



**UNIVERSITY OF THE GAMBIA,
THE GAMBIA**

**GAMBIA JOURNAL OF
EDUCATIONAL
RESEARCH (GAMJER)**

ISSN: 2806-4879

**A JOURNAL OF SCHOOL
OF EDUCATION,**

Vol. 1

JUNE 2022

Olusabla F.K.

AMBIA JOURNAL OF EDUCATIONAL RESEARCH (GAMJER)

Vol. 1. June 2022

Aims

The Gambia Journal of Educational Research (GAMJER) is a multi-disciplinary Journal published by the School of Education, University of The Gambia, Gambia. It is a Journal for cutting - edge multi-disciplinary research that publishes original and quality plagiarism-free manuscripts. It aims at improving the quality of educational practice internationally and specifically in The Gambia. This is to improve global educational practice and policy development as well as disseminating ideas arising from global educational research findings.

Publication Details

The Gambia Journal of Educational Research (GAMJER) is published bi-annually with two issues in a year. Each shall have both print and online versions. Both local and overseas submission of manuscripts shall be made through the Journal e-mail (gamjer@utg.edu.gm). Articles for consideration must be typed in Microsoft Word Document. The length of the paper must not be more than 7000 words with referencing. Double line spacing on a font type of Times New Roman, 12 point-size with normal border margin of one inch all round. Abstract should be limited to 300 words while the articles would be subjected to double-blinded rigorous peer review by erudite scholars from different universities. Articles shall be accepted from different areas of educational research in form of empirical, position and policy review papers.

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POLICY BRIEF ON RETENTION AND ATTRITION OF TEACHERS IN THE URBAN GAMBIA

The underlying causes of teacher attrition and retention have spread throughout the world, which has had a negative impact on The Gambia's efforts to provide students with a high-quality education and learner performance in recent years. This alarming trend of preferring certain professions to others in the Gambia is increasing annually, and this is really affecting the social and academic outcomes of the citizens in The Gambia. In 2013/2014, a Research Grant Project by Paul Gomez confirmed that teacher's retention in The Gambia schools created an imbalance in the academic system in the country.

In view of contemporary societal and educational concerns to equate excellence response in the teaching sector, the knowledge gap surrounding the reasons why teachers are leaving the classroom and joining other institutions is very concerning. Many teachers in The Gambia continue to leave the profession in search of work in fields they believe will offer them a better salary, prestige, and favorable working conditions. Losing knowledgeable and skilled educators from our schools would have an impact on student performance as well as the future of teaching as a profession. In effect, it led to a greater reliance on substitute instructors, who typically have less training and credentials than a fully qualified teacher.

According to Mr. Gomez's report on teacher retention and attrition in The Gambia, many teachers are compelled to abandon the teaching profession due to poor remuneration and loss of status and prestige, among others. However, one major issue among the many factors is "the meager salary and low allowances" at a level more competitive with those of other jobs. In recent years, the highest incidence and most scourge situation squatting in the teaching profession in the Gambia has been the occurrence of teachers leaving the profession.

This is hugely confronted with the less attention given to teaching as a profession by stakeholders. Teacher retention and attrition as problems are not a new phenomenon in the Gambia, and this has reached a censorious point, making many teachers run away from the noble profession. In order to produce better students and citizens in a nation that would promote development, the current issue needs urgent attention.

A research was carried out to investigate the underlying causes of the poor retention and attrition rates of graduate teachers in the Gambian secondary schools. The research investigated the factors that contribute to less retention and attrition of secondary school graduate instructors in the urban region of The Gambia and determined the level of attrition of secondary school graduate instructors in the urban region of The Gambia. It was discovered that the major factors that contributed to the non-retention of teachers in The Gambia are poor remuneration, lack of motivation, pursuit of further studies and the desire to get better pay somewhere else. The level of attrition among the secondary school graduate teachers in the urban Region of The Gambia between 2018 and 2021 was very high as highest percentage of the graduate teachers left the school to get better pay somewhere else, while some left to further their studies through grants and awards.

Based on the research findings it would be recommended that The Gambian Government and all stakeholders in the educational system should review remuneration of teachers in order to promote and improve teaching as a profession, there should be provision of special packages and meaningful allowances that will support teachers in achieving basic necessities of life like people in other professions and recruitment of more qualified teachers in the Gambian schools is very essential as it will increase the number of teachers who will be willing to remain in the schools.

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INFLUENCE OF GENDER AND SCHOOL TYPE ON DRUG ABUSE BEHAVIOUR AMONG MIDDLE BASIC PUPILS IN ILORIN WEST, KWARA STATE

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Abstract

Drug abuse has been a concern for researchers due to its harmful effect, and a lot of factors have been attributed as a cause to it. Against this background, this study investigated the influence of gender and school type on drug abuse behaviour among middle basic pupils in Ilorin west, Kwara state. Descriptive survey research design was adopted in the study. The population for the study comprised all the public and private primary schools in Ilorin west, while the target population of the study consisted of all the basic 4-6 public and private primary school pupils in Ilorin west. Simple random sampling technique was employed to select 200 pupils from the target population as the respondents of the study. A researcher-designed questionnaire was used for data collection. The data gathered were analysed using frequency, percentage, mean, independent t-test. Findings of the study revealed that the level of middle basic pupils' involvement in drug abuse is low, there is no significant difference in the level of drug abuse behaviour among middle basic pupils based on gender and school type. Recommendations were raised based on the findings of the study that parents should be very watchful of what they do in the presence of their children; school management should ensure adequate sensitization of the pupils regarding the danger associated with drug abuse; and government should ensure that the school environment is not a such that nurtures bad behaviour.

Keywords: Gender, School Type, Drug Abuse Behaviour,

Introduction

A drug is defined as any natural or artificial drug, other than food that by its chemical or physical nature alters structures or functions in the living organization (Dorwick and Maline, 2007). It is also defined according to their use; in pharmacology, as a chemical drug used in the treatment, cure, prevention, or diagnosis of disease or used to otherwise enhance physical or mental well-being. Psychoactive drugs are chemical drugs that affect the function of the nervous system, altering perception, mood or consciousness. Recreational drugs are drugs that are not used for medicinal purposes, but are instead used for pleasure. These include alcohol, nicotine and caffeine, as well as other drugs such as opiates and amphetamines. Drugs are also used as food supplements like vitamin and we necessarily benefit from drugs in terms of ill health, though prescribed by doctors (Elizabeth, & Martin, 2007). On the contrary, drugs are harmful and fatal if they are used wrongly. Drug abuse are used interchangeably by people, however, drug refers to medicine prescribed by doctor, while drugs abuse may include chemicals other than drugs e.g gasoline, glue among others.