



UNIVERSITI PUTRA MALAYSIA

***REASONS FOR ATTRITION AND RETENTION AMONG SECONDARY
SCHOOL TEACHERS IN NIGER STATE, NIGERIA***

AMINU ALIYU WUSHISHI

FPP 2014 18



**REASONS FOR ATTRITION AND RETENTION AMONG SECONDARY
SCHOOL TEACHERS IN NIGER STATE, NIGERIA**

By

AMINU ALIYU WUSHISHI

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in fulfilment of the requirements for the Degree of Doctor of Philosophy**

July 2014

DEDICATION

This work is dedicated to Maulana Sheikh Ibrahim Inyass (R.T.A)



© COPYRIGHT UPM

Abstract of thesis presented to the senate of the Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

REASONS FOR ATTRITION AND RETENTION AMONG SECONDARY SCHOOL TEACHERS IN NIGER STATE, NIGERIA

By

AMINU ALIYU WUSHISHI

July 2014

Chairman: Foo Say Fooi, Ph.D

Faculty: Educational Studies

Niger state is considered as one of the less educationally developed states in Nigeria with high attrition rate among secondary school teachers of about 47.5% between 2010-2012. This study explored reasons for attrition and retention among secondary school teachers in Niger state, Nigeria. A qualitative method was employed with the use of case study in order to have an in-depth understanding of the phenomenon under investigation. Twelve participants were selected. Nine serving teachers purposefully selected from three different secondary schools and three teachers who left the profession were reached through snowballing. All the participants were interviewed in English and each session of the interview lasted for about an hour to two hours. The interview was recorded, transcribed verbatim and analysed manually. In addition, observation took place in the schools and some documents related to the data were scrutinized. The trustworthiness of the study was ensured through triangulation, peer debriefing, member checking and Audit trail.

The findings revealed that, language problem among students, delay in promotion, poor salary, late payment of salary, workload and large class size, poor status of teachers in the community and students' disciplinary problems are among the major reasons for attrition among teachers. Another finding of the study discovered, increase in workload of the existing teachers, increase in the burden of school administration, affects students' performance, cost implication in recruiting another set of teachers, as effects of teacher attrition. The findings also indicated that; housing and car loan, good working condition, regular promotion, regular payment of salary, increase in salary, spiritual motivation, support from school principals, opportunity for further studies and benefits from Endwell (Teachers' Financial Co-operative Association) as reasons for retention among teachers in Niger state secondary schools. Based on the findings certain recommendations were proffered, these includes; Government should consider increasing the teachers' salary above all other staff in the state, considering the importance of education and the role of teachers as prime movers. Government should make the payment of teachers' salaries as prompt as possible and their promotion should be regular as stipulated in the state civil service rules. On the issue of language problem among students,

government should cancel the use of English as official languages and one major local should be adopted as official language as done in many South-East Asian countries. Government should provide a sort of car and housing loan to teachers so as to ease their transportation problems and enable them settle in their own houses. Principals should also support the novice teachers by giving them all the necessary support so as to enable them have confidence in the teaching profession.



© COPYRIGHT UPM

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**SEBAB ATRISI DAN PENGEKALAN DALAM KALANGAN GURU
SEKOLAH MENENGAH DI NEGERI NIGER, NIGERIA**

Oleh

AMINU ALIYU WUSHISHI

Julai 2014

Pengerusi: Foo Say Fooi, Ph.D

Faculti: Pengajian Pendidikan

Negeri Niger merupakan salah satu negeri yang kurang maju dari aspek pendidikan di Nigeria dengan kadar "*attrition*" yang tinggi, iaitu lebih kurang 47.5% antara tahun 2010 hingga 2012 dalam kalangan guru sekolah menengah. Kajian ini meneroka faktor berkaitan "*attrition*" dan pengekalan (*retention*) guru di sekolah menengah di Negeri Niger, Nigeria. Kaedah kualitatif dilaksanakan dengan memanfaatkan kajian kes demi mendapatkan pemahaman mendalam terhadap fenomena yang diselidiki. Dua belas peserta telah dipilih. Sembilan orang guru yang sedang berkhidmat dipilih secara bertujuan daripada tiga buah sekolah menengah manakala tiga guru yang telah meninggalkan profesion keguruan dicapai melalui kaedah "*snowballing*". Semua guru telah ditemubual dalam Bahasa Inggeris dan memakan masa satu hingga dua jam untuk setiap sesi temubual. Semua temubual telah dirakam, ditranskripsi, dan dianalisis secara manual. Tambahan pula, pemerhatian telah dilakukan di sekolah dan dokumen yang berkaitan dengan data telah dianalisis. Kebolehpercayaan kajian telah dipelihara melalui triangulasi, "*debriefing*" rakan sejawat, penyemakan peserta serta "*Audit trail*".

Dapatan kajian menunjukkan bahawa masalah bahasa dalam kalangan pelajar, penangguhan dalam kenaikan pangkat, gaji yang tidak memuaskan, lambat dalam pembayaran gaji, beban kerja dan saiz kelas yang besar, status guru yang rendah dalam masyarakat serta masalah disiplin pelajar merupakan faktor utama menyebabkan "*attrition*" dalam kalangan guru. Dapatan kajian juga mendapati peningkatan beban kerja dalam kalangan guru yang sedia ada, peningkatan beban pentadbiran sekolah, kesan pencapaian pelajar, kos untuk menggaji guru lain sebagai kesan kepada "*attrition*" guru. Dapatan kajian juga memaparkan kemudahan pinjaman kereta dan rumah, keadaan kerja yang baik, kenaikan pangkat yang lazim, pembayaran gaji mengikut jadual serta peningkatan gaji sebagai faktor yang menyumbang kepada pengekalan guru dalam profesion keguruan. Kajian ini seterusnya mendapati motivasi kerohanian, sokongan dari pengetua, peluang untuk melanjutkan pelajaran dan faedah daripada Endwell (Koperasi Guru) telah dilaporkan oleh guru sebagai sebab mereka kekal dalam profesion yang diceburi. Berdasarkan dapatan yang diperolehi beberapa cadangan telah dikemukakan yang antara lain termasuk kerajaan perlu menaikkan gaji guru tinggi daripada staf lain di dalam negeri serta mempertimbang kepentingan pendidikan bersekali dengan

peranan guru sebagai penggerak utama. Kerajaan juga perlu membayar gaji guru mengikut jadual dan kenaikan pangkat guru dilaksanakan seperti mana yang termaktub dalam peraturan perkhidmatan awam. Berkaitan dengan isu bahasa dalam kalangan pelajar, kerajaan disarankan agar mamansuhkan penggunaan Bahasa Inggeris sebagai bahasa rasmi dan salah satu bahasa tempatan dijadikan bahasa rasmi seperti mana yang berlaku di Negara-negara Asia Tenggara. Kerajaan juga perlu menyediakan pinjaman kereta dan pinjaman rumah untuk membolehkan guru mengatasi masalah pengangkutan dan membolehkan mereka menginap di rumah sendiri. Pengetua juga perlu menyokong guru baharu melalui apa jua sokongan untuk membolehkan mereka bertindak yakin dalam profesion keguruan.



ACKNOWLEDGEMENTS

I wish to forward my gratitude to ALMIGHTY ALLAH for sphering my life from the beginning of the programme to the end. My praises also goes to the seal of all Prophets, Prophet Muhammad (S.A.W).

My special thanks goes to the chairperson of my supervisory committee, Dr. Foo Say Fooi, for his tireless efforts and critical scrutiny on a very bit of my work, I appreciated his guidance, patience and constant support throughout my study. I wish to thank my supervisory committee members; Dr. Ramli bn Basri, and Dr. Roslen bn Baki for their contributions and critical outlook of my work.

I must create a special column for my family members especially my late father, Alh. Aliyu, who has given me the moral and spiritual training to face the challenges of the academic world, I wish to also thank my mother Amina for her supports and prayers throughout my study. To my wife Aishat and my daughters; Nabilah, Hafstat and Amina, I really appreciated their patience for enduring my absence. I must appreciate the support and contributions of my uncle, Baba Ado, my brother, Isiyaku and my entire family members for their supports and contributions.

My special appreciation goes to Prof. Faruk Harun Rashid, the Provost Niger State College of Education for his supports from the beginning to the end of my study. I wish to thank my brother Dr. Dantani Ibrahim for his guide and supports throughout my study. My appreciation goes to all my friends and the entire family members of late Sheikh Imam Muhammad Shekarau (R.T.A) for their prayers and spiritual supports. I wish to also forward my sincere gratitude to my friends; Dr. Khumran Mada, Mal. Bashir Umar, Mal. Abubakar Sani Abubakar shikah and Mu'azu Ahamed for their support and advice. My special appreciation goes to all who assisted me financially, may ALLAH reward them.

DECLARATION

Declaration by graduate student

I hereby confirm that:

- this thesis is my original work;
- quotations, illustrations and citations have been duly referenced
- this thesis has not submitted previously or concurrently for any other degree at any other institutions;
- intellectual property from the thesis and copyright of thesis are fully-owned by Universiti Putra Malaysia, as according to the Universiti Putra Malaysia (Research) Rules 2012;
- written permission must be obtained from supervisor and the office of Deputy Vice-Chancellor (Research and Innovation) before thesis is published (in the form of written, printed or electronic form) including books, journals, modules, proceedings, popular writings, seminar papers, manuscripts, posters, reports, lecture notes, learning modules or any other materials as stated in the Universiti Putra Malaysia (Research) Rules 2012;
- there is no plagiarism or data falsification/fabrication in the thesis, and scholarly integrity is upheld as according to the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) and theUniversiti Putra Malaysia (Research) Rules 2012. The thesis has undergone plagiarism detection software.

Signature:  Date: 23-09-2014

Name and Matric No Aminu Aliyu Wushishi GS31710

This Thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the Degree of Doctor of Philosophy. The members of the supervisory committee were as follows:

Foo Say Fooi, PhD

Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Ramli Bn Basri, PhD

Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

Roslen Bn Baki, PhD

Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

BUJANG BIN KIM HUAT, PhD

Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

DECLARATION

Declaration by graduate student

I hereby confirm that:

- this thesis is my original work;
- quotations, illustrations and citations have been duly referenced
- this thesis has not submitted previously or concurrently for any other degree at any other institutions;
- intellectual property from the thesis and copyright of thesis are fully-owned by Universiti Putra Malaysia, as according to the Universiti Putra Malaysia (Research) Rules 2012;
- written permission must be obtained from supervisor and the office of Deputy Vice-Chancellor (Research and Innovation) before thesis is published (in the form of written, printed or electronic form) including books, journals, modules, proceedings, popular writings, seminar papers, manuscripts, posters, reports, lecture notes, learning modules or any other materials as stated in the Universiti Putra Malaysia (Research) Rules 2012;
- there is no plagiarism or data falsification/fabrication in the thesis, and scholarly integrity is upheld as according to the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) and theUniversiti Putra Malaysia (Research) Rules 2012. The thesis has undergone plagiarism detection software.


