Technical Education

Employee retention refers to the various policies and practices which the employees stick to an organisation for a longer period of time. Retention strategy is the means of ensuring that a worker exist in the pay roll of an organisation where he is an employee. This strategy is as essential as that of attracting the technical teachers because of the present transitory nature which most of the technical teachers assume their job to be. They are only there as long as they have not found any alternative. These two issues forms the problem of this study. Hence the major purpose of this study is to determine the strategies for attracting and retaining technical teachers in technical colleges in South-East Nigeria. Employee retention takes into account the various measures taken so that an individual stays in an organisation for the maximum period of time (Obiora, 2014). Cloud (2010) observed that most of the employees leave an organisation out of frustration and constant friction with their superior or other team members. In some cases, low salary, lack of growth prospects and motivation compel an employee to look for a change. Employee retention strategies go a long way in motivating the workers so that they stick to the organisation for the maximum time and contribute effectively to the achievement of the goals of the organization.

Low expected earnings in teaching relative to earnings in other professions can deter people from pursing a teaching license and thereby affect the supply of new teachers (Loeb, Roue & Shorris, 2007). People are more likely to enter teaching when starting teachers' salaries are high relative to salaries in other occupations (Ladd, 2007). Nwankwo (2014) asserted that a teacher's decision to enter and remain in teaching depends not only on his or her initial salary but also on the expected growth in the salary overtime. One way to improve teacher retention is to increase salaries, either by uniform increase for all teachers or by targeted salary increases or bonuses. Therefore it is very important for the government at the state, federal levels and the Ministry of Education to introduce those motivational strategies that can help to minimize the rate at which qualified and experienced technical teachers leave the teaching service to other professions.

Technical Teachers

Technical teachers are persons who are trained in science, industrial technology and pedagogy necessary for imparting knowledge, technical skills and attitude to the learners (FRN, 1989, 2002; TCRN, 2005). They are individuals who possess bachelor's degree in industrial technology education, for example B.tech Ed or B.sc, Tech. Ed. A technical teacher also known as vocational education teacher is commonly referral to as career and technical education (CTE) teacher or career technology teacher. This teacher is professionally trained to teach in the

various vocational technical education institutions including technical colleges, even the introductory technology at junior secondary schools which is prevocational (Davies, 2001). According to Miller, Bakare and Ikatule (2010), a technical teacher is an individual who is trained in pedagogy and technical area of a particular subject to impart knowledge, skills and attitudes to students in the institution. Contextually, a technical teacher is a trained personnel whose responsibility is to impart skills, knowledge and attitudes to the students.

One of the common beliefs of many people is that teaching is the sole job of the teacher. Ogbuefi (2013) stated that the responsibility of a teacher extends beyond the immediate task of designing and guiding the learning of a group of learners in a classroom setting. Among the various work of a teacher includes stimulating, guiding, helping, directing and encouraging learners to learn. The function of the teacher is aimed at producing results, outcome or behaviour change on the learner. The key role of a teacher is to teach, which can be understood as meaning to facilitate learning of some target curriculum.

According to Onyechere (2015), one of the important aspects of the responsibilities of the teacher in educational process deals with his participation in curriculum planning. The teacher is not only in a classroom setting but in a strategic position to make worthwhile contributions to the total school programme. In addition to the guiding and directing the academic learning of his students, the

teacher also serves as interpreter and inculcator of the culture of the society which he serves and to which his students belong (Ebube, 2014). It is generally accepted that teachers are the hub of any school system. This is because; the success of any system of education depends to a large extent on the quantity, quality, devotion to duty and effectiveness of the teachers. (Omeokwe, 2010)

Furthermore, it is the technical teacher that train the skilled and semi-skilled manpower needed in the society. Therefore if the paucity of technical teachers in technical colleges continues, it might result to closing down the technical colleges or converting them to grammar schools. The problem might also lead to short supply of competent welders, carpenters, electricians, plumbers, masons, builders needed in Nigeria.

Theoretical Framework

Two theories on which the study was based were reviewed in this section as follows:

Abraham Maslow's Needs Hierarchy Theory

This theory was developed by a Professor of psychology named Abraham Maslow (1908-1970). From the results of the work he started in 1954, Abraham Maslow theorized that all human motivation can be portrayed in term of satisfying a hierarchy of needs. This hierarchy according to Maslow consisted of a series of

different types of needs, each of which becomes dominant only after a prior or lower need has been gratified. Maslow's hierarchy of human needs start from physical needs, safety needs, love and belonging needs, esteem needs and end with self-actualization needs. The physiological needs are the most basic of all and must be gratified before any higher need can fully emerge. If an individual psychological needs are not met, that individual will be preoccupied with these differencies. For example a hungry person will be preoccupied by the thought and fantasies about food. Such needs in the place of work appear in form of salary, conducive working conditions, and provision of modern facilities among others.

Salary needs include security and protection from physical and emotional harm. They are freedom from threat, danger or deprivation and self-preservation. In the place of work, safety needs come in form of safe working conditions, job security, and health care services and prompt payment of retirement benefits to retired workers. Belongingness and love needs include the desire for affection, acceptance and friendship. This is expressed in the organisation when the workers are concerned about compatible work group's membership of professional association, interacting with fellow employees and acceptance by others.

Esteems needs include self-respect, achievement, compliance, autonomy, recognition and dignity. When these are satisfied, a sense of adequacy results but when they are not satisfied, it produces feelings of helplessness and inferiority

complex. Self actualization according to Maslow means to "become more and more what one is, to become everything one is capable of becoming or have the sense of fulfillment in him. Such needs in the place of work appear in the form of power, recognition, adequate retirement benefits, among others. Therefore, Abraham Maslow's needs hierarchy theory is related to this study by providing or enumerating the human needs that could be used to influence the behaviour of workers in an organisation. In the same vein when these needs are used as rewards, workers could also be attract and retained as technical teachers in technical colleges' in South-East Nigeria.

Valence Expectancy Theory

Victor Vroom (1994) propounded expectancy theory of motivation. Valence expectancy theory states that an employee can be motivated to perform better in his job when there is the belief that the better performance will lead to good appraisal and that this shall result into the realization of personal good in the form of some rewards. This theory is based upon three key variables namely; valence, instrumentality and expectation. Valence means the expected value or anticipated satisfaction as the outcome of a particular behaviour. Instrumentality means the relationship between desired by the individual and the performance in terms of achieving the goals of the organization while expectancy means the likeli hood that the choice of a particular action will lead to the desired outcome. The nature of

action or effort applied in an organization by a worker is determined by its propensity to lead to desired reward.

Expectancy theory states that an employee can be motivated to perform better when there is belied that the better performance will lead to good performance appraisal and shall result into the realization of personal goal in the form of some rewards. This is applicable to the teaching profession, on the ground that teachers will be more motivated, energized and ready to work harder if they perceive that their performance will appraise them and attract corresponding rewards. New teachers will also be interested to take up teaching employment and will remain in the profession till retirement period.

Theoretical Studies

Motivation Strategies

i) **Remuneration:**

To remunerate means to pay money to someone in return for his services or to compensate for an expenditure of time, trouble or money. According to Agu (2014), the morale of teachers will certainly fall where there is disparity between their salaries and other remunerations of their counterparts in the ministries where they possess the same qualification and experience. Low salaries for teachers are

among the top factors that cause frequent teacher attrition (Hauson, Lien, Cavalluzzo & Wenger, 2014).

Amadi (2010) remarked that teachers in most states of the federation are in agony crying because of non-payment of salaries, allowances and other fringe benefits. Presently, in some states in Nigeria, teachers are no longer paid their full salaries while some states owe the teachers arrears of salaries up to six months or more. Ubom (2013) observed the delay in the payment of salaries correlates significantly but negativity with the satisfaction of the physiological needs of workers. Workers expect money to motivate them for greater productivity.

Okiaku (2013) opined that under normal circumstances individuals choose those occupations which they feel can meet some of their peculiar needs in life. When the needs are not satisfied, the person becomes restless and exhibits abnormal behaviors. It will be a ‘mirage’ to talk of high productivity without adequate consideration given to workers needs. Their motivation is the basis for job satisfaction, otherwise the whole work of the organization will fall out of balance once the workers needs are not respected.

Ogunna (2013) stated that promotion satisfies both egoistic needs of workers by moving them to higher position in the office. Promotion at the same time satisfies the material needs of employees through the additional financial benefits it

carries. Therefore, promotion is very sensitive and emotional subject to every worker whether in the private sector public establishment.

ii) **Staff Capacity-building**

Capacity-building, according to Ann (2014) is the process of developing and strengthening the skills, instinct abilities, processes and resources that workers need for them to survive, adapt and thrive in the fast changing world of work. In the view of Ukonze (2010), capacity building involves improving the capacities teachers imparting appropriate knowledge, skills and attitude to the learner in order to achieve the set goals and objectives of technical colleges in Nigeria. Capacity building for teachers means training and re-training programmes organized to improve and update the knowledge and skills of teachers on certain phenomenal techniques, methods and development in teaching and learning process.

Okorie (2015) stated that there is need for retraining long serving personnel's. This is to keep them abreast of the contemporary practices in their areas of specialization. The author opined that changes occasioned by technological development/advancement demand a commensurate kill's adjustment through training. Therefore, technical teachers need to be equipped with the current and essential knowledge, skills, attitude and methods of teaching technical vocational subjects through building. Capacity building is process by which aptitudes, skills

and abilities of employees to perform specific jobs are increased (Ikpe, 2014). The primary purpose for staff capacity building is to achieve a positive change in behavior of the employees in the performance of their assigned duties. Training equips the employees with new technical knowledge, skills, problem solving capacities as well as new attitudes and values required for effective performance of their duties.

Conference is another aspect of staff capacity building technique. Beach (2013) defined a conference as a small group meeting conducted according to an organized plan, in which the leader seeks to develop knowledge and understanding by obtaining a considerable amount of oral participation from trainees or participants. The primary purpose of conferences, workshops and seminars is to learn how to apply expert knowledge in typical problem situation in an organization.

iii) **Infrastructural facilities**

Infrastructure is the structure which helps a country, society or organization to function effectively, such as facilities, services and equipment (Payne, Ross, James, Crawley & Lowe, 1992). It is a basic system and services that are necessary for a country or an organization to run smoothly which include building, transport, water electricity, good road network etc. Electricity is one of the important

infrastructural facilities to be considered. Mgagwu (2014) defined electricity as the driving of electrons to move through the conducing part of wire or related materials by a force called electromotive force (EMF). It is measured in voltage against the resistance of the conductor to perform a desired function. Electricity provides numerous services to our homes, offices and factories like illumination, heat and mechanical power to drive various power driven machines, equipment and tools.

Electricity supply in Nigeria is erratic. This is inspite of the huge sums of money sunk into power sector. The problem of poor electricity supply in the country has badly affected our institutions of learning including technical colleges. Most of the available machines and equipment used for the training of the students are no longer used often. This is because of either low voltage problem or no electricity supply at all. Some industries that use public power supply for their operations cannot function effectively. Some of these industries have relocated to other West African countries where power supply is regular and steady (Ogbuagu 2015). Students that would have been trained in the industries during their industrial attachment loose the opportunities.

