

DEMOGRAPHIC ANALYSIS OF TURNOVER INTENTIONS AMONGST NIGERIAN HIGH SCHOOL TEACHERS

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ABSTRACT

Nigeria's Universal Basic Education (UBE) program massifies access to education and school enrolment numbers have risen consistently. However, pre-existing issues have often diminished the incentive to achieve the greater goals of massification efforts. This study investigates teachers' intentions to quit; to wit, the relationship between turnover causations and teachers' demographic variables (including age, sex, work status, qualifications and years of experience). A total of 925 questionnaires received from public high school teachers in Ogun State, south-western Nigeria were analysed. Data were grouped for analysis by respondents' gender, age, qualifications, work status and years of experience. The frameworks for the analysis were: job satisfaction, personal health, work-social life balance, involuntary turnover, workload stress, LEAP leadership behaviour, organisational commitment, work environment and motivation. Methods used for analyses include descriptive methods, analysis of variance, pairwise comparisons, Cronbach's Alpha reliability estimation and T-test statistics. The study found significant correlation between teachers' intention to quit, and teachers' age, qualification, work status and experience. Teachers aged 36–45 years are least willing to quit. Teachers aged 55 years and above, and those aged below 35 years are most willing to quit. The managerial insight from this is that managers need to target employees within the age brackets that are most willing to stay-on, and to work out appropriate strategies to retain those who are most valuable to the goals of the UBE and the organisations in which they serve.

Keywords: teacher turnover, demographic variables, job satisfaction, rural education

INTRODUCTION

This study builds on a previous study by Olatunji and Ajayi (2016), in which the rurality of the Nigerian education environment is conceptualised based on available empirical evidence in the international community. According to the African Development Bank (2012) and the World Bank (2015), 70 per cent of Africa lacks access to basic facilities and 65 per cent of Africa's urban dwellers live in slums. These slum dwellers are low income settlers from rural areas. In slums, social facilities such as schools and hospitals are often insufficient to cater for the needs of the sprawling population (Hargreaves, 2002). More importantly, the mainland urban area also suffers from this. Schools are overpopulated, and they suffer from a lack of resources, neglect and understaffing (Nwauwa & Anyanwu, 2007). Instead of dichotomous thinking around rural and urban schools, this study looks at issues affecting education in Africa systemically. Africa does not pretend to be urban

(see Simone, 2011). Planning and access infrastructure are grossly inadequate, economic resources are still primarily indigenous commodities, and the efficacy of Africa's development seems tied to dependencies. In addition, problems of education in Africa have only little to do with location. There are good schools in remote rural areas, while those located in urban areas are not immune to grappling with local and systemic challenges in order to succeed.

Nigeria is Africa's largest economy, an appropriate lens through which issues affecting education in Africa could be understood. According to a report on Nigeria by the United Nations Secretary General's Global Initiative on Education (2015), 61 per cent of Nigerian adults are not literate, and 32.4 per cent of Nigerian school age children are out of school in 2010 – a slight improvement over the 35.5 per cent of out-of-school children in 2000. The 2.9 per cent improvement is only superficial; actual numbers are in contrast. The 35.5 per cent out-of-school children in 2000 was in fact 7 million children whilst the 32.4 per cent out-of-school children in 2010 was 10.5 million. Does this mean students' enrolments have reduced? No, not necessarily as seen by the 19.2 million, 21.6 million and 24.2 million enrolments in Nigerian primary schools in 2000, 2010 and 2013 respectively (see Olatunji & Ajayi, 2016). Additional evidence put forward by Olatunji and Ajayi (2016) also shows high school enrolments rose by 220 per cent between 2000 and 2010 (from 4.1 million to 9.05 million).

The pattern of increase in school enrolments in Nigeria suggests an ongoing massification effort is yielding results. Government is making spirited efforts to make education available to children who had been neglected previously. More teachers have also been recruited. However, there still exists a considerable shortfall in infrastructure. According to the United Nations Secretary General's Global Initiative on Education (2015), out of 525,000 classrooms/facilities required for early childhood education Nigeria-wide, only 50,576 (9.63%) were available between 2006 and 2010. In addition, out of 872,971 classrooms/facilities required for primary education, only 359,625 (41.19%) were made available. 81,760 (32.4%) and 98,078 (75%) were made available out of the required number of classrooms/facilities in junior high and senior high schools respectively. Teachers have had to cope with these acute shortages of facilities, yet there are deliberate efforts to continue the increase in students' enrolment numbers. Nonetheless, the problem is not just facilities; teachers' needs are neglected routinely and their motivation to succeed is poor (Adelabu, 2005; Evans & Olumide-Aluko, 2010; Nwauwa & Anyanwu, 2007).

MASSIFICATION AND CAUSATIONS OF TURNOVER: ANSWERING THE WHY AND THE HOW QUESTIONS

Most studies portray the Nigerian education system as an environment where voluntary turnover, and/or the intention thereof, is rife (Aluede, 2006; Moja, 2000; Mulkeen, Chapman, DeJaeghere, & Leu, 2007; Nwauwa & Anyanwu, 2007). However, to set the problem in context: enrolment numbers are increasing, but the gross rates of enrolment are decreasing year after year. That is while more people are gaining access to a basic education, the number of those who are still unable to get in is growing more significantly than expected. As a result, the government is intensifying efforts to increase enrolments and maintain success rates, even though facilities still lag significantly and teachers are grossly dissatisfied with the system. Ajayi and Olatunji (2017) and Olatunji and Ajayi, (2016) have explained turnover causations amongst Nigerian teachers identifying issues of job satisfaction, workload stress, teachers' physical and mental well-being, motivation, organisational commitment and leadership behaviour. Just recently, the government announced a plan to recruit 500,000 new teachers (Salman, 2016). Such an addition to the existing 850,000 teachers within a budget year is quite significant and seems to indicate a deliberate effort by the government to confront the problem of voluntary turnovers in the Nigerian education system. It is possible that from a large pool of 500,000 new recruitments, the steady turnover rate could mean some will stay on and this would save the system from eventual collapse.

Therefore, two logical questions to ask are: *why* and *how* do teachers quit (or *who* among the teachers quit)? There is no one-fits-all solution to the issues of turnovers in Nigeria (Evans & Olumide-Aluko, 2010). Literature is replete with information regarding why employees quit. However, it is important to understand how each or a combination of turnover causations impacts on teachers' intentions to quit. The approach taken by this study is to explore the statistical consistencies in the relationships between turnover causations and the demographic variables such as age, years of experience, sex and work status of high school teachers in Nigeria.

The why question: why do teachers quit?

Teachers quit for many reasons, including reasons of systemic deficiencies, access issues, neglect and perceptions regarding self and the profession's dignity. These are included in Balfour, Mitchell, and Moletsane's (2008) contextualization of rurality, and Bennell's (2004) synthesis of motivation issues amongst Nigerian teachers. Olatunji and Ajayi (2016) reviews some causation themes in which they argue that teachers quit for reasons that include job (dis)satisfaction, health and wellbeing, work-life conflict and organisational commitment. Other causation themes include stress, leadership behaviours and availability of alternative career paths that are more compelling than teaching.

Each of these have had several elements which previous studies have elicited. For example, teachers can be dissatisfied and might quit if they are poorly remunerated or are poorly compensated for the exigencies of their work (Adelabu, 2005). The opinion of Michaels and Spector (1982) regarding workers' satisfaction as a reason to quit is also valid: that teachers may choose to quit when they are satisfied with their achievements in their current positions, and might choose to look for new challenges elsewhere. In addition, Evans and Olumide-Aluko (2010) conclude that teachers' motivation to stay on or to quit is often impacted by their supervisors' competence and support, and the support they receive from their organisations. Abbasi and Hollman (2000:337) argue also, that employees find joy when they receive recognition for their achievements. Matzler and Renzl (2006) identify trust in co-workers, managers and employers as additional reasons to stay on. Wagner, Pfeffer, and O'Reilly (1984) add communication; in appropriate quality and frequency. Giaque, Ritz, Varone, and Anderfuhren-Biget (2012) report on how red tapes impact workers' satisfaction towards turnover.

