**INFLUENCE OF TEACHER ATTRITION RATE ON THE QUALITY OF SECONDARY SCHOOL EDUCATION IN NKANU EAST LOCAL GOVERNMENT AREA OF ENUGU STATE**

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**UGWUOMU, NIKE ENUGU**

**JULY, 2018**

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**AREA OF ENUGU STATE**

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**APPROVAL PAGE**

This project has been approved by the department of Art and Social Science faculty of Education, Godfrey Okoye University, Ugwuomu Nike Enugu.

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**CERTIFICATION**

This is to certify that this project topic: Influence of teacher attrition rate in quality of Education in Nkanu East Local Government Area of Enugu State was undertaken by Ogbuofia Happiness O.REG. NO. U16/EDU/SSE/013 of department of Social Science Education, faculty of Education, Godfrey Okoye University, Enugu. The work is original and has not been submitted to any other institution for the award of any certification, Diploma or Degree.

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**Signature Date**

**DEDICATION**

This project is highly dedicated to God, Almighty for his infinite guidance, protection, blessings and many more graces showered on me throughout my study here in Godfrey Okoye University, Enugu.

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I, wish to Express my profound gratitude to those who have in one way or the other contribute toward the actualization of my academic dream.

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***ABSTRACT***

*This objective of this study was to examine the influence of teacher attrition rate on the quality of secondary school Education in Nkanu East Local Government Area of Enugu State. Four (4) specific purposes and four (4) corresponding research questions were raised to guide the study. The population of the study consisted of one thousand one hundred and sixty-five (1,165) teachers in Nkanu East Local Government Area. With the total sample size of 297was determined by the use of yaro yamen formula used to calculate sample size. (1964), were used for the study. A self-made questionnaire was used for data collection. The draft copies of the questionnaire were face and content validated by three experts from the departments of Social Science Education, one in Measurement and Evaluation in Godfrey Okoye University, Enugu. The test-retest reliability method was adopted. The correlation coefficient obtained using the Cronbach Alpha method of estimating reliability was 0.62. This indicated that the instrument was of a high level of reliability. Data were analyzed using mean ( statistics and standard deviation. Analysis showed that teacher poor conditions of service, late or non-payment of Salaries and allowances, lack of incentive, non involvement of teachers in decision making over matters concerning them to mention but a few are the main causes of attrition. The researcher recommended that Teachers could leave temporarily in order to improve their capacity. Such teachers go for further studies to take courses in education and return as soon as they complete their studies. Females’ teachers in the childbearing age could leave their jobs to have children only to return when they are through with baby making. Others still leave to join their husbands after marriages.*

**CHAPTER ONE**

**INTRODUCTION**

**Background to the Study**

Education in Nigeria is more of a public enterprise that has witnessed government complete and dynamic intervention and active participation (Federal Republic of Nigeria, 2014). It is the view of the formulated education policy in Nigeria to use education as a vehicle in achieving national development. Education being an instrument of change, in Nigeria education policy has been a product of evolution through series of historical developments. The National Policy on Education in Nigeria was launched in 1977. The orientation of the policy is geared towards self-realization, individual and national efficiency, national unity etc. aimed at achieving social, cultural, economic, political, scientific and technological development. In 1985, the objectives of the policy were broadened to include free primary education among others. As noted by Anyanwu, (1999), this policy has been reviewed from time to time.

Until 1984, the structure of Nigeria education system was 6 years of primary schools, 5 to 7 years of post primary schools (Secondary, Teacher Training College and sixth form) and 4 to 6 yrs of tertiary education (College of education, polytechnics, College of Technology and University education). From 1985, the structure that emanated can be classified thus, pre-primary or kindergarten education (2 to 3 yrs), for the children of ages 3 to5 years the primary school which is of 6 years period for children of ages 6 to 11 yrs, the post primary education which is of 6 years duration but divided into two halves (3 years of Junior Secondary School and 3 years of Senior Secondary School) and the 4 to 6 of tertiary education level. This is called the 6-3-3-4 system of Education, (Anyanwu, 1999). Since the inception of the Obasanjo led administration in 1999, a Universal Basic Education Scheme was launched in 1999. The specific targets of the scheme are, total eradication of illiteracy by the year 2010 and increase in adult literacy rate from 57% to 70% by 2003 (FRN, 2010).

All over the world, educational system is confronted with different challenges. The challenges confronting the developed countries differ from the ones confronting the developing countries. However, for these challenges, there are expectedly coping strategies in order to minimize the possible effects. Coping strategies are measures tried out to ensure the situation is improved upon. Coping strategies are the methods employed by individuals, groups, organisations, institutions or establishments with the intent of managing situations; even though it bothers on heads, leaders, managers or administrators’ situation, crisis or contingency management skills. Considering teacher shortage, coping strategies involves the school administrators’ ability to apply suitable methods to control the problems in the school. According to Subair (2011), coping strategies in schools is any measure undertaken by school administrators to ensure adequate service delivery in the face of any challenge such as teacher attrition, interpersonal and intergroup relations, disciplinary problems, school – community crisis and the likes. He stressed further that the central task of institutional management is to recognize the present conditions, inadequacy that point to the desirability of change and taking appropriate actions even when such moves are not the best. It involves taking such policy measures that will direct future development towards more desirable ends. For the fact that teachers could be very mobile, there is always a constant need for school head to adopt measures that will make their schools stand out among other equals, he remarked.

With the current awareness on the importance of education for national development, the sector is greatly expanding and is growing from strength to strength, thereby becoming one of the greatest social services for almost every nation in the world (Salahu & Aminu 2010). The rapid growth in education can be seen practically in the huge resources invested in the sector, the ever-multiplying schools, the student’s enrolment and the increasing number of staff. This development has added to the complex nature of educational organizations in general and the school system in particular which requires effective and committed teaching staff who will handle the situation. Developing nations of Africa were not left behind on teacher attrition. In Ghana, about 33,185 teachers abandoned their teaching position to seek for other jobs (Business News 2013). The rate of attrition is minimal in the south western part of Nigeria with about 10% of teachers living their profession to other jobs within the first five years of entering into teaching (Okundayo 2010). This project is similar to that of Arikewuyo, (2009) who affirmed that, teacher attrition is less in the South and Western part of Nigeria which fall within the range of 10-15%. But the rate of attrition is high in the northern part of Nigeria probably because the low level of education and the job opportunities compared to the Southern part of the country. Adamu (2010) described the level of attrition to about 20% in some parts of the Northern Nigeria. This assertion was supported by Fati, (2010) who reported that, over 10% of teachers leave teaching profession to better jobs within their first three years.

Teacher attrition has always been a problem in the education system the world over. Azuka, (2013) defined teacher attrition as “teachers leaving the classroom to take up other professional responsibilities, inside or outside of education, or to spend more time with their families”. Teachers are always leaving the profession for one reason or the other, especially in the public schools. Thus, recruiting and retaining teachers for the Universal Basic Education (UBE) poses a challenge for educational planners. It is therefore pertinent to identify the causes of teacher attrition in secondary schools in Nigeria and proffer possible solutions to stemming the tide. Buckley, (2014) propose that there are three factors that affect teacher attrition. These are, teacher, school and community factors. Teacher factors include wage, idealism and teacher preparation courses; school factors are working conditions, organizational factors, lack of resources and accountability while community factors have to do with government policy, budgeting policy, public, stereotypical thought about hours and mandate that has legislated for quality teachers only. Smith, (2012) holds that apart from Poland, all Organisation for Economic Co-operation and Development (OECD) countries face the problem of staffing as a result of retirement and resignation. This paper therefore examines the theoretical explanations why teacher attrition occur, various reasons why people leave the teaching profession and suggestions as to how to stop teacher attrition in order to ensure the success of the UBE in a developing economy like Nigeria.

According to Obanya, (2008). Human capital is the benefit a person receives from a career. Human capital can be generic or specific. It is generic when it can be transferred to other job situations while specific human capital is that which is acquired to do a specific job. Thus, the more generic human capital people acquire, the more the possibility of their leaving for other jobs because they can transfer the acquired skills to other job situations. The higher the specific human capital a person acquires, the less the possibility of leaving the job. Teachers who acquire generic human capital are more likely to leave teaching for other jobs while those who acquire high level of specific human capital tend to stay in the teaching profession since their skill is only specific to teaching.

In support of Grissmer and Kirby, Billingsley and Cross (2013) report that certain aspects of the school environment make teachers to leave their jobs. Lack of administrative support, lack of collegial and parental support and insufficient involvement in decision making may make teachers to leave their jobs. Gonzalez (2005) also found in his studies that many disposition and work environment elements combined to influence teacher attrition. The dispositional factors that were most common among teachers who left teaching were youth, being female high scores on teacher exam(s), mid to upper social economic status (SES), little experience, low level of commitment to teaching and ineffective strategies. The environmental factor that make teachers to leave their jobs were high school teaching assignment, large class size or caseload or both, unsupportive administrator, excessive paper work, ambiguous or conflicting role demands, few job rewards and lack of decision making opportunities.

Kirby and Grissmer (2013) are of the opinion that individuals make a systematic assessment of the net monetary and non-monetary benefits from different occupations. People will definitely go for jobs that give them the highest monetary benefit, and teaching maybe their least option. Stinebricker (2012) found that large amount of teacher attrition was directly related to changes in a teacher’s family situation in which childbirth was a major cause rather than the commonly portrayed scenario in which a teacher is lured away from teaching by the attractiveness of a non-teaching job. Most women will stay on the job if they have access to house helps. Based on the controversies, the research therefore intends to investigate the influence of teacher attrition rate on the quality secondary school Education.

**Statement of the Problem**

Teacher attrition has always been a problem in the education system the world over. This is because there have never been enough teachers to meet the demands of the ever increasing number of students and pupils especially in Nigeria. Teachers are always leaving the profession for one reason or the other, especially in the public schools. Thus, recruiting and retaining teachers for the Universal Basic Education (UBE) poses a challenge for educational planners.