Signature:  Date: 23-09-2014

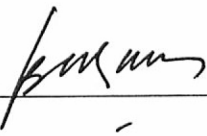
Name and Matric No Aminu Aliyu Wushishi GS31710

Declaration by Members of Supervisory Committee

This is to confirm that:

- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

Signature: 
Name of
Chairman of
Supervisory
Committee: Foo Say Fooi, PhD

Signature: 
Name of
Member of
Supervisory
Committee: Ramli Bn Basri, PhD


Signature: 
Name of
Member of
Supervisory
Committee: Roslen Bn Baki, PhD

TABLE OF CONTENTS

	Page
ABSTRACT	i
ABSTRAK	iii
ACKNOWLEDGEMENT	v
APPROVAL	vi
DECLARATION	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
 CHAPTER	
1 INTRODUCTION	
1.1 Background to the study	1
1.2 Statement of the problem	7
1.3 Research questions	10
1.4 Research Objectives	10
1.5 Significance of the study	10
1.6 Scope of the study	11
1.7 Definition of terms	11
2 LITERATURE REVIEW	
2.1 Introduction	12
2.2 The issue of teacher attrition	12
2.3 Why teacher retention	15
2.4 Causes of Teacher Attrition	16
2.4.1 Low salary	17
2.4.2 Poor working condition	21
2.4.3 Leadership style	24
2.4.4 Rural posting	25
2.5 Factors that help in retaining teachers	27
2.5.1 Teachers salaries	27
2.5.2 Good school Leadership	31
2.5.3 Mentoring	33
2.5.4 Induction	37
2.5.5 School-Community relation	39
2.5.6 School climate	41
2.6 Theoretical/Conceptual framework	44
2.6.1 Theory of Reasoned Action	44
2.6.2 Theory of Planned Behaviour	46
2.6.3 Teacher retention model	49
2.6.4 Economic Labour theory	50
2.6.5 Conceptual Framework	52
3 METHODOLOGY	
3.1 Introduction	53
3.2 Design of the study	53
3.3 Sample for the study	54

3.4	The Participants	55
3.5	Data Collection	57
	3.5.1 Interviews	57
	3.5.2 Verification of Documents and Observation	58
3.6	Pilot Study	58
3.7	Gaining access	59
3.8	Analysis of data	59
	3.8.1 Category	60
3.9	Validity and Reliability	60
3.10	Ethical Consideration	62
3.11	Audit trail	62
4	FINDINGS OF THE STUDY	
4.1	Introduction	63
4.2	Reasons for attrition among secondary teachers	64
	4.1 Salary related issues	64
	4.2 Nature of students	68
	4.3 Environmental factors	72
	4.4 Irregular promotion	75
	4.5 Workload and large class size	77
4.3	How teacher attrition is affecting secondary schools	79
	4.3.1 Affects students' performance	79
	4.3.2 Increase in workload	80
	4.3.3 Affect the administration of the school	82
	4.3.4 Increase in cost	83
4.4	Reasons for retention of teachers	84
	4.4.1 Improve condition of service	84
	4.4.2 Benefits from Endwell	92
	4.4.3 Opportunity for further studies	94
	4.4.4 Spiritual motivation	95
	4.4.5 Administrative assistance	96
5	DISCUSSION OF FINDINGS, SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS	
5.1	Introduction	98
5.2	Reasons for teacher retention	98
5.3	How attrition affects secondary schools	106
5.4	Reasons teachers give for retention	110
5.5	Summary	117
5.6	Conclusion	118
5.7	Implication for practice and recommendation	119
5.8	Implication for theory	120
5.9	Recommendations for future research	122
	REFERENCES	123
	APPENDICES	145
	BIODATA OF STUDENT	157
	LIST OF PUBLICATIONS	158

LIST OF TABLES

Table	Page
1. Niger State Government approved budget	5
2. Salary of graduate Teacher in Niger State, Nigeria	6
3. Salary of Graduate Teacher in Nassarawa State, Nigeria	6
4. Bio data of the serving teachers involved in the study	63
5. Bio data of teachers who left teaching to other jobs	64



LIST OF FIGURES

Figure		Page
1.	Theory of Reasoned Action	45
2.	Theory Planned Behaviour	47
3.	Retention Model	49
4.	Conceptual Framework	52



LIST OF ABBREVIATIONS

TCE	Teacher Certificate Examination
NPE	National Policy on Education
NSSEB	Niger State Secondary Education Board
NCE	Nigeria Certificate of Education
NUT	National Union of Teachers
NECO	National Examination Council
WAEC	West Africa Examination Council
JSS	Junior Secondary School
SS	Senior Secondary
9-3-4	9 years of Primary school and junior secondary, 3 years of senior secondary and 4 years of University

CHAPTER 1

INTRODUCTION

1.1 Background to the Study

In Nigeria, there are concerns about the fact that teaching is a profession which is characterised by high rate of attrition (Bashar 2011). The problem of teacher retention is regularly headlined in the media and attracted series of researches among scholars in the country. The worry lies within the fact that many teachers in Nigeria who had invested time and effort into qualifying to teach had chosen to leave the profession. Growing concern about nationwide teacher shortage has focused considerable attention on education and teaching profession, several conditions account to this national crisis including increasing population of students' enrolment and teacher attrition (Garba 2012).

Throughout the decade, Nigerian schools required annual infusions of many new teachers to meet the demands of growing students' enrolments, expanded years of schooling, and teacher attrition issues (Bashar 2011). In a similar report, Adamu (2010) commented that school staffing problems are primarily due to excess demand resulting from a 'revolving door' where large numbers of teachers depart from their jobs for reasons other than retirement. While few numbers of Nigerian teachers remained stable in their positions, more teachers left the teaching profession than had entered. Thus, schools are losing more teachers than they are recruiting or retaining (Adamu 2010).

In Northern part of Nigeria, teacher attrition rate has rapidly raised within four years, in 2008 the rate was 13.9% but increased 20.1% in 2012, majority of the teachers moved to other profession due to some reasons like; improved condition of service in other profession, less stress, and working hours (Garba 2012). This clearly indicated that, the rate of attrition was high and teachers who moved to other jobs complained that the condition of service in teaching is not favourable to them and the stressful nature of the teaching profession is worrisome with a lot of numbers of hours putting in the profession.

In a report released by Niger State Secondary School Board, (2012) the rate of attrition from 2010-2012 was analysed. It has shown that as at 2010 the state has 12,280 teachers while in the same year a total of 1,338 which is about 10.9% exited out of the teaching profession. In 2011, the number increased to 1,702 amounting to 15.5%. The number of teachers who quitted out of teaching profession in year the 2012 was reported to increase to 1,950 which is about 21.1%. This shows consistent increase in teacher attrition in the state. Teachers are leaving the profession to other professions such as Immigration, Customs, Civil defence corps, Politics and other Civil service which has better payment. One fundamental aspect of the report was that, from the year 2010-2012, the state has lost a total of 4,990 teachers as a result of attrition, which is about 47.5%. Out of the three educational zones, Minna Educational Zone has the highest rate of attrition with 20.05%, out of the 47.5%,

Bida educational zone with 15.3% and Kontagora zone with 12.2% within the period covered by the report. In addition, the rate of attrition was higher among male than female and within the early period of teaching career.

Recent surveys conducted by Niger state secondary education board (2012) showed that, science subjects suffered the most in terms of teacher attrition. According to their report, the state has only 28 qualified Physics teachers and 18 out of the 28 are contract staff. This number is insignificant compared to the number of schools in the state and high population of students in the schools. The report is similar with that of Adeyemi (2008) who reported an alarming rate of shortage in science teachers within secondary schools in Ondo state. The state advocated for 60% increase in science teachers and 40% in non-science subjects, but as at the time of his survey, the state is having 33.0% of science teachers and 67.0% of non-science teachers. This is a clear indication that the rate of attrition is high particularly among science teachers in the state.

In a study conducted by Simon (2010) in Ogun state of Nigeria, found that almost two-third of new teachers completing their second year of teaching say it is “very” (20%), “fairly” (40%) likely that they will leave the teaching profession and go into some different occupation within the next five years. This sign of extreme discouragement with the teaching profession is particularly common among new teachers who participated in the survey. In schools with very high attrition rates, this can pose a number of challenges, including lack of continuity in instruction, lack of adequate teaching expertise to implement the curriculum and lost time and resources for replacement of new teachers and training them when recruited into the profession. This scenario of teachers intending to leave the profession is common among schools in Nigeria particularly in the Northern part of Nigeria where the level of education is low compared to the Southern part of the country.

A brief history of teaching profession in Nigeria

The history of teaching in Nigeria could be traced as far back as the missionary period, when the missionary trained and employed indigenous Nigerians to help in teaching various communities in the Western and Southern regions. As pointed out by Adeyinka (1971) the missionaries trained their teachers through the pupil-teacher system, a system where the school and pupils lived in the same compound as one big family. The aim of this system is to have a close monitoring of the pupils’ activities and progress in respect of what they have been taught, because at the end of the training they will be subjected to an examination which will qualify them to be recruited as teachers. Fajana, (1978) highlighted that the pupils who are within the age of 14 years had to passed the Standard V examination before their recruitment as teachers. The successful ones were recruited as teachers to receive an hour instruction daily from their head- teacher who taught them the elementary technicalities of teaching.

With the establishment of teacher training school in the Northern part of Nigeria in 1909, the system of teacher recruitment started to take a new shape. Having passed the Standard V examination, a candidate must have served as a pupil-teacher for two years as assistant teacher before enrolling into another two years course at the

Nassarawa school where he will be trained and made to sit and pass a prescribed Teacher Certificate Examination, (TCE) (Fafunwa, 1974).

After sometimes there were lots of criticism on the Missionary's system of teacher training and recruitment. In 1925 a committee was set up by the colonial administration to look into the issue. According to the report of the committee as stated by Jekayinfa (2005) the Missionary system of teacher training was unsatisfactory, the pupil-teacher was over-worked, under-paid, and the curriculum was poorly conceived. So an effective cadre teacher was suggested by the committee, they added that there should be significant improvements in the conditions of service of the teachers in order to attract the best candidates into the profession. The recommendation of the committee was implemented, teaching became a profession with teachers becoming highly respected, they played a key leadership role in the local communities and acted as role models. They were next to Colonial masters in order of ranking, so they were valued. They were seen as people sent by God to take ignorance away from the land in substitute for fortunes and good tidings. Because of the respect attached to teachers, they hardly touched their salary as the community provides almost all their daily needs, (Usman, 2008). This practice continued not until 1955 when the Western part of Nigeria introduced the Universal Education which led to massive enrolment of students into schools these led to employment of many untrained teachers which make it difficult for the Colonial government to cater for. Few years later, a commission was set up to review policy on teacher employment. In their report according to Adelabu (2005) it recommended the gradual elimination of untrained teachers in the schools, improvement of teachers' condition of service, the promotion of efficient teachers to the highest professional grades. But the report was later not implemented probably because of political reasons.

This scenario marked the beginning of crises in the teaching profession in Nigeria. At present teaching is no longer respected, the situation and conditions of teachers is said to be poor, the profession is becoming a class occupation. Teachers no longer form the base of the educated class in the society, the profession no longer carries the social prestige and respect accorded to it in the past. Teachers are today followers rather than leaders (Mohammed, 2006). There are so many factors that led to the relegation of the teaching profession in Nigeria which includes; their payment, their status in the eyes of the community, the kind of condition they work at, and so many others (Sunday & Lasun, 2009). For example, looking at the issue of salary, teachers in Nigeria are the least paid among other professionals like Medicine, Engineering and Law. Jagaba (2008) pointed out that a lot of disparities do exist in terms of teachers' salaries compared to other profession. They receive less salary compared to the work they performed. A lot of them could not cope with the stipend given to them at the end of the month. Low salary and condition of service affect teachers' performances which result to qualified and productive teachers moving out to other places in search of better working conditions, (Bala, 2009). Low salary is among the reasons why teachers hold to other jobs to supplement their living, (Lockhead et al, 1993).