Teachers are not likely to quit if they feel committed to their work situation: their community of practice, students and parents, colleagues, school and superiors. When teachers' sense of commitment is impacted, they could feel their organisations do not deserve their loyalty, and are likely to consider leaving (Winter-Collins & McDaniel, 2000). In addition, teachers who are not proud to tell others about their work and workplace are unlikely to commit to the goals as well as the problems of their organisations (Helm, 2013). There are more reasons: teachers are often tempted to quit voluntarily if they find opportunities for higher remunerations, career advancement, new challenges and job security elsewhere. They can also choose to quit if they are impressed by the location of a new job, improved workplace culture, life-work balance, autonomy, reputation, personal safety and organisational values and management.

The work of Egan, Yang, and Bartlett (2004) is instructive: positive leadership behaviours inspire teachers to work well in teams and to learn from the examples set by their superiors. The work of Green, Miller, and Aarons (2013) explains how the LEAP leadership model helps to transform the team climate for innovation, and achieving higher satisfactory results for employees and their organisations. Van Schalkwyk, Du Toit, Bothma, and Rothmann (2010) identify the effect of the delegation of authority on workers, as well as making the opinions of workers count. Dirks and Ferrin (2002) agree that workers are encouraged to give their best efforts when they receive appropriate and timely information from their leaders.

Excessive workload causes stress and aggravates workers' intention to quit (Michie, 2002). Teachers who have experienced burnout often feel they have been made to work harder and quicker than they normally do, and that they have been left with little time to get things done while a great deal of work is still waiting to be done (Goddard & Goddard, 2006). The work of Liu and Ramsey (2008) shows teachers are hardly well-compensated for the stress they go through in their work.

According to Hang-Yue, Foley, and Loi, (2005), conflicts between a worker's work life and social life (i.e. life outside work) often trigger crises that could diminish the worker's intention to remain on a job. Such conflicts occur when family demands, or strains and pressures from home interfere or limit a worker's commitment to work (Kinman & Jones, 2008). The situation could also be in the other way round; work demands could reduce worker's commitment to family responsibilities and home duties. Blomme, Van Rheede, and Tromp, (2010) report how work-life balance has often facilitated workers' intention to quit.

Stress and psychological trauma arising from job dissatisfaction could lead to emotional exhaustion, depersonalization and reduced personal accomplishment (Houkes, Janssen, de Jonge, & Nijhuis, 2001). According to Goddard and O'Brien (2003), when a worker's health situation is impacted as a result of work, accomplishment rates plummet. In particular, the authors find that a worker's immune responses could become weaker as a result of excessive workload, and that workers who are unable to accomplish their share of teamwork due to personal health issues often feel they have been abused emotionally. When this intensifies, the worker could become depressed and hopeless (Weisberg & Sagie, 1999). Weisberg and Sagie (1999) also add that workers with extreme health issues are prone to accidents, are vulnerable to illnesses and do often suffer frequent headaches, nausea, body pains, and experience changes in their eating patterns and body weight.

Intrinsic work motivation is also important to teachers. Teachers who are frustrated by poor pay, or are poorly incentivised to succeed are unlikely to achieve great outcomes (Delfgaauw & Dur, 2008). This also include those who are untrained or have not been retrained over a long period of time. In addition, maturational issues, and issues that have to do with fear of what might happen to retirement benefits, or lack of opportunities to advance career, or absence of value-added benefits (e.g. medical) could trigger considerable emotional discomfort amongst teachers (Ajayi, 2013). In the findings of Akintayo (2014), it is evident that some workers are impacted by the recognition and delegated authorities they receive from their superiors as these make them feel relevant. Wentzel (1998) reports how some teachers were motivated by their peers and the stakeholders within their organisations. On the other hand, teachers who are likely to consider quitting are those who are not motivated to achieve their ultimate personal potentials nor desire to be the best at their jobs or are unable to see opportunities for career advancement in their roles (Baldwin, 1990; Egan et al., 2004). These also include those who feel they have not received satisfactory support from the human resource department (Bennell, 2004; Egan et al., 2004; Giauque et al., 2012).

The how question: who q uits amongst Nigerian teachers and how?

It is important to have a demographic understanding of those who are likely to quit amongst Nigerian teachers. This includes analysing the age brackets, social status, career stage at which teachers are likely to quit and whether the various turnover causations are likely to impact these demographics differently. Answers to these questions are not available in the literature regarding Nigeria, hence the main contribution of this work. Empirical evidence around the causation themes will help in creating appropriate strategies in terms of future interventions that could help achieve the goals of the massification policy, including new terms of hire, motivation packages and future policies.

METHODOLOGY

This study examines high school teachers' attitudes and opinions regarding their intention to quit. Causation factors underlying turnover intentions were summarized into themes identified in literature. Each theme was broken down into context-specific questions to enhance clarity and accuracy about which characteristics of the themes support turnover intentions, and the relationship between turnover intentions and respondents' demographic characteristics. Narratives below provide additional details on the research instrumentation around the themes, administration of questionnaires for data collection and the methods of analysis used in the research.

THE STUDY THEMES

Instead of constructing new tools, the study relied on past studies on turnover intentions to identify appropriate attributes of the themes being investigated. Only studies that reported significant reliability scales (Cronbach's Alpha Reliability scale – α) were adopted. A clear advantage of this is that the research was able to obtain data on the identified research problem without compromising the integrity of the themes as these have been well established in previous studies. The following instruments were used for the study:

Job Satisfaction: This study adopts a tool developed by Spector (2000) for measuring workers' perceptions regarding their satisfaction about their jobs – the reported Alpha value, α , of the work is 0.80. Spector's work measures the characteristics of job satisfaction using nine sub-themes, namely: remunerations, career progression, autonomy and quality of supervision, fringe benefits, rewards for performance, rules and procedures, co-workers, nature of work and communication. Each of these was measured with four questions. For example, under Remuneration, questionnaire respondents were asked to rate their perception of: *I feel I am being paid a fair amount for the work I do*. Under Career Progression, respondents were asked to rate: *There is really too little chance for promotion on my job*. An example of question under Autonomy and Quality of Supervision is: *My supervisor is quite competent in doing his/her job*. On Fringe Benefits, respondents were asked to rate their perception on statements such as: *I am not satisfied with the benefits I receive*. An example of questions under rewards for performance was: *When I do a good job, I receive the recognition for it that I should receive*. Each of the questions was assessed on a 6-point Likert scale, 1 representing strongly disagree whilst 6 represented strongly agree.

Personal Health and Well-being: A 12-item health survey scale developed by Ware, Kosinski, and Keller (1994) is used to measure teachers' personal health and well-being. The item-scale correlations reported by the authors ranged between 0.45 – 0.79. Ware et al.'s health scale measures physical and mental health in respondents in the current study: physical health is measured by physical functioning, fitness for role and bodily pains scale; mental health is measured by emotional fitness and social functioning attributes.

Work-Life Conflict: Netemeyer, Boles, and McMurrian's (1996) scale on work-family life balance is adopted – the authors reported an Alpha value, α , of the work is 0.89. Consisting of five items, the tool uses a 7-point Likert scale that prompts respondents to indicate their agreement to the study's probe regarding propensities for conflicts between respondents' work and their family lives. 1 represents strongly disagree; 7, strongly agree. One of the items on the work-family conflict scale is: *Things I want to do at home do not get done because of demands my job puts on me*.

Voluntary Turnover Intention: A 3-item scale from Cammann, Fichman, Jenkins, and Klesh (1983) is adopted in this study to measure the respondents' actual turnover intentions (the reported Alpha value, α , of the original work by Chen is 0.82). The items included are (1) *I often think of leaving my organisation*; (2) *It is very possible that I will look for a new job next year*; and (3) *If I may choose*

again, I will choose to work for the current organisation. Respondents were able to indicate their agreement on each of the items on a Likert scale.