The problems facing these studies are; Poor conditions of service, irregular payment of teachers salaries and allowances, incessant strike action by teachers to press for one demand or the other. These problems lead to high rate of teacher attrition. The problem of teacher retention and attrition is centered on teacher remuneration.

In addition to the economic problem of teachers centre mainly around conditions of service and salary structures, disparity in pay, late arrival of salary, non or late payment by allowances. For the success of the Universal Basic Education, there must be formidable high quality human resources. And also identified inadequate number of qualified teachers, irregular payment of teachers salaries and teachers dissatisfaction with their conditions of service as the obstacle to effective implementation of the Universal Basic Education in Nigeria.

**Purpose of the Study**

The general objective of this study is to examine the influence of teacher attrition rate on the quality secondary school Education in Nkanu East Local Government Area of Enugu State. The specific objectives of this study are to:

1. find out the factors that causes attrition in secondary school in Nkanu East Local Government Area.
2. determine the extent in which school environment make teachers to leave their jobs in Nkanu East Local Government Area.
3. examine the low level of commitment in teaching make teachers to leave their jobs in Nkanu East Local Government Area.
4. to findout the teacher attrition rate in order to ensure the success of the UBE is developed in Nkanu East Local Government Area.

**Significance of the Study**

This study will help both government and private schools boards to understand the impact of motivation of teachers on student’s academic performance in secondary schools.

This study will be useful in providing adequate evidence for policy makers in their bid to formulate policies that would encourage teachers to work effectively in their workplaces. This would improve teaching and learning in secondary schools.

It would also enable teachers to restructure students` education to make them more effective in and improving efficiency of their academic performance. It would be a source of information on how teachers can engage in productive means to ensure the meaningful performance in academics.

This study would also serve as a tool to clarify issues as to whether teachers` motivation have any influence on teachers’ efficiency and effectiveness, and to make recommendations on how school systems can ameliorate the situation.

The findings may be used by academicians and other researchers for further research on how to improve teachers’ motivation

**Scope of the Study**

The scope of this study borders on the influence of teacher attrition rate on the quality secondary school Education. The investigation will be carried out in public secondary schools in Nkanu East Local Government Area of Enugu State.

**Research Questions**

This study seeks to find answer to the following research’s question:

1. What are the factors that causes attrition in secondary school in Nkanu East Local Government Area?
2. To what extent does school environment make teachers to leave their jobs in Nkanu East Local Government Area?
3. To what extent does low level of commitment in teaching make teachers to leave their jobs in Nkanu East Local Government Area?
4. What are the teacher attrition rate in order to ensure the success of the UBE is developed in Nkanu East Local Government Area?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

This chapter dealt with the review of related literature. The review is organized under the following sub-headings: Conceptual Framework, Theoretical Framework, Related Empirical Studies and Summary of Literature Reviewe

**Conceptual Framework**

**Concept of Teacher Attrition**

Attrition is the steady decrease in membership of an organization by way of retirement, resignation or death (Elfers, 2016; Goswani and Jah, 2012). In other words, attrition could be the number of employees quitting their jobs which includes both voluntary and involuntary separation.

Teacher attrition could be permanent or temporary, while some teachers may combine teaching with other jobs. Thomas (2007) hold that some teachers leave full time classroom teaching for jobs in unrelated fields or depart the teaching profession to new or different fields. Some teachers remain in the profession but move to other jobs while others leave the job, temporarily to have children, start a family and return to continue their jobs.

Another group of teachers leaves the teaching profession for different jobs in the field of education. For example, teachers may join the ministry of education or the education board from the classroom.

This type of teacher attrition elevate such teachers into higher status in the profession as they could became Board Chairmen, Board Secretaries, coordinators, Heads of school services or even education commissioners. This is peculiar to teachers who have high level social capital, personal contacts, information access and mentors who make available information to them to gain access into such rewarding job opportunities especially if they possess the generic human capital to embrace such jobs. Teachers with strong academic background belong to this group as they are more or less redundant in the classroom. Teachers who are high performers are also likely to leave the profession as their performance could pare ways for better job opportunities for them in other areas.

Teachers who wish to attain high status in the teaching profession can only aspire to become school administrators. Thomas (2010), report that teachers who sought greater status in their careers had only one choice, they could become school administrators. This situation limits the ambition of teachers who aspire to such positions as only a few of them can actually became school heads out of the large number of teachers in service. Thus, teachers who wish to aspire higher must leave the profession to other areas in order to actualize their dreams. Teacher attrition could be subject based. Teachers in the sciences and other core subjects areas often leave when the conditions of service is not favourable to them or when they are posted to places where there are no modern facilities.

**Reasons for teacher attrition**

According to Heller “teachers have one of the highest attrition rates of any profession” (2014). Like many developed, developing and underdeveloped countries, retaining the teachers is one of the major threats to the Afghanistan national goal of providing quality education at schools (Ayobi, 2011).

Research points to several factors that potentially cause teacher attrition including low wages (UNESCO, 2016; Mingat & Rakotomalala, 2013; Theobald, 2010), poor working environment (Weiss, 2009; Johnson, 2010), lack of professional development activities, Baike, (2012), teaching workloads (Mingat & Rakotomalala, 2013), lack of teacher’s interest in pedagogy (Johnson,2010), constraints on their autonomy (Lambert, 2014; Hargreaves, 2014), fears and insecurities of beginning teachers (Ayeni, 2009), and most importantly the stress and depression associated with teaching (Kyriacou, 2009).

Researchers have different ways of categorizing these factors. McClelland and Varma (2006) classified these factors into two broader categories of needs; i.e. personal and professional needs of teachers. According to them almost all the factors and reasons that keep a teacher in the profession are surrounded by their personal or/and professional needs. Cunningham (2010) used the term “pull factors” that specify the personal and professional factors of teaching that affect attrition. Hence, when looking into reasons behind teacher attrition or the factors that can keep teachers in the schools, one should focus on the needs of teachers.

There are countless reasons, and enormous research has been published about the factors related to teacher attrition and its associated needs. However, keeping in mind the focus of this study, I will review the most cited research about the relevant factors to the context of Nkanu Local Government Area. In order to examine the significant and relevant reasons of teacher attrition, this literature review is organized around two broader interconnected categories: personal factors and professional factors. The section on personal factors of teacher attrition is further divided into three different but unified themes of a) physical factors, b) social factors, and c) psychological factors. The first theme provides the reader with an overview of how low wages and poor working conditions compel teachers to leave the profession and choose other jobs. The second theme presents arguments related to social factors that trigger teacher attrition including gaps in relationships, low social recognition, and gender issues. The third theme analyzes extrinsic and intrinsic psychological factors, teaching workloads and associated stresses.

The section on professional factor reflects upon concerns related to professional development of teachers. Most importantly, issues related to the qualification and experience of teachers, the reasons that force novice teachers to stop teaching, and possible strategies to retain teachers—organizational support and mentoring program.

Teachers are not only professional people in schools, but they are members of a family and a society. Like any other profession, teachers have needs related to their profession and the environment in which they serve. They also have their personal lives, although outside of their schools, that hugely affects their teaching performances. Ekon and Blase (2009) distinguish personal factors as extrinsic including monetary incentives and teaching conditions, and intrinsic factors as satisfaction, job security, responsibility and social status. According to them personal factors could be fully enjoyed outside the context of the school, but they are dependent on professional factors of teaching.

Personal conditions for the teaching profession are worst in low resource contexts like Nkanu East. UNESCO (2012) reported that the educational system in developing countries, particularly in war zones, are facing issues like the lack of resources, improper security measures, no or/and unsafe school buildings, inefficient funding, low wages, poor governance, corruption and lack of proper management. All these issues are the motives for high teacher turnover and thus the failure of quality education.

In order to explore the connection of personal factors with the teaching profession and issues of teacher attrition, I have further divided them into physical, social, and psychological factors.

**a. Physical factors**

**Low Salaries**

There is an enormous research claiming that salary is one of the most common reasons for teacher attrition worldwide (Rickman & Parker, 2010; Murnane & Olsen, 2010). On the basis of a five year national level research in collaboration with National Science Foundation (NSF) that examines United States policies to determine the issues of teachers including tougher licensing requirements, salaries, mandatory qualification, merit, and certification. Murnane, (2011) stated that, Teachers who are paid more stay longer. Teachers with relatively low salaries more likely to leave teaching than were better paid teachers, a teacher in the below average salary stream was approximately one and a half time more likely to leave at the end of the first year than a teacher in the above average salary stream.

**ii. Poor working conditions**

Salary is one of the most influential and attractive factors for teacher retention. Research places a lot of emphasis on working conditions and its association with teacher attrition (Macdonald, 2009 and Varma, 2006). Research pointed out the following factors as most importantly neglected, substandard building scarce resources, furniture and supplies, and teachers’ accommodation (Imazeki, 2015). Santiago, and Organization for Economic Cooperation and Development affirm that, “the reasons that teachers give for leaving the profession (other than retirement) confirm the pivotal role of working conditions (2005).” Although the conditions and their importance vary from context to context, lack of expenditure on working conditions is associated highly with teacher attrition. For instance in context of developed countries, teachers place emphasis on quality and appropriateness of working conditions. On the contrary, in developing contexts teachers try to continue in severe working conditions, where attrition could be easily linked to the absence of basic facilities of offices, light, books, and classrooms (Chionye, 2014).

In a developed context, Buckley, and Schneider, (2014) investigated the reason of leavers with respect to school facilities in large urban districts of United States. They obtained the data from a survey administered in collaboration with the Washington Teachers Union for K-12 teachers in Washington, D.C. Their study found that teachers were prone to leave the profession because of their dissatisfaction with the quality of facilities provided by the school compare to their dissatisfaction with salary.

**b. Social Factors**

Given the importance of physical facilities and how they affect teacher attrition in the previous section of this literature review, this section will shed light on the social factors that trigger teacher attrition, specifically the lack of organizational support to nurture relationships, low social recognition, and gender issues.

