

Teacher Attrition and Students' Academic Performance in Public and Private Secondary Schools in Ondo West Local Government Area of Ondo State

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Abstract

The study investigated teachers' attrition and students' academic performance in public and private secondary schools in Ondo West Local Government Area of Ondo State, Nigeria. Descriptive research design of survey type was adopted. The stratified random sampling technique was used. 10 public and 10 private secondary schools were selected through purposive and stratified sampling technique. Two research questions and two hypotheses guided the study. Data were collected through the use of a validated "Teacher Attrition Descriptive Questionnaire" (TADQ) with a reliability of $r = 0.92$, and a proforma of students' academic performance. Data were analysed using descriptive and inferential statistics. Findings revealed that there was high extent of teacher attrition in public and private secondary schools in Ondo West Local Government Area of Ondo State. Also, it was found that the level of students' academic performance was moderate in both types of school. Again, findings revealed that there was a negative significant relationship between teacher attrition and students' academic performance in public and private secondary schools in Ondo West Local Government and there was no significant difference in the extent of teacher attrition between public and private secondary schools in study area. Based on the findings, the recommendation were: Better services and good welfare packages should be made available for teachers so as to reduce teacher attrition rate and paying attention to teachers by giving them equal regards like other professions would increase their retention.

Background to the Study

Globally, educational organizations are established and meant to produce knowledge as well as competent, willing, committed and disciplined manpower for the development of the individual and the society. The education industry is thus expected to be equipped with the right teaching staff in order for the needed education service delivery to be ensured. In Nigeria, however, while the education industry is looked upon as theatre of teaching, learning and community service delivery, and therefore as a solution to societal problems (Federal Republic of Nigeria, 2014), secondary education is a distinct level of education, which takes place after the completion of primary school education and before the commencement of tertiary education level.

According to the Federal Republic of Nigeria (2014), the broad objectives of secondary education are twofold as follows:

- i. Preparation for useful living in the society
- ii. Preparation for higher education.

The teacher is seen as the singular most important change agent in the teaching-learning process (Alabi, 2018). Clearly, teachers help students to discover themselves, develop their latent potentialities and as *in-loco parentis* counsel, mentor and invariably make students to be useful to themselves and the society. Thus, teachers are indispensable elements in the school system.

Regrettably, in spite of the indispensable role of teachers in the realization of the goals of education, the situation of dearth of teachers to teach the various subjects in secondary schools in Ondo West Local Government Area is worrisome, as parents, students themselves and other significant others of the school system keep complaining and expressing dissatisfaction and fear as evident from national dailies, news bulletins and radio and television live-discussions on the worrisome situation, coupled with high moral vices and poor performance of students in external examinations, such as West Africa Examination Council (WAEC) and National Examination Council (NECO) in secondary schools. Adeyemi (2011), remarked that lack of adequate number of teachers to teach certain subjects, such as French, Geography among others make the realities of quality education for national development a mirage in Ondo State. Other similar negative views have also been noted.

According to www.premiumtimesng.com (2022), the Ondo State government expressed serious concern over the continual drop in enrolment of pupils in Public Schools in spite of government huge financial investment, attributable to mass movement to Private Schools. Premature quitting of teaching jobs by teachers is one major managerial worry of principals in the education industry. According to Aminu, (2004), one of the greatest challenges facing effective running of schools globally today is the issue of teacher attrition. Alabi (2017) conceptualizes teacher attrition as the number of teachers quitting the teaching profession either willingly or unwillingly. According to Miller and Chaif (2008), teacher attrition is a situation of the teacher leaving the classroom to take up other

professional responsibilities inside or outside of education or to face or tackle domestic responsibilities. According to Aslami (2013), teacher attrition is more prominent in schools with low salaries, poor support from school administration, student discipline problem and limited faculty input into school decision making. Lee (2008) and Kimengi (2012), note that poor compensation is a major cause of teacher dissatisfaction resulting into teacher attrition in public and private schools. Macdonald (2017), sees teacher attrition as either a problem for work force planning and resources or an indicator of poor morale and job dissatisfaction of teachers in workplace.

The critical question then is: Could it then be that the condition of service for teachers in public secondary schools is at variance with that of Private Secondary Schools to ensure teachers' retention in Ondo West Local Government Area of Ondo State? Consequently, this study aimed at determining the level of teacher attrition and students' academic performance in public and private secondary schools in Ondo West Local Government Area of Ondo State.

Purpose of the Study

The purpose of this study is to investigate the relationship between teacher attrition and students' academic performance in public and private secondary schools in Ondo West Local Government Area of Ondo State. Specifically, the study is set out to:

1. Find out the extent of teacher attrition in public and private secondary schools Ondo West Local Government Area; and
2. Determine the level of students' academic performance in public and private secondary schools.

Research Questions

The following research questions were asked to guide the study:

1. What is the extent of teacher attrition in public and private secondary schools in Ondo West Local Government Area?
2. What is the level of students' academic performance public and private secondary schools Ondo West Local Government Area?

