



Factors Influencing Teachers Attrition in Public Secondary Schools in North Senatorial District of Ondo State, Nigeria

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Abstract

The study investigated the factors influencing teachers attrition in Public Secondary Schools in North Senatorial District of Ondo State, Nigeria. It adopted descriptive-survey design. One question and two hypotheses were raised and formulated respectively, to guide the study. All the 91 Public Secondary Schools in the Senatorial District constituted the main population while the government appointed and full time teachers in the schools were targets. Stratified and simple-random sampling techniques were adopted, to select 12 schools and 120 teachers for the study. A self-developed questionnaire, validated and tested for reliability, was used to collect data, which were analysed using frequency count, mean and Statistical Package for Social Sciences. Hypotheses were tested using chi-square statistic. It was found that school, government, student, and health related factors influenced attrition of teachers while no significant difference was found in the perception of male and female teachers, less experienced and highly experienced teachers, on factors influencing teachers attrition in schools. Based on the findings, the need for government to improve access of teachers to health care, to enhance their welfare and performance, among others, are recommended.

Keywords: Factor; Influence; Teacher; Attrition; Public secondary school; State.

1. Introduction

Teacher plays pivotal roles in the development of any nation. No nation can successfully develop manpower base without the efforts of teachers. Teachers are the trainers of other professionals, needed for economic, technological, political, cultural, and social development of a nation. Specifically, they train the engineers, architects, quantity surveyors, who in turn help in ensuring the quality of infrastructure; the lawyers, judges, managers, who help to maintain law and order, as well as peace; the bankers, business administrators, insurance experts, who help to develop the economy; and the doctors, pharmacists nurses, just to mention a few, who in one way or the other help to protect the life of the citizens. Teacher also helps in promoting values in the society, maintain discipline among pupils or students in schools, the values, which are transferable to the same society.

After recruitment, it is expected that a teacher will remain on the job, to acquire teaching skill and pedagogy and be committed. It is often said that 'experience is the best teacher'. Additional year spent by a teacher will increase the level of experience in teaching, which may pay off in effective teaching and improved academic performances of the pupils or students.

2. Statement of Problem

It is a fact that teachers are important in any educational system. Unfortunately, issue of teacher shortage has been a topical and recurring problem in Nigeria. It has been noticed that the number of available teachers in schools is far below the needed capacity for effective teaching. A report, by Teachers Registration Council of Nigeria (TRCN), in Daily Vanguard of 7th December, 2018, indicates that 250,000 teachers must be available in Nigeria annually, to tackle the acute shortage of teachers at the basic and secondary levels. The problem of acute shortage of teachers is being worsened by teacher attrition. There has been high-level teacher attrition in secondary schools in Nigeria. Statistics have shown that in Nigeria, teacher turnover rose from 12% in 2010 to 15% in 2011 and 20% in 2012, thus portraying a worrying trend. Some teachers are fond of leaving teaching for jobs in unrelated fields while some do leave the job temporarily to bear children, start family and later return to the job. Teacher attrition not only undermines the achievement of school objective, it also constitutes wastage of resources, occasioned by leaving costs, costs of replacement, training cost of replacements, and indirect cost of down time needed for new teachers to gain proficiency.

Even though there are studies on teacher attrition, those on factors influencing it from deeper perspective, are few in literature, in spite of the negative effects of the menace in schools and the educational system generally. In the light of this shortcoming, this study is poised to add to the volume of researches on factors influencing attrition of teachers in the educational system.

3. Purpose of the Study

The main purpose of this study was to investigate the factors influencing teachers attrition in Public Secondary Schools in North Senatorial District of Ondo State, Nigeria. The specific objectives are: to found if: school,

government, student, health, and other factors have significant influence on teachers attrition in the schools, and if there was significant difference in the perception of male and female teachers, less experienced and highly experienced teachers' on factors influencing teacher attrition in schools.

4. Significance of the Study

The findings of this study will expose the factors responsible for attrition of teachers, help government to formulate policies and devise strategies to correct the imbalance in number of teachers in rural and urban centres thereby reducing the cost of their recruitment. Also, it will help educational planners and policy makers to design educational plan and policies that could help to achieve improved teachers retention in schools. In addition, findings will equip the principals with factors that could lead teachers to quit the profession so as to take precautionary measures against it.

5. Research Question

The study was guided by the question:

What are the perceived factors influencing attrition of teachers in schools?