**i. Gaps in Relationships**

This section will discuss the literature about the gaps in relationship of teachers with colleagues, students and community, and its correlation with teacher attrition, which Johnson (2010) called the “sociological perspective of teacher attrition”. Although enormous research supports the importance of physical factors in order to keep teachers in this profession, teachers need social relationships and support beyond the safe and resourceful teaching environment.

Peterson (2009) emphasize that better physical facilities at schools help teachers’ instructional purposes, but school culture that focuses on socialization among teachers, with their students and community can assure teachers a healthy and secure working environment. Croasmun, Hampton and Hermann (2007) analyzed the reasons of teacher attrition and confirmed that factors such as lack of collegial interaction, lack of administrative support, lack of parental interest, and lack of appreciation from students discourage teachers and thus cause attrition. Johnson (2010) raises the similar concern and highlights that teachers prefer not to stay in a school where they are isolated from their colleagues, their autonomy is overlooked, and their presence has been ignored while decision making.

School administration plays a vital role in teachers’ satisfaction and motivates them to stay in their profession. Nieto asserts, “Teachers become incensed at the lack of respect they are shown by administrators. The reluctance of administrators to involve teachers more substantively in school reform efforts is certainly not a new problem. Teachers are being ignored” (2013).

Furthermore, some teachers consider student learning and their positive response as a significant predictor of their teaching commitment. Deal and Peterson (2012) refer to it as “psychic reward” that depends on teachers’ qualification, and organizational support—their autonomy of classroom planning and management, support from administration and professional development. Dissatisfaction and low commitment of students, absenteeism, and their confrontational behavior is highly correlated with teacher attrition (Simpson, 2010).

In addition to the influences of collegial and student relationships on attrition, research also underscores the significance of teachers social identity and status in the community (Tye and O'Brien 2012). According to Jones (2011) despite the greatest expectation and symbolic regard towards teaching profession, teachers have a low social status and mostly receive low admiration in their community. He quoted that “if only teachers gained greater influence and authority in their careers and schools, they would find greater satisfaction in their work and students would benefit”.

In Nkanu East Local Government Area, teaching is considered as a noble profession from both academic and religious perspectives, however, teachers—regardless of their gender—has to fight every day with social and cultural stereotypes (Ayobi, 2011). Smithers and Robinson (2013) analysis of teacher attrition reports that “there were some differences in the reasons for leaving with gender; male teachers were more likely to resign because of social factors, and female teachers for personal reasons”. The following sub-section will discuss gender issues in detail.

In many contexts it is assumed that teaching is the most suitable and predominant profession for women. However, research reported that regardless of the context; it is hard to sustain female teachers for a long period of time, compared to male teachers (Ingersoll, 2011; Smithers & Robinson, 2013). Stinebrickner, (2012) analyzed the occupational change and departure from the teaching profession and informed that the majority of the female teachers leave the profession altogether, or leave temporarily because of various personal reasons. The personal factors of female teachers include maternity leave, family care/ raising children (Smithers & Robinson, 2013), clash between family responsibilities and professional expectations, socio economic reasons (Ingersoll, May, & Consortium for Policy Research (2011), and imbalance between marital satisfaction and job satisfaction (Salley, 2010).

Furthermore, the World Bank (2011) reported that in sub-Saharan African or the South Asian context, the majorities of female teachers stay home and stop working once they get married. Moreover, they prefer to get posted close to the family and avoid postings in different places. Hargreaves (2004) describes that in some cases, local people resist allowing an unmarried female teacher to be posted in their schools. Most of the above-mentioned factors are very similar to what female teachers face in the context of Nkanu East. According to a report published by Asia Foundation “the status of women in Afghanistan has been of deep concern since they were stripped of their fundamental rights under Taliban rule” (2011).

Both physical and social factors highly depend on psychological needs. According to Baard, Dec, and Ryan (2014) “the term needs has been used most commonly to refer to a person’s conscious wants, desires, or motives”. Although, it’s hard to predict or analyze intrinsic desires or motives, they can greatly affect the anticipated extrinsic actions and performances of the individuals.

**i. Extrinsic vs. intrinsic factors**

The extrinsic physical and social factors include the provision of a safe and resourceful working environment, increase in salaries, incentives to build relationship with school and society while the intrinsic factors can include high self-esteem, ownership, belonging, autonomy and satisfaction. McClelland and Varma (1996) reveal that fulfillment of psychological factors like satisfaction and motivation are fundamental for effective teaching performance and development of schools. Much research demonstrates that intrinsic factors such as job insecurity and disrespect that motivate teachers to leave teaching (Boyd et al., 2008; Ubom & Joshua, 2014).

Despite the important role these factors play in the teaching profession, generally in every context, and particularly in a low resource contexts, teacher’s psychological needs are mostly neglected and disrespected (Folajimi, 2009; Glewwe, P., & National Bureau of Economic Research, 2011). Folajimi published a report on teaching profession and factors that affect the teaching in the developing context of Nigeria and found out that Compared with other learned professions such as medicine, law, engineering, and architecture teaching ranks rather low. Some teachers are dissatisfied with, and even depressed about their professional standing. Time and again, they ask: is teaching a profession? (2009).

**ii. Teaching workload and associated stress**

Despite having low ranking compared to many professions, teachers have very heavy workloads, ambiguous roles and responsibilities, exhausting schedules, unsupportive administrative issues (Nieto, 2013; Johnson, & Varma, 2008). According to McKenzie, (2005) “Highest reasons of teachers leaving the profession are mostly associated with concerns about heavy workload”.

Being stuck with teaching overcrowded classes, overwhelming schedules, planning lessons, and evaluating the classroom activities, teachers are unable to connect with other colleagues and barely have time to think about their personal and professional growth. OECD (2009) reported that effective professional development support from the organization help teachers deal with their dissatisfaction and other personal factors i.e. beliefs, attitude and self efficacy. Subsequently, it is very hard to retain teachers in such frustrating and stressful conditions, particularly with no or lack of organizational and professional support.

**Types of Teacher Attrition**

Teacher attrition could be permanent or temporary, while some teachers may combine teaching with other jobs. Thomas (2007) hold that some teachers leave full time classroom teaching for jobs in unrelated fields or depart the teaching profession to new or different fields. Some teachers remain in the profession but move to other jobs while others leave the job, temporarily to have children, start a family and return to continue their jobs.

Another group of teachers leaves the teaching profession for different jobs in the field of education. For example, teachers may join the ministry of education or the education board from the classroom. This type of teacher attrition elevate such teachers into higher status in the profession as they could became Board Chairmen, Board Secretaries, coordinators, Heads of school services or even education commissioners. This is peculiar to teachers who have high level social capital, personal contacts, information access and mentors who make available information to them to gain access into such rewarding job opportunities especially if they possess the generic human capital to embrace such jobs. Teachers with strong academic background belong to this group as they are more or less redundant in the classroom. Teachers who are high performers are also likely to leave the profession as their performance could pare ways for better job – opportunities for them in other areas.

Teachers who wish to attain high status in the teaching profession can only aspire to become school administrators. Thomas (2013) report that teachers who sought greater status in their careers had only one choice, they could become school administrators. This situation limits the ambition of teachers who aspire to such positions as only a few of them can actually became school heads out of the large number of teachers in service. Thus, teachers who wish to aspire higher must leave the profession to other areas in order to actualize their dreams. Teacher attrition could be subject based. Teachers in the sciences and other core subjects areas often leave when the conditions of service is not favourable to them or when they are posted to places where there are no modern facilities.

**Why Teacher Attrition is High**

A number of reasons have been advanced as to why teacher attrition is on the increase. It has been noted earlier that teacher attrition could be temporary or permanent. Teachers could leave temporarily in order to improve their capacity. Such teachers go for further studies to take courses in education and return as soon as they complete their studies. Females teachers in the childbearing age could leave their jobs to have children only to return when they are through with baby making. Others still leave to join their husbands after marriages. This is very common among the female teachers and sometimes young male teachers who may wish to join their wives, especially where such families are still young and the need to stay together is of utmost importance to the couple. Some teachers may leave when sickness or age no longer allows them to put in their best. Such teachers could retire voluntarily in order to have time to take care of their health. The death of a teacher creates a big vacuum in the system, which may take some time to fill especially if such a teacher is highly skilled. The loss of such experience teachers do not augur well for the profession because such teachers could became to mentors to beginning teachers and teach them the rudiments of the job.

Teachers may also leave the profession as a result of burn-out. Such attrition is very common with school administrators who are burdened by the board over one return, or the other and are required to meet deadlines. Burnout may also occur among teachers who teach core subjects and may need to mark 300-400 scripts and still meet the deadline of issuing results. Such teachers are not rewarded specially even though they put in more than their counterparts who may have as little as 20-50 scripts to mark. Burn out could also arise from the poor facilities in this classroom- airless classrooms with very poor ventilation housing nearly a hundred students at a time. Teachers in this category may decide to look for alternate employment before they collapse in class.

Gender discrimination in employment and appointments is also a factor of teacher attrition. Teachers who are denied appointments as a results of their gender usually leave the school to seek their fortunes elsewhere Egu (2006) found that majority of teachers in Abia State are made up females. However, they are poorly represented when it comes to appointing them into the office of the principal. In her studies out of 183 principals of secondary school, only 58 are females. The rest of the teachers remain in school and retire as deputy principals or leave the profession in pursuit of higher education in order to get generic human capital.

Thompson (2006) found that 713 teachers who qualified to teach Agricultural Education (AGED) between 1975 and 1985 only 242 (34%) were still, teaching Agric Education in 1985. Kelsey (2006) report that of the 3770 who never taught, the majority (67%) were women. Wooden (1973) reported that only 55% of the graduates who qualified to teach AGED entered the profession. In AGED, Kelsey report not that are there higher attrition rates among women, many college institution experienced challenges in placing their female AGED graduates because of their gender.