Research Hypotheses

The following hypotheses were formulated to guide the study.

Ho₁: There is no significant relationship between teacher attrition and students' academic performance in public and private secondary schools in Ondo West Local Government Area of Ondo State.

Ho₂: There is no significant difference in the extent of teacher attrition between public and private secondary schools in Ondo West Local Government Area.

Methodology

This study adopted the descriptive survey research design. The population of the study comprised all the 32 public secondary schools and 33 Government approved private

secondary schools in Ondo West Local Government Area of Ondo State, Nigeria. The sample for this study consisted of 200 respondents (teachers) who were selected from 10 public and 10 private secondary schools. Simple random sampling technique was used to select 10 private and 10 public secondary schools from two Local Government Areas of Ondo West Local Government Area. From the selected schools, 10 teachers were randomly to give a total of 200 respondents.

One questionnaire and a proforma were used as research instruments. The questionnaire is tagged "Teacher Attrition Descriptive Questionnaire (TADQ)" and the proforma is tagged Students' Academic Performance Proforma (SAPP). The teachers' questionnaires consisted of two parts that is Part A and B. Part A consisted of respondents' demographic data while part B consisted of items measuring variables of teacher attrition. SAPP on the other hand was used to collect students' result in WASSCE for 2020/2021 and 2021/2022 academic sessions. The research instruments were validated using face and content validity procedures by professionals in Tests and Measurement. Using the test-retest method of estimating reliability, index of 0.92 was obtained for TADQ. The research questions were answered using descriptive statistics of percentage and meanwhile the hypotheses were tested using Pearson Product Moment Correlation (PPMC) and t-test at 0.05 level of significance.

Results

Research Question 1: What is the extent of teacher attrition in public and private secondary schools in Ondo West Local Government Area?

In answering this research question, data collected on the types, causes, consequence of teacher attrition in secondary schools were collated and presented in Table 1

Table 1: Extent of Teacher Attrition in Public and Private Secondary Schools

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean
1.	Teachers regularly quit teaching job in my school	15.3	27.6	39.8	17.3	2.41
2.	I stay in the teaching job because I love teaching	51.0	35.7	9.2	4.1	3.34
3.	I stay in the teaching job because it gives rooms for other business	24.5	41.8	21.4	12.2	2.79
4.	I noticed that some teachers travelled abroad in my school	13.3	45.9	23.5	17.3	2.55
5.	I am aware that some teachers were transferred to another school	4.1	32.7	42.9	20.4	2.20
6.	Have you once left a teaching profession in your school?	5.1	21.4	49.0	24.5	2.07
7.	Have you considered leaving your current teaching profession?	18.4	29.6	40.8	11.2	2.55
8.	More teachers have left your school in the past academic years	20.4	35.7	32.7	11.2	2.65
9.	High rate of teacher attrition in Ondo West Local Government Area can be attributed to the prevalence of corruption and political interference in the education sector	13.3	39.8	31.6	15.3	2.51
10.	Inadequate funding and resources for schools contribute to teacher attrition in Ondo West Local Government Area	35.7	42.9	16.3	5.1	3.09
	Grand Mean					2.61

Source: Field Work 2023

Table 1 above shows the results of respondents from public secondary schools in Ondo West Local Government Area. 39.8% of the respondents disagreed that teachers regularly quit teaching job in my school, 17.3% of the respondents strongly disagreed that teachers regularly quit teaching job in my school. 51% of the respondents strongly agreed that they stayed in the teaching job because they love teaching, 41.8% of the respondents agreed that they stay in the teaching job because it gives rooms for other business, 49.5% of the respondents agreed that they noticed that some teachers travelled abroad in their school. 42.9% of the respondents disagreed that they are aware that some teachers were transferred to another school. The grand mean of 2.61 implied a high extent of teachers' attrition in public and private secondary schools in Ondo West Local Government Area of Ondo State.

Research Question 2: What is the level of students' academic performance public and private secondary schools Ondo West Local Government Area?

Table 2: Level of Students' Academic Performance

	A1 - B3		C4 - C6		D7 - E8		F9		X
	F	%	F	%	F	%	F	%	
2019/2020 ACADEMIC SESSION									
Maths	180	24.0	342	45.7	183	24.4	44	5.9	2.87
English	110	14.9	402	54.3	161	21.8	67	9.0	2.75
2020/2021 ACADEMIC SESSION									
Maths	137	20.0	327	47.6	150	21.8	73	10.6	2.77
English	75	10.9	395	57.6	160	23.3	56	8.2	2.71
Grand Mean									2.78

Table 2 shows that majority of the students had between C4 - C6 and D7 - E8 in Mathematics and English language in 2019/2020 academic session. The mean performance of students in this session was 2.87 in Mathematics and 2.75 in English language which reveals that students' performance was moderate. The overall mean score implied that the level of students' academic performance was moderate.