6. Hypotheses

The following hypotheses guided the study:

Ho1: There is no significant difference in the perception of male and female teachers on factors influencing teacher attrition in schools.

Ha1: There is significant difference in the perception of male and female teachers on factors influencing teacher attrition in schools.

Ho2: There is no significant difference in the perception of less experienced and highly experienced teachers on factors influencing teacher attrition in schools.

Ha2: There is significant difference in the perception of less experienced and highly experienced teachers on factors influencing teacher attrition in schools

7. Concept of Attrition and Factors Influencing Teachers Attrition

Various authors and researchers have defined teacher attrition. According to Oxford Advanced Learner's Dictionary (8th Edition), attrition connotes natural wastage or process of reducing the number of people who are employed by an organization. The New Webster International Dictionary also defines it as reduction in the number of employees or participants that occur when people leave because they resign retire etc and not reduced. According to *Elfers et al. (2006)*, it is a steady decrease in membership of an organization by way of retirement, resignation or death.

The issue of attrition of teachers in schools has been found to be influenced by multi-dimensional factors. For example, *Achor et al. (2009)* found that teachers' salaries and welfare are not often disbursed as at when due by government and some teachers have taken to petty trading to augment their income for daily leaving. *Abakpa and Agbo-Egwu (2008)*, also found that about 62.94% among teachers took up menial jobs as a strategy to adjust to the economic situation since they could not cope with their required daily expenditures if they had to rely on government pay alone.

Webster's Third New International Dictionary of the English Language (1961), also found that high and moderate levels of job satisfaction are similar in their impact on turnover intent; however, lack of job satisfaction drastically raises a moving intent. *Bennell and Akyeampong (2007)*, also reported that poor working conditions in rural schools contribute to the vicious cycle and high turnover rates among secondary school teachers. *Santiago (2001)*, cites the growing population of teachers and possible or subsequent retirement thereof as one of the major factors influencing teacher attrition. This view is shared by *Imazeki (2004)* who pointed out that 1/3 of cases of attrition of teachers is due to retirement thus implying that age of teacher is a contributing factor especially for old teachers who retire or seek voluntary retirement.

A study by *Marso and Pigge (1995)* further revealed that teachers who complete master degree, do stay longer than others, while others quit to teach in colleges and universities. Teachers who have attained master degree feel more motivated by their achievement and thus feel comfortable to work since they are more knowledgeable and presumably more competent.

A study of factors influencing teacher attrition at Public Secondary Schools in Booni East District, Kenya, by *Kasau (2012)*, revealed that attrition was due to individual teacher and institutional factors. The study also identified inter-district transfers which accounted for 36 percent, availability of greener pastures in the private sector-20 percent; interdictions-15 percent; poor remuneration-10 percent, poor working conditions- 10 percent and health problems- 9 Percent, as the push/pull factors that influenced teacher attrition in the district.

Bennell and Akyeampong (2007), also reported that poor working conditions in rural schools contribute to the vicious cycle and high turnover rates among secondary school teachers. *George (2010)*, citing Lumandi (2008) also argues that employees feel motivated to continue working for an organization when there is collegiality, supportive supervision, administrative support, as well as encouragement. According to *Akyeampong (2007)*, cited in *Kasau et al. (2016)*, poor teacher management practices is one of the major causes of teacher attrition. As stated by him, when teachers are not given the right guidance, positive appraisal, and when personal problems are not understood within

the school set up or when they are frustrated or stressed by unfavourable supervision practices, they eventually lose morale and develop low job satisfaction which fuel their desire to quit or look for alternative employment.

The relative and progressive pay of teachers, have also been found as major pull factor making teachers quit in the USA schools (Theobald, 1990 (cited in Kasau *et al.* (2016); Imazeki (2004). A study of factors influencing teacher attrition in Public Secondary Schools in Mbooni-East Sub-County, Kenya, by Kasau *et al.* (2016), revealed that teacher attrition was due to poor salaries, poor working environment, and indiscipline among the teachers, retirement, availability of greener pastures in other ministries and private sector, transfer policies and HIV and AIDS effects among others.

