

TEACHERS' TURNOVER AND SCHOOL EFFECTIVENESS IN PUBLIC SENIOR SECONDARY SCHOOLS IN EKITI STATE, NIGERIA

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Abstract

Teachers' turnover is a chronic educational organizational problem that has persisted for several decades, particularly in schools that serve low-income and minority students. School administrators interested in effecting school improvement need to examine and address teacher turnover rates as an indicator of and contributor to school health. This paper examined the influence of teachers' turnover on school effectiveness in public senior secondary schools in Ekiti State. The research design for this study was a descriptive survey of the correlational type. The population for the study comprised 270 principals and 5,234 teachers in public senior secondary schools in Ekiti State. The population also included 270 public senior secondary schools. The sample used was 370 (12-principals and 358 teachers) participants. A researcher-designed instrument titled "Teachers' Turnover and School Effectiveness Questionnaire" (TTSEQ) was used in data collection. Five research hypotheses guided the conduct of the study and were tested at 0.05 level of significance using inferential statistics of Pearson product moment correlation statistics. The results indicated that there was a significant relationship between teachers' turnover, transfer, dismissal, resignation, abscondment and school effectiveness in public senior secondary schools in Ekiti State. Based on the findings of the study, it was recommended, among others, that the principal should discourage incessant teachers' transfers in order to enhance school effectiveness. Secondary schools located in rural areas should be provided with basic social amenities in order to retain teachers that are posted to such schools.

Keywords: *Teachers' Turnover, School Effectiveness, Secondary Schools, Ekiti State, Nigeria*

Introduction

The place of the teacher in the formal education system is adequately underscored by the Federal Republic of Nigeria National Policy of Education (2014:43) where it says "Teacher Education will continue to be given a major emphasis in all our educational planning and development because no educational system can rise above the quality of its teachers". But like every other provision in the National Policy, the stated intention regarding teachers' education is not supported by concrete implementation efforts. Like the general public, the government itself still appears to look down on teaching as an occupation that people go into by accident rather than by design when they cannot find anything better to do. The experience of teachers engaged in the teaching profession tends to support this. The moment teachers today have any other business outside teaching; they tend to withdraw their services from teaching.

The teaching profession was previously accorded respect, honour, and dignity. According to Adelabu (2013), this enviable profession was a sort of motivation for many teachers. Not only do the teaching

professions provide a lifetime career and permanent membership, but they also provide public services, especially in the immediate environment. It has a code of ethics; the code of ethics for teachers is contained in the handbooks of the Nigeria Union of Teachers (NUT). But recently, high teachers' turnover and poor school effectiveness of secondary schools are prevalent in Ekiti State Public Senior Secondary Schools. (Akinyemi, 2013).

Teacher's turnover revolves around the phenomenon where teachers quit the profession within the first few years of teaching. It is a persistent problem in Ekiti State public senior secondary schools. Teacher's turnover is particularly high due to poor teaching conditions, which have been associated with poor school effectiveness. Research on employee turnover and its link to the performance and effectiveness of organizations is extensive. However, in the field of education, there are empirical studies that examine the cause and effect of high teacher turnover and its link to poor school effectiveness (Ingersoll, 2017). Rivkin, Hanushek, and Kain (2015) asserted that the research on teacher turnover and its role in school effectiveness suffers from inadequate data and imprecise formulation of underlying issues. Large class sizes, facility problems, multi-track schools, and lack of textbooks are strong and significant factors in predicting high rates of turnover.

Chetty (2014) identified teacher turnover as the "major educational problem of the day." Unfortunately, the problem has persisted and is compounded by the poor school effectiveness whose schools are the most affected by teacher turnover. For example, Gray & Taie (2015) found that 17 out of 100 teachers who graduated and entered the teaching force leave the teaching profession within the next five years. At the turn of the century, while 193,000 teachers entered the teaching profession, in the following twelve months, 213,000 (the equivalent of 110% of those just hired) left the profession, prompting Ingersoll (2017), who reported these findings, to refer to this sizable national phenomenon as a revolving door.