Teachers are the centre-piece of any educational system. No education system can rise above the quality of its teachers. Teachers whose morale is low are not likely to perform as expected in the school system. According to Ajayi and Oguntoye (2003)

the numerous problems permeating the entire educational system in Nigeria such as cultism, examination malpractices, drug abuse, indiscipline, persistent poor academic performance of students in public examinations and many more seem to suggest that teachers have not been performing their job as expected. Fadipe (2003) posited that teachers, apart from students, are the largest most crucial inputs of an educational system. They influence to a great extent the quality of the educational output. Teachers' low pay package (when compared to other public workers), societal perception of the job and many more have dampened the morale of teachers.

Administration and Financing Secondary Education in Niger state

Secondary school education occupies a very important position in the educational system of Nigeria. It is the level that determines the academic and professional career of students, at this level the student determines what career he/she wants to choose and what to become in future. The National Policy on Education (NPE, 2004:4) has defined secondary education as "the type of education children receive after the primary education and before the tertiary education".

From the above, the strategic importance of secondary education is no longer in doubt, it is the bridge between the primary and tertiary education. Ajayi et al. (2009) added that, the aim of secondary education is to provide opportunity for quality education for primary school leavers, cater for the differences in talents of the pupils, develop Nigeria cultural heritage, produce a generation of people who respect the dignity of labour, foster Nigerian unity and to inspire its students with the desire for achievement and self- improvement both at school and in later life.

Before the Nigerian independence, the administration of secondary schools lies within the jurisdiction of the Colonial government, but after independence in 1960 the Nigerian government took over the schools from the Colonialist (Usman, 2008). In Nigeria there are two kinds of secondary schools, the Federal Government owned secondary schools and the state owned secondary schools. Two Federal Government secondary schools are located in each of the state of the Federation. The financing and the administration of the schools is solely shouldered by the Federal government, all issues regarding recruitment of staff and their salary, provision of learning facilities in the schools and whatever the school may require are provided by the Federal government.

On the other hand, each and every state has its own secondary schools. In Niger state for examples, there are about 215 secondary schools spread among the three educational zones of Kontagora, Minna and Bida. (Niger State Secondary Education Board, (NSSEB) 2012). The administration of these schools is run by the state government. Teachers are recruited by the State Secondary Education Board. Qualified applicants are shortlisted for an interview before their employment as teachers. The minimum qualification of teaching in secondary schools is Nigeria Certificate of Education (NCE), although the board also recruit those without teaching qualification, like holders of B.Sc and B.A degrees in other fields due to shortage of teaching staff with the teaching qualifications.

As the States controlled the affairs of secondary schools in the area of administration they are also in charge in the area of finance, despite the fact that each State relied on

the monthly subvention from the Federal government added to the internally generated revenue to enable them pay the salary of workers (teachers inclusive). The States also are to provide all the necessary facilities to their established secondary schools. Keith (2002) added that, payment of Teachers' Salary, provision of Instructional Materials, building of classrooms in the state owned Secondary schools is the responsibility of the State.

In Niger state the case is the same, all the state established secondary schools are financed by the state. Teacher salaries, construction and maintenance of classrooms and other facilities in the schools are shouldered by the state government. Though there is clear evidence that the Government of Niger state is not living up to expectation in the area of financing education. For example, from the budget of 2009, 2010 and 2011 the money allocated to education was insufficient as indicated in the Table 1.1

Table 1.1: NIGER STATE GOVERNMENT APPROVED BUDGET

Year of Budget	Total Budget of the state	Allocation to Education	Percentage
2009	N 69,090,088,075:00	N 1,590,085,257:21	0.23%
2010	N 115,935,318,818:00	N 1,939,454,377:00	1.67%
2011	N 129,611,730,715:00	N 1,799,826,989:28	1.39%

Sources: Niger State Budget and Planning office 2011

NB. 1 USD is equivalent to N155 (exchange rate)

From the Table above, it is glaring that the fund allocated to education was very minimal. According to UNESCO (2010) the required budget allocation to education should be 26% of the total budget estimate. Looking at the above allocation in Niger state, it is clear that in 2009 Education received 0.23% of the total budget, while the allocation increased in 2010 to 1.67%, later dropped to 1.39% in 2011. This is a clear indication that within the last three years, education was unable to get 2% of the total state budget estimate. By implication of this analysis it is clear that Education is not given much appropriate priority in the state, and that could be another reason why the state is the lowest paid in terms of teacher salaries among the neighbouring states of Kogi, Nasarawa, and Kaduna States. The Tables below show salary of graduate teacher in Niger state and Nassarawa States for comparison.

Table 1.2: Salary of Graduate Teacher (GL 08/01) in Niger state

Salary before and after monthly deductions

Annual Salary	N 384,750.91
Monthly Salary before deductions	N 32,062.38
Pension Scheme	N 2,404:69
Federal mortgage	N 801:56
Union deduction	N 961:88
Pay as you earn	N 774:27
Total Deduction	N 4942:40
Monthly salary after deduction	N 27119.98

Source: Account Dept. Niger state Secondary Education Board (2012).

Table 1.3: Salary of Graduate Teacher (GL 08/02) in Nassarawa State.

Salary before and after monthly deductions

Annual Salary	N 794,359.92
Monthly Salary before deductions	N 66,196.66
Pension scheme	N 2,604.69
Federal mortgage	N 801.70
Union deduction	N 901.00
Pay as you earn	N 794.27
Total deduction	N 5101.66
Monthly salary after deduction	N 61095.00

Source: Account Dept. Nassarawa state secondary education board (2012)

NB. In Niger state a graduate is employed on Grade Level 08 step 01, while in Nassarawa state a graduate starts with Grade Level 08 step 02.

From Tables 1.2 and 1.3, it is clear that a graduate's salary in Niger state after the monthly deductions is N27,120.18 (USD 175.00) per month, while his counterpart in Nassarawa state earns N61,095.00 (USD 395.00) per month, after deductions. A part from the salary differences, the condition of secondary schools in Niger is unfavourable, although it is not Niger state alone but virtually many states in the country as reported by Ekundayo, (2010) which itemised the followings as problems associated with secondary education in Nigeria:

Inadequate Funding: Lack of proper allocation of fund is one of the obstacles that is affecting the efficient management of secondary education in the country. Aghenta (1991) added that the success of any secondary school depends upon the resources made available to it. So this is a clear indication that fund is very important in this regard because, all other vital things in the school can be obtained and maintained, such as the school building, purchase of equipment, payment of teachers' salaries and allowances and running expenses. In Niger State, so many secondary school principals are finding it difficult to run the affairs of their schools because of inadequate funds. Some schools levied the students to enable them raise funds to run the administration of their school (Fati, 2010).

Inadequate Facilities: School facilities are the material resources that facilitate effective teaching and learning in schools, it makes instructions clearer and understandable. Jaiyeoba and Atanda (2005) commented that educational facilities are those things which enable a skilful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Most secondary schools in Nigeria have their laboratories virtually empty, classes were over populated and some of these classes are without chairs and desks for students to sit and learn.

Poor Supervision of Schools: Effective instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision. The primary responsibility of inspectors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. While it has been argued that the principals have been discharging their duties as internal supervisors, the external supervisors (inspectors from the Ministry of Education) appear non-functional as they seldom visit schools to monitor the operations in these schools.

Frequent Changes in Policies: Unlike many countries where policies are consistent and adhered to, in Nigeria the case is different, no matter how good a policy is, once the government that enacted the policy is gone, then the policy will be affected. For example, our educational system experienced series of changes, from 7-5-4, 6-5-4 to 6-3-3-4 and now 9-3-4 system.

1.2 Statement of the Problem.

The current situation of teacher attrition in Niger state is a concern to all including government and the society at large. Research indicates that teachers are increasingly leaving the teaching profession to other jobs (Bashar 2011). Low salary, poor working condition are among the factors for teacher attrition (Joshua & Modupe 2012; Ahmed 2003). These contributing factors bolster the perceptions that "in the decades to come it will be critical to attract, support, and retain teachers to meet the growth of the school-age population.

One of the problems in the attrition and retention literature is that attrition and retention studies are mostly quantitative and survey-based. The central focus is often on the external factors and conditions that cause teachers to stay or leave the profession; not enough money, lack of mentoring, leadership style of the school principal, lack of community support, and so on. These themes are researched

continuously, solutions are offered and tried, but the problem continues (Katkus, 2007). This study tend to look at attrition and retention in qualitative manner with the aim of unveiling more reasons why teachers are leaving the profession and discovering possible solutions that will help in retention of teachers in the teaching profession. This discussion of the literature identifies a need for a study concerning teacher attrition and retention in an effort to explore additional conditions or reasons on teacher attrition and retention attitudes and dispositions. The internal reasons propelling teachers to their retention decision and the interaction between the external and internal reasons suggests this may be an important area of exploration. Considering that internal reasons for different teachers can be different, the interaction between the particular external factors and teachers' internal reasons can lead to different patterns of teacher attrition and retention. Thus, to understand the internal reason and the interaction between the internal and external reasons, a qualitative research methodology is necessary to explore deeper into teachers' reasons for attrition and retention (Bogdan & Biklen, 2003).

Over the years, secondary school teachers in Niger state have complained of government inability to satisfy their needs. Their salaries are not paid as at when due, their promotion is delayed and when implemented, the financial involvement is not paid from the time the promotion took place. The classrooms where they teach are over-crowded and in some cases, the children sit on the floor to learn (NUT, 2011). In line with these, Okpala (2006) added that, many secondary school children in Nigeria learn under the shade of trees, while many sit on the floor to learn in their classrooms. This makes it difficult for the teacher to manage his class effectively. These with many other factors contributed to the increase rate of teacher attrition in Niger state. In a report released by Niger State Secondary School Board, (2012) the rate of attrition from 2010-2012 was analysed. It has shown that as at 2010 the state has 12,280 teachers while in the same year a total of 1,338 which is about 10.9% exited out of the teaching profession. In 2011, the number increased to 1,702 amounting to 15.5%. The number of teachers who quitted out of teaching profession in year the 2012 was reported to increase to 1,950 which is about 21.1%. This shows consistent increase in teacher attrition in the state. Teachers are leaving the profession to other professions such as Immigration, Customs, Civil defence corps, Politics and other Civil service which has better payment.

One fundamental aspect of the report was that, from the year 2010-2012, the state has lost a total of 4,990 teachers as a result of attrition, which is about 47.5%. Out of the three educational zones, Minna Educational Zone has the highest rate of attrition with 20.05%, out of the 47.5%, Bida educational zone with 15.3% and Kontagora zone with 12.2% within the period covered by the report. In addition, the rate of attrition was higher among male than female and within the early period of teaching career. Despite the attrition rate across all subjects, science subjects suffer the most. In 2010 the Board conducted Teachers Supply Analysis, they discovered that in Physics there were only 28 qualified teachers in the whole state and 18 out of the 28 are contract staff. This number is insignificant compared to the number of schools in the state and the high population of students in each school.