Teacher attrition is highest among newly employed and young teachers. Ingersoll and Smith (2013) report that 50% of teachers leave the profession within the first five years. Such young teachers are posted to rural areas where they are rarely exposed to experienced teachers who could prepare them for teaching. The situation is worsened by lack of infrastructural facilities in the rural area. Young people need exciting job environment, so they leave for other professions. Before they are fully developed into optimally effective practitioners. They also add that exciting new teachers are often replaced by similarly in-experienced teachers and consequently students in high schools with high turnover rate may rarely be exposed to experienced teachers. Stuit and Smith (2013) are of the opinion that the constant churning of teaching staff make it difficult to collaborate, develop standard norms of practice and maintain progress towards uncommon goal. For Guin (2014) this situation can lead to fragmented instrumental programmes and professional development plans that must be adapted each year to meet the needs of teaching staff in constant flux.

The public schools in Nkanu East Local Government Area of Enugu State are populated with pupils and students from the low-income homes who cannot afford the high fees charged by private primary and secondary schools. Teaching such students can be quite challenging. Alliance for Excellent Education (2008) observed that despite the overwhelming challenges that come with teaching and working with low income students with greater needs, beginning teachers are often given little professional support or mentorship opportunities to help them develop the necessary pedagogical knowledge, attributes and dispositions needed to help this population to succeed which unfortunately contributes to high level teacher attrition.

Teachers in urban areas may still leave their jobs as results of the host of problems encountered in the job in the urban areas. NCESS (2007) is of the opinion that urban teachers are more likely than their rural counter parts to see problems as serious including student absenteeism verbal abuse of teachers, lack of parental involvement, student apathy, poverty and student disrespect for teachers, Imakezi (2013) adds that the job of the urban teacher is often more challenging, leading to burn out as many of the students have different needs and many of them are not prepared to learn. Mckinney, Berry, Dickerson and Campbell-Whately in support of Imakezi agree that the urban setting can be stressful and unsettling leading to high level of teacher burnout over a short period of time.

In addition to the problems encountered by urban teachers and population explosion in schools as a result of the Universal Basic Education which makes it mandatory for every child of school age to be in school, there is the poor conditions of service, irregular payment of teachers salaries and allowances, incessant strike action by teachers to press for one demand or the other. These problems lead to high rate of teacher attrition. The problem of teacher retention and attrition is centred around teacher remuneration. Igwe in Babalola and Ayeni (2009) agree with this when they state that the economic problem of teachers centre mainly around conditions of service and salary structures, disparity in pay, late arrival of salary, non or late payment by allowances. For the success of the Universal Basic Education, there must be formidable high quality human resources. Igwe (2014) and Obanya (2006) identified inadequate number of qualified teachers, irregular payment of teachers salaries and teachers dissatisfaction with their conditions of service as the obstacle to effective implementation of the Universal Basic Education in Nigeria.

Arikewuyo and Adegbesan in Babalola and Ayeni (2009) are of the opinion that the quality of teacher resource depends on the recruitment, retention and development of professional teachers and dedicated staff that would promote an optimum level of performance towards the provision of quality education since the ability of the schools to achieve its aim depends on the competence of its staff. Uche in Babalola and Ayeni (2009) warns that deliberate and sincere efforts should be made to retain teachers to ensure continuity and effectiveness. The three areas that must be taken seriously if the best staff in school is to stay are:

- Conditions of service

- Morale boosting

- Efficiency

Adeyemi also in Babalola and Ayeni in support of Uche (2012) add that staff will stay if there is: the establishment of clear channels of communication with teachers; establishment of clear staff policy and principles of justice and fair play.

- Encouragement of teacher participation in decision making

- Welcoming teacher initiative

- Provision of opportunities for promotion and in-service

- Assigning reasonable duties and workloads to teachers.

Arikewuyo (2006) identified some of the welfare services that can be provided by the organization to stem staff attrition to include adequate retirement benefit, pension scheme, medical services for teachers and their dependants, provision of counseling services crèche or nursery schools for staff children, official cars for staff, end of year bonus etc.

**Impacts of Drop-Out on Cost and Quality**

Teacher drop-out is becoming problematic in two respects: the cost incurred and the consequences for the quality of teaching. In the United States, the Alliance for Excellent Education (AEE) Obanya, (2016), estimated the cost of teacher attrition at almost three billion American dollars in 2004. Losses are felt at the levels of initial training, recruitment, hiring, and professional development. The OECD, the Organization for Economic Co-operation and Development (2011) cited the same financial issue.

The consequences of teacher attrition for teaching quality are another major concern reported in the literature. On the one hand, a high attrition rate implies a heavy turnover of teaching staff, which makes it difficult to establish a cohesive school team. In addition, teacher attrition involves a large proportion of novice teachers Guin, (2014), i.e., teachers who leave the profession prematurely when they have not fully mastered their professional skills. Consequently, we could assume that the teaching quality they provide is lower than that of teachers who have reached the stabilization stage. Add to this the fact that attrition necessarily entails hiring more novice teachers, who are also in the skills-building stage. Teaching quality is therefore doubly affected, both because novice teachers who quit have not achieved optimal teaching skills (remember, they are still in the induction phase), and because this turnover requires the hiring of more novice teachers, who are also building their expertise. At the end of the day, the students are the ones to bear the cost of teacher attrition, in that the quality of the teaching they receive is lower than if the teachers had persisted.

**Theoretical Framework**

***Expectancy Theory (Victor H. Vroom (1964)***

This study was based on expectancy theory by Vroom (1964) which suggests that individuals are more likely to strive for improvement in their work due to the anticipation of a reward that is valued. Similarly, Bedassi (2010) notes that individual motivation is a function of a person’s perception that his or her increased performance will result to certain rewards which will help him or her to attain personal goals. Thus, according to the expectancy theory, motivation depends on how much individuals desires a particular goal and how attainable the person thinks the goal is. According to Cole (2006), it is the individual subjective perception of the situation that is the vital part of expectancy theory

According to Vanfleet, (2011), the expectancy model focuses on effort, performance and outcomes, and the way a person expects these three factors to be linked and how the person judges the outcomes or rewards. According to expectancy theory, there are three factors each based on individuals personal perception of the situation involved in stimulating an individual to put effort into something. These factors as identified by Vroom are: expectancy, instrumentality and valence

Expectancy is the extent of the individual’s perception or believe that a particular act will produce a particular outcome. Instrumentality is the extent to which the individual perceives that effective performance will lead to desired rewards. According to Cole (2006), valence is the strength of the belief that attractive rewards are potentially available. It is the power to motivate, which varies from individuals. According to Vroom, the three factors combined to create a driving force which motivates the individuals to put in effort to achieve a level of performance and obtain rewards at the end. He further stated that, people are motivated to work if they expect increased effort to lead to desired outcomes or rewards. The rewards may be intrinsic or extrinsic. Intrinsic rewards are those that are primarily internal and intangible such as, pride in work, feelings of accomplishment or achieving a sense of efficacy and are gained by fulfilling higher level of personal needs, such as self-esteem and a degree of personal control over these. According to Cole (2006), extrinsic rewards, by companion are primarily external and material such as promotions, salary and working conditions, and these are provided by the organization and thus outside the control of the individual. The individuals resulting level of performance leading to intrinsic and or extrinsic rewards. The individuals has his or her own idea about the appropriateness of the total set of rewards to be received which when measured against rewards actually received results in the level of satisfaction experienced by the individual. This satisfaction will also influence the efforts puts into further task accomplishments.

According to Cole (2006), the expectancy theory takes a comprehensive view of the motivational process: it indicates that, individuals will only act when they have reasonable expectancy that their behavior will lead to the desired outcome, and stresses the importance of individual perceptions of reality in the motivational process. The theory assumes that the strength of motivation is formed jointly by the expectation that particular actions will produce specified outcomes or rewards and by the value placed on those outcomes. In the basic version, the expectancy theory predicts that the higher the expectancy that certain behavior can secure specific outcomes and the more highly those outcomes are valued the greater is the motivation to perform the activity.

This study therefore adopted the expectancy theory to explain the impacts of poor motivation of public school teachers on students’ academic performance in Agbani zone of Enugu state. The fact that motivation is affected by the intrinsic and extrinsic factors, the theory was used to explain how remuneration, work environment, reward system situation and satisfaction affect teacher motivation.

***Developmental Systems Theory*** ***(Baldwin, 1896).***

According to Lerner, (2008) informs the core conceptual model for teachers’-student’ relationships. Using this theory, the development of the person-in-context is depicted as a function of dynamic processes embedded in multilevel interactions between a person and his or her contexts over time, the primary components of relationships between teachers and students include (a) features of the individuals and their representation of the relationship, (b) processes by which information is exchanged between the relational partners, and (c) external influences of the systems in which the relationship is embedded. Individuals:

***Demographic, Psychological, and Developmental Factors (Vygotsky, 1984)***

At the most basic level, relationships incorporate features of individuals. They include biological facts such as gender; biological processes such as temperament, genetics, and responsiveness to stressors; developed features such as personality, self-esteem, or social skills; as well as the perceptions each individual holds of their relational partner and the relationship itself. Below teacher and student characteristics that contribute to the development of their relationships with one another are discussed.

Teacher demographic factors show a fairly inconsistent association with quality of the relationship. Teacher experience and education have shown little relation to teachers’ or students’ reports about the qualities of their relationships. Stuhlman & Pianta, 2001; Wentzel, (2003). In contrast, teachers’ beliefs and perceptions about students and about their own roles are much more salient to the formation of supportive relationships in the classroom. Brophy (2005) suggested that teachers view themselves primarily as instructors or socializes and that their perceptions in relation to these two roles affect the way they interact with students. Instructors tend to respond more negatively to students who are under- achievers, unmotivated, or disruptive during learning tasks, whereas teachers who are socializers tend to act more negatively toward students they view as hostile, aggressive, or interpersonally disconnected. Teachers’ self-efficacy beliefs may also affect the nature of the relationship they develop with students. Teachers who believe that they have an influence on students tend to interact in ways that enhance student investment and achievement. Midgley, Feldlaufer, & Eccles (2009).