Also, in a study of factors influencing teacher attrition in United Arab Emirates, by Ali (2005), found that the most important factors associated with teacher attrition are: (a) personal factors that have the highest effect on teacher attrition are "stress" with mean (3.31), and "accountability" with mean (3.19). (b) economic factor that has the highest effect on teacher attrition is "incentives" with mean (3.23). (c) Employment factor that has the highest effect on teacher attrition is "paper work" with mean (3.07). (d) socio-cultural factor that has the highest effect on teacher attrition is "social appreciation" with mean iii (3.07). The result indicated that teacher preparation factors are the least important factors associated with teacher attrition with a very low mean (2.10).

Hassan (2013), cited in Kasau *et al.* (2016) also studied the factors influencing teacher attrition in Public Secondary Schools in Kabul, Afghanistan. The study revealed that low salary is one of the major factors causing teacher attrition in Afghanistan. The study also found multiple other factors that influence teacher attrition including ineffective recruitment and deployment process (school distance); heavy workload; unequal work distribution and administration corruption; low salaries and other benefits; lack of professional development programs; and social factors.

Ruto (2010) and Kasau *et al.* (2016) found that about 500 teachers were fired for being involved in gross misconduct, such as sexual abuse of school going age children in 2010. There were other cases of indiscipline leading to interdiction, suspension, summary dismissal, among other punitive measures which were taken after the teachers violated the Teachers Code of conduct.

Bennell and Akyeampong (2007), further reported that poor working conditions in rural schools contribute to the vicious cycle and high turnover rates especially among secondary school teachers while Shen (1997) and Quartz (2008) reported that inadequate teacher involvement in decision making, poor social support of teachers, lack of respect, victimization and harassment and lack of respect from the education officers have been some of the reasons why attrition occurs with teachers giving up teaching in favor of non-teaching jobs.

A VSO survey in 2007, reported that teachers spoke of lack of consultation, lack of regular information on any developments and not fairly treated as reasons why many teachers in Gambia quit teaching. Bennell and Akyeampong (2007), also cited poor teacher management practices as one of the major causes of teacher attrition. When teachers are not given the right guidance, positive appraisal, personal problems understood within the school set up or they are frustrated or stressed by unfavorable supervision practices they eventually lose morale and low job satisfaction which fuel their desire to quit or look for alternative employment. The relative and the progressive pay of teachers have been cited as a major pull factor making teachers quit in the USA schools Theobald (1990) and Imazeki (2004).

Furthermore, teachers with low salaries tend to have higher attrition rates than teachers with high salaries Boe *et al.* (1997); Kelly (2004) while lack of administrative support has been established as a factor that increases teacher attrition (Boyd *et al.*, 2009). In Boyd *et al.* (2009) teachers were asked to identify what aspect of their job most influenced their decision to leave or to consider leaving the teaching profession. A little over 15% of teachers reported dissatisfaction with student behavior while over 40% identified dissatisfaction with the administration as the most important factor.

According to George (2010), majority of teachers in the Sub-Saharan Africa quit teaching due to HIV and AIDS related complications, such as death, chronic illness and absenteeism, seeking retirement earlier on medical grounds, among others. Related to this is the study of TSC (2010), cited in (Kasau *et al.*, 2016) which revealed that out of 10,000 teachers who permanently left teaching in 2010, 6,500 were due to cases of deaths, illness, resignations, and medical grounds due to HIV and AIDS related complications, which accounts for 65 percent of annual teacher attrition nationally. Also, Galand *et al.* (2007) found that better relationships among colleagues and with school leadership were associated with lower teacher disengagement. They speculate that teachers experience negative emotional and psychological effects from victimization which made lead to their decision to leave, and that school support may serve as a protective factor for psychological well-being and teacher disengagement.

In addition, many studies have also shown that individual and school characteristics, such as such as years of teaching experience and school enrolment size, are linked to teacher attrition (Boyd *et al.*, 2009; Guarino *et al.*, 2006; Ingersoll, 2001; Kelly, 2004). Studies have also found that teachers' experience of student behaviour in schools is related to whether or not they stay in the profession (Boyd *et al.*, 2009; Ingersoll, 2001). Additional school-level characteristics have also been found to be associated with teacher attrition/retention in workplace Loeb *et al.* (2005) while Ingersoll and Smith (2003) have identified working conditions, such as student discipline problems, lack of support from school administration, poor student motivation, and lack of teacher influence over school-wide and classroom decision making as factors that encourage attrition.