Testing of Hypotheses

The data obtained were also analyzed statistically using analysis of variance at 0.05 level of significance as follows.

Hypothesis One: There is no significant relationship between teacher attrition and students' academic performance in Public secondary schools in Ondo West Local Government Area of Ondo State.

Table 3: Relationship between Teacher Attrition and Students' Academic Performance

Variables	N	Mean	SD	df	r value	Sig.(2 tailed)
Teacher Attrition	100	26.1	4.23	198	-.341	0.01
Academic Performance	100	20.9	3.41			

P < 0.05

Table 2 revealed the relationship between teacher attrition and students' academic performance. Since the p value is less than 0.05, it implies that the tested hypothesis is rejected. Therefore, there is a negative significant relationship between teacher attrition and students' academic performance in Public secondary schools in Ondo West Local Government Area of Ondo State. This shows that as teacher attrition increases, academic performance of students in public and private secondary schools decreases.

Hypothesis Two: There is no significant difference between the extent of teacher attrition between public and private secondary schools in Ondo West Local Government Area.

Table 4: Difference in the extent of Teacher Attrition between Public and Private Secondary Schools

Variables	N	Mean	SD	df	t-value	Sig.(2 tailed)
Public Schools	100	22.4	2.96	98	1.143	0.069
Private Schools	100	20.9	3.41			

P > 0.05

Table 3 showed the difference in the extent of teacher attrition in public and private secondary schools. The t cal of 1.143 and p value of 0.069 implies that tested hypothesis is accepted. Therefore, there is no significant difference between the extent of teacher attrition between public and private secondary schools in Ondo West Local Government Area. This directly means that teachers leave both private and public schools at the same rate either by migration into more urbanized environment.

Discussion

The objective of the study was to examine the relationship between teacher attrition and academic performance of students in secondary schools in Ondo State. The first research question was to examine the extent of teacher attrition in private and public schools, and it was found that the extent of teacher attrition was high. This is because respondents agreed that more teachers have left their school in the past academic years, and they are aware that some teachers were transferred to another school. Also, high rate of teacher attrition in Ondo West Local Government Area can be attributed to the prevalence of corruption and political interference in the education sector.

The first hypothesis which states that there is no significant relationship between teacher attrition and students' academic performance in public and private secondary schools in Ondo West Local Government Area of Ondo State was also rejected because the significant level is less than 0.05. This shows that teacher attrition has significant negative effect on the academic performance of secondary school students. This is line with Johnson (2018) who averred that teacher attrition disrupts the continuity of the teacher-student relationship, which is crucial for effective teaching and learning. Frequent turnover of teachers can lead to a lack of familiarity and rapport between students and new teachers. As a result, students may experience difficulties in engaging with the material, seeking academic support, and developing a positive attitude toward learning. This was also supported by Adeyemi and Owolabi (2022) who affirmed that teacher attrition can have psychological and emotional consequences for students. The departure of a familiar teacher can create a sense of instability and insecurity among students. They may feel disconnected, demotivated, and less invested in their education, resulting in a decline in academic performance and overall well-being.

Hypothesis two which states that there is no significant difference between the extent of teacher attrition between public and private secondary schools in Ondo West Local Government Area was accepted because the significance was more than 0.05. This in turn means teachers leave both public and private secondary schools in Ondo West Local Government Area Area at the same rate for different reasons such as relocation, change of career, and several other reasons. This is in line with Aslami (2013) who said commonly cited framework for understanding teacher attrition is the "push-pull" model. According to this model, teachers are "pushed" out of the profession by factors such as low salaries, lack of autonomy, and poor working conditions, while they are "pulled" towards alternative careers by factors such as higher salaries, better working conditions, and more opportunities for advancement. The finding also align with that of (Muikien, 2017) who described teacher attrition as a numerical loss that represent the loss of experienced teachers form the school system, this in particular brings cases where those who are leaving the profession are the most successful or qualified teachers. The turnover of teachers and attrition are translated, into shortage in education supply, expenditure in recruitment and training new teachers, and poor students' performance due to disruption of planned programmes and continuity as well as overcrowded classes.

Conclusion

From the research work it could be clearly seen that the extent of teacher attrition in public and private secondary schools in Ondo West Local Government Area of Ondo State. It was concluded that teacher attrition has a negative significant relationship with academic performance of students in private and public secondary schools in the local government area. This indicated that continuous increase in teacher attrition rate may bring about a collapse in secondary education.

Recommendations

Based on the findings of the study and conclusion drawn from the study, it is recommended that:

1. Better services and good welfare packages should be made available for teachers so as to reduce teacher attrition rate.
2. Paying attention to teachers by giving them equal regards like other professions would increase their retention.
3. Principals should ensure effective communication channels between teachers and school administrators to address concerns, resolve conflicts, and foster a positive working relationship.
4. Government should invest in continuous professional development programs for teachers to enhance their teaching skills, pedagogical knowledge, and subject expertise.

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