Furthermore, when teachers hold high generalized expectations for student achievement, students tend to achieve more, experience a greater sense of self-esteem and competence as learners, and resist involvement in problem behaviors during both childhood and adolescence. Roeser, Eccles, & Sameroff (2008); thus, these expectations are quite salient to teachers’-student’ relationships.

Teachers’ mental health may also play a role in relational experiences, as evidenced by two recent studies. Among a group of child care providers and preschool teachers, caregivers reporting more depressive symptoms were less sensitive and more likely to engage in negative interactions with young students. Hamre & Pianta (2004), likely resulting in less positive relationships. Teachers experiencing a recent loss or depression in their personal lives were also more likely to respond in a dependent fashion to students’ needs and have difficulty establishing emotional or behavioral boundaries for students. Zeller and Pianta (2004). These teachers report their relationships with students as being a source of emotional support and comfort. Little is known about the consequences of this type of emotional investment on the part of teachers, but an extensive body of research on parenting suggests that a lack of boundaries can be harmful to children’s social development. Just as teachers bring features of themselves into the classroom, students begin to make impressions on a teacher from the moment they enter a classroom, impressions that are important in the formation of the relationships that develop over the course of the school year. Some characteristics, such as gender, are both static and readily apparent to teachers, whereas others are more psychological or behavioral in nature.

Students’ relationships with teachers change from elementary to junior high school. Relationships between teachers and students become less personal, more formal, more evaluative, and more competitive. Harter, 2006; Lynch & Cicchetti, 2007). These changes can lead to more negative self-evaluations and attitudes toward learning because the impersonal and evaluative nature of the relational context in junior high does not match well with the students’ relational needs (Roeser & Galloway, 2002). This disparity applies particularly to students who have lower levels of intrinsic motivation, in that teachers’-student’ relationships (typically viewed as potential resources) can actually exacerbate risk if they either are not positive or do not match the developmental needs of the student Harter, (2006).

Across grade levels, girls tend to form closer and less conflictual relationships with their teachers than do boys Bracken & Craine (2004). Unfortunately the disproportionately female teaching workforce in elementary and middle schools makes it difficult to determine whether this consistent finding is a reflection of gender bias. Findings from the adolescent literature suggest that relational closeness may be higher for gender-matched dyads (Drevets, Benton, & Bradley, 1996) but absent a major shift in staffing of elementary and middle schools, the consequence remains the same: Boys are at greater risk of relational difficulties in schools.

**Empirical Studies**

Feng (2005) conducted a study to analyze the determinants of teacher attrition among public school teachers of Florida. The researcher used a statewide administrative dataset from Florida Education Data Warehouse (FL-EDW). Given that FL-EDW can only provide data about teachers who teach in a Florida public school but not about leavers or transferred teachers, the researcher examine the data sets of Schools and Staffing Survey (SASS) and Teacher Follow-up Survey (TFS) conducted in 1999-2000. The results of the study indicate that among all other factors of school characteristics, class size, students’ performance on standardized tests, and number of disciplinary incidents, salary of the teachers was the prime determinant of teacher attrition. It was found that about one eighth of the leavers departs to private schools and/or has taken jobs in other states with higher pay scales.

Moreover, there is a strong relationship of teachers departing to other professions and fields of studies. Particularly, natural and applied science teachers are more prone to leave the teaching profession because of their practical skills, which are useful for other professions and industry (Borman & Dowling, 2008; Ingersoll, 2001). Borman & Dowling (2008) reviewed six different studies about teacher attrition and found that math and science teachers are the highest leavers in number and more likely to seek other alternatives. Marvel & Rowland (2007) analyzes the data of teacher attrition from the Teacher Follow-up Survey (TFS) — a survey that provides information about teacher mobility and attrition in grades K–12 in 50 states and Washington DC. 7,429 current and former teachers, 2,864 stayers, 1,912 movers, and 2,653 leavers completed the survey. They reported that about 60% to70% of mathematics and science teachers in public schools left teaching, compared with all teachers. Thus, the public school struggled to hire mathematics and science teachers during those years.

Similarly, low salary and late-reimbursement compared to other professions are the major push factors that force teachers to discontinue the teaching profession in a low resource context like Afghanistan. The plight of Afghanistan’s teachers is untold. They have the lowest salary of teachers in the world. Financially, teachers are amongst the lowest paid people in the society. Only around 6 percent of the national budget is allocated to the education sector. According to one of the reports of Afghanistan’s Independent Administration and Civil Servants Commission (2011) “a teacher’s salary in Afghanistan has gradually increased to a current range between $100 (for a grade 12 teacher with no experience) to $150 (for a teacher with a Bachelor or Master’s degree and up to 40 years’ experience) which includes meal allowance, transportation, and recent pay raise”. Given all the research evidence on the importance of salary and the relationship of low salary with teacher attrition, Glewwe, Hanushek, Humpage, and Ravina (2011) reviewed literature from 1990 to 2010 about school resources and educational outcomes in developing countries and reported that money alone is not the answer to increase student learning and retain teachers.

Oredein and Akinriolu (2013) examined teamwork, motivation, and leadership skills as determinants to a healthy work culture in public middle schools in Iwo local government, Osun state, Nigeria. The research design used was descriptive survey method. The population for the study encompassed all the teachers, principal and vice principal of the twenty middle schools in Iwo local government area of Osun State, Nigeria. The teachers, principals and vice principals have been stratified to middle schools in Iwo local government area. All the twenty Principals and Vice Principals were used for the research while ten teachers were randomly selected from each school making two hundred and forty respondents for the study. One research instrument was designed named Teamwork, Motivation and Leadership Skills Questionnaire (TMLSQ) and used to collect relevant data. The reliability of the questionnaire was determined using test-retest method and the Cronbach alpha is 0.853. Two research questions and two hypotheses were set for the study.The simple percentage was used to calculate the research questions while regression statistical analysis was used to test for the research hypotheses at 0.05% level of significance. The findings of the study revealed that lack of trust amidst the teachers (36.5%) is the highest perceived inhibiting harmonious factor towards teachers working together in schools, while keeping malice has the least percentage (12.5%).

Muogbo (2013) investigated the Impact of Employee Motivation on Organisational Performance of selected manufacturing firms in Anambra State. 103 respondents selected from 17 manufacturing firms across the three senatorial zones of Anambra State. The population of the study was 120 workers of selected manufacturing firms in Anambra State. The study used descriptive statistics (frequencies, mean, and percentages) to answer three research questions posed for the study. The Spearman Rank Correlation Coefficient was used to test the three hypotheses that guided the study. The result obtained from the analysis showed that there existed relationship between employee motivation and the organizational performance. The study reveals that extrinsic motivation given to workers in an organization has a significant influence on the workers performance.

Korb and Akintunde (2013) sought to determine the level of satisfaction amongst teachers and identify factors that contribute to teacher job satisfaction. The sample of 117 currently practicing teachers enrolled in a part-time educational program completed a questionnaire that assessed their teaching job satisfaction, monthly salary, and five other factors that were predicted to be related to teacher job satisfaction. Overall, a majority of the teachers were satisfied with the teaching profession. Monthly salary was not significantly related with teacher job satisfaction. However, the five additional factors were related to job satisfaction. Teacher/principal relationship, provision of instructional materials, attitude toward the teaching profession, and belief in social contribution of teaching all had significant positive relationships with teacher job satisfaction. Choosing teaching as a last resort career had a weak negative correlation.

Imrab, Mushtaq and Qudsia (2013) examined the impact of the factors affecting the motivation of the faculty members of university college Kotli. Two factors namely, incentives/rewards and administrative policies were taken as independent variables while motivation was taken as dependent variable. This is a quantitative research study and data were collected through questionnaire containing dichotomous scale. Data were analyzed by Percentages, tables and figures. The findings of this study revealed that, incentives/reward enhances the motivation whereas administrative policies decrease the motivation of academic staff.

Ololube (2011) assessed the differences and relationship between the level of teachers’ job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. A questionnaire titled ‘TEJOSAMOQ’ was used to collect data for the study. While the data for the study was analyzed using multiple statistical procedures: mean point value, standard deviation, and variance, t-test of significance and One-way-analysis of variance (ANOVA). The survey results revealed that teacher related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

Camilus and Lawrence (2013) investigated the influence of organizational climate on agricultural science teachers’ performance in secondary schools in southern Cross River State of Nigeria. The sample comprised 300 teachers randomly selected from 27 secondary schools in the study area. Four null hypotheses which were tested at 0.05 level of significance were formulated to guide the study. Two research instruments, Organizational Climate Questionnaire (OCQ) and Agricultural Science Teachers‟ Performance Questionnaire (ASTPQ) were used to collect data for the study. The data were analyzed with the use of One-Way Analysis of Variance (ANOVA). The major findings were that the following indices of school’s organizational climate including principals’ motivations, agricultural science teacher’s involvement in schools‟ decision making process, and Principal’s leadership behaviour did not significantly influence agricultural science teacher’s teaching performance.

Ololube (2009) collected between 2006 and 2007 from teachers, principals, supervisors of education from the Ministry of Education and Post Primary Schools Board in the Rivers State of Nigeria *(N=300).* The data were collected from interviews, documents, observation, and questionnaires and were analyzed using both qualitative and quantitative methods to strengthen the validity of the findings. The data collected were analyzed to answer the specific research questions and hypotheses posited in this study. The data analysis involved the use of multiple statistical procedures: Percentages Mean Point Value, T-test of Significance, One-Way Analysis of Variance (ANOVA), and Cross Tabulation. The results obtained from the data analysis show that teachers require professional knowledge and professional teaching skills, as well as a broad base of general knowledge (e.g., morality, service, cultural capital, institutional survey). Above all, in order to carry out instructional processes effectively, teachers should be both academically and professionally trained. This study revealed that teachers are not however expected to have an extraordinary memory, but rather looked upon as persons capable of thinking in the right direction.