Water is one of the necessities of life. Water is a clear, colorless liquid that have no taste or smell. It is necessary for the survival of all plants and animal life (Payne, Ross, James, Crawley & Lowe, 1992). Water is next to air in sustaining

life. Water is consumed regularly by human beings to replenish that which is lost through respiration, perspiration and waste excretion. It is generally believed that man cannot stay alive beyond seven days without water (Oke-Ave, 2016). Above all, water is used for washing of clothes, cooking of foods, keeping our bodies and environment clean. Water is also needed by man for industrial uses. Unfortunately, most schools in the south-East have neither pipe-borne water nor bore-hole that supply them water.

iv) **Job Satisfaction**

When we say a worker in an organization has high job satisfaction, we mean that the worker generally likes and values the job highly and feels positively towards it (Ukeje, Okorie & Nwagbara, 2012). The amount of money a worker receives for performing certain task in the work place plays important role in determining the worker's job satisfaction (Agu, 2014). Job satisfaction is basically determined by the discrepancy between what employees in a work organization expect to get from their jobs and what the job actually offers. If an industrial worker gets what he expected, it means that there is no discrepancy between the desired and the actual conditions, hence the worker will be satisfied.

v) **Correction of Misconceptions about Technical Education**

A misconception is an idea that is not correct or that has been misunderstood.

Some people erroneously believe that technical/vocational education as an education is designed for people that are mentally retarded while another school of thought consider technical/vocational education as an educational programme designed for people with poor cognitive abilities but can do well in psychomotor skills (Nnama, 2014). It is both disheartening and discouraging to note that technical education for a very long period of time has not been given proper pride of place it deserves; but negatively perceived as very expensive educational programme.

Furthermore, many people have equally seen technical education as education for dropouts or academic misfits. Okiridu & Usoro (2010) stressed that these misconceptions about technical education in Nigeria by some parents, guardians, students and the general public need to be urgently corrected. The results of many research works have revealed that technical education graduates are more likely to secure employment and earn more money than their non-technical education graduates (Cosmas, 2012). There are strong evidences that the generic technical skills and occupation specific skills provided by technical education increases workers productivity, skills transfer, job access and job stability when technical graduates find their training related jobs (Opurum & Christopher, 2012).

The notion generally expressed by most Nigerians is that there is urgent need for an education system capable of supplying both skilled and semi-skilled

manpower. It is now a necessity if the industrial growth and economic development of the nation is to be accelerated.

History of Technical College Programme in Nigeria

Before the British intervention in Nigeria and the establishment of formal educational institutions in the later part of the nineteenth century and the early part of the twentieth century, education in Nigeria was mainly vocational.

The important functions of education in those days were to train Nigerians to become clerks for the colonial masters and interpreters for the missions, to teach people how to earn a living by becoming expert producers of goods and services.

Nigeria was until October, 1960, a British colony and inherited a number of British institutions and values immediately after independence (Igwe & Ndekwu, 2005). One of the inherited values was preference for liberal education and the white-collar jobs it fetches. At independence in 1960, Nigeria was faced with acute shortage of skilled manpower needed to exploit its natural resources for her economic development (Igwe & Ndekwu, 2005). The urgent need to improve the quality and quantity of manpower especially in technical areas attracted the attention of most of the various commissions (Ashby, 1960, Banjo,! 960, Dike, 1959) who were mandated to review aspects of the existing educational system before independence.

In their report, the commission observed that the type of education given to Nigerians by the colonial masters was only on literary subjects. This type of education was aimed at training Nigerians to become clerks for the colonial administrators and interpreters for the missions. The resultant effect was lack of respect on the part of the public for manual skills and technical achievement.

In 1963, the Comparative Technical Education Seminar Abroad Commission was appointed by the Federal Ministry of Education to study how Nigeria technical education can be improved. This commission led by Adam Shapski was expected to visit several foreign countries in order to identify those aspects of their technical and vocational education system that could be adopted by Nigeria.

The Comparative Technical Education Abroad commission dealt with three levels of technical and vocational and pre-technical training usually offered in secondary schools craftsman's training usually offered in technical colleges, trade centers and vocational school; Technical training usually offered in polytechnics and colleges of technology.

Problems Affecting the Teaching of Technical Subjects in Technical Colleges in Nigeria

Technical college which is an aspect of technical and vocational education at the secondary school level in Nigeria is fraught with several challenges. These challenges hamper the effective teaching and learning of technical subjects in

technical colleges in Nigeria. They also hamper the ability of technical and vocational education to produce adequate number and quality of skilled technical manpower required to lift our nation from unenviable state of technological irrelevance and economic depression. The problems are many but suffice it to mention a few:

i. Poor Public Opinion of Technical and Vocational Education:

The perception of technical and vocational education by most Nigerians is still distorted. Even though the Government's appreciation of the worth of technical education programme within the overall education system is beginning to rise in the recent times, yet majority of Nigerians, especially the elites whose educational orientations were liberal in contents, are still vexed with the whole idea of this type of education. An opinion survey conducted by a correspondent of one of the Nigeria New Magazines on the public feelings over the introduction of the new system of education (6-3-3-4) with vocational curricula revealed serious misconceptions held by a good number of Nigerian. For example, some eminent Nigerian educationists were of the opinion that the new system of education would make the nation's quest for technology a "mirage". They further argued that such a programme would definitely separate the bright students (those who are able to follow the general education curricula which is university-bound) from the dull ones (those who chose technical/vocational education curricula) at the secondary

school level. This view, even though borne out of biased feelings, was surprisingly unexpected. Many people do not understand what technical and vocational education is all about. They think technical and vocational education is synonymous with special education-education for the mentally retarded and physically incapacitated. That is, they erroneously conclude that vocational education is education for the drop-outs and never-do-well students. It may be more surprising to discover that this view represents the views of majority of well-meaning Nigerians. Yet in the same survey, other renowned Nigerian educationists were of the opinion that the new system of education will produce only "craftsmen" who will not be able to provide the required skills for technological advancement (Akpan, 2016).

In Nigeria today too much emphasis is placed on university qualifications not minding whether the holder possess the required knowledge skill. But is advanced societies those with technical degrees and highly regarded. In fact the value system in those countries depends on the person's skill and knowledge, and not on the stack of academic degrees one has. In the public service, graduates of technical education are often discriminated against and their career prospect limited. For this reason, secondary school leavers and parents prefer university education to technical education.

Vocational/Technical education has always had poor public image, especially during it introductory stages by the public. A major factor in relation to operating vocational education programme is described as the image of vocational education. Akpan (2016) asserted that situations abound where well-equipped, labour oriented and well-taught courses are abandoned because no students are available. There exist situations where parents, students, teachers and often the public look down upon vocational and technical education as education activity for "second class" citizens. According to Daniels (2015), instances abound where guidance counselors are reluctant in advising students with above-average aptitudes to go into vocational/technical education programmes. It may be shocking too to observe that even the front-line advocators for vocational and technical education programmes find it extremely difficult to allow their own children opt for vocational/technical education subjects/courses.

ii. Inadequate Funding

With the current economic crisis, the problem facing the government as regards financing of education has been succinctly put:

"Because of the escalating costs of providing education and the ever expanding number of people to be catered for, and because of other competing sectors of the socio-economic life that cannot wait; it is safe to assume that the governments are

not in position to fund education wholly and single handedly". It will be absurd to think that the various governments of Nigeria are going to finance education creditably in this era of economic recession. The inability of the governments of Nigeria to fund education is manifested in the irregular payments of teacher's salaries, will-equipped school laboratories and workshops and shortage of infrastructure in many schools.

In both the public and the private sectors of the economy, the technical college is the worse hit. Schools have been unable to provide basic materials needed by the classroom, teachers to do their work (Akpan, 2016). These problems have affected the teaching of vocational and technical education subjects/courses as well. Therefore, adequate funding is required for the purchase and maintenance of teaching and learning materials and good work experience programme. The federal republic of Nigeria (1981) acknowledged that no educational system can be better than the teachers who run and operate it. This is truer of technical/vocational education. Apparently, the problem is that qualified technical teachers are in short supply.

iii. Imbalance between Theory and Practice

Another nagging problem in the teaching of technical subjects in technical colleges in the imbalance between theory and practice; Teachers can only teach and

demonstrate practical skills if they are properly grounded in the technical education. Okereke (2014) opined that a good technical/vocational education programme should ensure a balance acquisition of relevant knowledge and practical skills. When a programme contains more of theoretical component than practical work, the teachers will become incompetent.

iv. Poor State of Infrastructure

The poor state of infrastructure in technical colleges is worrisome and if nothing is done urgently, it will worsen. Obeleagu-Nzelibe and Moruku (2010) have observed that the state of infrastructure in Nigeria and technical colleges is to say the least, embarrassing. Infrastructures such as electricity, tools, machines, water are very much needed for effective teaching and learning in technical colleges.

Need to Attract and Retain Qualified Technical Teachers in Technical Colleges.

Adequate numbers of qualified technical teachers are very much and urgently needed in Nigeria technical colleges for the following reasons:

a) To provide trained manpower in applied science, technology and commerce, particularly at sub-professional grades.
b) To provide technical knowledge and vocational skills necessary for agricultural, industrial, commerce and economic development.

c) To provide who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man.
d) To give an introduction to professional studies in engineering and other technologies.
e) To give training and impact the necessary skills leading to the production of craftsmen technicians and other skilled personnel who will be interpreting and self-reliant and;
f) To enable Nigeria's young men and women to have an intelligent understanding of the increasing complexity of technology (FRN 2014).

The most disturbing development, according to Aina (2016), was a recent revelation in which states especially in the northern Nigeria made a return to the National council of Education, that several technical and vocational trained and qualified teachers remained unemployed due to lack of funds to pay their salaries. This, of course, discouraged many of the teachers from taking teaching as a profession from the beginning. Thus, they seek for jobs in other places where their services are needed. It appears that the more technical teacher are produced, the less they are involved in the teaching profession. Youthful qualified technical teachers are discouraged by low wages associated with other jobs they can take up (Ogbu, 2015).

Relevance of Motivations in Work Performance of Teachers.

Human resources are the most important and usually the most expensive asset that any organisation can possess. In the teaching profession, it is largely the work of the teacher to determine the degree of success or failure in the institution's efforts to achieve its goals of integrating skill and learning. Definition of motivation vary greatly because of the complexity of the concept; and because many authors tends to define motivation in terms of specific theories. However, it appears to be general agreement that motivation activates human energy; that it is a force that lends people to attempt to satisfy their needs; that all human behaviour is motivated to some degree; and that the critical factor is the direction of the motivation.

It is the teachers who gives the institution its credibility and determine it's character (Wicke, 2014). The teacher is the vehicle through which the subject matter is presented to the learners. It is the teacher who has the responsibility of integrating skill into the development and the presentation of the course content. Most learners are not aware of it, rather, endeavoring to develop their own world view, and the teacher is very often the major role model in this process. A motivated and committed technical teacher has the opportunity to significantly influence the learner in building a world-view that rests on a skill commitment. For out of our skill proceeds a world view, without which human life simply cannot go on (Walsh and Middleton 2014). It is the motivated teacher who has the greatest

influence in guiding and in turn motivates the students in shaping their own world of work which will be used later in life. One who works harder in an organisation no doubt has some motivation than another who does not. However, how hard a worker works is reasonably explained by the meaning the person attaches to the work. In other words, motivation is determined by the extent the reward will satisfy the person's motives.