Workload Stressors: A workload stressor scale was developed for the United States of America's Department of Labour by Quinn and Staines (1979) as one component of the Quality of Employment Survey. This current study adopts the model – the reported Alpha value, α , of the work is 0.86. Items relating to workload issues were measured on a 5-point Likert scale – options ranged from 'very often' to 'rarely occur'. Sample items include: *How often does your job require you to work very fast?* and *How often does your job require you to work very hard?* The questions were designed such that higher scores to the questions indicate higher workload.

LEAP Leadership Behaviours and Organisational Climate: We adopt Hollinger-Smith's (2005) model on leadership behaviours and organisational climate, in which Alpha values are reported as 0.82 and 0.92 for leadership behaviours and organisational climate respectively. The tool measures teachers' perceptions regarding the effectiveness of their supervisors' and organisations' commitment to their motivation. Under leadership subscale, 10 items were used to examine LEAP leadership behaviours (LEAP stands for leadership, excellence and accelerating potential – see Maxfield, 2012). LEAP leadership model focuses on supervisory functions such as informing, consulting and delegating, planning and organizing, problem solving, and role clarifying. Other items on the scale include monitoring, motivating, rewarding and incentivising, mentoring, and managing conflict. Sample items include: *How often does your supervisor encourage people who work for him/her to exchange opinions and ideas?* and *How often does your supervisor offer new ideas for solving job-related problems?* The organisational commitment subscale consists four items such as communication flow, human resources, motivational conditions and decision-making practices.

Motivation: An instrument developed and validated by Akintayo (2014) is adopted for this current study – the reported Alpha value, α , is 0.81. Sample items are: *I enjoy commensurate wages and salaries*, *My condition of service is attractive*, *I enjoy promotion as at when due* and *I do enjoy some fringe benefits which include: leave bonus, overtime allowance, furniture allowance etc.* The measures were assessed on a 5-point Likert scale, 1 being strongly disagree and 5 being strongly agree.

Organisational Commitment: Allen and Meyer's (1990) model instrument (α , 0.75) on organisational commitment was adopted. The model has three subscales: (a) the affective commitment scale (ACS) (α reported as 0.84), (b) the continuance commitment scale (CCS) (α reported as 0.77), and (c) the normative commitment scale (NCS) (α reported as 0.82). Responses were obtained on a 5-point Likert scale, 1 being strongly disagree, 5 being strongly agree. Sample items include: for ACS, *I really feel as if this organisation's problems are my own*; for CCS, *I am not afraid of what might happen if I quit my job without having another one lined up* and; NCS, *One of the major reasons I continue to work for this organisation is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.*

ADMINISTRATION OF THE INSTRUMENT

The eight themes, articulated into a questionnaire survey, were administered to high school teachers in Ogun State, Southwest Nigeria. Ogun State was chosen for this study because the state recorded one of highest high school enrolments in Nigeria in 2010 (over 4.5% of national enrolments, although the population of the state is 2.67% of Nigeria's population). Persistent increases in high school enrolments before and after 2010 made Ogun State a considerable environment for the underlying premise of this research – the State has had high enrolment numbers year after year and positive changes in resource commitments over time.

An information statement was included with the questionnaire. Through this, participants were informed about the intention of the research, the purpose and confidentiality of their contribution, and their right withdraw their contributions at any stage. They were also made aware that

participation is voluntary. Consent was deemed to be by induction, i.e. a respondent is deemed to have agreed to participate in the research if he or she returned a completely filled questionnaire to the researchers. A total of 1,224 (28.74% of a population of 4,259 high school teachers in Ogun State) were surveyed with 1,057 samples (85.35%) received. A total of 925 respondents (87.5%) provided valid answers to all items on the questionnaire. Answers were deemed invalid where respondent's entries were not distinct, (e.g. ticking multiple answers to the same item where only one entry is required).

To achieve this outcome, stratified random sampling technique was adopted in which eight of the 20 Council Areas in Ogun State were selected for the study. There are four ethnic regions in the state: Egba, Ijebu, Remo and Yewa. Two Council areas from each of the regions were selected to make up the eight Council Areas targeted. By doing this, all the cultural regions in the state have been included in the study. The same number of samples was sent to each of the local councils. Ten public high schools from each local council (40 schools in total) were selected at random. Teachers of all categories of cadres were targeted. Although there was no bias about respondents' sex during the administration of the questionnaires, 42 per cent of the respondents were males, 58 per cent were females. Of the respondents 29 per cent were aged under 35 years, 41 per cent were aged between 36 and 45 years, 24 per cent were 46 to 55 years whilst six per cent were aged over 55 years. Validity criteria for returned responses include at least two years in full time role as a high school teacher in the public sector. Data were analysed by using descriptive statistics, analysis of variance (ANOVA), pairwise comparisons, Cronbach's Alpha reliability estimation and T-test statistics.

FINDINGS

First, the study explored the difference in respondents' views across various demographic variables (i.e. age groups, academic qualifications, work status and years of experience) regarding turnover intentions. Tables 1a and 1b report outcomes of descriptive statistics and analysis of variance (ANOVA) between and within the demographic groups. The results show respondents' views on turnover intention are most divergent within age distribution ($F_{(3,921)} = 10.505$; $p < 0.05$) and years of experience ($F_{(4,920)} = 5.757$; $p < 0.05$). However, respondents' views cannot be discriminated significantly by qualifications ($F_{(3,921)} = 1.377$; $p < 0.05$), and work status ($F_{(2,922)} = 0.210$; $p < 0.05$). Apparently, these imply the surveyed teachers are likely to consider turnover under varying factors that relate to age and how long they have stayed on the job, and that they are likely to consider turnover irrespective of their qualifications and work status. Further analysis is needed to show teachers who are most or least likely to quit, and the career stage in which this is likely to occur.

Table 1: Descriptive Statistics and Analysis of Variance on Age Difference in Turnover Intention.

1a: Descriptive Statistics on Age Difference in Turnover Intention of Teachers

Demographic Indicators	N	Mean	Std. Dev.	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Age (Years)						
< 35	267	12.117	4.829	0.297	11.533	12.701
36 - 45	387	11.313	3.811	0.194	10.932	11.694
46 - 55	218	10.977	3.958	0.268	10.449	11.505
> 55	55	8.782	3.999	0.539	7.701	9.863
Qualifications						

National Cert. of Education	306	11.422	4.089	0.234	10.962	11.882
Bachelor's Degree	439	11.057	4.546	0.217	10.631	11.483
Master's Degree	176	11.727	3.553	0.268	11.199	12.256
Ph. D	4	13	6.782	3.391	2.208	23.792
Work Status						
Teachers	804	11.295	4.314	0.152	10.996	11.593
Vice Principal	77	11.597	3.643	0.415	10.771	12.424
Principal	44	11.159	3.772	0.569	10.012	12.306
Years of Experience						
< 5	147	12.102	4.09	0.337	11.435	12.769
6 – 10	234	11.333	4.399	0.288	10.767	11.9
11 – 15	283	11.633	3.876	0.23	11.179	12.086
16 – 20	134	11.149	4.229	0.365	10.427	11.872
> 21	127	9.827	4.543	0.403	9.029	10.625
Total	925	11.314	4.235	0.139	11.04	11.587

1b: Analysis of variance within and between groups

Demographic Indicators	Sum of Squares	Df	Mean Square	F	Sig.
Age					
Between Groups	548.272	3	182.757	10.505	<0.05
Within Groups	16,022.81	921	17.397		
Qualifications					
Between Groups	73.978	3	24.659	1.377	<0.05
Within Groups	16,497.10	921	17.912		
Work Status					
Between Groups	7.537	2	3.769	0.21	0.811
Within Groups	16,563.54	922	17.965		
Years of Experience					
Between Groups	404.627	4	101.157	5.757	0
Within Groups	16,166.45	920	17.572		
Total	16,571.08	924			

Moreover, the perceptions within and across demographic groups were explored further using pairwise comparison technique. Results, presented in Table 2, show a significant difference in the opinions of teachers aged below 35 years compared to all the other age groups. Although analysis did not suggest a significant difference between the perceptions of teachers aged 36 and 55 years, change patterns seem consistently significant in those aged above 55 years against all the other age groups. In addition, perceptions were analysed in relation to years of experience also. The most significant difference regarding turnover intention was observed in teachers who have worked for at least 21 years. Apparently, the factors that impact on turnover intention in these

highly experienced teachers are different from those who are relatively younger on the job. These factors are analysed further by using Cronbach's Alpha procedure to identify the most significant sub-variables to each of the demographic group across the main themes measured in this study.