8. Methodology

8.1. Research Design

This study adopted descriptive-survey design. This was considered to be appropriate because it involved the selected of some elements of the main and target population, with a view to generalising the findings at the end. Also, it involved the collection and analysis of data to describe an unfavourable state of affair is schools.

8.2. Population, Sample and Sampling Techniques

All the 91 Public Secondary Schools in the North Senatorial District of the state constituted the main population while the government employed teachers in the schools, were targets. The researcher used twelve (12) Public Secondary Schools and one hundred and twenty (120) teachers for the study. The sampling techniques used included simple-random and stratified sampling techniques. There are six Local Government Areas in the North Senatorial District of the state (i.e. Akoko South Esst, Akoko South West, Akoko North Esst Akoko North West, Ose, and Owo). Out of these, Ose and Owo LGAs were randomly selected. Out of the thirty Public Secondary Schools in the LGAs, twelve Public Secondary Schools were selected (6 from each LGA). The teachers were stratified into male and female teachers. Five male and five female teachers were selected randomly from each school thus making a total one hundred and twenty teachers as the sample for the study.

8.3. Instrument

The instrument for the study was a questionnaire entitled 'Factors Influencing Teacher Attrition in Secondary School Questionnaire', divided into two sections. Section A contained questions on the demographic factors of respondents and school. Section B contained thirty four statements on factors influencing attrition of teachers in schools, categorised into government, school, student, health and other factors. 4-Point Likert Scale was used where each statement was followed by four options: i.e. Strongly Agree, Agree, Disagree and Strongly Disagree. Agree was scored 1 point, Strongly Agree, 2 points, Disagree-3 points and Strongly Disagree-4 point. The decision of the researcher to have adopted a 4-Point Likert Scale' instead of 5- Point Scale was based on the belief that the inclusion of 'Undecided' as option was not necessary because it does not necessarily measure the opinion of the respondent out rather causes confusion. A respondent was expected to select any of these four options that corresponded to the best response to each statement.

8.4. Validation and Reliability of Instrument

The initial draft of the questionnaire was submitted to a colleague (i.e. lecturer in a university), for comments. After taking into cognizance the suggestions/comments, the final draft of the questionnaire was prepared for administration. The Questionnaire was pilot-tested in ten (10) Public Secondary Schools that were not used for the study, within an interval of two weeks. Responses to the items in the questionnaire in the two attempts were correlated using Pearson Product Moment Correlation Coefficient. A reliable coefficient of 0.75 was obtained

8.5. Method of Data Collection and Analysis

The researcher visited the schools personally, to collect the data and information needed for the study. Based on authority of each principal, copies of the questionnaire were administered on selected teachers in each school, while procedures for their completion were explained. Three weeks were allowed for their completion by the teachers. All the one hundred and twenty administered questionnaires were retrieved from respondents. This was made possible with the assistance of the research assistant who helped to retrieve the completed questionnaires and ensure that they were completed within the limited time frame. Statistical Package for Social Sciences (SPSS) was used to analyse the data which was supported by frequency counts and mean, and percentage. The hypotheses were tested using chi-square statistic, using the formula:

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where O_i = Observed Value and E_i = Expected Value $X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$

9. Data Analysis

Table-1.1. Responses to Demographic Variables

Demographic Variables	Groupings	Frequency	Percentage
Gender of teachers	Male	52	43.33
	Female	68	56.67
Marital Status of teachers	Single	21	17.50
	Married	99	82.50
Years of teaching experience	Below 5 years	0	0.00
	5-10 years	33	27.50
	11-20 years	68	56.67
	Above 20 years	19	15.83
Qualification of teachers	DIPLOMA	0	0.00
	HND	11	9.17

	B.SC/B.A/B.Tech	21	17.50
	B.Ed/B.Sc Ed	58	48.33
	B.Sc/B.A/B.Tech/PGDE	3	2.50
	NCE	27	22.50
Age of teachers	Below 30 years	5	4.17
	31-50 years	89	74.17
	Above 50 years	26	21.67

Table 1.1 revealed the gender of the teachers and established that 52 (43.33%) of them were male and 68 (56.67%) female. The table also shows the age distribution of the teachers. In this case, 5 (4.17%) among them fell within the range of below 30 years, 89 (74.17%) respondents were between 31-50 years, while the remaining 26 (21.67%) were above 50 years.