There are some factors that have been identified to be critical in the motivation of workers/teachers. They include:

a) **Monetary rewards:** money has assumed a prominent position among the various forms of rewards. It has been considered by some people as the most important reward (Agu, 2014).
b) **Communication:** communication is an essential tool of staff motivation. Generally, adequate and timely information provided to workers enable them to know what is required of them in terms of their job. Adequate information about the organisation and it activities satisfies the workers urge to know and builds sense of belonging while lack of information alienates one from other members of organisation, causes disillusionment and frustration (Okereke, 2013). Thus, the desire to leave the organisation may increase.

c) **Welfare/Working Condition:** This may involve good pay, provision of housing facilities, cars, good offices, accommodation, medical facilities, recreational facilities, canteen, meal subsidy, job security, career/staff development opportunities, promotion or advancement policies.

d) Government, education administrators and school administrators can also motivate their workers through good leadership style which is characterized by democracy, accessibility, fairness, free communication, respect for human ego and recognition of performance (Esom, 2012). The style of leadership has far reaching implication for job motivation.

e) **Job delegation:** Many education administrators fail to understand that job delegation can induce motivation in the worker. Delegation implies new job challenges which give a sense of recognition and belonging to the worker.

f) **Job enrichment/Vertical job loading:** This involves not only the addition of varieties to jobs but also increase in the authority, responsibilities and autonomy of the holder.

It is common to hear many Nigerian managers and administrators complain that the attitude to work and productivity of the average Nigerian worker, particularly in the public sector, is generally poor. On the other hand, the workers can complain that the system does not recognize and reward hard work. So far, much of the explanations of the problem with the system relates to the “missing

link" in the motivational efforts of the managers and leaders (Ejiofor, 2015). Ejiofor based his analysis on the situation on Vroom's Expectancy Theory. According to him, there is a missing link (Instrumentality) between the workers performance and reward in this system. The basis of the expectancy theory is that, all things being equal, an able worker will be motivated for higher productivity if he perceives that there is a positive and strong relationship between his effort (performance) and reward. If on the other hand, he does not see the reward to be contingent on handwork, then the desire to work hard is not considered necessary (Agu, 2014). Therefore motivation of teachers is imperative as it will among other things enhance the attraction and retention of technical teachers in the teaching service.

Related Empirical Studies

Some studies that are related to the current study are discussed in the following sections

Studies on Incentive Strategies and Attraction of Workers

Folola Ibidunni, and Olokundun (2014 conducted a study to examine the effect of incentive packages on employees attitudes towards work. A descriptive research method was adopted for the study. One hundred and twenty copies of valid questionnaires which were completed by members of staff of (4) selected

government parastatals in Ogun State were used for the study. Stratified and systematic sampling techniques were used to draw subjects. The data collected were analyzed using percentages and standard deviation. The results show that strong relationship exists between incentive packages and employees' attitudes towards work and the workers are not satisfied with the present incentive packages. The summary of the findings reveals that there is strong correlation between the tested dependent variable and independent construct. The study recommended that employers of labour and decision makers should endeavour to review incentive packages at various levels in order to attract employees commitment and satisfaction. Fololа, Ibidunni and Olokundun's study is related to the present study in the instrument used for data collection and design but differed in sample and sampling techniques, area of the study, population and method of data analysis. Again, the study was on effect of incentive packages on employees attitude towards work in Ogun State while the present study was on the extent motivational strategies attract and retain workers and was carried out in the South-East Nigeria.

Ndimueze (2012) carried out a study on incentive strategies that attract male teachers to the teaching profession in Delta State, Nigeria. The study was designed to identify incentive strategies that make male teachers attracted to the teaching profession. The study was a descriptive survey research that covered 20 public

secondary school in Delta State, Nigeria. The population consisted of 625 male teachers and school administrators selected through stratified and systematic sampling procedure. Questionnaire was used for data collection. Mean and analysis of variance (ANOVA) were used for data analysis. The result revealed that money is the key incentive that attract male teachers to the teaching profession. Other incentives that attract male teachers to the teaching profession include regular payment of salaries, staff promotion as at when due, leave allowance and workshop/hazard allowance. The researcher recommended that secondary Education Management Board (SEMB) of the Ministry of Education should urgently adopt those incentive strategies that attract male teachers into the teaching profession. The study is related to the present study in the sense that both dealt on incentive strategies that attract teachers to the teaching profession, instrument for data collection and design but differed in the area of the study, population, sample and sampling procedure, method of data analysis and scope.

Okonkwo (2012) investigation was on Incentive strategies for attracting technical teachers in technical and vocational schools in Bauchi and Gombe States of Nigeria. The purpose of the study was to ascertain the incentive strategies used by the governments of Bauchi and Gombe States to attract technical teachers. The study employed a survey research design. The population was 492 technical teachers including school administrators' (Principals and vice-principals) of

technical and vocational schools. Random sampling technique was used for the study and a sample size of 220 comprising of 190 technical teachers and 30 administrators were drawn using Yaro Yamane's formular. A structured questionnaire containing 34 items was used for data collection. Data was analyzed using mean and standard deviation. The findings revealed that technical teachers were attracted by the salaries and allowances given to them during their in-service training period. Other incentives that attract them are promotion of teachers every three years, provision of accident insurance scheme, payment of workshop hazard allowance, provision of cyber café in technical and vocational schools. The researcher recommended that government of various states in Nigeria should without delay adopt and implement those incentives that attract technical teachers in order to minimize the paucity of qualified technical teachers in technical and vocational schools. Okonkwo's study is related to the present study in design, instrument for data collection, as they differed in sample and sampling techniques, statistical tool for data analysis, population and area of the study.

Malachey and Dyke (2013) carried out a study titled "Extent incentive strategies attract technical and vocational teachers in technical training institutions in Kenya". The study adopted a survey research design. The study adopt a survey research design. The sampling frame was the list of accreditated technical training institutions (TTIs) in Nairobi, Kenya, compiled by the Ministry of Higher

Education, Science and Technology. Institutions included in the study were those that offer technical education curriculum examined by Kenya National Examination Council (KNEC). A structured questionnaire was used which was revalidated after a pilot study. Cronbach alpha reliability index was 0.73. A census of all technical education teachers in the 17 TTIs in Nairobi country was conducted. This yielded a population of 58 teachers. The study used descriptive statistic, factor analysis and simple, linear multiple regression to show the relationship between the dependent and independent variable. 54 of the 58 questionnaire distributed were filled and returned constituting a response rate of 98.1%.

The finding indicated to a very high extent (85.5%) of the respondents agreed to the fact that attraction of technical and vocational teachers will be possible by adequately motivating them with good incentive strategies such as technical and vocational Education, Teachers Enhanced salary scale (TVETESS), staff quarters and scholarship scheme for higher degrees. Based on the result, the researchers recommended that incentive strategies that attract teachers to a very high extent should be adopted and implemented by all employers of labour. The study is related to the present study in the instrument for data collection but differ in area of the study, population and data analysis.

Incentive Strategies and Retention of Workers

Czubaji (2013) investigated the effects of incentive strategies on technical teachers and their retention in teaching profession in Ogun State, Nigeria. The purpose of the study was to determine the effects of incentive strategies in the retention of technical teachers in the teaching profession. The population was 218 teachers from secondary schools in the four educational zones of the state. There was no sampling since the population was small, the entire population was used. Data collected for the study were analyzed using frequency counts, mean, standard deviation for the research questions which the analysis was done using Analysis of variance (ANOVA) for the hypotheses.

From the findings of the study, it was revealed that when teachers are adequately motivated and they love the teaching profession, the students will not only learn the content of the lesson but taught by the teacher but may be motivated towards learning. Teachers who are adequately motivated are more committed and dedicated to their jobs. Many authors agreed that motivated teachers have the greatest positive influence in guiding and in turn motivating the students by shaping their world of work.

The research recommended that all levels of government and education administrators should endeavour to motivate teachers highly so that they will put in

their best. The study is related to the present study in design, population, sample and sampling technique but differs in their title, area of the study, instrument for data collection.

Tafida, Clement and Raihan (2015) conducted a study on incentive strategies for retaining highly qualified and experienced technical teachers in teaching profession in Katsina State, Nigeria. The objective of the study was to identify the incentive strategies for retaining highly qualified and experienced technical teachers of technical and vocational institutions in Katsina State of Nigeria. The study was conducted using descriptive survey design and the population for the study was 138 consisted of technical and vocational education administrators, principal/Vice principals and technical teachers in Katsina State. Questionnaire was used for data collection which data was analyzed using weighted averages.

The findings revealed some of the incentive strategies for retaining highly qualified and experienced technical teachers of technical and vocational education institutions in Katsina State. The incentives include payment of enhanced salary comparable with that of crude oil workers, awarding of scholarship to technical teachers for higher degrees, promotion of staff as at when due etc. The study is related to the present study in design, instrument for data collection but defers in population, method of data analysis, area of the study. The researcher

recommended that those incentive strategies that can motivate teachers to remain in the teaching profession should be adopted and implemented without delay.

Summary of Review of Related Literature

Conceptual framework dealt with concepts of motivation, employee attraction, employee retention and technical teachers. The theoretical framework covered Abraham Maslow's Needs Hierarchy theory and Valence Expectancy theory. The theoretical studies covered motivational strategies, history of technical college programme in Nigeria, problems affecting the teaching of technical subjects in technical colleges in Nigeria, need to attract and retain technical teachers in technical colleges and relevance of motivation in work performance of teachers.

Most of the works reviewed were to determine the motivational strategies that attract workers to accept employment opportunities and to retain them. In all the literature reviewed, no work on the extent motivational strategies attract and retain technical teachers in technical colleges in South-East Nigeria was seen. The gap prompted the researcher to embark on the study.

CHAPTER THREE

METHOD

This chapter describes the procedure for conducting this study. It covered research design area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

This study was carried out using descriptive survey design. According to Ezeji (2009), survey research design employs questionnaire and interview to determine the opinions, attitudes, reference and perceptions of persons of interest to the researcher. Survey design identifies present conditions, prevailing needs as well as provides information on what to base sound decisions. Osuala (2004) opined that the essence of survey technique is to seek the opinion of large number of people about an event by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelationships of sociological and psychological variables.

Area of the Study

The area of the study is South-East Nigeria which is made up of five states namely; Abia, Anambra, Ebonyi, Enugu and Imo state. South-East states are commonly known as the core Igbo speaking states in Nigeria. The South-East zone is bounded in the North by Kogi and Benue States, in the South by Rivers and Akwa Ibom states, in the west by Edo state and in the East by Cross river state. The latitude N of the zone falls within 25^{o}N to 6^{o}N and longitude 7^{o}00E to 8^{o}E and that total land mass is about 29,388sq kilometers. Education is considered as the biggest industry of the people of the South-East and it is one of the areas in the country where the art of technology first began. There are currently 22 technical colleges in the zone.

Population of the Study

The population of this study consisted of all the 448 (405 Male and 43 Female) technical teachers in the area of the study. The population distributed according to school is attached as Appendix B on page 117.

Sample and Sampling Techniques

The entire population was studied without sampling.

Instrument for Data Collection

A structured questionnaire developed by the researcher and tagged "Strategies for attracting and retaining technical teachers questionnaire (SARTTQ) was used for data collection. The questionnaire has two main sections, A and B. they are arranged in clusters. Section A contained items that boarded on the strategies for attracting technical teachers to the teaching profession while section B contained items on strategies for retaining technical teachers in technical colleges. The questionnaire has a five-point rating scale of Very High Extent (VHE) = 5 point, High extent (HE) = 4 points; Moderate Extent (ME) = 3 points; Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point to rate the opinion of the respondents.

Validation of the Instrument

The instrument was validated by three education experts, one from the Department of Technology and Vocational Education, Nnamdi Azikwe University, Awka and two from the Department of Educational Foundations, Imo State University, Owerri. In the process, some items were modified. Items that were adjudged irrelevant to the present study were removed while some were reframed for the purpose of clarity. The views and recommendations of the validates were used to produce the final version of the instrument which was approved by the

researcher's supervisor. The validates copies of the instrument are attached as Appendix A on Page 89.