Besides, government officials, parents, and members of the community do not have respect for teachers. In support of this, Baiki (2002) added that teachers at present are not accorded the respect they deserved. In addition, to enhance their economy and

improve their living standard most teachers engage in other business ventures during the school period. The time and energy devoted to the business affects their commitment to duty and consequently hinders the performance of students (Nwuju and Uzoaru, 2010). When teachers are not adequately taken care of, especially with regards to regular and prompt payment of their salaries and other entitlements, their attitude to work will change automatically, and the next thing is to start thinking of an alternative job (Idogho, 2002). It is therefore very necessary to address these problems if not there will be no meaningful achievement in secondary education in Niger state.

Studies revealed Teacher attrition as one among the factors associated to failure in students' achievements in schools (Boyd et.al, 2008; Grace, 1991; & Konnac, 1996). Large decline in student's achievements in both Arts and Science Subjects can easily be observed in Nigerian Secondary Schools and Niger State as well. The failure rate is so alarming, from the analysis of the results released by the National Examination Council (NECO) and West Africa Examination Council (WAEC). In 2009, Senior School Certificate Examinations conducted by NECO, over 90% of the students who sat for the examination failed. Out of 236,682 candidates who sat for the examination only 1.8% made five credits including Mathematics and English language. In 2010 less than 25% of the total candidates of 132,357 that sat for the Examinations passed with five credits. In 2011 about 24.86% achieved the University entry requirement (NECO, 2011). The problem is almost the same in WAEC. In 2008 only 23.5% passed in Mathematic and English Language with credits in three other subjects. In 2009, the percentage increased to 25.99%, while in 2010 the number declined to 20.04% (WAEC, 2010).

In Niger State, out of the 22,827 candidates that sat for the 2007 WAEC Examinations only 621 Candidates passed with five credits including Mathematics and English Language representing only 2.72%. In 2008, the percentage increased to 3.29%. In NECO Examinations of 2007, the results improved sharply with about 19.59% of the candidates passed with five credits including Mathematics and English Language. Although there may be other factors that can causes students' failure in examinations, but this mass failure among students in Niger state secondary schools may be attributed to the shortage of competent teachers as a result of attrition. So there is the urgent need to explore on factors that will help in retaining teachers so as to arrest the issue of mass failure among our secondary school students with the aim of moving our education forward.

Quite reasonable number of studies were conducted on teacher retention, but most of these studies were in developed nations like Britain, United States and Australia, although few studies can be found on Nigeria which majority of the conducted studies were carried out in the Southern part of Nigeria. No much studies on teacher retention in Niger State and the State is desperately in need of a research of this kind because of the rate at which teachers are leaving the teaching profession. There is the urgent need to conduct this study so as to bridge the gap and to also proffer possible solutions to the existing problem of attrition.

1.3 Research questions.

The research questions for the study are:

Main Research question:

Why do teachers leave or remain in teaching at secondary schools in the state of Niger, Nigeria?

Specific research questions

1. What reasons do teachers give for attrition among secondary schools teachers in Niger state, Nigeria?
2. How does the attrition among teachers affect secondary schools in the state?
3. What reasons do teachers give for retention of teachers in Niger state secondary schools?

1.4 Research Objectives.

This research has the following objectives:

Main Objective:

To explain reasons why teachers leave or remain in teaching at secondary school in Niger state, Nigeria.

Specific Objectives:

1. To explain reasons given by teachers for teacher attrition in Niger State secondary schools.
2. To describe how teacher attrition is affecting education at secondary school level in the state.
3. To explain reasons given by teachers for retention of teachers in Niger state secondary schools.

1.5 Significance of the Study.

As teachers continue to leave the teaching profession in Niger state, policy makers must identify factors related to attrition and possible ways of retention if the current situation needs to be addressed. This study tends to provide useful information that will assist Niger state ministry of education in understanding the problems associated with teacher attrition and provide the necessary measures that will help in the retention of teachers in Niger state secondary schools. The study will further help them in planning for incentives packages that will be attractive for workers in the field. The findings of this research will be helpful to the Personnel Department of Niger State Secondary Education Board in the area of recruiting and maintaining

standard on the process. Considering the vital roles of principals in schools, findings from this study will equip them with the knowledge on how to handle novice teachers, by way of rendering all sort of assistance with the aim of retaining them (novice teachers) in the job.

This study will provide policy makers and implementers in the Ministry of Education, Principals, and other interest groups with information on the significance of teacher retention in an educational organization and propose best ways on how to tackle the issue of teacher attrition among teachers of secondary schools in the state.

The research will also serve as a reference point to scholars who will be wishing and willing to study teacher attrition and retention in Nigeria, and will reduce the wide literature gap that exists in the field particularly in Niger state and Nigeria at large.

1.6 Scope of the Study.

This study is specifically aimed at exploring factors in relation to teacher attrition and retention in public secondary schools of Niger State in Nigeria. The study covered selected government established secondary schools in urban area of the state. It does not include any public rural secondary schools and none of the private established secondary schools was selected, this is because private schools are owned by individuals although government has responsibilities over formulating educational policies regarding their standard, but do not however have right over their recruitment policies and welfare of their staff. The major limitations to the study are; a qualitative method was used in carrying out the research with limited number of participants selected, the findings cannot be generalised because of the limited coverage. The study only focused on serving teachers and those that left the teaching profession.

1.7 Definition of Terms

Teacher: According to Afe (2002) Teacher in the educational process refers to the person who instructs to provide the teaching-learning process. He assumes various capacities as educator, instructor, tutor, lecturer, counsellor, professor and so on. He is the mainstay or prime mover of the educational system. According to Aghenta (1991) as an input operator into the educational system, the teacher plays a big role in the conversion of raw materials (particularly students) into finished products i.e. graduates. To this study, a Teacher is someone with or without teaching qualification, who found himself in the teaching profession.

Retention: According to Adelabu (2005) Retention is the act of putting all the necessary efforts to prevent teachers from leaving the teaching profession. It is also an effort to make teacher remain in teaching profession. In this study, retention means the same.

Attrition: Croasmum, Hampton & Herrman (2002) defined Attrition as the movement of employees out of the organisation or any permanent departure beyond organisational boundaries. In this study, attrition refers to voluntary exit of teacher out of teaching profession, it could be at the early, mid or late period in the teaching career.

REFERENCES

- A report by Alliance for Excellent Education (2005) On Teacher attrition: A costly lost to the nation and states retrieved on 1st October 2012 from www.all4ed.org
- A report on “*Teacher and Teaching in Niger State*” (2011) National Union of Teachers (NUT)
- A report on “*Teacher Attrition in Ghana*”(2009). Ghana National Association of Teachers (GNAT) & Teachers & Educational Workers (TEWU) of Ghana Trades Union Congress.
- A report on “*Teacher Survey Analysis*” (2012) Niger State Secondary Education Board
- Abdul-Majid A. (2010) Educational Development in Niger State: History, Political Dynamics, and Challenges for Nation Building in *Education for Sustainable Development in Nigeria* by Talla N.S et al (eds) smartprint pub. Jos Nigeria
- Abu-Saad, I., & Hendrix, V. L. (1995). Organizational climate and teachers' job satisfaction in a multi-cultural milieu: The case of the Bedouin Arab schools in Israel. *International Journal of Educational Development*, 15(2), 141-153.
- Adamu A. (2010) A Techniques on improving Staff Morale in Public Secondary Schools in Bauchi State. Unpublished Master thesis, Bayero University Kano, Nigeria.
- Adelabu M.A (2005) “Teacher motivation and incentives in Nigeria” Retrieved on 4th October 2011 from www.dfid.gov.uk
- Adeyemi, K., & Akpotu, N. E. (2009). Cost analysis of teacher absenteeism in Nigerian secondary schools. *J Soc Sci*, 21(2), 137-144.
- Adeyemi, T. (2008). Teachers’ teaching experience and students’ learning outcomes in secondary schools in Ondo State, Nigeria. *Educational Research and Review*, 3(6), 204-212.
- Adeyinka, A. A. (1971.). , *The development of secondary grammar school education in the western slate of Nigeria 1908-1968*. M.Ed. Dissertation-University of Ibadan.
- Afe, J. O. (2002). Reflections on becoming a teacher and the challenges of teacher education. *Uniben Inaugural Lecture Series*(64).
- Agba, A., Ikoh, I., & Ashibi, N. (2010)Teachers leadership style, classroom variables and students’ academic performance in Calabar metropolis, Nigeria. *Educational Research*, 1(6), 178-185.
- Agboli & Chikwendu (2006) Business environment and Entrepreneurial activity in Nigeria: implications for industrial development. *The Journal of Modern African Studies*

- Aghenta, J. (1991). Teacher Effectiveness in the Nigerian Educational System. Edited by BC Emenogu, OVN Okoro et al Onitsha, Orient Publishers Ltd.
- Ahmed, A. U., & Arends-Kuenning, M. (2006). Do crowded classrooms crowd out learning? Evidence from the Food for Education Program in Bangladesh. *World development*, 34(4), 665-684.
- Ahmed, T. M. (2003). Education and national development in Nigeria. *Journal of Studies in Education*. Vol. 10 (2003), 35—46.
- Aidan, M. David W. C Joan G. & Elizabeth L. (2007), Recruiting, Retaining, and Retraining Secondary School Teachers and Principals in Sub-Saharan Africa, *World Bank working paper no. 99 Washington, D.C. 20433, U.S.A.*
- Aitken, R., & Harford, J. (2011) Induction needs of a group of teachers at different career stages in a school in the Republic of Ireland: Challenges and expectations. *Teaching and Teacher Education*, 27(2), 350-356.
- Ajayi, I. A. and Oguntoye, H. O. (2003). Motivation as correlate of teachers' job performance in Ogun State Secondary Schools. *UNAD Journal of Education*. (3):155—162
- Ajayi, I., Haastrup, T. E., & Arogundade, B. (2009). Parents involvement in school administration as a correlate of effectiveness of secondary schools in Nigeria. *Journal of Educational Administration and Policy Studies*, 1(3), 041-046.
- Ajayi, I.A, Ekundayo, H.T & Arogundade, B.B (2009) Parents' involvement in school administration as a correlate of effectiveness of secondary schools in Nigeria *Journal of Education Administration and Policy Studies Vol.1 (3)*, pp. 041-046, Available online at <http://www.academicjournals.org/JEAPS> 2009 Academic Journals.
- Ajzen, I. (1985). From intentions to actions: A theory of planned Behaviour. In J. Kuhl & J. Beckmann (Eds.). *Action control: From cognition to Behaviour*. Berlin: Springer-Verlag.
- Ajzen, I. (1991). The theory of planned behaviour. *Organizational Behaviour and Human Decision Processes*, 50, 179-211
- Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social Behaviour*. Engelwood Cliffs, NJ: Prentice Hall.
- Akiba, M., Chiu, Y.-L., Shimizu, K., & Liang, G. (2012) Teacher salary and national achievement: A cross-national analysis of 30 countries. *International Journal of Educational Research*, 53, 171-181.
- Akinbote O. (2001): The Nigerian primary school teachers: Angels of instruction or devils of destruction? *Nigerian Journal of Education Philosophy*, 8(1) pp 35-40.