Table further revealed a statistical representation of the academic qualifications of the teachers. In the table, none of them had diploma, 11 (9.17%) of them had HND degree, 21 (17.50%) of them had B.Sc/B.A/B.Tech, 58 (48.33%) had B.Ed/B.Sc Ed, 3 (2.50%) had B.Sc/B.A/B.Tech/PGDE, while the remaining 27 (22.50%) had NCE qualification.

Table-1.2. Factors Influencing Teachers Attrition

S/N	Factors	SA	A	D	SD	Mean	Remark
SCHOOL FACTORS							
1	Too much students in class	20	50	26	24	2.55	Accept
2	Lack of/inadequate instructional materials	17	13	39	51	1.97	Reject
3	Lack of infrastructural facilities	40	50	9	21	2.91	Accept
4	Negative attitude of co-teachers and administrators	30	30	34	26	2.53	Accept
5	Inadequate infrastructural facilities	45	34	28	13	2.93	Accept
6	Lack of administrative support	21	29	38	32	2.33	Reject
7	Lack of/inadequate security in school	55	25	15	25	2.92	Accept
8	Lack of access to child care/training facility	36	33	42	9	2.8	Accept
9	Lack of opportunity for career/skill development	43	37	23	17	2.88	Accept
10	Heavy workload	36	40	19	25	2.73	Accept
GOVERNMENT FACTORS							
11	Delay in payment of salaries and allowances	44	35	18	23	2.83	Accept
12	Delay/irregular promotion	23	29	36	32	2.36	Reject
13	Lack of/inadequate incentives	49	25	15	31	2.77	Accept
14	Lack of training and staff development package	34	35	32	19	2.70	Accept
15	Undue punishment/selective victimisation	43	36	19	22	2.83	Accept
16	Hazard allowance not commensurate with risks on the job	35	41	18	26	2.71	Accept
17	Unfavourable policies	42	34	28	16	2.85	Accept
STUDENT FACTORS							
18	Unseriousness of students in academics	55	25	15	25	2.92	Accept
19	Worrisome level of indiscipline of students	36	33	42	9	2.80	Accept
20	Lack of interest of students in my subject	46	37	23	14	2.96	Accept
21	Poor academic performance of students	30	30	34	26	2.53	Accept
22	Cult activities of students	45	34	28	13	2.93	Accept
23	Students demonstration/riots	21	29	38	32	2.33	Reject
HEALTH FACTORS							
24	Sickness/illness	32	34	39	15	2.69	Accept
25	Physical challenge/disability	42	38	21	19	2.86	Accept
26	Lack of health facilities and insurance	41	35	28	16	2.84	Accept
27	High cost of health care	15	34	28	43	2.18	Reject
OTHER FACTORS							
28	Incessant workers/teachers strike	55	25	15	25	2.92	Accept
29	Non professionalization of teaching	36	24	42	18	2.65	Accept
30	Low salaries and allowances compared to that of colleagues in other professions	42	38	17	23	2.83	Accept
31	Salary not inadequate for needs	25	35	36	24	2.51	Accept
32	Lack of recognition from the public	26	35	28	31	2.47	Reject
33	Low status of teaching job	37	32	39	12	2.78	Accept

SA-Strongly Agree

A-Agree

D-Disagree

SD-Strongly Disagree

Calculated average = $(4+3+2+1)/4 = 2.5$. Therefore any statement with an average response of 2.5 and above is regarded as accepted factor affecting teacher attrition.

9.1. Answer to Research Question

The study was guided by the question:

What are the perceived factors influencing attrition of teachers in schools?

With regard to table 1.2, only six (6) out of the thirty-three (33) statements were rejected i.e. not contributing factors to teacher attrition. These factors are: lack of/inadequate instructional materials, lack of administrative support, delay/irregular promotion, student demonstration/riots, high cost of health care, and lack of recognition from the public. It thus implies that other factors, such as: too much students in class, lack of infrastructural facilities, negative attitude of co-teachers and administrators, inadequate infrastructural facilities, lack of/inadequate security in school, lack of access to child care/training facility, lack of opportunity for career/skill development, heavy workload (school factors); delay in payment of salaries and allowances. lack of/inadequate incentives. lack of training and staff development package, undue punishment/selective victimisation, hazard allowance not commensurate with risks on the job, unfavourable policies (Government factors); unseriousness of students in academics, worrisome level of indiscipline of students, lack of interest of students in subjects, poor academic performance of students, cult activities of students (student factors); sickness/illness, physical challenge/disability, lack of health facilities and insurance (health factors); incessant workers/teachers strike, non professionalization of teaching, low salaries and allowances compared to that of colleagues in other professions, salary not inadequate for needs, and low status of teaching(other factors).influenced attrition of teachers in the schools.