Frase (2016) showed that many skillful teachers leave teaching in the first three years because they lack motivation. A motivated teacher is one who not only feels satisfied with his or her job but also feels empowered to strive for excellence and growth in instructional practice. In developing countries like Nigeria, pay incentives have been found to be generally ineffective in increasing teacher motivation. Teacher motivation is based on intrinsic factors, and true job satisfaction is based on higher-order needs (Sylvia & Hutchinson, 2014). According to Bennell and Akyeampong (2014)'s research on teacher motivation in Sub-Saharan Africa and Asia, teachers in many countries in Sub-Saharan Africa are being asked to change their teaching practices radically at a time when the majority of them are increasingly demotivated.

Teacher's turnover is a chronic educational organizational problem that has persisted for several decades, particularly in schools that serve low-income and minority students. School administrators interested in effecting school improvement need to examine and address teacher turnover rates as an indicator of and contributor to school health (Guin, 2014). In this teacher researcher's opinion and that of other researchers such as Rockoff (2014), what is needed is a system for tracking teacher turnover in order to determine its relationship to school effectiveness at the individual school level. By analyzing school effectiveness data and staff related data to the number of new teachers assigned to students over a period of six years, this study contributed to a greater understanding of how teacher turnover can affect school effectiveness. Thus, this paper examined teachers' turnover and school effectiveness in public senior secondary schools in Ekiti State.

Statement of the Problem

Teacher's turnover and ineffective school are prevalent in public senior secondary schools in Ekiti State. The rate at which teachers are leaving the teaching profession calls for a serious concern. Hakanen, Bakerand & Schavfeli (2016) noted that turnover erodes relationship trust, defeats attempts to establish a

coherent instructional program, and disrupts team-based organizational structure due to the instability of key players-teachers in the school system. Ogunsaju (2012) & Ogundele (2018) submitted that effective schools will be difficult to attain where teachers continue to leave the teaching profession in senior secondary schools. Fringe benefits are not usually available to teachers immediately after they leave the teaching profession. Times are not always available to the teachers since they will need to take the students' assignments home for marking.

The non-challant attitude of the principals in giving necessary support to the teachers is prevalent in senior secondary schools in Ekiti State. This research examined teachers' turnover as predictors of school effectiveness in public senior secondary schools in Ekiti State.

Purpose of the Study

This paper work sought to:

1. Determine the relationship between teachers' turnover and school effectiveness in public senior secondary schools in Ekiti State.
2. Find out the relationship between teachers' transfer and school effectiveness in public senior secondary schools in Ekiti State.
3. Establish the relationship between teachers' dismissal and school effectiveness in public senior secondary schools in Ekiti State.
4. Determine the relationship between teachers' resignation and school effectiveness in public senior secondary schools in Ekiti State.
5. Find out the relationship between teachers' abscondment and school effectiveness in public senior secondary schools in Ekiti State.

Research Hypotheses

The following null research hypotheses were formulated to guide this study and were tested at 0.05 level of significance.

H₀₁: There is no significant relationship between teachers' turnover and school effectiveness in public senior secondary schools in Ekiti State.

H₀₂: There is no significant relationship between teachers' transfer and school effectiveness in public senior secondary schools in Ekiti State.

H₀₃: There is no significant relationship between teachers' dismissal and school effectiveness in public senior secondary schools in Ekiti State.

H₀₄: There is no significant relationship between teachers' resignation and school effectiveness in public senior secondary schools in Ekiti State.

H₀₅: There is no significant relationship between teachers' abscondment and school effectiveness in public senior secondary schools in in Ekiti State.

Review of Related Literature

Concept of Teacher Turnover

High turnover rates of teachers in schools with high populations of students from public schools and students are "driven largely by teachers fleeing the dysfunctional and unsupportive work environments in the schools to which students from poor economic status are most likely to be assigned." The social conditions (school culture, principal leadership, and relationships among colleagues as evidenced by time to collaborate, for example) are better predictors of a teacher's willingness to stay and make career plans, compared to other "narrowly conceived" teaching conditions such as clean and well-maintained facilities or access to modern instructional technology. The researchers concluded that a school environment that allows teachers to do a good job will automatically improve the teaching conditions of the students. The bottom line is that positive working conditions matter a great deal to both teachers and students.