Reliability of the Instrument

The reliability of the instrument was determined using Cronbach alpha technique. The instrument was administered to twenty (20) technical teachers in Ewet Technical College, Uyo in Akwa Ibom State who are not part of the population of the study. The instrument was administered once and Cronbach alpha was used to analyze the data collected. A reliability coefficient for each of the clusters was obtained (Appendix E page103). The reliability index of 0.73 was obtained for the whole instrument.

Method of Data Collection

The questionnaire was administered to the respondents by the researcher with the assistance of one research assistant in each of the states covered in this study. The questionnaire was accompanied with a letter introducing the researcher research assistants and the purpose of the study. A period of two days was set aside for the respondents to complete the questionnaire, thereafter; the research assistant retrieved the completed questionnaire from the respondents.

Method of Data Analysis

Data collected in relation to research questions were analyzed using Mean and standard deviation. To take decision, the real limit of the scale value was used as shown below:

Response	**Rate**	**Real Limit**
Very High Extent (VHE)	5	4.50 – 5.00
High Extent (HE)	4	3.50 – 4.49
Moderate Extent (ME)	3	2.50 – 3.49
Low Extent (LE)	2	1.50 – 2.49
Very Low Extent (VLE)	1	1.00 – 1.49

Z-test was used due to the sample size which is more than 30 (n>30). Where the p-value is less than the significant value of 0.05, at the given degree of freedom, the null hypothesis was accepted but where p-value is more than the significant value at the given degree of freedom null hypothesis was rejected.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the analysis of data collected and the results in tables based on the research questions and hypotheses as follows:

Research Question 1: To what extent do incentive strategies attract technical teacher in technical colleges in the South-East states of Nigeria?

Table 1: Respondents Mean Ratings on the Extent Incentive Strategies Attract Technical Teachers in Technical Colleges.

N= 488

S/N	Incentive Strategies	Mean	SD	Remark
1.	Salary increase attracts technical teachers in technical colleges.	4.57	0.82	VHE
2.	Regular payment of salary attracts technical teachers in technical colleges.	4.60	0.77	VHE
3.	Payment of hazard/workshop allowance attracts technical teachers in technical colleges.	4.60	0.89	VHE
4.	Regular payment of pension and gratuity to retired teachers attract technical teachers in technical colleges.	4.53	0.76	VHE
5.	Payment of leave allowance attracts technical teachers in technical colleges	4.55	0.89	VHE
	Cluster mean	**4.56**		**VHE**

Table 1 shows the mean ratings of all incentive strategies listed ranging from 4.53 to 4.60. The respondents rated incentive strategies as attracting technical teachers in technical colleges in the area to a very high extent. The study shows that salary increase, regular payment of salary, payment of hazard/workshop allowance, regular payment of pension and gratuity and payment of leave allowance attract to a very high extent technical teachers in technical colleges.

Research Question 2: To what extent do staff capacity-building strategies attract technical teachers in technical colleges in South-East Nigeria?

Table 2: Respondents Mean Ratings on the Extent Staff Capacity-Building Strategies Attract Technical Teachers in Technical Colleges.

S/N	Staff capacity-building strategies	Mean	SD	Remark
1.	Regular sponsoring of teachers to workshops, seminars and conferences attract technical teachers in technical colleges.	4.36	0.96	HE
2.	Award of scholarship to technical teachers for higher degrees attract them to technical colleges.	4.38	0.93	HE
3.	Free ICT training and retraining attract technical teachers in technical colleges.	4.36	0.96	HE
4.	Provision of tools and machines for skill acquisition attract technical teachers in technical colleges.	3.83	1.28	HE
5.	Introduction of more entrepreneurship related subjects attract technical teachers in technical colleges.	4.46	0.89	HE
	Cluster mean	**4.28**		**HE**

Table 2 shows the mean ratings of staff capacity-building strategies listed ranging from 3.83 – 4.46. The respondents rated staff capacity-building strategies that attract technical teachers in technical colleges in that area to a high extent. The findings revealed that regular sponsoring of teachers to workshops, seminars and conferences, award of scholarship to technical teachers for higher degrees, free ICT training and retraining, provision of tools and machines for skills acquisition, and introduction of more entrepreneurship related subjects attract technical teachers in technical colleges.

Research Question 3: To what extent do provisions of infrastructural facility strategies attract technical teachers in technical colleges in South-East Nigeria?

Table 3: Respondents Mean Ratings on the Extent Infrastructural Facility Strategies Attract Technical Teachers in Technical Colleges.

S/N	Infrastructural facility strategies	Mean	SD	Remark
1.	Provision of good staff quarters attracts technical teachers in technical colleges.	3.72	1.11	HE
2.	Provision of ultra modern recreational facilities attracts technical teachers in technical colleges.	3.48	1.26	HE
3.	Provisions of regular electricity attract technical teachers in technical colleges.	4.35	0.96	HE
4.	Provisions of Pipe-borne water or bore-hole attract technical teachers.	4.38	0.94	HE
5.	Provision of well equipped office attracts technical teachers in technical colleges.	3.78	0.16	HE
	Cluster mean	**3.94**		**HE**

Table 3 shows the mean ratings of all infrastructural facility strategies listed ranging from 3.48 – 4.38. The respondents rated infrastructural facility strategies that attract technical teachers in technical colleges to a high extent. Therefore, the study showed that provision of good staff quarters, provision of ultra modern recreational facilities, provision of regular electricity, provision of pipe-borne water or water bore-hole and provision of well equipped offices attracts technical teachers to a very high extent in technical colleges.

Research Question 4: To what extent do job satisfaction strategies attract technical teachers in technical colleges in South-East Nigeria?

Table 4: Respondents Mean Ratings on the Extent Job Satisfaction Strategies Attract Technical Teachers in Technical Colleges.

S/N	Job satisfaction strategies	Mean	SD	Remark
1.	Provision of free medical care for technical teachers in the technical colleges.	2.81	2.23	ME
2.	Making technical teacher salary comparable with those of crude oil workers attracts them to the teaching profession.	4.68	0.53	VHE
3.	Approvals of technical teacher salary scale (TTSS) attract them to technical colleges.	4.36	0.97	HE
4.	Award of school-base projects to technical teachers attract them to the teaching profession	3.50	1.16	HE
5.	Recommendation of distinguish technical teachers for National merit award attract the teachers technical colleges.	2.81	1.59	ME
	Cluster mean	**3.73**		**HE**

Table 4 shows the mean ratings of all job satisfaction strategies listed ranging from 2.81 to 4.68. This means that the respondents rated job satisfaction strategies as attracting technical teachers in technical colleges in the area to high extent. Therefore, the study revealed that provision of free medical care, making technical teacher salary comparable with those of crude oil workers, approval of technical teachers salary scale (TTSS), award of school-base projects to technical teachers and recommendation of distinguished technical teachers for national merit award attract technical teachers to a very high extent in technical colleges.

Research Question 5: To what extent do corrections of public misconceptions about technical education strategies attract technical teachers in technical colleges in South-East Nigeria?

Table 5: Respondents Mean Ratings on the Extent Correction of Public Misconceptions about Technical Education Strategies Attract Technical Teachers in Technical Colleges.

S/N	Correction of public misconceptions about technical/vocational education strategies	Mean	SD	Remark
1.	According high regard for technical/vocational education by the public attract technical teachers in technical colleges.	4.37	0.93	HE
2.	Removal of the dichotomy between university graduate and polytechnic graduates in terms of salary and superiority attract technical teachers in technical colleges.	4.67	0.57	HE
3.	Disregarding technical/vocational education as education for academic misfits or drop-outs attracts technical teachers in technical colleges.	4.63	0.66	HE
4.	Appointment of technical teachers into key government offices attracts them to the teaching profession.	3.50	1.16	HE
5.	Approval of automatic scholarship award and bursary allowance to every candidate that gains admission to study industrial technical education (B.Tech Ed) attract technical teachers in technical colleges.	4.37	1.59	HE
	Cluster mean	**4.31**		**HE**

Table 5 shows the mean ratings of all corrections of public misconceptions about technical/vocational education strategies listed ranging from 3.50 to 4.67. The respondents rated to a very high extent correction of misconception about

technical/vocational education strategies as attracting technical teachers to technical colleges. This study shows that according to high regards to technical/vocational education, removal of the dichotomy between university graduate and polytechnic graduates in terms of salary and superiority, disregarding of vocation/technical education for academic misfits or dropouts, approval of automatic scholarship award and bursary allowance to every candidate and appointment of technical teachers into key government offices attract them to technical colleges to a high extent.

Research Question 6: To what extent do incentive strategies retain technical teachers in technical colleges in South-East Nigeria?

Table 6: Respondents Mean Ratings on the Extent Incentive Strategies Retain Technical Teachers in Technical Colleges.

S/N	Incentive strategies	Mean x	SD	Remark
1.	Salary increase retains technical teachers in technical colleges in South-East Nigeria.	3.59	1.08	VHE
2.	Regular payment of salary retains technical teachers in technical colleges.	3.02	1.06	HE
3.	Payments of hazard/workshop allowance retain technical teachers in technical colleges.	3.39	1.01	HE
4.	Regular payment of pension and gratuity to retired teachers retain technical teachers in technical colleges in South-East Nigeria.	2.97	0.71	ME
5.	Payment of leave allowance retain technical teachers in technical colleges in South-East Nigeria	2.73	1.12	ME
	Cluster mean	**3.14**		**ME**

Table 6 shows the mean rating of all incentive strategies listed ranging from 2.73 to 3.59. This means that the respondents rated incentive strategies as retaining technical teachers in technical colleges in the area to a moderate extent. Therefore the study shows that salary increase, regular payment of salary, payment of hazard/workshop allowance, regular payment if pension and gratuity to retired teachers and payment of leave allowance retain technical teachers in technical colleges in South-East Nigeria.

Research Question 7: To what extent do staff capacity-building strategies retain technical teachers in technical colleges in South-East Nigeria?

Table 7: Respondents Mean Ratings and Standard Deviation on the Extent Staff Capacity-Building Strategies Retain Technical Teachers in Technical Colleges.

S/N	Staff capacity-building strategies	Mean	SD	Remark
1.	Regular sponsorship of teachers to workshops, seminars and conferences retain technical teachers in teaching profession.	3.08	1.05	ME
2.	Award of scholarship to technical teachers for higher degree retain them in the teaching profession.	3.63	1.04	HE
3.	Free ICT training and retraining retain technical teachers in technical colleges.	3.33	0.93	ME
4.	Provision of tools and machines for skills acquisition retain technical teachers in teaching profession.	3.20	1.16	ME
5.	Introduction of more entrepreneurship related subjects retain technical teachers in technical teachers in technical colleges.	3.20	0.66	ME
	Cluster mean	**4.31**		**ME**

Table 7 shows the mean ratings of all staff capacity-building strategies listed ranging from 2.58 to 3.63. The respondents rated to a moderate extent staff capacity-building strategies as retaining technical teachers in the area. This study has equally shown that regular sponsorship of technical teachers to workshops, seminars and conferences, award of scholarship to technical teachers for higher degree, free ICT training and retraining of teachers, provision of tools and machines and introduction of more entrepreneurship related subjects retain technical teachers in technical colleges in South-East Nigeria.

Research Question 8: To what extent do provisions of infrastructural facility strategies retain technical teachers in technical colleges in South-East Nigeria?

Table 8: Respondents Mean Ratings and Standard Deviation on the Extent Infrastructural Facility Strategies Retain Technical Teachers in Technical Colleges.