- Akinwumi, F.S. (2000) "Impact of motivation and supervision on teacher productivity in secondary schools in Oyo State Nigeria". An Unpublished Ph.D. thesis submitted to The Faculty of Education, University of Ibadan Nigeria.
- Akporehe, D. A. (2011) The impact of environment on productivity in secondary schools. *African Journal of Education and Technology*, 1(1), 116-122.
- Algozzine, B., Gretes, J., Queen, A. J., & Cowan-Hathcock, M. (2007). Beginning teachers' perceptions of their induction program experiences. *The Clearing House*, 80(3), 137-143.
- Amana, E.J (1990). *Leading and motivating people to perform management in Nigeria*, Journal of the Nigeria Institute of Management.
- Angelica, O. Laurel, E. & Dianne, W (2001) Ethics in Qualitative Research. *Journal of Nursing Scholarship*, Vol. 33 No.1 Pp 93-96.
- Anthony G, & Ma'aruf A, (2011) the relationship between leadership and School climate in a school. *A paper presented at a class seminar UPM*
- Antonucci, M. (2008). One yard below. Retrieved on 12 June 2012 from <http://www.calnews.com/Archives/1YB-intro.htm>
- Arikewuyo, M.O. (2006). Element of personel management in J.B. Babalola and Ayeni A.O et al(Eds) Educational management thought and practice. Ibadan. Codal Publisher.
- Arong, F., & Ogbadu, M. (2010) Major Causes of Declining Quality of Education in Nigeria from Administrative Perspective: A Case Study of Dekina Local Government Area. *Canadian Social Science*, 6(3).
- Ary D.J et al (2006). Introduction to research in education (7th ed.). Belmont, CA: Thomson Wadsworth.
- Ary, D, Jacobs L.C, & Razavier A. (1996) Introduction to research in education 5th ed. New York: Harcourt Brace College Publishers.
- Asadullah, M. N. (2006). Pay differences between teachers and other occupations: Some empirical evidence from Bangladesh. *Journal of Asian Economics*, 17(6), 1044-1065.
- Australia (2005) A document prepared by disability service unit *What is spoken language: importance of language*. retrieved on 15th September 2013 from www.education.qld.gov.au
- Australian Department of Education (2012) Promotion and transfer procedure for school teachers retrieved on 25th Sept. 2013 www.ed.gov.au
- Ayeni, A. J.(2012) Improving school and community partnership for sustainable quality assurance in secondary schools in Nigeria. *International Journal of Research Studies in Education*, 1(2).

- Baike, A. (2002) "Recurrent Issues in Nigeria Education". Tamaza publishing co. ltd.
- Bala A.S (2009) Reflections on Nigerian teacher and predicament of Teachers Education in Nigeria. Nigerian Journal of languages, arts, education and social sciences Vol. 1 No.1
- Balen, M. (1995). Rural teachers' dissatisfiers. *The Canadian School Executive*, 14(8), 3-11.
- Bashar M. (2011) Reforming the Teacher: An imperative for attaining the Nigerian Educational aims. *International Journal of Teacher Education and Teaching Vol.4 No.1 Pp. 1-9*
- Bawa, M.M (2007) A History of an Icon; The Biography of Ahmadu Bahago, the first Emir of Minna. Minna: Jilat Publishers.
- Bawa M.M & Salahu M.L (2012) A study on Nigeria people and culture. Star publishers. Minna.
- Bill, M. (2003) School leaders: changing roles and impact on teacher and school effectiveness, A paper commissioned by the Education and Training Policy Division, OECD, for the Activity *Attracting, Developing and Retaining Effective Teachers* April 2003 University of Tasmania.
- Blase, J., & Blase, J. (2004). *Handbook of instructional leadership: how successful principals promote teaching and learning*. Thousand Oaks, CA: Corwin Press.
- Blazer C. (2006) Teachers transfer and turn over retrieved on 10/10/2013 from www.gov
- Bobbit, S.A., Faupel, E., & Burns, S. (1991). Characteristics of stayers, movers, and leavers: Results from the teacher follow-up survey, 1988-1989. (NCES Publication No. 91-128). Washington, DC: US Department of Education, Office of Educational Research and Improvement.
- Bodgan, R.C & Biklan, S.K (1992) Qualitative research for education: An introduction to theory and methods 2nd ed. Boston: Ally & Bacon
- Bodgan, R.C & Biklan, S.K (2003) Qualitative research for education: An introduction to theory and methods 4th ed. Boston: Ally & Bacon
- Bornfield, G., Hall, N., Hall, P., & Hoover, J. (1997, Winter). Leaving rural special education positions: It's a matter of roots. *Rural Special Education Quarterly*, 16(1).
- Boser, U. (2000) A picture of the teacher pipeline: Baccalaureate and beyond. Quality counts 2000: Who should teach?, education week
- Bounds G. M, Dobbins G.H & Fowler O.S (1995). Management A Total Quality Perspective. Ohio: Western College Publishing.

- Boyd, D., Grossman, P., Ing, M., Lankford, H., & Wyckoff, J. (2009). The influence of school administrators on teacher retention decisions. Retrieved March 14, 2012, from http://www.stanford.edu/esloeb/papers/Admin%20and%20Retention%2012_12_09.pdf.
- Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2010). The influence of school administrators on teacher retention decisions. *American Educational Research Journal*, 48(2), 303-333.
- Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2008). *Who leaves? Teacher attrition and student achievement*: National Bureau of Economic Research.
- Boylan et al (1993). Retaining teachers in rural schools: satisfaction, commitment and life style (ERIC Reproduction service No. ED 365-495)
- Brand, S., Felner, R. D., Seitsinger, A., Burns, A., & Bolton, N. (2008). A large scale study of the assessment of the social environment of middle and secondary schools: The validity and utility of teachers' ratings of school climate, cultural pluralism, and safety problems for understanding school effects and school improvement. *Journal of School Psychology*, 46(5), 507-535.
- Brouillet, F. B. (1987, January). Report to the legislature on the Beginning Teacher Assistance Program (BTAP). Report released by the Office of the Superintendent of Public Instruction, Olympia, WA.
- Brown, K. E., & Medway, F. J. (2007). School climate and teacher beliefs in a school effectively serving poor South Carolina (USA) African-American students: A case study. *Teaching and Teacher Education*, 23(4), 529-540.
- Brown, K. M., & Schainker, S. A. (2008). Doing All the Right Things Teacher Retention Issues. *Journal of Cases in Educational Leadership*, 11(1), 10-17.
- Brown, S. (2004). Working models: Why mentoring programs may be the key to teacher retention. Retrieved on November 2011 from http://www.acteonline.org/members/techniques/may03_story1.cfm
- Buddin, R., & Zamarro, G. (2009). Teacher qualifications and student achievement in urban elementary schools. *Journal of Urban Economics*, 66(2), 103-115.
- Cassandra M.G, Lucrecia S & Glen AD (2006) Teacher recruitment and retention: a review of the recent empirical literature *Review of Educational Research Summer 2006, Vol. 76, No. 2, pp. 173-208*
- Certo, J., & Fox, J. (2002). Retaining quality teachers. *High School Journal*, 86(1).
- Chang, M. L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, 21(3), 193-218.
- Chapman, D. W., Snyder, C. W., & Burchfield, S. A. (1993). Teacher incentives in the third world. *Teaching and Teacher Education*, 9(3), 301-316.

- Charles A. Dana Center. (2001). Texas Beginning Educator Support System (Evaluation Report for Year 2: 2000-01). Austin, TX: State Board for Educator Certification.
- Chater, N., & Christiansen, M. H.(2011) A solution to the logical problem of language evolution: language as an adaptation to the human brain. *The Oxford Handbook of Language Evolution, Oxford University Press, Oxford*, 626-639
- Cheng, M. & Brown, R. S. (1992) A two-year evaluation of the Peer Support Pilot Project 1990-1992. Ontario, Canada: Toronto Board of Education Research Department. (ERIC Document Reproduction Service No. ED 356204).
- Chingos M.M & West M.R (2011) Promotion and reassignment in public school district: How do schools respond to difference in teacher effectiveness? *Journal of Economics of Education Review*
- Ciscell (1989) who will teach in rural school? Demographic preference among prospective teachers *Journal of rural and small schools* 3 (2) 7-11
- Cletus T.G (2008) The challenges of to church-state partnership in Education in Nigeria *Nigerian Journal of Teacher Education and Teaching Vol.4 No.1 Pp. 1-9*
- Clotfelter, C., Glennie, E., Ladd, H., & Vigdor, J. (2008). Would higher salaries keep teachers in high-poverty schools? Evidence from a policy intervention in North Carolina. *Journal of Public Economics*, 92(5), 1352-1370.
- Cohen, J. (2006). Social, emotional, ethical, and academic education: Creating a climate of learning, participation in democracy, and well-being. *Harvard Educational Review*, 76, 201-237.
- Cohen, J., McCabe, L., Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *The Teachers College Record*, 111(1), 180-213.
- Coleman H. (2010) Teaching and learning in Pakistan: The role of learning in education. *The United Kingdom's international organization for cultural relations and educational opportunities*. British Council.
- Colley, A.C. (2002). What can principals do about new teachers' attrition? *Principal*, March 2002, 22-24.
- Coombe, C. (1997). Unleashing the power of Africa's teachers. *International Journal of Educational Development*, 17(1), 113-117.
- Copland, M. (2001). The myth of the super principal. *Phi Delta Kappan*. 82(7), 528-533.
- Creswell, J.W (2007) Research Design Qualitative, Quantitative and Mixed Methods Approaches. Sage publishers: London.

- Cross, W., & Frankcombe, B. (1994). *The small rural school: A manual to improve effectiveness and efficiency*. Vancouver, B.C.: EduServ Inc. CUPE. (n.d.). *School board restructuring in Canada*. Retrieved January 25, 2012, from www.cupe.mb.ca/facts_sbcanda.htm
- Danielson, C. (1999). Mentoring Beginning Teachers: The Case for Mentoring. *Teaching and Change*, 6(3), 251-257.
- Darling-Hammond, L. (1997). *Doing What Matters Most: Investing in Quality Teaching*: National Commission on Teaching & America.
- Darling-Hammond, L. (2003). Keeping Good Teachers: Why It Matters, What Leaders Can Do. *Educational leadership*, 60(8), 6-13.
- David K. (2011) How To Select Research Participant In Qualitative Research. Retrieved on 6th December 2011 from www.ehow.com
- David W.C (1984) Teacher Retention: The Test of a Model. *American Educational Research Journal Fall 1984, Voll.1, No. 3, Pp. 645-658*
- Davidson, E. (2007). *The pivotal role of teacher motivation in Tanzanian education*.
- De Young, D. (1994). Children at risk in America's rural schools. In R. J. Rossi (Ed.), *Schools and students at risk: Context and framework for positive change* (pp. 229-251). New York: Teachers College Press.
- Denga, D.I (1982). *Managerial psychology in Business and Educational Administration*, Calabar: Rapid Educational Publishers Ltd.
- Devos, A (2010). New teachers, mentoring and the discursive formation of professional identity. *Teaching and Teacher Education*, 26(5), 1219-1223.
- Dolton, P., & von der Klaauw, W. (1995). Leaving Teaching in the UK: A Duration Analysis. *The Economic Journal*, 105(429), 431-444.
- Dove, M. (2004). Teacher attrition: A critical American and international education issue. *Delta Kappa Gamma Bulletin*, 71, 8-14.
- Draper J. & McMichael P. (2000) Secondary School Identities and Career Decision Making *Scottish Educational Review* 32 (2)
- Dunne M, Kwame A & Humphreys S (2007) School processes, local Government and Community Participation: Understanding Access. *Research Monograph No 6 University of Sussex Centre for International Education*
- Eberhard, J., Reinhardt-Mondragon, P., & Stottlemyer, B. (2000). Strategies for New Teacher Retention: Creating a Climate of Authentic Professional Development for Teachers with Three or Less Years of Experience.
- Education Management Information System (EIMS) statistical bulletin (2008) retrieved on 12th January 2012 from www.education.gov.za