Mengistu (2012) investigated factors that influence the job satisfaction of these teachers. The stratified, random sample consisted of 300 secondary school teachers in Addis Ababa. The data were statistically analysed using the Statistical package for the Social Sciences (SPSS) computer software programme, and the results were appropriately interpreted. In the second, namely the qualitative phase, interviews were conducted with a sample of 10 teachers who were purposefully selected from a larger sample. The data were analysed by using the constant comparative method. The results make a significant contribution to new knowledge and understanding of current issues relating to the job satisfaction of teachers in selected secondary schools in Addis Ababa. The results indicated that the teachers were significantly dissatisfied with most aspects of their work. Salary and benefits emerged as the primary dissatisfying aspect of all the work factors.

Vassallo (2013) investigated factors leading to teacher job satisfaction or dissatisfaction among a sample of 108 long-serving teachers in Malta. The researcher identifies the relationships which job satisfaction has with respect to a number of teachers’ characteristics such as age, teaching experience and sector of education. He also identifies the frequency of factors responsible for levels of job (dissatisfaction). A mixed method of investigation was used throughout the study. Results show that long-serving teachers derive great satisfaction from working with their students and from contributing to society. The study concludes by suggestions aimed at counteracting the effects of job dissatisfaction factors.

Inayatullah and Jehangir (2011) examine the effect of motivation on job performance in public and private schools of Peshawar city in the Province of Khyber Pakhtunkhwa. The collected data was analyzed through SPSS software. The findings of the study revealed that there is a significant and positive relationship between teacher’s motivation and their job performance.

Adebola and Jibril (2008) was concerned with studying the job satisfaction of secondary school administrators in Kano state, Nigeria. Survey design was used and a random sampling was used to select the study sample of 421 subjects used for the study. The Job Descriptive Index was used to collect data. Five hypotheses were raised in the study and the data collected was analysed using t-test and analysis of variance (ANOVA). Findings of the study showed that there was no significant difference in male and female; public and private; rural and urban administrators’ level of job satisfaction. Also, the study found that there was a significant difference in the level of satisfaction with years of experience as well as with age, marital status, school size and educational qualification.

Muraina, Ojo, Nyorere and Muraina (2014) investigate work motivation and emotional intelligence as correlates of secondary school teachers’ productivity in South Western Nigeria. Descriptive research design was used in the study. Nine hundred (900) respondents were selected from three selected States in South Western Nigeria. The respondents were measured with relevant adapted standardized scale (instruments) which include work motivation scale, emotional intelligence scale and teachers’ productivity scale and the data obtained was analyzed using the Pearson Product Moment Correlation (PPMC) and Multiple regression statistical analysis of the Statistical Package for the Social Science (SPSS). Three research Questions were raised and answered in the study. The result showed that there was significant relationship among the two independent variables (emotional intelligence and work motivation) and the dependent variables (secondary school teachers’ productivity) (r = .964; p<.05; & r= .930; p<.05), there was combined effect of the two independent variables (emotional intelligence and work motivation) on the dependent variables (secondary school teachers’ productivity) (R (adjusted) =.988; R2 (adjusted) =.976 & F-ratio = 2684.28) and there was relative effect of each of the two independent variables (emotional intelligence and work motivation) on the dependent variables (secondary school teachers’ productivity) (Beta= .228; t= 7.267; P<0.05 & Beta= .099; t= 2.147; P<0.05).

Ozoemena (2013) appraised the incentive systems and packages in the Nigerian school system, and explains the extent lack of incentives affect teachers motivation and their job satisfaction. It emphasizes the need to review the incentive packages in the school system since salaries and fringe benefits and other incentive packages afford a rare and precious vehicle of tangible, non verbal communication in an institutional environment. As a worker seats down and computer the amount of his incentives, it forces review and communication, dedication and commitment on his job on a regular basis. It recommends that Government needs to institutionalize teaching service incentive system, that means a selective accelerated Salary Enhancement Scheme should be set up to offer a potential sustainable solution to salary and incentive problems within a wider context of ‘Pay Reform Incentive Review’.

Adedeji (2007) investigated the impact of motivation on students’ school academic achievement in mathematics in secondary schools using motivation for academic preference scale (α = 0.82) as a measuring instrument and achievement test in mathematics (ATM) Two hypotheses were tested for significant at 0.05 margin of error using t-test and analysis of variance (ANOVA) Results showed that gender difference were significant when impact of motivation on academic achievement was compared in male and female students. Also other result indicates significant difference when extent of motivation was taken as variable of interest on academic achievement in mathematics based on the degree of their motivation. Implications, suggestions and recommendations on students, parents, government, counsellors, educational stakeholders, etc were discussed.

Wasiu and Adebajo (2014) examined the place of reward systems on employee’s performance in Lagos state. The study empirically examined data collected from selected secondary schools in the state to draw a nexus between employee reward system and job performance. In an attempt to address the problems, descriptive research design was adopted through survey research. 200 questionnaires were randomly administered to ten (10) sampled public schools in the state. Three hypotheses were formulated and tested at 95 percent (%) confidence level using statistical package for social science (SPSS). The findings revealed that there is a significant relationship between employee’s performance and salary package, employee job allowances and performance and in-service training and employee’s performance. The study therefore, recommends that adequate salary, allowances in terms of housing, health, hazard, transfer, involvement of teachers in decision making, establishment of teachers salary scale in line with other profession so as to promote job security.

Olaleye (2013) examined human resource practices and teacher performance competency. It is a descriptive design of the survey type, the study population comprised all the secondary schools and teachers in Ekiti State. The questionnaire was based on the eight areas of human resources practices and their links with teacher performance competency. Data collected were analysed using simple means and percentages. Findings showed that teacher’s recruitment should not be based on political affiliation. Recruitment should be advertised on the media and internet. Selection should be on merit. Newly recruited were not mentored by experienced teachers. Regular-in-service programmes should be organized for teachers to enhance better performance. Based on the findings, recommendations were made that mentoring of teachers enhanced better performance and this should be imbibed.

Alzaidi (2008) identified the factors which might affect secondary school head teachers’ job satisfaction in the city of Jeddah, Saudi Arabia. The study adopts a sequential exploratory strategy based on a mixed methods approach. The qualitative data generated identified the factors leading to job satisfaction and dissatisfaction. The quantitative data reveal that factors causing dissatisfaction are: lack of authority to transfer underperforming teachers, lack of finance and manpower for the cleaning of school buildings, lack of financial resources to improve school buildings, salary, poor revenue from school meals as a financial resource, and lack of financial reward.

**Summary of Literature Reviewed**

The summary is related literature on the effects of teacher attrition rate in quality of Education in Nigeria. This was discussed under the conceptual framework, theoretical framework, and review of related empirical studies. This reviewed that, Teacher attrition causes teacher shortages and increases the number of inexperienced teachers in secondary schools especially in Nkanu Local Government Area. Therefore, teacher policy needs to ensure that teachers work in an environment which facilitates success and that effective teachers wish to continue in teaching and Teachers are crucial to student achievement. It therefore becomes important to assure that teachers who can foster student achievement are present in all schools, and that they remain in the teaching field. The most effective teachers are not evenly distributed across schools. Schools with poor, high minority, and low achieving students are more likely to have teachers with less experience, lower certification scores.

The study adopted the theories of Expectancy Theory***,*** Developmental Systems Theory and Demographic, Psychological, and Developmental Factors, which reviewed that; changes can lead to more negative self-evaluations and attitudes toward learning because the impersonal and evaluative nature of the relational context in junior high does not match well with the students’ relational needs. Finally, four empirical studies were reviewed.

**CHAPTER THREE**

**RESEARCH METHOD**

This chapter presented the method of the study under the following subheadings: research design, area of the study, population of the study, sample and sampling techniques, instruments for data collection, validation and reliability of the instrument, method of data collection, method of data analysis.

**Research Design**

The research method employed was survey research design. Nworgu (2011) stated that survey is one in which a group of people or items are studied by collecting and analyzing data from only a few people or group. The researcher uses survey method to examine the influence of teacher attrition rate on the quality secondary school Education.

**Area of the Study**

Nkanu East is a [Local Government Area](https://en.wikipedia.org/wiki/Local_Government_Areas_of_Nigeria) of [Enugu State](https://en.wikipedia.org/wiki/Enugu_State), [Nigeria](https://en.wikipedia.org/wiki/Nigeria), bordering [Ebonyi State](https://en.wikipedia.org/wiki/Ebonyi_State) to the east. Its headquarters are in the town of Amagunze. Communities in Nkanu East Local Government Area include Akpawfu, Ugbakwa, Nkerefi,Mburubu, Nomeh Unateze, Nara Unateze, Owoh, Ubahu, Amaechi idodo, Ama nkanu, Oruku, Amagunze and [Ihuokpara](https://en.wikipedia.org/w/index.php?title=Ihuokpara_people&action=edit&redlink=1).

The area of the study covered all the 18 secondary schools located in Nkanu East Local Government Area of Enugu State.

**Population of the Study**

The population of the study consisted of one thousand one hundred and sixty-five (1,165) teachers in Nkanu East Local Government, which comprises male and female teachers in Enugu East Local Government Area of Enugu State (PPSMB, 2017).

**Sample and Sampling Techniques**

The sample size of this study was 297 respondents. The sample size was targeted on secondary school Teachers in Nkanu East Local Government Area of Enugu State.

The sampling technique employed to draw sample from the definite population was the simple random sampling. Following this, the researcher employed the Taro Yamane Formulae for a definite population. See Appendix­-4 for the determination of the sample size.

**Determination of Sample S­ize**

The sample size was determined using Taro Yamane formulae for a definite population.