S/N	Infrastructural facility strategies	Mean	SD	Remark
1.	Provision of good staff quarters attracts technical teachers in technical colleges.	3.50	1.16	HE
2.	Provision of ultra modern recreational facilities attracts technical teachers in technical colleges.	2.81	2.23	ME
3.	Provisions of regular electricity attract technical teachers in technical colleges.	4.36	0.97	HE
4.	Provisions of Pipe-borne water or bore-hole attract technical teachers.	4.63	0.66	VHE
5.	Provision of well equipped office attracts technical teachers in technical colleges.	3.72	1.11	HE
	Cluster mean	**3.80**		**HE**

Table 8 shows the mean ratings of all the infrastructural facility strategies listed ranging from 2.81- 4.63. The respondent rated to a high extent infrastructural facility strategies as retaining technical teachers in technical colleges. Therefore, provision of good staff quarters, provision of ultra modern recreational facilities,

provision of regular electricity, provision of pipe-borne water and provision of well equipped offices retain technical teachers in technical colleges.

Research question 9: To what extent do job satisfaction strategies retain technical teachers in technical colleges in South-East Nigeria?

Table 9 Respondents Mean Ratings and Standard Deviation on the Extent Job Satisfaction Strategies Retain Technical Teachers in Technical Colleges.

S/N	Job satisfaction strategies	Mean	SD	Remark
1.	Provisions of free medical care for technical teachers retain them in the teaching profession.	2.81	2.23	ME
2.	Making technical teacher's salaries comparable with those of crude oil workers retain them in technical colleges.	4.67	0.57	ME
3.	Approvals of technical teacher salary scale (TTSS) retain them in technical colleges.	4.63	0.66	VHE
4.	Award of school-based projects to technical teachers retain them in the teaching profession.	3.50	1.16	VHE
5.	Recommendations of distinguished technical teachers for national merit award retain the teaching profession.	3.48	1.26	HE
	Cluster mean	**3.89**		**HE**

Table 9 shows the mean ratings of all job satisfaction strategies listed ranging from 2.81 to 4.67. This implies that the respondents rated job satisfaction

strategies as retaining technical teachers in technical colleges in the area to a high extent. Therefore, provision of free medical care for technical teachers making technical teacher's salary comparable with those of crude oil workers, approval of technical teachers salary scale, award of school-base projects to teachers and recommendation of distinguished technical teachers for merit award retain technical teachers in technical colleges in South-East Nigeria.

Research Question 10: To what extent do correction of public misconceptions about technical/vocational education retain technical teachers in technical colleges in South-East Nigeria?

Table 10: Respondents Means Ratings and Standard Deviation on the Extent Correction of Public Misconceptions about Technical/Vocational Education Retain Technical Teachers in Technical Colleges.

S/N	Correction of public misconceptions about technical/vocational education strategies.	Mean	SD	Remark
1.	Removal of the dichotomy between university graduates and polytechnic graduates in terms of salary and superiority retain technical teachers in the teaching profession.	3.59	1.08	HE
2.	Disregarding of technical and vocational education for academic misfits or drop-outs retain technical teachers in technical colleges.	3.02	1.06	ME
3.	Approval of automatic scholarship award to every candidate that gains admission to study industrial technical education (B.Tech Ed) retains technical teachers in technical colleges.	3.39	1.01	ME

4. Rewarding of hardworking teachers adequately with national merit award retains technical teachers in technical colleges.	3.32	0.77	ME
5. Provisions of life insurance scheme retains technical teachers in technical colleges.	3.62	1.17	HE
Cluster mean	**3.39**		**ME**

Table 10 shows the mean ratings of correction of public misconception about technical/vocational education strategies listed ranging from 3.02 to 3.62. This means that the respondents rated to a moderate extent correction of misconception strategies as retaining technical teachers in technical colleges. Therefore, it implies that according high regards for technical/vocational education by the public, removal of the dichotomy between university graduates and polytechnic graduates in terms of salary and superiority, disregarding of technical/vocational education as education for academic misfits or dropouts, approval of automatic scholarship award and bursary allowance to every candidate that gains admission to study industrial education (B.Tech Ed), and recommendation of distinguished technical teachers for national merit award retain technical teachers in technical colleges.

Hypothesis 1: Male and Female technical teachers do not differ significantly on the extent incentive strategies attract technical teachers in technical colleges. To

test Hypothesis 1, data were collected and analyzed. They are presented in Table 11.

Table 11: Z-test Summary of the Mean Ratings of Male and Female Respondents on the Extent Incentive Strategies Attract Technical Teachers in Technical Colleges in South-East Nigeria.

Sources of	variation	N	Mean	SD	Sig. level	z-value	DF	p-value	Decision
Gender	Male	405	4.53	0.06	0.05	0.51	446	0.69	Not rejected
	Female	43	4.04	0.19					

In table 11, it was observed that P-value (0.69) is less than 0.05 level of significant at the degree freedom (446). Therefore, the null hypothesis was accepted on the basis of this result. This implies that there is no significant difference in the mean ratings of male and female teachers on the extent incentive strategies attract technical teachers in technical colleges.

Hypothesis 2: Male and Female technical teachers do not differ significantly on the extent staff capacity-building strategies attract technical teachers in technical colleges. To test hypothesis 2 data were collected and analyzed. They are presented in Table 12.

Table 12: Z-test Summary of the Mean Ratings of the Male and Female Respondents on the Extent Staff Capacity-Building Strategies Attract Technical Teachers in Technical Colleges in South-East Nigeria.

Sources of variation	N	Mean	SD	Sig. level	z-value	Df	p-value	Decision
Gender Male	405	4.14	0.05	0.05	0.62	446	0.73	Not rejected

In table 12, it revealed that P-value (0.73) is less than 0.05 level of significance at degree of freedom (446). The null hypothesis was accepted based on the result. This means that no significant difference existed in the mean ratings of male and female respondents on the extent staff capacity-building strategies attract technical teachers in technical colleges.

Hypothesis 3: Male and female technical teachers do not differ significantly on the extent infrastructural facility strategies attract technical teachers in technical colleges. To test hypothesis 3 data were collected and analyzed. They are presented in table 13.

Table 13: Z-test Summary of the Mean Ratings of Male and Female Respondents on the Extent Infrastructural Facility Strategies Attract Technical Teachers in Technical Colleges in South-East Nigeria.

Sources of	variation	N	Mean	SD	Sig. level	Z-value	DF	P-value	Decision
Gender	Male	405	3.92	0.18	0.05	-0.23	446	0.41	Not rejected
	Female	43	4.03	0.44					

Table 13 shows that t P-value (0.41) is less than 0.05 level of significance at degree of freedom (446). The null hypothesis was accepted on the basis of the result. Therefore, no significant difference existed in the mean ratings of the male and female respondents on the extent infrastructural facility strategies attract technical teachers in technical colleges.

Hypothesis 4: Male and female teachers do not differ significantly on the extent job satisfaction strategies attract technical teachers in technical colleges. To test the hypothesis data were collected and analyzed. They are presented in table 14.

Table 14: Z-test Summary of Mean Ratings of Male and Female Respondents on the Extent Job Satisfaction Strategies Attract Technical Teachers in Technical Colleges in South-East Nigeria.

Sources of	variation	N	Mean	SD	Sig. level	Z-value	DF	P-value	Decision
Gender	Male	405	3.70	0.17	0.05	-0.14	446	0.92	Not rejected
	Female	43	4.01	0.84					

Table 14 has shown that P-value (0.92) is less than 0.05 level of significances at degree of freedom (446). Based on the result, the null hypothesis was accepted. This implies that there is no significant difference in the mean rating of the male and female respondents on the extent job satisfaction strategies attract technical teachers in technical colleges.

Hypothesis 5: Male and female teachers do not differ significantly on the extent correction of public misconceptions about technical/vocational education attract technical teachers in technical colleges. To test hypothesis 5, data were collected and analyzed. They are presented in Table 15.

Table 15: Z-test Summary of the Mean Ratings of Male and Female Respondents on the Extent Correction of Public Misconceptions about Technical/Vocational Education Attract Technical Teachers in Technical Colleges in South-East Nigeria.

Sources of	variation	N	Mean	SD	Sig. level	Z-value	DF	P-value	Decision
Gender	Male	405	4.27	0.11	0.05	0.15	446	0.56	Not rejected
	Female	43	4.05	0.66					

In table 15, it was observed that p-value (0.56) is less than 0.05 level of significance at degree of freedom (446). On the basis of the result, the null hypothesis was accepted. Therefore, there is no significant difference in the mean ratings of male and female respondents on the extent correction of public

misconceptions about technical/vocational education attract technical teachers in technical colleges in South-East Nigeria.

Hypothesis 6: Male and female respondents do not differ significant on the extent incentive strategies retain technical teachers in technical colleges. To test hypothesis 6, data were collected, analyzed and presented in the table 16.

Table 16: Z-test Summary of the Mean Ratings of Male and Female Respondents on the Extent Incentive Strategies Retain Technical Teachers in Technical Colleges in South-East Nigeria.

Sources of	variation	N	Mean	SD	Sig. level	Z-value	DF	P-value	Decision
Gender	Male	405	4.90	1.36	0.05	1.98	446	2.46	Not rejected
	Female	43	3.7	1.56					

In table 16, it is observed that P-value (2.46) is less than 0.05 level of significance at degree of freedom (446). The null hypothesis was accepted. This implies that there is no significant differences in the mean ratings of male and female teachers on the extent incentive strategies retain technical teachers in technical colleges in South-East Nigeria.

Hypothesis 7: Male and Female teachers do not differ significantly on the extent staff capacity-building strategies retain technical teachers in technical colleges. To

test hypothesis 7, data were collected and analyzed. They are presented in Table 17.

Table 17: Z-test Summary of the Mean Ratings of Male and Female Respondents on the Extent Staff Capacity-Building Strategies Retain Technical Teachers in Technical Colleges in South-East Nigeria.

Sources of	variation	N	Mean	SD	Sig. level	Z-value	DF	P-value	Decision
Gender	Male	405	2.67	1.15	0.05	1.75	446	1.96	Not rejected
	Female	43	1.24	1.53					

In table 17, it was observed that p-value (1.96) is less than 0.05 level of significance at degree of freedom (446). Based on the result, the null hypothesis was accepted. This means that there is no significant difference in the mean ratings of male and female teachers on the extent staff capacity-building strategies retain technical teachers in technical colleges in South-East Nigeria.

Hypothesis 8: Male and female respondents do no differ significantly on the extent infrastructural facility strategies retain technical teachers in technical colleges. To test hypothesis 8, data were collected and analyzed. They are presented in Table 18.

Table 18: Z-test Summary of the Mean Ratings of Male and Respondents on the Extent Infrastructural Facility Strategies Retain Technical Teachers in Technical Colleges in South-East Nigeria.

Sources of	variation	N	Mean	SD	Sig. level	Z-value	DF	P-value	Decision
Gender	Male	405	0.49	1.15	0.05	0.56	446	1.96	Not rejected
	Female	43	0.25	0.86					

In table 18, it was observed that p-value (1.96) is less than 0.05 level of significance at degree of freedom (446). Based on the result, the null hypothesis is accepted. Therefore, no significant difference existed in the mean ratings of the male and female respondents on the extent infrastructural facility strategies retain technical teachers in technical colleges in South-East Nigeria.

Hypothesis 9: Male and female respondents do no differ significantly on the extent job satisfaction strategies retain technical teachers in technical colleges. To test hypothesis 9, data were collected, analyzed and presented in table 19.

Table 19: Z-test summary of the mean ratings of the male and female respondents on the extent job satisfaction strategies retain technical teachers in technical colleges in South-East Nigeria.