Table 2: Pairwise Comparison of Age Difference in Turnover Intention.

Age & Experience (Years)	Indicator Groups	Comparison factor	Std. Error	Sig. (a)	95% Confidence Interval for Observed Difference (a)	
					Lower Bound	Upper Bound
Age (Years)						
< 35	36 – 45	0.804*	0.333	0.016	0.152	1.457
	46 – 55	1.140*	0.381	0.003	0.391	1.888
	> 55	3.335*	0.618	0.000	2.122	4.548
36 – 45	< 35	-0.804*	0.333	0.016	-1.457	-0.152
	46 – 55	0.336	0.353	0.342	-0.358	1.029
	> 55	2.531*	0.601	0.000	1.351	3.71
46 – 55	< 35	-1.140*	0.381	0.003	-1.888	-0.391
	36 – 45	-0.336	0.353	0.342	-1.029	0.358
	> 55	2.195*	0.629	0.001	0.96	3.43
> 55	< 35	-3.335*	0.618	0.000	-4.548	-2.122
	36 – 45	-2.531*	0.601	0.000	-3.71	-1.351
	46 – 55	-2.195*	0.629	0.001	-3.43	-0.96
Experience (Years)						
< 5	6 – 10	0.769	0.441	0.082	-0.097	1.635
	11 – 15	0.47	0.426	0.271	-0.367	1.306
	16 – 20	0.953	0.501	0.057	-0.03	1.935
	> 21	2.275*	0.508	0.000	1.279	3.272
6 – 10	< 5	-0.769	0.441	0.082	-1.635	0.097
	11 – 15	-0.299	0.370	0.419	-1.026	0.428
	16 – 20	0.184	0.454	0.685	-0.707	1.075
	> 21	1.507*	0.462	0.001	0.6	2.413
11 – 15	< 5	-0.47	0.426	0.271	-1.306	0.367
	6 – 10	0.299	0.370	0.419	-0.428	1.026
	16 – 20	0.483	0.440	0.272	-0.379	1.346
	> 21	1.806*	0.448	0.000	0.927	2.684
16 – 20	< 5	-0.953	0.501	0.057	-1.935	0.03
	6 – 10	-0.184	0.454	0.685	-1.075	0.707
	11 – 15	-0.483	0.440	0.272	-1.346	0.379
	> 21	1.322*	0.519	0.011	0.304	2.341
> 21	< 5	-2.275*	0.508	0.000	-3.272	-1.279
	6 – 10	-1.507*	0.462	0.001	-2.413	-0.6

11 – 15	-1.806*	0.448	0.000	-2.684	-0.927
16 – 20	-1.322*	0.519	0.011	-2.341	-0.304

* Mean difference is significant at the 0.05 level

Evidence from the analyses suggests turnover intentions in high school teachers reduce with teachers' age, with the most significantly high rates being amongst those aged below 35 years. However, the pattern changes more steeply in those around 55 years of age. Analysis also shows a strong positive correlation between higher qualifications and intention to quit. Those who are less likely to quit are those who have earned only the minimum academic qualifications required for teaching in Nigerian high schools, the National Certificate of Education (NCE), a qualification that prepares holders mainly for the field of education. In addition, those who are most likely to quit are those who have not been promoted for a long time, and those who have only worked for less than 15 years.

The observed pattern of turnover intention along the different demographics was explored further using Cronbach's Alpha reliability scale. The scale applies to identifying the variables that are most significant to the different demographic groups e.g. as delineated by age, qualification, years of experience and work status. Table 3 (see Appendix) presents a part of the outcome of this analysis. The analysis reported in the Table shows the overall reliability scale of every variable when combined optimally.

Job Satisfaction

Of the 36 items surveyed, only 18 apply to all the demographic groups except those aged 36–45 years. A total of 17 are significant to teachers aged over 55 years, and these include the 16 that are significant to those aged below 35 years and between 46–55 years old, and respondents who have earned a Bachelor degree. Analysis suggests teachers within the specified age brackets are most satisfied with their jobs (and will remain on their job) if they are remunerated fairly, if their supervisors are competent, if they like their co-workers, if they receive recognition for jobs well done, if communication within their organisation is good, and if promotion is based certainly on diligence. In addition, the analysis also shows they are likely to be dissatisfied with their jobs (and quit voluntarily) if they dislike their job assignments, if they progress in their career more slowly than those of employees in other organisations, and if the benefits they receive are unfair and unequitable. They will also quit if they seldom enjoy the work done by their colleagues, when they lose the sense of pride they have had in their job, if they are unhappy with their salary increases, when their relationship with their supervisors is poor, and when they no longer enjoy their job. Those aged above 55 years are dissatisfied with their jobs if their work assignments is not well-explained. In addition, respondents who have worked for 11–15 years, and those who have worked for more than 16 years, have the same pattern of satisfaction triggers as above, except that the latter consider role autonomy as significant and the former do not. In addition, analysis shows, unlike others, respondents who have worked for 16–20 years did not consider their sense of pride in their job roles as significant. Those who have worked for 5–10 years did not bother whether or not they receive benefits that compare well with employees in other organisations. They are also indifferent to being given the autonomy to take steps that improve their job outcomes rather than being impeded by red tape, and whether they receive benefits that are unfair and unequitable. Teachers who have worked for less than 5 years are dissatisfied if they do not feel a sense of pride in their jobs and if their chances for promotion are poor.

Organisational Commitment

Out of a total of 22 items investigated on organisational commitment, 18 were found significant across all the age groups analysed, except to those aged 36–45 years. Respondents aged 36–45 feel they are emotionally connected to the organisation they work for, and working in the

organisation has a great deal of meaning to them. As a result, they feel a strong sense of belonging to the organisation. Although, they do not believe the organisation they work for deserves their loyalty (on the short run), they are proud to tell others that they work for the organisation, and would not like to change jobs or organisations before they retire. Results also show teachers aged 36–45 consider the problems of the organisation they work for as theirs, and would not mind seeking solutions by discussing issues in their workplaces with people who do not work in their organisations. In addition, teachers in this 36–45 age group are not likely to quit easily: other commitments they have outside their jobs will be disrupted if they quit, and quitting is probably not a good option for them at this stage because the consequences are significant. Results show respondents in this age group think they are unlikely to find new jobs if they quit. If they find new jobs, the benefits are unlikely to be the same as they earn currently. Even if that is not the case, they still feel it is inappropriate for them to quit because the organisation deserves their loyalty in the long run; they are committed to the people they work with and those who have helped them improve their experiences in that organisation. In contrast, those aged 46–55 years are attached emotionally to the organisations they work for. They also do not think the organisations they work for deserve their loyalty (in the short run), and are not proud to tell others they work in the organisations. They are willing to quit now, and are positive about finding other opportunities if they quit now. However, those aged less than 35 years think otherwise: that the organisations they work for deserve their loyalty (in the short run) – the pattern of their commitment to their organisations is the same as those who are aged more than 55 years.

Teachers who have earned the NCE, Masters and Doctoral degrees show the same pattern as those who aged less than 35 years, except that they think the benefits they are likely to earn in alternative employments will not be the same as (most likely higher) than their current earnings. However, respondents who have earned a Bachelor's degree think differently. They are not emotionally attached to their organisations. It is also not significant to them that their organisations do not deserve their loyalty (in the short run). They are happy to quit now, at a cost, and believe they have lots of opportunities that will facilitate their voluntary turnover.

