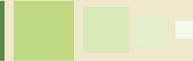




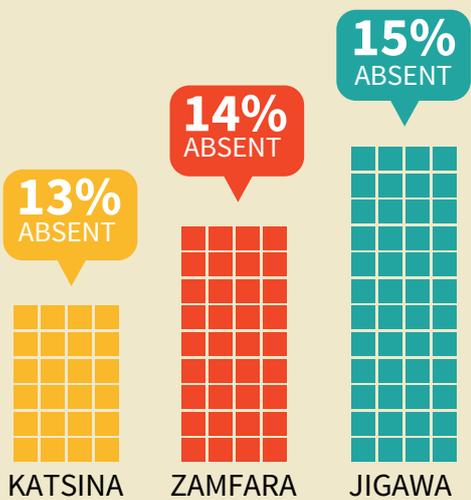
This policy brief addresses one of three main teacher policy challenges- teacher numbers, teacher competency and teacher management. It is based on a synthesis of evidence on major issues facing teachers in Nigeria's basic education sector, drawn from studies carried out by EDOREN (Education Data, Research and Evaluation in Nigeria) in the last two years.

IMPROVING TEACHER MANAGEMENT



The challenges in teacher management in Nigeria are well documented. There are problems of teacher absenteeism, low motivation and poor performance. Yet, these problems also reflect poor teacher management, through inadequate support for teachers, irregular pay and opaque promotion practices.

TEACHER ABSENTEEISM AND INSTRUCTIONAL TIME



Teacher absenteeism is a significant concern in Nigeria, and varies across states. For instance, from a sample of teachers surveyed under the 'Teacher Development Programme' in Jigawa, Zamfara and Katsina State, an average of 14% of teachers were absent, with slightly lower rates in Katsina (13%) than in Zamfara (14%) and Jigawa (15%) (De and Petterson, 2015). Teachers must be present in the school and classroom, and teach for the intended duration of time for learning to take place. Even when teachers are present in school, classroom absence in many cases accounts for larger losses in instructional time.

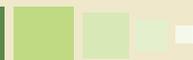
TEACHER DISCIPLINE



Formal disciplinary procedures exist but the process is ad hoc and persistent offences are inadequately addressed. Head teachers are responsible for enforcing discipline in the school in the first instance, and further issues are then escalated to the LGA for action, which could take the form of an official warning, suspension without pay, transfers or in extreme cases, dismissal. However, in practice, head teachers have limited authority to enforce discipline as the process is subject to political interference.

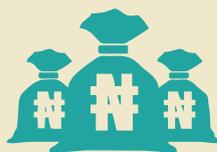
RECOMMENDATION: Empowering communities (through SBMCs) to provide an effective teacher oversight role and reduce absenteeism.

TEACHER MOTIVATION



16.3%

of primary school teachers are not satisfied with their job. (UBE, 2012)



Low salaries are teachers' main motivational concern, but are relatively high in states that have adopted the special teacher salary scale (Bennell et al, 2014).



Many teachers feel undervalued in relation to public and private employees, especially in urban areas where costs are higher.



There is considerable variation in remuneration across states, but states which adopt the FME- proposed Teacher Salary Scale (TSS) have higher salaries than others. However, teachers in Kaduna and Katsina state report that this is insufficient, and that states may go several years without paying these allowances (Ahmed et al, 2015). According to one Katsina teacher “most teachers have small businesses of their own because their salary is not enough and sometimes they don't do their work well because of that”.



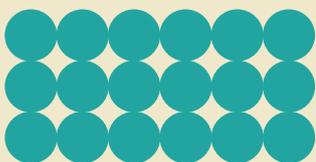
Salary payments are often delayed, and teachers are not aware of salary details and deductions. Teachers are demotivated by late salary payments, and unexplained or inconsistent deductions due to teachers not receiving a payslip.



Career advancement opportunities are limited, subject to long delays and non-transparent. Promotions are based on academic qualifications and years of experience, rather than performance, and distorted by political interference. As such “both good and bad teachers get promoted together, which many teachers find very demoralising”. When teachers are promoted, they may not receive the linked payment increases for many years. Hence, many teachers “remained on the same salary grade level and have not been promoted”.



9.6%
of teachers surveyed have remained on the same salary grade level for over 10 years. According to the Federal Ministry of Education (2005)



5.9%
of teachers surveyed have remained on the same salary grade and have not been promoted for 7-9 years. According to the Federal Ministry of Education (2005)

RECOMMENDATIONS

1

TEACHER SALARY SCALES

Increased, regular and transparent salary payments can be achieved through adherence to the Teacher Salary Scales and prioritisation of teacher salary expenditures by all states, use of payment systems, and providing teachers with payslips which provide details of salaries, allowances and any deductions.

2

TEACHER COMPETENCE

Improving teacher competence can also improve motivation and performance, through in-service training and mentoring, and rewarding and encouraging professionalism.

3

PROMOTIONS

Promotions should be linked to performance and solely merit based. with a role in performance management for head teachers and SBMCs