There is a widespread teacher's turnover in Ekiti State. Ronfeldt, Loeb, & Wyckoff (2013) report that 30 percent of new teachers leave the profession within five years and that this rate increases to 50 percent in public schools. Allensworth & colleagues (2013) revealed an alarming teacher turnover trend in the public secondary schools in the South West Geopolitical Zone of Nigeria, where the majority of the students perform woefully due to incessant teacher turnover.

Ingersoll (2017) conducted an analysis of research on teacher turnover and found that teacher turnover is negatively linked to students' academic performance and requires an organizational-level assessment of working conditions. Could it be that teachers' turnover negatively impacts the effectiveness of educational organizations but has no similar effect upon the performance of business organizations? On the contrary, policymakers, researchers, and parents agree that chronic teacher turnover negatively affects students' academic performance and individual student achievement. Guin's (2014) longitudinal study found that schools with higher rates of teacher turnover experience a decreased number of students who reach proficiency on state-mandated assessments. Likewise, Anderson's (2013) study, conducted in four large and predominantly Latin American cities, showed teacher turnover to be negatively associated with both mathematics and language arts performance, with one percent increase in teacher turnover resulting in an almost eight-point decrease in student performance on language and mathematics assessments.

When high and persistent numbers of experienced teachers leave a school, the harmful effects are multiple. Staff cohesion, established collaborative partnerships, and organizational knowledge all diminish. As a member of the original turnaround teaching staff at the school, I experienced a mass exodus and can firmly say, "Been there; experienced that!" In this case, of the original 29 classroom teachers hired in 2012, only seven stayed for the six years of this study. Unfortunately, due to the low morale, lack of staff cohesion, and lack of continuity in the overall instructional program, several of the remaining seven teachers, including this teacher researcher, plan to leave at the end of this school year. A number of studies have found higher rates of teacher turnover to be detrimental to the overall school organization. Allensworth (2013) described the effects of high teacher turnover on a myriad of organizational dimensions, including continuity in professional development and loss of teacher leadership. Efforts to implement reforms and newly acquired instructional strategies when a parade of new teachers comes in each year are made difficult, with coherence in instruction suffering (Boyd et al., 2013). Instructional incoherence occurred at the turnaround school that is the subject of this study.

Guin (2014) pointed out that business organizational theory suggests that employee turnover causes loss of productivity, a decrease in quality of service, and an increase in economic and intangible costs. Why would these consequences not also occur in a school organization that has as its business the education of children? Hakanen, Bakker & Schaufeli (2016) noted as intangible costs of chronic turnover the emotional and psychological toll on teachers, staff, and students. Guin (2014) further asserted that turnover also erodes relational trust, defeats attempts to establish a coherent instructional program, and disrupts team-based organizational structure due to the instability of key players. Ingersoll (2017) argues that high turnover in schools is not only a concern because of its link to academic performance, but because it may be an indicator of underlying problems within the school organization, such as work conditions, administrative support, and the degree of conflict within the school. Recognizing that turnover may have varying degrees of positive or negative effect depending upon who leaves and the reasons for leaving, Loeb & colleagues (2015) nevertheless acknowledge that high rates of teacher turnover are problematic for school operations because they undermine continuity in instruction, which in turn affects student performance.

Ronfeldt & Colleagues (2013) examination of teaching conditions in California indicates that the impact of turnover reaches beyond the teachers that leave, their replacements, and their students. They argue that all members of a school community are vulnerable to the disruptive organizational influence of turnover,

as it harms the stability of the educational environment. For both students whose teachers have left and students whose teachers have remained, overall depression of staff morale caused by chronic turnover can be enough to depress student academic performance.