Respondents who have worked for less than five years have had the same pattern of bias on organisational commitment as those aged below 35 (see above). Those who have worked for 6–10 years are only different because they do not feel a sense of belonging to their organisations. It is not hard for them to quit now, and will not feel guilty if they do so. However, those who have worked for more than 11 years do not feel the same way; their opinions are the same as new entrants who have only worked for less than 5 years, except that: those who have worked for 11–15 years are not attached emotionally to the organisations they work for. Those who have worked for 16–20 years do not believe their lives will be disrupted significantly if they quit now, or that new job opportunities will not match the benefits they earn currently. Those who have worked for more than 21 years do not think they are proud to tell others where they work, neither will it be hard significantly nor costly for them to quit now.

Actual Intention to Quit

Results of the analysis on respondents' actual intention to quit show only teachers aged more than 55 years are willing to quit. They are persistent and hopeful that they will find a new job with commensurate benefits within a year. The same sentiment is shared by teachers who have earned academic qualifications that are higher than a bachelor degree. Consistent with the findings indicated (above) under job satisfaction and organisational commitment, this group of teachers is not bothered about equality between the benefits they earn now and what they are likely to earn in a different employment: they are very positive the latter is better. Those who have worked for less than five years, and are considering quitting, are confident of finding new employment that will offer them the same benefits as they earn currently. Results also show those who have worked

for 11–20 years are persistent about their intention to quit, while those who have worked for 16–20 years are significantly hopeful they can find new jobs within a year.

LEAP Leadership Behaviour

All 10 of the items measured in this scale are significant to all the demographic groups analysed in this study, although most groups retain only nine items in the residual model. For example, analysis shows respondents consider excellence in leadership as a significant factor that affects their turnover intentions. They are satisfied with their jobs (and will not quit) if: they are consulted about changes in their organisation and if their supervisors encourage and welcome teamwork and the exchange of opinions across and within workgroups. They will also stay if supervisors are keen to mentor workers on performance improvement, and pay attention to the opinions of their team members, listen to their problems and motivate teams by praising members for their individual successes. In addition to these, teachers aged more than 55 years are keen to find that supervisors have new ideas on how to solve problems. Those aged between 36–45 years are not bothered about whether supervisors encourage the exchange of opinions within and across groups, perhaps as long as supervisors pay attention to the opinions of their team members.

Workload Stress

There are four significant items relating to workload stress in the analysis, and these apply to all the demographic groups without exceptions. Invariably, excessive stress contributes to respondents' intention to quit. This is because they are often pressured to complete tasks very fast, and to work very hard, are left with little time to complete tasks, and are pressured consistently to complete a large amount of work.

Work-Life Balance

Ten items are retained in the residual model under work-life balance, and these apply significantly to all the demographic groups. In particular, analysis show a significant relationship between high school teachers' turnover intention and the conflict teachers suffer between their work and their family lives. Respondents from all the demographic groups think demands from their work interfere with their family life, and that pressures from home commitments limit their abilities and make them put off their job responsibilities. They also think their job training makes their family commitments difficult to achieve, and they have had to change planned family events because of job commitments.

Personal Health and Well-being

Analysis on respondents' personal health and well-being show nine of the 12 the measured items affect the different demographic groups significantly. Respondents aged 46–55 years who have earned at least a Bachelor degree, and have worked for between 11–15 years or more than 21 years, think their workload affects their personal health. In addition compared to those aged 46–55 years, respondents aged below 35 years also think their health limits them to moderate activities. The same view is shared by those who have earned at least a Bachelor degree, and have worked for less than five years or between 11–20 years. In addition, respondents aged 46–55 years, and those who have earned more than Bachelor degree, and those who have worked for between 11–20 years, think their personal health does limit their work and other activities. Due to emotional issues, those who have earned at least a Master degree, and those who have worked for 11–20 years have only been able to accomplish less than they would have liked. The same issues (emotional issues) made respondents aged 46–55 years, and those who have worked for 11–20 years to be less careful at work. Those who have worked for less than five years, and those who have worked for 11–20 years think bodily pain interfere with their official at assignment and at home. Analysis also shows those aged more than 55 years are depressed, while those who are aged less than 35 years and

those who have worked for up to 20 years, have lots of energy to perform their duties. Those who have worked for 11–20 years, irrespective of their academic qualifications, think their emotional and physical issues often interfere with their social life.

Motivation

In total 21 of the 22 items surveyed to explore the relationship between motivation and turnover intention in high school teachers were retained in the residual model. Apart from respondents aged 36–45 years to whom none of the items was found significant statistically, all the other demographic groups have found all the retained items significant in varying perspectives. For example, respondents aged below 35 years and those aged above 55 years feel they can be motivated to remain on their job through financial incentives, however non-financial incentives (such as delegation of power, access to tools to that facilitate efficiency) do motivate them more than financial incentives. Whilst those who have worked for up to 10 years share the same view as respondents whose age was below 35 or above 55 years, those with a Bachelor degree and National Certificate of Education qualifications, and those who have worked for 11–15 years consider only financial incentives as significant.

Master and Doctoral degree holders may lose their motivation to remain on the job if they are not satisfied with the breaks they are allowed to have, if they feel retirement benefits accruable to them are not sufficient, and if they lose their respect in the community because of students' poor performance. Those aged above 55 and those who have worked for more than 21 years may also quit if they lose their respect in the community because of students' poor performance. Findings also show that teachers who have only worked for less than five years are likely to lose their motivation to remain on the job if they think they are not making appropriate impact on their students' success.

In addition, results show those who are less than 35 years in age, and those who are more than 55 years, and those who have worked for 6–10 years are motivated to exceed their target accomplishment if their working conditions are excellent. They will stay in the job if they have job security, and are provided with adequate medical benefits, and if they think top management staff are able to notice their commitment. Those who have worked for 11–15 years also consider the same set of motivation variables, except job security. Analysis also shows teachers who have earned at least a Bachelor degree feel motivated with excellent working conditions and medical benefits. Those with National Certificate of Education qualification are motivated with job security and visibility to the management. Those who have worked for 16–20 years are also motivated to stay on if they are provided with adequate medical benefits, and if their superiors often recognise work done by them. Those who are aged above 55 years are motivated to stay on if they feel that their job gives them good social status.

Analysis also show that those aged below 35 years, those aged between 46–55 years, those who have earned up to Bachelor degree, and those who have worked for up to 15 years, are likely to quit if they become unsatisfied with the responsibilities and job roles assigned to them. In addition, those whose age exceeds 46 years, and have earned Master or Doctoral degrees, and have worked for 16–20 years are likely to quit if they feel they do not receive appropriate support from human resource administrators and their informal workgroups. Although, respondents whose ages exceed 55 years and have worked for less than five years or for more than 21 years, feel it is vitally important for their employers to commit to their career development, those in other demographic groups think differently. High School teachers who are aged below 35 years, and have earned a Bachelor degree, and have worked for up to 20 years, are likely to lose their motivation and quit if they feel they are not improving themselves and would not find opportunities to advance in their career. Moreover, those who aged below 35 years or between 46–55 years, and have worked for up to 15 years are likely to quit if others around them are not successful or there is no such success (of others) to motivate them.

IMPLICATIONS OF FINDINGS

The study has pointed out some significant findings regarding the relationships between teachers' demography and turnover intention. First, the study found no significant correlation between teachers' gender and their current intention to turnover. However, consistent with the works of Batt and Valcour (2003), the study found actual attrition persisted in female teachers more than in male teachers. For example, there were more females than males in the lower end of every demographic group, but more males than females in the higher end. Of teachers aged below 35 years, 73 per cent were females, however only 31 per cent of teachers aged 55 years and above were females. Of the teachers with minimum entry qualification for teaching in high schools, 70 per cent were females, only 25 per cent have earned a higher degree. Of high school teachers who have worked for less than 5 years, 65 per cent were females, while only 35 per cent of those who have worked for more than 21 years are females. Work-family role conflict and organisational commitment issues are the key challenges in this.