- Egu, R. H. N., Nwaju, E. O., & Chionye, N. N. (2011) Teacher Attrition in Nigerian Schools: A Case for the UBE. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 2 (2): 108-112
- Ejeh, M. U. C. (2005). Educational quality and community involvement in Nigeria: some implications for educational planning. *J. Soc. Sci*, 10(1), 43-48.
- Ekundayo, H.T (2010) Administering Secondary Schools In Nigeria For Quality Output In The 21st Century: The Principals' Challenge *European Journal of Educational Studies* 2(3), 2010 ISSN 1946-6331
- Emeh J. U & Ogaboh A.A.M (2010) Professionalising Teaching in Nigeria for Effective Service Delivery and National Development. *European Journal of Social Sciences* Vol. 17, No. 3
- Emeka, S.O (1997) Qualitative teachers' education for the year 2010 and beyond. *Journal of the school of Education F.C.E Katsina*
- Emmanuel I.E (2010) Absence from work: A study of teacher absenteeism in selected public primary schools in oyo, Nigeria. *International Journal of business and management* Vol.5 No.9
- Enaohwo, J. (2010) A study of teacher turnover in selected secondary schools in Bendel state of Nigeria. *Nigeria Journal of Teacher Education and Teaching*
- Ewing, R., & Manuel, J. (2005). Retaining quality early career teachers in the profession: New teacher narratives. *Change: Transformations in education*, 8(1), 1-16.
- Fadipe, J. O. (2003). Quality control in education: the teacher factor. In T. E. Ajayi and J. Fadipe (eds) *Skills improvement programme for effective performance of teachers in Nigerian schools*. A publication of National Institute for Educational Planning and Administration (NIEPA), Ondo. 128—143.
- Fafunwa, A.B. (1974), *History of Education in Nigeria*. Ibadan, University Press.
- Fafunwa, A.B., (1995). *History of Education in Nigeria*. NPS Educational Publishers Ltd., Trust House: Ibadan.
- Fajana, A. (1978), *Education in Nigeria, 1847-1930: A historical analysis* Longman: Printing Press.
- Fakoya F.O (2009) Report on teaching profession and factors inhibiting teaching profession in Nigeria. University of Ibadan, Nigeria
- Fati A.A (2010) Teacher Retention in Secondary School System: A strategy for effective Planning of Education in Minna Metropolis. Unpublished Master thesis, Usmanu Danfodiyo University Sokoto, Nigeria.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1055.

- Feiman-Nemser, S. (2003). What new teachers need to learn. *Educational Leadership*, May 2003, Vol. 60, No. 8, 25-29.
- Field, P.A., & Morse, J.M. (1992). Nursing research. The application of qualitative approaches. London: Chapman & Hall
- Figlio, D. N. (1997). Teacher salaries and teacher quality. *Economics Letters*, 55(2), 267-271.
- Fishbein, M. (1993). Introduction by Martin Fishbein. In D.J. Terry, C. Gallois & M. McCamish (Eds.), *The theory of reasoned action: Its application to aids preventive behaviour* (pp. xv – xxv). Oxford: Pergamon Press.
- Fleming M. (2010) The Aims of Language Teaching and Learning. Document prepared for the Policy Forum *The right of learners to quality and equity in education – The role of linguistic and intercultural competences* Geneva, Switzerland, 2-4 November 2010
- Flick, U (1998) An introduction to qualitative research. London : Sage pub.
- Freeman, R. (1998). *Mentoring in General Practice*. Oxford, Butterworth, Heinemann.
- Ganser. T., (1999). Mentor roles: Views of participants in a state-mandated program. *Mid-Western Educational Researcher*, 9(2), 15-20.
- Garba N.A (2012) An outlook on Educational system in Northern Nigeria. *Journal of Teacher Education Vol. 3 No. 2 Pp. 5-11*
- Gerring, J. (2004). What is a case study and what is it good for? *American Political Science Review*, 98(02), 341-354.
- Gibson I (1994) policy, practice, and need in the professional preparation of teachers for rural teaching *Journal of research in rural education* (10) 1 68-77
- Gladis, K, Jennifer L, Robert, P & Gary, M (2007) Why teachers leave: Factors that influence retention and resignation. *Journal of Teacher and Teacher Education vol. 23 p. 775-794*
- Goddard R. & O'Brien P.(2003) Beginning teachers' perceptions of their work well-being and intention to leave. *Asia Pacific Journal of Teacher Education* 99-118
- Gold, Y. (1996). Beginning teacher support: Attrition, mentoring, and induction. In J. Sikula, T. J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (2nd ed., pp. 548-594). New York: Macmillan.
- Goldhaber, D., & Anthony, E. (2004). *Can teacher quality be effectively assessed?* Washington, D.C.: Center for Reinventing Public Education, Evans School of Public Affairs, University of Washington.

- Gonzales, L., Brown, M. S., & Slate, J. R. (2008). Teachers who left the teaching profession: A qualitative understanding. *The qualitative report*, 13(1), 1-11.
- Grace, G. (1991). The state and the teachers: problems in teacher supply, retention and morale. *Evaluation & Research in Education*, 5(1-2), 3-16.
- Grayson, J. L., & Alvarez, H. K. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education*, 24(5), 1349-1363.
- Greiner, C., & Smith, B. (2006). Determining the effect of selected variables on teacher retention. *Education*, 126(4), 653-659.
- Gronn P (2002). Designer leadership: The emerging global adoption of preparation standards *Journal of school leadership* 12 (5) 552-578
- Guarino, C. M., Santibanez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of educational research*, 76(2), 173-208.
- Guarino, C., Santibañez, L., Daley, G., & Brewer, D. (2004). *A review of the research literature on teacher recruitment and retention* (No. TR-164-EDU). Santa Monica: RAND Corporation.
- Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). Why public schools lose teachers. *Journal of Human Resources*, 39(2), 326-354.
- Hanushek, E., Kain, J., & Rivkin, S. (2004). Why public schools lose teachers. *Journal of Human Resources*, 39(2), 326-354.
- Harris, D. N., & Sass, T. R. (2011) Teacher training, teacher quality and student achievement. *Journal of public economics*, 95(7), 798-812.
- Hedges J. (2002) The importance of posting and interaction with the education bureaucracy in becoming a teacher in Ghana. *International journal of educational development* 22 2002
- Hendricks, M.D (2014). Does it pay to pay teachers more? Evidence from Texas. *Journal of public economics*, 109, 50-63.. (109) 50-63
- Henke, R., Cheng, X., & Geis, S. (2000). Progress through the teacher pipeline: 1992-93 college graduates and elementary/secondary school teaching as of 1997. Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Hennissen, P., Crasborn, F., Brouwer, N., Korthagen, F., & Bergen, T. (2011) Clarifying pre-service teacher perceptions of mentor teachers developing use of mentoring skills. *Teaching and Teacher Education*, 27(6), 1049-1058.
- Herzberg, F. (1966). *Work and The Nature of Man*, New York: Cleveland World Publishing.

- Hess, V. (2006) The effects of differentiated compensation on teacher retention in hard-to-staff urban middle school. Doctoral Dissertation, University of Kentucky. Retrieved on 25th November 2011 from www.proquest.umi.com
- Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, 25(1), 207-216.
- Hofmeyr J. & Jaff R. (1996) Managing the deployment and utilization of teachers: South Africa in transition. UNESCO International Institute for Educational Planning Paris 1996
- Holloway, J. H. (2001). The Benefits of Mentoring. *Educational leadership*, 58(8), 85-86.
- Hoque, K. E., Zohora, M. F., Mishra, P. K., Leng, C. H., & Darusalam, G. (2013) Impact of compensation package on job attrition: A study on teaching professionals. *Life Science Journal*, 10(2).
- Howley, A., & Howley, C. B. (2005). High-quality teaching. Providing for rural teachers' professional development. *The Rural Educator*, 26(2), 1-5.
- Huling, L., & Resta, V, (2001) Teacher Mentoring as Professional Development, ERIC Digest. ERIC Clearinghouse on teaching and teacher education. Washington, DC. Retrieved from <http://www.ericfacility.net/>
- Idogho, P.O. (2002). Motivation teachers in enhancing tertiary education in Nigeria. In S.O. Oriafor, P.O.E Nwaokolo and G.C Igborgbor (eds). *Refocusing Education in Nigeria*. Benin: Da-Sylva Influence.
- ILO/UNESCO (2006) *Joint committee of experts on the application of the recommendations concerning Teaching Personnel: Report Ninth session*. Geneva 30 October-3 November 2006. UNESCO Paris
- Imazeki, J. (2005). Teacher salaries and teacher attrition. *Economics of Education Review*, 24(4), 431-449.
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Ingersoll, R. M. (2002). *Out-of-field teaching, educational inequality, and the organization of schools: An exploratory analysis*. Seattle: University of Washington, Center for the Study of Teaching and Policy.
- Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational leadership*, 60(8), 30-33.
- Irvine, H., & Gaffikin, M. (2006). Getting in, getting on and getting out: reflections on a qualitative research project. *Accounting, Auditing & Accountability Journal*, 19(1), 115-145.