9.2. Test of Hypotheses

9.2.1. Hypothesis 1

H₀1: There is no significant difference in the perception of male and female on teachers on factors influencing teacher attrition in schools.

H_a1: There is significant difference in the perception of male and female on teachers on factors influencing teacher attrition in schools.

Table-2.1. X²-test showing gender perception on teacher attrition

Factors	Male		Female	
	Observed Mean	Expected Mean	Observed Mean	Expected Mean
Too much students in class	2.5	2.5	2.59	2.5
Lack of/inadequate instructional materials	1.98	2.5	1.96	2.5
Lack of infrastructural facilities	2.89	2.5	2.93	2.5
Negative attitude of co-teachers and administrators	2.58	2.5	2.50	2.5
Inadequate infrastructural facilities	2.90	2.5	2.94	2.5
Lack of administrative support	2.42	2.5	2.25	2.5
Lack of/inadequate security in school	2.94	2.5	2.90	2.5
Lack of access to child care/training facility	2.81	2.5	2.79	2.5
Lack of opportunity for career/skill development	2.81	2.5	2.94	2.5
Heavy workload	2.79	2.5	2.68	2.5
Delay in payment of salaries and allowances	2.75	2.5	2.90	2.5
Delay/irregular promotion	2.29	2.5	2.41	2.5
Lack of/inadequate incentives	2.81	2.5	2.74	2.5
Lack of training and staff development package	2.67	2.5	2.72	2.5
Undue punishment/selective victimisation	2.83	2.5	2.84	2.5
Hazard allowance not commensurate with risks on the job	2.73	2.5	2.69	2.5
Unfavourable policies	2.81	2.5	2.88	2.5
Unseriousness of students in academics	2.88	2.5	2.94	2.5
Worrisome level of indiscipline of students	2.81	2.5	2.79	2.5
Lack of interest of students in my subject	2.92	2.5	2.99	2.5
Poor academic performance of students	2.54	2.5	2.53	2.5
Cult activities of students	2.85	2.5	2.99	2.5
Students demonstration/riots	2.37	2.5	2.29	2.5
Sickness/illness	2.71	2.5	2.68	2.5
Physical challenge/disability	2.83	2.5	2.88	2.5
Lack of health facilities and insurance	2.83	2.5	2.85	2.5
High cost of health care	2.15	2.5	2.19	2.5
Incessant workers/teachers strike	2.88	2.5	2.94	2.5

Non professionalization of teaching	2.62	2.5	2.68	2.5
Low salaries and allowances compared to that of colleagues in other professions	2.79	2.5	2.85	2.5
Salary not inadequate for needs	2.48	2.5	2.53	2.5
Lack of recognition from the public	2.48	2.5	2.46	2.5
Low status of teaching job	2.81	2.5	2.76	2.5

Using the Chi-Square Statistics $X^2 = \sum (E_i - O_i)^2 / E_i$
 $E_i = 2.4939$

Table-2.2. Test of Hypothesis 1

Group	N	d.f	X^2 (calculated)	X^2 (tabulated)	Decision
Male	52	118	2.4939	70.065	H ₀ Accepted
Female	68				

The first hypothesis sought to know whether there is significant difference in the male and female perception. The result of the X^2 -test computed and tested at 0.01 level of significance and 118 degrees of freedom, as shown in the table above, indicates that X^2 -calculated (2.4939) was lesser than X^2 -tabulated (70.065). The null hypothesis is therefore accepted. This implies that there is no significant difference in the perception of both male and female teachers.

9.2.2. Hypothesis 2

H₀2: There is no significant difference in the perception of less experienced and highly experience teachers on factors influencing teacher attrition in schools.

H_a2: There is significant difference in the perception of less experienced and highly experience teachers on factors influencing teacher attrition in schools.