Findings also revealed teachers' age influenced their intention to quit, and that there was a significant age difference amongst such teachers willing to quit. Teachers aged between 36 to 45 years had the least intention to quit. Those below 35 years and those above 46 years had the highest turnover intention. It is only logical to conclude that ageing triggers voluntary turnover, however it is evident younger teachers have shown a significant tendency to quit. There are many prompts to this. As evidenced in Table 4 (see Appendix), excessive stress is a disincentive to employees' commitment to remain on the job. Poor organisational commitment is another dimension: findings showed teachers aged below 35 were impacted significantly by, for example, a lack of mentoring and collegial support.

According to the findings, there was no significant difference in teachers' turnover intention and their academic qualifications. Teachers have equal tendency to leave or remain on their jobs irrespective of their qualifications. However, those with higher qualifications at a younger age have diminished in number as years of experience increased. Apparently, they have used their appointments as high school teachers as stepping stones to other careers where working conditions were perceived to be better than in teaching. Meanwhile, this does not mean those with higher qualifications are not well supported in teaching. There was consistent evidence to suggest that those who have stayed-on have improved themselves continually by acquiring new qualifications – perhaps for the purposes of self-improvement or for promotion or for self-fulfilment or to obtain advantages for better career opportunities. Consistent with the finding of Amah (2009), the study revealed no significant correlation between work status and teachers' turnover intention. Positive and negative relationships between work status and turnover intention have been reported by Adewoyin (2002) and Robinson (1996) respectively.

CONCLUSION ON MANAGERIAL INSIGHTS OF THE STUDY

Turnover is rife amongst high school teachers in Nigeria. The study has elicited that the desire to quit is widespread amongst males as it is amongst female teachers, and that females are more vulnerable in actual voluntary turnover than males. Strategic managerial intervention is required on this: gender apartheid at the upper echelons of teaching in high schools creates an arbitrary glass ceiling that is discriminatory to female teachers. An example of a possible solution could be in the area of policies that especially incentivise female teachers to remain on the job, improve themselves for higher responsibilities, and affirmative action such as paid parental leave that runs for an extended period of time. Solutions like these are not new in human resource management, the newness is the environment within which its implementation is being suggested. Institutional policies that can facilitate such enormous leaps in Africa is required. Legislation and cultural reorientation need to play a role in this. If girl-child education is placed centre-stage in the national political debate, women's career success should also be a part of the cultural critique.

Another dimension to the findings is the attrition of highly qualified teachers when they have only spent less than a decade on the job. This menace, also popularly called brain drain, has lived with developing countries from time immemorial. As elicited in the analysis, bureaucratic red tape is a major factor in this, rather than remuneration issues. It is illogical to conclude that those who quit only do so because there are better career opportunities for them elsewhere, when the same career path they quit from encourages employees' development to the same standard as those who quit. Rather it is more evident the missing link that triggered the attrition is the poor culture of leadership and mentorship. This can only get worse when both senior and junior teachers are consistently prone to voluntary turnover. A key issue in this is that they are both dissatisfied with how they are managed. For example, how can there be policies on massification of access to education and infrastructure interventions, if teachers' welfare and institutional corruption are left untouched? These can be resolved: the education sector can become liberalized such that the private sector is able to drive initiatives for incentivising highly qualified staff; and government policies can be tailored to reward employees for capability and performance rather than the old tradition of 'experience'. More importantly, in all these challenges it is evident that academic institutions in Nigeria need to be transformed into learning organisations. In particular, effective solutions to turnover issues are best created collaboratively by all the stakeholders, inside-out and bottom-up.

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APPENDIX

Table 3: Corrected Item-Total Correlation as measured by Cronbach's Alpha Reliability scale

	< 35	36-45	46-55	>55	1 st Deg.	MSc & PhD	NCE	< 5yrs	6-10yrs	11-15yrs	16-20yrs	>21yrs
n	265	387	218	55	439	180	306	147	234	306	134	127
Cronbach's Reliability Scale α	0.897	0.891	0.927	0.95	0.912	0.933	0.942	0.897	0.911	0.94	0.942	0.917
α (standardized)	0.895	0.892	0.921	0.947	0.905	0.922	0.939	0.893	0.91	0.932	0.933	0.916
Hotelling's T-Squared value	3977.58	478.82	2882.91	0	2911.28	7308.24	1809.11	7411.34	2829.4	6627.85	14274.08	1743.86
Turkey's estimate of power to achieve additivity	-0.667	0.269	-0.58	-0.363	-1.086	-0.654	-0.93	-1.121	-0.462	-0.513	-0.795	-0.35
Job Satisfaction Scale												
I feel I am paid a fair amount for the work I do.	0.234		0.433	0.544	0.472	0.509	0.460	0.185	0.341	0.585	0.611	0.438
My supervisor is quite competent.	0.372		0.417	0.640	0.493	0.413	0.671	0.464	0.454	0.605	0.443	0.399
I receive appropriate recognition for a job well done	0.360		0.561	0.528	0.520	0.577	0.536	0.397	0.353	0.529	0.654	0.581
I like the people I work with.	0.417		0.583	0.626	0.527	0.617	0.520	0.529	0.393	0.502	0.607	0.554
Communications within my organisation seem good.	0.362		0.464	0.599	0.529	0.554	0.605	0.338	0.482	0.639	0.452	0.539
Certainly, promotion is a reward for diligence.	0.376		0.526	0.344	0.420	0.531	0.562	0.268	0.427	0.583	0.480	0.404
Benefits I receive compare with other organisations'.	0.293		0.429	0.457	0.344	0.526	0.415	0.339		0.458	0.493	0.325
My efforts to do well are seldom blocked by red tape.			0.375			0.354	0.369	0.308		0.460		
I like doing the things I do at work.	0.262		0.574	0.328	0.374	0.479	0.565	0.259	0.211	0.609	0.488	0.404
People get ahead as fast here as other places.	0.170		0.448	0.653	0.321	0.644	0.434	0.230	0.288	0.466	0.634	0.388
The benefit package in my organisation is equitable.	0.262		0.329	0.579	0.257	0.490	0.313	0.297		0.320	0.481	0.337
I enjoy my co-workers.	0.339		0.520	0.273	0.507	0.510	0.520	0.343	0.429	0.623	0.436	0.402
I feel a sense of pride in doing my job.	0.256		0.542	0.275	0.411	0.485	0.515		0.512	0.549		0.519
I feel satisfied with my chances for salary increases.	0.217		0.422	0.480	0.339	0.616	0.448		0.375	0.515	0.500	0.424
I like my supervisor.	0.305		0.567	0.660	0.502	0.618	0.626	0.256	0.391	0.657	0.565	0.581
I am satisfied with my chances for promotion.	0.268		0.279	0.489	0.337	0.545	0.473		0.370	0.609	0.437	0.356
My job is enjoyable.	0.246		0.489	0.234	0.416	0.507	0.452	0.258	0.370	0.503	0.442	0.342