Thus, n =

Where; n = is the sample size sought

N = is finite population

1 = is constant

e = is level of significance.

Therefore, n = ?, N = 1165, e = (0.0025)

n =

n =

n = =

n = 297

Therefore, 297 was the sample size that was studied.

**Instrument for Data Collection**

The instrument for data collection was a structured questionnaire developed by the researcher in accordance with the research question. The instrument was sub-divided into two major sections. Section A of the questionnaire was used to collect personal data and status. Section B deals with the main questionnaire. The questionnaire items were structured to provide answer to the research questions posed for the study. The respondents were required to tick (√) or (x) in the box provided for their responses. The response option of the questionnaire was structured using four points rating scale of: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

**Validation of the Instrument**

The instrument was validated by two experts in the Department of Social Science Education and one in Measurement and Evaluation in Social Science Education, Godfry Okoye University, Ugwuomu Nike, Enugu.

The experts critically examined the items and made corrections where necessary. The instrument was finally rewritten by the researcher by integrating the suggestions and corrections pointed out by the experts.

**Reliability of the Instrument**

The reliability of the instrument was established through test-retest of the instrument on 50 students drawn from five secondary schools in Enugu North Local Government Area that is not part of study. The researcher employed the Cronbach Alpha to determine the reliability co-efficient of the instrument. Co-efficient of the instrument after trial testing and correlation was 0.62.

**Method of Data Collection**

A structured questionnaire were employed in the collection of data, the researcher distributed the questionnaire directly to the respondents and collected them back after they have been filled. At the end, the 297 copies of the questionnaire distributed were received for data analysis of this study, thus representing one hundred percent return rate.

**Method of Data Analysis**

The data collected by the researcher was presented in tables. The presentation followed the sequence in which the research questions were written. The data collected were analyzed using the statistical mean (X). The mean response on each item was computed by multiplying the frequency of each response mode with the appropriate scale value and the sum of the values obtained for each item divided by the sample size.

Numerical value was attached to the different ratings as follows:

SA = Strongly Agree – 4 points

A = Agree - 3 points

D = Disagree - 2 points

SD = Strongly Disagree - 1 point

Following this, the cut-off point for agreed and disagreed will be determined as shows below:

Thus, Mean = X (cut-off point) X­­\_

N

Where, X = Mean

X = Normal Value for opting

N = Number of scale values

Therefore, X = 4 + 3 + 2 + 1

4

X = 10

4

X = 2.50

**Decision Rule**

A mean score of 2.50 and above indicated a level of agreed while any mean value below 2.50 indicated a level of disagreed.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

This chapter analyzed the data from the questionnaire administered to respondents from each sampled schools in Nkanu East Local Government Area. The presentations were made in relation to the research questions that guided the study.

**Research Question One**

What are the factors that causes attrition in secondary school in Nkanu East Local Government Area?

**Table 1: Mean Responses of Respondents on factors that causes attrition in secondary school.**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA**  **4** | **A**  **3** | **D**  **2** | **SD**  **1** | **N** | **£fx** |  | **DECISION** | |
| 1 | Poor budget allocation to education is an annual ritual. | 147 | 90 | 10 | 50 | 297 | 928 | 3.12 | Agree | |
| 2 | Various tiers of government have failed to allocate reasonable funds required for the successful implementation of programmes. | 150 | 127 | - | 20 | 297 | 1001 | 3.37 | Agree | |
| 3 | Bureaucratic bottlenecks do exist in releasing funds to the programme managers and operators at all level. | 50 | 50 | 150 | 47 | 297 | 697 | 2.35 | Disagree | |
| 4 | Poor funding leads to non-maintenance of existing structures | 120 | 77 | 50 | 50 | 297 | 861 | 2.90 | Agree | |
| 5 | Poor funding leads to irregular payment of teachers’ salary. | 180 | 47 | 50 | 20 | 297 | 981 | 3.30 | Agree | |
| **Grand Mean 2.88 Agreed** | | | | | | | | | |

From table 1: Items 1, 2, 4 and 5 have mean scores of 3.12, 3.37, 2.90 and 3.30 respectively which are all above the cut off point of 2.5. Therefore, indicates that respondents agreed that the factors that causes attrition in secondary school in Nkanu East Local Government Area. While in item 3 have mean scores 2.35 respectively which are below the cut off point of 2.5. Therefore, indicates that respondents do not agreed that the factors that causes attrition in secondary school in Nkanu East Local Government Area, with a grand mean of 2.88

**Research Question Two**

To what extent does school environment make teachers to leave their jobs in Nkanu East Local Government Area?

**Table 2: Mean Responses of Respondents on how school environment make teachers to leave their jobs.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA**  **4** | **A**  **3** | **D**  **2** | **SD**  **1** | **N** | **£fx** |  | **DECISION** |
| 6 | Untimely fund disbursements lead to delay in execution of projects. | 200 | 40 | 20 | 37 | 297 | 997 | 3.36 | Agree |
| 7 | Fiscal policy of government affects timely release of funds. | 80 | 179 | 20 | 18 | 297 | 915 | 3.08 | Agree |
| 8 | Poor quality of classroom provisions | 169 | 100 | 15 | 13 | 297 | 1019 | 3.43 | Agree |
| 9 | Inadequate instructional materials | - | 229 | 40 | 28 | 297 | 795 | 2.68 | Agree |
| 10 | Over-crowded classroom for few teachers | 190 | 77 | 10 | 20 | 297 | 1031 | 3.47 | Agree |
| **Grand Mean 2.99 Agreed** | | | | | | | | | |

From table 2: Items 12, 13, 14, 15 and 16 have mean scores of 3.36, 3.08, 3.43, 2.68 and 3.47 respectively which are all above the cut off point of 2.5. Therefore, indicates that respondents agreed that the extent in which school environment make teachers to leave their jobs in Nkanu East Local Government Area, with a grand mean of 2.99

**Research question 3**

To what extent does low level of commitment in teaching make teachers to leave their jobs in Nkanu East Local Government Area?

**Table 3: Mean Responses of respondents on the extent of low level of commitment in teaching make teachers to leave their jobs.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA**  **4** | **A**  **3** | **D**  **2** | **SD**  **1** | **N** | **£fx** |  | **DECISION** |
| 11 | Inadequate physical facilities such as buildings/furniture | 200 | 90 | - | 7 | 297 | 1077 | 3.63 | Agree |
| 12 | Poor library facilities, workshops/laboratories | 80 | 200 | 17 | - | 297 | 954 | 3.21 | Agree |
| 13 | Poor motivation of the teachers leading to low morale | 100 | 120 | 70 | 7 | 297 | 907 | 3.05 | Agree |
| 14 | Unqualified teachers still teaching in schools | 180 | 100 | 10 | 7 | 297 | 1047 | 3.53 | Agree |
| 15 | Insufficient facilities for the physically challenged | 200 | 82 | 10 | 5 | 297 | 1071 | 3.61 | Agree |
| **Grand Mean 3.24 Agreed** | | | | | | | | | |

From table 1: Items 11, 12, 13, 14 and 15 have mean scores of 3.63, 3.21, 3.05, 3.53 and 3.61 respectively which are all above the cut off point of 2.5. Therefore, indicates that respondents agreed that extent in which low level of commitment in teaching make teachers to leave their jobs in Nkanu East Local Government Area, with a grand mean of 3.24

**Research Question Four**

What are the teacher attrition rate in order to ensure the success of the UBE is developed in Nkanu East Local Government Area?

**Table 4: Mean Responses of Respondents on the teacher attrition rate in order to ensure the success of the UBE is developed.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA**  **4** | **A**  **3** | **D**  **2** | **SD**  **1** | **N** | **£fx** |  | **DECISION** |
| 16 | Inability to project accurate number of children that would gain from the scheme | 100 | 190 | 7 | - | 297 | 984 | 3.31 | Agree |
| 17 | Insufficient quantity and quality of teachers | 70 | 200 | 27 | - | 297 | 934 | 3.14 | Agree |
| 18 | The teaching profession and teachers themselves are relegated to the background in terms of what and when they are paid salaries | 150 | 100 | 30 | 17 | 297 | 977 | 3.29 | Agree |
| 19 | The teacher-student ration in school is high than the UBE scheme of 1:40 | 100 | 150 | 47 | - | 297 | 944 | 3.18 | Agree |
| 20 | Needs adequate facilities such as classroom blocks, furniture, instructional materials libraries and other school equipment in order to enhance learning. | 200 | 97 | - | - | 297 | 1091 | 3.67 | Agree |
| **Grand Mean 3.23**  **Agreed** | | | | | | | | | |

From table 4: Items 16, 17, 18, 19 and 20 have mean scores of 3.31, 3.14, 3.29, 3.18 and 3.67 respectively which are all above the cut off point of 2.5. Therefore, indicates that respondents agreed that the teacher attrition in order to ensure the success of the UBE is developed in Nkanu East Local Government Area, with a grand mean of 3.23.

**CHAPTER FIVE**

**DISCUSSION OF FINDINGS,**

**CONCLUSION AND RECOMMENDATIONS**

This chapter discusses the principal findings of the study, conclusions and limitations of the study; as well as recommendations and suggestions for further studies.

**Discussion of Findings**

The following principal findings were made by the researcher.

**Research question 1** sought to find out the factors that causes attrition in secondary school in Nkanu East Local Government Area. The data analyzed revealed that Teacher attrition and retention is complex, with reasons for leaving or staying often related to individual factors, yet certain themes and patterns may be related (Certo & Fox, 2012). Many factors can be attributed to the causes of teacher attrition, although the factors may varies within regions, for the purpose of this review it is decided to choose and review the factors that are related to Enugu East Local Government Area. The researcher is of the view that teachers should be properly motivated to render quality service by regular payment of their salaries, improvement in what they are paid; and adequate provision of infrastructures and other facilities in schools for successful implementation of UBE programmes in the area of the study.