One of the strongest predictors of teacher turnover is the organizational conditions related to the administrator's leadership and support (Ingersoll, 2017). Effective administrative leadership has long been recognized as a crucial factor in making any type of organization successful. Administrators manage staff, schedules, and resources. Administrative leaders provide direction, encouragement, and inspiration to achieve success. Influencing people to willingly perform their tasks in an efficient and professional way is an art and a skill. When good leadership is in place, it can be felt throughout an entire organization. Good leaders do not force a school culture. Instead, they promote its development. Good leaders keep the lines of communication open and effective. When teachers feel that they are an important part of the organization, they attach their personal success to the success of the entire school community. And, as Anderson (2012) concluded, there is a positive relationship between a school environment that fosters communication, respect, and trust and student achievement.

Disproportionate Teacher Turnover in Public Schools

The inequitable impact of teachers' turnover on students is a troubling and persistent phenomenon in the educational system. According to Wirt (2018), public school students experience turnover. The results of a five-year longitudinal study (Gray & Taie, 2015) revealed that newly recruited teachers who worked at government schools left at a rate of 18.6 percent, as compared to a 15.7 percent rate at other schools. According to the most recent school and staffing survey, which included all teachers, not just newly hired ones, 12 percent of public school teachers transferred to other schools, compared to 6 percent of teachers at other organization schools (Kane, 2016).

These above results illustrate the persistence of disproportionate teacher turnover at government-owned schools. They found that among school leavers (teachers who left the profession), more teachers tended to leave public schools than some privately-owned schools. Likewise, Guin (2014) found that schools with unbalanced educational resources and poor teaching conditions experience higher rates of teacher turnover. In 2013, Ronfeldt & colleagues found teacher turnover to have particularly harmful effects on students' reading and mathematics growth in schools with large numbers of low-performing students. Scafidi, Sjoquist & Stinebrickner (2017) found that, in Georgia, public school teachers tend to leave schools with higher rates of minority student enrollment. Feng (2018) also found newly recruited teachers are more likely to leave a school with a highly diverse student population. And Fitzpatrick & Lovenheim (2014) found disadvantaged schools to experience higher rates of attrition due to early retirement incentives (ERI). Loeb, Darling-Hammond & Luczak (2015) also found that the composition of a school population in terms of racial, ethnic, poverty, and language characteristics is a significant factor in predicting teacher turnover.

In contrast to the above findings, Ingersoll (2017) in his organizational analysis of teacher turnover yielded counter findings; namely, that high-poverty public schools experienced only moderate rates of turnover as compared to larger and urban public schools. Hanushek, Kain & Rivkin (2014) found that, in Texas, the turnover of African American and Hispanic teachers tends to decrease when minority student enrollment increases. What about the relationship between teacher qualifications and teacher turnover? Boyd & Colleagues (2013) analysis of New York City schools revealed that the most qualified teachers (based upon their students' standardized achievement gains) tend to move to schools that have fewer poor students. Clotfelter, Ladd & Vigdor (2012) found that teachers who hold degrees from more prestigious universities as well as advanced degrees tend to gravitate toward schools that serve higher-achieving, affluent, and whiter populations. Watlington, Shockley, Guglielmino & Felsher (2016) offered a wise recommendation to policymakers and administrators; namely, to focus on the retention of teachers who

work in government-owned schools, knowing that these schools can reduce and ultimately end the cycle of chronic teacher turnover and recover the fiscal costs related to turnover.

Concept of School Effectiveness

The concept of "school effectiveness" has been used since the 1960s. It was commonly linked to the school's efforts to make adjustments in order to raise students' achievement levels. "School effectiveness" refers to a school's level of goal achievement in the broadest sense. Many factors interact to mold each school into what it is, and each school is distinct. On the other hand, a set of factors or characteristics that contribute to school effectiveness may be identified. The purpose of an effective school is to teach basic skills and proper conduct to all pupils. Furthermore, an optimal learning environment is created in such a school by promoting students' cognitive, emotional, psychomotor, social, and aesthetic growth. Schools that are effective are those that are successful. They advance their entire students' learning and growth. There is no single formula for a successful school. In the broadest sense, "school effectiveness" refers to a school's level of goal accomplishment. Many variables work together to shape each school into what it is and each school is unique. However, a collection of criteria or traits that contribute to school effectiveness may be identified. In light of the growing concern for accomplishment and accountability, identifying effective and ineffective schools has become a major problem in education. The effective schools movement is gaining traction among school staff whose major job it is to face the challenge of providing each student with the chance to grow to his or her full potential. Over the last decade, educational research efforts on effective schools have concentrated on defining the features of an effective school and developing precise criteria for assessing performance. A review of the literature on effective schools reveals that there is no agreement on what constitutes an effective school. According to Webster's New Riverside University Dictionary, effectiveness is a term that refers to delivering a desired or planned impact. Certain traits must be present in order for a school to be considered effective. (Brookover, 2019). Brookover (2019) emphatically stated that the characteristics of an effective school are not isolated components, but that they are integrated and must be considered as a whole. Definitions of effectiveness should encompass qualitative variables (i.e., school climate, instructional leadership, high expectations, etc.) as well as quantitative variables (public achievement scores).