Work assignments are not fully explained.				0.082								
Organisational Commitment Scale												
I feel emotionally attached to this establishment.	0.275			0.483		0.019	0.317	0.346	0.308		0.151	0.168
Working here, a great deal of personal meaning to me.	0.216		0.276	0.447	0.232	0.279	0.272	0.368	0.176	0.187	0.356	0.380
I feel a strong sense of belonging to this organisation.	0.155		0.287	0.526	0.209	0.231	0.293	0.209		0.261	0.386	0.255
This establishment does not deserve my loyalty.				0.028								
I am proud to tell others that I work here.	0.353			0.327	0.209	0.075	0.412	0.332	0.340	0.279	0.167	
I'd be happy to work in this organisation until I retire.	0.304		0.313	0.452	0.154	0.168	0.320	0.293	0.233	0.212	0.144	0.425
I consider this organisation's problems as mine.	0.261		0.192	0.258	0.174	0.286	0.410	0.291	0.259	0.359	0.245	0.300
I enjoy discussing this establishment with outsiders.	0.188		0.125	0.398		0.153	0.292	0.126	0.151	0.264	0.186	0.226
It'd be hard to quit right now, even if I wanted to.	0.209			0.187		0.166	0.289	0.222		0.273	0.124	
Too much in my life would be disrupted if I quit now.	0.315			0.383		0.160	0.397	0.213	0.305	0.314		0.224
It would not be too costly for me to quit now.	0.213			0.264		0.169	0.363	0.179	0.201	0.279	0.205	
Job alternatives are scarce; I choose not to quit now.	0.201			0.259	0.175	0.186	0.285	0.226	0.129	0.313	0.290	0.129
A new job may not match the benefits I have here.	0.381			0.477	0.183		0.366	0.406	0.293	0.281		
Even to my advantage, I it's not right to quit now.	0.322		0.280	0.232	0.217	0.355	0.234	0.227	0.317	0.251	0.302	0.188
I would feel guilty if I leave this establishment now.	0.273		0.084	0.435	0.148	0.199	0.218	0.375		0.284	0.311	0.169
This establishment deserves my loyalty.	0.334		0.218	0.434	0.325	0.343	0.472	0.330	0.430	0.433	0.341	0.354
I can't leave now: I am committed to the people here.	0.288		0.315	0.518	0.327	0.348	0.365	0.324	0.235	0.351	0.464	0.399
I owe a great deal to this establishment.	0.235		0.177	0.440	0.272	0.252	0.393	0.212	0.377	0.361	0.384	0.216
Actual Intention to Turnover												
I will probably look for a new job in the next year.				0.367		0.148					0.173	
I often think about quitting.				0.222		0.217				0.120	0.356	
I'd find another job with about the same benefits.				0.397				0.293				
LEAP Leadership Behavior Scale												
I am informed of changes within my organisation.	0.382	0.363	0.446	0.774	0.508	0.525	0.533	0.341	0.527	0.528	0.559	0.488
My supervisor encourages exchange of opinions.	0.259		0.393	0.623	0.444	0.294	0.253	0.242	0.366	0.309	0.468	0.450
My supervisor welcomes new ideas and suggestions.	0.332	0.285	0.251	0.707	0.287	0.141	0.315	0.318	0.414	0.256	0.310	0.242
My supervisor offers new ideas for solving problems.				0.597								

I am shown how to improve my performance.	0.499	0.472	0.399	0.642	0.585	0.563	0.495	0.621	0.570	0.477	0.547	0.615
My supervisor pays attention to workers' opinions.	0.450	0.587	0.533	0.668	0.595	0.522	0.533	0.467	0.528	0.564	0.526	0.623
My supervisor encourages me to give my best effort.	0.407	0.483	0.455	0.760	0.384	0.449	0.536	0.440	0.420	0.436	0.551	0.514
My supervisor praises the job performed by me.	0.358	0.481	0.387	0.666	0.345	0.357	0.545	0.275	0.390	0.456	0.537	0.414
My supervisor is willing to listen to my problems.	0.420	0.505	0.531	0.546	0.523	0.416	0.500	0.304	0.511	0.539	0.561	0.388
My supervisor encourages teamwork.	0.393	0.507	0.520	0.720	0.500	0.433	0.485	0.309	0.457	0.532	0.544	0.617
Workload Stressor Scale												
My job often requires me to work very fast.	0.431	0.541	0.543	0.718	0.516	0.480	0.492	0.398	0.408	0.556	0.474	0.588
My job often requires me to work very hard.	0.463	0.582	0.568	0.526	0.535	0.577	0.550	0.503	0.435	0.559	0.651	0.493
I am often left me with little time to get things done.	0.413	0.564	0.491	0.448	0.415	0.496	0.559	0.442	0.432	0.487	0.500	0.543
There is often a great deal to be done.	0.419	0.481	0.536	0.258	0.374	0.486	0.504	0.350	0.423	0.448	0.609	0.429
Work-Life Balance Scale												
Demands of my family interfere with my work.	0.430	0.532	0.504	0.683	0.495	0.615	0.557	0.462	0.481	0.543	0.670	0.597
Home pressures me to put off doing things at work.	0.441	0.474	0.488	0.338	0.415	0.495	0.565	0.432	0.452	0.504	0.723	0.222
Family demands limit things I want to do at work.	0.480	0.489	0.486	0.318	0.392	0.367	0.577	0.382	0.425	0.524	0.685	
My home life interferes with my work responsibilities.	0.475	0.540	0.460	0.696	0.482	0.656	0.563	0.487	0.534	0.536	0.607	0.520
Family strain interferes with my ability to perform duties.	0.463	0.491	0.583	0.646	0.395	0.640	0.495	0.463	0.427	0.461	0.645	0.512
Work demands interfere with my home and family life.	0.373	0.548	0.574	0.596	0.440	0.607	0.499	0.437	0.293	0.607	0.720	0.395
My job makes it difficult to fulfill my family responsibilities.	0.426	0.539	0.487	0.590	0.483	0.513	0.563	0.421	0.492	0.549	0.713	0.358
I'm unable to do things at home because of my job demand	0.444	0.546	0.511	0.702	0.480	0.599	0.546	0.521	0.449	0.577	0.612	0.379
My job trainings make it difficult to fulfill family duties.	0.379	0.495	0.532	0.496	0.339	0.529	0.496	0.381	0.319	0.550	0.554	0.278
I've had to change my plans for family events due to work.	0.370		0.513	0.545	0.355	0.595	0.284	0.387	0.240	0.378	0.635	0.377
Personal Health and Well-Being												
My work affects my health.			0.219		0.157	0.263				0.307		0.273
My health limits me in moderate activities.	0.063		0.393		0.072	0.250		0.090		0.005	0.239	
My physical health limits my work or other activities			0.236			0.225				0.098	0.216	

Due to emotional problems, I accomplished less than I'd like						0.082				0.047	0.132	
Due to emotional problems, I'm less careful with work.			0.093							0.148	0.232	
Pain interfere with my normal work (at home & office)								0.125		0.029	0.079	
I feel I have a lot of energy	0.223				0.207	0.296	0.413	0.380	0.269	0.279	0.288	
I feel downhearted and depressed.				0.224				0.080			0.004	
My physical & emotional issues interfere with my social life.					0.227	0.333	0.187			0.406	0.229	
Motivation Scale												
Income increments motivate me to accomplish more.	0.307			0.209	0.210		0.264	0.344	0.374	0.206		
Non-financial incentives motivate me more than financial incentives.	0.149			0.348				0.121	0.191			
I am satisfied with the breaks I am allowed to have.						0.189				0.031		
I am motivated to accomplish more by my work condition.	0.269			0.281	0.170	0.030		0.149	0.363	0.155		
Job security motivates me.	0.240			0.216			0.147	0.277	0.288			
My retirement benefits available are sufficient.						0.194						
Medical benefits provided in my organisation are satisfactory.	0.196			0.239	0.154	0.066	0.285	0.193	0.235	0.226	0.049	
Visibility (to the top management) motivates me	0.183			0.187			0.283		0.268	0.341		
My superiors always recognize the work done by me.											0.010	
I feel that the job I do gives me a good status.				-0.025								
I am satisfied with the responsibility and role that I have.	0.321		0.126		0.094		0.202	0.122	0.295	0.248		
Relationships in informal workgroups is quite important to me			0.129	0.055		0.052					0.064	
I am satisfied with the support from the HR department				0.286		0.092					0.048	
My employer commit fairly to my career advancement				0.117				0.083				0.210
I want to be the best at my own job	0.248				0.192			0.181	0.275	0.140	0.039	
I like to schedule my work & decisions with minimum supervision	0.176				0.246				0.239	0.210	0.090	