Sources of variation		N	Mean	SD	Sig. level	Z-value	DF	P-value	Decision
Gender	Male	405	3.51	0.82	0.05	0.72	446	0.86	Not rejected
	Female	43	2.81	0.78					

In table 19, it shows that P-value (0.86) is less than (0.05) significance level at degree of freedom (446). Based on the result, the null hypothesis was accepted. This implies that no significant difference existed in the mean ratings of the male and female respondents on the extent job satisfaction strategies retain technical teachers in technical colleges in South-East Nigeria.

Hypothesis 10: Male and female respondents do no differ significantly on the extent correction of public misconceptions about technical/vocational education strategies retain technical teachers in technical colleges. To test hypothesis 10, data were collected, analyzed and presented in table 20.

Table 20: Z-test Summary of the Mean Ratings of Male and Female Respondents on the Extent Correction of Public Misconceptions about Technical/Vocational Education, Strategies Retain Technical Teachers in Technical Colleges in South-East Nigeria.

Sources of	variation	N	Mean	SD	Sig. level	Z-value	DF	P-value	Decision
Gender	Male	405	3.14	1.01	0.05	0.15	446	0.56	Not rejected
	Female	43	3.03	1.03					

Table 20 shows that p-value (0.56) is less than 0.05 level of significance at degree of freedom (446). The null hypothesis was accepted based on the result. Therefore there is no significant difference in the mean ratings of male and female respondents on the extent correction of public misconceptions about technical/vocational education strategies retain technical teachers in technical colleges in South-East Nigeria.

Summary of the Findings

The following are the summary of the findings of the study:

1. Salary increase, regular payment of salaries, payment of hazard/workshop allowances, payment of pension and gratuity to retired teachers and leave allowance attract technical teachers in technical colleges to a very high extent (VHE).
2. Regular sponsorship to workshops, seminars and conferences, award of scholarship, free ICT training and retraining, provision of tools and

machines and introduction of more entrepreneurship subjects attract technical teachers in technical colleges to a high extent (HE).

3. Provision of good staff quarters, modern recreational facilities, regular electricity supply and well equipped offices attract technical teachers in technical colleges to a high extent (HE).
4. Provision of free medi-care, award of school-based projects, to technical teachers, approval of technical teachers salary scale (TTSS) comparable with crude oil workers attract technical teachers in technical colleges in moderate extent (ME).
5. According to high regards for technical/vocational education by the public, removal of the dichotomy between university graduates and polytechnic graduates, correction of public misconceptions about technical/vocational education, automatic scholarship award to every prospective technical education students; and provision of life insurance scheme attract technical teachers in technical colleges to a moderate extent (ME).
6. Salary increase, regular payment of salaries, payment of hazard/workshop allowance, payment of pension and gratuity to retired teachers and leave allowance retain technical teachers in technical colleges to a moderate extent (ME).

7. Regular sponsorship to workshops, seminars, conferences, award of scholarship, free ICT training and retraining, provision of tools and machines and introduction of more entrepreneurship subjects retain technical teachers in technical colleges to a moderate extent (ME).
8. Provision of good staff quarter, modern recreational facilities, regular electricity supply and well equipped offices retain technical teachers in technical colleges to a high extent (HE).
9. Provision of free medi-care, award of school-based projects, approval of technical teachers salary scale (TTSS) comparable with crude oil workers retain technical teachers in technical colleges to a high extent (HE).
10. According high regard to technical education, removal of the dichotomy between university graduates and polytechnic graduates, correction of public misconceptions about technical/vocational education, automatic scholarship award to prospective technical education student and provision of life insurance scheme retain technical teachers in technical colleges to a moderate extent (ME).
11. There is no significant difference in the mean ratings of male and female respondents on the extent incentive strategies attract technical teachers in technical colleges.

12. Male and female respondents did not differ significantly in their mean ratings on the extent staff capacity-building strategies attract technical teachers in technical colleges.
13. There is no significant difference in the mean ratings of male and female respondents on the extent provision of infrastructural facility strategies attract technical teachers in technical colleges.
14. Male and female teachers did no differ significantly in their mean ratings on the extent job satisfaction strategies attract technical teachers in technical colleges.
15. There is no significant difference in the mean ratings of the male and female respondents on the extent correction of public misconceptions about technical/vocational education strategies attract technical teachers in technical colleges.
16. There is no significant difference in the mean ratings of male and female respondents on the extent incentive strategies retain technical teachers in technical colleges.
17. Male and female respondents did no differ significantly in their mean ratings on the extent staff capacity-building strategies retain technical teachers in technical colleges.

18. There is no significant difference in the mean ratings of male and female respondents on the extent provision of infrastructural facility strategies retain technical teachers in technical colleges.
19. Male and female respondents did no differ significantly in their mean ratings on the extent job satisfaction strategies retain technical teachers in technical colleges.
20. There is no significant difference in the mean ratings of the male and female respondents on the extent correction of public misconceptions about technical/vocational education retain technical teachers in technical colleges.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter presents discussion of the study, conclusion, and implications of the findings, recommendations and suggestions for further studies.

Discussion of Findings

Incentive Strategies to Attract Technical Teachers

The findings from Table 1 shows the extent incentive strategies attract technical teachers in technical colleges in South-East, Nigeria. It revealed that salary increase, regular payment of salary, payment of hazard/workshop allowance, regular payment of pension and gratuity and payment of leave allowance attract technical teachers in technical colleges to a very high extent. The clusters mean of the extent incentive strategies attract technical teachers in technical colleges is 4.56 which is rated to a very high extent (VHE). This is in consonance with the opinion of Coggins (2013) who observed that relatively high salaries and allowances might minimize the continuous exodus of technical teachers from the teaching profession.

Furthermore, male and female technical teachers do not differ significantly on their mean ratings on the extent incentive strategies attract technical teachers in technical colleges in South-East, Nigeria. Therefore, the null hypothesis was

accepted since the p-value of 0.69 is less than 0.05 level of significance with degree of freedom of 446. The results of this study regarding the extent incentive strategies attract technical teachers are in line with the findings of Ndimneze (2012), Okonkwo (2012) and Czubaj (2013) who found no difference in the mean ratings of male and female respondents on the motivational strategies that attract technical teachers to teaching profession. Ojiaku (2013) asserted that under normal circumstance individuals choose those occupations which they feel can meet some of their peculiar needs in life. Amadi (2010) remarked that teachers in most states of the federation are in agony crying because of non-payment of their salaries, allowances and other fringe benefits. Presently, in some states in Nigeria, teachers are no longer paid their full salaries while some states owe the teachers' salaries up to six months or more.

Staff Capacity-building strategies to Attract Technical Teachers in Technical colleges in South-East, Nigeria

The findings from Table 2 shows the extent staff capacity-building strategies attract technical teachers in technical colleges in South-East, Nigeria. The result revealed that regular sponsoring of teachers to workshops, seminars and conferences, award of scholarship to technical teachers for higher degrees, free ICT training and retraining, provision of tools and machines for skills acquisition and introduction of more entrepreneurship related subjects attract technical

teachers in technical colleges to a high extent. The cluster mean is 4.28 which was rated to a high extent (HE). This finding is in line with the observation made by Czubaj (2013) who opined that when teachers are adequately motivated, those that are not in the profession will be interested to secure employment in the teaching profession. Those who are already in the profession will remain till the period of retirement.

Table 12 further revealed that z-value (0.62) is less than the p-value (0.73) at 0.05 level of significance with degree of freedom of 446. The null hypothesis was accepted based on the result. There is also no significant difference in the mean ratings of male and female teachers on the extent staff capacity-building strategies attract technical teachers in technical colleges. The findings in respect of the hypothesis agreed with the findings of Ekedebe (2014), Okiridu (2011) and Malachey and Dyke (2013) who in their individual studies discovered that when workers are properly motivated would want to remain in the job for a longer period of time. Okorie (2015) stated that there is need for retaining long serving personnel in every organisation. This is to keep them abreast of the contemporary practices in their areas of specialization. Therefore, technical teachers need to be equipped with current and essential knowledge, skills, attitudes and method of teaching technical/vocational subject through capacity building.

Infrastructural Facility Strategies to Attract Technical Teachers in Technical Colleges in South-East, Nigeria

The finding from Table 3 revealed that provision of good accommodation/staff quarters, provision of ultra modern recreational facilities, supply of regular electricity, provision of good pipe-borne water/water bore-hole and provision of well furnished office attract technical teachers in technical colleges. The mean ratings of all infrastructural facility strategies listed ranging from 3.48 to 4.38. This means that respondents rated infrastructural facility strategies to attract technical teachers in technical colleges in the area to a high extent (HE). The cluster mean is 3.94, Electricity as an aspect of infrastructural facilities is very important that it provides numerous services to our homes, offices and factories/industries like illumination, heat and mechanical power to drive various power driven machines, equipment and tools. The problem of electricity supply in Nigeria has badly affected our institutions of learning including technical colleges. Most of the available machines and equipments used for students training are not used due to either lack of electricity or low voltage. Some industries that use public power supply for their operations have folded up while others have relocated to other West African countries where power supply is regular and steady. Water is next to air. Water is consumed by human being to replenish that was lost through respiration, perspiration and waste excretion (Oke-Ave, 2016).

Water is used for washing of clothes, cooking of foods, keeping our bodies and environment clean. Unfortunately, most schools in the south-East have neither pipe-borne water nor bore-hole that supply them water.

Table 13 showed that z-value (-0.18) is less than p-value of 0.41 at 0.05 level of significance. The null hypothesis was accepted on the basis of the result. Therefore, no significant difference existed in the mean ratings of the male and female respondents on the extent infrastructural facility strategies attract technical teachers in technical colleges. The findings are in line with that of Tafida, Clement and Ratham (2015), Okonkwo (2013) and Ndimneze (2013) who agreed that good accommodation should be provided for qualified technical teachers in the college compound with special allowances.

Job Satisfaction Strategies to Attract Technical Teachers in Technical Colleges in South-East, Nigeria

Table 4 In respect of the research question shows the mean ratings of all job satisfaction strategies which ranged from 2.81 to 4.68 with the cluster mean of 3.73. The findings revealed that provision of free medi-care, enhancing the salaries of technical teachers to the at par with these of crude oil workers, approval of technical teachers salary scale (TTSS), award of school-base projects to technical teachers and recommendation of distinguished technical teachers for national merit

award attract them to the teaching profession. The respondents rated the job satisfaction strategies in the area of high extent (HE).

Agu (2014) observed that good working conditions bring about workers satisfaction on the job which consequently minimizes labour turnover in an organization. Job satisfaction is the total expected value, which individual anticipate achieving in order to be happy and remain committed to perform effectively on their jobs. If an individual worker gets what he expected, it means that there is no discrepancy between the desired and the actual conditions, hence the person is likely to be satisfied.

Table 14 in respect of the hypothesis revealed z-value of 1.42 which is less than P-value of 0.92 at 0.05 level of significance with degree of freedom of 446. Based on the result, the null hypothesis was accepted. This implied that there is no significant difference in the mean ratings of the male and female respondents on the extent job satisfaction strategies attract technical teachers in technical colleges. This finding is in consonance with the findings of Ekedebe (2013) Okonkwo (2013) and Ndimneze (2012) who did not found significant differences in the mean ratings of the male and female respondents on the job satisfaction motivational strategies that attract technical teachers into the teaching profession.

Correction of Public Misconceptions about Technical Education Strategies to Attract Technical Teachers in Technical Colleges in South-East, Nigeria

Table 5 shows the mean ratings of all corrections of about public misconceptions about technical/vocational education strategies listed ranging from 3.50 to 4.67. The findings revealed that according high regards to technical and vocational education by the society, removal of the dichotomy between university graduates and polytechnic graduates in terms of salaries and superiority in office, disregarding technical and vocational education as education for academic misfits or academic dropouts, approval of automatic scholarship award and bursary allowance for every candidate that offers to read technical education as a discipline in the higher institution, and appointment of technical teachers to technical college to a high extent.