The Potential Impact of Teacher Turnover on School Effectiveness

Turnover can be considered from different perspectives depending on the subject in question. Among teachers, turnover refers to the rate of departure among staff engaged in schools for a given time frame. Teacher turnover can be obtained by identifying the number of teachers through government departments, principals of schools and even teachers themselves. This is then compared with the actual cases of withdrawals in percentage terms, having taken care of re-entry to derive turnover rates (Malanic, 2017). Teacher turnover rates are high, particularly in schools serving low-income, non-white, and low-achieving student populations. Nationally, approximately 30% of new teachers leave the profession after five years, and the turnover rate in high-poverty schools is 50% higher than in more affluent schools. (Ingersoll, 2017). Teacher turnover rates also tend to be higher in urban and lower performing schools (Hanushek, Kain & Rivkin, 2019).

In the educational community, high teacher turnover is presumed to yield poor student academic performance. Adnot & colleagues (2017) study, conducted in secondary schools, suggests that there is not enough evidence to demonstrate a statistically significant negative relationship. These researchers claim that under a policy in which effective teachers are hired to replace exiting low performing teachers, school effectiveness could increase. Using data-driven assumptions to simulate such effects, these researchers estimated that replacing low-performing teachers with highly effective teachers each year could improve student achievement by half a standard deviation.

Methodology

Research Design

The research design for this study was a descriptive survey of the correlational type. It x-rays the relationship between teachers' turnover and school effectiveness in secondary schools in Ekiti State. The Descriptive Survey allowed researchers to make an accurate record of the situation as it exists. It afforded the researcher the opportunity to make a presentation of situations as they affect the study variables, that is, teachers' turnover (an independent variable) and school effectiveness (a dependent variable).

Population of the Study

The population for the study comprised 270 principals and 5,234 teachers in public senior secondary schools in Ekiti State. The population also included 270 public senior secondary schools.

Sample and Sampling Techniques

Through a simple random sampling technique, samples of 12 public senior secondary schools were selected. Four public senior secondary schools were selected in each senatorial district in the State. A Krejcie and Morgan (1970) sampling table was used to select 361 teachers. Thus, the total sample used was 373 (12-principals and 361 teachers).

Research Instruments

A researcher-designed instrument titled "Teachers' Turnover and School Effectiveness Questionnaire" (TTSEQ) was used in data collection. The TTSEQ was divided into three sections: A, B and C. Section A consisted of four items and was used to obtain information on demographic data of the respondents in terms of name of school, gender, rank, and highest qualification. Section B consisted of twenty items which were used to seek information on teachers' turnover in the areas of teacher's transfer, dismissal, resignation, and abscondment. While section C was used to obtain information on School effectiveness. Four points Likert-Type Scale of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points, and Strongly Disagree (SD) – 1 point was used in the scoring of the questionnaire. The items on school effectiveness were adopted from Nelms (2005) using Exemplary-4 points, Satisfactory-3 points, In Need of Improvement-2 points, and Seriously Inadequate-1 point.

Validity of the Instruments

The purpose of validity is to determine the extent to which a research instrument measures what it is supposed to measure. This was achieved through the following steps: After a thorough review of the relevant literature, a draft of the questionnaire was constructed and presented to the supervisor for both face and content validity. In addition, copies of the instruments were distributed to experts in the areas of Educational Management and Educational Test and Measurement within and outside Al-Hikmah University, Ilorin for corrections and criticism. This helped to assess the appropriateness of the instrument's content and to determine the validity of its content.