Table-2.3. X^2 -test showing teachers' experiences and teacher attrition

3	Less experienced		Highly experienced	
	Observed Mean	Expected Mean	Observed Mean	Expected Mean
Too much students in class	2.48	2.5	2.61	2.5
Lack of/inadequate instructional materials	1.97	2.5	1.97	2.5
Lack of infrastructural facilities	2.88	2.5	2.94	2.5
Negative attitude of co-teachers and administrators	2.59	2.5	2.50	2.5
Inadequate infrastructural facilities	2.88	2.5	2.94	2.5
Lack of administrative support	2.41	2.5	2.27	2.5
Lack of/inadequate security in school	2.93	2.5	2.91	2.5
Lack of access to child care/training facility	2.82	2.5	2.80	2.5
Lack of opportunity for career/skill development	2.82	2.5	2.92	2.5
Heavy workload	2.80	2.5	2.67	2.5
Delay in payment of salaries and allowances	2.74	2.5	2.91	2.5
Delay/irregular promotion	2.30	2.5	2.42	2.5
Lack of/inadequate incentives	2.82	2.5	2.75	2.5
Lack of training and staff development package	2.68	2.5	2.73	2.5
Undue punishment/selective victimisation	2.82	2.5	2.85	2.5
Hazard allowance not commensurate with risks on the job	2.72	2.5	2.70	2.5
Unfavourable policies	2.83	2.5	2.89	2.5
Unseriousness of students in academics	2.87	2.5	2.95	2.5
Worrisome level of indiscipline of students	2.79	2.5	2.80	2.5
Lack of interest of students in my subject	2.92	2.5	2.99	2.5
Poor academic performance of students	2.54	2.5	2.54	2.5
Cult activities of students	2.84	2.5	2.99	2.5
Students demonstration/riots	2.38	2.5	2.30	2.5
Sickness/illness	2.71	2.5	2.69	2.5
Physical challenge/disability	2.84	2.5	2.88	2.5
Lack of health facilities and insurance	2.83	2.5	2.84	2.5
High cost of health care	2.14	2.5	2.19	2.5
Incessant workers/teachers strike	2.88	2.5	2.95	2.5
Non professionalization of teaching	2.64	2.5	2.69	2.5
Low salaries and allowances compared to that of colleagues in other professions	2.79	2.5	2.86	2.5
Salary not inadequate for needs	2.49	2.5	2.55	2.5
Lack of recognition from the public	2.49	2.5	2.47	2.5

Low status of teaching job	2.80	2.5	2.77	2.5
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Using the Chi-Square Statistics $X^2 = \sum (E_i - O_i)^2 / E_i$
 $E_i = 2.5102$

Table-2.4. Test of Hypothesis 2

Group	N	d.f	X^2 (calculated)	X^2 (tabulated)	Decision
Less experienced	33	118	2.5102	70.065	H ₀ Accepted
Highly experienced	87				

The second hypothesis sought to know whether there is significant difference in the perception of less experienced and highly experienced teachers. The result of the X^2 -test computed and tested at 0.01 level of significance and 118 degrees of freedom, as shown in the table above, indicates that X^2 -calculated (2.5102) is less than X^2 -tabulated (70.065). The null hypothesis is therefore accepted. This implies that there is no significant difference in the responses of less experienced and highly experience teacher.

10. Discussions

A lot of findings were revealed through this study. First and foremost, the study found school factors, such as lack of/inadequate instructional materials, lack of administrative support, delay/irregular promotion, student demonstration/riots, high cost of health care, and lack of recognition from public. The findings supports the findings of Bennell and Akyeampong (2007), Kasau *et al.* (2016), Ingersoll (2001); Boyd *et al.* (2009); Kelly (2004); Ingersoll and Smith (2003); Ruto (2010), Loeb *et al.* (2005) and a host of others that revealed several factors that influenced attrition in schools.

The study also found government factors, such as: delay in payment of salaries and allowances, lack of/inadequate incentives, lack of training and staff development package undue punishment/selective victimisation, unfavourable policies. The Findings are also in line with the findings of Hassan (2013); Boe *et al.* (1997); Kelly (2004); Imazeki (2004); Kasau (2012); Achor *et al.* (2009) as contained in the reviewed literature.

Health factors, such as sickness/illness, physical challenge/disability, lack of health facilities; as well as and insurance were further perceived as factors influencing attrition of teachers in schools. The findings agree with that of George (2010); Kasau *et al.* (2016) as contained in the reviewed literature.

Student factors, such as unseriousness of students in academics, worrisome level of indiscipline of students, lack of interest of students in subjects, poor academic performance of students, and cult activities of students, were also perceived as factors influencing attrition of teachers in schools.