There is no significant difference on the mean ratings of male and female respondents on the extent correction of public misconceptions about technical education attract technical teachers in technical colleges in South-East, Nigeria. The finding further revealed z-value of 0.15 which is less than p-value of 0.56 at 0.05 levels of significance and degree of freedom of 446. Based on the result, the null hypothesis was accepted. The findings revealed that there is the necessity for the misconceptions about technical education to be corrected. This finding seems to be in disparity with the writing of Nnama (2014) who wrote that

technical/vocational education is an education designed for people that are mentally retarded or people with poor cognitive abilities but can do well in psychomotor skills. The results of many research works have revealed that technical education graduates are likely to secure employment and earn more money than their non-technical education graduates (Cosmas, 2012). There are strong evidences that generic technical skills and occupation specific skills provided by technical education increases workers productivity, skill transfer, job access and job stability when technical graduates find their training related jobs (Opurum & Christopher, 2012). It is now a necessity if the industrial growth and economic development of the nation is to be accelerated.

Incentive Strategies to Retain Technical Teachers in Technical Colleges in South-East, Nigeria

The findings from research question 6 revealed that salary increase, regular payment of salaries, payment of hazard/workshop allowance, prompt payment of pension and gratuity to retired technical teachers retain them in technical colleges in South-East, Nigeria. The respondents rated incentive strategies for retaining technical teachers in the area to a moderate extent (ME). The findings further revealed that there is no significant difference in the mean ratings of the male and female teachers on the extent incentive strategies retain technical teachers in technical colleges in South-East, Nigeria. The z-value of 1.98 was obtained which

is less than P-value of 2.46 at 0.05 level of significance and degree of freedom of 446. Based on the findings, the null hypothesis was accepted. Loeb, Roue and Shorris (2007) observed that low expected earnings in teaching relative to earnings in other professions can deter people from pursing a teaching license and thereby affect the supply of new teachers. People are more likely to enter teaching when starting teachers' salaries are high relative to salaries in other occupations (LADD, 2007). Nwankwo (2014) asserted that a teacher's decision to enter and remain in teaching depends not only on his initial salary but also on the expected growth in the salary over time. One way to improve teachers retention is to increase salaries either by uniform increases for all teachers or by targeted salary increases or bonuses. Employee retention strategies go a long way in motivating workers so that they stick to the profession or organization for a maximum time and contribute effectively.

Staff Capacity-Building Strategies to Retain Technical Teachers in Technical Colleges in South-East, Nigeria

The findings from research question 7 as it regards staff capacity-building strategies that retain technical teachers in the teaching profession revealed that regular sponsorship to workshops, seminars and conferences, award of scholarships for high degrees, free ICT training and retraining of teachers, provision of tools and machines and introduction of more entrepreneurship related

subjects retain technical teachers in colleges at a moderate extent (ME) with a cluster mean of 3.16. Table 17 on test of hypothesis revealed that the z-value obtained was 1.75 less than the p-value of 1.96 at 0.05 level of significance with the degree of freedom of 446. The null hypothesis was not rejected based on the result. There is also no significant difference on the mean ratings of male and female respondents on the extent staff capacity-building strategies retain technical teachers in technical colleges. Capacity-building according to Ann (2014) is the process of developing and strengthening the skills, instinct abilities, processes and resources that workers need for them to survive, adapt and thrive in the fast changing world of work. In the view of Ukonze (2010), capacity-building involves improving the capacities of teachers in imparting appropriate knowledge, skills and attitude to the learners in order to achieve the set goals and objectives of technical colleges in Nigeria. Capacity-building is a process by which aptitudes, skills and abilities of employees to perform specific jobs are increased (Ikpe, 2014). The primary purpose for staff capacity-building is to achieve a positive change in behaviour of the workers in the performance of their assigned duties. Training equips the employees with new technical knowledge, skills, problem solving capabilities as well as new attitude and values required for effective performance of their duties. Capacity-building for teachers means training and retraining programmes organized to improve and update the knowledge and skills of teaching

and learning processes. However, the findings of this study regarding staff capacity-building strategies are in consonance with the findings of Ekedebe (2012) and Okonkwo (2014) who agreed that the staff capacity-building strategies retain teachers in the teaching profession.

Infrastructural Facility Strategies to Retain Technical Teachers in Technical Colleges in South-East, Nigeria

The result in table 8 revealed the mean ratings of all the infrastructural facility strategies listed ranging from 2.81 to 4.68 with a cluster mean of 3.80. This means that the respondents rated infrastructural facility strategies to retain technical teachers in technical colleges in the area to a high extent (HE). The findings have shown that provision of good staff quarters, provision of ultra modern recreational facilities, supply of regular and steady electricity, provision of good pipe-borne water/bore-hole water, and provision of well equipped offices retain technical teachers in technical colleges. Table 18 on test of hypothesis revealed z-value of 0.56 which is less than P-value of 1.96 at 0.05 level of significance with 446 as the degree of freedom. Based on the result, the null hypothesis was accepted. There is no significant difference between the mean ratings of the male and female respondents on the extent infrastructural facility strategies retain technical teachers in technical colleges in South-East Nigeria. This finding is in line with result of the study carried out by Okonkwo (2012) who

asserted that technical teachers are retained in service by promoting them every three years, providing accident insurance cover scheme, payment of hazard allowances and the provision of internet facilities in schools. Furthermore, in supporting the findings of the present study Tafida, Clement and Raihan (2015) observed that some of strategies for retaining highly qualified and experienced technical teachers is that only experienced technical teachers be appointed as technical education administrators in the Ministry of Education, provide accommodation to qualified technical teachers within the college compound and provide qualified technical teachers with special allowances among others.

Job Satisfaction Strategies to Retain Technical Teachers in Technical Colleges in South-East, Nigeria

Findings from research question 9 revealed that provision of free medi-care, payment of salaries comparable with those of crude oil workers, approval of technical teachers salary scale, award of school-base projections to teachers and recommendation of distinguished technical teachers for merit award retain technical teachers in technical colleges in South-East, Nigeria to high extent. The mean ratings of all job satisfaction strategies listed ranging from 2.81 to 4.67 with a cluster mean of 3.89. Table 19 revealed that z-value of 0.72 less than the P-value of 0.86 at 0.05 level of significance with degree freedom of 446. Based on the findings, the null hypothesis was accepted. This implies that there is no significant

difference in the mean ratings of the male and female respondents on the extent job satisfaction strategies retain technical teachers in technical colleges in South-East, Nigeria. The findings are in line with the result of a study carried out by Ugo (2014), Ndiokwere (2013) and Ekuma (2011) that reward an individual receives for performing certain tasks in an organisation, plays an important role in determining the individual's job satisfaction. This is because pay or salary is instrumental in fulfilling so many of the individual's needs. For instance, we use money to obtain food, shelter and clothing. It also provides the means to enjoy valued leisure interests outside our normal work. Contrary to the findings of the present study studied by Egbezor (2015) showed that money is not a determinant of occupational satisfaction and that occupational satisfaction among secondary school teachers in the Rivers State was largely provided by the opportunities available for further academic pursuit. Dissatisfaction, on the other hand, was generated largely by indiscipline among students, irregular payment of salaries and poor accommodation for teachers. These findings to a great extent are in line with the Two-Factor Theory.

Correction of Public Misconceptions about Technical Education Strategies to Retain Technical Teachers in South-East, Nigeria

The result of the study from research question 10 revealed that the mean ratings of the corrections of the public misconceptions about technical education

strategies listed ranging from 3.02 to 3.62 with a cluster mean of 3.39. According high regard to technical education by the public, removal of the dichotomy between university graduates and polytechnic graduates in terms of salaries and superiority in office, disregarding technical education as education for academic misfits or dropouts, approval of automatic scholarship award and bursary allowance to every candidate that gains admission to study industrial technical education and recommendation of distinguished technical teachers for national merit award retain technical teachers in technical colleges to a moderate extent (ME). The finding is in consonance with study carried out by Akpan (2012) who posited that the perceived importance of technical education by most Nigerians is still distorted. There is serious misconceptions held by a good number of Nigerians, especially some eminent education will make the nation's quest for technology a "mirage", they see technical education as cost intensive, education synonymous with special education. They erroneously concluded that technical education is education for the drop-outs and never-do-well students. It is disheartening to note that Nigeria has imbibed that colonial idea, by not giving technical education its proper place but negatively seen technical education as expensive. This misconceptions among parents, guidances, students need to be corrected hence, technical education if properly embraced by technicians, craftsmen, technologists, managers, administrators of this nation, Nigeria will

experience a breakthrough technologically (Usoro & Usoro 2010). A focus on career preparation, knowledge and skill that are relevant for the job market; the possibility of challenging careers, good-paying jobs, favourable attitudes towards the foundation elements of technical education may represent a new trend for the new millennium. The general opinion expressed by majority of Nigerians today is the urgent need for an educational system capable of supplying skilled manpower, a necessity if the industrial growth of the country is to accelerate the pace of its economic development West (2010) was of the view that if we must make rapid economic progress and catch up with the more advanced nations of the world, we must concentrate on certain specific fields. These fields include agriculture, science and technical education. Serious effort to achieve industrialization may help to alleviate the problem of unemployment, but the shortage of trained and qualified technical teachers will hamper development.

Conclusion

It is well known fact that the success of any educational programme is dependent on the availability of adequate number of qualified and experience teachers. The non availability of adequate number of technical teachers in technical colleges in South – East Nigeria appears to have contributed to the declaiming in the academic performances among students. it has equally affected the

accreditation of course/ subjects offered in technical colleges in South – East, Nigeria.

This Prompted the need for determining the extent motivational strategies attract and retain technical teachers in technical colleges.

It was therefore concluded that salary increase, regular payment of salaries, payment of hazard/workshop allowance, payment of pension and gratuity among others attract technical teachers to a high extent.

There were no significant differences in the mean ratings of the male and female technical teachers on the extent incentive, staff capacity – building, infrastructural facility, job satisfaction and correction of the public misconceptions about technical education attract technical teachers in technical colleges. it was also observed that salary increase, regular payment of salaries, payment of pension and gratuity to retired teachers, regular sponsorship to seminar, workshops and conferences, award of scholarship to technical teachers for higher degrees, among others retain technical teachers in technical colleges in South – East, Nigeria.

Implication of the Findings

The findings of this research work have some implications for the Ministry of Education, Education Administrators, the National Board for Technical Education (NBTE) and to all that have the responsibility of recruiting and employing technical teachers. The implication of the result of this study is that if technical teachers are adequately motivated, they will be interested to take up appointment in the teaching profession and remain there till the period of retirement from service.

The findings of this study also have far reaching implications in youth employment and the economy of the country. When adequate number of qualified technical teachers is available in technical colleges, the students will be taught and acquire the needed skills that can enable them become self-reliant, employers of labour and improve in their academic performances. The problem of youth's unemployment which often results in restiveness and other vices will be minimized. When many youths become self-employed or employers of labour, it will bring about development and promotion of the economy of the country. The government, education administrators and managers will become aware of the strategies they can use to attract and retain technical teachers in the teaching profession thereby minimizing the exodus of the teachers to other sectors or jobs for greener pastures.

Finally, when technical teachers are adequately motivated, they will help to convince parents who in the past have neglected or seen technical education as education for dropouts or people with poor cognitive skills. More students will be interested to seek admission into the technical education programmes which can qualify them as professional teachers.