Reliability of the Instruments

Since tests cannot be valid unless they have high reliability, they must therefore be consistent in the answers given. The test re-test method was used to determine the reliability of the questionnaire. Copies of the questionnaire were administered to 50 teachers in Kwara State. A time lag of three weeks was given after the first test, and then a re-test of the instrument was conducted again on the same respondents. The scores obtained during the first and second administrations of the instrument on the test sample were correlated using Pearson Product Moment Correlation statistics. The result obtained was 0.78 for the teachers' turnover at a 0.05 level of significance. The research instrument was therefore adjudged reliable because of its high correlation coefficient, which Zimbardo (2013) considered a significant indication of reliability.

Procedure for Data Collection

The researcher, with the assistance of four trained research assistants, visited all the selected secondary schools in Ekiti State for data collection. This method facilitated on-the-spot collection of the completed instruments. Hence, 373 copies of the questionnaire were administered, of which 370 copies were retrieved and used for data analysis.

Method of Data Analysis

The data collected for this study was analyzed using the Statistical Package for Social Sciences (SPSS) version 21.0. Pearson product moment correlation statistics were used to test the hypotheses. All the formulated hypotheses were tested at a 0.05 level of significance.

Results

Hypotheses Testing

H₀₁: There is no significant relationship between teachers' turnover and school effectiveness in public senior secondary schools in Ekiti State.

Table 1: Teachers' turnover and school effectiveness

Correlations

		Teachers' Turnover	School Effectiveness
Teachers' Turnover	Pearson Correlation	1	.881**
	Sig. (2-tailed)		.000
	N	370	370
School Effectiveness	Pearson Correlation	.881**	1
	Sig. (2-tailed)	.000	
	N	370	370

** . Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS Version 21.0

From Table 1, the calculated p-value (0.000) is less than the set p-value (0.05) at 368 degrees of freedom. Thus, the null hypothesis, which states that there is no significant relationship between teachers' turnover and school effectiveness in public senior secondary schools in Ekiti State, was rejected. This implies that there was a significant relationship between teachers' turnover and school effectiveness in public senior secondary schools in Ekiti State.

H₀₂: There is no significant relationship between teachers' transfer and school effectiveness in public senior secondary schools in Ekiti State.

Table 2: Teachers' transfer and school effectiveness

Correlations

		Transfer	School Effectiveness
Transfer	Pearson Correlation	1	.627**
	Sig. (2-tailed)		.000
	N	370	370
School Effectiveness	Pearson Correlation	.627**	1
	Sig. (2-tailed)	.000	
	N	370	370

** . Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS Version 21.0

As shown in Table 2, the calculated p-value (0.000) is less than the set p-value (0.05) at 368 degrees of freedom. Thus, the null hypothesis, which states that there is no significant relationship between teachers' transfer and school effectiveness in public senior secondary schools in Ekiti State, was rejected. This shows that there was a significant relationship between teachers' transfer and school effectiveness in public senior secondary schools in Ekiti State.

H₀₃: There is no significant relationship between teachers' dismissal and school effectiveness in public senior secondary schools in Ekiti State.

Table 3: Teachers' dismissal and school effectiveness Correlations

		Dismissal	School Effectiveness
Dismissal	Pearson Correlation	1	.523**
	Sig. (2-tailed)		.000
	N	370	370
School Effectiveness	Pearson Correlation	.523**	1
	Sig. (2-tailed)	.000	
	N	370	370

** . Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS Version 21.0

Based on the data in Table 3, the calculated p-value (0.000) is less than the set p-value (0.05) at 368 degrees of freedom. Thus, the null hypothesis, which states that there is no significant relationship between teachers' dismissal and school effectiveness in public senior secondary schools in Ekiti State, was rejected. This shows that there was a significant relationship between teachers' dismissal and school effectiveness in public senior secondary schools in Ekiti State.

H₀₄: There is no significant relationship between teachers' resignation and school effectiveness in public senior secondary schools in Ekiti State.