- Jaiyeoba, A. O. and Atanda, A. I. (2003). *Community participation in the provision of facilities in secondary schools in Nigeria*. Being a paper presented at the Conference of Nigeria Association of Educational Administration and Planning (NAEAP). University of Ibadan, Ibadan. 29th—31st October.
- Janice M. et al (2005) Verification Strategies for Establishing Reliability and Validity in Qualitative Research.
- Janice, C. Donald, H. & Suzannah H.(2007)Teacher Attrition: Is time running out? Retrieved on 3rd December 2011 from www.horizon.unc.edu
- Jeanne E.O & Paul D.L (2010) Practical research: Planning and design. New York: Pearson
- Jekayinfa, A. A. (2005). Characteristics of professions. In I. O. Abimbola & A.O. Abolade 2005 (Eds). *Fundamental principles and practice of instruction*. Ilorin: Department of Curriculum Studies and Educational Technology.
- Jin, P., Yeung, A. S., Tang, T.-O., & Low, R. (2008). Identifying teachers at risk in Hong Kong: Psychosomatic symptoms and sources of stress. *Journal of Psychosomatic Research*, 65(4), 357-362.
- Johns, D. (1980). *Fundamentals of Organizational Behaviour*, New York: Pergamon press, Inc.
- Johnson, S. M. (1990). *Teachers at work: Achieving success in our schools*. New York: BasicBooks.
- Johnson, S. M., Berg, J. H., & Donaldson, M. L. (2005). *Who Stays in Teaching and Why?: A Review of the Literature on Teacher Retention: Project on the Next Generation of Teachers*, Harvard Graduate School of Education.
- Johnson, S., Berg, J., & Donaldson, M. (2005). Who stays in teaching and why; a review of the literature on teacher retention. The Project on the Next Generation of Teachers: Harvard Graduate School of Education.
- Johnson, Susan Moore and Sarah E. Birkeland (2003). Pursuing a Sense of Success: New Teachers Explain Their Career Decisions. *American Educational Research Journal* 40(3): 581-617.
- Joseph, P. P. (2007). *EQ and Leadership*. McGraw Hill. Pub. New Delhi
- Joshua A.A. & Modupe, A.A (2012)Improving learning infrastructure and environment for sustainable quality assurance practice in secondary schools in Ondo State, South-West, Nigeria. *International Journal of Research Studies in Education*, 1(1).
- Jude, W.I (2008) A critique of teacher education in Nigeria: implications for Quality Assurance. *Nigerian Journal of Teacher Education and Teaching* Vol. 4, No. 1

- Kazeem, S.O. (1999) Correlates of job motivation of workers in selected public and private secondary schools in Ife-Ijesa Zone, Osun State, Nigeria. Master of Arts in Education thesis. Department of Educational Foundations and Counselling, Faculty of Education. Obafemi Awolowo University, Ile-Ife, Nigeria.
- Keith, H. (2002) Public Expenditures on Education in Nigeria: Issues, Estimates and Some Implications. *African region human development working paper series, World Bank.*
- Kelly, S. (2004). An event history analysis of teacher attrition: Salary, teacher tracking, and socially disadvantaged schools. *The Journal of Experimental Education, 72*(3), 195-220.
- Khatri N, Budhwar P & Fern CT (1999). Employee turnover: bad attitude or poor management? Singapore: Nanyang Technologic al University.
- Kirby, S. N., Grissmer, D. W., & Hudson, L. (1991). Sources of teacher supply: Some new evidence from Indiana. *Educational Evaluation and Policy Analysis, 13*(3), 256-268.
- Komenan, A. G., & Grootaert, C. (1990). Pay differences between teachers and other occupations: Some empirical evidence from cote d'ivoire. *Economics of Education Review, 9*(3), 209-217.
- Konanc, M. (1996). Teacher Attrition 1980-1996. Statistical Notes No. 002.
- Leigh, A.(2012) Teacher pay and teacher aptitude. *Economics of Education Review, 31*(3), 41-53.
- Lewis, G. and Carter, S. (1999). *Successful Mentoring*, London, Hodder & Stoughton Education. pp 6 – 15.
- Lincoln Y.S & Guba, G.E (1985) *Naturalistic Inquiry*. London: Sage Pub.
- Liu, S., & Onwuegbuzie, A. J. (2012) Chinese teachers work stress and their turnover intention. *International Journal of Educational Research, 53*, 160-170.
- Liza, G. Michelle, S.B & John, R.S (2008) Teachers Who Left the Teaching Profession: A Qualitative Understanding *The Qualitative Report* Volume 13 Number 1
- Lockhead, M.E. and Vespoor A.M. et al (1993) *Improving Primary Education in Developing Countries* (A World Bank Publication).
- Loeb, S, Darling-Hammond, L, & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education, 80*(3), 44-70.

- Luekens, M. T. (2004). Teacher attrition and mobility: Results from the teacher follow up survey. 2000e01. Washington, DC: National Center for Education Statistics, U.S. Dept. of Education, Institute of Education Sciences. E.D. Tabs.
- Macdonald, D. (1999). Teacher attrition: A review of literature. *Teaching and Teacher Education*, 15(8), 835-848.
- Maciejewski, J. (2007). Supporting new teachers: Are induction programs worth the cost. *District Administration*, 43(9), 48-52.
- Malawi Government. (2004). Education statistics: Education management information system. Lilongwe: Ministry of Education.
- Malmgreen D 2005 validating research instrument. Retrieved on 7th December from www.nnsdo.org
- Manson J. (1996). Qualitative Research. London: sage Publishers
- Maslow, A.H (1943). *A Theory of Human Motivation*: Psychological Review, vol. 50 pp. 370-396.
- McClure, C., & Reeves, C. (2004). *Rural Teacher Recruitment and Retention Review of the Research and Practice Literature*. Charleston, WV: Appalachia Educational Laboratory.
- McIntyre, D., & Hagger, H. (1996). *Mentors in schools: Developing the profession of teaching*: David Fulton Publish.
- Mercer, D., & Evans, B. (1991). Professional myopia: Job satisfaction and the management of teachers. *School organisation*, 11(3), 291-301.
- Merriam S.B (1998) Qualitative research and case study application in education: Revised and expanded from case study research in education. San Francisco: Jossey -Bas publication
- Merriam S.B (2009) Qualitative research A guide to design and implementation: Revised and expanded from Qualitative and case study application in education 2nd edition. San Francisco: Jossey- Bas publication.
- Mgadla I.X (2003) Managing teacher turnover. *South Africa Journal of Education*. Vol. 3 No. 24, Pp 287-291
- Michaelowa, K. (2000) "Returns to Education in Low income countries: Evidence for Africa" Paper presented at the annual meeting of the committee on Developing Countries of the German economic association, on 30th June, 2000.
- Miles, M.B & Huberman, M. (1994) Qualitative data analysis Sage publishers: California.
- Mohammed, A. et al(2010). *A Handbook of Educational Foundation*. Minna: Badelink Ventures.

- Mohammed, I (2006). Education, society and development in the developing countries. Centre for Educational board of publication C.E.B.O
- Moor, H., Halsey, K., Jones, M., Martin, K., Stott, A., Brown, C., & Harland, J. (2005). *Professional development for teachers early in their careers: An evaluation of the early professional development pilot scheme*. Nottingham: Department for Education and Skills.
- Morse J.M & Richard L. (2002) *Readme first time for user's guide to qualitative methods*. Thousand Oaks: Sage.
- Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2008). Verification strategies for establishing reliability and validity in qualitative research. *International journal of qualitative methods*, 1(2), 13-22.
- Mpokosa, C., Ndaruhutse, S., McBride, C., Nock, S., & Penson, J. (2008). *Managing Teachers: The Centrality of Teacher Management to Quality Education. Lessons from Developing Countries*.
- Muheeb, R.A. (2004) "Basic motivational strategies and teachers performance in Somolu local government area of Lagos State, Bachelor of Education Degree of University of Lagos.
- Mulkeen, A. Chapman, D.W. Dejaeghere, J.G. Leu E. (2007). *Recruiting, retaining, and retraining secondary school teachers and principals in Sub-Saharan Africa*: World Bank working paper no. 99.
- Murphy, P. J., & Angelski, K. (1996/1997). Rural teacher mobility: A report from British Columbia. *Rural Educator*, 18(2), 5-11.
- Nachtigal, P. M. (1992). Rural schooling: Obsolete or Harbinger of the future? *Educational Horizons*, 70(2), 66-70.
- Nahid, G (2003) Understanding Reliability and Validity in Qualitative Research .*The qualitative report* Vol. 8, No. 4.
- Natasha et.al (2005) *Qualitative Research Methods: A data collector's field guide*.
- National Commission on Teaching and America's Future (1996). *What matters most: Teaching for America's Future*. New York: Author. Teachers College Columbia.
- National Examination Council (NECO 2012) retrieved on 23rd March 2012 from www.neco.org.ng
- National Union of Teacher (NUT) Niger State chapter (2011) the importance of community involvement in the development of education in Nigeria. *A paper presented by the chairman of the Union*
- Naylor C (2001). *Teacher workload and stress: An international perspective on human cost and systemic failure*. BCTF Research Report Retrieved from www.bctfica/researchreport/2001wle01

- Nbina, J. B.(2011) Re-visiting Secondary School Science Teachers Motivation Strategies to face the Challenges in the 21st Century. *Academic leadership live, online journal*, 8(4).
- NCTAF (2002) Unraveling the “Teacher Shortage” problem: Teacher Retention is the Key A symposium of The National Commission on Teaching and America's Future and State Partners AUGUST 20-22 2002 Washington D.C.
- NCTE National council of teachers of English (1999) *more than a number: why class size matters*
- Ndukwe P.N. (2002): School and teacher factors, as determinants of classroom materialresources utilization in pre-primary schools in Lagos State. Unpublished Ph.D Thesis, University of Ibadan.
- Niger state budget and planning division (2012) *A Comprehensive budget of Niger state Government*
- Nigerian National Policy on Education (2004) 4th edition
- NUT (2004) The response of the National Union of Teachers to the House of Commons’ education and skills committee inquiry into Secondary Education Teacher Retention retrieved on 28/09/2012 from www.teachers.org.uk
- Nweke, W. C., & Eads, G. M. (2007). The Cost of Teacher Attrition and Savings from Reducing Teacher Attrition, available at www.gapsc.com/reasearch
- Nwuju and Uzoaru, (2010). Teachers incentive system: A focus on Abia State secondary schools Trends in Educational Studies. *Journal of the institute of education*. University of Port Harcourt, 5 (1&2). 194-207
- Odell, S. J., & Ferraro, D. P. (1992). Teacher mentoring and teacher retention. *Journal of Teacher Education*, 43(3), 200-204.
- Ogundele, M. O., Oparinde, F. O., & Oyewale, M. K. (2012) Community School Relations and Principals Administrative Effectiveness of Secondary Schools In Kwara State. *Journal of Educational and Social Research*, Vol 2 (3)
- Ojo, L. B., & Olaniyan, D. A. (2008). Leadership Roles of School Administrators and Challenges Ahead in Post-Primary Institutions in Nigeria. *European Journal of Scientific Research*, 24(2), 172-178.
- Okebukola, P. (2000). The child-friendly school as a new dimension in educational development A paper delivered in Lagos State, July 19 2000. *On the occasion of National Teachers’ Day*
- Okoza, J., Aluede, O., & Ojugo, A. (2011) Sex and Class of Secondary School Students in Experiencing Emotional Abuse by Teachers in Edo State, Nigeria. *Pertanika Journal of Social Sciences & Humanities*, 19(2).