**Research question 2** focused on determine the extent in which school environment make teachers to leave their jobs in Nkanu East Local Government Area. The data analyzed revealed that Job satisfaction of teachers determines teacher attrition. Research carried out by McShane and Glinow (2013) revealed that, people who are dissatisfied with their jobs often quit and pursue other careers, thereby increasing the rate of attrition. Giacometti (2005) found out that, the best predictor in choosing to leave or stay in the teaching profession was emotional. Teachers complain bitterly about job dissatisfaction and this has given rise to this new phenomenon of teacher attrition (Tambo, 2013). Griffin (1990) found out that satisfied employees are likely to remain within the organization, why dissatisfied employees are more likely to look for alternative job opportunities (high attrition).This is in conformity with the hierarchy of needs theory stipulated by Maslow (1943). According to the theory, if teachers’ needs are not satisfied it might lead to job dissatisfaction, which will in turn make teachers to put on irresponsible

behaviours in their work place. When the basic needs of teachers are not met; achieving job satisfaction, retention and professionalism may be difficult in some situations and unattainable in others.

**Research Question 3** focused on Examine the low level of commitment in teaching make teachers to leave their jobs in Nkanu East Local Government Area. Data analyzed in table 3 revealed that teachers with high levels of commitment work harder, demonstrate stronger affiliation to their schools, and show more desire to carry out the goals of teaching than teachers with low levels of commitment. More importantly, students of highly committed teachers are more likely to learn material and develop a positive attitude toward school than those of teachers with low levels of commitment. Teachers are to imbibe a high level of commitment to learning, and the society should learn that the teachers are not a special brand of workers or employees but it is the most respected and revered section of the population in Nkanu East Local Government Area.

**Research question 4** sought to find out the teacher attrition rate in order to ensure the success of the UBE is developed in Nkanu East Local Government Area. The strategies based on the data analyzed review that despite the overwhelming challenges that come with teaching and working with low income students with greaterneeds, beginning teachers are often given little professional support or mentorship opportunities to help them develop the necessary pedagogical knowledge, attributes and dispositions needed to help this population to succeed which unfortunately contributes to high level teacher attrition rate in order to ensure the success of the UBE is developed in Nkanu East Local Government Area.

**Summary of the Study**

This research work focused on the influence of teacher attrition rate in quality of Education in Nkanu East Local Government Area of Enugu State. Specifically, this study sought to factors that cause attrition in secondary school in the area of the study. The population of the study consisted of Five (5) secondary schools in Nkanu East Local Government Area were used for the study.

Data were gathered through structured questionnaire with four-point Likert-type scale measurement. Information were obtained from the respondents. Data were analyzed using mean ( statistics respectively. The data analyzed revealed beyond every reasonable doubt that there are human and material factors militating against effects of teacher attrition rate in quality of Education in Nkanu East Local Government Area of Enugu State.

**Conclusion**

Based on the principal findings of the study, there are human and material factors militating against successful influence of teacher attrition rate in quality of Education in Nkanu East Local Government Area of Enugu State

It does appear that teacher poor conditions of service, late or non-payment of Salaries and allowances, lack of incentive, non involvement of teachers in decision making over matters concerning them to mention but a few are the main causes of attrition. Thus, if the Universal Basic Education in Nkanu West Local Government Area is to succeed, all hands must be on deck to ensure that these issues are dealt with once and for all. This is of utmost importance especially now that Nigeria hopes to be among the first 20 developed nations in this world come 2020.

**Educational Implication of Findings**

The results of this study have a number of implications for teacher education, students and all who are involved in the teaching and learning business. The major implication of teacher attrition rate in quality of Education in Nkanu East Local Government Area in particular and Enugu State in general suggests that absence and shortage of basic learning materials and inadequate teachers for the implementation of the Universal Basic Education scheme.

The findings showed that corruption affects in no small measure the successful implementation of the teacher attrition rate. The implication of this finding is that corruption is pervasive in all areas of human life and is a major obstacle militating against the successful implementation and realization of the teacher attrition rate objectives in Nkanu East Local Government Area.

**Recommendations**

Based on the findings made in this study, the researcher makes the following recommendations.

1. Teachers should be properly motivated to render quality service by regular payment of their salaries and improvement in what they are paid. With adequate motivation and remuneration, the teachers can then work with renewed spirit and commitment to the UBE scheme.
2. The programme should be monitored and evaluated to ensure that the system does not deviate from the set goals.
3. There is also need for recruitment of enough trained teacher’s for the effective implementation of the teacher attrition programme. There should also be re-training of teachers already on the job to ensure that they update their knowledge base.
4. Educational facilities are imperative to qualitative teacher attrition programme in Nigeria. Facilities such as textbooks, libraries, classrooms, seats and tables, laboratories, computers, electricity etc., are all very important for the effective implementation of the teacher attrition scheme. There is therefore the need of adequate supply for these facilities and such facilities when provided should not be diverted etc.

**Suggestion for further studies**

The following suggestions are hereby advanced by the researcher for further studies.

1. This research work should be replicated in other local government areas in and outside Enugu State, since a unified system of education is in operation in Nigeria. This will help in addressing the problems identified in this study thereby sanitizing the system for the achievement of its objectives.
2. A comparative study should be carried out on the impact of human and material factors on the successful implementation of UBE scheme in Enugu State.
3. A follow-up study should be carried out on the teacher attrition rate in Nigeria: problems and prospects.
4. There should be an education summit in which all the teacher attrition stakeholders partake, this would widen the campaign horizon and commit the stakeholders to this noble cause.
5. More seminars and workshops should be organized for the teachers who are the facilitators of the UBE scheme in order to enrich their knowledge on the scheme.

**Limitations of the Study**

The researcher was confronted with a number of obstacles in the cause of carrying out this research work. Some of these limitations include:

1. Insufficient time to do thorough research

2. Poor financial background of the researcher doesn’t allow for proper investigation into the issues, research as costly and requires a good financial base to accomplish accordingly.

3. Uncooperative nature or attitude of the respondents

4. There was inadequate resource in the library ones given that there were not enough books and current materials as regards the topic under study.

So whatever mistake that may be seen or notice in the research are mine and are caused majorly by the enumerated factors or limitations.

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**APPENDIX-A**

**QUESTIONNAIRE**

Department of Arts and Social Science Education

Godfery Okoye University, Enugu

July, 2018.

Dear Respondent,

I am currently a final year student of the above University. I am carrying out a research on; Influence of teacher attrition rate in quality of Education in Nkanu East Local Government Area of Enugu State**.**

Attached to this is the questionnaire soliciting information needed to complete the study. Please kindly complete this questionnaire for me. All information given will be treated with strict confidentiality and shall be for academic purposes only.

Thanks for your co-operation.

**Yours faithfully,**

OGBUOFIA HAPPINESS O.

U16/EDU/SSE/013

**Researcher**

**QUESTIONNAIRE ITEMS**

**Instruction:**

Please, kindly indicate how you either “agree” or “disagree” with the following as the Effects of teacher attrition rate in quality of Education in Nkanu East Local Government Area of Enugu State.

Where, SA = Strongly Agree – 4 points

A = Agree - 3 points

D = Disagree - 2 points

SD = Strongly Disagree - 1 point, respectively

Double ticking renders the items invalid, for any difficult consult the researchers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **QUESTIONNAIRE ITEMS** | **SA** | **A** | **D** | **SD** |
|  | **Research Question 1**  What are the factor that causes attrition in secondary school in Nkanu East Local Government Area? |  |  |  |  |
| 1 | Poor budget allocation to education is an annual ritual. |  |  |  |  |
| 2 | Various tiers of government have failed to allocate reasonable funds required for the successful implementation of programmes. |  |  |  |  |
| 3 | Bureaucratic bottlenecks does exist in releasing funds to the programme managers and operators at all level. |  |  |  |  |
| 4 | Poor funding leads to non-maintenance of existing structures |  |  |  |  |
| 5 | Poor funding leads to irregular payment of teachers’ salary. |  |  |  |  |
|  | **Research Question 2:**  To what extent does school environment make teachers to leave their jobs in Nkanu East Local Government Area? |  |  |  |  |
| 6 | Untimely fund disbursements lead to delay in execution of projects. |  |  |  |  |
| 7 | Fiscal policy of government affects timely release of funds. |  |  |  |  |
| 8 | Poor quality of classroom provisions |  |  |  |  |
| 9 | Inadequate instructional materials |  |  |  |  |
| 10 | Over-crowded classroom for few teachers |  |  |  |  |
|  | **Research Question 3:**  To what extent does low level of commitment in teaching make teachers to leave their jobs in Nkanu East Local Government Area? |  |  |  |  |
| 11 | Inadequate physical facilities such as buildings/furniture |  |  |  |  |
| 12 | Poor library facilities, workshops/laboratories |  |  |  |  |
| 13 | Poor motivation of the teachers leading to low morale |  |  |  |  |
| 14 | Unqualified teachers still teaching in schools |  |  |  |  |
| 15 | Insufficient facilities for the physically challenged |  |  |  |  |
|  | **Research Question 4**  What are the teacher attrition rate in order to ensure the success of the UBE is developed in Nkanu East Local Government Area? |  |  |  |  |
| 16 | Inability to project accurate number of children that would gain from the scheme |  |  |  |  |
| 17 | Insufficient quantity and quality of teachers |  |  |  |  |
| 18 | The teaching profession and teachers themselves are relegated to the background in terms of what and when they are paid salaries |  |  |  |  |
| 19 | The teacher-student ration in school is high than the UBE scheme of 1:40 |  |  |  |  |
| 20 | Needs adequate facilities such as classroom blocks, furniture, instructional materials libraries and other school equipment in order to enhance learning. |  |  |  |  |

**APPENDIX-B**

**Names of Schools in Nkanu East**

* Community Secondary School, Nkerefi
* Boys High School Nara
* Community Secondary School, Ugbawka
* Community Secondary School, Amagunze
* Community Secondary School, Uzam Amechi Idodo