Table 4: Teachers' resignation and school effectiveness Correlations

		Resignation	School Effectiveness
Resignation	Pearson Correlation	1	.642**
	Sig. (2-tailed)		.000
	N	370	370
School Effectiveness	Pearson Correlation	.642**	1
	Sig. (2-tailed)	.000	
	N	370	370

** . Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS Version 21.0

As shown in Table 4, the calculated p-value (0.000) is less than the set p-value (0.05) at 368 degrees of freedom. Thus, the null hypothesis, which states that there is no significant relationship between teachers' resignation and school effectiveness in public senior secondary schools in Ekiti State, was rejected. This shows that there was a significant relationship between teachers' resignation and school effectiveness in public senior secondary schools in Ekiti State.

H₀₅: There is no significant relationship between teachers' abscondment and school effectiveness in public senior secondary schools in in Ekiti State.

Table 5: Teachers' abscondment and school effectiveness Correlations

		Abscondment	School Effectiveness
Abscondment	Pearson Correlation	1	.747**
	Sig. (2-tailed)		.000
	N	370	370
School Effectiveness	Pearson Correlation	.747**	1
	Sig. (2-tailed)	.000	
	N	370	370

** . Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS Version 21.0

Based on the data in Table 5, the calculated p-value (0.000) is less than the set p-value (0.05) at 368 degrees of freedom. Thus, the null hypothesis, which states that there is no significant relationship between teachers' abscondment and school effectiveness in public senior secondary schools in Ekiti State, was rejected. This shows that there was a significant relationship between teachers' abscondment and school effectiveness in public senior secondary schools in Ekiti State.

Discussion of Findings

There was a significant relationship between teachers' turnover, transfer dismissal, resignation, abscondment and school effectiveness in public senior secondary schools in in Ekiti State. Bennell (2014) noted that most teachers want to be posted to urban schools for both professional and personal reasons. The size of the rural-urban divide in most countries creates enormous disincentives to being posted to a rural school. Bennell (2014) indicated that teachers want to remain in urban areas for a variety of reasons, most notably the availability of good schooling for their own children, employment opportunities for spouses and other household members, the desire to maintain close-knit family and friendship networks, opportunities for further study, and poor working and living conditions in rural schools. The much greater opportunities for earning secondary incomes in urban locations are also a major factor. Therefore, being posted to a rural secondary school can severely affect a person's ability to undertake further studies as well as earn additional income.

Stone (2018) also found that the job performance and intrinsic reward relationship follow the social challenge theory; employees' performance gives back to the organizations from which they get their satisfaction. The relationship between intrinsic motives and performance is better explained by the expectancy theory espoused by Vroom and found in Cole (2013). According to Vroom, the perception that effort will lead to effective performance (expectancy) and that performance will lead to rewards available (valence) combine to create a strong motivation for an individual to put in effort to achieve a level of performance and obtain rewards at the end. Teachers' effectiveness can be attained when their turnover is positive in the school system.

Conclusion

A significant relationship existed between teachers' turnover and school effectiveness in public senior secondary schools in Ekiti State. Teachers' turnover could be described as a situation where teachers leave their paid job due to poor teaching conditions, poor welfare packages (including teachers' salaries) and a desire for greener pastures elsewhere, thus affecting the academic performance of students in secondary schools in Ekiti State. In a situation where teaching resources are inadequate, salaries are not paid when due, and teachers' performance sabotages strike actions and decreases in productivity, some of the factors are responsible for teachers' turnover, resulting in a situation where teachers abandon teaching for other jobs. This report underscores the significance of new research based on schools' implementing programmes to assess and improve teaching conditions.

Recommendations

Based on the findings of the study, the following recommendations were made:

- i. The principal should discourage incessant teachers' transfer in order to enhance school effectiveness by involving them in decision making and other school administration.
- ii. Due process should be strictly followed in teachers' dismissal in secondary schools in Ekiti State.
- iii. Secondary schools located in rural areas should be provided with basic social amenities in order to retain teachers that are posted to these schools.
- iv. Teachers' welfare packages should be improved on in order to reduce the rate at which teachers leave the profession.

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