- Okpala P. (2000). Researching learning outcomes at the basic education level in Nigeria. Inaugural lecture University of Nigeria Nsuka.
- Okpala P. (2000). Researching learning outcomes at the basic education level in Nigeria. *Inaugural lecture University of Nigeria*.
- Ololube, N. P. (2006). Teachers job satisfaction and motivation for school effectiveness: an assessment. *Essays in Education (EIE)*, 18, 1-19.
- Olu, I.K., Adenaike, F. A., Agbajeola, R. O., & Ajayi, V. B. (2012) physical working conditions as determinants of productivity among secondary school teachers in ogun state, nigeria. *Continental Journal of Arts & Humanities*, 4(1).
- Olson, L. (2000). Finding and keeping competent teachers. *Education Week*, 19(18).
- Oluchukwu E.E (2000) Staff Motivation Towards effective Job Performance in Nigeria Schools in Fadipe & Ojkedele (eds) Management of Nigerian Education: Personnel Administration and Quality in Education. A publication of National Institute of Educational Planning and Administration.
- Omar, I.A (2004) Transforming teacher recruitment and retention. Policies and practices at the Basic Education Level: An NUT perspective. Paper presented at 2nd teachers' summit organized by the National Teachers institute Kaduna.
- Omokhodion, J. O. (2008). Assessing the Preparedness of Nigeria for her Universal Basic Education Program. *Pakistan Journal of Social Sciences*, 5,9, 866-870.
- Osei, G. M. (2006). Teachers in Ghana: issues of training, remuneration and effectiveness. *International Journal of Educational Development*, 26(1), 38-51.
- Osunde, A.U & Omoruyi, F.E.O (2005) An assessment of the status of teachers and the teaching profession in Nigeria. *Australian Journal of Adult Learning*, 45 (3) (2005), pp. 411-419
- Pas, E. T., Bradshaw, C. P., & Hershfeldt, P. A. (2011) Teacher-and school-level predictors of teacher efficacy and burnout: Identifying potential areas for support. *Journal of School Psychology*.
- Patricia M.R (1998) Language for teaching and learning in the classroom: some observations *Reform Forum: Journal for Educational Reform in Namibia*, Volume 8 (September 1998)
- Patton M.Q (2002) Qualitative research and evaluation methods (3rd edition) Thousand Oaks: Sage publication.
- Patton, M., & Kritsonis, W. (2006). The law of increasing returns: A process for retaining teachers – national recommendations. *National Journal for Publishing and Mentoring*. Vol.3 (1).

- Paul, B. (2004) Teacher motivation in Sub-Sahara Africa and Asia. Centre for International Education Sussex University.
- Paul, B. & Kwame, A. (2007) Teacher motivation in sub-Sahara Africa and South Asia. Centre for International Education Sussex University.
- Paul, D.L & Jean E.O (2010) Practical Research Planning and Design. New Jersey: Pearson Pub.
- Pearson, M., & Honig, B. (1992). Success for beginning teachers: The California New Teacher Project, 1988-1992. Sacramento: California Commission on Teacher Credentialing.
- Pekonen, L. (2002). Opettajien hiljainen kapina [The silent revolt of teachers; in Finnish]. *Helsingin Sanomat*
- Peshkin, A. (1993). The goodness of qualitative research. *Educational Researcher*, 22(2), 23-29.
- Peterson, R. L., & Skiba, R. (2001). Creating school climates that prevent school violence. *The Social Studies*, 92, 167-175
- Pitsoe, V. J., & Machaisa, P. R. (2012) Teacher Attrition Catastrophe in Sub-saharan Africa: A Hurdle in the Achievement of Upe, Efa Policy Goals and Mdgs. *Science Journal of Sociology & Anthropology*, 2012.
- Plunkett, W.R & Attner R.F (1985) Introduction to management 2nd edition Kent pub. Boston.
- Popoola, A. (2009). Rotten apple: An investigation of the preponderance of unsatisfied teachers in Nigeria. *International NGO Journal*, 4(10), 441-445.
- Proffit, A. C., Sale, R., P., Alexander, A. E., & Andrews R. S. (2002). *The Appalachian Model Teaching Consortium: A community and learning model for rural Appalachian teacher preparation*. Revised version of a paper presented at the annual meeting of the National Rural Education Association, Albuquerque, NM, October 24-27, 2001.
- Psacharopoulos, G., Valenzuela, J., & Arends, M. (1996). Teacher salaries in Latin America: A review. *Economics of Education Review*, 15(4), 401-406.
- Public Education Network. (2003). *The Voice of the New Teacher*. Washington, DC.
- Punch newspaper 10th March 2013.
- Punch newspaper 13th July 2011.
- Report on “Secondary Education: Teacher Retention and Recruitment” by House of Commons Education and Skills Committee. Fifth Report of Session 2003–04 Vol.1

- Richard M. I (2001) *Teacher Turnover, Teacher Shortages, and the Organization of School*. National Research Consortium Center for the Study of Teaching and Policy United States of America.
- Robinson, P. and Smithers, A. (2001). *Teacher Turnover*. Report to the Leverhulme Trust. Manchester: School of Education.
- Rockoff, J. (2003). *The impact of individual teachers on student achievement: Evidence from panel data*. Cambridge, MA: National Bureau of Economic Research.
- Rosenow, D. (2005). Stress, burnout and self-esteem among educators. *Journal of Border Educational Research*, 4, 87-90.
- Roslan, B. (2011) A lecture delivered in Qualitative research class UPM on the 23rd November 2011
- Rowan, B., Correnti, R., & Miller, R. J. (2002). What large-scale, survey research tells us about teacher effects on student achievement: Insights from the Prospectus study of elementary schools. *Teachers College Record*, 104(8), 1525-1567.
- Rumberger, R. W. (1987). The impact of salary differentials on teacher shortages and turnover: The case of mathematics and science teachers. *Economics of Education Review*, 6(4), 389-399.
- Salahu M.L (2000) History of Bida Emirate *Journal of Historical Studies Vol.1 No.14*
- Salis, A. (2004). The Role of Mentoring in Teacher Quality and Retention. *IDRA Newsletter*, June – July, 2004
- Sargent, B. (2003). Finding good teachers and keeping them. *Educational Leadership*, May 2003, Vol. 60, No. 8
- Scheopner, A. J. (2010) Irreconcilable differences: Teacher attrition in public and catholic schools. *Educational Research Review*, 5(3), 261-277.
- Schøne, P. (1999) *Departure and recruitment in the education sector*. Oslo, Norway: Institute for Social Research.
- School Council (1990) *Australia's teachers: An agenda for the next decade*. Canberra: National Board for Employment, Education and Training
- Shim, M. (2010) Factors influencing child welfare employee's turnover: Focusing on organizational culture and climate. *Children and Youth Services Review*, 32(6), 847-856.
- Simon L. (2010) State and future of secondary education in Southern Nigeria. *Nigerian Journal of Teacher Education and Teaching Vol.6 No.3 Pp. 9-14*

- Skaalvik, E. M., & Skaalvik, S. (2001) Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*.
- Smith, M., & Bourke, S. (1992). Teacher stress: Examining a model based on context, workload, and satisfaction. *Teaching and Teacher Education*, 8(1), 31-46.
- Smith, T. & Ingersoll R. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*.
- Smithers and Robinson (2003). Factors affecting teachers to leave the teaching profession Department of education and skills (DfES) in the United Kingdom
- Snow, T (2005) Socio economic factors driving the propensity to teacher longevity: A case study of the Pomona Unified School District, 1999-2004. Doctoral Dissertation, University of La Verne, California. Retrieved on 25th November 2011 from www.proquest.umi.com
- Social Science Research Centre (2011) An Annual publication, Retrieved on 3rd November 2011 from www.ssrc.hk
- Spitz, F. (2003). Sharing knowledge, sharing leadership in *Keeping Good Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Stake, R. E. (1995). The art of case study research. Thousand Oaks, CA: Sage.
- Stockard, J., & Lehman, M. B. (2004). Influences on the satisfaction and retention of 1st-year teachers: The importance of effective school management. *Educational Administration Quarterly*, 40(5), 742-771.
- Stokking, K. Leenders F. De jong, J. & Van Tartwijk, J (2003) From student to teacher: reducing practice short and early dropout in the teaching profession. *European Journal of Teacher Education* 26(3) 329-350
- Stuit, D. A., & Smith, T. M. (2012) Explaining the gap in charter and traditional public school teacher turnover rates. *Economics of Education Review*, 31(2), 268-279.
- Sweeny, B. (2001). *Ask the Mentor: A Collection of Answers to frequently Asked Questions*, Wheaton: Illinois Best Practice Resources.
- Taffinder, Paul. (2006) *Leadership Crash Course: How to Create Personal Leadership Value (2nd Edition)*_ London, GBR: Kogan Limited.
- Theobald, N.D. (1990). An examination of the influence of personal, professional, and school district characteristics on public school teacher retention. *Economics of Education Review*, 9(3), 241-250.
- Theobald, P., & Howley, C. (1998). Public purpose and the preparation of teachers for rural schools. *Teacher Educator*, 33(3), 150-164.

- Tickle B.R, Chang M. & Kim S. (2011) Administrative support and its mediating effect on US public school teachers. *Journal of Teacher and Teacher Education Vol. 27.* 342-349
- Ubom, I.U. (2002) Teachers attitude, motivation and job performance: implications for guidance and counseling” *A Journal of Basic Education in Nigeria Vol. 2 No.2.*
- Ugwulashi C.S (2012) Assessing school administration in Nigeria for quality assurance. *Academic Research International Vol. 2 No.3*
- UNESCO. (2011). *The global demand for primary teachers-2011 Update* (Information sheet No. 6). Montreal: UNESCO, Institute for Statistics.
- Urwick, J., Mapuru, P., & Nkhoboti, M. (2005). Teacher Motivation and Incentives in Lesotho. *A research report prepared for the project Teacher Motivation and Incentives in Sub-Saharan Africa and South Asia. Lesotho College of Education, Maseru, Lesotho.*
- Useem, E., & Neild, R. (2005). Supporting new teachers in the city. *Educational Leadership, 62(8), 44-47.*
- Usman, M.T(2008) Colonial state and the underdevelopment of education in Muslim Emirates in Northern Nigeria in *Education and Development in Northern Nigeria* by AS Okigbile et al (eds) Smartprint pub. Jos Nigeria.
- Veenman, S. (1984). Perceived problems of beginning teachers. *Review of educational research, 54(2), 143-178.*
- Walcott F.H (1990) Writing up qualitative research. California: Sage pub.
- Walsdorf, K., & Lynn, S., (2002). The early years: Mediating the organizational environment. *Clearing House, 75(4).*
- Wang, H.H & Fwu, B.J. (2014) “Once hired, seldom gone”: The deliberation process of beginning teachers in Taiwan in deciding to stay in teaching. *Teaching and Teacher Education, 37, 108-118.*
- Webb, R., Vulliamy, G., Hamalainen, S., Sarja, A., Kimonen, E.,& Nevalainen, R. (2004). Pressures, rewards and teacher retention: a comparative study of primary teaching in England and Finland. *Scandinavian Journal of Educational Research, 48(2), 169-188.*
- Weiss, E. M. (1999). Perceived workplace conditions and first-year teachers’ morale, career choice commitment, and planned retention: a secondary analysis. *Teaching and Teacher Education, 15(8), 861-879.*
- West Africa Examination Council (WAEC 2012) retrieved on 25th March 2012 from www.waec.org.ng
- Wilhelmina C.S & Rhonda S.R (2001) A hand book of research for communication and technology. Bloomington pub. Illinois

- Williams, A., & Prestage, S. (2002). The Induction Tutor: mentor, manager or both? *Mentoring and Tutoring*, 10(1), 35-46.
- Wong & Wong (2005). Promotion Criteria and Satisfaction of School Teachers in Hong Kong. *Educational Management Administration & Leadership* Vol. 33 (4) 423-447
- Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implication for teacher evaluation. *Journal of Personnel and Evaluation in Education*, 11, 57-67.
- Yazhuan, L., Qing, Z., & Yugui, Z.(2010) An investigation into sources of stress among high school chemistry teachers in China. *Procedia - Social and Behavioral Sciences*, 9(0), 1658-1665.
- Yusuf A. (2010) Contemporary Education Issues and Problems in Northern Nigeria: The Northern Education Research Project Agenda for Action in Northern Nigeria in *Education and Development in Northern Nigeria* by AS Okigbile et al (eds) Smartprint pub. Jos Nigeria Zaria.