Also, other factors, such as incessant workers/teachers strike, non professionalization of teaching, low salaries and allowances compared to that of colleagues in other professions, salary not inadequate for needs, and low status of teaching job, were perceived as factors influencing attrition of teachers in schools. These are in line with the findings of Hassan (2013), as revealed in the literature reviewed.

The study also found no significant difference in the perception of male and female teachers on factors influencing teacher attrition in schools. This finding could have resulted from the fact that as at the time of completing the questionnaire, the teachers were objective as they did not allow the issue of gender to affect their judgement.

In addition, no significant difference was found in the perception of the less experienced and highly experience teachers on factors influencing teacher attrition in schools. This finding could have also resulted from the mood of the teachers while completing the questionnaires.

11. Conclusion and Recommendations

From the findings of this study, it can be concluded that the issue of teacher attrition is prevalent in secondary schools in North Senatorial District of Ondo State and being influenced by school, government, health and other factors. Based on these, the researcher recommends that: Government should offer better terms on salaries, allowances and other fringe benefits to teachers, to commensurate with employees in public service with similar qualifications. Also, more teachers should be employed to reduce the heavy teaching workload. Government should also develop a better promotion policy for secondary school teachers based on merit and teaching experience to avoid teachers' stagnation in one job group; and expand seminars and workshops for teachers to improve their professional knowledge and skills. Schools administrators should also be encouraged to use participative leadership styles by involving teachers more in decision making. In addition, Government should improve teachers' access to health care, to enhance their well being and performance so as to go a long in preventing attrition in schools while during recruitment process, prospective teachers should be made to undergo thorough health examination to ascertain fitness for the job.

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Questionnaire on Factors Influencing Teachers Attrition in Public Secondary Schools in Ondo State

Dear Sir/Ma,

This questionnaire is meant to investigate factors influencing teacher attrition in Public Secondary schools in the North Senatorial District of Ondo State, Nigeria. You are kindly requested to complete Sections A and B of the questionnaire. Please note that data and information provided will be used for academic purpose only and treated with utmost confidentiality.

Section A: Background Information

Kindly supply the information required in this section. Where applicable, tick one of the boxes provided.

Name of School:.....

Location of School:.....

Year established:.....

Age bracket of school: Below 30 years [] 31 – 50 years [] above 50 years []

Your Gender: Male [] Female []
 Marital Status: single [] Married []
 Years of experience in teaching: Below 5 years [] 5 – 10 years [] 11–20 years [] above 20 years []
 Your subject area: Languages [] Mathematics [] Sciences [] Humanities []
 Technical []
 Your Qualification: Diploma [] HND [] B.Sc/B.A/B.Tech. [] B.Ed/B.Sc Ed []
 B.Sc/B.A/B.Tech./PGDE [] NCE []
 Your Age: Below 30 years [] 31 – 50 years [] above 50 years []

Section B

Please tick one of the four options provided in response to each statement

In my opinion, attrition of teachers is influenced by:	Strongly agree	Agree	Strongly disagree	Disagree
SCHOOL FACTORS				
Too much students in class				
Lack of/inadequate instructional materials				
Lack of/inadequate infrastructural facilities				
Negative attitude of co-teachers and administrators				
Inadequate infrastructural facilities				
Lack of administrative support				
Lack of/inadequate security in school				
Lack of access to child care/training facility				
Lack of opportunity for career/skill development				
Heavy workload				
GOVERNMENT FACTORS				
Delay in payment of salaries and allowances				
Delay/irregular promotion				
Lack of/inadequate incentives				
Lack of training and staff development package				
Undue punishment/selective victimisation				
Hazard allowance not commensurate with risks on the job				
Unfavourable policies				
STUDENT FACTORS				
Unseriousness of students in academics				
Worrisome level of indiscipline of students				
Lack of interest of students in my subject				
Poor. academic performance of students				
Cult activities of students				
Students demonstration/riots				
HEALTH RELATED FACTORS				
Sickness/illness				
Physical challenge/disability				
Lack of health facilities and insurance				
High cost of health care				
OTHER FACTORS				
Incessant workers/teachers strike				
Non professionalization of teaching				
Low salaries and allowances compared to that of colleagues in other professions				
Salary not adequate for needs				
Lack of recognition from the public				
Low status of teaching job				