Recommendations

1. Federal and state governments should adopt and implement the motivational strategies found in this study that attract and retain technical teachers to a very high extent and high extent.
2. Both federal and state governments should encourage universities and polytechnics to establish technical teachers' education programmes. This will bring about the production of more qualified technical teachers to teach in technical institutions.
3. The National Board for Technical Education, Teachers of Technology Association of Nigeria and other relevant bodies together with the government should make laws that will make it impossible for non technical teachers to teach in technical colleges, especially the technical subjects.
4. Provision of adequate fund should be made by the government in the annual budget of the country for technical education for the effective implementation of policies and programmes.

5. Owners and managers of industrials and other business men and women should be made to pay special tax which will be channeled to technical education since government alone cannot effectively fund education in Nigeria.

Suggestions for Further Studies

The following suggestions have been made for further studies:

1. Administrative and instructional strategies for increasing enrolment and retention of female students in technical education programmes.
2. In-adequate motivation of technical teachers: Implications for technical education in South-East Nigeria.
3. Availability of adequate number of technical teachers as correlate of students' performance in public examinations.
4. The present study could be carried out in another geo-political zone in Nigeria.

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APPENDIX A

Department of Technology and Vocational Education,
Faculty of Education,
Nnamdi Azikiwe University, Awka.

Dear Sir/Madam,

Request for Validation of Instrument

As a test and measurement expert, you are requested to please, critically examine the attached instrument to find out whether:

1. It measures what it sets out measure.
2. The language is appropriate.
3. The construct will enable it achieve the desired objective.

If the instrument satisfies the purpose for which it is intended, please endorse its use for the study; if not, state where adjustment(s) to be made either by restructuring the item or removing the item from the list. You are also specially requested to delete, add item from the list. You are also specially requested to delete, add items as appropriate and to make general comments and suggestions for improving the instrument towards achieving the objectives of the study.

Attached are the instrument, purpose of the study, research questions and research hypotheses.

Thanks in anticipation for your cooperation.

Yours sincerely,

Arirnonu, Maxwell. O.

Researcher

2013197012F

Validator's Name:
Validator's Signature:

Comments:

……
…… …
……

APPENDIX B

The population distribution by schools

Name of school	**No. of Technical Teachers.**
Boy's Technical College Aba	25
Ohafia Technical College, Ania Ohafia	19
Federal Science Technical College, Ohanso	27
Girls Technical College, Ogbor Hill Aba	17
Government Technical College, Nkpor	20
Government Technical College, Otamali	23
Government Technical College Ihiala	20
Government Technical College, Umilleri	23
Government Technical College, Umurize	22
Government Technical College Umuchu	21
Government Technical College, Utu	24
Federal Science Technical College Awka	27
Ehugbo Technical College, Afikpo	25
Government Technical College, Abakaliki	23
Folk Technical College, Ikwo	19
Government Technical College Akpugoeze	24
Government Technical College, Enugu	29
Government Technical College Nsukka	24
Government Technical College, Ahiara Mbaise	15
Government Technical College, Okporo Orlu	15
Government Technical College, Osu Mbano	14
Government Technical College, Owerri	16
Total	472

Source: From the various school Nominal roll

APPENDIX C

Department of Vocational Education,
Nnamdi Azikiwe University,
Awka,

Letter of Transmittal

Dear Respondent.

Your institution has been selected as one of the sampled institutions in a study tagged "Extent Motivational strategies Attract and Retain Technical Teachers in Technical Colleges in South-East, Nigeria". You are please requested to respond according to all items listed on the questionnaire. Your responses will be kept in strict confidence and used for research purpose only.

Thank you.

Yours sincerely,

Arimonu, Maxwell. O.
Researcher.

APPENDIX D

STRATEGIES FOR ATTRACTING AND RETAINING TECHNICAL TEACHERS QUESTIONNAIRE (SARTTQ)

Instruction: Please tick (√) in the option for items below as they apply to you.

Please tick (√) in the appropriate columns for all items in parts 1 to 5 using the following keys.

Response codes	**Keys**
VHE	Very High Extent
H.E	High Extent
M.E	Moderate Extent
L.E	Low Extent
VLE	Very Low Extent

SECTION A

A1: Extent Incentive Strategies Attract Technical Teachers in Technical Colleges.

S/N	Items	VHE 5	HE 4	ME 3	LE 2	VLE 1
	To what extent does the following incentive strategies attract technical teachers?					
1.	Salary increase from low amount to higher amount.					
2.	Regular payment of salary.					
3.	Payment of hazard/ workshop allowance.					
4	Regular payment of pension and gratuity to retired teachers.					
5.	Payment of leave allowance.					
6.	Granting of study leave with pay.					
7.	Provision of good conditions of service such as regular staff promotion.					

A2: Extent Staff Capacity-building Strategies Attract Technical Teachers in Technical Colleges.

S/N	Items	VHE 5	HE 4	ME 3	LE 2	VLE 1
	To what extent does the following staff capacity-building strategies attract technical teacher?					
8.	Regular sponsoring of staff to workshops, seminars and conferences.					
9.	Award of scholarship to technical teachers for higher degrees.					
10.	Free ICT training and retraining.					
11.	Provision of tools and machines for practical work training.					

A3: Extent Infrastructural Facilities Attract Technical Teachers in Technical Colleges.

S/N	Items	VHE 5	HE 4	ME 3	LE 2	VLE 1
	To what extent does the following infrastructural facility strategies attract technical teachers?					
12.	Provision of good staff quarters.					
13.	Provision of ultra modern recreational facilities.					
14.	Provision of regular electricity supply.					
15.	Provision of pipe-borne water/bore-hole.					
16.	Provision of well equipped offices.					

A4: Extent Job Satisfaction Strategies Attract Technical Teachers in Technical Colleges.

S/N	Items	VHE 5	HE 4	ME 3	LE 2	VLE 1
	To what extent does following job satisfaction strategies attract technical teachers?					
17.	Provision of free medical care.					
18.	Making technical teacher's wages equal to that of oil company workers.					
19.	Approval of technical teachers salary scale (TTSS).					
20.	Award of school-based projects to technical teachers.					
21.	Recommendation of distinguished technical teachers.					

A5: Extent Correction of the Misconceptions about Technical Education Attract Technical Teachers in Technical Colleges.

S/N	Items	VHE 5	HE 4	ME 3	LE 2	VLE 1
	To what extent does the following correction of public misconceptions about technical education attract technical teachers?					
22.	According high regard to technical education by the society.					
23.	Removal of the dichotomy between University graduates and polytechnic graduates in terms of salary and superiority.					
24.	Correction of the misconception about technical education as education for the academic misfits or drop-outs.					
25.	Appointment of only core technical teachers as principals of technical colleges.					

SECTION B

B1: Extent Incentive Strategies Retain Technical Teachers in Technical colleges.

S/N	Items	VHE 5	HE 4	ME 3	LE 2	VLE 1
	To what extent does the following incentive strategies retain technical teachers?					
26.	Salary increase from low amount to high amount.					
27.	Regular payment of salary.					
28.	Payment of hazard/ workshop allowance.					
29.	Regular payment of pension and gratuity to retired teachers.					
30.	Payment of leave allowance.					
31.	Granting of study leave with pay.					
32.	Provision of good conditions of service such as regular staff promotion.					

B2: Extent Staff Capacity-Building Strategies Retain Technical Teachers in Technical Colleges.

S/N	Items	VHE 5	HE 4	ME 3	LE 2	VLE 1
	To what extent does the following staff capacity-building strategies retain technical teachers?					
33.	Regular sponsoring of staff to workshops, seminars and conferences.					
34.	Award of scholarship to technical teachers for higher degrees.					
35.	Free ICT training and retraining..					
36.	Provision of tools and machines for practical work training.					

B3: Extent Infrastructural Facility Strategies Retain Technical Teachers in Technical Colleges.

S/N	Items	VHE 5	HE 4	ME 3	LE 2	VLE 1
	To what extent does the following infrastructural facility strategies retain technical teachers?					
37.	Provision of good staff quarters.					
38.	Provision of ultra modern recreational facilities.					
39.	Provision of regular electricity supply.					
40.	Provision of pipe-borne water/bore-hole.					
41.	Provision of well equipped offices.					

B4: Extent Job Satisfaction Strategies Retain Technical Teachers in Technical College.

S/N	Items	VHE 5	HE 4	ME 3	LE 2	VLE 1
	To what extent does the following job satisfaction strategies retain technical teachers?					
42.	Provision of free medical care.					
43.	Making technical teacher's wages equal to that of oil company workers.					
44.	Approval of technical teachers salary scale (TTSS).					
45.	Award of school-based projects to technical teachers .					
46.	Recommendation of distinguished technical teachers for national merit award.					

B5: Extent Correction of the Misconceptions about Technical Education Retain Technical Teachers in Technical Colleges

S/N	Items	VHE 5	HE 4	ME 3	LE 2	VLE 1
	To what extent doest the following correction of public misconceptions about technical education retain technical teachers?					
47.	According high regard for technical education by the society.					
48.	Removal of the dichotomy between university graduates and polytechnic graduates in terms of salary and superiority.					
49.	Correction of the misconception about technical education as education for the academic misfits or drop-outs.					
50.	Appointment of only core technical teachers as principals of technical colleges.					

APPENDIX E

Reliability Index of the Instrument

S/N	**X**	**X^2**
1	75	5625
2.	69	4761
3.	67	4489
4.	82	6724
5.	77	5929
6.	61	3721
7.	70	4900
8.	88	7744
9.	61	3721
10.	73	5329
11.	67	4489
12.	72	5184
13.	65	4225
14.	82	6724
15.	63	3969
16.	67	4489
17.	78	6084
18.	81	6561
19.	67	4489
20.	66	4356
21.	71	5041
22.	72	5184
23.	81	6561
24.	65	4225
	$\Sigma X = 1801$	$\Sigma X^2 = 131085$

R = 0.73

APPENDIX F

Purpose of the Study

The main purpose of this research work is to determine the extent motivational strategies attract and retain technical teachers in technical colleges in South-East specifically, the study will determine the:

1. Extent incentive strategies attract technical teachers in technical colleges
2. Extent staff capacity-building strategies attract technical teachers in technical colleges.
3. Extent infrastructural facility strategies attract technical teachers in technical colleges.
4. Extent job satisfaction strategies attract technical teachers in technical colleges.
5. Extent correction of public misconceptions about Technical education attract technical teachers.
6. Extent incentive strategies retain technical teachers in technical colleges
7. Extent staff capacity-building strategies retain technical teachers in technical colleges.
8. Extent infrastructural facility strategies retain technical teachers in technical colleges.
9. Extent job satisfaction strategies retain technical teachers in technical colleges.
10. Extent correction of public misconceptions about Technical education retain technical teachers

APPENDIX G

Research Questions

The following research questions guided this study:

1. To what extent do incentive strategies attract technical teachers in technical colleges.

2. To what extent do staff capacity-building strategies attract technical teachers in technical colleges.

3. To what extent do infrastructural facility strategies attract technical teachers in technical colleges.

4. To what extent do job satisfaction strategies attract technical teachers in technical colleges.

5. To what extent correction of public misconceptions strategies about technical education attract technical teachers in technical colleges.

6. To what extent do incentive strategies retain technical teachers in technical colleges.

7. To what extent do staff capacity-building strategies retain technical teachers in technical colleges.

8. To what extent do infrastructural facility strategies retain technical teachers in technical colleges.
9. To what extent do job satisfaction strategies attract technical teachers in technical colleges.

10. To what extent correction of public misconceptions strategies about technical education retain technical teachers in technical colleges.