I find opportunities for advancement in this organisation.	0.220				0.121		0.160	0.191	0.125	0.201		
I am motivated to realize my ultimate personal potential.			0.078	0.029		0.079		0.138				
I am motivated by the recognition of others' successes.	0.193		0.134						0.174			
I am motivated by the success of my products (students).				0.153		0.009		0.179		0.059		0.176
I am motivated by acknowledgements from the community.				0.363		0.069						0.206

Table 4: Squared Multiple Correlation as Measured by Cronbach's Alpha Reliability Scale

	< 35	46-55	1 st Degree	NCE	6-10yrs
n	265	218	439	306	234
Cronbach's Reliability Scale α	0.897	0.927	0.912	0.942	0.911
α (standardized)	0.895	0.921	0.905	0.939	0.91
Hotelling's T-Squared value	3977.58	2882.91	2911.28	1809.11	2829.4
Turkey's estimate of power to achieve additivity	-0.667	-0.58	-1.086	-0.93	-0.462
Job Satisfaction Scale					
I feel I am paid a fair amount for the work I do.	0.588	0.694	0.571	0.668	0.722
My supervisor is quite competent.	0.659	0.663	0.659	0.755	0.724
I receive appropriate recognition for a job well done	0.614	0.773	0.560	0.672	0.770
I like the people I work with.	0.706	0.731	0.646	0.750	0.838
Communications within my organisation seem good.	0.709	0.669	0.622	0.748	0.813
Certainly, promotion is a reward for diligence.	0.642	0.800	0.647	0.746	0.814
Benefits I receive compare with other organisations'.	0.676	0.770	0.587	0.595	
My efforts to do well are seldom blocked by red tape.				0.586	
I like doing the things I do at work.	0.592	0.819	0.567	0.693	0.719
People get ahead as fast here as other places.	0.602	0.739	0.552	0.593	0.690
The benefit package in my organisation is equitable.	0.637	0.738	0.451	0.575	
I enjoy my co-workers.	0.687	0.757	0.669	0.707	0.755
I feel a sense of pride in doing my job.	0.611	0.802	0.606	0.666	0.699
I feel satisfied with my chances for salary increases.	0.661	0.769	0.508	0.705	0.767
I like my supervisor.	0.660	0.788	0.613	0.763	0.750
I am satisfied with my chances for promotion.	0.590	0.727	0.511	0.624	0.730
My job is enjoyable.	0.559	0.757	0.471	0.624	0.577
Work assignments are not fully explained.					
Organisational Commitment Scale					
I feel emotionally attached to this establishment.	0.585			0.701	0.752
Working here, a great deal of personal meaning to me.	0.640	0.683	0.463	0.532	0.649
I feel a strong sense of belonging to this organisation.	0.636	0.655	0.446	0.616	
This establishment does not deserve my loyalty.					
I am proud to tell others that I work here.	0.632		0.476	0.629	0.641
I'd be happy to work in this organisation until I retire.	0.500	0.735	0.433	0.569	0.654
I consider this organisation's problems as mine.	0.624	0.590	0.464	0.634	0.647
I enjoy discussing this establishment with outsiders.	0.643	0.575		0.597	0.604
It'd be hard to quit right now, even if I wanted to.	0.579			0.520	
Too much in my life would be disrupted if I quit now.	0.550			0.654	0.623
It would not be too costly for me to quit now.	0.544			0.630	0.738
Job alternatives are scarce; I choose not to quit now.	0.575		0.448	0.634	0.642
A new job may not match the benefits I have here.	0.606		0.415	0.583	0.662
Even to my advantage, I it's not right to quit now.	0.550	0.670	0.438	0.491	0.605
I would feel guilty if I leave this establishment now.	0.632	0.744	0.365	0.505	
This establishment deserves my loyalty.	0.655	0.684	0.465	0.671	0.720
I can't leave now: I am committed to the people here.	0.556	0.637	0.546	0.507	0.512
I owe a great deal to this establishment.	0.590	0.643	0.510	0.584	0.735
Actual Intention to Turnover					
I will probably look for a new job in the next year.					
I often think about quitting.					
I'd find another job with about the same benefits.					
LEAP Leadership Behavior Scale					
I am informed of changes within my organisation.	0.640	0.790	0.712	0.756	0.820
My supervisor encourages exchange of opinions.	0.676	0.728	0.696	0.699	0.805

My supervisor welcomes new ideas and suggestions.	0.611	0.661	0.421	0.556	0.748
My supervisor offers new ideas for solving problems.					
I am shown how to improve my performance.	0.776	0.757	0.736	0.688	0.803
My supervisor pays attention to workers' opinions.	0.717	0.790	0.702	0.707	0.749
My supervisor encourages me to give my best effort.	0.614	0.743	0.575	0.714	0.767
My supervisor praises the job performed by me.	0.635	0.762	0.510	0.810	0.754
My supervisor is willing to listen to my problems.	0.679	0.748	0.593	0.673	0.726
My supervisor encourages teamwork.	0.653	0.761	0.600	0.682	0.739
Workload Stressor Scale					
My job often requires me to work very fast.	0.669	0.753	0.631	0.783	0.804
My job often requires me to work very hard.	0.734	0.820	0.657	0.769	0.852
I am often left me with little time to get things done.	0.524	0.678	0.528	0.704	0.707
There is often a great deal to be done.	0.637	0.661	0.530	0.745	0.801
Work-Life Balance Scale					
Demands of my family interfere with my work.	0.669	0.788	0.541	0.805	0.745
Home pressures me to put off doing things at work.	0.723	0.761	0.554	0.786	0.790
Family demands limit things I want to do at work.	0.767	0.750	0.636	0.826	0.843
My home life interferes with my work responsibilities.	0.712	0.705	0.654	0.799	0.788
Family strain interferes with my ability to perform duties.	0.773	0.773	0.637	0.788	0.792
Work demands interfere with my home and family life.	0.723	0.802	0.678	0.761	0.816
My job makes it difficult to fulfill my family responsibilities.	0.716	0.702	0.658	0.778	0.755
I'm unable to do things at home because of my job demand	0.784	0.777	0.716	0.795	0.830
My job trainings make it difficult to fulfill family duties.	0.782	0.717	0.726	0.780	0.850
I've had to change my plans for family events due to work.	0.727	0.722	0.579	0.571	0.716
Personal Health and Well-Being					
My work affects my health.		0.553	0.363		
My health limits me in moderate activities.	0.642	0.750	0.492		
My physical health limits my work or other activities		0.817			
Due to emotional problems, I accomplished less than I'd like		0.821			
Due to emotional problems, I'm less careful with work.					
Pain interfere with my normal work (at home & office)					
I feel I have a lot of energy	0.556		0.293	0.516	0.528
I feel downhearted and depressed.				0.483	
My physical & emotional issues interfere with my social life.			0.476		
Motivation Scale					
Income increments motivate me to accomplish more.	0.567		0.577	0.580	0.629
Non-financial incentives motivate me more than financial incentives.	0.606				0.658
I am satisfied with the breaks I am allowed to have.					
I am motivated to accomplish more by my work condition.	0.566		0.498		0.689
Job security motivates me.	0.628			0.551	0.646
My retirement benefits available are sufficient.					
Medical benefits provided in my organisation are satisfactory.	0.500		0.385	0.488	0.606
Visibility (to the top management) motivates me	0.487			0.496	0.623
My superiors always recognize the work done by me.					
I feel that the job I do gives me a good status.					
I am satisfied with the responsibility and role that I have.	0.604	0.345	0.444	0.453	0.620
Relationships in informal workgroups is quite important to me		0.514			
I am satisfied with the support from the HR department		0.677			
My employer commit fairly to my career advancement					
I want to be the best at my own job	0.549		0.451		0.777

I like to schedule my work & decisions with minimum supervision	0.578		0.400		0.660
I find opportunities for advancement in this organisation.	0.547		0.530	0.512	0.716
I am motivated to realize my ultimate personal potential.		0.511			
I am motivated by the recognition of others' successes.	0.523	0.393			0.593
I am motivated by the success of my products (students).					
I am motivated by acknowledgements from the community.					